

وظائف التحويل اللغوي من قبل تلاميذ المرحلة الثانوية في صفوف اللغة الانجليزي

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الملخص

ركزت هذه الدراسة على وظائف التحويل اللغوي من قبل طلبة المرحلة الثانوية في فصول اللغة الإنجليزية في المدارس الأمريكية الحديثة في الأردن، ومعرفة أثر هذا التحويل اللغوي على العناصر اللغوية. تكونت عينة الدراسة من (71) طالباً من أربعة شعب من المدرسة. وأظهرت النتائج أن بعض الطلبة يقومون بالتحويل اللغوي لإضافة عنصر الفكاهة لحديثهم من أجل جذب الانتباه. وبالرغم من أن الطلاب يدرسون في مدرسة دولية إلا أنهم يقومون بالتحويل اللغوي عندما لا يجدون المرادفات المناسبة وخصوصاً للكلمات التي تتضمن معاني مجازية. كما يقوم الطلبة بالتحويل اللغوي لتجنب عدم الفهم، ويشعرون بالراحة والثقة عند التحويل اللغوي في نفس الصياغة، وهم يعتقدون أن التحويل اللغوي يحدث بشكل عفوي وعشوائي دون التركيز على قواعد اللغة.

الكلمات المفتاحية: التحويل اللغوي، وظائف التحويل اللغوي، المرحلة الثانوية، الخصائص اللغوية، صفوف اللغة الإنجليزية

The Functions of Code Switching Used by Secondary Students in English Classes

Abstract

This study focused on the functions of code switching used by secondary students in English classes at the Modern American School in Jordan, and the effect of code switching on the linguistic aspects of language varieties. The sample consisted of 71 senior students in four classrooms. Results of the study revealed that some of the students used code switching in order to add a comic sense to his/her **utterances, and, therefore, attract the interlocutors' attention**. Despite the fact that they study at an international school, they switched codes as it is hard to find proper **equivalents, especially, to culturally** loaded terms. Students also switched codes in order to avoid misunderstanding. Students felt comfortable and confident in using more than one language within the same discourse. Students believed that code switching is used haphazardly and unconsciously without paying attention to the syntactic rules that govern each language.

Keyword: code switching, functions of code switching, secondary level, linguistic property, English classes

1.Introduction:

English language has become an integral part in societies like Jordan because it is considered an international language used among non-native speakers around the globe **in order to communicate** effectively with each other. **English ,in Jordan ,enjoys** a very prestigious status as it is used in different domains of the society like school, work and media. Consequently, people have developed knowledge and ability in English, **and hence, they** become bilinguals. Bilinguals can switch between two languages or within sentences involving phrases or words. However, there are certain factors that falter or boost the degree of bilingualism among speakers of English and Arabic. To elucidate the abovementioned manifestations, there are **plenty of linguistic** factors that affect the fluency and the degree of competence of English-Arabic bilinguals. In English classrooms in Jordan, the students' aim is to learn English by demonstrating their listening, writing, speaking, and listening skills. Yet, students resort to their native language (Arabic) in some contexts during the English language lessons. This kind of switching **among languages is called "code switching"**. Muysken (2000) stated that when code-switching occurs within a single sentence, the elements from the two languages gradually are joined together. Myers-Scotton (1993) agreed that the linguistic variety in code-switching may be different languages, dialects or styles of the same language. She added that code-switching is either inter-sentential or intra-sentential; while inter-sentential code-switching involves switching from one language to another between sentences, and intra-sentential code-switching occurs within the same sentence using a single morpheme to clause level. **She, then,** introduced the terms 'matrix language' and 'embedded language', as the 'matrix language' is the most dominant language used and the 'embedded language' is the language that holds the lesser role.

In English language classrooms, both the English language and the first language are present and used in different **activities and extents**, by both teachers and students. From a socio-constructionist point of view, an English language classroom is an institutional context where students and teachers construct their language use together and create practices for the use of the native language and the English language. Though the policy in English language teaching, institutions demands that English teachers and students use only English in teaching, the actual classroom practice might

be different. Teachers and students might code-switch to other languages for various reasons and functions.

The current study aimed at exploring why and when students use code-switching to Arabic in English classes, and finding out its impact on the linguistic aspects of Arabic and English.

2. Problem of the study

It is noticed that some code-switched constructions are well-formed, but some code-switched discourses are ill-formed which result in language deviation of the English. Objectives of the **study are to investigate the functions and morpho-syntactic** constrains of code switching and their effect on the students' utterances, as well as examining the expressions that stem from code-switching.

3. Questions of the Study

The study raised the following questions:

1. What are the functions of code switching used by secondary students in English classes at the Modern American School (MAS)?
2. How often do the secondary students at MAS codes switch in English classes?
3. How often do the secondary students at MAS produce ill-formed utterances while code switching in English classes?

4. Significance of the study

The significance of the study lies in its results that could help teachers of English language understand the reasons behind using code switching in English classes by students, and the morphosyntac structures resulting from this procedure. It is expected that the results of this study could help teachers utilize code switching in their classes to overcome problems of teaching English. On the other hand, it could contribute to the studies in the TEFL domain in Jordan.

5. Definitions of Term

5.1. Code switching

Theoretically, Poplack (1980) defines code switching as the alternation of two languages within a single discourse, sentence or constituent.

Operationally, code switching is the co-existence of different language varieties within a single context or discourse to better communicate with **interlocutors and serve different communicative purposes in listening and speaking.**

6. Code Switching

Code switching is broadly used in linguistics and a plethora of related fields. It is an alternate use of two or more languages within the same utterance. **It also functions** to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships'. (Johnson, 2000, p. 184).

Appel and Muysken (1987) identify approaches to code switching: psycholinguistic, linguistic or grammatical and sociolinguistic. Psycholinguistic approaches examine aspects of language capacity that enable the speakers to alternate languages. The linguistic approaches identify the grammatical rules for language alternation. In other words, the morpho-syntactic constraints restrict language choice within sentences. A third approach to code switching is sociolinguistic that describes the reasons for code switching. Appel and Muysken (1987) describe a functional model of code switching to explain why speakers alternate languages. They identify six functions of code switching: referential, directive, expressive, phatic, metalinguistic, and poetic. Referential switches occur because of lack of knowledge in one language on a certain subject; in other words, code switching functions as a remedy for lack of capacity or facility. Directive code switching seeks to include or exclude specific addressee. The latter switching refers to one of Gumperz's (1982) function which is addressee specification and it rather ties in the Accommodation Theory, demonstrated by Giles, Coupland, N., and Coupland, J. (1991).

According to the Accommodation Theory, speakers vary their use of different language varieties to express solidarity with or social distance from their interlocutors. The Accommodation Theory states that speakers adapt their language use and deliberately vary their language as a tool for communicative purposes in various speech communities in order to reinforce interpersonal relationships. Consequently, students, as well as teachers, in certain situations choose to adapt their language to better suit

the current interaction; in other words, directive switching serves to include or exclude specific conversational participant by using either a speaker's preferred or dis-preferred language choice. Such switching can be convergent when speakers use the preferred of their interlocutors, or divergent which result in creating distance between the interlocutor and hearer because of dis-preferred choices. Expressive switching serves to express the multilingual status of the speaker. Phatic switching, which is a replica of Gumperz's (1982) metaphorical code switching, uses language alternation to change the tone of conversations. Metalinguistic switching occurs when speakers are willing to comment on their own language use. Finally, poetic switching occurs when speakers want to switch languages for aesthetic purposes like, making puns, tell jokes, and generate poetry using language alternation. To illustrate the aforementioned data, code switching can be discussed from different parameters or perspectives. Code switching can be used due to social motives which are embodied by the Mayer-Scotton's Markedness (19980 Model and the Accommodation Theory.

Weinreich (1968) identifies three possible types of bilinguals. Coordinate bilinguals may be compared to two monolinguals with no separate, parallel systems which have separate lexicons as well as separate sets of concepts to which lexical items are mapped. For the coordinate bilinguals, words and phrases in the speaker's mind are all related to their own unique concepts. On the other hand, compound bilinguals are assumed to have one set of concepts. For this type of bilinguals, words and phrases in different languages are the same concepts. For subordinate bilinguals, one language is dominant over other languages, and the subordinate languages are processed through and with the help of the dominant language.

Poplack (1980) identifies three types of code switching: inter-sentential switches, intra-sentential switches, and tag switches. Tag switches include small units that are attached to larger monolingual units in the other language; in other words, it requires only a minimal integration of the two languages. To take some English examples of tags: you know, you mean are tags, for instance, *se sininen talo, you know (that blue house, you know)*. "You know" is emblematic because it identifies a bilingual in a monolingual speech. Such expressions are automatically used because of

slips of the tongue. On the other hand, Poplack (1980) indicates that the intra-sentential switching occurs within clause boundaries and requires competency in both languages in order to integrate two or more linguistic systems; whereas inter-sentential code switching occurs within the sentence barriers. Poplack (1980) proposes the Equivalence Constraint and the Free Morpheme Constraint defined in (1) and (2) below.

- 1) The Equivalence Constraint: The principle that identifies a feature **where codes** will tend to be switched at points where the surface structures of the languages correspond to each other. It suggests that code switching takes place in contexts where the structures of the languages map onto each other and cannot violate syntactic rules of the two languages.
- 2) The Free Morpheme Constraint: A switch may not occur between a bound morpheme and a lexical item unless the latter has been phonologically integrated into the language of the bound morpheme. As an illustration, speakers can switch languages after constituents that are not bound morphemes.

However, Poplack's constraints are not intended as simple surface-level descriptions of code switching, but as actual linguistic principles which are part of a bilingual's linguistic competence. The juxtaposition or collocation of the elements from the two languages cannot violate syntactic rules of each language. Bokamba (1988) finds that "morphologically mixed utterances" in his work with Lingala and French code switching and Swahili and English code switching violate many of Poplack's proposed code switching constraints.

The New Concurrent Approach, described in Jacobson (1981), advocates a principled functional distribution of languages in content courses taught bilingually in the U.S. In this approach, teachers must monitor their language use to ensure that code switching would serve different pedagogical purposes. In this respect, switches take place in response to specific educational, linguistic, and social prompts.

Myer-Scotton's (1993) Matrix Language Frame Model suggests morphosyntactic patterns of code switching devised to explain intra-sentential code switching. This model identifies two types of languages engaged in code switching: the first is the matrix language, **called also the host** language, and the second is the embedded language or the donor.

When an intra-sentential code switching occurs, the distribution of two languages is asymmetrical. The more dominant language is the matrix language, and the other one is the embedded Language. Matrix language might be identified as the first language of the speaker or the language in which the morphemes or words are more frequently used in speech. This model is based on two principles: 1)The Morpheme Order Principle: The surface morpheme order will be of the matrix language. The matrix Language and embedded language cluster consists of singly occurring embedded language lexemes and any number of matrix language morphemes, whereas the surface morpheme order, which reflects surface syntactic relations, will be that of the matrix language, and, 2)The System Morpheme Principle: The matrix language and embedded language cluster consists of all system morphemes which have grammatical relations external to their head constituents, which participate in the sentence's thematic role grid, will come from the matrix language.

Timm (1975) identifies five constraints on Spanish-English code switching, proposing that switching doesn't take place in the following situations:

- 1) Within NPs containing nouns and modifying adjectives.
- 2) Between negation and the negated verb.
- 3) Between the verb and its auxiliary.
- 4) Between finite verbs and their infinitival complements.
- 5) Between pronominal subjects and their verbs.

Myers-Scotton's (1993) Markedness Model analyzes identity and code choice. Each language in a speech community is associated with a particular social role, which are called participants' rights and obligation sets. Myers-Scotton uses the Markedness to show how speakers negotiate their identities. By speaking a particular language, a participant understands a situation, and especially the participant's role within the context. By using more than one language, interlocutors may start negotiation over related social roles. Myers-Scotton assumes that speakers must exchange to some extent, a mutual understanding of the social meanings of each available code. If no such norms existed, interlocutors would have no basis for understanding the significance of particular code choices. Consequently, in

her Markedness Model, Myers-Scotton (1998) claims that bilinguals might make use of code-switching into the marked language to integrate and belong to a specific group. In a classroom context, the marked language could be interpreted as learners' native language. Despite the different views on the use of the native language and the target language, one cannot discard the fact that in a foreign language class, most students and teachers switch between the native and target languages when interacting with each **other. It is ,therefore, of** particular importance to examine what previous studies found regarding the functions for using the native language in the foreign language classroom. Auer (1998) argues that it is possible to account for code switching behavior without referring to external knowledge about language use required by the Markedness Model.

Numerous studies concentrated on the social factors that play an important role in code switching. Gumperz (1992) states that code switching signals contextual information equivalent to the monolingual setting and conveyed through prosody, lexical or syntactic processes. Moreover, he describes some common functions of metaphorical code switching, a type of conversational code switching. Metaphorical code switching involves shifts in the status of speakers or the aspects of identity emphasis, but is not associated with changes in topic or other linguistic situations in order to evoke a certain mood with respect to the other speakers. In other words, metaphorical code switching depends on the use of two language varieties within a single social setting. In addition, Gumperz(1982) identifies six major functions for conversational code- switching; (a) Code switching can be used to indicate that the speaker is quoting another speaker (quotation), (b) Speakers may switch to specify their addressee (addressee specification), (c) Speakers may switch because of emotional associations with different languages, or because specific expressions come to mind more readily in language that in another (interjection), (d) Speakers may repeat the same content in each of their languages in order to clarify or emphasize a certain message (reiteration), (e)The main content is expressed in a language while extra detail is rendered in another to provide emphasis through linguistic contrast (message qualification), (f) Certain languages in speakers' repertoire can be used to express objective facts, whereas others are associated with subjective opinion(personalization vs. objectivization).

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Brown (2006) also illuminates the role of code switching. One is when it “serves a referential function by compensating for the speaker’s lack of knowledge in one language” (Brown, 2006, p.508). It can also be used to engage or detach a listener; it can state that the speaker has a multiple cultural identity by switching from one language to another. In some cases, code switching is situational and appears due to “the status of the interlocutor, the setting of the conversation, or the topic of the conversation” (Brown, 2006, p.508). Brown draws on research by Blom and Gumperz (1972) when saying that “code switching is a complex, skilled linguistic strategy used by bilinguals to convey important social meanings above and beyond the referential content of an utterance” (Brown, 2006, p.509).

According to Sert (2005), during a conversation in the target language, the students fill the stopgaps with the use of the native language. Nevertheless, the students performing code switching for floor holding face a problem in recalling the appropriate target language structure or lexicon. This mechanism affects negatively on learning a foreign language because it leads to loss of fluency on the long run.

Eldridge (1996) points out that messages are reinforced, emphasized or clarified where the message has already been transmitted in one code, but not understood. In this respect, the message of the target language is reiterated by the student in his/her native language through which the learner tries to give the meaning by utilizing the repetition technique. Students reiterate to transfer the meaning exactly in the target language, or to show that the content is completely grasped. According to Eldridge (1996), code switching is a kind of negative transfer and as he states that students must try hard to minimize its use so as to maximize the exposure to and use of the target language in the classroom. Seemingly, he is against using the native language in the classroom because it undermines the learning process of the target language and he commends that learners should be exposed to the target language to better serve and secure the goal of teaching a foreign language. In contrast, Brown (2006) seems to be in favor with the idea of using the native language in order to facilitate the process of learning in the classroom and harmonize different capacities regarding language competency. Skinner (1985) believes that abandoning

the native language use may appear undesirable in the process of learning the native language. He thinks that since the learners' thoughts and ideas are already developed in the first language, doing away with students' first languages may impede the learners' process of conceptualization which is basically based on their native language.

Some researchers are against the use of the native language in the classroom. One reason they put on the table is that the use of the target language makes the classroom seem more real and credible. Another reason is that in a multilingual class where there may be different first languages, it seems quite impossible to take into account of all of them (Cook, 2002). On the other hand, the use of the native language in the classroom serves different functions. Cook (2002) advocates the use of the native language in the classroom. He believes that the use of the native language in the class cannot be all interfering and detrimental, but it has some positive point. He claims that grammar can be explained through using the native language because meaning can be conveyed more clearly. The classroom can be managed more easily. The native language is the infrastructure of learning the target language. Code switching is a strategy to render the intended meaning. In this case, code switching is used to avoid misunderstanding (Sert, 2005). In contrast, Skiba (1997) is one of the proponents for using the code switching in the classroom as it works as a supporting element in situations where code switching is used due to an incapability of expression whether it is informational or social interaction.

7. Review of Empirical Studies

Blom and Gumperz (1972) aimed to study code switching between dialects in Hemnesberget, a small village in Northern Norway, to examine the verbal behavior in this village. Participants were two groups of local acquaintances, Group 1: two sisters and a brother and their spouses. One of the men was a shopkeeper, the others were craftsmen. Group 2: three craftsmen, friends and neighbors who worked in the same plant and their wives, one person had been a sailor on a Norwegian merchant vessel and spoke English. The method was a recorded discussion on a range of topics. They came up with the conclusion that there are formal and informal functions of dialect switching played in various social settings and events, yet this code switching was chiefly concerned with the analysis of conversational events and the role of switching in composition of a speech

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situation. The linguistic disaggregation of dialect and standard was conditioned by social factors.

Zentella (1981) studied bilingual education among Puerto-Rican community in the U.S. The study used document review as the method to collect information. She suggested that studies of code switching must take into account the speakers' age, sex, speech style, and in-group membership status due to their significance in influencing code switching behavior. She reported that a Puerto-Rican community in el barrio of East Harlem, children **were observed to speak English with each other while shifting to Spanish** unlike their elders as illustrated in the recorded exchange, the degree of competence was considered an important factor that has an impact on code switching. Three types of factors for code switching were distinguished: "On the spot" factors, "In the head" factors, and "Out of mouth" factors.

Dweik (1986) conducted a study that aimed at focusing on the problems that secondary Jordanian students encounter. He chose a sample of 120 students from three schools in Hebron, Jerusalem and El-Karak to answer the questionnaire. The results indicated that some teachers present the material in Arabic as they were not fluent enough in English in their oral expression. Dweik concluded that an action plan in teaching English in Jordan should be brought into effect, and that it should include the teachers' qualification, the students' motivation, the curriculum design and the teaching methods.

In his study of German learners of English in a bilingual German school, Butzkamm (1988) found the students' native language works as a conversational lubricant which allows the conversation to flow smoothly and effortlessly. **In the class, he** observed, German was not used for social purposes but for educational ones as students switched from German to English principally to ask for terms they needed in order to participate in a class discussion. The students' native language was used only as a dictionary and made teaching more efficient as students could easily learn the words they needed to express themselves clearly. He suggested that teachers

consider students' native language a natural shortcut to learning that should be used when necessary instead of avoiding code switching in class entirely.

Momenian and Samar (2011) conducted a study on functions of code-switching among Iranian advanced and elementary teachers and students. The participants were 60 Iranian students and 30 Iranian teachers. They used two sets of questionnaires to collect data. Findings revealed that female students would rather code-switch more than male students for reasons like, finding equivalents, commenting on the task, participating in group work, taking the floor and putting emphasis on the utterance. The reasons for male students were showing loyalty to their native language, adding a comic sense on their utterance, adding color to the utterance and code switching when the topic under discussion is demanding. The reason why female students resorted to Persian in order to find the equivalent was because they felt comfortable to use code switching to resume their conversations. On the other hand, the reasons why male students did not code-switch as much as female students as they found it degrading and a sign of lack of power.

Taweel and Btoosh (2011) investigated the issue of code-switching, particularly, intra-sentential switches, that is, mixing within an utterance. The sample of this study came from the responses of eight bilingual Jordanian Arabic-English students pursuing their higher education at Arizona State University. Findings of analyzed data collected through a questionnaire showed that participants did not accept switching into another language after a grammatical morpheme. The more the morpheme was dependent on the following lexical item, the less language switching was acceptable. The study also revealed that the participant's general attitude towards code-switching and the period of time she/he has been exposed to language switching influence his/her evaluation and acceptance of utterances featuring code-switching.

The study of Halim and Maros (2014) aimed to examine the code-switching functions performed by five Malay-English bilingual users in their Facebook interactions. The data were collected within one year from status updates posted on their Facebook wall. After they were coded, analyzed and categorized according to the functions based on Gumperz's (1982) conversational code-switching and supplemented by Zentella (1997), findings indicate that code-switching occurs in online interaction to

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serve quotation, addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, principle of economy and free switching functions.

Othman (2015) aimed at investigating the reasons or code switching to Turkish in ELT classes as perceived by both teachers and students, and whether there was a correlation between the students' and teachers' reported reasons. The study was conducted at the department of ELT, Eastern Mediterranean University (EMU), in Turkish Republic of Northern Cyprus. The participants of the study involved 50 Turkish speaking students from the first, second, third and fourth years studying in the bachelor program, and 9 Turkish speaking teachers in the same program. Both quantitative and qualitative methods were employed to obtain the data by utilizing a questionnaire for students, and semi-structured interviews for teachers. Results revealed that students and teachers reported different reasons for code switching to Turkish. As to the teachers' feedback in the interviews, they confirmed code switching for 6 functions: expressive, directive, referential, phatic, poetic and linguistic, whereas students reported code switching for 4 functions, based on the questionnaire: expressive, directive, referential, and poetic. By cross-checking the findings gained from the participants, there appeared to be significant consensus among the reasons for which they code switching.

In conclusion, the review of previous empirical literature enriched the present research with fundamental data on which the results of this study were based. **Many of these studies focus on** code switching between different languages and is not necessarily restricted to English-Arabic code switching. Scrutinizing through previous studies, the researchers found out that native language is the most significant variable affecting the functional distribution of languages in the classroom among students as they code switch for educational, social, and psychological purposes like, explaining lessons, casting humor, praising, giving instructions, expressing emotions, showing solidarity and intimacy, and avoiding misunderstanding. The theoretical and experimental reviews inspired the researchers to generate well-structured and standard-based questionnaires and observation checklists. Finally, this study is distinctive from any other studies as it

examines ill-formed and well-formed code-switched expressions, and builds up relationships between these kinds of expressions and the duration of exposure to the target language, and, thereby, how this affects the linguistic aspects of code switching.

8.Method and Procedures

8.1. Design of the study

The design of the study was a qualitative descriptive analytical design, and participants of the study were chosen according to ‘purposeful sampling’.

8.2. Population of the Study

The population of the current study consisted of students from different geographical backgrounds. The age of the participants ranges from 17-19 years. The participants share good knowledge of the English language at the Modern American School in four different classrooms that teach English.

8.3. Sample of the Study

Strategies of purposeful sampling were followed according to McMillan and Schumacher (1997). Site selection was located at the Modern American School in Amman. Students' sample was drawn on purpose as a comprehensive sample that consisted of 71 senior students who study at the Modern American School. The students' sample consisted of 34 female students and 37 male students. All members of the sample shared the same educational background.

8.4. Instruments of the Study

Two ways of data collection were conducted; a students' questionnaire and observation checklists.

8.4.1. The Questionnaire

The questionnaire consisted of three sections; the first one was structured to elicit personal-related data, the second section comprised of 9 questions constructed to verify subject-related data necessary to realize when and why secondary students **comprised of code-switch, and** the third section **comprised of two** questions about how often they code switch with other students and their teachers. The responses gave the choice to the participants to choose between five Likert Scale alternatives weighing as follows: 5= always, 4= often, 3= sometimes, 2= occasionally, and 1= never (Tables No. 1,2).

8.4.2. The Observation checklists

The observation method was used to gather information in this qualitative research. McMillan and Schumacher (1997) state that “the observational technique of collecting data relies on a researcher’s seeing and hearing things, and recording these observation, rather than relying on subjects’ self-report responses to questions or statements” (p. 268). From the five types of recording observations, ‘duration recording’ was chosen to collect data for this study. Two observers were trained to record information for the three checklists. Observation procedures were carried out through two sections:

- The first section tackled the potentiality of operating code switching while students were exposed to the English language through watching a movie on *Animal Farm* for 30 minutes. It consisted of 10 questions which were asked orally in Arabic to examine their skillfulness of using code switching accurately (Tale No.5).
- The second observation checklist focused on how and when code switching took place. The tool consisted of 12 items. It was utilized to cite plethora of well-formed or ill-formed utterances which were not consistent with the morphosyntactic constraints of both English and Arabic languages related or not to the subject of the lesson (Tables No. 3,4).

8.5. Validity and reliability of the Instruments

The questionnaire and the observation checklists were dispersed to a panel of experts, and the final copies were modified and updated upon their request. As for assuring reliability, the questionnaire was subject to a pilot study conducted on 12 students from the same school who were not participating in the sample of the study. Test-retest was carried out with 14 days interval after which Cronbach Alpha formula resulted in (0.88). The observation checklists were given to two teachers to be filled before being used to collect data, and applying the inter-rater formula was found to be acceptable for the study with a result of (0.85).

8.6. Data Analysis

Gathered data was analyzed by calculating means and percentages of the students’ responses, and the observers’ recordings.

9. Findings of the Study

9.1. Analysis of the Classroom Observations

The observation checklists designed to record the virtuosity of the students in terms of operating code switching effectively and accurately, functionality and effectiveness of code switching in the classroom. The researchers observed four different English classes for grade twelve in a week. Each observation took 55 minutes.

In the first lesson, students' capacity of the language varied; as a result, they were exposed to different instructions to meet all individuals' needs. The teacher used English all the time, but two students were constantly switching from English to Arabic in the following cases:

1. To ask questions.
2. To ask the teacher about non-related matters.
3. To discuss non-lesson related matters with a student or the teacher.
4. To develop their communication skills competence.
5. To enhance interaction in class.
6. To talk about their own problems.

However, eight students didn't use code switching at all; instead they used English to communicate with their English teacher.

In the second class, the researcher witnessed different individual abilities and again the teacher used different instructions to address all needs available in the classroom. Seven students used code switching often for communicative purposes and they were as follows:

1. To ask the teacher about non-lesson related matters.
2. To discuss non-lesson related matters with a student or the teacher.
3. To discuss classroom events.

On the other hand, ten students were rather alleviated as they did not use code switching at any point even when they discussed an event that is not related to the subject matter.

In the third lesson, it was evident that this class included students who did not have the proficiency in English because they were unable to communicate in the English language properly. Six of them participated in the ESL program (i.e. Teaching English as a Second Language). As they did not have the potentiality to speak English appropriately, they avoided code

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switching by using translation largely. Furthermore, five students used code switching to serve the following purposes:

1. Using Arabic expressions as a substitute for an English word or sentence
2. To ask the teacher questions about non-lesson.
3. To ask the teacher questions about lesson related matter.
4. To develop their communication skills competence.
5. To enhance interaction in class.
6. To explain the meaning of difficult reading passages as grammar is taught inductively.

Finally, it was observed that all of the students are high achievers and are characterized with multiple nationalities across the globe. **Hence, code switching was not evident** as the respondents have an excellent command of English.

The last observation tool was based on watching a movie about *Animal Farm* for thirty minutes, simultaneously the researcher asked questions in Arabic which were related and not related to the movie in 3 minutes intervals and the students wrote their responses on a blank paper by marking yes, no, or I don't understand. This observation was examined to detect the virtuosity of the students in terms of operating code switching effectively and accurately (i.e. observables). The results showed that all students in the four classes were perplexed and showed confusion when it comes to the first question as they did not accept that the topic of the question did not tie in the topic of the movie. However, Table (5) below ,shows the results regarding this observation tool.

Table (5) The Percentages of the Movie Observation Checklist

No.	Item	نعم	لا	لم أفهم
1	هل تناولت فطورك قبل أن تأتي إلى المدرسة؟	31.58% 18	66.67% 38	1.75% 1
2	هل لديك امتحانات لهذا اليوم؟	15.79% 9	80.70% 46	3.51% 2
3	هل لديك خطط لهذا المساء؟	73.68% 42	17.54% 10	8.77% 5

وظائف التحويل اللغوي من قبل...

4	هل تحب الأفلام الرومانسية؟	54.39% 31	40.35% 23	5.26% 3
5	هل تحب اللون الأحمر؟	72.73% 40	25.45% 14	1.82% 1
6	هل تشجع فريق ريال مدريد؟	36.84% 21	59.65% 34	3.51% 2
7	هل تحب حصة الجير؟	49.12% 28	49.12% 28	1.75% 1
8	هل لديك إخوة في المدرسة؟	33.33% 19	63.16% 36	3.51% 2
9	هل كان العجوز قائد الثورة؟	47.37% 27	35.09% 20	17.54% 10
10	هل طرد سنوبول من المزرعة؟	66.67% 38	28.07% 16	5.26% 3

Basically, the researchers concentrated on the students who did not understand the questions as it indicated that they cannot operate code switching properly for different reasons. As a result, 1.75% of the students did not respond to the first question, whereas the number augmented regarding the second and third questions with percentages of 3.51% and 8.77%. However, in the fourth question, the percentage inflated again with a percentage of 5.26%. In contrast, the percentage dropped down in the fifth question with a percentage of 1.82%. As shown in Table (5), the number of the students who did not understand the question increased with a percentage of 3.51%. The percentages fluctuated in the sixth, seventh and eighth questions between 1.75% and 3.51%. The ninth question recorded the highest percentage of 17.54% as the last two questions were related to the subject matter but asked in Arabic. This situation caused confusion and distraction so that students did not comprehend or grasp the last two questions duly. 5.26% of the students did not understand the last question. It's notable that 47.37% of the students answered the ninth question incorrectly due to the fact that they did not grasp the question as it was asked in a different language from the movie. **28.07% of the students were also mistaken when it came to the tenth questions.** In contrast, 35.09% of the respondents answered the ninth question correctly and 66.67% of the students also answered the tenth question correctly.

9.2.Data related to the first question of the study

A sample of 71 students at the Modern American School responded to the questionnaire. Results of the first question are shown in Table (1).

Table (1) Percentages and Means for the Students' Questionnaire

No.	Item	5 Strongly Agree	4 Agree	3 Uncertain	2 Disagree	1 Strongly disagree	Mean
1.	I switch to Arabic to express my loyalty to my Arab culture	11.27% 8	18.31% 13	22.54% 16	28.17% 20	19.72% 14	2.73
2.	I switch to add a sense of humor to my utterances to draw attention	8.57% 6	28.57% 20	27.14% 19	21.43% 15	14.29% 10	2.96
3.	I switch to Arabic because it is hard to find proper English equivalents.	12.86% 9	37.14% 26	22.86% 16	17.14% 12	10.00% 7	3.62
4.	I switch to Arabic to make other students understand what I mean.	15.49% 11	43.66% 31	19.72% 14	8.45% 6	12.68% 9	3.41
5.	I switch to Arabic to show that I am well-educated	8.82% 6	20.59% 14	19.12% 13	29.41% 20	22.06% 15	2.65
6.	I feel comfortable in using more than one language within the same utterance	18.31% 13	32.39% 23	28.17% 20	11.27% 8	9.86% 7	3.38
7.	There is a third grammar for code switching (e.g. bakolling = eating)	5.63% 4	14.08% 10	30.99% 22	15.49% 11	33.80% 24	2.42
8.	I don't heed attention to the grammar used in code switching	8.57% 6	22.86% 16	38.57% 27	18.57% 13	11.43% 8	2.99
9.	Switching from English to Arabic is an arbitrary process.	15.49% 11	43.66% 31	19.72% 14	11.27% 8	9.86% 7	3.44
	Total						3.10

Responses to the statements were as follows: first statement showed that 18.31% of the students agreed while 28.17% disagreed with the statement, yet, 22.54% were uncertain, the second statement revealed that 28.57% agreed but 21.43% disagreed with the statement, the third statement uncovered the fact that 37.14% agreed that they code switch because it's hard to find a proper English equivalent, whereas, only 10% of them disagreed, **the fourth** statement displayed that 43.66% agreed with the notion that code switching was used to avoid misunderstanding, and 12.68% of the students strongly disagreed, the fifth statement showed that 20.59% agreed that code switching was used to mark rank while 29.41% of them disagreed with the statement and 19.12% were uncertain if the statement is true or not, the sixth statement showed that 32.39% were alleviated when using two languages simultaneously, yet, 9.86% strongly disagreed, the seventh statement showed that 30.99% were uncertain if students violate the syntactic rules of both English and Arabic, on the other hand, 33.80% of them refuted the notion of third grammar of code switching, the eighth statement showed that 38.39% were not sure if they pay attention to the grammar used when they switch codes, and 22.86% of them agreed. The responses to the last statement showed that 43.66% of the respondents agreed with the idea that code switching is a haphazard process and it occurs spontaneously while 11.27% of the students disagreed with this idea, and 19.72% of the students are not sure if this statement is true or not.

In conclusion, the answer to the first question of the study: What are the functions of code switching used by secondary students in English classes at the Modern American School (MAS)? Is as follows: First, code switching is mainly used to **express emotions and make** students feel more comfortable as it's easier for them to use their own language, Second, code switching is also used to avoid misunderstanding and to overcome the glitches that there are no similar English equivalents. Third, code switching is used to fill in stopgaps which hinder the conversation between interlocutors. Fourth, students switch codes in order to emphasize a certain message because they didn't understand the message in English from the first place or because he/she is willing to illuminate that this message is of significance. Fifth, due to the fact that some learners are not fluent in English, they resort to code switching as they do not know the English words for specific words in Arabic. Sixth, students use code switching to convey some kind of intimacy

among speakers. Finally, code switching is deployed to have some privacy when conversing with other interlocutors. According to the results, code switching takes place spontaneously without thinking.

9.3. Data related to the second question of the study

Figure (1) below describes the languages which students use to communicate with their peers.

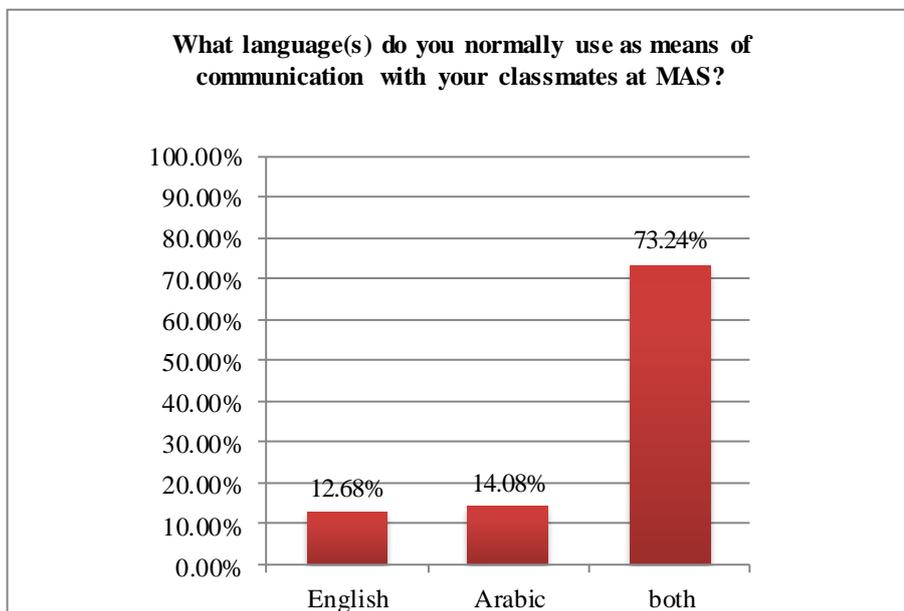


Figure (1): The languages which Students Use to Communicate with Their Peers at MAS

In accordance with the figure above, 12.68% of the students use English with their peers while 14.08% of the students use Arabic to address each other. Yet, the highest rate goes to the students who use both English and Arabic to communicate with each other with a percentage of 73.24%.

On the other hand, figure (2) below, shows that 50.70% of the students use English with their English teachers while 43.66% use both English and Arabic to address their English teacher. Furthermore, the lowest range goes to the students who use Arabic with their English teacher with a percentage of 5.63%.

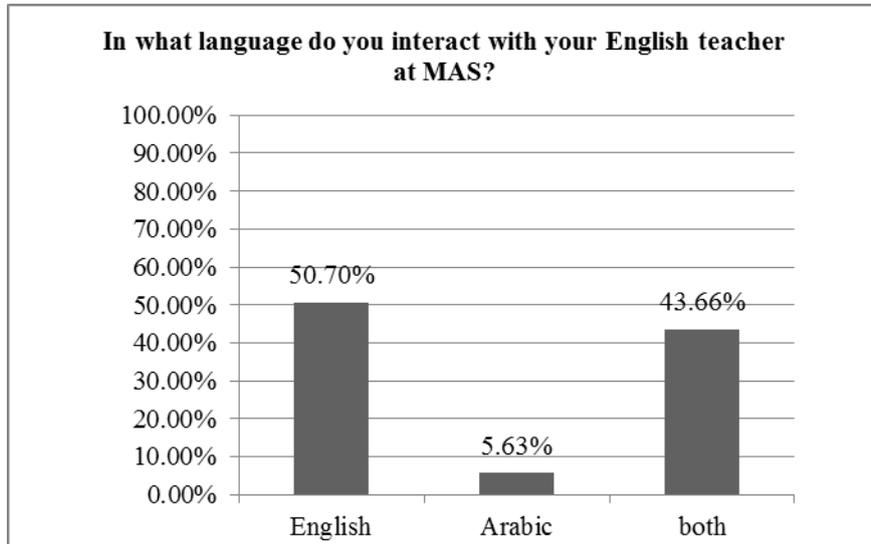


Figure (2): The Languages Which Students Use to Communicate with Their English Teacher at MAS

To sum up, the results revealed that students use both English and Arabic with their classmates as means of communication as it ranked first with a percentage of 73.24%, but they use English less frequently to communicate with their counterparts as it ranked last with the percentage of 12.68%. On the contrary, students use English most commonly with their English teacher with a percentage of 50.70%. In contrast, students rarely use Arabic with their English teacher in the classroom with a percentage of 5.63%. The researchers have taken the frequency of using code switching in to account to see how often code switching is used in the classroom as shown in Table (2) below

Table (2) Percentages and Means of the Frequency of Code Switching at School with Other Students and Teacher

Item	5	4	3	2	1	Total	Mean
	Always	Often	Sometimes	Occasionally	Never		
1. How often do you switch from English to Arabic at school with other students?	19.72% 14	28.17% 20	33.80% 24	12.68% 9	5.63% 4	71	3.44
2. How often do you switch from English to Arabic with your English teacher in class?	2.86% 2	14.29% 10	27.14% 19	34.29% 24	21.43% 15	71	2.43

As shown in table (2) above, 19.72% of the students always switch codes with other students whereas 28.17% of the students often use code switching with their peers. However, 33.80% of the students sometimes resort to code switching while conversing with other students. In contrast, only 5.63% of the students switch codes to interact with other students; in other words, English is the dominant language when these students interact with each other.

On the other hand, only 2.86% of the students always use code switching to interact with their English teacher whereas 21.43% of the students never use code switching with their English teacher. However, 14.29% of the students often use code switching with their English teacher. Yet, 34.29% of the students occasionally switch codes to interact with their English teacher. In conclusion, the results in Table (2) show that statement one ranks first in terms of its mean which is (3.44) while statement two ranks last; its mean is (2.43). Figure (3) reveals the topics on which students used code switching.

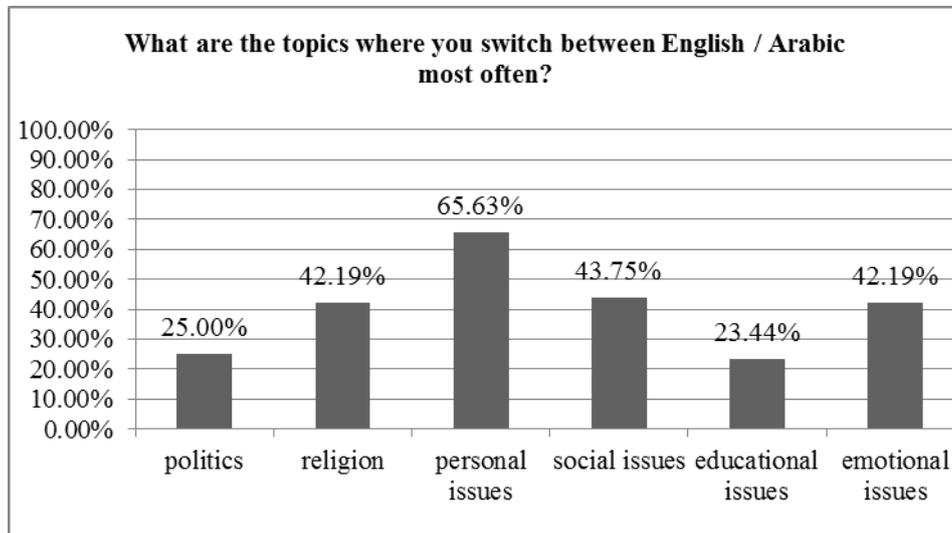


Figure (3): The Topics on which Students Code Switch

Figure (3) shows that 25% of the students use code switching to talk about politics, but 42.19% of the students use code switching to discuss religious issues. On the other hand, 65.63% of the students switch codes to talk about personal issues. Yet, 43.75% of the students use code switching to argue social matters. Furthermore, 23.44 of the learners switch codes to discuss educational issues in their discourses. Finally, 42.19% of the students resort to code switching as a lubricant factor to facilitate discussing issues that are relevant to emotions.

The bottom line is that students use code switching mainly to discuss personal issues which ranked first with a percentage of 65.63% and social issues as they ranked second with a percentage of 43.75%. On the other hand, politics and educational issues were marginalized with a percentage of 25% and 23.44% respectively.

According to figure (4), there are different functions of code switching that characterize why and when twelfth graders use code switching at MAS.

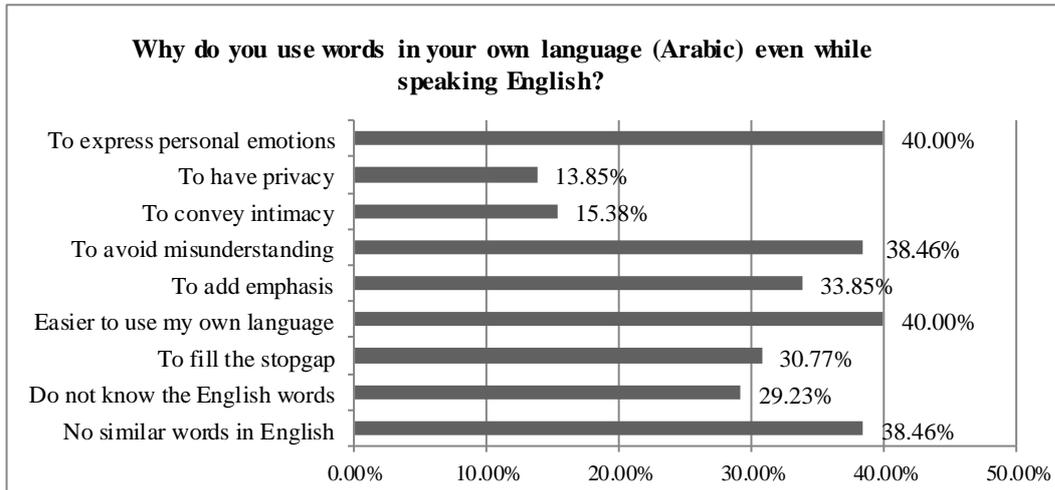


Figure (4): The Functions of Code Switching According to the Students

Students used code switching in the classroom basically to accomplish different tasks and to serve specific goals. Furthermore, code switching was used to better communicate with other students or their English teacher and to avoid fluctuating and acting hesitantly. However, the functions in the figure are organized according to a climatic order that shows the degree of importance.

In accordance to the above figure, the first and sixth items are equal in percentage which is 40%. Hence, 40% of the students use code switching to express personal emotions and they find it easier for them to use their own language in conversations. Nevertheless, 13.85% of the students use code switching to have some privacy with their interlocutors. In contrast, 15.38% of the students switch codes to show intimacy while 38.46% of them use code switching to avoid possible misunderstanding. 33.85% of the students use code switching to reiterate discourses or messages in order to add emphasis. **Code switching is also** used to fill in the stopgaps as 30.77% of the learners switch codes to serve this purpose. However, 29.23% of the students use code switching as they do not know the English words that can substitute for some Arabic words. This leads to the fact that some students

lack the competency of the English language. Yet, 38.46% of the learners switch from English to Arabic due to the fact that some words cannot be rendered because they are culturally loaded which means that there are no similar words in the English language.

In conclusion to the analyzed data, the answer to the second question of the study: How often do the secondary students at MAS codes switch in English classes? Is as follows: In the classroom, students use code switching to communicate with their classmates more than they employ it to interact with their English teacher. politics, but 42.19% of the students use code switching to discuss religious issues. On the other hand, 65.63% of the students switch codes to talk about personal issues. Yet, 43.75% of the students use code switching to argue social matters. Furthermore, 23.44 of the learners switch codes to discuss educational issues in their discourses. Finally, 42.19% of the students resort to code switching as a lubricant factor to facilitate discussing issues that are relevant to emotions. The topics they use code switching were personal issues, personal issues, emotional issues, politics and educational issues, and educational issues respectively.

9.4. Data related to the third question

The researchers observed four English classes during a week at the MAS to detect ill-formed and well-formed constructions for 55 minutes each lesson. Students were presenting their final projects on *The Canterbury Tales* and the researcher tabulated information in Table (3) and (4):

Table 3 Examples of Ill-Formed Expressions

Examples on ill-formed discourses	Gender		Years spent in school		
	M	F	1-5	6-10	More than 10
1. Emily is his niece ما يعرف شو بذك أحكي	X		X		
2. You're saying إنت هلا		X	X		
3. her clothes are purposely هلا	X		X		
4. I acted ما أنا	X		X		

Table 4 Examples of Well-Formed Expressions

Examples on well-formed discourses	Gender		Years Spent in school		
	M	F	1-5	6-10	11+
1- They اتهموا Arsen of betrayal.		X	X		
2- Tale ب points ال بدك أحكي ال		X			X
3- Presentation ال ما معي	X		X		
4-Do you want title لكل paragraph?	X		X		
5-I had to make three projects بأسبوع واحد		X		X	
6- travelling like بكونوا	X		X		
7-The Wife of Bath يعني doesn't go to pilgrimage for religious reasons.	X		X		
8- They weren't the good ones بس they weren't the bad ones either.	X		X		

As noted above, some students restricted themselves with the morphosyntactic constraints of both languages as they were totally aware of these restrains because they were fluent and showed an excellent command of **English, therefore, established** well-formed constructions due to the fact they merge or map languages onto each other when the underlying grammar structure fits both languages. In contrast, other students were totally ignorant of the syntactic rules that govern the two languages as they lacked the competency in the English language. In this respect, students committed syntactic mistakes as they disregarded spontaneously the grammatical rules of each code. They did not use code switching when the underlying structure of English and Arabic match each other. To illustrate the abovementioned manifestations, Table (3) considers ill-formed expressions in the sense that they did not apply any morphosyntactic rules which govern both English and Arabic. In this respect, this situation resulted in a morphosyntactic deviation and abnormality in both languages. Three male students and one female student constructed five ill-formed expressions and it is worth mentioning that all of them spent 1-5 years at MAS.

Table (4) shows well-formed utterances that do not violate the morphosyntactic rules of both English and Arabic. Five male students and three female students uttered well-formed expressions and it is worth mentioning that five students spent 1-5 years at this school, two students spent 6-10 years at MAS, and one spent more than 10 years at school.

On the whole, ill-formed expressions show that speakers were not fluent or proficient in the English language. On the other hand, students who made well-formed utterances reveal their virtuosity when they switched codes for different purposes whether it's done deliberately or not. **Numbers also show that female students used** code switching properly compared to the number of the male students. **The number of years students spent at MAS also affects their fluency and proficiency as shown above; in** other words, the more years one spends at the Modern American School, the fluent and proficient he/she will be in the English language. Finally, sixty students did not use code switching when they presented their projects as they were very fluent and competent in English.

10. Discussion

The results showed that students had different social, linguistic, and psychological motives for using code switching. The results of the study revealed that students agreed with the concept that it is comfortable to use two languages within the same discourse when they feel it's hard for them to find proper English equivalents, especially, those which hold connotative or metaphorical meanings. They believed that code switching is performed unconsciously or in an arbitrary way to avoid misunderstanding.

Based on the findings of the study, students were not certain if learners who were aware of the grammar used in code switching, which is an indication that code switching occurs spontaneously and naturally in some cases . It seems that some students code switch to add sense of humor to their utterances. Some students were strongly against the idea that code switching is used to express identity. This concept does not tie in Mayer-Scotton Markedness Model (1983). It confirms the Communication Accommodation Theory (CAT) and Cook's metalinguistic framework (2002). Other students strongly refuted that code switching **is used to mark high education or compensate the deficiency in** English. Basically, that does not comply with Bader's study (1980), and Eldridge (1996). Those

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who strongly disagreed with the idea that code switching may violate morphosyntactic rules, went in agreement with Timm's five constraints (1975), Poplack's constraints (1980), and Mayer-Scotton's Matrix Language Frame Model (1993).

As students used mainly English to interact with their English teacher and Arabic is seldom used as means of communication between the students and their English teachers, this indicates that students switch codes to specify their addressees because they speak as they are spoken to (addressee specification). These results tie in Butzkama's study (1998), Gumperz's functions (1992), and Zentella's study (1996).

Results indicated that students mainly use code switching to discuss personal issues, and occasionally, used code switching to discuss educational or pedagogical issues. These results contradict the New Concurrent Approach, described by Jacobson (1981), which advocates using code switching to serve pedagogical issues. Yet, they are consistent with Sert's theory (2005) which assumes that code switching is utilized to express personal intentions. These results also comply with Gumperz's functions (1992) as one of the functions stating that code switching is associated with expressing subjective opinions. When students used code switching to express personal emotions, it means that they find it easier to use their own language, and they believe that they switch codes to have privacy. These results tie in Skiba's theory (1997) which proposes that code switching is used as a supporting element in situations where they feel incapable of expressing themselves using a foreign language, it also agrees with Brown (2006).

The above manifestations prove that students must be exposed to the English language for long periods of time in order to become compound bilinguals and master the English language, which facilitate using well-formed expressions of code switching that abide morphosyntactic rules of both languages. The results of this study correspond to Eldridge's hypothesis (1996) which assumes that code exposure to the target language may optimize the learning process of this language. **Poplack's constraints (1980) and Timm's constraints (1975) also tie in the results of this study,**

and they are considered as the infrastructure of the findings of this research.

In conclusion, there is a strong relationship between the number of years spent at MAS, which indicates the time of exposure to the target language, and the effectiveness of using the syntactic rules of both languages without violating any morphosyntactic constraints when code switching took place. In other words, students became more aware of using code switching properly regarding the linguistic aspects if he/she is exposed to English longer time than any other students in grade 12. **The female students used code switching less frequently than the male students.** Consequently, the female students avoided code switching as much as possible compared to the male students to show their fluency in English as code switching marks lack of mastery in the English language in their opinion, so they withstand any problems that float without resorting to code switching.

11. Conclusions

Data obtained indicated that students use code switching because it is easier to use their own language, and they feel more comfortable when they use two languages within the same discourse, therefore, they use code switching to avoid misunderstanding, express emotions, fill in stopgaps, and discuss personal issues. Despite the fact that they study at an international school, they code switch as it is hard to find proper equivalents when it comes to culturally loaded terms. Students believe that code switching is used haphazardly and unconsciously without paying attention to the syntactic rules that govern each language. Basically, the production of well-formed utterances of code switching requires fluency and mastery in both languages. Consequently, the main factor to attain fluency is to **be exposed to the target language, which is English for a long period of time.** The results elucidated that students use code switching to express personal opinions, express emotions, and discuss religious aspects. They code switch with their mates more often than with their teachers, and the more fluent they become, the better morphosyntactic utterances they produce.

12. Recommendations

On the bases of the results of this study, the researchers propose a number of points to be taken into consideration:

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12.1. Pedagogical recommendations in teaching English as a foreign language:

- **In teaching English as a foreign language, teachers should be aware of the reasons their students use code switching and try to help them use both languages in the correct constructional and morphosyntactic order.**
- Code-switching experiments could be useful in detecting the weak areas of English among students.
- Code switching is an important skill to train the students to interpret oral texts.
- Code switching can be a useful strategy in classroom interaction if the aim is to make meaning clear and transfer knowledge in an efficient way.

12.2. Research recommendations

- The study may be expanded to cover different regions in Jordan. The sample may include the different occupations and ages for the purpose of differentiating various speech communities (i.e. a group of people sharing a common language or dialect).
- For pedagogical purposes, the sample can be expanded to include parents and teachers along with students to study all the domains that can affect students' learning environments and their linguistic behaviors and to address the students' needs and their different linguistic abilities.

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