

 Research Article

Cambodian Youth's Perceptions About Code-Switching Between Khmer and English in Conversations: Insights from a Survey Study

Vitou Tes^{1,3} , Kimkong Heng^{2,3} 

¹Quality Assurance, Teacher Development Support Organization, Siem Reap, Cambodia

²Faculty of Education, Paññāsāstra University of Cambodia, Phnom Penh, Cambodia

³Cambodian Education Forum, Phnom Penh, Cambodia

Abstract

Code-switching is the practice of alternating between two or more languages during communication, as speakers alternate between their native language and another language. This phenomenon usually happens to people with bilingual or multilingual competencies. In Cambodia, code-switching has become increasingly common, especially among young people who often use it in daily conversations. This study aims to examine Cambodian youth's perspectives on code-switching between Khmer and English in daily conversations. The study collected data from Cambodian youth aged 18 to 35 using an online questionnaire distributed via Google Forms. Based on 261 responses from the respondents (48.7% were females), the study revealed common English words or phrases used in daily conversations. It also showed that most Cambodian youth (93.1%) experienced using code-switching in daily conversations. Almost two-thirds (60.9%) of them said that they sometimes used code-switching, while about 15% and 5% respectively stated that they often or always used it. The participants tended to disagree that code-switching between Khmer and English made them forget the Khmer language ($M = 2.43$, $SD = 1.03$). The main reasons for code-switching included using it to practice English, express and elaborate details, show bilingual competency, and deal with a lack of vocabulary. The study also showed a positive correlation between the English proficiency level and the frequency of code-switching use ($r = 0.257$, $p < 0.01$). This means that those who are more proficient in English tend to engage in code-switching more often in everyday conversations. This study concludes by discussing limitations and suggestions for future research.

Keywords: Code-Switching, Perceptions about Code-Switching, Reasons For Code-Switching, Cambodian Youth

✉ Correspondence

Vitou Tes

vitousr@gmail.com

Received

February 20, 2026

Accepted

July 13, 2026

Published

August 3, 2026

Citation: Tes, V., & Heng, K. (2026). Cambodian youth's perceptions about code-switching between Khmer and English in conversations: Insights from a survey study. *Journal of Research in Education and Pedagogy*, 3(3), 474–489.

DOI: [10.70232/jrep.v3i3.199](https://doi.org/10.70232/jrep.v3i3.199)

© 2026 The Author(s).

Published by

Scientia Publica Media



This is an open access article distributed under the terms of the Creative Commons Attribution-NonCommercial License.

1. INTRODUCTION

In today's globalized world, where competition is high, everyone needs to master a certain skill in addition to a high degree of education, and English is a highly demanded skill (Iqlima, 2022). Salomone (2022) noted that English has become the most marketable language in today's globalized economy. Diyanti and Madya (2021) also noted that English is considered the first foreign language to be learned due to its unavoidable influence on the global market and foreign relations. Thus, learning English as a foreign language (EFL) is highly relevant to many people around the globe because of globalization, technology, and personal or professional goals and preferences (Gámez, 2023).

According to Crystal (2003) and Salomone (2022), English is a symbol of globalization and a global lingua franca. It is a powerful language that empowers people to communicate across languages and borders, as well as facilitates international businesses and the internationalization of education (Heng, 2020). Due to these qualities, English has emerged as the global lingua franca since the beginning of the 21st

century (Majhanovich, 2014). It is estimated that “of the 1.5 billion (20 percent) of the earth’s population of 7.7 billion who speak English, fewer than 400 million (less than 25 percent) use it as their first language” (Salomone, 2022).

English plays a vital role as a foreign language in education (Kirkpatrick & Liddicoat, 2017). It has also become a medium of instruction in education in many countries (Salomone, 2022). According to Bolton et al. (2022), English is used as a medium of instruction in higher education across Asian countries such as Cambodia, Indonesia, Singapore, and South Korea. Majhanovich (2014) noted that English has become the most popular second or foreign language learned by people in this globalized age. In particular, it is the most common language in this digital age (Ananiadou et al., 2012) for people in the West, South Africa, and the Asia-Pacific (Crystal, 2003; Salomone, 2022), as well as in Southeast Asia (Kirkpatrick, 2012; Low, 2020; Low & Ao, 2018).

In Cambodia, English has a special place in the country’s multilingual ecology (Moore & Bounchan, 2020). Although French, Chinese, Korean, and Japanese are found to be used in Cambodia (Hum & Heng, 2024), around 15% of Cambodians are estimated to be English speakers (Moore & Bounchan, 2020). According to a spokesman of the Ministry of Education, Youth and Sport of Cambodia, approximately 3.5 million Cambodians could speak English (Phorn, 2016). Therefore, English is a major foreign language in Cambodia, commonly used after Khmer, the mother tongue of about 90% of the Cambodian people (Moore & Bounchan, 2020).

In Cambodian education, Cambodian students can choose to study English or French as their foreign language of choice (Hum & Heng, 2024). However, English is introduced in Cambodian general education from Grade 4. It is widely used by Cambodians in various contexts, including in meetings, private conversations, entertainment, work, politics, and education (Sok, 2014). According to Hum and Heng (2024), the rise of English in Cambodia has expanded since the country joined the Association of Southeast Asian Nations (ASEAN) in 1999. Various reasons have contributed to the popularity of English in Cambodia. They include ASEAN’s adoption of English as its official lingua franca (Kirkpatrick, 2012), the role of English in education, technology, entertainment, employment, and social media (Sor et al., 2022; Tes & Heng, 2024), its necessity for securing employment (Hum, 2018; Tweed & Som, 2015), and its roles in providing access to the rest of the world (Em et al., 2022).

Due to the popularity of English, more and more Cambodians become bilingual. They can use both Khmer and English, with some using both languages in conversations, leading to a phenomenon of code-switching – the use of more than one language in conversations (Puspawati, 2018). This is more prevalent in contemporary Cambodia, where more and more Cambodians start learning English from a young age (Heng, 2020).

As code-switching has become increasingly common among young Cambodians in urban areas, it has become an interesting topic that draws considerable attention. Igawa (2010) noted that Cambodian young people prefer to say “Hello” or “Hi” to greet each other rather than saying such greetings in the Khmer language. Heng (2020) also noted that students whose parents sent them to international schools where they were exposed more to English from a young age tended to use English when communicating with their parents or relatives. Others employ code-switching in their conversations or speech, a phenomenon that has gained both traction and controversy in recent years in Cambodia. Amidst this changing linguistic ecology, little research has been conducted to explore how code-switching is perceived by Cambodian people, particularly youth who often utilize it in daily conversations.

Against this background, this study is initiated to examine Cambodian youth’s perceptions about the utilization of code-switching. Even though several studies have explored various topics related to the English variety in Cambodia (Hum & Heng, 2024; Moore & Bounchan, 2020), the impact of English on Cambodian elementary school children (Igawa, 2010), literacy practice in English by young Cambodians shaping their social perception and identity (Sok, 2014), the challenges in learning English (Em, 2022), and the effect of language development on bilinguals’ concept selection (Dam, 2015), none has examined how Cambodian youth perceive code-switching in conversations, leaving a huge research gap. This study, therefore, attempts to bridge this knowledge gap by exploring the perceptions of Cambodian youth about the use of code-switching in daily conversations. The study is guided by three research questions:

1. What are Cambodian youth’s perceptions about the use of code-switching in daily conversations?

2. What are the main reasons for using code-switching in daily conversations among Cambodian youth?
3. Is there a relationship between the level of English proficiency and the use of code-switching in daily conversations?

1.1. Literature Review

1.1.1. Understanding Code-Switching

The term 'code-switching' refers to "the alternating use of two or more codes within one conversational episode" (Auer, 1998). It also refers to the use of multiple languages within a single conversational interaction (Puspawati, 2018). Bullock and Toribo (2012) described code-switching as the ability of bilingual speakers to switch effortlessly between their two codes. In this context, the term 'code' refers to numbers, words, dialects, or languages that people use for communication (Shay, 2015). Code-switching is a powerful tool for communication among people and usually takes place in multilingual communities (Mabule, 2015). It is also considered a linguistic variation and has become a largely researched circumstance commonly reflected by bilingual, multilingual, and multicultural practices (Gámez, 2023). Code-switching is also regarded as a feature of stable bilingualism in environments of bilingual speakers (Sok, 2014).

Language learners and their interlocutors may utilize code-switching as a communicative strategy, allowing them to interact using multiple languages within a conversation (Zimmerman, 2019). Parama et al. (2017) defined code-switching as a bilingual speech mode in which speakers alternate between their first language (L1) and second language (L2). Code-switching is also considered a self-reliant strategy that allows speakers to continue the communication without the assistance of their interlocutors (Kouwenhoven et al., 2018). According to Kirkpatrick (2010, 2020), a great majority of individuals who have studied English as a foreign language become multilingual speakers and naturally engage in code-switching in their conversations.

1.1.2. Rationale Behind Code-Switching Use

Based on its definition, code-switching only happens among people who master two or more languages, and they use these languages in conversations. According to Puspawati (2018), there are two main reasons why people switch codes. First, it is linguistic incompetence of bilinguals (Alang & Idris, 2018). For instance, non-native English speakers may switch to their native language because they forget the English words, or they do not know the English expressions they want to use (Puspawati, 2018). Ali and Shaikh (2022) stated that people use code-switching as a communication strategy to fill lexical gaps. Similarly, Sardar et al. (2015) found in their study that students switched codes between Arabic and English due to a lack of vocabulary (L2) in their daily communication.

Second, code-switching is a result of bilingual or multilingual abilities, serving as an additional communication resource that bilinguals tend to use (Bullock & Toribo, 2012). Thus, it is an ability that bilingual or multilingual speakers possess, as code-switching speakers must have a solid grasp of the languages and the cross-cultural communication norms (Kustati, 2014). Yow et al. (2018) also noted that bilingual children's code-switching strongly indicated their competency in using languages. Moreover, Chen (2024) found a positive correlation between English proficiency levels and code-switching use among Chinese English learners.

However, there are other reasons for code-switching. Khattak et al. (2022) noted that people code-switch to draw attention. Masna (2020) stated that bilinguals engage in code-switching as they possess good relationships with each other, particularly with friends or family members. However, young adults sometimes make use of code-switching to show off, while others use it as a means of practicing English (Le, 2022; Maqsood et al., 2022). Muthusamy et al. (2020) explored factors behind code-switching among bilingual international students in Malaysia. They found that incompetence in the second language was the main factor, while other factors for code-switching included maintaining privacy, the ease of speaking in the first language compared to speaking in English, and unfamiliarity with similar words in English (Muthusamy et al., 2020). Another study in Malaysia by Sardar et al. (2015) showed that students code-

switched to deal with a lack of vocabulary and proficiency in L2, to emphasize and elaborate on details, and to maintain privacy. These results are consistent with the principles of code-switching.

1.1.3. Code-Switching in Daily Conversations

Code-switching commonly occurs in bilingual and multilingual communities (Al-Qaysi & Al-Emran, 2017; Kremin et al., 2022). It is a pattern observed in bilingual communities in casual communication when bilingual speakers may use one language for an idea and switch to another for a different concept (Ali & Shaikh, 2022). Kouwenhoven et al. (2018) found that code-switching took place more often in informal than in formal contexts, where speakers use filler words such as “like, I mean, and you know” during conversations. Other filler words, also known as tag switching, such as “wait, okay, yes, yup, I see, good, or that’s right,” were also found to be used in conversations (Le, 2022). According to Aukongo (2015), code-switching has enabled speakers to attain their communication goals, although it has also contributed to the death of indigenous languages. Aukongo (2015) found that bilingual parents switched codes from their native language to the second language for a short command, such as “no, stop now, or don’t do that,” or for congratulatory messages such as “congratulations.” Masna (2020) also found that participants used code-switching from English to Indonesian when they talked with friends, while they also switched codes between Indonesian and English when communicating with their relatives.

Code-switching is also widely used on social media (Al-Qaysi & Al-Emran, 2017; Aorny et al., 2022). Ismail and Abdullah (2023) noted that code-switching becomes an important part of online communication among users in a multilingual community. Code-switching is often seen on Instagram and is usually used by bilingual speakers to write captions for photos or videos, as well as in comments (Haryanto & Mahendra, 2021). Al-Qaysi and Al-Emran (2017) employed a survey study ($n = 338$) to explore students’ attitudes toward the use of code-switching between English and Arabic on social media platforms, such as Facebook. The results showed that students had positive attitudes toward the use of English-Arabic code-switching on social media, as it helped enhance their communication skills, develop language skills, convey meanings of new words easily, allow them to express ideas that could not be expressed in Arabic, and make them feel comfortable and confident.

1.1.4. Code-Switching in the Cambodian Context

In Cambodia, more and more students who live in the city and provincial towns increasingly use English at home with family members (Hum & Heng, 2024). They tend to communicate in English more, as they may feel a high level of confidence and self-pride (Heng, 2020). Additionally, they tend to speak in English as they are exposed to the English environment where their teachers and colleagues use only English (Heng, 2020; Hum & Heng, 2024).

A large-scale study ($n = 3,174$) by Bolton et al. (2022) on the use of English as a medium of instruction in Asian countries, namely Cambodia, Indonesia, Singapore, and South Korea, showed that 16% of Cambodian student participants spoke English at home, 33% wrote English essays, 19% used mixed languages with the professors, 12% discussed in English with other students, and 5% asked their professors questions outside the classroom. Lin et al. (2023) indicated that Cambodian students employed mixed languages to discuss lessons and socialize with their classmates. It was also found that students used English for various purposes, including leisure activities, such as searching on the internet, reading, messaging, engaging in online chats, socializing offline or online, playing computer/video games, travelling, and talking with friends. It is also commonly seen that code-switching in writing, where the English alphabet is used to write Khmer words in emails, text messages, and on social media due to the difficulty in typing the Khmer script, while it is easier to type in the English script that is well supported across devices and systems (Sok, 2014).

Despite these studies, to the best of our knowledge, no research has explored Cambodian students’ or youth’s perceptions about code-switching in conversations, leaving a huge knowledge gap concerning this topic. The present study, therefore, aims to bridge this gap by exploring Cambodian youth’s perceptions about the use of code-switching in daily conversations.

2. METHODOLOGY

2.1. Research Design

This study was designed as a quantitative, cross-sectional study that employed an online survey (Creswell, 2014) and simple random sampling for data collection (Kumar, 2011). Creswell (2014) explained that a survey provides a quantitative description of a population's attitudes, trends, and perceptions or examines relationships between variables by analyzing a sample of that population. This approach is deemed appropriate for the present study that seeks to examine Cambodian youth's perceptions about the use of Khmer-English code-switching in daily conversations.

2.2. Research Setting

This study took place in Cambodia, a country in Southeast Asia. Cambodia is located between two larger neighboring countries, Thailand and Vietnam (Figure 1). It also shares a northern border with Laos (Central Intelligence Agency, 2024). Cambodia's total land area is 181,035 square kilometers (Croissant & Lorenz, 2018). Its population was estimated to be approximately 16.9 million in 2023 (World Bank, 2023). It has the youngest population in Southeast Asia (United Nations Development Program, 2014), with 55.8% of its total population being under the age of 30 (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2023).



Figure 1. A Map of Cambodia (Britannica, 2025)

2.3. Research Sample

The research seeks to examine the perceptions of Cambodian youth about the use of code-switching in daily conversations. According to the United Nations (2013), youth are defined as individuals whose ages are between 15 and 24 years old. The ASEAN Secretariat (2023) defines youth as individuals aged between 15 and 35 years. In Cambodia, youth are “males and females holding Cambodian nationality, single or married, aged between 15 and 30” (Royal Government of Cambodia [RGC], 2011). In this study, we define youth as people aged between 18 and 35 years old. Thus, Cambodian youth, aged from 18 to 35 years old, were the potential targeted respondents for this study. This is to encourage many responses to the survey from young Cambodian people. In addition, the eligibility of these targeted participants was clearly stated in the very first section of the survey before they consented to participate in it.

A simple random sampling strategy was used for the recruitment of the participants in this study. This study involved 261 Cambodian youth (48.7% were females) aged from 18 to 35 years. About two-thirds of them were between 18 and 25, and the rest (36%) were 26 years old or older. These participants

came from Phnom Penh (68.6%) and different provinces (31.4%) across Cambodia. They were students (47.5%), teachers (13.4%), employees (in private, NGOs, or government sectors) (28%), business owners (0.8%), and job seekers (2.7%). More than half (57.1%) of them had bachelor's degrees, and 19.9% held master's degrees. The rest were graduates of a doctoral degree (2.3%), an associate's degree (8%), or a high school diploma (12.6%). Most of them (70.9%) were in social sciences and humanities, and 29.1% were in STEM disciplines. Their English proficiency levels were mainly between pre-intermediate and upper-intermediate (about 20% for each level), with 15% of them being at an advanced level. Most of them (74.3%) were bilingual, being able to speak both Khmer and English, and 16.5% were multilingual, knowing Khmer, English, and one or more other languages. Less than 10% reported that they were monolingual, knowing only Khmer. These participants' demographic information is provided in Table 1.

Table 1. Demographic Information of the Participants

		Frequency	Percent
Gender	Male	133	51
	Female	127	48.7
	Other	1	0.4
Age	18–20	96	36.8
	21–25	71	27.2
	26–30	42	16.1
	31–35	39	14.9
	36 or above	13	5
Where you live	Phnom Penh	179	68.6
	Provinces	82	31.4
Level of education	High school	33	12.6
	Associate's degree	21	8
	Bachelor's degree	149	57.1
	Master's degree	52	19.9
	Doctoral degree	6	2.3
Discipline	Social science and humanities	185	70.9
	STEM	76	29.1
Employment	Student	124	47.5
	Teacher	35	13.4
	Being employed (private/NGOs/government sector)	73	28
	Student and being employed	20	7.7
	Self-employed/business owner	2	0.8
	Unemployed or looking for a job	7	2.7
Level of English proficiency	Advanced	41	15
	Upper-intermediate	56	21.5
	Intermediate	58	22.2
	Pre-intermediate	62	23.8
	Elementary	24	9.2
	Beginner	20	7.7
Type of speaker	Multilingual	24	16.5
	Bilingual	194	74.3
	Monolingual	43	9.2

2.4. Research Instrument

This study employed an online survey written in both Khmer (the native language of the participants) and English to ensure ease of understanding and overcome any language barriers. The questionnaire was developed by the researchers based on the information from the literature, particularly studies on code-switching in daily conversations, such as Sardar et al. (2015), Zaghlool and Altamimi (2023), and Hakim et al. (2019). Specifically, questionnaire items on reasons for code-switching were adopted from Sardar et al. (2015); perceptions toward code-switching were adopted from Hakim et al. (2019) and Zaghlool and Altamimi (2023).

The survey used a five-point Likert scale, ranging from 1-Strongly disagree to 5-Strongly agree. It was classified into four sections consisting of 30 questions. Section 1 had 8 questions about the participants' demographic information. Section 2 consisted of 7 questions regarding the participants' experiences in using code-switching in daily conversations. Section 3 had 7 questions related to code-switching in daily conversations. Section 4 comprised 8 questions concerning reasons for code-switching. Of the 30 questionnaire items, two items contained negatively worded sentences, and they were included to minimize acquiescence bias. Cruz et al. (2026) noted that researchers need to use negatively worded versions of statements to avoid acquiescence bias in the agree and disagree format.

2.5. Data Collection and Analysis

To collect data, a questionnaire link was distributed to potential respondents through a number of commonly used social media platforms in Cambodia, such as Telegram groups and channels, Messenger, and Facebook. The researchers also sought support from their networks, particularly friends and colleagues, to further share the survey link to potential respondents. The questionnaire was open for responses for about seven weeks, from July 2024 to August 2024. A few reminders to complete the survey were shared on Facebook and Telegram. It took around 10 to 15 minutes to complete the survey.

The collected data were analyzed using SPSS (Statistical Package for the Social Sciences) version 26. To analyze the data, the responses collected through Google Forms were imported into Microsoft Excel for data cleaning. They were then imported into SPSS for coding and analysis. An internal reliability analysis was conducted, producing a Cronbach's alpha of 0.794, indicating very good internal consistency across 30 questionnaire items. The data analysis involves both descriptive and inferential statistics, such as mean, frequency, standard deviation, and Pearson correlation. The interpretation of the mean score followed Yaacob et al. (2019), as shown in Table 2, and an alpha level of $\alpha < .05$ was used as the threshold for determining statistical significance.

Table 2. Mean Range Interpretation

Weighted mean interval scale	Mean interpretation
4.21–5.00	Very high
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very low

2.6. Ethical Considerations

Ethical principles were strictly upheld throughout the study. To protect participants' privacy and prevent potential identification, no personally identifiable information, such as names, email addresses, or phone numbers, was collected. Participation in the survey was entirely voluntary and anonymous, allowing respondents to complete it at their convenience. In addition, all participants were clearly informed of their right to withdraw from the study at any time without the need to provide any justification.

3. RESULTS

Figure 2 shows the common words or phrases used in daily conversations by Cambodian youth. Two words or phrases that were most commonly used included "Hello or Hi" (77.4%) and "Thanks or Thank you" (74.3%). Other commonly used words or phrases were "Good, Great, Good job, Well done, Congratulation, or Congrats" (60.5%); "Yes, OK, That's right, or Alright" (57.1%); "I see, I agree" (55.2%), and "Excuse me or Sorry" (51.3%). There were other commonly used words or phrases, albeit to a lesser extent, such as "No problem, Don't worry" (49.4%); "No, Wait, Stop" (48.7%); "Because" (46.4%), and "Like, I mean, You know" (43.3%).

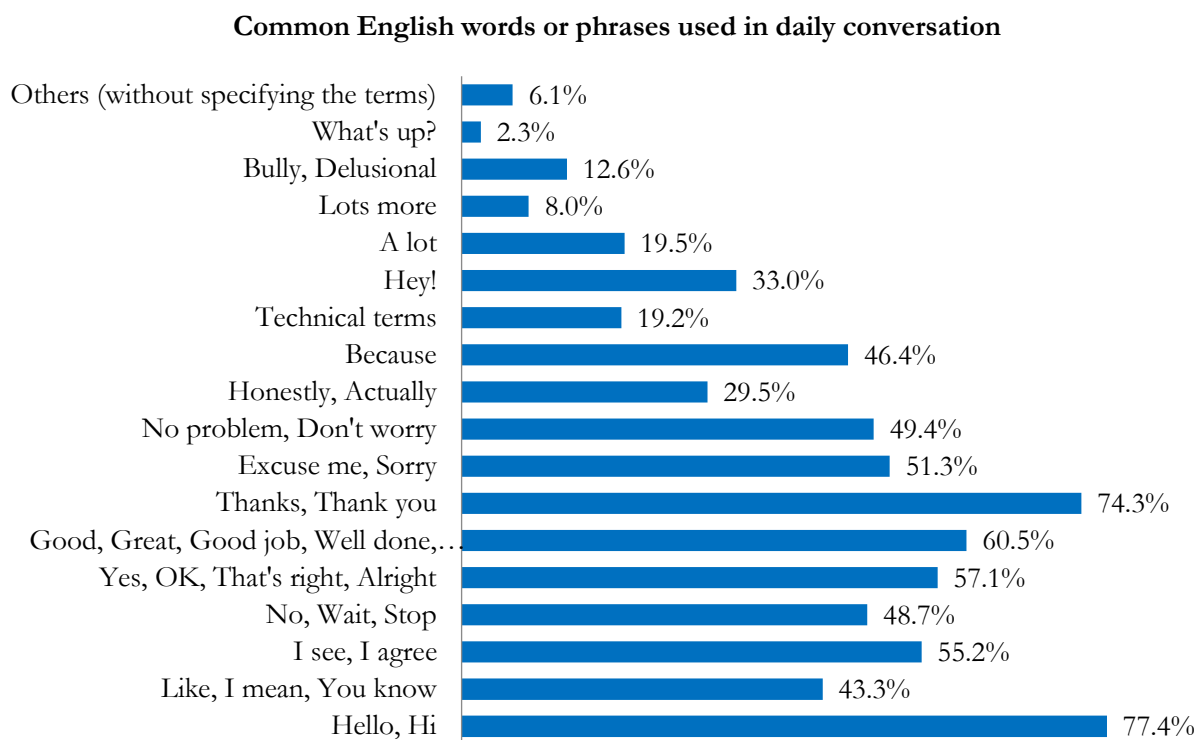


Figure 2. Common English Words or Phrases Used in Daily Conversations

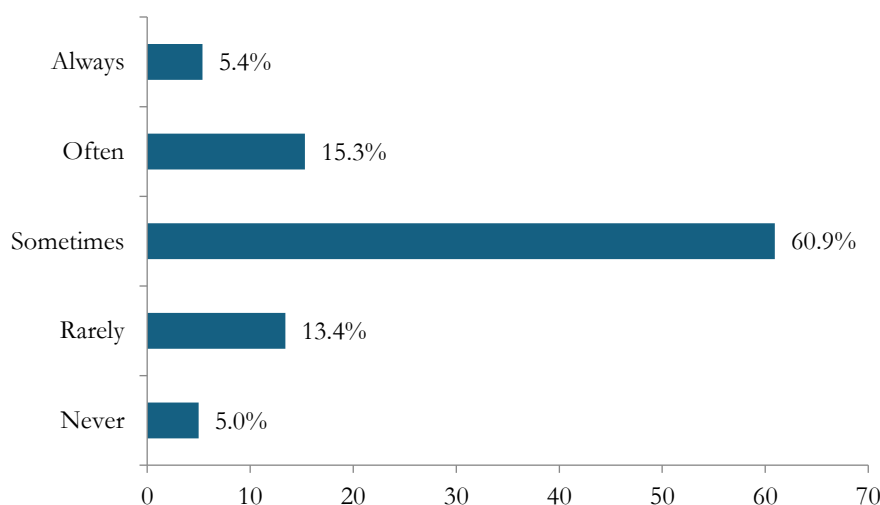


Figure 3. Experience in Using Code-Switching in Daily Conversations

The participants were asked whether they experienced using code-switching between Khmer and English in daily conversations. The results revealed that most participants (93.1%) have experienced using code-switching in daily conversations. When further asked about the frequency of their code-switching use in conversations, almost two-thirds (60.9%) of them said they had used it 'sometimes' (Figure 3). Others reported that they 'always' (5.4%), 'often' (15.3%), or 'rarely' (13.4%) used it. Five percent of the participants reported that they never used code-switching.

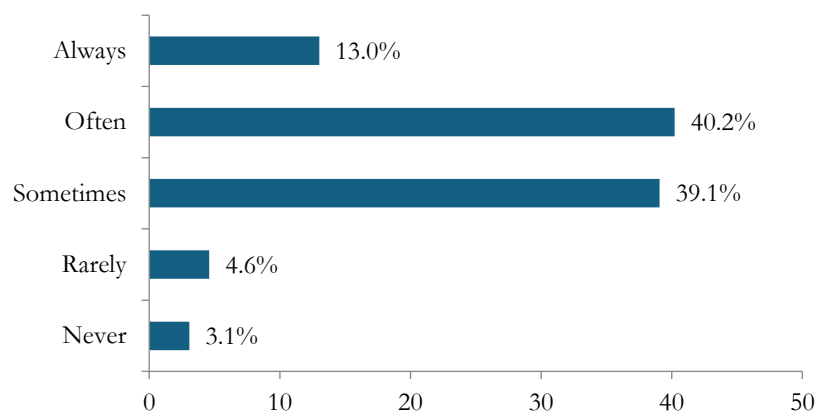


Figure 4. Experience in Seeing or Hearing the Use of Code-Switching in Daily Conversations

When asked how often they hear or see the use of code-switching by other people in everyday conversations, 40.2% of the participants said they often saw or heard about it, while 39.1% reported that they sometimes saw or heard about it (Figure 4). Others stated that they always (13%), rarely (4.6%), or never (3.1%) saw or heard anyone using code-switching in conversations.

3.1. Perceptions about the Impacts of Code-Switching

Table 3 shows Cambodian youth's perceptions about the impacts of code-switching. Overall, the results showed that Cambodian youths tended to disagree that using Khmer and English made them forget the Khmer language ($M = 2.43$, $SD = 1.03$). They also appeared to agree that using Khmer and English code-switching could lead to the maintenance of both languages ($M = 3.32$, $SD = 1.08$). In addition, they tended to disagree that using Khmer and English caused the loss of Khmer identity ($M = 2.38$, $SD = 1.11$). These results are contrary to popular beliefs that code-switching would lead one to forget their native language (discussed further below).

Table 3. Cambodian Youth's Perceptions about the Impacts of Code-Switching

Statement	Min	Max	Mean	SD
Using Khmer and English code-switching makes you forget the Khmer language.	1	5	2.43	1.03
Using Khmer and English code-switching causes the loss of Khmer identity.	1	5	2.38	1.11
Using Khmer and English code-switching leads to the maintenance of both languages.	1	5	3.32	1.08

3.2. Perceptions about the Use of Code-Switching in Daily Conversations

Table 4. Perceptions about the Use of Code-Switching in Daily Conversations

Statement	Min	Max	Mean	SD
Code-switching occurs more in informal than formal contexts.	1	5	3.35	1.07
Code-switching occurs when talking with friends.	1	5	3.73	0.97
Code-switching occurs when talking with relatives.	1	5	2.76	1.03
Code-switching occurs when talking with parents.	1	5	2.29	0.97
Young parents who can speak English with their children are happy to see their children speak English well.	1	5	3.80	1.02
Students use English code-switching because they have confidence and self-pride in speaking English.	1	5	3.33	1.01
Students use English code-switching because they are immersed in the English environment.	1	5	3.40	1.01
Overall			3.24	1.01

Table 4 presents the results of the participants' perceptions about code-switching use in daily conversations. Overall, the participants believed that 'Young parents, who can speak English with their children, are happy to see their children speak English well' ($M = 3.80$, $SD = 1.02$). They also believed that 'Code-switching occurs when talking with friends' ($M = 3.73$, $SD = 0.97$), 'Students use English code-switching because they are immersed in the English environment' ($M = 3.40$, $SD = 1.01$), 'Code-switching occurs more in informal than formal contexts' ($M = 3.35$, $SD = 1.07$), and 'Students use English code-switching because they have confidence and self-pride in speaking English' ($M = 3.33$, $SD = 1.01$). It was also found that code-switching was not often used when 'talking with relatives' ($M = 2.76$, $SD = 1.03$) and 'talking with parents' ($M = 2.29$, $SD = 0.97$).

3.3. Reasons for Using Code-Switching in Daily Conversations

The participants were asked to select the reasons for code-switching. As shown in Table 5, key reasons included the following: A means of practicing English ($M = 3.45$, $SD = 1.02$), Expressing and elaborating details ($M = 3.43$, $SD = 1.02$), Having bilingual competency ($M = 3.19$, $SD = 1.00$), and A lack of vocabulary ($M = 3.18$, $SD = 1.06$). Other reasons, albeit with lower mean scores, included: Maintaining privacy ($M = 2.97$, $SD = 1.00$), A lack of English proficiency ($M = 2.90$, $SD = 1.01$), and Drawing attention ($M = 2.69$, $SD = 1.05$). It is worth noting that the participants did not perceive code-switching as a means to show off their English ($M = 2.39$, $SD = 1.09$).

Table 5. Reasons for Code-Switching in Daily Conversations

Statement	Min	Max	Mean	SD
Lack of English proficiency	1	5	2.90	1.01
Lack of vocabulary	1	5	3.18	1.06
Having bilingual competency	1	5	3.19	1.00
Showing off their English	1	5	2.39	1.09
Drawing attention	1	5	2.69	1.05
Expressing and elaborating details	1	5	3.43	1.02
A means of practicing English	1	5	3.45	1.02
Maintaining privacy	1	5	2.97	1.00
Overall			3.03	1.03

3.4. Correlation between the Level of English Proficiency and the Use of Code-Switching

A Pearson correlation coefficient was computed to examine the relationship between the level of English proficiency and the frequency of code-switching use. As shown in Table 6, there was a weak positive correlation between the English proficiency level and the frequency of code-switching use ($r = 0.26$, $p < 0.01$). Thus, the participants with higher English proficiency tended to use code-switching more frequently than those with lower proficiency levels. This is because Cambodian youth who have higher levels of English proficiency are more exposed to English-speaking environments and tend to utilize the English knowledge and skills they have acquired, including English words or terms, in conversations across different settings.

Table 6. Correlation Between the Level of English Proficiency and the Use of Code-Switching in Daily Conversations

	Level of English proficiency	Frequency of code-switching use
Level of English proficiency	1	
Frequency of code-switching use	.26**	1

**Correlation is significant at the 0.01 level (2-tailed).

Note: The correlation coefficients were interpreted based on Schober et al. (2018), where 0.00–0.10 is considered negligible, 0.10–0.39 weak, 0.40–0.69 moderate, 0.70–0.89 strong, and 0.90–1.00 very strong.

4. DISCUSSION

This study has shown that Cambodian youth had positive perceptions about code-switching use in daily conversations. They did not perceive that code-switching would lead them to forget the Khmer language or cause the loss of their Khmer identity. These results are contrary to popular beliefs that code-switching would make one forget their native language and cause the loss of identity, as reported by previous research (Aukongo, 2015; Hum & Heng, 2024; Moore & Bounchan, 2020). The participants in this study believed that young parents, who can speak English with their children, are happy to see their children speak English well. They also believed that code-switching was frequently used by young people because they were immersed in the English environment, as well as having confidence and self-pride in speaking English. These results align with those reported by Al-Qaysi and Al-Emran (2017) in the context of Oman and Heng (2020) and Hum and Heng (2024) in Cambodia, who found that code-switching allows speakers to feel more comfortable and confident in expressing themselves.

The results also showed that most Cambodian youth (93.1%) experienced using code-switching in daily conversations. This particular result indicates that English is increasingly used in the Cambodian context in many domains, including education, technology, communication, business, politics, employment, entertainment, and social media. As Hum and Heng (2024) noted, English is the dominant foreign language in Cambodia, utilized in many sectors “ranging from education to business to communication and tourism” (p. 186). This study's results also showed that most of the participants were bilinguals (74.3%) who could speak two languages, Khmer and English, with 16.5% of them being multilingual speakers, being able to speak Khmer, English, and other languages. The results attest to what was reported in previous research by Moore and Bounchan (2020) and Hum and Heng (2024), who stated that Cambodia has a vibrant multilingual ecology with multiple languages being used by Cambodians, although Khmer is spoken by around 90% of the Cambodian people.

Regarding the main reasons for code-switching in daily conversations, the present study showed that Cambodian youth utilized code-switching for practicing English, expressing and elaborating details, showing bilingual competency, and experiencing a lack of vocabulary in Khmer. The results also revealed that maintaining privacy, having a lack of English proficiency, and wanting to draw people's attention were other reasons for code-switching, albeit less important. These results are in line with those reported by previous research in different contexts, such as Indonesia (Puspawati, 2018), Malaysia (Alang & Idris, 2018; Muthusamy et al., 2020; Sardar et al., 2015), and Singapore (Yow et al., 2018). Interestingly, it was also found that Cambodian youth did not believe that code-switching was a means of showing off their English. This particular result is different from what was reported by Le (2022) in the context of Vietnam and Maqsood et al. (2022) in Bangladesh.

Finally, the present study showed that there was a positive correlation between the level of English proficiency and the frequency of code-switching use ($r = 0.257$, $p < 0.01$). This means that Cambodian youth who possess a higher level of English proficiency more frequently use code-switching in daily conversations. This is because they were more exposed to and immersed in English-speaking environments, and their habits of using English in daily communication have been fostered across different levels, from beginning to advanced ones. This particular result is understandable and is consistent with research reported by Chen (2024) in the context of China, Kustati (2014) in Indonesia, and Yow et al. (2018) in Singapore.

5. CONCLUSION

This study has examined the perceptions of Cambodian youth about the use of code-switching in daily conversations. The study revealed that Cambodian youth had positive attitudes toward code-switching between Khmer and English. The results also indicated that code-switching was mainly used for reasons such as the need to practice English, express oneself, exhibit bilingual competency, and cope with the issue of not knowing the Khmer words for some English terms. The study also revealed a positive relationship between the participants' level of English proficiency and the frequency of their code-switching use, indicating that when one is more proficient in English, he or she tends to use code-switching more in conversations.

In light of these results, the present study has a few implications. First, although code-switching may have unintended linguistic and cultural consequences, it should not be viewed negatively, considering its essential role in daily conversations and communication across diverse contexts. In this regard, it is crucial for Cambodian youth to master language skills, particularly English language skills, which are highly needed in many situations, particularly in the ever-changing world of work and study.

Secondly, the positive attitude toward code-switching suggests that Cambodian youth may benefit from the current bilingual education approaches that integrate both Khmer and English. Thus, it is important for educational institutions and relevant stakeholders to provide Cambodian youth with supportive opportunities to immerse themselves in English or other foreign languages, such as Chinese, while maintaining their competence in Khmer. This could be helpful in enhancing their language skills and confidence in communicating effectively in a foreign language.

Third, the positive correlation between English proficiency levels and the frequent use of code-switching suggests that schools and language programs should prioritize creating conducive environments that foster proficiency and confidence in both languages, as well as opportunities for code-switching to enable Cambodian students and youth to express themselves in both languages effectively in both personal and professional environments.

Finally, the present study has a few limitations that can be addressed by future research. First, this study only involved young Cambodians, so the perspectives of older people on the use of code-switching in everyday conversations were excluded. Second, the study employed an online survey questionnaire, which was informed by a cross-sectional design. Thus, this may have hindered the study from capturing change in Cambodian youth's perceptions over time and prevented those with limited internet access from participating in the study. Third, since a small sample size was involved in the study, generalization is impractical and impossible for the vast majority of Cambodian youth and people, especially those from different generations. To address these limitations and gain a deeper insight into how Cambodian people perceive the use of code-switching, future research should extend the scope of this study by examining the perspectives of older people to see how they perceive code-switching practices in daily conversations and other settings. This will provide insights into how different generations of Cambodians perceive the code-switching phenomenon. Future research may also examine how social media influencers perceive code-switching, as their use of it on social media has attracted significant attention in Cambodia. Future research may also explore the perspectives of school teachers or university lecturers, as well as school or university students, about code-switching use in classroom contexts. Their perspectives may provide insights into the pedagogy in dealing with code-switching. Research that investigates different aspects of this topic using mixed-methods approaches or utilizing a comparative or longitudinal research design is also recommended.

Acknowledgments. The authors sincerely thank the respondents for their valuable time and willingness to complete the survey. They are also thankful to their colleagues and friends who assisted in disseminating the survey to potential participants. In addition, the authors are grateful to the reviewers and the editor of this journal for their constructive feedback and valuable suggestions, which have greatly improved the quality of this manuscript.

Research Ethics. Participants were informed that their participation in the online survey was entirely voluntary and that all responses were collected anonymously, ensuring their privacy and confidentiality. The survey did not collect any personally identifiable information, and the participants consented electronically to the use of their responses for the present study.

Data Availability Statement. All data can be obtained from the corresponding author upon reasonable request.

Conflicts of Interest. The authors have no relevant financial or non-financial interests to disclose.

Funding. The authors did not receive support from any organization for the submitted work.

REFERENCES

- Alang, N., & Idris, S. (2018). Students' perception towards the use of code-switching in teaching and learning. *Journal of Education and Social Sciences*, 11(1), 1–9. https://www.jesoc.com/wp-content/uploads/2018/12/JESOC-KC11_005.pdf

- Ali, F., & Shaikh, A. (2022). A corpus-based analysis of code-switching patterns in Urdu-English bilinguals. *Cosmic Journal of Linguistics*, 1(1), 97–111. <https://journals.cosmic.edu.pk/CJL/article/view/68/68>
- Al-Qaysi, N., & Al-Emran, M. (2017). Code-switching usage in social media: A case study from Oman. *International Journal of Information Technology and Language Studies*, 1(1), 25–38. <https://journals.sfu.ca/ijitls/index.php/ijitls/article/view/5>
- Ananiadou, S., McNaught, J., & Thompson, P. (2012). *The English language in the digital age*. Springer. <https://doi.org/10.1007/978-3-642-30684-6>
- Aorny, K. A., Haque, M. N., & Hossain, M. M. (2022). Code-switching and social media in Bangladesh: Emergence of a new English. *Linguistics Initiative*, 2(2), 93–106. <https://doi.org/10.53696/27753719.2247>
- ASEAN Secretariat. (2023). ASEAN youth development index – ASEAN youth development index 2022. ASEAN. Retrieved from https://asean.org/wp-content/uploads/2023/09/22313_ASEAN_Report_v08_RC_spreads-HQ-with-ISSN-FINAL-1.pdf
- Auer, P. (1998). *Code-switching in conversation: Language, interaction, and identity*. Routledge.
- Aukongo, L. M. (2015). *The role of code switching as a communicative strategy between Outapi residents and public officials* [Master's thesis, The University of Namibia]. <http://hdl.handle.net/11070/1464>
- Bolton, K., Bacon-Shone, J., & Botha, W. (2022). EMI (English-medium instruction) across the Asian region. *World Englishes*, 42(3), 392–404. <https://doi.org/10.1111/weng.12620>
- Britannica. (2025, January 8). *Cambodia*. Retrieved from <https://www.britannica.com/place/Cambodia>
- Bullock, B. E., & Toribio, A. J. (2012). *The Cambridge handbook of linguistic code-switching*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511576331>
- Central Intelligence Agency. (2024, August 28). *The world factbook: Cambodia*. Retrieved from <https://www.cia.gov/the-world-factbook/countries/cambodia/>
- Chen, Z. (2024). Relationship between oral English proficiency and attitudes towards code-switching among Chinese English learners. In *Proceedings of the 5th International Conference on Education Innovation and Philosophical Inquiries* (pp. 1–6). <https://doi.org/10.54254/2753-7048/54/20241688>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.
- Croissant, A., & Lorenz, P. (2018). *Comparative politics of Southeast Asia*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-68182-5>
- Cruz, A., Bouyamourn, A., & Ornstein, J. T. (2026). Survey quality and acquiescence bias: A cautionary tale. *Political Analysis*, 1–8. <https://doi.org/10.1017/pan.2025.10030>
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511486999.008>
- Dam, S. (2015). *Effects of language development on bilinguals' concept selections: A case study of language speech production task in the Khmer-English bilingual context* [Master thesis, Burapha University]. Retrieved from https://digital_collect.lib.buu.ac.th/dcms/files/56910039.pdf
- Diyanti, B. Y., & Madya, S. (2021). English for young learners (EYL) in ASEAN: Policy and Implementation. *International Journal of Language Education*, 5(3), 224–243. <https://eric.ed.gov/?id=EJ1330193>
- Em, S. (2022). Challenges of English language learning and teaching in Cambodia: A case study of Kith Meng Brasat High School. *Cambodian Journal of Educational Research*, 2(1), 62–80. <https://doi.org/10.62037/cjer.2022.02.01.04>
- Em, S., Yun, M., Dorn, B., Sao, V., & Sin, P. (2022). Cambodian students' motivation in learning the English language: A small-scale survey at a private high school in Phnom Penh. *Journal of Research on English and Language Learning*, 3(2), 104–113. <http://dx.doi.org/10.33474/j-reall.v3i2.16764>
- Gámez, M. A. V. (2023). Code-switching as a learning strategy for EFL learners. *International Journal of Linguistics, Literature and Translation*, 6(10), 95–103. <https://doi.org/10.32996/ijllt.2023.6.10.13>
- Hakim, B. M., Arflida, F., & Satriani, I. (2019). Students' perception towards the use of code-switching use in EFL classroom. *Professional Journal of English Education*, 2(3), 370–375. <http://dx.doi.org/10.22460/project.v2i3.p371-376>

- Haryanto, S., & Mahendra, A. (2021). Types and reasons of using code switching in Instagram. *Profunedu International Conference Proceedings*, 3, 83–88. <http://repository.profunedu.id/index.php/proceeding/article/view/90/79>
- Heng, K. (2020). Embracing English while preserving Khmer identity. In K. Heng, S. Sopheap, V. Ros, & K. Sol (Eds.), *English language teaching, education, and online learning in Cambodia during COVID-19: Perspectives from practitioners and researchers* (pp. 36–39). Cambodian Education Forum. <https://doi.org/10.62037/cef.book.2020.12.01>
- Hum, C. (2018). Cambodian EFL students' investment in learning English: Perspectives and practices. *TEFLIN Journal*, 29(1), 45–71. <https://doi.org/10.15639/teflinjournal.v29i1/45-71>
- Hum, C., & Heng, K. (2024). English in Cambodia. In A. J. Moody (Ed.), *The Oxford handbook of Southeast Asian Englishes* (pp. 186–201). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780192855282.013.8>
- Igawa, K. (2010). The impact of English language education on Cambodian elementary school children: Perceptions of EFL teachers in Cambodia. *Shitennoji University Bulletin*, 49, 147–166. Retrieved from <https://www.shitennoji.ac.jp/assets/images/research/library/repo/kiyo49/kiyo49-08.pdf>
- Iqlima, L. (2022). *The importance of English in the globalization era*. Retrieved from https://www.researchgate.net/publication/366723970_The_Importance_of_English_in_the_Globalization_Era
- Ismail, M. I., & Abdullah, N. E. (2023). An analysis of code-switching in Hitz FM Instagram comments. *E-Bangi Journal of Social Science and Humanities*, 20(4), 154–163. <https://doi.org/10.17576/ebangi.2023.2004.13>
- Khattak, K. K., Aurangzeb, S., & Raza, M. (2022). Code-switching and code-mixing: A view of language mixing process in daily communication. *Indian Journal of Economics and Business*, 21(2), 567–577. Retrieved from [https://www.ashwinanokha.com/resources/39.%20Code-Mixing%20\(1\).pdf](https://www.ashwinanokha.com/resources/39.%20Code-Mixing%20(1).pdf)
- Kirkpatrick, A. (2010). English as an Asian lingua franca and the multilingual model of ELT. *Language Teaching*, 44(2), 212–224. <https://doi.org/10.1017/s0261444810000145>
- Kirkpatrick, A. (2012). English in ASEAN: implications for regional multilingualism. *Journal of Multilingual and Multicultural Development*, 33(4), 331–344. <https://doi.org/10.1080/01434632.2012.661433>
- Kirkpatrick, A. (2020). English as an ASEAN lingua franca. In K. Bolton, W. Botha, & A. Kirkpatrick (Eds.), *The handbook of Asian Englishes* (pp. 725–740). Wiley Blackwell. <https://doi.org/10.1002/9781118791882.ch32>
- Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. *Cambridge University Press*, 50(2), 155–188. <https://doi.org/10.1017/S0261444817000027>
- Kouwenhoven, H., Ernestus, M., & Mulken, M. V. (2018). Communication strategy used by Spanish speakers of English in formal and informal speech. *International Journal of Bilingualism*, 22(3), 285–304. <https://doi.org/10.1177/1367006916672946>
- Kremin, L. V., Alves, J., Orena, A. J., Polka, L., & Byers-Heinlein, K. (2022). Code-switching in parents' everyday speech to bilingual infants. *Journal of Child Language*, 49(4), 714–740. <https://doi.org/10.1017/S0305000921000118>
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). Sage Publications.
- Kustati, M. (2014). An analysis of code-mixing and code-switching in EFL teaching of cross cultural communication context. *Al-Ta'lim Journal*, 21(3), 174–182. <http://dx.doi.org/10.15548/jt.v21i3.101>
- Le, T. N. H. (2022). A study on code-switching in oral and texting interaction and communication of university lecturer and students. *International Journal of TESOL & Education*, 2(3), 149–166. Retrieved from <https://pdfs.semanticscholar.org/2a01/af8998095d4612fa1821005f1f7385b3d900.pdf>
- Lin, B., Bolton, K., Bacon-Shone, J., & Khan, B. (2023). EMI (English-medium instruction) in Cambodian higher education. *World Englishes*, 42(3), 405–423. <https://doi.org/10.1111/weng.12621>
- Low, E. L. (2020). English in Southeast Asia. In C. L. Nelson, Z. G. Proshina, & D. R. Davis (Eds.), *The handbook of World Englishes* (pp. 135–158). Wiley Blackwell. <https://doi.org/10.1002/9781119147282.ch8>
- Low, E. L., & Ao, R. (2018). The Spread of English in ASEAN: Policies and issues. *RELJ Journal*, 49(2), 131–148. <https://doi.org/10.1177/0033688218782513>
- Mabule, D. R. (2015). What is this? Is it code switching, code mixing or language alternating. *Journal of Educational and Social Research*, 5(1), 339–350. Retrieved from <https://pdfs.semanticscholar.org/7147/494dca4b49b1731926ebf59ecbe6d4e1f131.pdf/1000>

- Majhanovich, S. (2014). Neo-liberalism, globalization, language policy and practice issues in the Asia-Pacific region. *Asia Pacific Journal of Education*, 34(2), 168–183. <https://doi.org/10.1080/02188791.2013.875650>
- Maqsood, M., Labony, M. A., Jamali, A. A., Ali, A., & Tin, T. T. (2022). Code-switching in EFL classrooms at the tertiary level in Bangladesh. *Journal of Positive School Psychology*, 6(12), 2563–2579. <https://journalppw.com/index.php/jpsp/article/view/17874/11210>
- Masna, Y. (2020). EFL learners' code-switching: Why do they switch the language? *Englisia: Journal of Language, Education, and Humanities*, 8(1), 93–101. <https://doi.org/10.22373/ej.v8i1.6662>
- Moore, S. H., & Bounchan, S. (2020). English in Cambodia. In K. Bolton, W. Botha, & A. Kirkpatrick (Eds.), *The handbook of Asian Englishes* (pp. 649–66). John Wiley & Sons. <https://doi.org/10.1002/9781118791882.ch28>
- Muthusamy, P., Muniandy, R., Kandasamy, Sillalee, S., Hussin, O. H., Subramaniam, M., & Farashaiyan, A. (2020). Factors of code-switching among bilingual international students in Malaysia. *International Journal of Higher Education*, 9(4), 332–338. <https://doi.org/10.5430/ijhe.v9n4p332>
- Parama, K. S., Kreiner, D. S., Stark, K. S., & Schuetz, S. A. (2017). Monolingual and bilingual perceptions of code-switching: A difference in cognition but not competence. *North American Journal of Psychology*, 19(1), 87–101. <https://link.gale.com/apps/doc/A491328908/AONE?u=anon~d5e0d70e&sid=googleScholar&xid=bdccca4e>
- Phorn, B. (2016, June 8). Bilingual Cambodians see pathways to progress. *Voice of America*. <https://www.voacambodia.com/a/bilingual-cambodians-see-pathway-to-progress/3365811.html>
- Puspawati, I. (2018). Teachers' use of code switching in EFL classroom and its functions. *Journal of Foreign Language Teaching and Learning*, 3(1), 42–51. <https://doi.org/10.18196/fjl.3128>
- Royal Government of Cambodia. (2011). *National policy on Cambodia youth development*. <https://www.yrdp.org/wp-content/uploads/2020/03/cambodia-national-youth-policy-en-version.pdf>
- Salomone, R. (2022). *The rise of English: Global politics and the power of language*. Oxford University Press. <https://doi.org/10.1093/oso/9780190625610.001.0001>
- Sardar, S., Mahdi, A., & Mohd, Y. (2015). Code-switching in daily conversations among Iraqi students in Malaysia. *Arab World English Journal*, 6(3), 309–319. <https://doi.org/10.24093/awej/vol6no3.20>
- Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesthesia & Analgesia*, 126(5), 1763–1768. <https://doi.org/10.1213/ANE.0000000000002864>
- Shay, O. (2015). To switch or not to switch: Code-switching in a multilingual country. *Procedia - Social and Behavioral Sciences* 209, 462–469. <https://doi.org/10.1016/j.sbspro.2015.11.253>
- Sok, S. (2014). *Speaking in two tongues: An ethnographic investigation of the literacy practices of English as a foreign language and Cambodian young adult learners' identity* [Doctoral Dissertation, Victoria University]. https://vuir.vu.edu.au/25832/1/SOK%20Soth-thesis_nosignature.pdf
- Sor, S., Chorn, S., Dean, S., & Em, S. (2022). Cambodian high school students' motivation toward learning English. *Professional Journal of English Education*, 5(6), 1258–1269. <https://doi.org/10.22460/project.v5i6.p1258-1269>
- Tes, V., & Heng, K. (2024). Cambodian university students' attitudes toward English as the official language of ASEAN: Insights from a survey study. *TESOL Communications*, 4(10), 20–40. <https://doi.org/10.58304/tc.20250102>
- Tweed, A. D., & Som, M. (2015). English language education in Cambodia and international support ahead of ASEAN integration. In R. Stroupe & K. Kimura, *ASEAN integration and the role of English language teaching* (pp. 13–40). https://dx.doi.org/10.5746/LEiA/ASEAN_Integ_ELT
- UNESCO. (2023). *Mapping research and innovation in the Kingdom of Cambodia*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000383786>
- United Nations Development Program. (2014). *Media habits and information sources of youth in Cambodia*. Retrieved from <https://www.undp.org/cambodia/publications/media-habits-and-information-sources-youth-cambodia#:~:text=Cambodia%20has%20the%20youngest%20population,and%2030%20years%20of%20age>
- United Nations. (2013). *Definition of youth*. Retrieved from <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

- World Bank. (2023). *Population in Cambodia*. Retrieved from <https://databank.worldbank.org/embed/Population-in-Cambodia/id/9a823e49>
- Yaacob, A., Awang-Hashim, R., Valdez, N., & Yusoff, N. (2019). Illuminating diversity practices in Malaysian higher education institutions. *Asia Pacific Journal of Educators and Education*, 34, 1–16. <https://doi.org/10.21315/apjee2019.34.1>
- Yow, W. Q., Tan, J. S., & Flynn, S. (2018). Code-switching as a marker of linguistic competence in bilingual children. *Bilingualism: Language and Cognition*, 21(5), 1075–1090. <https://doi.org/10.1017/S1366728917000335>
- Zaghlool, Z. D., & Altamimi, N. M. (2023). Saudi EFL teachers' and students' perceptions towards using English-Arabic code switching as a teaching and learning strategy. *Journal of Language Teaching and Research*, 14(4), 1049–1057. <https://doi.org/10.17507/jltr.1404.23>
- Zimmerman, E. (2019). Code-switching in conversation-for-learning: Creating opportunities for learning while on study abroad. *Foreign Language Annals*, 53(1), 149–175. <https://doi.org/10.1111/flan.12440>