

Investigating the Reasons of Using Arabic-English Code Switching during Saudi Students' Communication, Qassim Region, KSA

prepared by



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Abstract

The objective of this study is to identify the motivations and purposes behind the use of Arabic-English code switching in communication among Saudi students in the Qassim Region. In Kingdom of Saudi Arabia, people use Arabic-English code switching to express their ideas, feelings, and opinions to others. This is because Saudi students need to improve the effectiveness and significance of their communication. Nowadays, some Saudi students-especially those who studied or traveled overseas—continue to communicate by alternating between Arabic and English codes. As a result, EFL students who speak only English in classrooms, colleges, or universities will not switch between Arabic and English, and they will develop strong and efficient English communication abilities. Thus, the primary goal of this study is to ascertain why Arabic-English code swapping is used in the Qassim Region, Saudi Arabia. To complete this study, the investigator employed a descriptive method to complete this study, and a questionnaire was designed to gather data. It used a likert scale, which has five response alternatives. One hundred (100) participants from Onaizah Colleges, Qassim region, K.S.A. made up the sample. The questionnaire results were analyzed by using SPSS 25.0 Statistical program. Results show that Saudi students use code switching between Arabic and English to demonstrate that they are fluent in the language and to gain social status. Graduates also use code switching between Arabic and English to give more clear and concise advice to their clients or coworkers. Finally, Saudi students use code switching between Arabic and English to communicate when they attend scientific meetings. The study recommends that Saudi students should communicate using either Arabic or English. Additionally, when teaching English, university lecturers and teachers should use the monolingual approach, and will speak English during classes to enable their students to communicate effectively either English or Arabic.

Keywords: Saudi Arabia, quantitative approach, communication, code switching, Arabic-English, and reasons.

1. INTRODUCTION

When a speaker switches between two or more languages during a same speech or dialogue, it's known as code switching. This phenomena is a genuinely amazing communication tool as it allows one to express a thinking, emotion, or other options to others. Not only can we express language freely who we are, but also has the power to influence our identity and sense of self. It is reciprocal: Language is a reflection of culture, and culture shapes our understanding of our identity and origins.

Certain techniques are employed by bilingual civilizations to facilitate more meaningful and efficient communication. One such tactic is "code switching," which is primarily seen in language classes for second languages. The employment of two languages in a

statement or speech is known as "code switching." It is a regular occurrence for multilingual speakers who share two or more languages to naturally confuse the two.

It is critical to comprehend the motivation behind Saudi students' code-changing during the discussion. Though it is not a recent issue, code-switching has been around ever since individuals began using languages in speech. People would, for instance, code-switch since language was not standardized. But as languages have evolved constantly, code flipping has become essential. In an L2 context, it was first adopted to be treated "like a local" in order to better explain a notion to speakers of that language. When in a group, another reason to switch codes would be to speak in private so that only the one being addressed would be aware of what is said.

Moreover, some people feel compelled to convert to a bilingual group in order to fit in. An illustration of this would be if an Arab struck up a conversation by stating "Hello Guys" as opposed to "Marhaba Shbaab." Some people code-switch with the intention of making others think well of them. This is especially true in the service sector, where workers may adopt a new accent or phrase in order to get greater tips or favors each time they do so. When foreigners, especially expatriates, use Arabic words or phrases in their speech, the Saudi Arabian people tend to be warmer to them. A member of the academic community or a more educated, elite group would use code-switching, introducing a term or phrase from outside to demonstrate their command of a second language. In order to convey their emotions or feelings, many language learners would switch codes because a word or phrase sounds more natural in a foreign language. Saying "thank you very much" substitutes for phrases like "Shukran, Jazilan," "you're welcome" (Ya Marhaba), "Ma'a Salama" (good-bye), or "Rehlah Saida" (good and safe journey). When a speaker has to maintain the flow of the discussion, they will code-switch to a different language when there isn't a word or phrase accessible in their own tongue.

This study is important to educational experts, psychologists, sociolinguists, decision makers, society elites and leaders in order to know the reasons that lay behind in using Arabic-English code switching during conversation or interaction among Saudi students in Qassim region. The primary goal of this study is to ascertain why there is code flipping between Arabic and English in Qassim region. In Arab nations where Arabic is primary language and widely used, code-switching between Arabic and English may be a linguistic occurrence or a need for communication. Therefore, this study assumes that people acquire attitudes, sentiments and thoughts in using Arabic and English code-switching.

BACKGROUND OF LINGUISTICS IN SAUDI ARABIA

Arabic language is the primary in the monolingual Kingdom of Saudi Arabia (L1). It is regarded as the medium for all verbal and written communication. The cultural and religious identity of the native Arabian people closely link to this monolingual Arabic speaker. Given that Arabic is the language of the Holy Quran, native Arabic speakers take great pride in their language. Arabic is the official national language of the Kingdom of Saudi Arabia and it utilizes in government offices, education, the media, and

communication (Khan, 2011). Nonetheless, as a member of the Gulf Cooperation Council (GCC), Saudi Arabia is giving English language instruction more weight.

The government acknowledges that English is essential for attaining success in research, technology, higher education, white-collar employment, and worldwide. As a result, in order to continue their education, students must reach a certain level of English proficiency. English is taught in almost all government and private elementary schools in Saudi Arabia, and foreign language instruction begins in the second grade (Alismaani, 2012; Rahman, 2011).

Given the background information above, it is worthwhile to look at the sociolinguistics of the Arabic–English code switching phenomenon. The purpose of this study is to ascertain why Saudis use code switching in their daily communications.

1.1. RESEARCH QUESTIONS

The research methods address the following questions.

- 1- Why does Saudi Arabia use code switching between Arabic and English?
- 2- What is the reason behind Saudi students' daily usage of foreign terms and phrases in their conversations?
- 3- What thoughts and perspectives do Saudi students have on the effects of communicating in both Arabic and English by code-switching?

1.2. THE HYPOTHESIS

The study hypothesized that:

- 1- Saudi students tend to use Arabic-English code switching frequently because English words are easier and faster to retrieve from their memory during the communication.
- 2- Arabic-English code switching deliver better and understandable tips to the workers, clients and students at work or university.
- 3- Arabic-English code switching helps Saudi students to describe specific emotions, feelings or opinions.
- 4- Arabic-English code switching motivates Saudi students to practice new English words and phrases that they have learned at schools and universities.
- 5- Saudi students tend to use Arabic-English code switching to participate in scientific meetings because there are no equivalent terminologies in Arabic.
- 6- Social prestige motivates Saudi students to use Arabic-English code switching.

2. LITERATURE REVIEW

Hans Vogt originally used the term "code-switching" in the research on multilingual speech in his "Language Contacts" article from 1954 (Auer, 1998). Later, Poplack (1980, P. 583) offered a frequently recognized classic description of code switching, characterizing it means "the alternation of two languages within a single utterance, sentence or constituent." A closer look at the majority of the following definitions revealed that they all communicate the essential idea of switching between several language codes. Gardner-Chloros, P. 1 (2009). For example, Code Switching is defined as "When bilingual people use two languages or dialects in the same sentence or dialogue."

Depending on where the transition occurs, two categories of code switching have been distinguished in the literature.

According to Migge (2015), P. 187, the first type of code-switching takes place when a clause or sentence borders are crossed, in which case "switches happen at clause or sentence boundaries so that each sentence or clause comes from a various language." It can appear at the ends of independent, compound, and simple sentences as well as dependent clauses (Liu, 2018). One of the discussions examined in this study is the source of the example given in (1). It is extracted from one of the conversations that this investigation looked into.

(1) Sarah ka:tbat kol al-alkitab. Can you believe it or not!

- Sarah has written-A PART (of) this book.
- "This book was written by her. Can you believe it?"

The first clause in the preceding example is spoken entirely in Arabic language, while the second clause is spoken entirely in English language. It is an illustration of code switching between Arabic and English. This type of code-switching is known as inter-sentential. Intra-sentential code switching, as defined by Migge (2015) on page 187, is the second type of code-switching. It entails the insertion of single elements or phrasal entities from one language into the morpho-syntactic frame or insertion of a sentence structure from another language, such as a noun, noun phrase, pronoun, adjective, verb, adverb, adverbial phrase, preposition, phrasal verb, or adjectival phrase can be the inserted constituent (Liu, 2018). In her research, Aljasir N. (2020) presents a sample of a conversation and shows how a totally Arabic sentence incorporates an English adverb.

(2) Safra Ela Dubai wa aqam-na fi: hotel really fa:khir.

Travelled-1pl Dubai and stayed-1pl in hotel luxurious.

"We travelled to Dubai and stayed in a very luxurious hotel."

The need to investigate the causes why people who are bilingual switch between two languages during a discussion has grown in importance due to the growing number of bilinguals worldwide (Basnight-Brown & Altarriba, 2007). There is still a dearth of studies examining the specific factors that could cause code-switching during everyday interactions, despite cognitive linguists having conducted extensive studies on the representation and retention of languages in the minds of bilingual individuals (belazi et al., 1994; Bhatia & Ritchie, 1996; Bybee, 2010; Eppler et al., 2017; Green & Wei, 2014; Grosjean, 1997; Joshi, 1985, among others). I go over a few research that have looked into and explored how these characteristics affect speakers' behavior in the section that follows.

Numerous code switching studies have made an effort to look at participant demographics encompassing age, gender, and level of education. For example, Li and Dewaele (2014a) conducted extensive quantitative study on individual variations in the frequency of code-switching among multilinguals. The data analysis revealed a relationship between gender and increased code-switching usage. Dewaele and Li (2014b) also discovered that compared to their male counterparts, the usage of code-switching by female respondents was much higher when interacting with friends, family, and coworkers. The impact of age differed according on the person being interviewed: older participants utilized code-switching less with friends and coworkers and more with relatives and strangers. Lastly, code-switching between family and coworkers was more common among individuals with higher levels of education. Nevertheless, Dewaele and

Zeckel (2016) asserted in a more recent study involving 298 multilingual respondents from various countries that gender, age, and educational attainment had little to no impact on the use of code-switching.

Furthermore, other research has examined the potential impact of linguistic competency on code-switching and discovered that those with lower ability experienced greater difficulty than their more proficient counterparts. For example, Arabic-French bilinguals who are balanced or unbalanced exhibit code-switching in their natural speech was compared by Bentahila and Davies (1992). They discovered that the respondents' speech was significantly impacted by their age and the environment of their acquisition. The usage of French verbs and nouns "within a clearly Arabic background structure" was more common among imbalanced bilinguals, who were native Arabic speakers with poor French skills (Davies & Bentahila, 1992, P. 453).

The investigators explained the result by pointing out that imbalanced bilinguals acquired French in a structured school environment that relied on rote memorizing of lexical words, and they learnt it at an older age than their peers. The use of code-switching as reported by 582 Spanish-Catalan university students in Barcelona, Spain was investigated by Rodriguez-Fornells et al. (2012). The results of the data analysis indicated that those who learned Catalan later in life as a second language (L2) tended to switch more frequently to Spanish, which was their first language (L1).

Code-switching to the other language was negatively connected with either L1 or L2 proficiency. According to Li and Dewaele (2014a), Respondents with high skill levels who were multilingual, knew a lot of languages, and had learned them early in life environments reported increased code-switching. Similar findings were reported in a subsequent study by Zeckel and Dewaele (2016), who discovered the high skill in and early acquisition of a Foreign Language were substantially connected to more code-switching. In this context, Altarriba and Heredia (2001) argue that lexical understanding may not be the only reason bilinguals choose one language over the other. Rather, speakers may use one language more frequently in their frequent conversation; Because lexical items from that language are easier to retrieve from memory, they find using them to be quicker and easier.

According to a number of studies (e.g., Heredia & Altarriba, 2001; Wei, 2002), bilinguals would switch between languages to avoid misunderstandings when one language would be a better fit for expressing a thought or emotion. Furthermore, when there is no equivalent term in the other language, it can be employed as "a sociolinguistic tool" for emphasis, clarity, or to carry out a particular communicative function (Hughes et al., 2006). Moreover, it was found that the behavior of code-switching varied with the interlocutor. For instance, code switching was studied in three groups of Chinese-English bilinguals in the UK by Li (1995). Topic, interlocutor, and situational formality were discovered to have substantial effects on code-switching. Switches were common among friends but uncommon when communicating with foreigners. The behavior of code-switching differed between private and public situations.

Dewaele (2010), investigated the effect of interlocutor and topic on code switching in 20 multilinguals. The findings revealed that respondents used more code-switching to their (L1) when discussing personal and emotional matters than when discussing neutral topics. Strong emotional arousal "can force the speaker from monolingual language mode into bilingual language mode with more code-switching," according to Dewaele (2010, p. 219). Interestingly, a few respondents of Arab and Asian ethnicity used more code-switching to English when discussing feelings like rage, since it allowed them to express themselves more freely without being bound by societal standards. When chatting with strangers,

respondents were more likely to carry on the same-language exchange. Moving to their common language was preferred by the speakers if they were familiar with the interlocutors.

Albirini & et al. (2011) conducted another study to evaluate the morphosyntactic features in oral conversations gathered from Palestinian and Egyptian bilinguals who have been living in the United States. The results demonstrated that Arabic syntax influenced the participants' transitions to English. This showed that English was the embedded (i.e., contributing) language and Arabic was the dominant language of the speakers, acting as the matrix (i.e., base) language (cf. Joshi, 1985; Myers-Scotton, 1993).

The majority of research on code-switching among Arab speakers has been undertaken with immigrants or students who studied in other countries. For instance, Elsaadany (2003) studied code-switching among Arabic-English bilinguals from Saudi Arabia, Jordan, Egypt, Sudan, and Morocco who were living in the United States. The research looked into the motivations and reasons why speakers switched to English when engaging with fellow Arabs, among other things. The findings of the study demonstrated that code flipping was utilized to accurately transmit meaning and to emphasize understanding of the interlocutor's message.

3. METHOD

This study used a descriptive method to accomplish that goal. The researcher designed a questionnaire as a data collection tool. It used a likert scale, which has five response alternatives. To obtain the holistic students' opinions and level of agreement regarding the reasons for using Arabic-English code switching during Saudi Students' Communication, Qassim Region, KSA, the questionnaire contains 15 statements related to code switching. The researcher did a scientific analysis after presenting the questionnaire to the individuals.

3.1. POPULATION AND SAMPLING

The population were 1000 undergraduate students at Onaizah Colleges, and the random sample size was 100 respondents from Onaizah Colleges, Qassim region. The questionnaire sent to the sample to study the reasons for adopting Arabic-English code switching during Saudi students' communication. This study's sample consists of Saudi students (aged 16-45) from different places in Qassim Region, K.S.A. who speak Arabic as their first language (L1) and they have studied English as a second language (L2) for six years in intermediate and secondary Saudi schools. To find out if these factors affected the use of Arabic-English code switching, participants from all educational backgrounds and genders were invited to this study.

Table 1: Respondents Background Data

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16 - 20	57	57.0	57.0	57.0
	21- 25	29	29.0	29.0	86.0

	26 - 40	10	10.0	10.0	96.0
	41- 45	4	4.0	4.0	100.0
	Total	100	100.0	100.0	
Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	36	36.0	36.0	36.0
	Male	64	64.0	64.0	100.0
	Total	100	100.0	100.0	
Educational Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Postgraduate Students	9	9.0	9.0	9.0
	Secondary Students	9	9.0	9.0	18.0
	Undergraduate Students	82	82.0	82.0	100.0
	Total	100	100.0	100.0	
English Exposure					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	3.0	3.0	3.0
	Often	23	23.0	23.0	26.0
	Rarely	12	12.0	12.0	38.0
	Sometimes	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

3.2. DATA COLLECTING METHODS:

The study utilized a questionnaire as a tool to collect data for this investigation. It was created expressly for this study. It used a likert scale, which has five response alternatives, ranging from strongly agree to strongly disagree. There were a total of 20 items. It was divided into three parts: 1) participants' demographic information (gender, age, education levels, and employment status), 2) Exposure of respondents to English Language

frequently, and 3) the reasons for Arabic-English code switching in communication, which consisted of 15 items and investigated respondents' reasons for using Arabic English code switching.

4. DATA ANALYSIS, FINDINGS AND RESULTS

The data has been collected from the participants, that is, Saudi students at Onaizah Colleges, Qassim region. The questionnaire has processed statistically by using SPSS 25.0 Statistical program. The researcher analyzed and displayed the results of the questionnaire's items to investigate the reasons of using Arabic-English code switching during Saudi students' communication, revealing statistically variations between variables on the percentages for all survey variables. As detailed below, the researcher produced the graphical diagrams, then offered remarks and discussions.

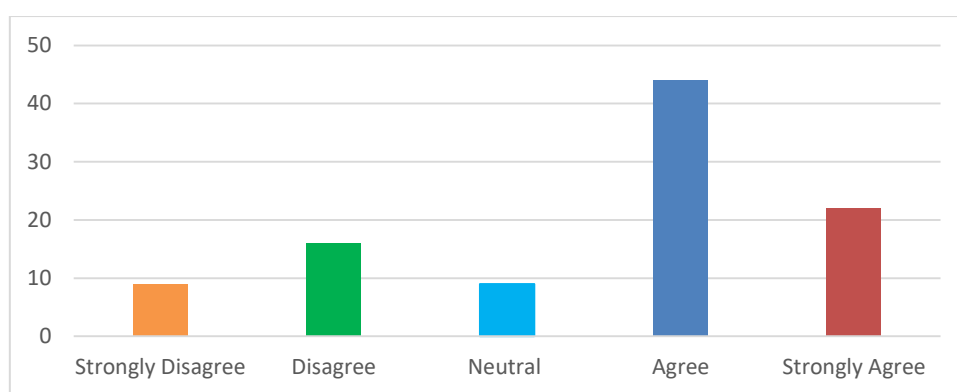


Figure 1. *Occurring Arabic-English code switching in daily interaction*

There is a substantial variation in participant results in variable (1) on survey, Statement No. 1 Arabic-English code switching has become a need in daily interaction among Saudi students in the Qassim region as the community has opened up to the rest of the world. The results show that agree has the highest percentage of 43.6% and strongly agree has the highest percentage of 22.8%, implying that 66.4% of the students agree with the statement "Arabic-English code switching has become a necessity in daily interaction among Saudi students in Qassim region due to the community's opening to the world." This result shows a statistically variation in favor of Saudi students agreeing that Arabic-English code switching has become a necessity in daily interaction due to Std. Deviation of 1.251 and the mean (3.54). Thus, this is a positive influence for students to use Arabic- English code switching in their daily interaction to speak effectively.

Table 2. *Using Arabic-English code switching frequently for retrieving from memory.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	47	47.0	47.0	47.0
	Disagree	15	15.0	15.0	62.0
	Neutral	6	6.0	6.0	68.0

	Strongly Agree	20	20.0	20.0	88.0
	Strongly Disagree	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

The study found a noteworthy variation in respondents' responses to questionnaire variable (2), second statement, referring to Saudi students in Qassim region regularly employ Arabic-English code switching because English terms are easier and faster to retrieve from memory. The results show that there is a substantial percentage of students who agree and strongly agree with 67%, and 27% disagreeing, with Std. Deviation of 1.299 and mean (3.48). This demonstrates a statistically significant difference in favor of agreeing that Saudi students in the Qassim region regularly employ Arabic-English code flipping because English terms are easier and faster to retrieve from memory.

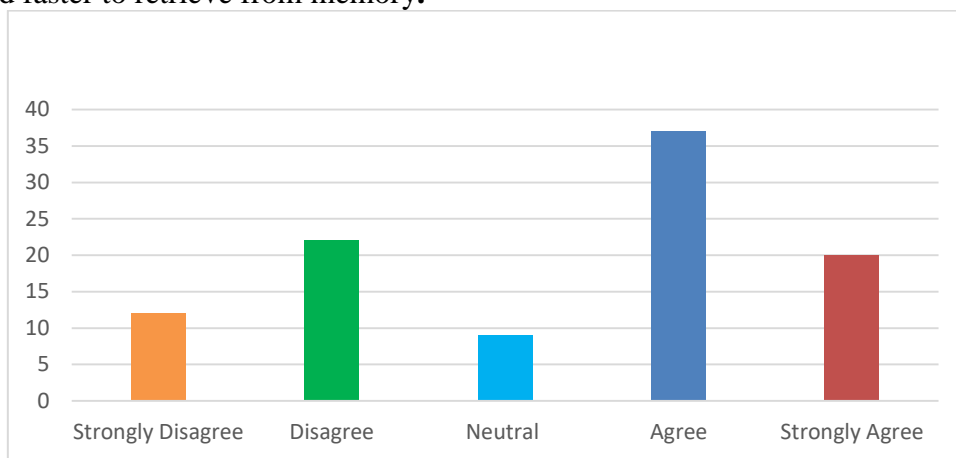


Figure 2. Using Arabic code switching when saying something secret.

According to statistics, Questionnaire statement number three, i.e., Saudi students in the Qassim region employ Arabic-English code switching to communicate when they wish to express something secret, discovered a substantial variation in the participants' answers to questionnaire variable (2). The results show that the greatest proportion for agree is 36%, followed by 21% for strongly agree, with Std. Deviation of 1.339 and mean (3.31). As a result, 57% of the students in the Qassim region acknowledge that when they want to discuss something secret, they employ Arabic-English code switching. This agreement encourages a cause-and-effect investigation for the use of Arabic-English code switching in Saudi Arabian communication.

Table 3. Tending to Arabic-English code switching to fit in bilingual individuals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	54.0	54.0	54.0
	Disagree	9	9.0	9.0	63.0
	Neutral	7	7.0	7.0	70.0

	Strongly Agree	28	28.0	28.0	98.0
	Strongly Disagree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Arabic-English code swapping is common among Saudi students in the Qassim region in order to accommodate bilingual individuals. Questionnaire Statement No. 4 demonstrates a highly variation in participants' results in the variable (4) on Questionnaire. According to the results, 54% agree, 28% strongly agree, with Std. Deviation of 3.97 and mean (.948). Thus, 82.2% of participants agree that Saudi students in Qassim region resort to Arabic-English code swapping to fit in multilingual individuals.

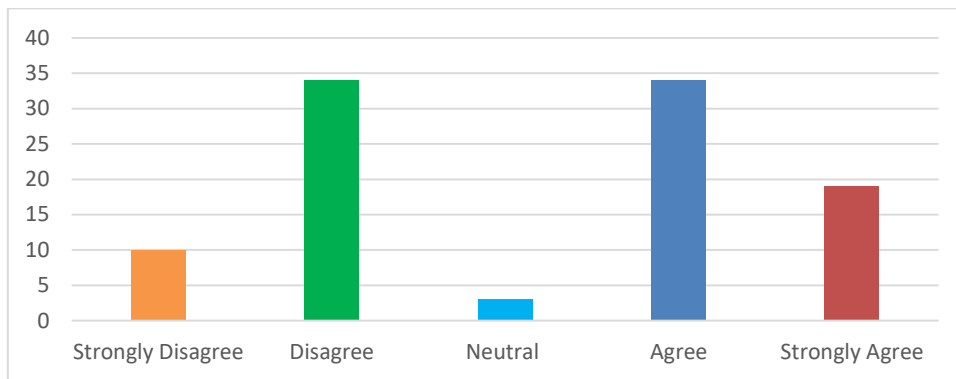


Figure 3. *Communicating with Arabic-English code switching for appreciation and respect purposes.*

According to the study results, questionnaire statement number (5) "Saudi students in Qassim region communicate with Arabic-English code switching for appreciation and respect purposes." The substantial difference in findings between respondents in questionnaire variable (5). The highest proportion reported was 34% for agree and 19.8% for strongly agree, followed by 34% who disagreed. As a result of the high percentages and Std. Deviation of 1.351 and the high of mean (3.18), there is a large difference in favor of agreeing that Saudi students in the Qassim region converse with Arabic-English code swapping for appreciation and respect. As a result, this outcome is seen as a cause that motivates students to employ Arabic-English code swapping for purposes of appreciation and respect.

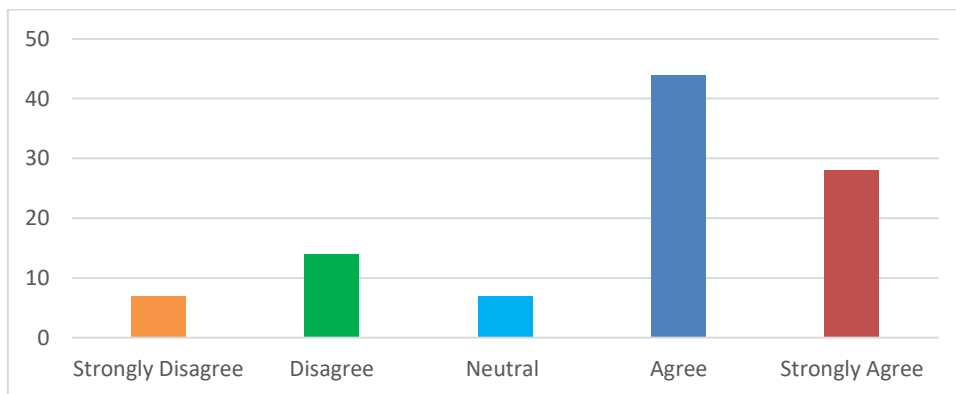


Figure 4. *Using Arabic-English code switching for better delivering and understanding.*

Graduates in the Qassim region use Arabic-English code flipping to provide better and more understandable suggestions to their employees or clients. Statement No. 6 shows a highly

significant variation in the outcomes of participants in variable (6) on the Questionnaire. According to statistics, there are 43.6% of participants agree, 28.7% strongly agree, with Std. Deviation of 1.215 and mean (3.72). Thus, this results show that graduate students in the Qassim region use Arabic-English code switching because they provide better and provide more intelligible suggestions to their workers or clients. As a consequence, the graduates believe that employing Arabic-English code flipping in communication is a good reason since their workers and clients comprehend the advice and directions swiftly.

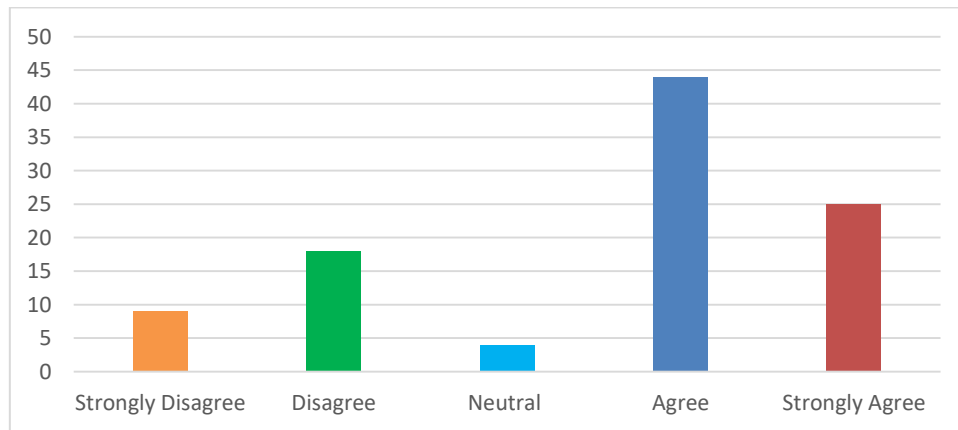


Figure 5. Using Arabic-English code switching to gain social prestige

According to statistics on figure 5, Questionnaire statement number 7, i.e., Saudi students in the Qassim region exploit Arabic-English code switching to obtain social status, demonstrate a significant variation between respondents' responses in variable (7) on the survey. The results showed that the percentages for agreeing and strongly agreeing were 43.6% and 26.7%, respectively with Std. Deviation of 1.288 and mean (3.58). As a result, 70.3% of students in the Qassim region agree that Saudi students use Arabic-English code switching to obtain social prestige. As a result, this outcome is regarded as a powerful motivator for Saudi students to adopt Arabic-English code flipping in order to obtain social respect.

Table 4. Using Arabic code switching to show the familiarity with English Language as a second language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	62	62.0	62.0	62.0
	Disagree	9	9.0	9.0	71.0
	Neutral	2	2.0	2.0	73.0
	Strongly Agree	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

According to statistics on table 4, Questionnaire statement number (8), which states that Saudi students in the Qassim region use Arabic-English code switching to demonstrate their familiarity with English as a second language, reveals a significant variation between respondents' results in variable No. 8 on the survey. The results show that the maximum proportion for agree is 62%, and the lowest percentage for strongly agree is 27%, with Std. Deviation of .807 and mean (4.07) As a result, 89.1% of participants agree that Saudi

students in the Qassim region use Arabic-English code flipping to demonstrate their competence with English as a second language. This agreement supports the rationale for Saudi Arabia's use of Arabic-English code swapping.

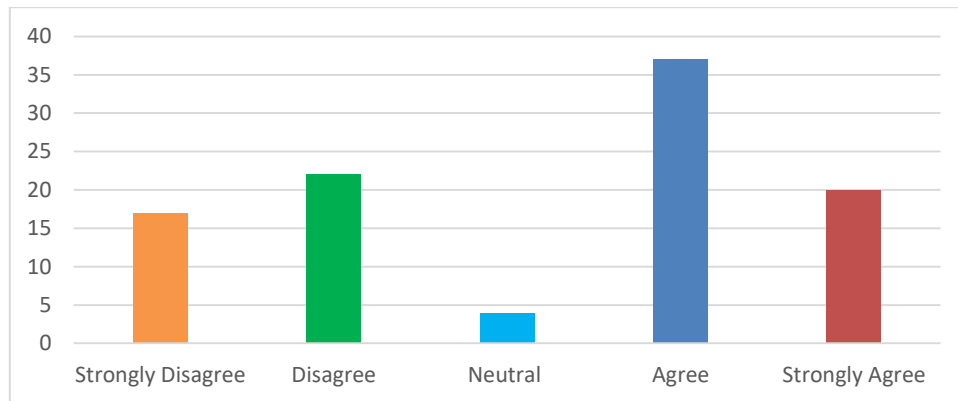


Figure 6: Using Arabic English code switching to express certain emotions and feelings.

Because some words or phrases sound better in English to convey particular emotions or moods, Saudi students in the Qassim region move between Arabic and English. There is a highly significant variation between respondents' responses in variable (9) on the questionnaire in statement number nine. According to survey results, 37% of respondents said they agreed, and 22% said they strongly agreed, with Std. Deviation of 1.431 and mean (3.21). This means that 57.4% of participants generally agreed that Saudi students in the Qassim region switch between Arabic and English when expressing certain emotions or feelings because some words or phrases sound better in English. Thus, this finding takes into account the rationale behind Saudi Arabia's use of Arabic-English code flipping.

Table 5: Using Arabic-English code switching for practicing English words and phrases

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	54.0	54.0	54.0
	Disagree	12	12.0	12.0	66.0
	Neutral	9	9.0	9.0	75.0
	Strongly Agree	21	21.0	21.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Statistics on table 5, indicate that there is a significant variation between respondents' results in variable (10) on the survey. Statement number 10 states that Saudi students in the Qassim region use Arabic-English code switching to practice new English words and phrases that they have learned at schools and universities. The outcome shows that 21% of respondents highly agreed, while 54% of respondents agreed, with Std. Deviation of 1.046 and mean (3.76) Accordingly, 75.3% of participants generally concur that Saudi students in the Qassim

region practice new English words and phrases they have learned in schools and colleges by using Arabic-English code switching. The rationale behind Saudi students' use of Arabic-English code flipping is supported by this consensus.

Table 6: No suitable and available words or phrases in the language of conversation.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	47	47.0	47.0	47.0
	Disagree	15	15.0	15.0	62.0
	Neutral	9	9.0	9.0	71.0
	Strongly Agree	24	24.0	24.0	95.0
	Strongly Disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

The survey results on table 6, reveal that questionnaire statement number (11) "Saudi students in the Qassim region use Arabic-English code switching when there are no suitable and available words or phrases in the language of conversation."The substantial difference in findings between respondents in variable No. 11 on the survey. Agree received the biggest amount of votes (47%), followed by strongly disagree (24 %), and highly agree (71%), with Std. Deviation of 1.142 and mean (3.70). As a result of the high percentages, there is a large difference in favor of agreeing that Saudi students in the Qassim region employ Arabic-English code switching when there are no suitable and available words or phrases in the language of communication. Consequently, students begin to switch between Arabic and English in their conversational language.

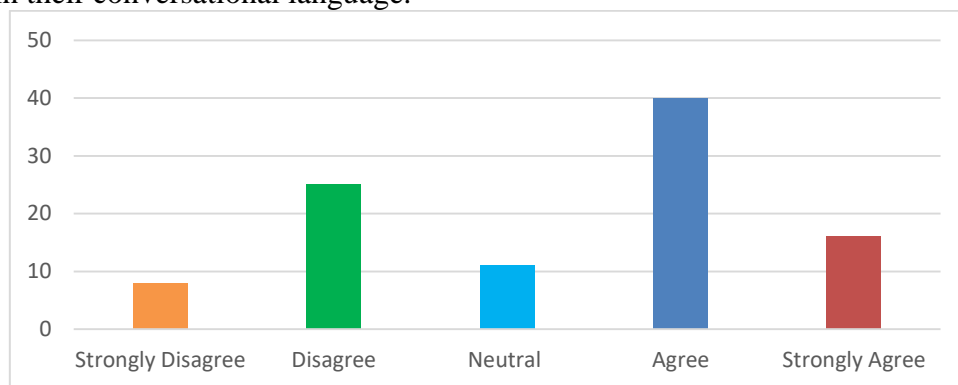


Figure 7: Changing the coding between Arabic and English to keep the conversation going on.

Saudi students in the Qassim region converse via Arabic-English code switching to stay engaged in the discourse. Questionnaire Statement No. 12 shows a highly significant variation between the answers of respondents in variable (12) on the survey. According to the survey results, 40% agree, 16.8% strongly agree, and 25% disagree, with Std. Deviation of 1.237 and mean (3.31). Thus, 56% of participants agree that Saudi students in the Qassim region communicate via Arabic-English code switching in order to stay engaged in the

discourse. As a result, this outcome is regarded as a motivation for employing Arabic-English code switching in communication, as speakers wish to remain engaged in the discourse.

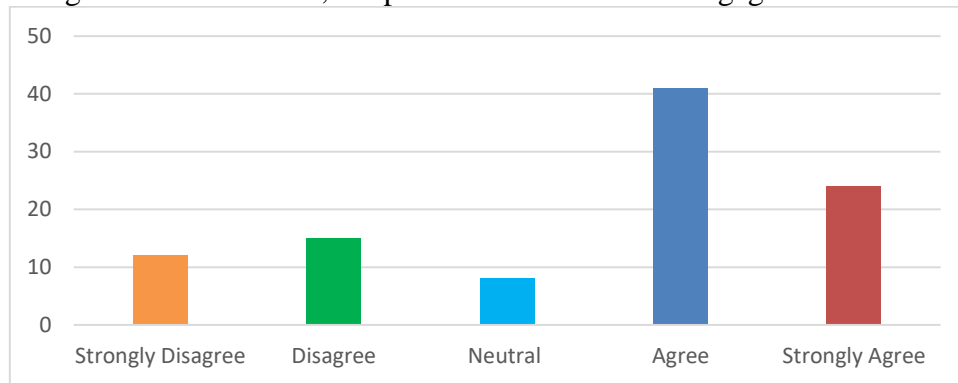


Figure 8: Arabic-English code switching supplementing and strengthening speaker's speech.

Questionnaire Statement No. 13 has a high significant variation between respondents results in variable (13) on survey. Saudi students in Qassim region believe that Arabic-English code switching enriches and strengthens speaker's speech. According to the survey results, 41% agree, 24% strongly agree, and 15% disagree, with Std. Deviation of 1.330 and mean (3.50). Thus, 65% of participants in the Qassim region feel that Arabic-English code switching enriches and strengthens the speaker's speech. As a result, the purpose of using Arabic-English code switching during conversations in Saudi Arabia is to augment and strengthen the speaker's voice.

Table 7: Using Arabic-English code switching for participating in scientific meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	56	56.0	56.0	56.0
	Disagree	8	8.0	8.0	64.0
	Neutral	7	7.0	7.0	71.0
	Strongly Agree	26	26.0	26.0	97.0
	Strongly Disagree	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Questionnaire statement number (14), i.e., Saudi students in the Qassim region employ Arabic-English code switching to engage in scientific meetings, found a significant variation between respondents findings in variable No. 14 on the survey. The results show the greatest proportion is 56 % for agree, 26 % for strongly agree, and 8% for disagree, with Std. Deviation of .962 and mean (3.94). As a result, 82.1% of participants agree that Saudi students in the Qassim region employ Arabic-English code switching to attend scientific meetings. This agreement validates the grounds for utilizing Arabic-English code switching in Saudi Arabian communication.

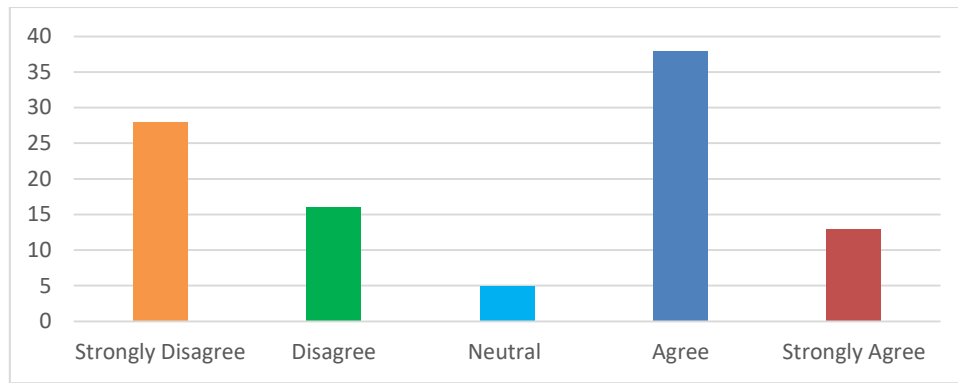


Figure 9. Using Arabic code switching when saying something secret.

According to statistics, Questionnaire Statement Number 15, i.e., Saudi students in the Qassim region use English terminologies when speaking Arabic due to a lack of Arabic and there are no equivalent terminologies in Arabic, reveal a significant variation between respondents results in variable (15) on the survey. According to the results, the largest percentages are for Agree, 13% for Strongly Agree, and 16% for Strongly Disagree, and 28 for disagree, with Std. Deviation of 1.355 and mean (3.04). As a result, 51% of students agree that Saudi students in the Qassim region utilize English terminology when speaking Arabic due to a lack of Arabic and the lack of corresponding terminologies in Arabic. This agreement highlights further reasons for employing Arabic-English code switching during communications in Saudi Arabia.

In answering the questionnaire's question, what are the reasons for employing Arabic-English code flipping during Saudi student communication? This study's subjects' responses are as follows: Their primary motivations for employing Arabic-English code flipping during Saudi student contact are as follows:

- 1- Arabic-English code switching has become necessity in daily interaction among Saudi students due to the community opens to the world.
- 2- Saudi students use Arabic-English code switching frequently because English words are easier and faster to retrieve from their memory.
- 3- Saudi students use Arabic-English code switching to communicate when they want to say something secret.
- 4- Saudi students frequently switch between Arabic and English code to accommodate bilingual folks.
- 5- Saudi students communicate with Arabic-English code switching for appreciation and respect purposes.
- 6- Graduates use Arabic-English code switching because they deliver better and understandable tips to their workers or clients.
- 7- Saudi students use Arabic-English code switching for gaining social prestige.
- 8- Saudi students employ Arabic-English code switching to demonstrate their knowledge of English as a second language.
- 9- Saudi students use Arabic-English code swapping to describe specific emotions or feelings since some words or phrases sound better in English.
- 10- Saudi students use Arabic-English code switching to practice new English words and phrases that they have learned at schools and universities
- 11- Saudi students use Arabic-English code switching when there are no suitable and available words or phrases in the language of conversation.

- 12- Saudi students use Arabic-English code switching to communicate in order to maintain engaging in the conversation.
- 13- Saudi students believe that Arabic-English code switching supplements and strengthens speaker's speech.
- 14- Saudi students use Arabic-English code switching to participate in scientific meetings.
- 15- Saudi students use English terminologies talking in Arabic due to lacking of Arabic and there are no equivalent terminologies in Arabic.

5. DISCUSSION

The above analysis indicates several reasons for employing Arabic-English code switching during Saudi students' communication in the Qassim region, Kingdom of Saudi Arabia. As a result, many factors were identified, such as Saudi pupils regularly switching between Arabic and English code because English terms are easier and faster to retrieve from memory. As a result, they encountered two types of code switching in communication: inter-sentential code switching and intra-sentential code switching.

The following are the primary reasons that motivate Saudi students to use Arabic-English code switching during communication: 1) Saudi students employ Arabic-English code flipping to demonstrate their knowledge of English as a second language; and 2) Saudi students utilize Arabic-English code switching to attain social status; and 3) graduates use Arabic-English code switching to provide better and more understandable suggestions to their employees or consumers. 4) Saudi students use Arabic-English code switching to participate in scientific meetings; 5) Saudi students use Arabic-English code switching frequently because English words are easier and faster to recall from memory; and 6) Saudi students use Arabic-English code switching to fit in with bilingual people, and; 7) Due to the community's opening to the world, Arabic-English code switching has become a necessity in daily interaction among Saudi students; 8) Saudi students use Arabic-English code switching to communicate to maintain engaging in the conversation; and 9) Saudi students believe that code-switching between Arabic and English enhances and supports the speaker's words.

The majority of respondents stated unequivocally that Saudi students use Arabic-English code flipping to demonstrate their competence with English as a second language, particularly while gathering with coworkers and acquaintances. The respondents discovered that Saudi students in the Qassim region interact via Arabic-English code switching for goals of appreciation and respect. As a result, the majority of students desire to be respected and acknowledged when they use English phrases or terms in Arabic discussion.

A genuine issue was a lack of exposure to speaking and arguments in pure English in class, which hampered mastery of English communication. The majority of respondents stated that they spent little time in class on speaking skills. Although most respondents acknowledged that Saudi students use Arabic-English code switching to practice new English words and phrases learned in schools and universities, there was little awareness of the necessity of speaking. They do not give their best to communicate and express their own opinions, emotions and feelings in English language. Notwithstanding, there are many speaking tasks that need practicing, communication skill has affected negatively to Saudi students.

Despite the fact that code-switching has a significant impact on Saudi students' attempts to transmit thoughts, ideas, and opinions, particularly in speaking and daily utterances, they show deep interest of speaking pure English or Arabic. Most importantly, all

of the students demonstrated an understanding of the importance of speaking up more than one language in order to communicate with others easily and effectively.

6. CONCLUSION

According to the study, code swapping is a communal phenomena that can be attributed to numerous fields of expertise. Linguists, sociologists, and psychologists are all interested in it. When a speaker has two languages in their repertoire and alternates between them, this is known as code switching. In areas where a particular language has a high level of covert prestige among people, code switching for social prestige is one reason for code switching that has not gotten much attention. The predicament is best illustrated by the current state of English in the Saudi community.

The research conducted in Onaizah Colleges, Qassim Region, Saudi Arabia. The primary research instrument was a questionnaire created specifically for this purpose to determine Saudi students' ideas, opinions, emotions and feelings regarding the reasons for employing Arabic-English code switching in their daily communication and utterances. Respondents were (100) undergraduate and graduate students, with an average age of 16 to 45, who mostly studied English. Almost all of them confirmed that they use Arabic English code switching in their Arabic utterances. They believed that the primary reason for using Arabic-English code switching in their utterances is to demonstrate their familiarity with English as a second language. However, when lecturers used Arabic-English code switching while teaching lectures, students saw it as a tool for having social prestige and greater communication the theme matter through the use of English phrases. Making the theme or issue clear is one of the other aspects, demonstrating command of the English language, and demonstrating knowledge in the English language.

Graduates in their firms, according to questionnaire responses, use Arabic-English code flipping because they communicate their utterances well and logically. They provide precise instructions to their employees or customers. It was also reported that Saudi pupils tend to flip between Arabic and English code to accommodate bilingual folks. As far as we know, there are so many foreigners and strangers from all over the world in Saudi Arabia that individuals seek English equivalents to facilitate conversation. As a result, they adopt Arabic-English code swapping as a communication option in their daily contacts. However, in the case of their interlocutors, they saw it as a technique of earning covert social prestige associated with the foreign language, which is exactly the case with Arabic speakers in the Qassim region utilizing English codes in their Arabic speech. They also believed that they primarily switched codes while conversing with their peers at social events and meetings. Respondents employed a large number of English words in their Arabic sentences and phrases when addressing a topic. From their vantage point, common people couldn't convince them to accept the topic they were trying to discuss.

Respondents thought that a student who utilizes English terms has a greater social position than a student who does not use English vocabulary. According to the responses of respondents, when teaching science, university lecturers often use English codes in Arabic classrooms because there is no Arabic equivalent for the subject, Technology, Law, Administration, or Psychology.

Saudi students could benefit from using the English language when discussing scientific terminologies in order to better transfer the knowledge; this is in contrast to the Code Switching that was evident in lecturers' Arabic speech. It is noted when someone uses code switching in a discourse or conversation to gain social status. He or she may be an ordinary person or a lecturer at a university. It is a means of showcasing one's social standing and academic proficiency. According to the researcher, Saudi students in the Qassim region have numerous reasons to adopt Arabic-English code flipping during conversation. The most important reason, however, is that Saudi students employ Arabic-English code flipping in daily interactions to demonstrate their fluency with English as a second language and earn *social prestige*.

The researcher sum up those Saudi students should communicate using either Arabic or English especially with those who have the same language. Moreover, when teaching English, schoolteachers and university lecturers should use the monolingual approach to teach their subjects or courses, and speak all in English during classes to enable their students to communicate easily and effectively with families, colleagues, employees, customers and foreigners.

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The Appendix, the Questionnaire of the Study

Parts 1: Participants' demographic information

- 1- **Gender:** male/female
- 2- **Age:** 20-30 31-40 41- 50 51-60
- 3- **Education Level:** a. Secondary level b. Undergraduate student c. Postgraduate student
- 4- **Employment Status:** a. Student b. self-Employed c. Employed Part-or Full-Time d. Unemployed/Retired)

Part 2: Exposure of respondents to English Language frequently.

1. **English Exposure:** a. Often b. Sometimes c. Rarely d. Never
2. **Spoken English Proficiency:** a. Very good b. Good c. Fair

Part 3: The Questionnaire Items

- 1- Arabic-English code-switching has become a necessity in daily interaction among Saudi students, Quassim region due to the community opens to the world.
a. Agree b. Strongly Agree c. Neutral d. Disagree e. Strongly Disagree
- 2- Saudi students in Qassim region use Arabic-English Code switching frequently because English words are easier and faster to retrieve from their memory.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 3- Saudi students in Qassim region use Arabic-English code-switching to communicate when they want to say something secret.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 4- Saudi students in Qassim region tend to Arabic-English code-switch to fit in bilingual individuals.
a. Agree b. Strongly Agree c. Neutral d. Disagree e. Strongly Disagree
- 5- Saudi students in Qassim region communicate with Arabic-English code-switching for appreciation respect purposes.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 6- Graduates in Qassim region use Arabic –English code-switching because they receive better and understandable tips to their workers or clients.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 7- Saudi students in Qassim region use Arabic-English code-switching for gaining social prestige.
a. Agree b. Strongly Agree c. Neutral d. Disagree e. Strongly Disagree
- 8- Saudi students in Qassim region use Arabic-English code-switching to show their familiarity with a second language.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 9- Saudi students in Qassim region use Arabic-English code-switching because certain words or phrases sound better in English language to express certain opinions, emotions or feelings.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree

- 10- Saudi students in Qassim region use code switching to practice new English words and phrases that they have learned at schools and universities.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 11- Saudi students in Qassim region use Arabic-English code-switching when there is no word or phrase available in the language of conversation.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 12- Saudi students in Qassim region use Arabic-English code-switching to communicate in another language in order to maintain engaging in the conversation.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 13- Saudi students in Qassim region believe that Arabic-English code switching supplements and strengthens speaker's speech.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
- 14- Saudi students in Qassim region use Arabic-English code switching to participate in scientific meetings.
a. Agree b. Strongly Agree c. Neutral d. Disagree e. Strongly Disagree
- 15- Saudi students in Qassim region use English terminologies talking in Arabic due to lacking of Arabic and there are no equivalent terminologies in Arabic.
a. Agree b. Strongly Agree c. Neutral d. Disagree e. Strongly

