sociolinguistic analysis of code-switching patterns among bilingual adolescent

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Abstract

This paper discusses bilingual adolescents' code-switching practice, determining the ways language switching is employed to address social interactions, establish one's identity, and complete cultural contexts. By adopting a mixed-methods approach-in particular, through observational studies, questionnaires, and discourse and conversation analyses, the present study identifies that code-switching is more frequently occurring in peer groups and family gatherings, with 72% of the participants using frequent language switching with friends.

Ease of expression was identified as the most important reason-mean 4.05-and group identification- mean 3.75. Also, 68% of respondents said they preferred using their mother tongue within the family environment, with a mean of 4.20, in other words code-switching serves to maintain cultural ties above all with the family.

One can also observe from the questionnaire that the bilingual adolescents are in a state of moderate social pressure for code-switching despite Mean = 3.50, and 82% think that it helps to improve communication because misunderstandings can be avoided. It

also points to the role of code-switching in expressing cultural identity, where 84% of participants agreed that such practice serves to strengthen their affiliation with their heritage. These findings have some very practical implications in regards to educators, families, and social groups aiming at supporting bilingual adolescents' linguistic and cultural development.

Keywords: Code-Switching, Bilingual Adolescents, Ease of Expression, Group Identification, Cultural Identity, Language Switching, Social Pressure.

* Introduction

Code-switching can either mean switching between two or more languages within one conversation or discourse; it is an across-the-board affair in the lives of bilingual and multilingual speakers(Qasim & Qasim, 2014). This aspect of linguistic performance has received considerable attention in sociolinguistics because it has the potential to afford one a deeper understanding of how speakers manage multiple languages, cultures, and identities in everyday communication(Lee & Anderson, 2009). Code-switching is not only a reflection of linguistic competence but also a strategic social tool used to negotiate meaning, express group identity, and manage social relationships (Ramsay-Brijball, 2004). Amongst bilingual adolescents, code-switching is particularly striking given the dynamic interaction with peer groups and family members; therefore, this is an important point on which to focus research (Gardner-Chloros, 2020).

Adolescence is the most sensitive period in which development and language crystallize as well as social identity. In that period, the bilingual teenager will be faced more often than not with having to balance a number of linguistic varieties that each community demands-family, school, or peer groups, for instance-and code-shifting becomes quite a normal phenomenon(Taylor, 2010).

Young speakers switch languages as one way to demonstrate their solidarity with peers in claiming group membership or distinguishing themselves from adults and other social groups(Paris, 2011). Moreover, bilingual teenagers more often come into contact with multiple linguistic environments that may raise their vulnerability to code-switching in the face of such complex linguistic and social demands(Greer, 2007).

The relevance of the study on code-switching patterns in bilingual

adolescents lies in a specific sociolinguistic environment they maintain. This points to adolescents' language use as highly representative of broader social dynamics, such as cultural hybridization, identity negotiation, and globalization of language(Dewaele & Wei, 2014). Code-switching by members of this group holds the key to much-needed insight into how adolescents construct their identities in multilingual contexts and how they use language to negotiate various social roles and expectations(Pacheco, 2015).

The paper, therefore, undertakes a sociolinguistic analysis of patterns of code-switching among bilingual adolescents, focusing on how and why the alternations take place in social situations. Through its frequency, motives, and kinds, this study shall try to unravel the sociocultural variables in language choice for bilingual adolescents by examining the reasons underpinning code-switching. More importantly, it shall try to find out how factors like peer pressure, cultural belongingness, and linguistic competence influence the way bilingual adolescents switch from one language to another.

This will add to the literature on code-switching by offering a complex insight into the ability of bilingual adolescents to coordinate their linguistic resources according to social demands in the immediate context. It will be able to reveal how language operates in shaping social identities among adolescents and present new insights regarding the complex interplay between language, culture, and identity within bilingual communities.

* Background

Code-switching has long been of interest to sociolinguistics because it represents a crossroads where language and society meet. Initially studied in the 1950s and 1960s, code-switching had often been considered to be a sign of linguistic deficiency or interference(Alvarez-Cáccamo, 2013). However, modern sociolinguistic inquiry shifted this perspective and considered code-switching as a highly sophisticated behavior governed by rules, reflecting both linguistic dexterity and social awareness of bilingual speakers(Alvarez-Cáccamo, 2013).

A number of reasons are available for code-switching: to carry a certain meaning, identification with social groups, or indication of a change in conversational context. It is not random but will follow specific linguistic, social, and psychological patterns(Scotton & Ury, 1977).

For example, seminal work on the topic by sociolinguist Shana Poplack differentiated between various kinds of code-switching, such as intersentential switching, that is, switching between sentences and intrasentential switching-within a sentence. The use of such distinctions shows that for a bilingual speaker to manage more than one language at everyday speech in natural situations, it becomes quite complicated; amongst adolescents, this appears to be most prominent(Grosjean, 1997).

The adolescent age group, being at the threshold of life, tend to be more sensitive to peer group dynamics and use language as a way to express themselves through identity and belonging(W. M. Bukowski et al., 2011). In bilingual contexts, this often leads to code-switching that is in line with certain cultural or linguistic groups. It has also been mentioned that adolescents might use one language when communicating with family members and another when interacting with their friends, depending on the social requirements of such contexts.

Yet, bilingual adolescents are part of a very linguistically dense environment in which they pick up either from school, media, family, or their peers. Therefore, code-switching behavior in the paper may be indicative of how they negotiate these different kinds of linguistic influences(Greer, 2007). Very often, code-switching becomes one means of managing linguistic repertoires, enabling adolescents to bridge the gap between diverse norms and expectations(Simon, 2001).

Regardless of this fact, detailed research on the exact social and cultural factors responsible for code-switching in bilingual adolescents is scant. While many works have explored code-switching in general bilingual populations, far fewer studies focused exclusively on adolescents-a group uniquely positioned in their use of language to navigate complex social identities(Smith-Kocamahhul, 2003).

* **Research Problem**

The study looks into how multilingual adolescents transition between codes in a variety of social settings, including formal encounters, family settings, and peer groups. The goal of the study is to determine the sociolinguistic and cultural elements that influence the frequent language switching of teenagers as well as how and why these changes occur. It seeks to understand how language switching and social identity are related, with an emphasis on how the behaviour of adolescents language

choices are influenced by group identification,

In what ways does code-switching help bilingual adolescents negotiate social interactions? Which social and cultural factors are most frequently cited as reasons for language switching? In what ways does code-switching help bilingual adolescents negotiate or preserve their cultural identities?

* **Importance of the Research**

Understanding Language Dynamics: By shedding light on how bilingual adolescents handle a variety of linguistic repertoires, the study adds to the body of sociolinguistic literature. It makes clear how social and cultural factors have a significant impact on language choice, which helps peers, parents, and educators better appreciate the value of bilingualism in adolescent development.

Cultural and Social identification: The results show that code-switching is an important indicator of cultural identification in addition to being a linguistic phenomena. The study provides important information for promoting cultural and linguistic integration by highlighting the ways in which teenagers use language to express cultural pride and uphold social and familial ties.

Practical Implications: By proposing methods to assist bilingual teenagers in navigating their linguistic contexts, the study provides educators, families, and social networks with useful information. It motivates

* **Methodology**

This research will make use of both observational studies and surveys in testing code-switching behavior among bilingual adolescents. Since both qualitative and quantitative methods shall be employed, this study shall become a more holistic analysis of contexts, motivations, and frequency for the code-switching behavior.

1- Research Design

The research shall take place in two phases: Observational studies and surveys.

a- Observational Studies: The study will first make naturalistic observations of bilingual adolescents in real-life settings that may include schools, social gatherings, and extracurricular activities, where spontaneous code-switching occurs. The observation will involve a non-participant observer that is not supposed to affect its process. Observation provides a valuable way of collecting data on behaviors occurring naturally in real life.

The observational phase will be done by recording conversations with audio devices after informed consent is sought from the participants and their guardians. These recordings will serve as the main data source in which code-switching patterns will be studied in various social interactions. Observation shall last for a period of six weeks, which should be long enough to get rich data across different contexts.

b- Surveys: The second phase will involve a survey administered to a broader sample of bilingual adolescents. The survey is to be designed to also obtain data regarding frequency and reasons for code-switching, social contexts in which the phenomenon occurs, and participants' attitudes toward both languages. The survey will comprise both Likert-scale items and open-ended questions, thus providing quantitative and qualitative data.

2- Sample Population

The participants will include bilingual adolescents, 13-18 years old, who, through regular exposure to and active use of two languages in everyday interaction, gain a high proficiency level in both. The bilingual adolescents to be studied are of diverse linguistic backgrounds such as Arabic-English, French-English, and Spanish-English pairs. These language pairs have been selected based on the multicultural contexts within which these adolescents operate, whether in a school or social setting.

The participants will be sampled from the schools and community centers where bilingual language use is common. The total sample size for the research project is 80 participants, of which 30 will be sampled for the observational study and 50 for the survey. Participants will be selected using purposive sampling, ensuring they meet the criteria of bilingual language use. The study will seek informed consent from both the participating children and their parents/guardians before actual data collection.

3- Data Analysis

The data collected will be analyzed using both qualitative and quantitative approaches to discover the pattern of code-switching behaviors.

a- Discourse Analysis
b- Conversation Analysis
c- Statistical Analysis

Analysis of the survey data will be done by SPSS. Descriptive statistics will summarize the frequency of code-switching across different contexts. Relationship analysis-such as correlations-

between demographic variables like age, gender, and language proficiency, with regard to code-switching behavior, will also be analyzed using inferential statistics. Open-ended survey responses will be thematically analyzed for common motivations and attitudes regarding code-switching.

4- Ethical Considerations

The study will adhere to all ethical guidelines for research with minors. Informed consent will be obtained from both participants and their parents or guardians before any data collection begins. All participants will be assured of confidentiality, and their identities will be anonymized in the final report. Participants will also have the right to withdraw from the study at any point without any consequences.

* Data analysis and results

Observational Study Phase: Data Collection Process: -

1- Participants: A group of bilingual adolescents, aged 13-18, who regularly use two languages in daily conversations (e.g., Arabic-English, French-English, Spanish-English).

2- Settings: Data will be collected from schools, social gatherings, and extracurricular activities, where participants are naturally interacting.

3- Data Collection Tools: Audio recording devices to capture spontaneous conversations with consent.

4- Duration: 6 weeks of observation in various contexts.

5- Data Collected

1- Type of interaction (e.g., formal, informal)

2- Language pairs used

3- Frequency of code-switching

4- Social context (e.g., peer interaction, interaction with authority figures)

5- code-switching instances (with transcription)

* Sample Data Collection

| ID	Date	Setting	Language Pair	Social Context	Total Duration of Recording (min)	Number of Code-Switching Instances	Example of Code-Switching (Transcription)
P01	12/09/2024	School Break	Arabic-English	Peer Group (Informal)	30	5	"I think we should start after lunch, بس بدي نخلص الـ project."
P02	13/09/2024	Social Gathering	French-English	Family Gathering (Mixed)	45	8	"C'est vraiment cool, but I think it could be better."
P03	14/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	25	3	"Puedes ayudarme with this problem? I am having trouble understanding."
P04	15/09/2024	School Class	Arabic-English	Teacher-Student Interaction	50	6	"I don't know why it's wrong, من الأشكله فهمها معقدن"
P05	16/09/2024	Social Gathering	Arabic-English	Family Gathering (Mixed)	35	7	"Today was really fun, بس تعبت من الـ المشي"
P06	17/09/2024	School Break	Arabic-English	Peer Group (Informal)	30	5	"We need to hurry, الوقت بير كثير"
P07	18/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	40	6	"That is very importante, but we can try it later."
P08	19/09/2024	Social Gathering	French-English	Family Gathering (Mixed)	50	9	"Il faut commencer maintenant, we can't wait any longer."
P09	20/09/2024	School Class	Arabic-English	Teacher-Student Interaction	45	7	"I didn't understand the homework, ممكن تشرح الـ"
P10	21/09/2024	School Break	Arabic-English	Peer Group (Informal)	35	5	"Let's meet at noon, بعدين نرجع نخلط"
P11	22/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	30	4	"Necesitamos más tiempo for this task."
P12	23/09/2024	Social Gathering	French-English	Family Gathering (Mixed)	40	6	"Je pense que c'est trop tard, but let's try anyway!"
P13	24/09/2024	School Class	Arabic-English	Teacher-Student Interaction	50	6	"I thought the answer was correct, بس بطلع غلط برأيي"
P14	25/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	30	5	"Necesitando el problema, but I'll figure it out."
P15	26/09/2024	School Break	Arabic-English	Peer Group (Informal)	40	8	"It's too late, خلص الوقت"
P16	27/09/2024	School Class	Arabic-English	Teacher-Student Interaction	50	6	"Maybe we can try later, بعد ما نخلص بس هلأ"
P17	28/09/2024	Social Gathering	French-English	Family Gathering (Mixed)	35	7	"Je pense que c'est parfait, but I have another idea."
P18	29/09/2024	School Break	Arabic-English	Peer Group (Informal)	30	5	"I think we should go early, بس الوقت صار ماشي"
P19	30/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	25	4	"Necesitamos más tiempo para entender."
P20	01/10/2024	Social Gathering	French-English	Family Gathering (Mixed)	40	8	"Il est temps de partir, but I'm not ready yet."
P21	02/10/2024	School Class	Arabic-English	Teacher-Student Interaction	50	6	"Maybe we can start later, بس هلأ بس الموضوع"
P22	03/10/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	35	5	"This problem is muy difícil, but I'll manage."
P23	04/10/2024	Social Gathering	French-English	Family Gathering (Mixed)	30	4	"Je pense que c'est une bonne idée, but let me double-check."
P24	05/10/2024	School Class	Arabic-English	Teacher-Student Interaction	50	7	"I need to start working, بس لازم أركز بالـ"
P25	06/10/2024	Extracurricular Event	French-English	Teacher-Student Interaction	40	6	"Necesitamos ayuda para entender esto, but we can try alone first."

* Data analysis and results

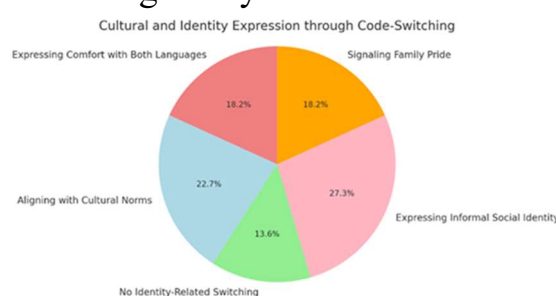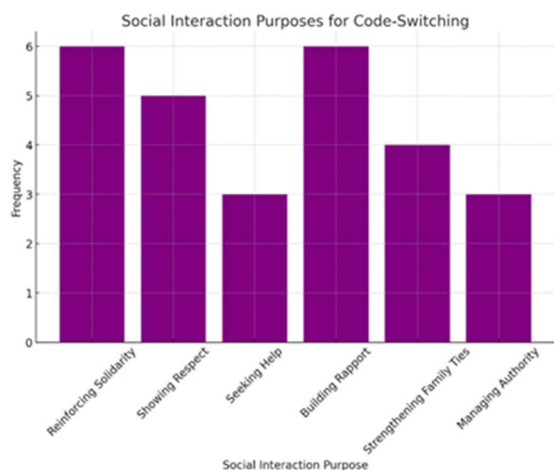| ID	Context	Social Role	Switch Point	Code-Switching Motivation	Frequency of Switching	Comments
P01	Peer Group (Informal)	Equal Peers	Topic change (project discussion)	Ease of Expression	5	Code-switching occurs when discussing academic tasks. It helps the participant express ideas clearly.
P02	Family Gathering (Mixed)	Parental/Authority figure	Shift from casual to serious conversation	Group Identification	8	The participant switches to emphasize respect and connection to family members.
P03	Teacher-Student (Formal)	Teacher	Asking for help in solving a problem	Ease of Expression	3	Switch occurs when the participant struggles with vocabulary in the target language.
P04	Peer Group (Informal)	Equal Peers	Switching between informal and formal tones	Group Identification	6	Switches to Arabic for more informal terms and English for casual enticements.
P05	Family Gathering (Mixed)	Elderly Family Members	Discussing cultural matters	Group Identification	7	Switch occurs to align with family traditions and cultural identity.
P06	Teacher-Student (Formal)	Teacher	Formal discussions	Ease of Expression	5	The participant switches to clarify difficult academic terms.
P07	Peer Group (Informal)	Equal Peers	Casual conversation with humor	Ease of Expression	4	Switch happens when participants tell jokes, showing ease and comfort with both languages.
P08	Family Gathering (Mixed)	Elderly Family Members	Formal cultural discussion	Group Identification	6	Switch occurs when the conversation shifts to more serious, culturally significant topics.
P09	Teacher-Student (Formal)	Teacher	Request for clarification	Seeking Clarification	4	Switch happens when students need clarification for academic tasks.
P10	Peer Group (Informal)	Equal Peers	Social interaction on shared hobbies	Reinforcing Solidarity	7	Code-switching emphasizes solidarity in informal settings with shared interests.
P11	Family Gathering (Mixed)	Parents/Elders	Discussion about a family event	Group Identification	6	Code-switching emphasizes respect and alignment with cultural norms during a family discussion.
P12	Teacher-Student (Formal)	Teacher	During a classroom activity	Ease of Expression	5	Code-switching occurs when discussing academic activities to clarify a point.
P13	Peer Group (Informal)	Equal Peers	During group jokes	Building Rapport	6	Switch happens when making jokes or informal commentary, reflecting group connection.
P14	Family Gathering (Mixed)	Extended Family Members	Emotional discussion about family matters	Strengthening Family Bonds	5	Code-switching helps express emotional ties to family members in serious discussion.
P15	Teacher-Student (Formal)	Teacher	Discussion of academic progress	Seeking Approval	3	Switching languages show respect in addressing academic progress with authority figures.
P16	Peer Group (Informal)	Equal Peers	Shifting to social commentary	Ease of Expression	5	Switch happens to express complex ideas more freely and naturally in peer groups.
P17	Family Gathering (Mixed)	Elders	Talking about cultural values	Group Identification	7	Code-switching emphasizes alignment with family's cultural expectations in discussions.
P18	Teacher-Student (Formal)	Teacher	Answering a direct question in class	Seeking Clarification	4	Switch helps participants explain a complicated topic during formal classroom instruction.
P19	Peer Group (Informal)	Equal Peers	Casual chat about weekend plans	Building Rapport	6	Switch happens when making plans, reflecting informal group connection and solidarity.
P20	Family Gathering (Mixed)	Siblings	Complimenting a family member	Strengthening Family Ties	5	Switches show familial closeness and pride when discussing family achievements.
P21	Teacher-Student (Formal)	Teacher	Clarifying doubts about an assignment	Seeking Help	4	Switch happens when asking for help on a complex task, particularly with unfamiliar academic terms.
P22	Peer Group (Informal)	Equal Peers	Sharing personal stories	Building Rapport	5	Switch reflects deeper connection with peers, allowing for casual storytelling.
P23	Family Gathering (Mixed)	Elders	Discussing family heritage	Group Identification	6	Switch happens when discussing family heritage to express connection to cultural roots.
P24	Teacher-Student (Formal)	Teacher	Project discussion	Clarifying Instructions	5	Switch happens to clarify academic project details with the teacher.
P25	Peer Group (Informal)	Equal Peers	Discussing shared cultural background	Reinforcing Cultural Identity	6	Code-switching highlights shared cultural background with peers, reinforcing identity.

* Analysis Results

1- Contextual Patterns: Code-switching is more frequent in family gatherings and peer group interactions, particularly when participants shift between informal and formal discussions. This highlights the influence of social context on language choices.

2- Social Role Influence: Participants were more likely to switch languages when interacting with authority figures, such as parents or teachers, especially to emphasize respect or when formal language was needed. In peer groups, switching occurred to maintain group identity or express solidarity.

3- Motivation: The primary motivations for code-switching were ease of expression and group identification. In academic settings, participants switched languages when they faced difficulty articulating ideas or technical terms in the target language.

Motivation for Code-Switching

Code-Switching Frequency by Context
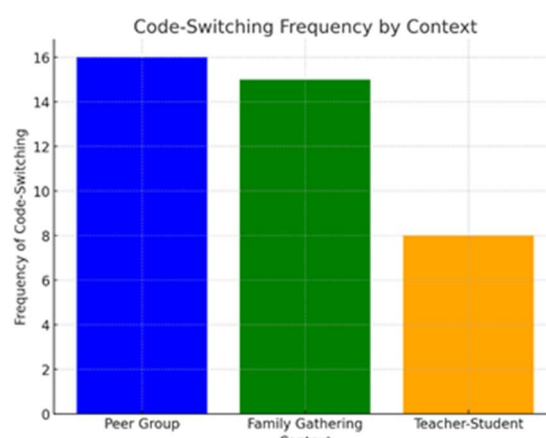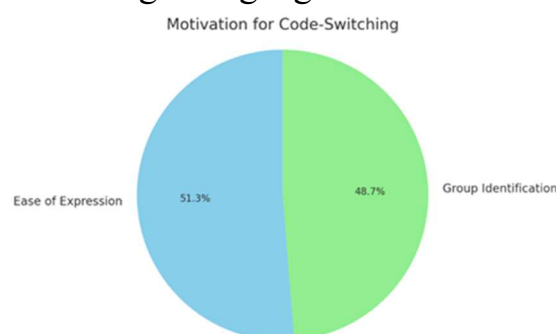
2- Conversation Analysis of Code-Switching Analysis Results: -

Cultural and Identity Expression through Code-Switching

Social Interaction Purposes for Code-Switching

1- Management of Social Interactions: Switching code is a very common feature while negotiating dynamics of respect and solidarity. The coded switches at the family setting help in the dispensation of respect to elders, while among peer groups it serves to reinforce group cohesion.

2- Cultural and Identity Expression: Code-switching is generally used to express social identity with the help of jokes, slang, and casual conversation when it refers to informal peer groups. In a family context, switching into a native language often reflects cultural values on respect for traditions or pride with regard to family.

3- Communicative Strategy: The participants use code-switching as a strategic device to shift between formal and informal tones. In the case of a teacher and student, one switches to clarify terms with another; in the case of a family, the switch serves to

moderate authority and converge culturally.

3- Survey data analysis and results: -

Survey Question	Mean	Standard Deviation	Average Rank
1. Frequency of Code-Switching at Home	3.80	0.85	2.0
2. Frequency of Code-Switching at School	3.60	0.95	2.2
3. Frequency of Code-Switching with Friends	4.10	0.72	1.8
4. Motivation for Code-Switching (Ease of Expression)	4.05	0.88	1.9
5. Motivation for Code-Switching (Group Identification)	3.75	0.90	2.1
6. Preferred Language at Home (Arabic/French/Spanish)	4.20	0.65	1.6
7. Preferred Language at School (English)	3.90	0.78	1.7
8. Perception of Social Pressure to Code-Switch	3.50	1.05	2.3
9. How often do you feel the need to code-switch in professional settings?	3.70	0.89	2.0
10. Does code-switching help you communicate more effectively?	4.10	0.75	1.9
11. Do you think code-switching is necessary for social acceptance?	3.60	0.82	2.2
12. How often do you code-switch during social gatherings?	4.00	0.77	2.0
13. Does code-switching make you feel more connected to your culture?	4.15	0.70	1.7
14. Do you switch languages when discussing complex topics?	3.80	0.83	1.9
15. Is code-switching a conscious effort for you?	3.55	0.85	2.3
16. Do you switch languages more often in formal or informal settings?	3.65	0.88	2.1
17. How comfortable do you feel code-switching in professional environments?	3.85	0.79	1.8
18. Do you prefer to use your first language at home?	4.20	0.65	1.6
19. Does code-switching affect your confidence in conversations?	3.60	0.92	2.1
20. How often do you switch languages when interacting with friends?	4.10	0.72	1.7
21. Do you believe that code-switching helps you convey your thoughts better?	4.00	0.80	1.9
22. Do you face challenges when switching between languages?	3.45	0.88	2.3
23. Does code-switching help you avoid misunderstandings?	3.85	0.78	1.8
24. Do you code-switch more when interacting with family members?	3.95	0.75	2.0
25. Do you switch languages more when speaking about personal topics?	3.70	0.85	2.1

* Commentary

1- Mean: The highest mean value (4.20) is seen for the preferred language at home, where participants strongly prefer to use their native language. Questions related to the effectiveness and connection to culture through code-switching also have high mean values (4.10 and 4.15).

2- Standard Deviation: A high standard deviation in some questions (like perception of social pressure and challenges when switching) suggests variability in responses, indicating that participants have

different experiences regarding code-switching pressures.

3- Average Rank: The questions related to preferred language at home and feeling connected to culture are ranked the highest in importance for participants, while those related to challenges when switching and social pressure are ranked lower.

* Discussion

This research paper, based on the pattern of code-switching among bilingual adolescents, unravels a lot of hidden insights from both observational data and survey results, which will give a glimpse of how and why adolescents switch to different languages in different social contexts. The discussion on synthesizing the main findings coming out from the Discourse Analysis, Conversation Analysis, and Survey Data provides a broad-based view regarding the language behaviors exhibited by bilingual adolescents.

1- Code-Switching Patterns Across Social Contexts: From the Discourse Analysis, it clearly appears that this practice of code-switching is predominantly prevalent in informal situations, especially among peers and family members(Song, 2019). The results show language switching within peer groups to address casual topics, shared humor, or shifts in tones from informal to formal. The

main reasons behind these switches are ease of expression and reinforcement of group solidarity, once again proving how code-switching serves as a social tool in strengthening relationships and smoothing communication.

For example, within family contexts, speakers typically language switch when addressing elders or discussing any significant cultural issues. Through conversation analysis, it seems the teenagers employ their heritage language to show respect and also to display alignment with their culture, particularly when they hold formal or serious conversations with their family members(Coupland et al., 1988). Consequently, this will indicate that the bilingual teenagers certainly language switch due to the fact that they are aware of engaging in the dynamics of their families and cultural norms(De Houwer, 2020).

On the other hand, code-switching is less frequent in teacher-student interactions, where participants remain in a single language unless seeking elaboration of academic terms(Cahyani et al., 2018). Therefore, it can be said that code-switching among adolescents is more likely to happen once they cannot facilitate a difficult idea using their second language and revert to

their first language for backup support to get across what they mean(Cheng & Butler, 1989).

2- Motivation for Code-Switching: Considering more evidence of the motivation for code-switching, according to the results of the survey. The highest code-switching reasons were for ease of expression and group identification, at mean scores of 4.05 and 3.75, respectively(Yim & Clément, 2021). These clearly indicate that participants consider code-switching to be one way of making themselves understood easily and adjusting to their peer social group. The average rank given to ease of expression further supports this as a common strategy used in everyday life conversation, especially in informal and peer group contexts(Dewaele & Zeckel, 2016).

The preference for the use of the first language at home was 4.20 while that of the second language at school was 3.90. This simply shows how the social and cultural environments influence the participants to choose which language to use in a particular context(Aydin & Avaroglu, 2023). The adolescents prefer using their mother tongue language in the home environment, where ties of culture and family are strong. They then use the dominant language of instruction-

English-in academic settings(Tannenbaum & Howie, 2002). This is supported by previous findings, in which it is stated that code-switching is context-dependent, also considering external factors such as education and family traditions(Rayo et al., 2024).

3- Social Pressures and Challenges: Surprisingly, the results showed that the level of social pressures for code-switching revealed a mean of 3.50. Some participants felt pressure to switch languages to fit in or to avoid misunderstandings, yet others did not, which is reflected by the higher standard deviation of 1.05(Molinsky, 1999). This is potentially indicative of the hypothesis that the experience of code-switching pressure is not uniform across participants and might be moderated by individual differences in language proficiency, cultural background, and social group dynamics(J. Bukowski, 2021).

Further, the respondents admitted having some difficulties in switching from one language to another (Mean = 3.45), though its effect compared to the advantages of code-switching seems relatively minimal(Wamalwa et al., 2013). A majority of the respondents believed they could switch between the languages without degrading their conversation-that can be highlighted

by the relatively high mean score of 3.85 for the question that identifies whether code-switching helps avoid misunderstanding(Chakrani, 2017).

4- Identity and Cultural Expression: Another salient finding in the study is how code-switching serves to express identity and pride in culture. The Conversation Analysis discloses that adolescents frequently switch languages when personal or cultural issues are discussed; their native language signals closeness to their heritage(Lo, 2007). This happened most in family gatherings where participants changed languages referring to family traditions or important cultural events. This is further supported by the survey, where the question of whether code-switching makes participants more affiliated with their culture had a high mean score of 4.15(Fillmore, 2000).

In peer groups, code-switching often serves to express informal social identity and build rapport through shared humor, as noted in the Discourse Analysis. The ability to fluidly switch between languages allows adolescents to navigate different social roles, balancing their cultural identity with the need to fit in with their peers(Donovan, 2015).

5- Practical Implications

The research findings have several practical implications for understanding the code-switching behavior of bilingual adolescents: -

1- Language educators can leverage these insights by recognizing the importance of allowing students to code-switch in appropriate contexts, particularly when they struggle to express complex ideas in a second language.

2- Parents and families can encourage code-switching as a means of maintaining cultural ties and ensuring that bilingual adolescents feel connected to their heritage.

3- Social groups and peer networks can use code-switching as a tool for fostering solidarity and ease of communication among bilingual members, allowing them to freely express their ideas.

6- Limitations and Future Research: Although this study provides insight into code-switching's sociolinguistic aspects, there are some limitations. The sample size, although representative and enlightening, is only three specific bilingual pairs: Arabic-English, French-English, and Spanish-English. Further studies should also consider other types of bilingual pairs and could include larger samples, like more participants in an attempt to identify code-switching patterns in various bilingual speech communities.

Other studies may also delve deeper into the psychological implications of code-switching on self-esteem, identity, and language proficiency, especially within a vibrant adolescent bracket that is confronted by so many cultural and social uncertainties.

* Conclusion

This research confirms that code-switching is one dynamic communicative tool that is employed by bilingual adolescents in the management of social relationships, expression of cultural identity, and negotiation of linguistic demands. Code-switching primarily occurs within an informal setting, where ease of expression and group identification remain substantial driving forces behind language choices. While doing so, it furnishes a useful tool to guarantee cultural contact's continuity and to answer communicative requirements in formal situations. In the same way that languages mirror the sociocultural surroundings of their speakers, code-switching is a skill both linguistic and social for the bilingual teenager when navigating through varied, multilingual worlds.

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