

A Sociolinguistics Perspective of Code-Switching Between Arabic and English: Causes and Attitudes Among EFL Learners

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منظور علم اللغة الاجتماعي لظاهرة التناوب اللغوي بين العربية والإنجليزية: الأسباب والاتجاهات لدى متعلمي اللغة الإنجليزية كلغة أجنبية

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Abstract:

It has been noted that code-switching remains an underexplored area within higher education institutions in the Libyan context, prompting the researcher to undertake this study. The purpose of this current research is to investigate the students' attitudes towards the acceptance of code-switching. A questionnaire survey was distributed in order to examine students' attitudes as well as the causes for code-switching. An interview was also administered for students to enrich the results of the study. Data was collected from participants who studied in the English department at the University of Derna. 40 students participated in the study, with respect to their gender, there are 15 males and 25 females. Findings of the study Code-switching can be affirmed as one of the encouraging and effective approaches in education, fostering better understanding and engagement in the learning process. Therefore, code switching was found to be an effective approach used by the students in an academic context.

Keywords: Code-Switching, Sociolinguistics, Attitudes, Language Learning, Language Preferences, Purpose of Code Switching.

المخلص

لوحظ أن التناوب اللغوي لا يزال مجالاً غير مستكشف بشكل كافٍ في مؤسسات التعليم العالي في ليبيا، مما دفع الباحث إلى إجراء هذه الدراسة. يهدف هذا البحث إلى دراسة مواقف الطلاب تجاه تقبل التناوب اللغوي. وُزِع استبيان لدراسة مواقف الطلاب وأسباب التناوب اللغوي. كما أُجريت مقابلات مع الطلاب لإثراء نتائج الدراسة. جُمعت البيانات من طلاب قسم اللغة الإنجليزية في جامعة درنة، حيث شارك 40 طالباً، منهم 15 طالباً و25 طالبة. أظهرت نتائج الدراسة أن التناوب اللغوي يُعدّ من الأساليب الفعالة والمشجعة في التعليم، إذ يُعزز الفهم والمشاركة في عملية التعلّم. ولذلك، وُجد أن التناوب اللغوي أسلوبٌ فعال يستخدمه الطلاب في السياق الأكاديمي.

الكلمات المفتاحية: التحول اللغوي، علم اللغة الاجتماعي، الاتجاهات، تعلم اللغة، التفضيلات اللغوية، غرض التحول.

Introduction

Code-switching is carried out from three different perspectives: linguistic, psycholinguistic and sociolinguistic. The linguistic perspective focused on investigating universal grammatical constraints on code-switching. The psycholinguistic perception focused on the storage and retrieval of individuals' language structures within the

mental system. Ultimately, sociolinguistic perception is profoundly focused on the social factors underlying code-switching. Code-switching is a phenomenon that transpires among multilingual groups, as noted by Isurin et al. (2009). This phenomenon allows individuals to communicate in two or more languages concurrently. Individuals proficient in two languages can traverse distinct linguistic frameworks, allowing them to utilize these languages as instruments for substantive discourse and accurate expression, so facilitating effective communication.

Code-switching can also be defined as “the alternation of two languages within a single discourse, sentence, or constituent” (Jamshidi & Navehebraim, 2013). This phenomenon serves various purposes, including addressing linguistic gaps, expressing cultural identity, and achieving specific discursive goals (Bullock & Toribio, 2009, p. 2). There are two primary ways that can be utilised to classify the various functions. These are the social language approach and the grammatical method (Auer, 1998; Hamers & Blanc, 2000).

The sociolinguistic approach highlights various components such as "the subject of discussion, the individuals involved, the context, and the emotional aspect of the communication" (Hamers & Blanc, 2000). The particular manifestation of code-switching that has been observed serves as a marker of ethnic group affiliation and identity. It has also been observed that this particular manifestation of code-switching continues to exist over subsequent generations, even in the context of receiving only English education during childhood (Hamers & Blanc 2000).

As a result, it is essential for our comprehension of code-switching that we investigate the variations in language practices that occur across personal dialogues, social strata, and cultural communities (Gardner-Chloros 2009:97). Within the context of the sociolinguistic framework, gender is identified as an essential component.

A demographic factor research conducted in Gambia in 1995, the author investigated the gender differences in the use of code-switching. The study revealed that males code-switched twice as much as female. Nevertheless, the findings specified that these variances were also associated to what communal male and female linked to, with the exception of their gender (Gardner-Chloros 2009).

Code-switching is a significant occurrence due to its relevance in comprehending the motivations that lead individuals to combine two languages simultaneously. It relates to the use of vocabulary, as well as the syntactic structures of two languages in a single sentence (Muysken, 2000, p. 1).

This current study examines the mixing of English with Arabic in the speech of foreign language learners of English at the University of Derna. The research is conducted with undergraduate students in the English department at the University of Derna. It scrutinises causes that affect code-mixing, for instance, gender, age; the reasons for code-mixing, in addition to the situations where and when the students code –mix.

1.1 Problem Statement

Code-switching plays a significant and critical role in the higher educational setting. Learners are the central characters who are associated with such phenomena. For the purpose of determining the strengths, weaknesses, and building the necessary approach for CS implementation, EFL learners' attitudes towards CS have to be carefully explored. In the current study, the foremost objective is to examine the students' attitudes towards CS at the University of Derna. An increasing number of research articles explore the significance of code-switching in education, particularly within the higher education sector. One of the key motives that needs to be entirely considered is students' attitudes toward CS. Libyan university students' attitudes are not satisfactorily explored in the existing literature. Furthermore, studies and research on Code-switching in the Libyan context are insufficient.

1.2 Research Questions

To accomplish the objectives of this study, the purpose of this article is to provide answers to the following research questions:

1. What are English foreign language learners' attitudes towards the use of code-switching between Arabic and English?
2. How do demographic factors (age and gender) influence the use of English by foreign language learners at the University of Derna?
3. What are the causes for code-switching by English foreign language learners at the University of Derna?

1.3 Purpose of the Study

The purpose of this study is to investigate English as a Foreign Language (EFL) learners' attitudes toward code-switching between Arabic and English in a higher education context, specifically at the University of Derna. The study aims to explore how students perceive code-switching in their learning, identify the main reasons for its use, and examine the influence of selected demographic factors, namely age and gender, on students' language practices. Ultimately, the research seeks to contribute to a better understanding of code-switching in the Libyan EFL context and inform more effective language teaching practices.

1.4 Research Limitations

This study has several limitations related to its methodology. First, it is confined to students at the University of Derna, which limits the generalizability of the findings to other Libyan universities or contexts. Second, the study focuses solely on EFL learners and excludes teachers' perspectives, which may limit a comprehensive understanding of code-switching practices.

Third, only two demographic variables (age and gender) are examined, while other relevant factors such as language proficiency and educational background are not considered. Additionally, the study relies on self-reported data, which may be influenced by response bias. Finally, the cross-sectional design captures attitudes at one point in time and does not account for changes over time.

2. Literature Review

The literature review in this section is classified as follows: explains the occurrence of Code-switching; determines the causes for CS; indicates the purposes of CS; provides the factors of CS, eventually discusses Attitudes towards CS.

2.1 Code-switching

Code-switching applies to “all cases where lexical items and grammatical features from two languages appear in one sentence” (Muysken, 2000). Such a method is often identified with a “hybrid name”, such as in the case of English and Spanish “Spanglish” (Crystal, 2008) or Arabizi and/or Arabish in the case of combining Arabic and English. A code is a method utilised by bilingual speakers to achieve communication goals, as articulated by Wardhaugh and Fuller (2014). Code-switching has been extensively researched across diverse situations, with each study aiming to clarify this phenomenon from a distinct sociolinguistic viewpoint. Code-switching is the act of transitioning between languages in a dialogue when both interlocutors are proficient in the same two languages, as defined by Jingxia (2010). Then and Ting (2010) defined code-switching as the alternation of speech segments within a dialogue, which is associated with two distinct grammatical systems. The linguistic phenomenon of code-switching, as emphasised by Greggio and Gil (2007), is particularly apparent in the development of bilinguals and among speakers with a variety of linguistic expressions. Nunan and Carter (2001) argued that code-switching is defined by the interchange between a speaker's native language and the second language being learned. As a consequence of bilingualism, code-mixing and code-switching are utilised along with the first language. When Grosjean (1982) made the observation that distinguishing between these two concepts can be quite difficult, he stated that code-mixing encompasses elements at various linguistic levels and units, ranging from a single lexical item to an entire sentence, whereas code-switching refers to the alternation of two languages within a single discourse or sentence.

2.2 Code-Switching in Educational Settings

Key functions of code-switching include raising awareness of equivalence, supporting instructional practices, ensuring cognitive confidence, and fostering social connections.

Learners may unintentionally rely on code-switching to fulfil specific purposes. Sert (2005) and Bilgin and Rahimi (2013) identified four primary functions of code-switching: conflict control, floor-holding, reiteration, and equivalence. Conflict Control

allows bilinguals to minimise misunderstandings that arise when the precise meaning of a word or phrase is unclear during communication. The reasons for employing this strategy vary depending on the learner's objectives, needs, or intentions. Floor-Holding, bilingual learners use the floor-holding strategy to maintain fluency in conversation when they struggle to find appropriate structures or vocabulary in the target language. This helps avoid pauses or interruptions in communication. Reiteration

It is used to emphasise, clarify, or reinforce messages by repeating information in the native language. This strategy compensates for difficulties in conveying exact meanings in the target language, ensuring that the message is effectively communicated.

The notion of equivalence pertains to the employment of terminology from a secondary language within the target language, while concurrently reverting to the native language to tackle linguistic challenges.

This approach acts as a safeguard, enabling learners to bridge gaps in their language proficiency and sustain communication. These functions highlight how code-switching supports learners in addressing linguistic challenges and facilitates smoother interaction.

2.3 Factors Influencing Code-switching

The manner in which individuals transition between distinct codes is influenced by a variety of criteria, as per Bista (2010) and Leyew (1998). The following are a few examples of social and linguistic factors: the absence of equivalent terminology in English, the lack of familiarity with particular English vocabulary, the ability to bridge conversational gaps, the facilitation of discourse in the native language, the reduction of misunderstandings, the protection of privacy, the enhancement of emphasis, and the degree of English language proficiency. According to Jingxia (2010), there is a linguistic divide between the educational objectives and content, formal training, instructional materials, and first and second language structures. These are all potential factors that could potentially contribute to the situation.

Moreover, demographic factors also play a significant role in determining the frequency of code-mixing. From a sociolinguistic perspective, Labov (2001), in his chapter “The Gender Paradox,” argued that gender differentiation in language use is not rooted in phonetic or physiological differences between men and women. He outlined three sociolinguistic principles that characterise women's linguistic behaviour: (1) women tend to use stigmatised variants less frequently and prestige variants more frequently than men, (2) women adopt prestigious language forms at a higher rate than men, and (3) women exhibit a greater tendency to use innovative language forms

compared to men. By the same token, Baker & Hengeveld (2012) asserted that men and women do not talk differently because of their biological sex, but rather because of their different social roles and positions. Age is also considered an important factor; Coulmas (2005) divided age into four cohorts: infancy, adolescence, adulthood and old age. From a linguistic perspective, he declared that time means that the linguistic expressions are introduced into the language at one point and continue to be used for a variable length of time. Moreover, on the level of the speakers, time depth indicates that at any time several generations coexist who share a language but whose share of that common language is different. He emphasised that “adult language is the norm, as it was the unmarked choice for all age groups”. He also stated that as people get older, their speech tends to be less dialectal and converges toward the standard.

In addition, Baker & Hengeveld (2012) stated that age differences indicate an ongoing process of language change; however, they may relate to forms of language behaviour, such as the change of some lexicons in the language. They also added that young generations add “new, fashionable words” which may gain “linguistic currency” if they are adopted by an increasing number of native speakers.

3. Research Methodology

The major objective of this current study is to obtain a baseline of Libyan university students’ use of English within their Arabic speech and their attitudes toward it. The study especially seeks to evaluate whether Libyan university students engage in code-mixing of Arabic and English during classroom interactions; identify the motivations behind their preference for one language over the other; and delineate the contexts in which they combine Arabic and English. To achieve these aims, this study employs a mixed-methods approach, incorporating both qualitative and quantitative techniques, and utilises two data collection models: the Explanatory and Exploratory Sequential Mixed Methods (Creswell, 2014). The research investigates students’ attitudes toward code-switching in the educational context of higher education in Libya, with a specific focus on the University of Derna.

3.1 Date Collection

The questionnaire survey, which is a quantitative approach, and interviews, which are a qualitative approach, are the two methods that are utilised in the data collection process. Survey and interviews were administered at the University of Derna (UOD) in the English Department. A questionnaire survey was developed and disseminated to students under the oversight of the individual in charge of its distribution, with support from educators in the English department. The author personally conducts the interview, interacting with the students by asking a range of questions regarding the application of code-switching in an in-person dialogue. While conducting the group interviews, the linguistic behaviour of the participants was observed, and notes of their attitudes were taken. The primary reason for indicating systematic observation as a research method is to have an overall overview of the university students’ code-mixing.

3.2 Participants

The participants of the study are 40 undergraduates from the Faculty of Arts, English Department at the University of Derna (UOD). The target population for this study was composed of different demographic factors such as age and gender; 15 males and 25 females, their ages ranging between 18 and 25.

3.3 Data Analysis

The objective of this study involves measuring students’ attitudes toward code-switching. This would require using statistical tools such as the arithmetic mean, standard deviation, and frequency. For efficiency of analysis, this study employed SPSS 23 for data analysis. By this approach, the study gives descriptive analysis and explanation of students’ attitudes toward code-switching.

4. Analysis and Results

This part illustrates the analysis and findings of the study. It shows learners’ views and use of code-switching, and it also analyses social aspects of participants’ demographics (age and gender), and attitudes towards code-switching. Moreover, the study reveals students’ language preferences within academic settings. It also examines and discusses the underlying reasons for their use of code-switching.

Learners’ Demographic Data

According to the data presented in Table 1, 62.5% of the students who took part in the evaluation were female, while 37.5% were male. 100 % of the participants were classified under the English department. According to the age factor, a total of 65% of those who participated fell within the age range of 18 to 22 years, whereas 35% were between 23 and 25 years old. All the participants studied for a bachelor's degree.

Table 1: Students’ demographic data.

Items	Answers	Frequency	Percentage
Gender	Male	15	37.5 %
	Female	25	62.5 %
Age	18-22	26	65 %

	23-25	14	35 %
Major	English	40	100%
Level of Study	Bachelor	40	100%

4.2 Students' Language Preferences

This section presents the findings of the survey. The central purpose of the survey was to see which language the 40 students preferred in their classroom situations.

As can be clearly seen in Figure 1, a majority of the students (49%) preferred a mixture of English and Arabic when learning English, particularly the grammar course. English was, in fact, the second most chosen language in learning grammar alternative (37%), whereas Arabic was the least preferred language (14%).

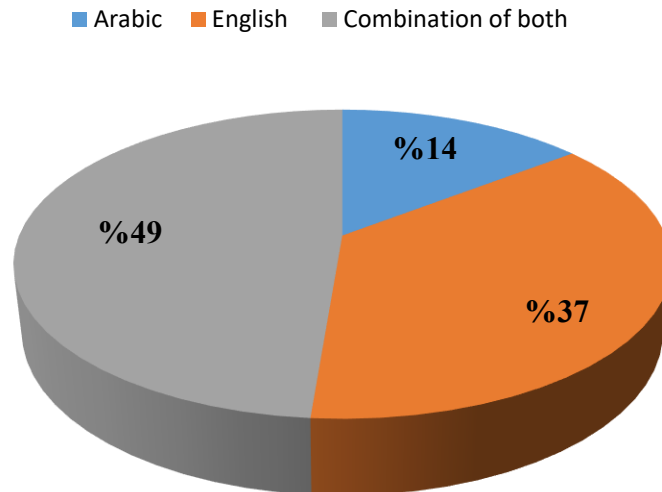


Figure 1. Preferred language in grammar explanations

When educators informed their students about examinations, more than half of them needed their tutors to communicate in both languages, English and Arabic. (See Figure 2).

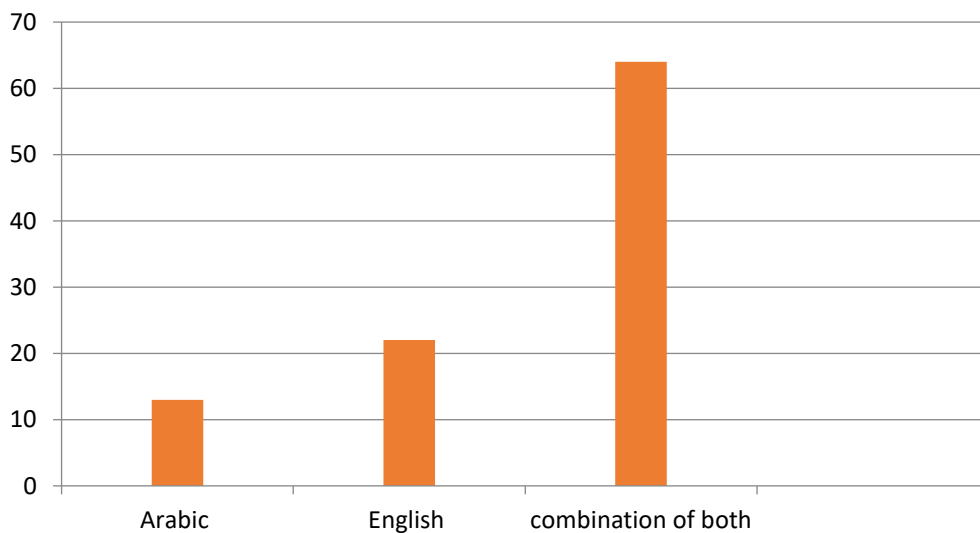


Figure 2. Preferred language for examination instructions

The majority of learners 80 % prefer the Arabic language when their teachers discuss their results, most of them preferred the teacher to use Arabic only (see Figure 3). Arabic was the preferred language among learners in discussing their marks. Meanwhile, 15% prefer their teacher to discuss their marks in English, and finally, 5% request that their instructors use both languages when discussing their grades.

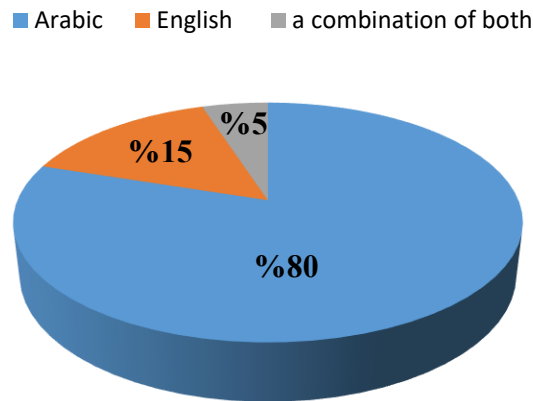


Figure 3. Preferred language for Receiving Exam Marks

When students were asked to indicate the language(s) their lecturers use during class, approximately 77% reported that their teachers primarily spoke English but occasionally switched to Arabic. Around 25% stated that their lecturers communicated exclusively in English (see Figure 4). Two additional options “Mostly English but infrequently Arabic” and “Only English”—were provided, but none of the 40 students selected these, indicating that lecturers have largely succeeded in minimizing code-switching in their instruction.

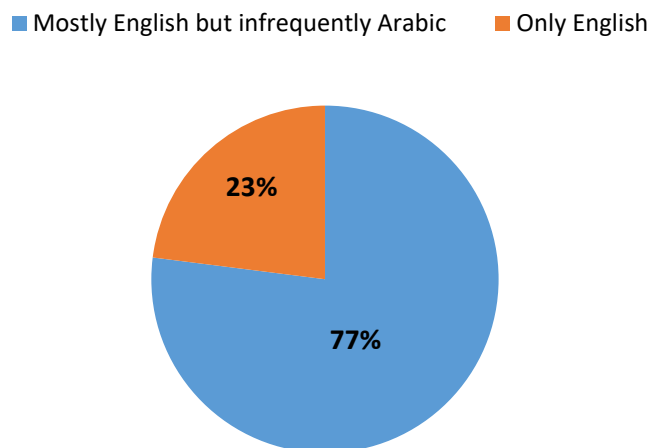


Figure 4. Languages Used by Teachers in the English Classroom

4.3 Analysis of the Research Questions

RQ1: What are English foreign language learners’ attitudes towards the use of code-switching between Arabic and English?

The examination of students’ perspectives on code-switching indicated that most recognized its advantages, especially in facilitating the acquisition of new vocabulary from their teachers during transitions between English and Arabic, as evidenced by a mean score of 3.24. Furthermore, the results revealed that the subsequent highest mean score, 3.21, suggests that students perceive code-switching as a helpful tool for expressing new vocabulary with greater ease. Additionally, students concurred that they utilize code-switching with their classmates to talk about lectures and exams, as well as to articulate concepts they struggle to express in English, achieving a notable mean score of 3.19.

RQ2: How do demographic factors (age and gender) influence the use of English by foreign language learners at the University of Derna?

An independent samples t-test was used to examine the correlation between students’ attitudes and their gender and age, with the objective of identifying any statistically significant changes in undergraduates’ opinions toward code-switching depending on gender.

As shown in Table 2, the mean scores for both male and female students did not indicate a statistically significant difference ($p = 0.143$, $p > 0.05$) in their attitudes toward code-switching.

Table 2: Students' attitudes with regard to their gender

Gender		N	Mean	Std. Deviation	t	Df	Sig.
students' attitudes	Male	15	3.0862	0.88553	-0.267	336	0.143
	Female	25	3.1107	0.74953			

Table 3 presents the mean and standard deviation values across various age groups to determine whether there are significant differences in students' attitudes towards code-switching based on age. A one-way analysis of variance (ANOVA) was conducted to assess the differences between these means. Table 4 shows that there was no statistically significant difference in students' attitudes based on age ($p = 0.890$, $p > 0.05$).

Table 3: Average and Variability of students' attitudes in relation to their age.

Age	N	Mean	Std. Deviation
18 to 22	26	3.1187	0.74982
23 to 25	14	3.0482	0.89130

Table 4: ANOVA results for students' attitudes regarding their age.

Groups	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.402	3	0.134	0.209	0.890
Within Groups	213.981	334	0.641		
Total	214.382	337			

RQ3: What are the causes for code-switching by English foreign language learners at the University of Derna? To address the third research question, the students' responses from the questionnaire are presented in Table 5 and analyzed accordingly.

The table summarizes the students' overall agreement and disagreement regarding the reasons behind their code-switching and the functions these reasons fulfil.

Table 5: Causes for code-switching

Causes	Agreement	Disagreement	Not Sure
Students Code Switch to discuss certain topics which Can be more appropriate to discuss in their L1.	88%	10%	2%
Students code switch because it helps them carry out tasks successfully	77%	15%	8%
Student's code switching to avoid misunderstanding	59%	25%	16%
Students code switch because it helps them explain difficult concepts	70%	10%	20%
students code switch because it decreases their anxiety when speaking	60%	25%	15%

On the basis of the results obtained from Table 5, the largest number of students, 88%, generally agreed on switching in their classes for specific subjects that may be more suitable to address in their native language, like examinations, grades and general instructions. One of the main causes for code-switching is to help students carry out tasks easily, as most of them 77% agreed that this provides help to work effectively. Results obtained from Table 5 show that most of the students, 59.33% have admitted their switch to their L1 for avoiding misapprehension, whereas 25% did not agree to code-switch for this purpose. However, 10% have shown their disinterest by expressing their uncertainty about transferring for this purpose.

Continuing along the same lines, on the basis of the findings attained from Table 5, the biggest amount of the students 70% clarified that they code-mix for the reason that it helps them to explain difficult thoughts, subsequently some of the learners 10% disagreed about the mentioned item, nevertheless 20% of the learners neither decided agreed nor disagreed with the fact that this item could provide help for them.

Employing code switching as a method to reduce nervousness when communicating was confirmed by the majority of participants, as shown in Table 5, with 60% expressing their agreement and 25% expressing their disagreement. Very few, 15% of students, were not certain about switching to this technique.

4.4 The Interview Results

The findings from the interviews indicated that a majority of students recognized the practice of alternating between Arabic and English during their classes. This approach was seen as a means to boost understanding, refine language abilities, sustain complete focus, and facilitate the translation of specific terms and concepts. Furthermore, throughout the interviews, most learners conveyed their belief that code-switching positively influences the educational process, facilitating understanding, meaning conveyance, and discussions related to exams. Furthermore, code-switching enhances the exchange of information during communication and increases its appeal. A significant number of students expressed that code-switching in classrooms offers various benefits, such as clarifying unfamiliar terms and concepts, boosting confidence, and improving their motivation and learning experience.

The most commonly used English and Arabic words, as stated by the students while speaking, are: (English: great, you know, OK, very good, keep going, again and fine; Arabic: el emtehan, Aldarajat, AL iqwez, Amta, ya mestar, yamis, etc.

Thirty students out of the forty had the same view about code-switching when learning English, namely that Arabic should exist in the English classroom. Nonetheless, each provided varying justifications for their perspective. In short, students' opinions about code-switching:

“English should certainly be spoken as frequently as possible; however, the reality is that it is not our native language. Consequently, achieving the same level of clarity in your second language as in your first language is unattainable.”

In the meeting, students were examined: “Why did you switch the codes in class?” The majority of the participants (30 out of 40) acknowledged that they do not have sufficient linguistic competence in the second language, L2. Specifically, they do not have adequate language proficiency. Consequently, lack of learners' knowledge in L2 is the major and most dominant factor for code-switching among the participants. One student revealed, “I do not have enough information in English, so I sometimes change to my first language”. In general, the interviewees had a positive attitude towards mixing English with Arabic in their speech. They stated that the only purpose of their use was to avoid misunderstanding and make things clearer. One of the central functions of code-mixing of English and Arabic is an academic reason, expressing terminology related to their course of study, and a linguistic reason.

5. Discussion

The analysis of the qualitative data showed that both male and female students are likely to code-mix for social reasons, as well as mix in contexts of particular fields of discourse and for linguistic reasons. Similarly, the analysis of the quantitative data found that both genders are likely to mix English with Arabic for linguistic reasons. According to the age factor, it is worth mentioning again that the study indicated that there was no perceived statistically significant difference; there was a significant difference ($p = 0.890$, $p > 0.05$) in the students' attitudes toward their age. Situations where students code-switch Arabic and English, speaking about exams in general, students use the Arabic word *imtiḥān* and *exexam*, which is used to denote “exam” in its overall meaning. The findings reveal that students frequently intermingle English and Arabic while discussing examinations, and they prefer their instructors to employ code-switching during grammar instruction (see Figure 1). Moreover, students engage in code-switching when discussing their grades with instructors (see Figure 3). In summary, most students favour using a combination of Arabic and English in various contexts, particularly in situations that are somewhat more complex, such as grammar explanations and exam instructions.

6. Conclusion

This study set out to explore Libyan university students' attitudes toward code-switching in higher education, specifically within the context of the University of Derna. Given that the phenomenon of code-switching remains underexplored in the Libyan academic environment, this research addresses significant gaps in the literature by shedding light on how bilingual students navigate between English and Arabic during their educational experiences. The demographic profile of the participants revealed that 37.5% were male and 62.5% female, with all students majoring in English. Importantly, statistical analyses showed no significant differences in attitudes toward code-switching when considering gender, age, or field of study variables. This lack of significant variation implies a broadly shared positive perception of code-switching across diverse student groups. The uniformity of positive attitudes irrespective of demographic differences suggests that code-switching is a widely accepted and utilized strategy among Libyan undergraduates.

Such findings contribute to the understanding that code-switching is not limited or confined to specific groups within the student body but is rather a pervasive communicative tool that transcends gender and age distinctions. This is particularly notable considering sociolinguistic theories, which sometimes highlight gender-based differences in language use; in this Libyan context, students' readiness to engage in code-switching appears relatively egalitarian.

The data indicate a strong consensus among students that code-switching facilitates vocabulary acquisition and comprehension during classroom interactions. When instructors alternate between English and Arabic, students reported enhanced understanding and easier learning of new terms, particularly when grappling with complex academic content. This supports the argument that code-switching acts as an effective pedagogical scaffold, bridging linguistic gaps that may arise from limited proficiency in the target language alone.

Furthermore, the findings confirm that students frequently engage in code-switching during peer discussions, especially when expressing ideas or concepts that are difficult to convey purely in English. This mirrors prior research identifying code-switching as a natural and productive communicative strategy used by bilingual learners to negotiate meaning and maintain conversational flow.

One of the critical contributions of this study is the recognition that code-switching is far more than a mere alternation between two languages; it represents a conscious and contextually appropriate language choice that enriches the classroom environment. The students' use of code-switching reflects a dynamic process that supports clearer communication, emotional expression, and cognitive engagement, facilitating a more inclusive and effective educational experience.

By employing code-switching, both instructors and students can navigate complex academic material more efficiently, reduce misunderstandings, and foster a sense of comfort and belonging within the classroom. Such strategic language alternation serves to enhance participation and comprehension, especially in contexts where English is the medium of instruction but students share Arabic as their mother tongue.

This study's results align with global research advocating for the pragmatic incorporation of code-switching within bilingual education frameworks. The positive student attitudes toward code-switching indicate that educators and curriculum designers in Libyan universities should consider formal recognition of this practice as a legitimate and beneficial pedagogical tool.

Implementing policies and teaching strategies that encourage judicious and purposeful code-switching could contribute to improving students' academic performance and overall language proficiency. Moreover, professional development programs for instructors may include training on effective code-switching strategies that optimize student comprehension without compromising the acquisition of the target language.

In conclusion, this research advances our understanding of how Libyan university students integrate English and Arabic through code-switching in their academic discourse. The overwhelmingly positive attitudes toward this practice underscore its potential as an empowering educational resource that supports bilingual learners in navigating complex linguistic landscapes.

The findings emphasize that code-switching is not only a phenomenon that occurs in language but really a socio-educational strategy that can enhance learning outcomes, foster cultural identity, and promote linguistic confidence. Future research may further investigate how educators perceive code-switching and how institutional policies can better accommodate this practice to maximize its pedagogical benefits. Ultimately, this study hopes to contribute to a richer appreciation of bilingual communication strategies in Libya's higher education system and inspire more nuanced and context-sensitive approaches to language use in academic settings.

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