



CODE SWITCHING AND IDENTITY DYNAMICS: A STUDY OF LINGUISTIC INFLUENCE ON PERSONALITY

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Abstract

The aim of this study is to show the influence of code-switching on personality. It also shows that due to code-switching the behavior changes that result in changing the personality. The study applies the Trait Theory as theoretical framework which is basically used to show the change of personality during code-switching. The primary data for this research is the data collected through interviews. Semi-structured interviews were conducted using non probability sampling technique from the students of Abdul Wali Khan University Mardan. All the students are bilinguals and were asked to answer both in their native and second languages. Almost all the students looked confident in their native language and were hesitant during code-switching. The qualitative nature of the study shows personality changes during code-switching. This study also reveals that when bilinguals change language, their behavior changes, which change their personality according to the situation. Finally, the finding and conclusion are presented to take the discussion to an end.

Keywords: *Behavior, Bilinguals, Communication, Language, Personality, Trait Theory.*

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1. Introduction

1.1. Background of the study

These findings determine how code switching and identity are related, seeing thoroughly how a language impacts the personality, social affiliations cultures. Involvement of humans with each other and their identity is deeply shadowed by language, which shapes both, the understanding of an individual and social interaction. On the other hand, individuals who speaks more than one language and are multicultural, it has been highly found that the code switching (switching from one language to another including dialects within a single conversation) is more common. Code switching is not just an option to communicate but also helps in setting social limitations, identifying members of a certain group, contending individualism and overseeing social interactions.

Code switching can be triggered by factors like the agenda of discussion, Audience and social setup. So the findings goes as code switching plays the role of a bridge and a sense of belonging (Gumperz 1982).

Apart from the fact that it is a concept of language, code switching also has its social and psychological aspects emphasizing on how linguistic choices defines the dialogue of a wider identity inside a society. Language is a key factor of each society as it helps people to reciprocate feelings, concepts and ideologies while having one common ground.

Despite its diverse applications, Language remains challenging to define precisely (Downes, 1998). Radhika (2017) states that in communication we share thoughts and feelings through words, phrases, gestures and body language which happens both through spoken and penned down.

Speaking of societies where multiple languages are spoken, multilingual fluency is needed, which goes further to bilingualism (Kord, 2013). Aspects that escalates such needs are aggregation, moving from one place to another and the wider use of virtual engagement, which has increased the need for multi lingual code switching for better efficiency on different platforms.

The skills of knowing more than one language fluently is known as bilingualism as defined by Ramasamy (2009) which became a prominent note because of aggregation.

Grant and Gottardo (2008) said, for people who are bilingual must acquire command over both languages for better efficiency in communicating.

In bilingual communities, people often tend to change from one language to another because of communication needs (Bhatti, Shamsudin & Said 2018).

Shuter (2013) defines code switching as when people divert from one language to another because of their social context.

Code switching is common in societies where bilinguals engage with each other (josefsson 2010).

This phenomenon has not only an impact on linguistic competency but also building of identity because of the people navigating through traditional and language structures.

On the basis of different researches it is been found that people speaking two languages uses code switching to boost the communication and defeat the linguistic hurdles. (Waris 2012).

Chagatai and Khan (2016) debates on code switching that it paves the way for efficient conversation constructing it to a need of the time. But the implications of code switching goes further than efficient conversations.

Yim (2020) describes that people switch between languages to express themselves and pick slangs from their native language to identify themselves. This constrains the tie between flexibility of languages and identifying one self, as they pick up words and languages that portrays their traditional emotional identity in the best of terms.

Languages are the key role model in crafting the thinking, individual concepts and personality (Veltkamp et al., 2014). Researches show that people who are bilingual often express multiple personalities depending on the language they are speaking (Esparza et al., 2004). Linguistic relativity hypothesis reflects that choosing a certain language can craft reasonable actions, emotional expressions and behavioral interaction.

Code switching and identity goes way back in sociolinguistic theory which defines it as deeply rooted. Trait theory describes aspects of personality like openness, extraversion, agreeableness, conscientiousness, and neuroticism has an impact on language preferences. Per say People who are more expressive tend to switch codes more often because of their admittance of variation in traditions and change in languages. Moreover, individuals who are often agreeing tend to switch codes in order to agree and show empathy for others. (Allport 1961). Code switching then used as a tool for showing sympathy, engaging in negotiations, transfer of rule and reviving traditional norms while finding through the needs of society. These phenomena explain how language performs the role of a mode by virtue of which people craft and engage their identity in various societal programs. Furthermore, linguistic utilization and shaping identity are not steady process instead its continuously going on which are crafted by the passage of time, socio economic standing, and geographical existence. For example Speakers who are in youth might have a code switching approach to emphasize a multiple cultural identity, intending to mix up the aspects of their cultural language with those that has an upper hand in the current times. This blend affirms people to have dual cultural identity, which defines that identity flexibility can be seen in environments with more than one cultures. Such kind of code switching adapted by individuals constrains that linguistics both crafts and can be crafted by multiple identities.

When bilinguals switch languages, their personality and behavior often change

unconsciously (Luna, ringberg & Perarchio 2008).

Chen and Bond (2010) states that language shifts influence, attitudes, expression and body language, thereby altering personality perceptions.

People who speak more than one language or two languages tend to appear more confident and overcoming while communicating in a one medium while they occur more bound and shy in another. This behavioral variation relates with the sociolinguistic aspect that a person's self-ideology and identity is tying deep knots to the Language.

Al-Amri (2013) states that code switching may have both positive and negative effects on identity formation, as it introduces individual to new ways of expressing themselves while potentially complicating their sense of self. While flexibility in language tend to be strengthening, It may result in complications like unstable identity specifically in spaces where a certain linguistic group is empowered than the other one.

The target of this research is to oversee the connection between code switching and identity perspectives, emphasizing on how a personality is polished by choosing a certain language and how it impacts an individual's interaction with people.

Through the analysis of wider inference of code switching as a sociolinguistic occurrence, this study adds up to conversations upon linguistics as a mobility mode for identity build up. In a world where rapid multilingual growth is happening, knowing the importance of code switching is pivotal in giving credit diverse role of language and its influence on human experience. As languages are evolving internationally on global level with the sophisticated modes of communication, the importance of code switching in building up individual and collective identities will stay as an important sector of linguistics and sociocultural inquiry.

1.2. Objectives

- To investigate how code-switching affects the expression of different aspects of personality in changing social and cultural contexts.
- To analyze the psychological identity shifts in students who practice code switching in English through the lens of Trait Theory.

1.3. Questions

- How does code switching influence the expression of different aspects of personality across changing social and cultural contexts?
- How does trait theory elucidate the psychological and identity shifts underlying code switching?

1.4. Limitations

This research only includes university students, so results are less generalizable to other populations. Personality is determined by many factors, so it is difficult to separate code-switching's effect. Self-reported measures can also create biasness.

1.5. Delimitation

It specifically addresses university students in Pakistan using Trait Theory for explaining code-switching between native languages and English, excluding professional or family environments, long-term outcomes, and other psychological models, and is based on surveys and interviews as a source of data.

1.6. Significance of the Study

This research helps in finding the social as well as the psychological impact of code switching to English on learners personality traits with the help of Trait Theory Multilingualists in Pakistan where English highlights the social status and mobility playing a vital role in influencing on self-concept confidence and adapting its style is crucial. The evidences contribute to sociolinguistics and psycholinguistics by interconnecting language use to personality, policy makers, offering opportunities for educators and psycholinguists in making a good picture of language policies and adapting environments. By self-studying language and identity dynamics, this study deepens the concept of understanding of how cognition is affected by multilingualism feelings, emotions and social circle interactions.

2. Literature Review

2.1. Introduction

In cognitive psychology, psycholinguistics, and sociolinguistics the practice of changing between two or more languages in conversation is know as code switching. Scholars concludes its significance in identity negotiation, social adaption, emotional regularity and cognitive processing. Recent studies examined on the social, cognitive and psychological dimensions of code switching, demonstrating with linguistic racism, cultural, identity psychological stress both mental as well as emotional and cognitive load. This literature review have shred light on studies on code switching, making obvious the theoretical debates, social implications and cognitive mechanisms that uphold the bilingual language use.

2.2. Linguistic Racism and the Social-Cognitive Antecedents of Code-Switching

The code switching research related to the linguistic racism and psychological toll it takes on an oppressed communities. A study titled “Social Cognitive and Affective Antecedents of Code Switching and the consequences of linguistic racism for black people and people of color (2022) this research highlights factors how emotions are controlled, the metalizing and stereotype threat influence the tendency to intermix or completely switch expectations. This study also shows the psychological effects of linguistic racism including the recognition of self identity as well as stress revealing that code switching can serve as both copying mechanisms and inequalities in society ok a broader term.

2.3. Code-Switching and Cultural Identity: The Case of Cantonese-English Bilinguals

Study on cultural identity and acculturation is another area of code switching studies. The study Acculturation and Attitudes toward Code Switching focuses on the perception of code switching among the Cantonese English Bilinguals and its relationship to their cultural identity in the “Bidimensional Framework” published in the international journal of bilingualism. This study concludes that people who are highly acculturated with the dominant culture tend to be least comfortable with code switching and those who are closer to their heritage culture tend to be more open to embracing it using a Bidimensional model of acculturation. The findings of this study contribute to the field of bilingualism and its implications for society by demonstrating that code switching is related to cultural identity and acculturation experiences. These results suggest that the attitudes that code-switchers have toward code switching are shaped by their sociocultural context and their way of dealing with their community and the dominant cultures.

The study of code-switching raises theoretical and analytical issues that remain unresolved.

2.4. Theoretical and analytical issues that remain unresolved in the study of code-switching.

The field of code switching has been confronted with numerous theoretical and methodological difficulties, which are revealed in the paper of Erman Boztepe’s “Issues in Code Switching: Competing Theories and Models”. This work critically discusses the broad spectrum of theories that have been applied in the study of code switching, psycholinguistics, sociolinguistics and the conclusions gained from cognitive psychology. It tackles important issues like the identification of intersectional switching and the meaning of code switching in cognitive and social functions. This paper highlights the multifaceted nature of code switching as a linguistic phenomenon, not only in terms of structural language factors, but also in terms of other social forces. The study presents the models and theories and compares them, thus enriching the theoretical discussion and elucidating the role of code switching in communication and the construction of identity.

2.5. The Cognitive Load and Code-Switching Behaviour:

The cognitive aspects of code switching have majorly gained growing attention in current researches. The article, Effect of Cognitive Load on code switching investigates the impact of various cognitive loads on code switching in terms of its level and type. This study shows that in high cognitive load bilinguals are more willing to switch languages as a means of relieving cognitive strain and facilitating effective communication. This suggests that cognitive processing is an important factor in the language switching decisions of bilinguals; they may switch their language depending on the cognitive demands. The present study not only enhances our solid understanding of the cognitive mechanisms during bilingual speech production and decision making but also connects cognitive load and language Behaviour.

2.6. Code-Switching as a Bilingual Strategy for Speech Planning

Still another view on code switching is whether it is used as a planning strategy. The research paper titled ‘Code-Switching: A Bilingual Toolkit for Opportunistic Speech Planning’ (2020) explores the science behind code switching and how multilingual people use it to communicate more efficiently. It is important to note that code switching is not just an accidental phenomenon but rather a conscious strategy that helps speakers overcome linguistic constraints and keep the conversation going. Code switching is considered not as a sign of linguistic incompetence, but rather as a tool of resources employed to maximize speech planning and expression by bilinguals. Overall, this study contributes to the understanding of code switching in authentic communication both cognitively and communicatively.

2.7. Code-Switching and English in the Pakistani Bilingual Context

Research situated within Pakistan lends further support to the present study’s focus on bilingual university students. Younas, Ijaz, Sikandar, Ali and Ali (2025) examined how Pashto speakers’ first language shapes their acquisition of English phonology, grammar and vocabulary, showing that the native language leaves a persistent imprint on how bilinguals produce and process their second language. This cross-linguistic influence helps explain why code switching between a native language and English is not a neutral act for Pakistani bilinguals but one shaped by the underlying structure and habits of the mother tongue, reinforcing the present study’s claim that code switching surfaces pre-existing linguistic and psychological patterns rather than creating them anew. Relatedly, Younas, Rahman and Allah (2026) investigated the impact of English as a medium of instruction on secondary students’ academic performance and emotional responses, finding that English carries strong social and emotional weight for Pakistani learners, including feelings of confidence, anxiety and self-consciousness tied to language choice. This finding directly parallels the present study’s interviews, in which students reported feeling more confident, bold or self-conscious depending on whether they were speaking in their native language or in English, and it strengthens the argument that English functions in Pakistan as a marker of social status that shapes both performance and personality expression.

2.8. Research Gap

The large body of research on code switching has yet to be supplemented by many other gaps. First, although cognitive and sociolinguistic issues of code switching have been discussed in studies, very little research has been carried out on the manifestation of personality traits in the shifting context of code switching. Previous research has mainly concentrated on the general changes of identity but not on the psychological changes of personality.

Secondly, although code switching is related to the negotiation of identity, few studies have used Trait Theory to examine the negotiation of identity in students. This viewpoint may offer a psychological structure that allows us to comprehend the stability and adaptability of personality characteristics in bilingual settings. Thirdly, most studies are conducted on general bilingual population while the present study wants to investigate university students of Pakistan in particular. The absence of professional/family environments and self reported measures also underscore the gap in objective behavioral studies in a controlled environment. These gaps will be filled to improve the knowledge of the effect of code-switching in psychological identity changes and personality expression in bilingual persons.

3. Research Methodology

3.1. Research Methodology

This research investigates how switching to English influences students' personality traits and identities based on Trait Theory—framework that defines personality as a collection of stable characteristics (McCrae & Costa, 1997).

Adopting a qualitative research methodology, this study explores how students see the relation of their personality traits and identity in the act of switching into English. Semi-structured interviews will be conducted with university students who frequently switch codes between their native language and English across their academic and social life. Thematic analysis will be used to identify the common patterns of responses from Braun and Clarke (2006). The participants will be invited to state whether they feel more comfortable, self-assured, socially activated, or something else when they converse in English rather than in their native language. It will also explore whether their code-switching behavior aligns with certain personality traits as defined within the Big Five frameworks.

3.2. Research Design

The research is qualitative in nature. According to McMillan and Schumacher (1993), the qualitative research is “Mainly an inductive process of sorting data into categories and discovering patterns (relationships) between categories”. As said by Astalin (2013), the qualitative research under the combination of interviews, document reviews and observations.

3.3. Sampling Technique

Non probability sampling technique is used for this research. The data is collected through this technique and then analyze through the discourse analysis based on the response of the participants which may be verbal and non-verbal. Each interview was designed to address the research questions, with open-ended questions facilitating detailed responses (Appendix 1).

3.4. Data Collection Tools

The research paper is based on both the data collection tools: primary and secondary. The primary source of collected data is the interview method which is semi-structured. The interview is taken from twenty participants. All the participants are bilingual. The age of the participants is from 19-24. All the participants are from Abdul Wali Khan University Mardan.

3.5. Ethical Considerations

The research adhered to ethical guidelines, including informed consent, confidentiality, and the right to withdraw from the study at any point.

3.6. Pilot Study

To make the interview questions more effective in capturing the changes in personality in code switching, a pilot study was carried out with a small group of bilingual students of Abdul Wali Khan University Mardan. Participants spoke both in their native language and English, to see how their native language and their own self-perception changed as they spoke English. Assessments of the clarity and relevance of the questions were made and revisions included rewording of unclear prompts and additional questions to prompt deeper reflection. These changes deepened the interview format and to a greater degree, made it focus more on the effect of code-switching on personality traits in a bilingual academic environment.

4. Theoretical Framework

4.1. Trait theory

The idea of the trait theory was proposed by Gordon Allport (1897 – 1967). He was also a well known and prominent American scholar in psychology. Shrestha (2017) stated that personality of an individual may be easily identified with the help of traits.

Traits may be described as a steady and compatible attribute that affects the individuals' actions in various situations. According to the trait theory of personality, an individual's behaviour varies depending on the context that causes variations in his or her personality (Novikova 2013). Most individuals who change code during Costa and McCrae (1998) revealed that the persons who tend to change code tend to do so in a way that is more constructive.

They change their behaviour by means of conversation, and change their personality. According to Trait Theory, personality is a set of stable characteristics which influence behaviour in different situations (Allport, 1937). The Big Five Personality Traits—Openness.

Conscientiousness. Extraversion. Agreeableness. Are typically used to identify personality differences in different context-specific situations (McCrae & Costa., 1997), which tends to be the case with neuroticism. Empirical research shows that the use of two languages by bilinguals can at times influence their personality characteristics, and this may be referred to as the “Bilingual Personality Effect” (BPE) (Dewaele & Nakano.,

2013). Results of this finding suggest that acquisition of English may lead to greater confidence or assertiveness as it is associated with professional and academic authority (Chen & Bond, 2010).

On the other hand, speakers' use of a second language can lead to feelings of emotional distance because it may not be as emotionally expressive as their first language (Pavlenko, 2006).

4.2. Code-Switching: Social Impacts

The occurrence of code switching has been observed in different ways: (1) switching sentences with another language (intersentential switching); (2) switching a sentence with another language within the same sentence (intrasentential switching); and (3) switching a short phrase from another language (tag switching) (Poplack, 1980). There are various reasons why one might code switch. These include vocabulary gaps, effective expression of emotion, social identity and conversation fluency (Auer, 1998). English enjoys a fair degree of global stature and is often associated with intelligence, modernity and professional success; it carries a lot of social capital in many cultures (Pennycook, 1994). Consequently, those who switch to English may undergo alterations in their self-image and social identities since their choice of language can communicate implications regarding power dynamics and societal standings (Bourdieu, 1991).

Code switching is not only meaning to change language according to the social context but it also means to change your personality according to the situation. By changing personality means to change in the behavior (Adikwu, 2020). A change in behavior results in changing the personality in response to the change in environment, regardless of language. Bilinguals use their language for a variety of reasons, in different context with different people. These different context and peoples result in different behaviors attitudes and feelings (Grosjean, 2012).

Code-switching has some positive and negative effects on personality. According to Amri (2013), bilingualism causes confusion and mixing of language that reduce the ability to think and also diminish the intelligence. Sometimes it has positive effects like it helps the people to learn about a new language that helps in intellectual development.

We came to this point from the preceding discussion that the personality colors changes with the code-switching. People use code switching according to the social context in order to fit in that particular situation which changes their personality.

4.3. Identity Construction in Language Use

Although identity is fluid and multidimensional, language use and social interactions play an important role in its construction (Fishman, 1999). Certain scholars have argued that no one identity is fixed; rather, depending on the linguistic and social contexts, speakers enact different identities (Butler, 1990; Goffman, 1959). It is through the system of code-switching that people can create and live their multiple identities

through language: holding on to cultural heritage, embodying a globalized English speaking identity, or merging the two identities into a hybrid one (García & Wei, 2014). The idea of linguistic capital from Bourdieu (1991) suggests that prestige is attached to certain languages like English, which affect their speakers' self-perceptions of power and their social mobility. Such ability to switch into English may mark privilege in multilingual societies, reinforcing hierarchies of language and class (Pennycook, 1994).

5. Data Analysis

5.1. Overview

The analysis of the interviews with different universities students to find out the impact of code switching on personality is presented.

5.2. Data Analysis

Interviews among students illustrate a multiplex relationship involving language personality and identity, whereby code switching between their mother tongue and the mother tongue of outsiders trigger varied psychological, social and emotional responses. The study develops patterns in confidences, identifying switches and upward or downward social mobility in a state of how an individual view themselves variably under different linguistic circumstances. This detects that code switching is not a steady experience, rather it varies ok multiple factors such as proficiency in linguistic world, social context and individual personality traits. From the pov of interviews taken from students it is concluded that a student expression medium changes and is shifted to English. Several students described feeling more poised, formal and analytical as if English required a different style of thought and self presentation. Studies suggest that ones command of English does invoke several perosnality types clouded by cultural associations and cognitive process styles (Dewaele and Nakano, 2013).

Some indicated that speaking in English inspired them to feel more self-assured, assertive, and sophisticated, as if they were imbibing authority from the language. In general order, Taylor theorized the scientific tenor of a young lady somewhat changes if manipulated by culture-specific events. An imposing structure demanded clear delivery in doing English, which more or less interfered with letting other selves stand filtered through grammar practice embedded in human linguistic thought.

Students with no British streak preferred the shell-broken one, forever to be short of words as compared with their mother tongue. These students represented their first language, they referred to it often as the touch of feather – light, free, and flowing, while English appeared to be an opportunity to perform and less spoken in it with effort. This forms an added cognitive load of second language exposure when people are required to dedicate extra resources to grammar, pronunciation, and fluency while communicating. For some, this distinction contributed to a perceived loss of charisma or social fluidity while interacting in English, thus proving that the language affects not only other

perception of us; it is also vital to our view of self. More fluent English speakers felt natural or in harmony between the two languages, thus feeling little or no change in how personality expressions manifested.

Clearly, their linguistic confidence plays a big role in their expression of various representational qualities in different languages.

For some students, code switching to English builds confidence, making them able to articulate, and assertive. They associate English with clarity, structure, and authority, particularly in academic and formal settings. Many students report feeling cooler headed, calm, collected and deliberate while speaking English as the language is linked to cognitive engagement and critical thinking. In contrast, their mother tongue is described as more spontaneous and emotional, often spoken in daily use or intimate interactions but it is not entirely the case. Many students feels nervousness and are shy while speaking English in public or in high stakes situation. Their fear of making grammatical mistakes or mispronouncing words become a cause and as a result it pauses their ability to speak confidently. It reduces the chances of personal grooming, which is very important for students. The lack of confidence and anxiety where the speaker's tension increases due to the use of foreign language and such condition maximises their feeling of being judged by others.

However, a third group of students felt completely unbiased about switching languages, they report no significant change in confidence or personality when switching between their native language and English. For them language is just a communication tool rather than a socializing skill.

For many this emotional detachment is an advantage. The use of English allows them to speak about sensitive or personal issues happening globally, thus making it possible to remain composed. It supports the idea that using a second language can somehow lessen emotional impact, as it is mostly learned in formal settings. For some, however it feels like a major loss, one become incapable of expressing oneself fully in English which leads to questioning the confidence one had.

One major theme coming out of interviews is the idea of English as a representative of social mobility. It draws a link between education, modernity and professional success. They realize that English reigns supreme in academia and the corporate world and that, for career success, mastering it is now compulsory. That realization evokes motivation and pressure: some students adopt English as an instrument of success. Various students get the feeling they belong to the category of generic underdog due to their differing fluency levels in English as compared to their classmates. Some students feel they are being judged or being looked down upon, simply because they are not fluent in English. The user of some languages are seen hierarchically whereby these who are competent in English are viewed as capable while those who have trouble with it might feel inferior or unwilling to

speak up. The linguistic capital theory of Bourdieu states that certain languages have greater symbolic power than others, thereby growing social divisions

Interestingly, not all students view English as a status language. Everyone is able to assert that English language fluency should not define intelligence or ability; they see multilingual fluency as an asset, not a scale to attain. For them code switching is more about fitting in than it is about Social prestige; they use multiple languages in various contexts without placing any hierarchy or judgement on any one of them.

Another highlighted theme in the interviews is the cognitive attempt of switching languages. Some students report that the conversations become structured and mentally exhausting in English. They describe the feeling of effortful and focused work in English as compared with their mother tongue, which provides for a smoother, quicker, and more liberated way of communication. This further supports the arguments made in the Cognitive Load Hypothesis, which states that a second language has extra cognitive load, i.e. more cognitive effort, which may take away the spontaneous, impulsive, and instinctive nature of any conversation.

For some students, the cognitive shift affects self-perception. Determining the shift in perception, their deliberation makes them appear more logical, organized, and academic when speaking English. On the other hand, they feel relaxed, comical, and emotionally mobile when they speak their mother tongue. Such variances in self-perception reflect the psychological heft that language can bring in shaping identity. The last theme redundant through the interviews is the students' emotional processing of their multilingual identity. Some feel empowered by routinely switching between languages, ostensibly a skill that enhances their personal and professional lives.

Some others feel somewhat alienated linguistically-potentially helpless to express themselves fully in either language, feeling pressure to express themselves in English rather than their mother tongue. It poses an opportunity for inner contradiction and the question of the path that English is really paving for one: at what expense are they forfeiting some identities when they embrace it?

Language choice was another significant factor in confirming students' negotiations of social belonging, as was the use of the term 'linguistic choice'. Some also said that when they spoke English, they were more in tune with the academic and professional worlds, which further separated their own, personal, private worlds and their cultural surroundings. It represents a manifestation of a characteristic of language that restricts social access, and offers filters for the group access as a marker for the division between personal and institutional identity.

Some students pondered on how speaking English in informal settings would make them stand out from the rest of the students; this sometimes led some students to think of it as an attempt to seem better or more distant. This reveals the tension of using code

switching in social situations, as an instrument for access to social groups, as well as distinction.

Moreover, the psychological exhaustiveness of constant switching from one language to another came up as one of the next significant and undoubtedly exhausting factors with regard to the mental health and psychological condition of the students involved. Several students reported that being able to continue in English, without interruption, frequently resulted in mental death for them, particularly under extreme pressure of language. This appears to be consistent with the literature on switching cost of cognition, which suggests that rapid switching between language systems requires greater mental effort, and can result in self-doubt and language fatigue.

The responses of students indicated that greater recourse to gestures, facial expression, and variations in pitch was made while conversing in the students' first language. Nonetheless, the switching from English often put them in a more limited scope of expressivity; English would not allow a full spectrum of intonation or emotional emphasis to be expended in a conversation. This means that beyond vocabulary and grammar, each language carries its own communicative style, thereby influencing not only what is said but how. Some characterized the feeling of a subtle change in their physical posture and other gestures while communicating in English. Thus, it seems that language use is connected to physical conduct and social perceptions. An interesting contrast, however, arose between those who were code-switchers and those who were not. While some students embraced multi-lingualism as a natural part of their identity, other students were less likely to switch to English unless strongly compelled to do so as this would compromise their identity in self-expression. This leads to the more profound divide on an ideological ground as to whether bilingualism is an addition to or a fragmentation of identity. This would be the claim of code-switchers and the opposite stance would be taken by those who doubted this use of the language and culture as a threat. This dichotomy reveals that indeed linguistic identity is personal and personal experience, educational opportunities and social expectations. However, such persons said that when they speak their native language, they feel warmer and expressive. This confirms that language serves as a psychological "frame" which affects the way people communicate and interpret their actions towards their own identity in different social roles.

The ability or freedom to move from one dimension to another may indicate a level of linguistic flexibility, but may also mean a problem with being genuine in self-expression in others' perceptions. The following learner's description of a sense of 'feeling like a different person' in English compared to L1 indicates how language change affects the way the learner frames their thinking and situates their identities within a social world.

Another very interesting finding was the confidence of language usage between students, affecting their desire to engage in conversation. Any student with moderate ability in English is enigmatic and has power: they use English as a supreme instrument of negotiation in the professional and academic arena from an authoritative position. Underperforming athletes, however, were fated to self-check, silence, or be trapped and were perhaps caught doing things wrong that could lead to their being fired. This introduces a degree of input appeal based on confidence (construct silence – in this ability to speak – it is not always possible to participate, creating a hierarchy of fluency, that only those who are confident enough to participate in discussions). This can be a reflection of Bourdieu's ideological ideas of linguistic capital; something akin to language may be used to legitimise social status in a similar manner and to provide a space to opportunities.

Further, the definitions and connotations of the English words differed greatly in meaning and feeling based on their experiences and exposure. A small number of students showed some kind of affinity with the language, particularly those who had attended English-medium schools from a very early age, and whom they regarded as having an important aspect of their identity – English was not simply a means to an end for them, but most importantly, a comfortable language for intellectualization.

To late learners who spoke the English language, official use, academic pressure or even isolation were the common association with the language. These emotional contrasts illustrate two basic points: (1) the nature of the time and context during which language is acquired affects a person's relationship with his or her second language; and (2) that relationship varies from one person to another. Another area of complication was how a language impacts on social, relational and communicative or person to person or person to human interactions. Some of the students mentioned that switching to English for communicating it bit of a change in the power balance. English was sometimes seen as the language of power-control and precision and their own language for more relational, community based exchanges. This emotional distance resulted in a psychological distance between them and the parties they interacted with, others felt the transition was a positive one as English helped them maintain professional distance, thus allowing them to have more calm discussions about different things.

Last but not least, a theme of the results was the impact of internalized language ideologies as a means of building students' confidence and identity. For many, the socialization process helped them develop a stereotype of intelligence and competence being tied to being fluent in English. In doing so, this often led to an unconscious appraisal of the people in relation to their ability to communicate their thoughts through English.

This mentality was within the bias roots, producing performance anxiety, whereby individuals thought and thought again about their choice of wordings, scared that even a small error could nullify their credit. Despite this, a few students voiced rebellion against

this ideology because they recommended a more expansionist view of multilingualism-from being an asset to being free from the chains of hierarchical structures. It highlights the issue of power, identity, and social mobility that lies behind code-switching's more extensive socio-political dimension, whereby language becomes not only a vehicle of communication but demonstration of power, identity, and social mobility.

6. Discussion and Conclusion

6.1. Overview

This is the concluding section of the research, and it includes a discussion on the aforementioned analysis, and the findings of the study.

6.2. Discussion

The findings reflect on the Trait Theory which for the most part suggests that personality traits are stable yet can be affected by situational factors. Presenting code-switching such that students seem to be, in fact, modifying their trait expression quite pronouncedly would have to be concerning extroversion, neuroticism, and self-confidence issues. Many extroverted students claimed that they were much more reserved and formal in English as the use of English-inhibiting personality traits of the extroverted in context might be tragically contributing to cognitive overload necessary for second-language processing (Dewaele & Nakano, 2013). The structured nature of English does seem to create opportunity for a more intentional and self-monitored persona, suppressing natural spontaneity for a moment.

On the contrary, some introverted students feel more confident and assertive when interacting in English, especially within professional settings. The Trait Activation Theory refers to the idea that any language might be responsible for different behavioral patterns in the process within context (Tett and Burnett, 2003), and in this, the expression of English, which often is associated with academia and professionalism, sets a certain emotional detachment (Keysar et al., 2012). This is thought to lower that person's social inhibition; therefore, those students who would socially not dare to move in the context would, in turn, present more articulately and self-assuredly than in their native tongue-in this case, English.

The remarkable change was noticed in their emotional expressiveness and neuroticism. Many characterized English-speaking more as 'emotion-free'-thus, for second-language processing, more cognitive effort is expected to be put in, leaving a bit less cognitive space for spontaneous emotional articulation (Pavlenko, 2005). Others find, however, that they keep more composure when speaking English. They use it as a platform for emotional regulation in difficult conversations.

6.3. Conclusion

From the results of this study, it was suggested that code switching to English is a factor which influences the expression of some fundamental aspects of personality of an individual. A few pupils reported that speaking English classed them as more 'shy', 'schooled' or 'self conscious', with others feeling more relaxed and 'bold', particularly in education and work. The idea is that there can be some contextually cued personality traits, such as language. The more fluent students were more composed and articulate in their performance. The students who were less fluent commented on some inhibition or anxiety. The findings also included how they expressed emotions differently – some of the students indicated that they felt emotionally distant or less expressive in English due to conscious effort, others indicated that they felt they were better able to control their emotions in English.

This underscores that an identity for oneself is molded through language with an accentuation of certain traits at the expense of others. A code switching becomes a kind of negotiation about different contexts by the individual within the individual and the individual with his acquaintances, where the language could be an uncensored medium.

The present study demonstrates that the selectivity of the languages makes for a fixture from which personality is developed in a move-based operation rather than exercise in communication; it becomes the very agency that permeates the dynamic mediation of personality, which confirms the theory that the personality is not fixed and can be modified depending on the context, in the present study, language. This research contributes to the comprehension of the process of linguistic identity and how language can play a role in people's participation in the generalisation of personality and behaviour.

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