

Sociolinguistic analysis of code-switching patterns among bilingual adolescent

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Abstract

In this research, code-switching among bilingual adolescents is analyzed with specific focus on switching language due to social interactions, identity formation, and cultural identification. By employing observations, survey responses, and discourse analyses, the results show that code-switching happens mostly among peers and families, since 72% of participants frequently switch languages while talking with their friends. Ease of communication became the leading reason for code-switching with the average score of

4.05, followed by group identity (average score - 3.75). Besides, 68% of respondents stated that they preferred to use their native language while communicating with their families, and the average score was 4.20. Moreover, the results show that code-switching is connected to some level of social pressure (Mean score is 3.50). However, 82% of respondents believe that code-switching brings a positive impact because it allows to avoid misunderstandings and facilitate communication. In addition, the ability of code-switching to express

cultural identity became apparent from the results of the research, as 84% of participants stated that code-switching enhances their cultural identity.

Keywords: Code-Switching, sociolinguistics; bilingual adolescents; language use; language choice.

* Introduction

Code-switching entails a change between languages during the same conversation and is a frequent communicative strategy used by bilinguals and multilinguals (Qasim & Qasim, 2014). Code-switching has been well researched in sociolinguistics since it gives insight into how people manage two languages in their conversations (Qasim & Qasim, 2014). Code-switching is not only linguistic but is also used as a communicative strategy for expressing identity and building interpersonal relations (Ramsay-Brijball, 2004). Thus, it may be noted that code-switching has important sociolinguistic implications and it is especially interesting when bilingual teenagers switch between languages as it gives an idea about the linguistic and social relations involved in interpersonal communication.

It is during this stage that development and language play a key

role in the consolidation, social identity as well. During this stage, the bilingual adolescent is supposed to speak in different languages varieties more often than not, in accordance with the community around them, for example, family, school, or friends' group, and code-switching will be very common or normal (Taylor, 2010).

One of the techniques used by bilingual adolescents to show their belonging to particular groups by showing allegiance to their peers and dissociation from adults or other social groups is switching languages (Paris, 2011). In addition to this, since bilingual adolescents have been more exposed to bilingual/multilingual environments, they may become prone to code-switching (Greer, 2007).

The importance of code-switching in bilingual adolescents is related to the sociolinguistic environment they maintain. In this respect, as mentioned by Dewaele & Wei, (2014), language used by teenagers is an indicator of various social processes such as linguistic and cultural hybridization, negotiations of identity and globalization of languages. Code-switching performed by the selected groups could provide great insight into negotiations of multiple

identities performed by adolescents within multilingual environment via code-switching (Pacheco, 2015).

The present study, however, is concerned with the sociolinguistic analysis of code-switching in bilingual youth and understand the causes and process of its occurrence in social context. The main aim of the current research is to identify the reasons behind and kinds of code switching that are observed in bilingual young learners. More significantly, it will attempt to determine how other factors, such as peer pressure, cultural belongingness, and linguistic competence, may affect language switching among bilingual adolescents.

The research contributes to the existing body of knowledge on code-switching by providing deeper insight into how bilingual adolescents coordinate their linguistic abilities to meet the social demands of their immediate environments. The research also illustrates the use of language in creating social identity among adolescents.

*** Background**

The phenomenon of code-switching has been a matter of keen sociolinguistic study for many years now, as it serves as an intersection of two languages and society. The phenomenon of code switching was

first investigated in the 1950s and 1960s and was generally seen as a symptom of a lack of linguistic skills, or a manifestation of interference (Alvarez-Caccamo, 2013). Code-switching has been redefined through recent research into sociolinguistics as a multifaceted practice that operates on certain rules, requiring linguistic competence as well as social awareness from bilinguals (Alvarez-Cáccamo, 2013).

There are many reasons why someone switches codes; he may be trying to convey some specific meaning or he may be trying to make his affiliation known towards some social group, or even indicating that there is an alteration in conversational setting.

The point may be exemplified through the groundbreaking research of sociolinguist Shana Poplack who came up with different types of code-switching. The two types include inter-sentential switching which is done between sentences and intra-sentential switching which is carried out in one sentence only. As Grosjean (1997) asserts, these two types demonstrate the complications that exist when one tries to speak in two languages at the same time.

Regarding age group, since they are at the beginning of their lives, are more susceptible to the

relationship dynamics within the peer group and employ language as a medium of communication through their identities (Bukowski W. M. et al., 2011). In the bilingual environment, the results are always reflected in code-switching in accordance with some culture or linguistic group. The fact was also stated that adolescents use different languages while communicating with their families and friends due to social needs.

However, bilingual youth operate in a highly linguistic environment where they learn from either their school, media, family, or even peers. Code-switching can, therefore, be regarded as one way that the bilingual youth manages the linguistic inputs they are exposed to (Greer, 2007). It is not unusual for code-switching to serve as a tool to mediate among diverse language repertoires (Simon, 2001).

There is a lack of research regarding the various socio-cultural reasons behind code-switching by bilingual teenagers. Although there are several studies of code-switching within the general bilingual population, far fewer have focused on the adolescent bicultural population, a particularly probable group to use code-switching because of the social complexities involved in their use of

language (Smith-Kocamahhul, 2003).

*** Problem Statement**

In this study, the process of code switching among multilingual youths is explored in various social situations such as formal situations, within families, and among peers. The study will explore the factors that influence the code switching among multilingual youths and the reasons and processes involved in the code switching process, as well as the connection between code switching and social identity, especially the effect of group belonging on code switching.

1- How does code switching facilitate bi-literate and bi-lingual adolescents' interactions in social situations?

2- What are the more common factors said to be responsible for language switching in terms of social and cultural issues?

3- How does code-switching serve as a means of negotiation and/or maintenance of bilingual adolescents' cultural identity?

*** Importance of the Study**

Language Dynamics Awareness: The study makes contributions to sociolinguistic literature by providing insights into the process of language repertoire management among bilingual teenagers. In addition, it provides

insights into the impact of social and cultural context in language choice and also enables adolescents, parents, and teachers appreciate the value of bilingualism.

As a linguistic phenomenon, code-switching is an important aspect of cultural identity, as revealed by the results. This research provides some important findings related to the integration of culture and language and how teenagers demonstrate their cultural pride and form connections through language.

Practical Implications: The study offers educational practitioners, families and social networks practical information about ways to help bilingual teens manage their linguistic situation(s). It motivates

* **Methodology**

Observation research and survey research will be used to study code switching by bilingual teenagers. It is expected that the use of both these research methods will allow for an investigation into the contexts under which code switching takes place and how often it happens.

1- Study Design

The study is conducted in two stages: Observation and survey

A- Observational Studies

Naturalistic observation would first be used to observe bilingual adolescents in their natural

surroundings, such as at school, during social functions, and even in extracurricular activities where code-switching takes place. The non-participant observation technique would be utilized in order for the researcher to observe the participants without interfering in their activities. Naturalistic observation offers an invaluable behavioural data source in the context of code switching taking place in the participants' social environment.

Observation in this study will take place through the use of audio devices that will record interactions between people after getting consent from the individuals involved and their parents. This will be the key source of information where code-switching will be observed. Observation will last for six weeks, which should be sufficient to collect data from diverse contexts.

B- Surveys

The second stage entailed conducting a survey among a bigger sample size of bilingual teens. This survey was geared towards finding out the extent to which code switching takes place, the factors that drive this practice, the social setting in which this takes place, and their attitude towards the two languages.

2- Sample Population

The subjects involved in the study will be bilingual teenagers (13-18 years) that use both the languages on a regular basis and therefore have mastered both the languages. The bilingual adolescents to be chosen for this study will consist of adolescents who either speak Arabic and English, French and English, and Spanish and English. The selection of such languages is in consideration of the multilingual environment within which these teenagers operate.

Recruitment of subjects will be done from areas where bilingual language usage is common. This study will have a total of 80 subjects, 30 of them for observation and 50 of them for survey. Purposeful sampling technique will be used to select the participants that qualify as bilinguals. The informed consent forms will be filled by the adolescents themselves and by their parents/guardians.

3- Analysis of the Data

Quantitative as well as qualitative analysis will be carried out for the analysis of the data collected in order to find out any code switching patterns by means of discourse analysis, conversation analysis, and statistical analysis. SPSS will be used for survey data analysis, and frequency of code switching will be studied by using

descriptive statistics. Inferential statistics will be used for finding relations between various variables including age, gender, linguistic ability, and code switching. In addition, responses to the open-ended questions will be analyzed thematically to identify the underlying motivations for code-switching.

4- Ethical Considerations

Ethical issues will be considered in detail during the course of the study according to the rules existing concerning conducting research with minors. Informed consent from the participants as well as their parents/guardians will be received before carrying out the study. The names of the participants will not be disclosed, and the data included in the report will be anonymous.

*** Results**

The observation results were obtained from bilingual teenagers who were 13 to 18 years old and spoke two languages; these languages included Arabic-English, French-English, and Spanish-English. The interactions of the participants were observed in various natural settings including school setting, socializing and extracurricular activities to observe the occurrence of code-

switching within regular communication process.

During six weeks of observation process, the spontaneous interaction among the participants was recorded with their consent and analyzed to find the occurrence of code-switching among them. The process allowed to observe various types of language usage by the participants in formal as well as informal situations along with the different combinations of languages.

Specific focus was made on the frequency and context of code-switching. The interactions included communication between the participants and their peers as well as communication between the participants and their superiors to observe code-switching among various interpersonal communications. Instances of language switching were transcribed to make an analysis of the language usage by the bilinguals.

* Data Collection Procedures

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, بعدن نرجع ل 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, بن مشاله نههمها بعدن."
P05	16/09/2024	Social Gathering	Arabic-English	Family Gathering (Mixed)	35	7	"Today was really fun, اليوم كانت من الممتعة."
P06	17/09/2024	School Break	Arabic-English	Peer Group (Informal)	30	5	"We need to hurry, الوقت مو كثير."
P07	18/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	40	6	"That is muy 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, بن راح احاول."
P10	21/09/2024	School Break	Arabic-English	Peer Group (Informal)	35	5	"Let's meet at noon, بعدن نرجع ل meeting."

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	7	"I thought the answer was correct, بن بعدن خيرت رايي."
P14	25/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	30	5	"No entiendo 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, خليه لغيره."
P16	27/09/2024	School Class	Arabic-English	Teacher-Student Interaction	50	6	"Maybe we can try later, بن لازم نبدأ بعدن."
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, بن الوقت مو مناسب."
P19	30/09/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	25	4	"Necesitamos más tiempo para planear esto."
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, بن خشي الترحيم بعدن نرجع ل شرح."
P22	03/10/2024	Extracurricular Event	Spanish-English	Teacher-Student Interaction	35	7	"This problem es 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, بن لازم ل نبدأ."
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 takes place during the discussion of academic assignments, allowing the participant to make his/her idea clear.
P02	Family Gathering (Mixed)	Parental/Authority figure	Shift from casual to serious conversation	Group Identification	8	The participant switches languages to demonstrate respect and strengthen relations with family members.
P03	Teacher-Student (Formal)	Teacher	Asking for help in solving a problem	Ease of Expression	3	Language switching is used by the participant to cope with problems with vocabulary in the target language.
P04	Peer Group (Informal)	Equal Peers	Switching between informal and formal tones	Group Identification	6	The participant uses Arabic to express himself/herself with less formal words and English to discuss academic terminologies.
P05	Family Gathering (Mixed)	Elderly Family Members	Discussing cultural matters	Group Identification	7	Code-switching takes place as the participant wants to maintain cultural identity.
P06	Teacher-Student (Formal)	Teacher	Formal discussions	Ease of Expression	5	The participant uses code-switching to make the explanation of some academic terminology easier.
P07	Peer Group (Informal)	Equal Peers	Casual conversation with humor	Ease of Expression	4	Code-switching takes place during funny conversations of the participants.
P08	Family Gathering (Mixed)	Elderly Family Members	Formal cultural discussion	Group Identification	6	Code-switching is used to discuss more important and cultural issues.
P09	Teacher-Student (Formal)	Teacher	Request for clarification	Seeking Clarification	4	Language switching takes place when students want to get clarification on some academic tasks.
P10	Peer Group (Informal)	Equal Peers	Social interaction on shared hobbies	Reinforcing Solidarity	7	Code-switching demonstrates solidarity of informal groups that have common interests.

P11	Family Gathering (Mixed)	Parents/Elders	Discussion about a family event	Group Identification	8	Code-switching is used by the participant to demonstrate respect and keep alignment with culture in family discussions.
P12	Teacher-Student (Formal)	Teacher	During a classroom activity	Ease of Expression	5	Code-switching takes place in the discussion of academic assignments as the participants try to make a clarification of something.
P13	Peer Group (Informal)	Equal Peers	During group jokes	Building Rapport	6	Language switching takes place when people exchange jokes and informal opinions, demonstrating a connection between them.
P14	Family Gathering (Mixed)	Extended Family Members	Emotional discussion about family matters	Strengthening Family Bonds	5	Code-switching is used in the discussion of serious issues to express some emotional connection with family members.
P15	Teacher-Student (Formal)	Teacher	Discussion of academic progress	Seeking Approval	3	Language switching is used in the discussion of academic success to show some respect for the authority figure.
P16	Peer Group (Informal)	Equal Peers	Shifting to social commentary	Ease of Expression	5	Code-switching is used by peers to make it easier for them to express some complex ideas.
P17	Family Gathering (Mixed)	Elders	Talking about cultural values	Group Identification	7	Code-switching demonstrates alignment of the family cultural expectations during the discussion.
P18	Teacher-Student (Formal)	Teacher	Answering a direct question in class	Seeking Clarification	4	Language switching is used by participants to explain some complicated issues in formal lessons.
P19	Peer Group (Informal)	Equal Peers	Casual chat about weekend plans	Building Rapport	6	Code-switching takes place when people make plans, showing group solidarity and informal connection.
P20	Family Gathering (Mixed)	Siblings	Complimenting a family member	Strengthening Family Ties	5	Code-switching shows close relationships in the family and some pride of family members during family discussions.

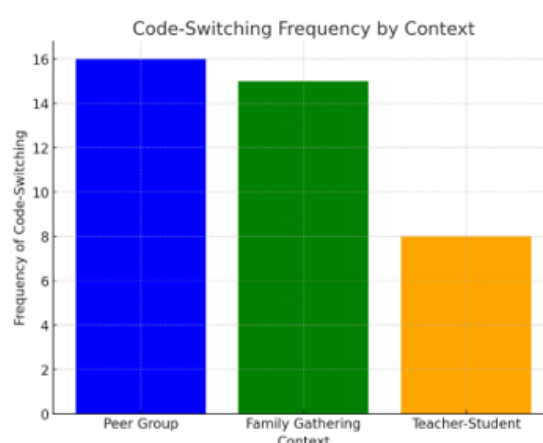
P21	Teacher-Student (Formal)	Teacher	Clarifying doubts about an assignment	Seeking Help	4	Language switching takes place when participants need help with complicated things, especially with some academic terminologies.
P22	Peer Group (Informal)	Equal Peers	Sharing personal stories	Building Rapport	5	Code-switching shows more connection with peers and casual storytelling.
P23	Family Gathering (Mixed)	Elders	Discussing family heritage	Group Identification	6	Language switching is used in the discussion of family culture to express some connection with it.
P24	Teacher-Student (Formal)	Teacher	Project discussion	Clarifying Instructions	5	Code-switching takes place when participants try to clarify some details of an academic assignment with the teacher.
P25	Peer Group (Informal)	Equal Peers	Discussing shared cultural background	Reinforcing Cultural Identity	6	Code-switching demonstrates some connection of cultural background among peers.

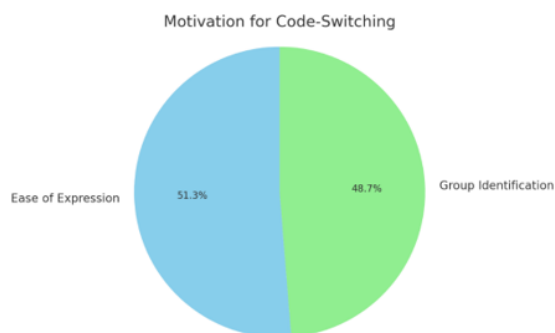
* Results and Interpretation

1- Contextual Patterns: In family and peer group environments, people tend to switch languages, especially when there is a change from an informal situation to a formal one.

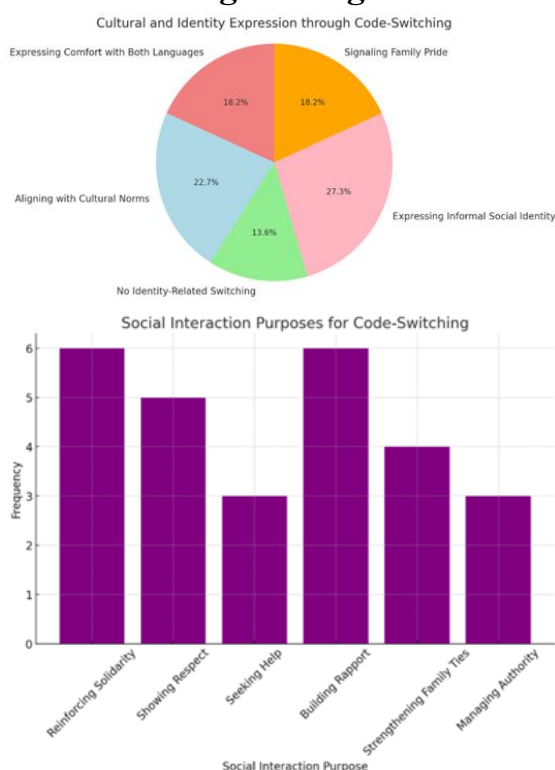
2- Social Role Influence: These individuals were ready to switch their language usage when they communicated with those of authority such as parents or teachers to demonstrate their respect. There is also a case where switching happened between peer groups to maintain their unity.

3- Motivation: The two major reasons for code switching were to facilitate expression and to identify the group. In the academic environment, the participants changed languages when they were challenged to use the target language to express their ideas and technical terms.





2- Analysis of Code-Switching Results through dialogue



1- Negotiating Respect and Social Solidarity: Code switching is extensively used in situations where the need for establishing respect and solidarity is necessary. When dealing with family, code switching allows speakers to show respect for the elderly, while with peers, it assists in building social unity.

2- Cultural and Identity Expression: As part of the peer group conversations, people can

utilize code switching to communicate their sense of social identity via jokes and slang. However, within the family setup, switching of languages may indicate the importance of traditions.

3- Communicative Strategy: This is used as a linguistic strategy by the speakers to vary from formal to informal tone. When it involves a teacher-student relationship, it is done to define terms with someone; when it concerns a family unit, it is done to reduce authority and culturally converge.

3- Survey data analysis and results

Survey Question	Mean	Standard Deviation	Average Rank
1. Code Switching at Home – How Often?	3.80	0.85	2.0
2. Code Switching at School – How Often?	3.60	0.95	2.2
3. Code Switching with Friends – How Often?	4.10	0.72	1.8
4. Reasons for Code Switching – Ease of Expression	4.05	0.88	1.9
5. Reasons for Code Switching – Group Identity	3.75	0.90	2.1
6. Which language do you usually prefer to use at home (Arabic, French, or Spanish)?	4.20	0.65	1.6
7. Which language do you generally prefer to use at school?	3.90	0.78	1.7
8. How frequently do social influences lead you to switch between languages?	3.50	1.05	2.3
9. How frequently do you find it necessary to switch between languages in your professional life?	3.70	0.89	2.0
10. Do you think switching between languages helps you communicate more effectively?	4.10	0.75	1.9
11. Is code switching necessary for your social acceptance?	3.60	0.82	2.2
12. Code Switching during Social Events – How Often?	4.00	0.77	2.0
13. Does switching between languages help you feel more connected to your culture?	4.15	0.70	1.7
14. Do you code-switch when handling complicated matters?	3.80	0.83	1.9
15. Is code-switching for you an intentional process?	3.55	0.85	2.3
16. In which type of setting do you tend to code-switch more frequently, formal or informal?	3.65	0.88	2.1
17. Are you comfortable code-switching when dealing with professionals?	3.85	0.79	1.8
18. Is your preferred language for communication at home your first language?	4.20	0.65	1.6
19. Does code-switching have an impact on your confidence while communicating?	3.60	0.92	2.1
20. How frequently do you code-switch while talking to your friends?	4.10	0.72	1.7
21. Do you think code-switching makes your communication more effective?	4.00	0.80	1.9
22. Are there any difficulties for you with code-switching?	3.45	0.88	2.3
23. Does code-switching make you avoid misunderstandings?	3.85	0.78	1.8
24. Is code-switching for you more frequent when dealing with your relatives?	3.95	0.75	2.0
25. Is code-switching more common when you talk about personal things?	3.70	0.85	2.1

Commentary: The descriptive statistics reveal more information

about the attitudes and experiences of the participants in relation to code-switching. The highest mean (4.20) is related to language preference at home, which suggests that the participants strongly prefer using their native language within their family circle. In addition, the other relatively high means refer to code-switching effectiveness (4.10) and its importance for building up the sense of belonging to the culture (4.15). It can be assumed that the participants positively evaluated the communicative and cultural role of code-switching.

In addition, it should be noted that larger variations were revealed in the answers in relation to the social pressure, effect of code-switching and difficulties with code-switching. Comparatively large standard deviations for those variables imply the fact that participants' experiences varied in terms of code-switching.

It should also be noted that the average rankings confirm the above trends. Language preference at home and cultural association got the highest ratings and thus played the major role in participants' experiences. In turn, difficulties with code-switching and social pressure received lower ratings and were less important for participants' experiences.

*** Discussion**

Thus, the results of the study demonstrate significant aspects of code-switching by bilingual adolescents and reveal the diversity of the choice of language in various social settings. It is possible to integrate evidence from discourse analysis, conversation analysis and survey to obtain a better understanding of when and why adolescents switch languages in their social interactions.

1- Code-Switching in Various Social Contexts

According to discourse analysis findings, code-switching takes place mainly in social interactions which are characterized by informal relations between interlocutors. Namely, switching languages happens in conversations among peers on informal topics, including humor and when the tone of a conversation changes from informal to formal (Song, 2019). In addition, these findings show that switching of languages makes it easier for adolescents to communicate while simultaneously strengthening social ties and solidarity.

When interacting with family members, language switching was especially evident in conversations where teenagers had to address older people from the family or speak about

cultural topics. In line with Coupland et al. (1988), findings from the conversation analysis showed that adolescents used their heritage language in family discussions to show respect for their culture. Thus, it can be seen that adolescents adjust their language choices to the social and cultural requirements of particular interactions.

In interactions with teachers, the participants usually switched languages only in case when extra explanations were necessary to understand a particular topic. Namely, adolescents switched to their first language in case when it was hard to formulate or explain some complicated concepts using the second language (Cahyani et al., 2018). In this way, code-switching in this case serves as a linguistic resource which facilitates the process of communicating with a particular person (Cheng & Butler, 1989).

2- Motivation for Code-Switching

In addition, the reasons behind the code-switching process can be identified through the survey results. Easy expression and affiliation with the peer group turned out to be among the most important motivations, having the mean values of 4.05 and 3.75 correspondingly (Yim & Clément, 2021). The results imply that apart from the idea of easy

expression through code-switching, the participants see it as an opportunity to reinforce affiliation with the peer group linguistically. In addition, the high importance of easy expression indicates that switching languages is one of the typical practices of peers' communication (Dewaele & Zeckel, 2016).

Moreover, language preferences depended on the social situation. The mean value of preference of the first language in the home context was equal to 4.20, while the mean value of preference of the second language in the academic environment was 3.90. The above-mentioned results point out the fact that there is a dependency between the choice of the language and the social and cultural environment. In other words, adolescents prefer to use the mother tongue language in domestic environment where family and cultural connections are prevalent. They use English language in academic settings, which is the dominant language of instruction (Tannenbaum & Howie, 2002). In line with previous studies, code switching is significantly influenced by the context in which the communication takes place, with external factors like educational settings and family tradition being of

great significance when choosing language (Rayo et al., 2024).

3- Social Pressures and Challenges

It is worth noting that social pressure as a motivational factor in code-switching received a moderately high mean score of 3.50. As evidenced by some participants, there are expectations that make people switch from one language to another, whereas others feel significantly less pressure to do so. In any case, such a situation can be observed from the fact that the standard deviation was fairly high at 1.05 (Molinsky, 1999). The difference in experience with respect to code-switching under social pressure may be explained by personal features as well as linguistic factors of the participants (J. Bukowski, 2021).

At the same time, the respondents expressed a moderately high level of difficulties faced when performing code-switching (Mean = 3.45). However, the mentioned challenges are rather insignificant taking into account the communicative advantages gained due to language switching (Wamalwa et al., 2013). It appears that most participants did not have problems with switching from one language to another without disturbing the communication process. This is

supported by the relatively high mean score of 3.85 regarding the use of code-switching as a means of preventing misunderstanding (Chakrani, 2017).

4- In this part of the essay, students will articulate their own cultural identity.

In agreement with Lo (2007), Conversation Analysis showed that code-switching was used for the expression of their identities and pride in their cultures. The adolescents would switch codes whenever they talked about themselves and their culture, with the use of their native code being an indication that they were connected with their culture. This was especially true in family situations where code-switching was witnessed whenever there was discussion about family culture or other cultural events. As per Fillmore (2000), the results of the survey revealed that code-switching helped in increasing the cultural connection among the adolescents, with the mean score of 4.15.

As it was stated in Discourse Analysis, code-switching is widely used as a marker of an informal social identity and rapport with peers, mostly while making jokes. Multilingualism makes teenagers have more options to switch between social identities and to work out their

cultural identity in connection with their other identity (Donovan, 2015).

5- Practical Implications

Given the findings of their study, the writers make several practical recommendations which could assist in comprehending the phenomena of code-switching among bilingual teenagers: -

- 1- The knowledge thus acquired could be used by language teachers who know how significant it is for their students to be able to switch languages when necessary as they cannot express some complicated thoughts in their second language.
- 2- The parents could help their children practice switching languages in order to retain links to their culture and love for their culture.
- 3- The code-switching could be used for strengthening ties among people in a particular social group of bilinguals and expressing their thoughts freely.

6- The limitations and future research are as follows

While this study makes an effort towards sociolinguistic investigation of code-switching, there are some drawbacks that need to be taken into account. For example, the sample used in the study is limited to three bilingual language pairs: Arabic–English, French–English, and Spanish–English, which limits

the representation of the findings concerning code-switching among other groups of bilinguals. Therefore, further research might aim at extending the scope of languages examined and increasing the sample size.

Another interesting topic for future investigation could be the psychological aspects of code-switching and their possible effect on such factors as self-esteem, identity, and language skills. This area of research can be especially important when studying bilingual adolescents whose linguistic and social environment is rather complicated due to their age.

*** Conclusion**

This study has demonstrated that code-switching is used by bilinguals in much the same way as it has been observed previously – as a strategy for managing social communication, reinforcing cultural identity, and addressing different linguistic challenges. Despite the observation that the phenomenon seems to be practiced mainly in informal communication situations, it is highly affected by communicative needs and relations and the notion of belonging to particular social groupings. From this perspective, code-switching is a useful tool of linguistics, which helps bilinguals

sustain their cultural identity in the context of changing linguistic environment.

As it has been mentioned above, language behavior is determined by sociocultural context of individual interaction; therefore, code-switching can be regarded as something more than merely changing one language for another. On the contrary, this process reflects a developed linguistic competence that helps bilinguals to cope with various linguistic and sociocultural contexts.

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