

Code-Switching Between Arabic and English: Reasons, Types and Attitudes as Expressed by EFL Female Students at Imam Muhammad Ibn Saud Islamic University

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Abstract

This is a preliminary qualitative quantitative survey of the code-switching reasons, forms and attitudes as expressed by Imam Muhammad ibn Saud Islamic University language and translation female students. To achieve this purpose, seventy (70) students responded to an open questionnaire on the various reasons, forms of code-switching and attitudes towards code-switching during the summer semester, 2018. The results revealed that eminent among the reasons behind code-switching was the desire to speak two languages. As for the types of code-switching, these included, according to the participants, switches within the sentence (intrasentential CS), switches that occur at sentence boundary level (intersentential CS) between Arabic and English and switches at the beginning and at the end (Tag CS) of the sentence. As for the attitudes toward code-switching, these were mainly split between those who were positive towards code-switching to indicate, for instance, that the speaker is more knowledgeable and holds a higher educational qualification and rank and those who were negative towards this phenomenon. Also, the study pointed to those participants who expressed their admiration of their mother tongue having strong faith in its communicative potentiality. Other attitudes encompassed mixed attitudes towards code-switching and the need to restrict using code-switching to certain intercultural situations. Based on the results of the study, the researcher recommends that further in-depth studies are demanded to investigate the various variables that constitute this sociolinguistic behavior and how co-switching may be perceived by some as an avenue for further intercultural and global communication. Meanwhile, the pedagogical implications of CS need to be investigated.

Keywords: code-switching, code-mixing, language variation, sociolinguistics, intercultural communication, bilingualism

1. Introduction

Codeswitching has become a widespread sociolinguistic phenomenon that spreads in several world communities and countries uncovering trends of digitalization, multiculturalism, bilingualism and globalization (Hamers & Blanc, 2000; Myers-Scotton, 1993). In the context of the present study, codeswitching seems widely used for different reasons by university English language students. As a qualitative quantitative study, the present study was conducted to trace a set of codeswitching (CS) aspects as perceived by Imam Muhammad Ibn Saud Islamic University (hereafter, Imam University) EFL students and document their respective linguistic and pedagogical implications.

1.1 The Area of Code-Switching

In 1970s, sociolinguists considered CS as a skill that could benefit the bilingual person. Blom and Gumperz (1972) claimed that the communicative option of the bilingual person with those social and pragmatic implications, made the CS phenomenon a topic of special research significance. It is recognized that CS varies from one country to another (Alkhalshah, 2015) which may justify undertaking the present study on the ground that speakers from different countries may vary in their codeswitching.

It should be acknowledged that the field of sociolinguistics and the related concept of codeswitching are generally researched, though there are frequent calls which have appeared recently which call for further investigations of several related aspects of the sociolinguistic phenomena. For instance, Saville-Troike (2003)

called for more research which connects with several aspects of (CS) and, meanwhile, drew on the difficulty of drawing conclusions from different research studies attributing this issue to the mix between codeswitching and other related concepts. There have, recently, been calls for psycholinguistic investigations as well as pedagogical ones advocated by researchers and sociolinguistic scholars.

As far as the definition of CS is concerned, Gumperz (1982), defined it as ‘the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems’ (p. 59). Another definition was provided by MacSwan (1999) who argues that “code switching is a speech style in which fluent bilinguals move in and out of two (or conceivably more) languages” (p. 37). Likewise, Nordquist (2018) defines it as a process of moving back and forth in speaking two languages, two language dialects or even registers that belong to one language at the same time.

There has also been some confusion regarding the distinction between CS and other related terms such as code-mixing and lexical borrowing. Meanwhile, code-switching is differentiated from code-mixing, where in the case of the latter, according to Holmes (2013), the speaker mixes up speech codes in an indiscriminate manner. Code-switching, on the other hand, seems to be motivated by social meanings belonging to the codes switched between. Likewise, code-switching also differs from lexical borrowing where borrowed lexical items are pronounced and then grammatically assimilated into the first language of the speaker (Holmes, 2013).

As to the distinction between code-switching and code-mixing (CM), Bokamba (1989: 1-4) distinguished between these two concepts by saying that code-switching represents the mixture of words, sentences and clauses from two different structural systems in the same speech act. The same researchers viewed code-mixing as the process of embedding various language units that are derived from a collaborative activity through which the participants have to relate what they hear to what they wish to achieve via understanding. The phenomenon of code switching is, according to the conversational analysis perspective, regarded as an interactive encounter between individuals of a bilingual society (English language and literature studies, 2018). Bokamba, therefore, associated CS with the intersentential types while, on the other hand, matching CM with the intrasentential type. According to several studies, tag switching is situated between CS and CM.

A related concept to the context of the present study is bilingualism. Macnamara (1967) suggests that a bilingual person is someone who possesses a minimum proficiency in one of the four skills of the language which encompass listening comprehension, writing, reading and speaking, in a language which is different from his mother tongue.

1.2 Different Types of CS

The widely quoted concept of MLF (Matrix Language Frame) addresses the intrasentential code-switching type (Holmes, 2013). Some researchers, however, such as Muysken (2000) referred to this as code-mixing. On the other hand, the intersentential code switching happens at the sentence, phrase or even discourse boundaries (Saville-Troike, 2003). Some restricted its use to the level of the sentence boundary. The present study will build up on these perspectives in its design and analysis of the data. Tag switching and inter-word code-switching are also reflected on and discussed in the related literature.

The present study is embraced by the motivation and the subsequent attitudes towards CS. According to some research, these were found out to be generally negative and only, in some parts of the world, one may find positive attitudes towards CS for certain reasons (Holmes, 2013). Some research has indicated the negative impact of CS on the national language, for example, Dweik (cited in Abu Mathkour, 2004) reflected on the negative influence of CS on the Arabic language. Other researchers looked at CS as a teaching strategy while some recent studies point out that there are benefits for CS, especially for language pedagogy.

1.3 Theories Behind the Motivation Towards CS

Various theories attempted to explain the motivation behind CS and attempted to explain the controversy among scholars concerning the motivation towards it. For example, Carole Myers-Scotton (1993), though challenged by some scholars, considered that the process of codeswitching is a rational one by which speakers’ responsibilities and rights are realized. She, therefore, offered the Markedness model to show that particular speakers’ code choices depend on the situation and the speakers’ social responsibilities. This model was considered appropriate to explain social motivation of intercultural code-switching. The present study, essentially, benefits from this model.

In contrast, Auer (1995) and Wei (1998) adopted the conversational interaction theory and so focused on how codeswitching occurs to identify the reason behind its occurrence. Auer proposed the sequential Analysis concept. A third theory was suggested by Giles (cited in Holmes, 2013) as the communication accommodation

theory which tries to explain how the speaker works to highlight or minimize societal differences with other people in their communication by engagement in a convergent or divergent speech with them.

Gumperz (1982), above mentioned, considered code switching as an 'additional store' for bilingual speakers. Some scholars have illustrated that bilingual people may code switch, according to their linguistic repertoire, their role in a certain conversation, age and even their race (Cheng & Butler, 1989), or according to their wish to affirm solidarity and power (Wardhaugh, 2006). This will be referred to in the explanation of the results below. Vygotsky's social constructivist theory was also referred to by several researchers to further explain code-switching. Some research used the Critical Discourse Analysis as a framework to analyze code-switching. Calls for psycholinguistic and pedagogical investigations of CS are also growing as some recent studies have focused on this direction.

The present study is embraced by a blend of theories to attempt to explain the study results and reach sound conclusions.

As far as the attitudes towards code switching are concerned, these are found out to be generally negative and only, in some regions of the world, one could find positive attitudes towards the CS phenomenon for various reasons (Holmes, 2013). Some research has indicated the negative impact of CS on the national language, for example, Dweik (cited in Abu Mathkour, 2004), above mentioned, stressed this viewpoint.

Some research went far as to explain code-switching on a psycholinguistic ground. For example, Zirker (2007) drew the attention to the explanation of codeswitching by bilinguals on psychological grounds by referring the use of code-switching to the lack of fluency. At the same time, he reflected on the role of the dominant language (Matrix language/ML), mentioned above, in shaping the codeswitched form reducing the role of what is called the embedded language (EL) (Myers Scotton, 1993).

Recently, some calls for deriving the pedagogical implications of CS appear to be on the rise. Tian (2009), Lee (2010) and Viakinnou-Brinson, Herron, Cole and Haight (2012) brought some preliminary evidence about the effectiveness of teacher CS. In the same vein, Holee (2012) introduced a preliminary model for teacher CS in order to advance both theory and teaching practice.

1.4 Statement of the Problem

The problem of the present study is represented in the use of code-switching among EFL university students at the above university. As a professor of TEFL at the English department, the researcher noticed that several students use codeswitching between Arabic and English. Therefore, the main research purpose of this study is to investigate some aspects of this sociolinguistic phenomenon.

1.5 Purpose of the Study

This study attempted to answer the following three research questions:

- 1) What are the different forms of codeswitching as perceived by Imam University College of Languages and Translation female students?
- 2) What are the reasons behind code-switching as expressed by the above category of students?
- 3) What are Imam University female English language students' attitudes towards code-switching?

1.6 Significance of the Study

The current study gains importance as it addresses three main issues that have to do with CS mentioned above. Being somehow a novel study in the context of Imam University in KSA, this study sheds light on the growing phenomenon of CS between Arabic and English. It is important because it uncovers why Saudi students codeswitch, in what manner and what their attitudes towards CS are. This could be beneficial for other researchers who will investigate more about this issue. Also, it could be of special significance to study the extent to which Saudi students are going to use CS and whether a kind of bilingualism is likely to grow. Through an initial quantification of qualitative data, the researcher tried to provide some evidence that indicates the use of certain preliminary codeswitching patterns. This would be essential to follow a systematic approach in researching into the patterns of codeswitching by future researchers.

The present study attempted to probe the different types of code-switching, the reasons for CS and the attitudes towards it as experienced by female students at the College of Languages and Translation in the above university.

2. Literature Review

The current study situates CS in the context of some of the studies mainly conducted in the Arab region and worldwide with a focus on a set of related studies that connect to its purpose. Therefore, international and local journals such as the International Journal of sociolinguistics and language and society journal and some regional journals among others, were surveyed. Due to the various studies, the researcher picked out certain related ones. For example, concerning the motivation for code-switching, Valadez, MacSwan and Martínez (2015) carried out a study to identify the attributes of CS and language choice. They concluded that CS can be viewed as both useful as well as fluid phenomenon which offers the speaker more freedom to express his or her purpose of achieving several social and pragmatic functions. Abu Hait (2014) undertook a study which revealed that some of the secondary students code-switch to add a sense of fun to their utterances, and by doing so they drew their addressee's attention. Students also used code-switching because of the lack of proper equivalents, particularly, in the case of certain culturally related expressions. They also switched codes to avoid being misunderstood. Finally, students considered code switching a random and unconscious process. Bassiouney (2015) explored the various factors that impact code switching between English, Egyptian Colloquial Arabic, as well as Modern Standard Arabic. The study examined how speakers unfold their identities via employing the various associations of various codes in formal as well as informal contexts. Data were collected using research methods including observations, a questionnaire and interviews from eight board members. Results revealed that factors such as the social class, gender and education seemed to be the most influential factors that influence the target participants' choice of speech codes. Further, power, confidence and authority were found out to be the main reasons to codeswitch. Youssef (2016) carried out a study based on real data of code switching where she relied on observations to collect data of bilingual Egyptian professors. The approach followed was an interactional-sociolinguistic one. She concluded that bilinguals use the process of code-switching as a natural strategy to attain the enrichment of their communication.

Regarding the types of the CS, a review of the literature indicates that though some researchers agree on certain types, others found the contrary. Poplack (1980) talked about three types of code-switching which encompassed extra-sentential CS, intersentential CS and intrasentential CS. Yusuf (2018) undertook a study and categorized types of code-switching into four types: intersentential, intrasentential, tag switching and establishing continuity with the previous speaker. He concluded that inter-sentential is mostly used to point to the speaker's bilingual proficiency.

As far as the attitudes toward CS are concerned, Hussein (2003) investigated the attitudes of Jordanian students toward code-switching and code-mixing. He found that his study participants use code-switching to English because of the lack of mother tongue (Arabic) equivalents that can be used instead of English expressions/ terms. Finally, he found out that there was a frequent use of several various English expressions in terms of range as well as scope.

As can be noticed, there were various ways of looking at CS, its types and the factors that motivate people to use codeswitching.

3. Methods

The main purpose of the present study is to investigate a set of aspects of the CS phenomenon. Seventy (70) Saudi female English language students studying at Imam University College of languages and Translation participated in this study by responding to an open questionnaire in the summer semester, 2018. Students were given two weeks to provide as many examples on code switching as they could beside the reasons and attitudes towards CS. Then, the researcher collected the questionnaires from the students to start data analysis. The open questionnaire was designed on the basis of the related literature which covered items concerning the reasons, forms and attitudes towards code switching. Responses were calculated and patterns and themes were identified.

The questionnaire instrument was sent to five colleagues specializing in linguistics and applied linguistics to ensure its validity as it achieves what it intends to achieve. The jury of reviewers considered the instrument appropriate for the purpose of the study. As for the reliability, it was calculated by asking several other students to answer the same questions. The same results were verified by asking 20 students from outside the sample of the study to respond to the questionnaire. Cronbach alpha coefficient was computed which was high (.93) and was regarded as appropriate for the study.

4. Results

Table 1. Motivation to code-switching between Arabic and English

| Motivation towards CS | No | Percentage % |
|---|----|--------------|
| To express solidarity with the addressee | 11 | 15.714 |
| To signal the speaker's ethnic identity | 3 | 4.285 |
| To attain a clear and precise explanation of an idea | 6 | 8.571 |
| To show a high status and prestige by switching between two languages | 9 | 12.857 |
| Being accustomed to saying a word in a certain language | 3 | 4.285 |
| Switching to another language to exclude other people | 5 | 7.142 |
| Switching to indicate membership with native language (English in this case) speech community | 8 | 11.428 |
| To indicate living experience in native language (English) speech community | 3 | 4.285 |
| Being influenced by western culture | 4 | 5.714 |
| Due to the lack (according to some participants) of expressive vocabulary | 8 | 11.428 |
| Due to symmetry between a word in native (Arabic) language and target language (English) | 1 | 1.428 |
| Due to the lack of sufficient Arabicization of words | 3 | 4.285 |
| Due to global connections with the world cultures | 3 | 4.285 |
| Due to preferring to express one's self in one code than another | 3 | 4.285 |

4.1 Selected Quotations from Students' Responses

Quote 1: Some speakers find it easier to express such a thing using two different languages. Another point that could be a reason for code-switching is that some speakers are accustomed to saying a word in a certain language rather than another. No matter what language the speakers are using, they still use the same word choice (Student 20)

Quote 2: To show that the speaker can speak two languages. To show higher status and prestige. Because of making code-switching unconsciously (Student 35).

Quote 3: We used to say 'homework' not واجب because in the university we speak English all the time. We speak two languages. At university, we speak English and with our family we speak Arabic. So, we are confused. That is why we use code-switching. It is out of control (Student 41).

From a sociolinguistic point of view, Myers-Scotton's Markedness Model (MM) highlighted the social rights and obligations (RO) which are divided into: marked and unmarked ROs of CS. One major reason behind the motivation to use CS in the Saudi society can be measured along the solidarity-social distance scale. This may be explained with reference to the affective type of code-switching. According to Wardhaugh (2006) bilinguals use CS to reveal solidarity or power.

There is also a desire to distinguish the code switcher from others. Though this might have to do with some societal or individual personal attempt, still it can be mainly analyzed according to the CS motivation function of divergence from others as expressed by some participants, a desire which is in line with Giles communication accommodation theory. Also, the tendency to express clearly, to be prestigious and also to diverge from others is also evident reasons for CS.

Lack of expressive vocabulary and the need to emphasize and explain a point were also clearly mentioned among the reasons. It is important to indicate that lack of vocabulary has to do more with lexical borrowing than with code-switching or code-mixing. Meanwhile, we should bear in mind that first word comes to mind is a generally practiced strategy which may apply to this kind of motivation. Showing off was also evident. Other factors have to do with the lack of Arabization and the effects of western culture were also seen to be among the factors to use CS. Several of these reasons may reflect societal norms and motivation which may align with the MM functions. The predictions proposed by Myers-Scotton in the Markedness Model were found to apply to the results of the study, for example, using code-switching to express group solidarity and also ethnic identity.

4.2 Types of Code-Switching

The following table provides the four types of code-switching as inferred from the examples which the 70 participants provided. As pointed out above, some researchers did not differentiate between CS and CM, others associated it with the intersentential type while code-mixing concerns the intrasentential one. A morpho-syntactic analysis was adopted. The Myers-Scotton's Matrix Language Frame (MLF) model applied to the analysis of the instances collected from the students in this study. The MLF is suggested to particularly explain the intrasentential CS (Namba, 2012).

Myers-Scotton (1993) adopted the insertional approach to handle the CS which anticipates that there is a matrix language and an embedded language which inserts elements into the matrix language. The matrix language is the source of morpho-syntactic provision to the bilingual clause or sentence while the embedded language with an auxiliary role supplies content morphemes. The researcher relied on instances as provided by the participants therefore analysis adopted the above models but the contribution of other models a theory was also taken into consideration.

The researcher, despite the criticism leveled at the linguistic (structural) constraints concerning the typology of CS, still considers this method as more reliable to identify CS patterns.

Building up on Auer's sequential theory, Hansen (2003) said that the number of code-switches is important which the researcher benefitted from this approach in the data analysis of the present study.

Table 2. Types of code-switching

| N | Type | Example | No | % |
|---|---|---|----|-------|
| 1 | Intra-sentential CS (CS occurs within a phrase, a clause or a sentence) | al- mug haar please ?ictii- ni cup holder! the hot give me المغ حارplease اعطيني cup holder 'The mug is hot; please, give me a cup holder' | 34 | 48.57 |
| 2 | Inter-sentential CS (Occurs at sentence Boundaries) | To the left law samaht bacdiin siida If please then straight لو سمحت بعدين سيدا (بنفس الاتجاه) 'To the left, then go straight, please' I have to finish it gabla nihaayat al- ?isbuuc before end the week I have to finish it قبل نهاية الاسبوع 'I have to finish it before the weekend' | 19 | 27.14 |
| 3 | Tag-switching (Use of short fixed phrases or words at the beginning/end of the sentence) | kalmia- ni al- yuum talk to me the today كلميني اليوم 'Call me today, ok'. Ok.Bukra ?shuufik بكرة اشوفك | 17 | 24.28 |
| 4 | Inter-word code-switching (this is also considered part of intrasentential CS) | mac?innuh darjt- i fi al- mid kaanat hilwah still though grade my was nice laazim ?acmal al- bonus assignment should do the ال لازم اعمل ال كانت حلو mid مع ان درجتني في ال 'Though my grade in the mid-exam was good still I have to do the bonus assignment'. Bahil al-assignment gabl ma arruuh al class Do the before go to ال قبل ما اروح ال class I do the assignment before I go to the class | 10 | 14.28 |

* Interword code switching occurrence was counted both separately and as part of the Intrasentential CS due to the interrelatedness between the two types

The results of the study, in terms of the types of CS, do not seem to match up with those proposed by Yusuf (2018) who considered the intersentential CS type as the most frequently used while the present study found out that the intrasentential type the most frequently used CS type as it topped the above table. One possible explanation might have to do with the degree of using English as a second language or a foreign language as the case of the present study. In the context of the present study, English is officially used as a foreign language.

Following are further examples on CS between Arabic and English to provide further authentic evidence about this sociolinguistic phenomenon among university students pursuing their B.A study in linguistics, literature and translation at Imam University in KSA.

Table 3. Examples of code-switching between Arabic and English

| No | Examples on code-switching between Arabic and English with/ Arabic transliteration and a full accompanying form in English |
|-----|--|
| 1- | To the left <i>law samaht ba'diin ruuh siida</i> If please then go straight لو سمحت بعدين روح سيدا (بنفس الاتجاه) 'To the left, then go straight, please' |
| 2- | <i>la you should know ?innuh muu dayiman sah</i> no that no always true لا you should know انه مو دايمما صح 'No, you should know that it is not always true' |
| 3- | <i>ruuh yamiin please ba'diin yasaar</i> go right then left بعدين يسار please روح يمين 'Turn right please then turn left' |
| 4- | <i>kallmi- ni al- yuum</i> talk to me the today كلميني اليوم 'Call me today, ok.' |
| 5- | <i>?ana ma ba'rif</i> انا ما بعرف 'I do not know. Talk to the manager' |
| 6- | <i>laazim ?asllim al- homework</i> should submit the لازم اسلم ال homework 'I should submit the homework' |
| 7- | <i>?ana still ma 'indi waqt</i> I not have time ما عندي وقت 'I still do not have time' |
| 8- | <i>hadhihi al- shantah marrah cute</i> this the handbag extremely هذه الشنطة مرة (جدا) cute 'This handbag is extremely cute' |
| 9- | <i>iPhone jawwal- ak willa Galaxy</i> Phone your or I-phone جوالك ولا Galaxy 'iPhone or (your phone) Galaxy' |
| 10- | <i>al- ma'lumaat too much</i> the information المعلومات too much 'the information is too much' |
| 11- | I have to finish it <i>gabla nihaayat al- ?isbuu'</i> before end the week قبل نهاية الاسبوع 'I have to finish it before the weekend' |
| 12- | <i>ma 'a- liik ?amr if you know him 'alimm- ni</i> what on you order tell me علمني if you know him عليك امر 'No order upon you, if you know him tell me' |
| 13- | <i>ma' ?innuh darjt- i kaanat hilwah still</i> though grade my was nice <i>laazim ?a'mal al- bonus assignment</i> should do the لازم اسلم ال still كانت حلوة مع ان درجتني في ال 'Though my grade in the mid-exam was good still I have to do the bonus assignment.' |
| 14- | <i>kallmi- ni al- yuum</i> talk to me the today كلميني اليوم 'Call me today, ok.' |

Table 3 above demonstrates several examples on inter-sentential CS, intra-sentential CS as well as tag switching. According to Holmes (2013), intra-sentential codes-switching, occurs where the grammar of the used two language match one another in terms of nouns and adjectives. She distinguished proficient from less proficient CS users who code-switch where the former use more intra-sentential code-switching while the latter use more the inter-sentential one. Tag switching, according to her, represents the use of ‘fixed phrases and words’ (p. 35) located at the beginning or at the end of a certain expression to signal solidarity with a target addressee.

The table above also indicates examples of CS at the intra-sentential level. This students’ preference is going to be reflected on later. Tag switching is also evident with reference to the above table. It happens that as the case of some examples that the related CS represents both may be intrasentential and intersentential forms at the same time. On the other hand, there were differences between inter-sentential and intra-sentential code switching. Several examples suggest an inter-sentential code-switching occurrence where the speaker started to talk in Arabic then continued with English. Inter-sentential switching, according to (Zirker, 2007), takes place at the level when the speaker uses sentences, phrases or even discourse boundaries. On the other hand, intra-sentential switching occurs in the middle of the sentence while the speaker, according to him, experiences no pause in the communication process. Some scholars think that intra-sentential code switching can help to explore the cognitive structure of the CS behaviour (Zirker, 2007).

Moreover, the above table presents some examples that may be explained according to the Matrix Language Frame Model which was proposed by Myers-Scotton (1993) where Arabic represented the matrix language in shaping the grammatical make-up of the sentence while English as a ‘guest language’ was codeswitched for as appearing in several examples from the table.

The above data seems to reveal that an inter-linguistic and possibly intercultural competence or so is likely to grow among code-switchers due to several reasons which will be discussed below. Therefore, the pedagogical implications to the teaching and learning of English at the above university and similar learning institutions needs to be explored.

Table 4. Attitudes towards code-switching as revealed by the study participants

| Attitude | No | % | Examples on code-switching |
|---|----|--------|---|
| Demonstrating a positive attitude to indicate that the speaker is more knowledgeable and enjoys a higher educational rank | 17 | 24.285 | It is positive attitude toward code-switching because it shows that the speaker is more knowledgeable and of a higher education level |
| Demonstrating a positive attitude to teach children about other languages | 8 | 11.428 | |
| Showing a negative attitude because Arabic is perceived as satisfactory languages to satisfy communicative purposes | 16 | 22.857 | I am proud of my Arabic language. I don’t speak any other language except with a foreigner I am always upset when I hear Arab people speak and use some English words. |
| Demonstrating a negative attitude because people who use CS reveal their weakness as they show off | 6 | 8.571 | |
| Demonstrating a positive attitude as people want to connect with others | 6 | 8.571 | Switching between languages is not something to be ashamed of or to apologize for. Some people cannot express their thought or feelings without (code) switching |
| Showing an ambivalent attitude: those were unable to establish a distinct attitude toward CS | 10 | 14.285 | |
| Expressing a negative attitude toward code switching though using it unconsciously | 4 | 5.714 | People and I are unaware of it. We apologize for it. |
| Demonstrating a positive attitude because of using CS for educational purposes | 3 | 4.285 | Code switching is inevitable for people who were raised in bilingual communities. For educational reasons, code-switching is acceptable. |

Attitude is defined as a “mental position with regard to a fact or state or a feeling or emotion toward a fact or state” (Merriam Webster’s Online Dictionary). Out of the (70) students who responded to the open questionnaire, the total number of the students who expressed to be positive toward code-switching was (34) with a percentage of 48.571%, while those who tended to be negative toward CS were (26) participants with a percentage of 37.142%. A third group of (10) participants had an ambivalent attitude toward CS with a percentage of (14.285%). The table above shows more details.

The table above reveals that a slightly higher number of the study participants indicated their positive attitude for various reasons towards CS then followed by those who were negative toward it and finally a smaller number were ambivalent towards it. The reason for holding the three types of attitudes look interesting and important as they may generate the following points. One has to do with the social value of teaching and learning about other languages which can be explained from a social perspective which may align with the Markedness Model. A second reason has to do with the desire to connect with other world communities. A third may have to do with the international trend to use CS for educational purposes. Those who showed negative attitudes asserted the supremacy of the Arabic language which is consistent with Dweik’s opinion as pointed out above. Ambivalent students were unable to construct an attitude while some of them held a negative attitude toward CS and they said they used it unconsciously. This last point may reveal that a speaker may be conscious and unconscious regarding the CS use. Results of the attitudes in this study are in agreement with results reported by Hussein (2003) who found negative as well as positive attitudes held by Arab students toward the above code-switching phenomenon.

5. Discussion and Conclusion

This study demonstrated that most reasons behind code-switching revolved around speaking two languages, demonstrating tendency to be prestigious and showing solidarity with the target addressee. To pick up on some of these reasons, some research considers CS as a systematic and meaningful process indicating relationships among speakers and expressing feelings of intimacy towards each other (Valdes-Fallis, 1978). Holmes (2013) looked at code switching main reason to be measured alongside the solidarity scale and the construction of the speaker’s ethnic character. The study also indicated the reason, according to some participants, of the shortage of equal expressions in the Arabic language that may push the speaker to use target language expressions/terms. This was confirmed by Hussein (2003) as indicated above.

The reasons that emerged from the findings of the current study as depicted by Table 1 above show that several other factors were behind using code-switching such as: the lack of sufficient Arabization, distinguishing one’s self from others, because of adaptation of some words and phrases to national language, tendency to express clearly and finally understanding how to effectively communicate with the target speaker. To reflect further on the feeling of joining a prestigious culture, Holmes (2013) noticed that this switch is motivated by the desire to signal one’s sophistication and identification with modernity. Another significant codeswitching reason is to express referential content of what is referred to as referential code switching.

The study signaled differences between inter-sentential and intra-sentential code switching. Tag switching was also evident in some of the examples in Table 1 above. As for intrasentential CS, most related sentences show that the speaker uses the Arabic structure where only words are inserted in the middle of the sentence. The Intersentential sentence seemed to be structurally different where English language phrases and sentences were codeswitched to (Zirker, 2007). According to some research, those who use intrasentential CS are perceived to be proficient, while those who use Intersentential CS were, on the other hand, seen as less proficient (Holmes, 2013).

Attitudes were of three major types as illustrated by the study: those students who were positive towards CS as an indication of prestige and higher rank as well as of an academic position. Those who were negative towards it and a third group who held an ambivalent attitude while a small number thought they are forced by the context to use CS. Attitudes worth mentioning are negative in many communities. Only in few parts of the world, proficiency in code switching is perceived as positive due to reasons related to the ability to employ two languages and possibly signaling modernization (Holmes, 2013).

Some evidence indicates that certain participants may use CS in a rational way though for others it might happen subconsciously. Another point is the need to study CS in authentic situations to come to terms with more authentic analysis. Carole Meyers-Scotton (1993), though challenged by some scholars, considered that the process of codeswitching is a rational process by which speakers can realize their rights and responsibilities. Auer (1995) and Wei (1998) adopted the conversational interaction theory and focused on how codeswitching happens to identify the reason why it happens. Abu Hait (2014) reflected on the subconscious use of

code-switching among secondary students, in her study, in Jordan.

A third theory (communication accommodation theory) was developed by Giles (cited in Wikipedia, 2018) which attempts to explain how the speaker works to highlight or minimize societal differences with others in conversation by engagement in convergent or divergent speech with others. Through this study, the researcher noticed that at least one participant clearly called for using code switching to diverge upward from other people in the surrounding which can also be explained along the social distance scale.

Some evidence that emerged from the results indicated that CS though unfavored is still unconsciously used, therefore, and on the basis of this study, I think a psycholinguistic analysis together with a sociolinguistic analysis may account better for the study of CS.

Finally, the study suggests that the pedagogical and learning strategies may need to be rethought in the context of codeswitching to account further for second/foreign language learning. Sakaria and Priyana (2018) called for benefiting from the utilization of CS and that teachers can take further advantage from its use to account for teaching a second language.

In conclusion, the present study attempted to unveil the different types of CS, the reasons behind them and the attitudes towards CS. The reasons for codeswitching were also found out to be multiple as revealed by the current study, but most important among them could be to solidify with the addressee and to join a modernized culture together with the feeling that certain content is more appropriately expressed in the English language. The findings of the present study suggest that each society has its own unique context and so the reasons and attitudes towards CS might, therefore, be context-specific. The highest use of the intrasentential code-switching can be explained along with the Matrix Language Frame and the equivalence constraint. This may reveal the tendency among students towards more code-switching, on one hand, and the tendency to subject English as an embedded language to the morphosyntactic system of the Arabic language.

A look at the reasons for CS reveals that for several reasons, English department students at the above university, prefer CS and through analyzing the types of CS, the most frequent type is the intrasentential and intersentential followed by tag switching and interword CS. Meanwhile, the most frequent attitude is the positive attitude toward CS. The participants of the study generally endorse CS though some had negative and ambivalent attitude toward CS respectively.

The psycholinguistic analysis of CS needs to be highlighted as issues that have to do conscious/subconscious code switching seem to be somehow evidenced as one student said: "I just code-switch unconsciously". Several students expressed that "they code-switch unconsciously". Meanwhile, the pedagogical implications of code-switching may need to be investigated and may be incorporated into the instructional process. This study may have implications for language planning and also the need to situate it into the social norms and values of the Saudi society. Reframing CA in the Saudi context may be an objective for future research. The issue that the students had a high tendency to use intrasentential code switching is worthy of further investigation.

Implications for language planning should be also taken into consideration. The issue of CS should be investigated in different contexts to attain further evidence about this sociolinguistic area.

The present study attempted to unveil the different types of CS, the reasons behind them and the attitudes towards CS. The reasons for codeswitching were also found out to be multiple as revealed by the current study, but most important among them could be to solidify with the addressee and to join a highly educated and prestigious culture together with the feeling that certain content is more appropriately expressed in the English language. The issue of the fixed universal rules governing code-switching seems to be criticized by some scholars who wanted to give specification to certain contexts and participants. The findings of the present study suggest that each society has its own unique context and so the reasons and attitudes towards CS might vary accordingly. The psycholinguistic analysis of CS needs to be thought of as several recent studies have called for. Meanwhile, the pedagogical implications of code-switching may need to be investigated to incorporate, in the instructional process, any possible teaching strategies that may improve foreign and second language research and teaching practice. Alkhawaldeh (2005) advocated the advancement of language teaching methods.

Based on the results of this study, the researcher recommends the following:

Other studies with larger samples of participants may be conducted with in-depth interviews and authentic documentation of CS. More analysis of the patterns of code switching is required alongside with the investigation of its psycholinguistic and pedagogical implications. More studies can investigate the underlying relationships among the types of CS, the reasons for CS and the attitudes towards it.

Also, on the basis of the results of this study, the researcher recommends the following:

- Further investigation of the intrasentential codeswitching is needed. Ethnographical studies of the CS are also demanded to collect tangible evidence of authentic CS interaction.
- A comprehensive integrated model is also favored to explain CS in its social and cultural contexts.

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