



The Code-Mixing of Chinese and English Among Chinese College Students: A Qualitative Study

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Abstract. Code-mixing is an important phenomenon in Chinese society. There has been less research on code-mixing of Chinese and English among Chinese college students. This study used qualitative research methods of an interview to investigate the code-mixing of five Chinese college students. Through in-depth interviews, it can be found the mixed-use of codes by Chinese college students in different language environments and their reasons. The results of this study serve to explain new linguistic phenomena in the context of globalization, which can be used as a reference for exploring foreign language teaching practices.

Keywords: Chinese English learners · Code-mixing · Interview

1 Introduction

Code-mixing is the practice of mixing different types of languages in a single utterance [1]. Linguistically, code-mixing is the intrasentential use of linguistic units (e.g. words, phrases, clauses) from two distinct languages or varieties of the same language by a bilingual individual within the same speech situation [2]. Unlike code-switching for inter-sentence switching, code-mixing is an intra-sentence switching [3]. Code-switching is intersentential switching. While code-mixing is intrasentential switching.

The phenomenon of code conversion and code-mixing has been a fascinating topic in linguistics since its discovery. Scholars in various subfields of linguistics (e.g., sociolinguistics, psycholinguistics, historical linguistics) have taken a keen interest in this phenomenon.

In the context of globalization and internationalization, code-mixing worldwide has become a phenomenon that cannot be ignored. In China, because of the emphasis and popularization of English education in primary and secondary schools and university education, as well as the popularity of the Internet, the use of code-mixing in the communication of Chinese college students has become a phenomenon that cannot be ignored.

There have been many studies on the use of code-mixing. Then, some people have studied this phenomenon from many aspects and perspectives. Some scholars have sorted out the definition of code-mixing, some people have discussed the reasons behind the

phenomenon of code-mixing, some scholars have paid attention to the role of code-mixing in the teaching of two languages, and some scholars have paid attention to the impact of code-mixing on their own national language and even cultural identity.

Till now, there has been few concerns on the phenomenon of mixed codes in China. In China, many scholars have paid attention to the mixed use of codes within the scope of society and within the university student group, and have discussed the sociolinguistics, such as explaining the phenomenon of code-mixing from the perspective of “dynamic adaptation” [4]. However, scant research has yet investigated the code-mixing of Chinese and English among Chinese college students and their social and psychological factors through the interview way.

The advantages of interview method is that it can create good conversation situations in a more relaxed environment. Through talking deeply with the respondent to understand the lifestyle and life experience of a certain social group, the survey discusses the occurrence process of the phenomenon of mixed use of words and codes, and puts forward ideas and methods for standardizing this phenomenon. Psycholinguistic analysis was provided for bilingual code mixers through surveys of mixed code data and introspective analysis of respondents. In-depth interviews can generate a large number of textual materials and rich interview materials, which is convenient for using rooted theories to compare and analyze individual experiences, so as to abstract out concepts and categories, and on this basis, build a social theory that reflects real life.

In addition, this study focused on the link between code-mixing and negative migration of the second language, and focused on this in interviews in order to get a vivid view of the university student community.

2 Literature Review

The research on code-mixing is relatively comprehensive, from the perspective of definition, reason, bilingual teaching, and communicative significance.

Kamwangamalu treats code-mixing as a cross-cultural phenomenon, arguing that code-mixing is not random, but has some explicit function, one of which is to express modernization [2]. Here, the concept of modernization is about how the bilingual code mixer perceives himself, how he/she wishes to be perceived, how he/she is actually perceived, and why he/she is with he/she often turns to code-mixing when interacting with other bilinguals who have the same language library. His articles primarily provide a cross-cultural narrative of code-mixing as a marker of modernization. Many of these cases come from personal experience and research into code-mixing in various bilingual communities, showing that code-mixing is function-oriented. He also tried to contrast the functional use of code-mixing with attitudes towards code-mixing. It is worth noting that until recently, people’s attitudes towards code-mixing were generally negative. Nevertheless, code-mixing has become the language use norm in every bilingual community. The article also briefly discusses the impact of code-mixing on the language structure of the language in question [2].

Kwan-Terry studied the case of a Singaporean child in the process of learning a language and found that children’s code-mixing is mainly a developmental phenomenon, which is a reflection of limited vocabulary mastery [5]. In this case, the child’s mother

tongue level declined significantly at the age of three and a half years because he began to rely on English in contact with his peers, which is an enlightening reflection of the negative transfer of the mother tongue in this article. The study also found that bilingual children showed a strong personal language identity, assigning a language to everyone around them based on their object identity. For example, English is assigned to sisters and maids, and Cantonese is assigned to grandparents and parents. Researchers believe this shows that bilinguals use code conversion to reinforce their meaning to meet specific communicative needs [6].

Thara clarifies its definition: a practice of mixing different types of languages in a single utterance, and teases out code-mixing's classification: mixed use between sentences and mixed use within sentences [7]. Hanafiah uses data to illustrate that in all kinds of code-mixing, word-level code-mixing accounts for the majority. [8]. Li proposes four motivations for code-mixing: euphemism, specificity, puns, and economic principles [5]. Kim analyzes a variety of reasons for code-mixing [10]. Ho studied the psychological causes of code mixers from multiple perspectives, proposing that code mixers do not want mixed use to be seen as ostentatious, and that bilingual mixing is the most comfortable and efficient way of expression. Through data analysis, he also studied the quantitative differences in the mixing of words and phrases at the level of abbreviations, words and phrases, and found that the mixing of words was the mainstay [10].

Zhang conducted a sociolinguistic study of the mixed English and Chinese codes using the campus life of college students as an example, and analyzed some of the possible causes. But the lack of concrete examples makes it seem hollow [11].

Yang paid attention to the situation of code-mixing within the scope of society and within the university student group, and discussed it in sociolinguistics, such as explaining the phenomenon of code-mixing from the perspective of "dynamic adaptation" [4].

Nguyen is concerned about the negative migration of second languages in immigrant groups: becoming fully monolingual in the third generation and barely speaking the mother tongue. This is an inspiration for this study, which attempts to focus on such phenomena among international students and Chinese university students who are willing to study abroad [12].

Lyne concluded through a study of mixed code use in preschoolers that bilingual children have strong language mastery, greater adaptability, and a higher awareness of the social function and socio-cultural value of language use. These abilities will benefit them for a lifetime [13].

Sabri, Pratolo and Basopi used quantitative and qualitative methods to conclude that classroom code-mixing contributes significantly to vocabulary learning for English students. They would regard daily code-mixing can be a new strategy for teaching vocabulary mastery [14].

These studies of predecessors have provided a solid theoretical foundation for this research and have high reference value.

3 Research Questions

This study aims to explore the situation and causes of Chinese college students' code-mixing, as well as their understanding and attitudes towards the phenomenon of code-mixing. To achieve this purpose, the following questions were raised:

1. What is the situation of Mixed Codes of Chinese College Students?
2. What are the reasons for the mixed use of Chinese college students' codes?
3. What is the understanding and attitude of Chinese college students towards the use of code-mixing?

4 Research Design

The project explores the mixing of codes among Chinese undergraduates in different language environments.

In order to get more detailed and in-depth data, this study chose the method of in-depth interviews to obtain the views of Chinese college students on the phenomenon of code-mixing in detail.

4.1 Research Participants

The interviewees covered students of different years of studying abroad, students who were preparing to study abroad, and local students, and through this arrangement, research subjects in different foreign language environments and with different foreign language abilities were selected in order to obtain more comprehensive and enlightening data.

A total of 5 such students participated in the in-depth interview. These participants included people from both sexes, different countries and cities, different disciplines, different places of origin, different years of travel, and different Levels of English, adopting the maximum variation principle [15].

The participants were between the ages of 19 and 23 and were all undergraduates. They study at a range of Chinese and foreign universities, including: University of Toronto, University of Manchester, Tianjin University, Beijing University of International Business and Economics. The research participants were from different majors, including Chinese literature, computers, finance, Management. At the time of the interview, 1 was in Canada, 1 in the UK and 3 in China (Table 1).

This sample captured participants' mixed use of codes in the English environment (2/5) and mixed-use of codes in their native language environment (3/5), the latter of which included two people (2/5) who were willing to go abroad and took the IELTS test, and local students who did not want to go abroad (1/5). This is not to compare the three groups, but to enrich the data on the mixed-use of these participants and their different language environments and second language learning needs. Therefore, the narrative of the mixed-use of words in different years abroad is important for the analysis of this study. The research in the existing literature mainly focuses on Local Chinese citizens and native university students, but there is a lack of exploration of the

Table 1. Research Participants

Code name	School	Major	Gender	Level of English	Year or willingness of going abroad	City
A	University of Toronto	mathematics	male	-	Three years	Toronto
B	University of Manchester	finance	male	-	One year	Manchester
C	Tianjin University	Computer	male	IELTS 7.0	Preparing	Tianjin
D	University of International Business and Economics	Management	female	IELTS 7.5	Preparing	Beijing
E	Tianjin University	Chinese Language and Literature	male	CET-6	Do not go abroad	Tianjin

mixed-use of language codes for college students who have study abroad plans and are studying abroad. Therefore, this feature of the sample compensates for the shortcomings of existing studies.

4.2 Instruments

This study aims to fill this gap so far when there has been less research on the qualitative method of interviews to investigate the mixed-use of words in different communicative settings, revealing subtle social and psychological details and exploring their sociocultural significance. Therefore, this study uses a qualitative research methodology. The specific research method is semi-structured interviews. The researchers conducted an in-depth interview with each respondent for about 20 min, and the interview data was translated from speech to text, and then annotated using the topic analysis method. Classify, examine, merge, and finally draw conclusions by classifying, examining, merging, and summarizing the underlying topics.

Most of the interviews were conducted through the web (Tencent Meetings) one of which was conducted face-to-face. All interviews were conducted in Mandarin, transcribed verbatim and translated into English for selected quotations from this article. All names used are pseudonyms.

During the interview, participants were asked to discuss their mixed-use of codes in everyday oral communication and relatively formal situations, and the reasons for the mixing. They also talked in detail about their own views on the phenomenon, focusing on the impact of code-mixing on mother tongue and English mastery. These topics are

consistent with the research intent of investigating the perceptions and perceptions of these Chinese college students on the use of code-mixing.

5 Results

Corresponding to the three questions raised in this study, the results of the study will be presented mainly from three aspects.

5.1 Cases Where Codes Are Mixed

The Frequency of Code-Mixing

All of the respondents reported they used code-mixing to a greater or lesser extent. Among them, three respondents said that they use code-mixing almost every day, and the mixing of words and codes is already a very common phenomenon and has been integrated into life.

The Specific Usage of Code-Mixing

All respondents said that the use of English and Chinese codes in Chinese and English is mainly based on vocabulary substitution. It contains English abbreviations, personal names, brands and other proprietary words, connecting words, common real words, etc.

Most of the English words used by respondents in mixing are “real words” rather than “functional words” as respondent B said: We will say the word Portfolio after the test chat, like how many call options, and how many put options.

This is a typical example of a mix of proprietary words.

The Situation of Code-Mixing

The main situation of code-mixing is that it is used in a daily chat with peers Chinese with the corresponding foreign language ability because in this scenario, the communicator will feel relaxed and natural.

Using code-mixing with elders is less likely to be seen as disrespectful and unserious.

C said in the interview: Generally, when interacting with peers, you will not pay attention to the mixing of codes, but sometimes you will pay attention to avoiding the use of words when communicating with elders, because first, some words may not be understood by teachers, and second, it is obvious that the mixed use of codes will appear to be not very formal.

According to Nguyen’s research, maintaining the use of traditional languages in the home favors family cohesion. Although children learn English with the encouragement of their parents, in the family, parents prefer that their children use a pure traditional language, so that children can maintain better contact with older family members, such as grandparents, and better acquire traditional cultural identities [12]. According to Ho, code-mixed expressions sometimes carry the risk of estrangement between ethnic groups. When the interlocutor’s level of education is lower than their own, especially when the interlocutor is close to him, such as parents, relatives, and friends, people often consciously avoid code-mixing to avoid seeing themselves as ostentatious or snobbish. An inappropriate degree of code-mixing is thought to lead to alienation from the group

to which you wish to belong [10]. For example, E said that a teacher who used too many codes in class caused widespread ridicule among his classmates.

Gonzalez argues that in many parts of Africa and Asia, foreign or colonial languages are associated with prestige, elites, and power. The number of mixtures that appear in the code-mixing variant corresponds to the speaker's level of education, and the degree of code-mixing is an indicator of group membership. Adding some foreign language words to communication can sound educated [16]. However, this is not necessary when communicating with elders.

For the mixed use of codes in writing, respondents said that in the more formal Chinese writing, there is basically no code-mixing. For the reason, D said: "I think the vocabulary in writing may be more advanced, because you can spend a long time to ponder and arrange these languages, and the oral language is blurted out, and sometimes the vocabulary may not look so tall." In informal writing, as C said, "Many people who are more exposed to British and American cultures do like to use code-mixing when writing some informal copywriting. I've saw a lot in the circle of friends. "

All in all, Chinese college students use a mixture of language codes in their professional studies and daily lives. The main contexts of use are informal writing and oral communication, with fewer uses of code-mixing in more formal situations.

5.2 Reasons for Code-Mixing

Subconscious Expression Habits

Some respondents said that the use of code-mixing is often a subconscious way of expression, a thoughtless improvisational reaction, and a habit of language integrated into life.

Among the examples given by respondents were Offer, high, KFC, get, and pre words or abbreviations that often appear in Chinese expressions.

According to Ho's research, code-mixing is often the most "comfortable" option, as pure monolingualism forces them to speak cautiously. When speaking English, they are nervous about expressing themselves accurately and avoiding language errors. When speaking Chinese, they worry about inadvertently inserting English words and offending interlocutors who don't know English. Sometimes they will find that looking for equivalent words in Chinese and not finding them is a great mental burden [10].

As interviewee A mentioned:

I'll give you an example, there's a word called due, you ask me what due means now, I may not be able to answer. I can tell you the meaning of due to, but I don't know what does the word due mean. I may be racking my brains to tell you its meaning after a cutoff. Code-mixing is something embedded deep in language. Then I'm now dreaming in English, so a lot of things you subconsciously say are in English.

This is a vivid example.

For the reasons, some respondents believe that they are affected by the surrounding language environment.

C said that his use of code-mixing was influenced by his classmates around him.

C: Some words are said by people around them, so I may also be affected. For example, being admitted to school is generally said to get an offer, which is actually a habitual mixing.

A said:

I don't really know what the word due means, but when I came here, I found that they used it to mean homework cut-off, and everyone was using it. Instead of using Chinese to say that Sam's homework is closed, we will say that it is due.

Code-Mixing Brings More Efficient Expression

Respondents generally agreed that the motivation for code-mixing was to better engage with the conversation.

(1) The reason for the mixed use of codes is the difference between Chinese and English languages, especially in the absence of Chinese words directly corresponding to some English words.

In addition to the aforementioned Due, the word offer mentioned by C is also worth noting:

For example, if you get an offer, how to say this expression Chinese? I can't remember how to translate it into Chinese. Right to say I got an admission permit or acceptance letter? That's when I think about how to express it.

E mentioned the English proverb white elephant, which has no direct counterpart in Chinese, and is a good example.

(2) Some professional vocabulary is more convenient to express in English.

Technical terms such as Portfolio mentioned earlier.

The Use of Code-Mixing is Deliberate Practice

Sometimes, the use of code mixers is deliberate, mainly to improve their foreign language proficiency. This is more evident in the need for bilingualism.

D:

After I planned to go abroad, I would take an hour or two a day to train myself to speak English because I had to take the spoken English test. After doing this kind of practice for a long time, sometimes when I say Chinese, I will subconsciously have some English words jump out.

Because I want to go abroad to study and live in the future, I will follow the American drama to learn some of the more authentic expressions of life of foreigners.

The Mixed Use of Words and Codes Can Meet Various Communication Needs

Sometimes, using code-mixing is not simply borrowing words to fill vocabulary gaps in the native language, because mixing can occur even if the speaker can get the equivalent of the native language [15]. Why do Chinese-English bilinguals tend to use English vocabulary in Chinese-based discourses? up. Code mixing may facilitate the integration of communicators into specific social circles. By mixing codes, code mixers can establish themselves as members of a specific group. Waris argues that when a person wishes to express solidarity with a particular social group, a shift often occurs. When the listener responds with a similar transformation, a rapport is established between the speaker and the listener [17].

C:

I think it may be a psychology of expressing group identity. The code mixer may have his own European and American cultural circle, there is his own small social circle,

there may be a lot of code-mixing in this circle, then in order to better integrate into this group, he will use more language code-mixing.

D noted that code-mixing can avoid shame, such as D's explanation of the word rush:

When chatting with girlfriends, there are some words that are expressed in Chinese there will be some embarrassment, such as crush, and it will be a little shy to express it with Chinese, so this time it will be covered up with some English, both people know it, but they will not break the word.

Sometimes, code mixers are out of a show-off mentality.

E said that as a linguistics student, he often likes to show his outstanding language skills in this way. He believes that the use of code-mixing "is a demonstration of ability." It is not only a demonstration of language ability, but also a demonstration of knowledge."

Sometimes, the purpose of code-mixing is to shape a better self-image.

D:

Maybe I want to show my ability through language ability, so maybe when I assign tasks to the group members, I will intersperse some English words, I think our article needs to be polished next, I will tell you, I think we will next step polish ok.

She also said that sending some circle of friends with mixed words before going abroad can provide hints to friends, which means that the state of life should change.

Sometimes, code mixers think that code-mixing is a fashion.

D: I first used code-mixing because I had a lot of elementary school classmates who went abroad from a very young age, and then when they came back to a class reunion, they would use language like this, and I felt that they were cool, people were returnees, they felt very tall, so maybe they would imitate them to do this later, it felt like a new fashion.

In the above example, we found that the mixing of words and codes is usually context-driven. In more formal situations, the interlocutor will use pure Chinese, at which point the code mix will be consciously suppressed; In more relaxed situations, if the interlocutor uses a mixture of codes, the likelihood of code-mixing is much higher.

Changes in social context can inspire changes in code. People are the result of socialization, and specific languages have a connection with specific groups and specific cultural contents, which will cause unique psychological hints from people. Today's rapid development of society, frequent international exchanges, The Western culture represented by English culture has been deeply affected and entered Chinese society, and Chinese college students, as the most sensitive group of people with the most acute perception of the changes of the times, will be clearly affected by various factors, thereby promoting the increase in the use of language codes.

5.3 Views and Attitudes Towards Code-Mixing

From the perspective of social functioning, bilinguals can use code-mixing to express modernization. Here, the concept of modernization is about how the bilingual code mixer perceives himself, how he/she wishes to be perceived, how he/she is actually perceived, and why he/she often turns to code-mixing when interacting with bilinguals with the same language library. The second part contrasts this use and attitude towards the social function of code-mixing. We found that while until recently attitudes toward code-mixing

were generally negative, code-mixing has imposed itself as a language usage norm for most bilingual communities [2].

The Significance of Code-Mixing for English Learning

As Waris noted, related to bilingual and code-switching, children can be enriched by knowing more than one language as long as they are ‘additive’ rather than ‘subtractive’ bilinguals.... In effect, children who come to school speaking more than one language, or who learn a second language in school, will benefit academically as long as both languages are nurtured and developed to the fullest extent [17]. Code-mixing is an important benefit to the learning and improvement of foreign language learning and language skills.

Three respondents believe that the mixing of codes is conducive to improving their English proficiency.

D believes:

I think the positive effect is to improve my native and English skills. It is probably the same as helping you communicate with others, which is equivalent to the simultaneous enhancement of both languages, and then it can also allow me to correspond to the Chinese and English expressions of the vocabulary more quickly.

E:

For an English learner in China, he can improve his confidence in speaking a foreign language by using this code-mixing... After all, the mixed code makes you use English more, although it is an incomplete English.

The other two respondents believe that the mixing of words and codes is often just a simple mixture of vocabulary, and the effect on improving English proficiency is not obvious.

B:

I think the improvement is not very obvious, maybe because it is more of a replacement of some words, but the feeling of English is more needed is the difference in the whole way of thinking and language expression, such as the change of dynamic language into static, just some words change is not too much impact.

C:

The use of code-mixing is generally a few simple words, and it will not improve your language application ability.

According to Ho’s research, the types of vocabulary items and phrases in the mixed use of words by young people in Hong Kong are more common, accounting for two-thirds of the total, which means that through the mixed use of codes, young people can get a certain degree of English vocabulary acquisition, but it is difficult to obtain an overall improvement in English proficiency, so they need to work harder [10].

According to Ramokgopa, language is a tool for thinking and communicating. It is through language, cultural diversity and social interaction that it is expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge to express their identities, feelings, and ideas in order to interact with others and manage their world. When students acquire a second language with no loss to their proficiency in their mother tongue, then bilingualism is described as additive [18].

The use of mixed codes means that learners must learn other languages while maintaining and developing their native language level, which makes it possible for learners

to strengthen proficiency in both languages at the same time and to transfer these skills to the learning of more languages, so the use of mixed codes is encouraged in learning.

According to Lyne's research, the code-mixing helps students to improve their vocabulary in English and familiarize students when communicating with friends or teachers. Stated⁶ In addition, he found that bilingual children have deeper and more complex sources of language knowledge and abilities than monolingual children, who must distinguish between the use of language, interlocutor and context, while benefiting from the availability of resources in both languages, and are therefore more resourceful, more adaptable and constructive in the use of language, and have unique abilities that will set them apart from monolingual children throughout their lives. He argues that through code blending, bilingual preschoolers exhibit multilingual skills and abilities, including a flexible understanding of both languages, and a keen awareness of the social function of language use and the socio-cultural value of language. This is a huge advantage [9].

Gonzalez offers a similar insight. He argues that students who try to integrate the cultural differences between the two cultural systems may have greater cognitive and social flexibility. Such students are able to adapt to discontinuities in family and school cultures as they are able to successfully complete the situational problem-solving process through language manipulation. All in all, the use of mixed codes is of great benefit to the overall improvement of students' quality [15].

However, things have two sides, and the mixed use of words and codes inevitably has some side effects while bringing benefits.

The Effect of Code-Mixing on the Mother Tongue

As Lambert noted, bilingualism can be thought of as a linguistic process of subtraction or addition. In terms of subtraction, as the fluency and vocabulary of one language grow, the fluency and vocabulary of another language decrease, or even replace the original language as the "primary" language. Additive bilingualism, on the other hand, is the process of acquiring terminology and fluency in a second language without losing skills in the first language [19]. At present, traditional national identities around the world are under threat due to the popularity of Internet communication and its Englishization [20]. In colonial countries such as Africa, subtractive bilingualism has become a serious social problem. The spread of foreign languages such as English almost led to the demise of indigenous languages.

As a group of Chinese college students who commonly use mixed codes, the interaction between the two languages is complex. Although some respondents said that a large amount of learning English has made them less sensitive to their native vocabulary to a certain extent, overall, learning and using foreign languages does not affect their ability to use their native language fluently. Respondents generally believe that the occasional use of code-mixing is not a big problem, and Chinese levels will not decline as a result. Respondents were generally optimistic about the impact on society's overall language proficiency. C believes that in the case of the widespread use of rigorous writing, the Chinese expression ability of the public will not be affected.

C:

Because everyone will still be very rigorous in writing with Chinese expression, then there is no problem with Chinese expression ability, but there may be no way to react

at once in oral language, so the impact on the mother tongue in a short period of time should not be very large, at most it will have an impact on personal ability.

More than one respondent also said that they occasionally failed to recall native vocabulary, believing that this reflected the impact on their sensitivity to their mother tongue.

C:

I think in a way, [sensitivity to the mother tongue] is going to be a little bit of a recession. For me, sometimes I can't think of how to use Chinese this place to express it more appropriately, I will subconsciously say it in English, if you use it too much, you want to use Chinese to express the same meaning, you may be slower to react, or simply can not organize the appropriate language to express. Then the use of code-mixing will definitely have a certain impact on my personal use of my native language.

In this regard, the interviewee E has a different view. He believes that some English mantras that appear in spoken language have nothing to do with native language ability, but are just a difference in expression habits.

E noted:

Sometimes you do intersperse some twisting words in your speech, such as maybe, By the way, which is a result of your frequent practice of foreign languages, not a manifestation of the decline in your native language ability, if I were to speak my native language, I would be able to express it accurately. I just think that English expression is a more smooth way, similar to a mantra, just a matter of habit.

This shows that code-mixing can be used for self-expression, and is a way to modify language for personal intent.

A believes that the use of code-mixing even helps the mother tongue to spread and export internationally to some extent.

A noted: *If you say it's a good phenomenon, it's actually a means of cultural export in the future, and when you want to happen internationally in the future, you must use English, right? For example, it may be Chinese difficult for Russia to use Russian to export culture internationally, but you need to use English, so I think it is a good phenomenon from the perspective of learning English. But from another point of view, from some cultural self-confidence or the construction of Sinology may have a bad impact.*

For cultural identity, respondents generally said that the use of mixed codes does not affect cultural identity. As Nguyen argues, although much of the literature on it assumes that language and culture go hand in hand, and therefore that the loss of traditional language leads to the loss of traditional culture, in fact proficiency in language is not equal to good cultural understanding. A person may be less native speaker but still retain cultural knowledge and be proud of the culture. A person can also want to distance themselves from traditional culture even if their native language is very communicative [12].

Code-Mixing Helps to Improve Communication Efficiency

Respondents generally said that the appropriate use of code-mixing can better express meaning and make communication faster.

Only when used too deliberately or excessively, it will have a negative effect. E gave the example of an engineering teacher who used too many foreign languages in class and was resented by his classmates.

Code-Mixing Can Play a Series of Positive Communicative Effects

In addition to some of the content mentioned in the communication effect mentioned earlier, E has some unique thinking about this.

He believes that proficiency in interspersing some foreign language vocabulary or phrases in native communication can make expression appear more advanced, can show their language ability, and thus enhance confidence. He also said:

By using some foreign language vocabulary, you can express it more lively, more interestingly, and more interestingly than just speaking in your native language.

Language is not only a tool for information exchange, but also a decisive feature of human beings. Language shows our belonging more than anything else, and it provides the most natural symbol of public and private identity. Each particular group has its own language that sets itself apart. The cultural norms and values of a group are transmitted through its language. The immediate context in which people communicate affects the type of language they use [17]. Depending on the situation, choosing different communication styles can often have a better communication effect. Code-mixing is often a flexible and convenient choice. Through the mixing of codes, Chinese college students have achieved their different communicative goals.

Chinese College Students Have a High Degree of Tolerance for Code-Mixing

Ramokgopa argues that the concept of linguistic attitudes includes attitudes toward people who speak a particular language. It refers to how people feel about their own language or the language of others. In our society, people's attitudes towards different languages are different. Our perception of our own language and other languages can, to varying degrees, be a source of joy, pride, anxiety, offense, and even violence. It is common for people to think that unfamiliar language is nonsense. Talking about languages other than oneself still exposes the hierarchy of status [18].

According to a study by Bhaatia and Ritchie (2004), the vast majority of bilinguals themselves have a negative view of code-mixing. They see code-mixing as a manifestation of "laziness," an "unintentional" act of speech, and an "unclean." And manifestations of depravity are potentially harmful to their own verbal manifestations [1]. In some backward regions, the use of code may be considered corrupt, adulterous, deprived, and impure linguistic behavior.

However, the attitude of Chinese college students toward code-mixing is different. Respondents believe that appropriate code-mixing can improve expression efficiency and improve expression effect. However, some people are obviously out of show or excessive use, which will affect normal communication and cause the recipient to resent.

The literature has shown that code-mixing is the norm for language use in most bilingual communities. The bilingual uses code-mixing for various reasons, one of which, modernization, has been the focus in the preceding section. The use of code-mixing, whether for modernization or any other reason, is generally accompanied by changes and innovations in the structure of the languages being code-mixed. code-mixing may result in the creation of new styles and registers, the introduction of new grammatical

features, the introduction of new discursal and stylistic devices, the introduction of new sounds, and expansion of vocabulary.

Chinese College Students Have a Clear Perception of Code-Mixing

Respondents generally answered yes to the question of whether they were aware of their code-mixing. They think that the use of code-mixing is more natural, but occasionally there are cases of stuck in the house.

E said:

Most of the time it's more natural, because I often express it that way. But sometimes it feels more deliberate, because English is still a foreign language for me, and when I want to express a concept or a more advanced statement, I will freeze and search in my head to express it. So it seems unnatural.

6 Suggestions

This study provides the following implications:

1. The mixed use of language codes reflected by domestic respondents helps to improve their foreign language ability and self-confidence when speaking foreign languages, which may provide a basis for teachers to use classroom code-mixing to formulate teaching strategies.
2. Through the investigation of the mixed use of Chinese college students, it provides a more vivid explanation of the use and understanding of the phenomenon of mixed language codes by Chinese college students.

Language evolves and changes with the development of society. The development of language is both oriented to modernization and the world, and the phenomenon of mixed-use of codes in social language formed by this has also become an international phenomenon. Through the dialysis of the phenomenon of mixed-use of language codes, it is possible to grasp the relationship between language and culture and psychology, to see some social characteristics of knowledge groups. This study found that the introduction of interview research methods into sociolinguistic research is a useful and efficient way to reveal the deep impact of the international context on the culture and psychology of Chinese college students.

In this study, it seems that it can be found that people with different foreign language abilities and in foreign language environments have different sensitivities and attention to code-mixing, but because the sample size is small, it is impossible to obtain universal conclusions, and it is expected that the sample can be expanded in the future to achieve a conclusion with stronger universality.

7 Conclusion

After collating and analyzing the respondents' opinions, the study concluded with the following observations:

First, respondents believe that the use of code-mixing is a common phenomenon in daily life. The use of code-mixing by Chinese college students covers almost all areas of daily communication, professional communication, speaking and social media. Among them, the mixing of Chinese and English words is basically a mixture of a certain number of words and phrases, rather than a complete use.

Secondly, the motivations for contemporary Chinese college students to use code-mixing are diverse, including improving communication efficiency, improving communication effects, deliberately practicing a second language, and shaping self-image.

Finally, Chinese college students have a more positive view of the use of code-mixing as a whole. They believe that while using code-mixing helps to master English words to a certain extent, it does not have much negative effect on the mother tongue, and helps to improve communication effects and improve communication efficiency. Only for some groups of people who use codes out of a show-off mentality.

Code-mixing has the characteristics of simplicity, image, openness and arbitrariness, especially favored by college students, a young group of highly knowledgeable people, so they have also created a large number of popular phrases mixed with Chinese and English codes. With the development of science and technology and the deepening of the contact between Chinese and Western languages and cultures, the mixed-use of Chinese and English codes will only become more and more intense, which is not lacking in vitality itself, and also makes the language infectious.

Appendix: Interview Questions

1. Do you mix words and codes?
2. How often do you use code-mixing?
3. What are the main components of your code-mixing in the sentence?
4. Please share one or more examples or stories of code-mixing.
5. Under what circumstances would you use code-mixing?
6. Why do you mix words?
7. In the face of different communicators, such as classmates, teachers and family, will there be a difference in the mixed use of codes? Why?
8. Is your code-mixing the same in writing and speaking? Why?
9. What do you think of code-mixing?
10. Talk about the benefits and disadvantages of misuse of words and codes in your opinion for communication?
11. Do you think there is social significance in the use of code-mixing?
12. What impact do you think the use of code-mixing has on mastery of your native language and English?
13. Is there a situation in daily communication where you can't remember your native vocabulary? Is this related to code-mixing?
14. How do you feel when you mix words?
15. Do you think it's natural to use code-mixing?
16. Have you received feedback from others about your use of mixed codes? How does this feedback affect you?
17. Is using code-mixing an important thing for you?

18. When someone else uses code-mixing, can you immediately realize that he is using code-mixing?
19. How do you react to the use of code-mixing by others?

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