

**An-Najah National University  
Faculty of Graduate Studies**

**Code Switching as a Linguistic Phenomenon  
among Palestinian English Arabic Bilinguals  
with Reference to Translation**

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**2016**

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By

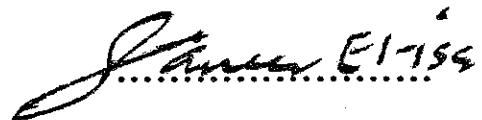
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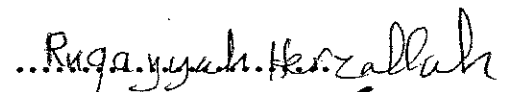
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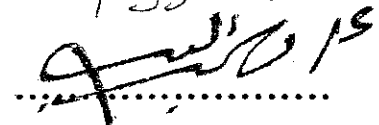
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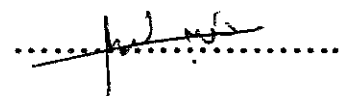
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## **Dedication**

**This thesis is dedicated to the dearest people in my life, my**

**father, my mother, my sisters and my brothers.**

**I also dedicate it to my friends and colleagues and those who**

**supported me through all this work.**

## **Acknowledgment**

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**I would also like to thank all colleagues, friends and my family for their support and guidance.**

## إقرار

أنا الموقع أدناه مقدم هذه الرسالة التي تحمل عنوان:

التناوب اللغوي ظاهرة لغوية لدى الفلسطينيين ثنائيي  
اللغة (عربي-انجليزي) وعلاقته بالترجمة

**Code Switching as a Linguistic Phenomenon  
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أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل أو جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

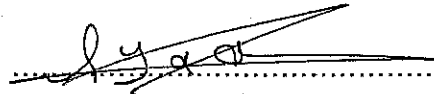
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Date:

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**List of Abbreviations**

<b>Abbreviation</b>	<b>The term</b>
CS	Code switching
CM	Code Mixing
RCT	Rational Choice Theory
RO	Right and Obligation
SL	Source language
TL	Target language
MSA	Modern standard Arabic

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**Abstract**

Code-switching is a phenomenon by which speakers use more than one language in the same utterance or conversation and it is common in ESL contexts. Researchers have identified many communicative functions and motives which explain why speakers code-switch. In Palestine, and though English is a foreign language, the researcher noticed that some Palestinian students code-switch in their daily interactions and found it worthy of investigation. Therefore, in the current study, the functions and motives of Palestinian student's code-switching in their conversations were investigated, and the relation between their code-switching and translation was examined. The research had both qualitative and quantitative dimensions.

The qualitative research was conducted on 15 instructors from different faculties at AN-Najah National University. Those instructors were asked about their code-switching practices. Their answers were qualitatively analyzed. The quantitative research was conducted on 100 university students. They filled a questionnaire that inquired about the functions and motives of their code-switching. Moreover, the students were

asked to answer the translation section of the questionnaire. student's responses to code-switching motives and their translations were analyzed and represented by using statistical pack for science (SPSS).

The results showed that Palestinian students do have functions and motives behind there code- switching. The three major ones were:- compensating for the lack of vocabulary, expressing feelings and habitual use. Other important ones were:- discussing western societies, responding to an English utterance and showing Knowledge of technology. Regarding the translation, the researcher noticed that such code - switching motives pose themselves as challenges to translator. Moreover, students translation results indicated that transliteration is the student's common method of translation. The study also reveled that students lack the necessary skills to translate English words in to Arabic, and that indicates weakness in their competence.

## **Chapter One**

### **1.1. Introduction:**

Code-switching is a widely-spread phenomenon in bilingual communities all over the world by which a speaker uses more than one code, a language or even a dialect, in the same discourse while interacting with someone who understands these languages. This is why switching between languages is seen as an inimitable act that only bilinguals are capable of performing, while monolinguals are not (because their code-switching occurs from Standard to Colloquial versions of their first language or between dialects).

Some researchers consider the phenomenon of code-switching as the norm of language use in most communities where two languages or more are used. Kohnert, et al (2005) sees it as an effective communication mode which proficient bilingual speakers switch to in interactions with other individuals who share both languages. It is also argued, in (Foley & Thompson 2003), that being able to code-switch represents a dimension in the development of the language of bilinguals, and that a speaker may resort to code-switching as a wide-ranging linguistic resource from which s/he can draw choices in order to communicate effectively.

Quite the contrary, imposing one of the spoken languages on the interaction limits the communicative options that speakers with multiple languages in their repertoire can use to express their selves or to convey

their messages. Other researchers argue that code-switching in itself is not only a linguistic phenomenon, but also a psychological one, and they even believe that extralinguistic motives cause it.

The researcher of the present study noticed a strange behaviour on the part of Arabic-speaking students who switch English codes with Arabic ones to communicate with each other, in a context where English is a foreign language. Literature says that such code-switching behaviour usually occurs in bilingual communities where L2 is used outside the classroom formal setting, i.e. where L2 is a second and not a foreign language. Noticing the strange behaviour and knowing about what the literature says made the researcher believe that this would be an interesting area of investigation.

The researcher decided to explore the reasons why this phenomenon takes place among Palestinian Arabic-speaking students. The literature on this topic analyzed the motives behind code-switching and the functions served by it in the ESL context, and the researcher thought that it would be interesting to find out if such motives and functions exist in the EFL context. Seeing that such a domain has rarely been researched makes the grounds for engaging in this topic strongly appealing and the researcher hopes it will add to the knowledge in the field of code-switching.

Researchers got interested in code-switching because it is a practice that involves interference between languages (even though some believed it

is a psychological and not a linguistic one). They studied the phenomenon in relation to various social factors including age, gender, education, topic and setting which add to its complexity. Some researchers considered the interlocutors, the function, and the situation to be the most important ones. However, there are more influential factors present in the literature.

One important factor is the period of exposure to the languages being switched, as Genesee (1989) concluded. The longer the period of exposure extends the more frequent and complicated the code-switches become. On the other hand, Kanakri & Ionescu (2010) focused on the influence that the relationship between the interlocutors imposes on their code-switching. It introduced an interesting influential factor which is the social distance between the interlocutors. It claimed that a short distance of this type has an escalating influence on the rate of the practice and that

“the familiarity and friendship relation between the speakers might have been, therefore, the reason why there was a higher incidence of a type of code-switching. It is possible that the degree of intimacy and the social context in which bilinguals find themselves are clear factors that influence the type and frequency of code-switching.” (p. 186)

## **1.2. Dimensions of Studying Code-switching:**

Code-switching has been investigated in two main dimensions: the translational one which decide on what code – switching motives pose themselves as challenging to translation, and the communicative functions that are aimed at by the speakers.

Malik (1994) classified them into nine broad categories: "authority, communication, conceptual, emphasis, ethnicity, interlocution, lexicon, psychological and trigger" (p.7) and the researcher claimed that five of them include the most common reasons that trigger switching. They are:

1. Communication such as 'excluding a person from the dialogue '
2. Conceptual such as 'experience practiced only in one language'
3. Emphasis such as 'making a point'
4. Interlocution such as 'expressing group solidarity'
5. Lexicon such as 'conveying precise meaning'

### **1.3. Code-switching in the Palestinian Context:**

Code- switching is practiced in different settings and on various scales. it is practiced by teachers and college educators. It is also practiced in workplaces and homes.

Instructors of such languages code-switch in the classroom to ease the processes of teaching and learning, and their practices (as a part of a widespread phenomenon) have been widely investigated. The presence of foreign employees, especially in non-governmental organizations, and also the need of specific domain-related terminology result in code-switching in workplaces. Similarly, some Palestinian workers and merchants switch Arabic with Hebrew because of their business relations with Israelis. In the



previous two settings, the need for code-switching can be detected and comprehended.

Prepared with more reading about the nature of the phenomenon and what researchers had to say about it, the researcher decided that students' practices needed to be investigated and explained. This need emerged from the fact that Palestinian students could speak Arabic very well and yet they chose voluntarily to switch it with English, which is the foreign language they learn at school.

This study was therefore based upon analyzing students' motives for code-switching and extracting the ones which make challenges to translation. A belief that the Palestinian students have specific motives standing behind their code-switching practices, and that they aim at achieving particular functions. These motives and functions were the center of the study and it may be claimed that both are not merely linguistic and that the students saw code-switching as a useful communicative resource and not merely a means of fulfilling a linguistic need.

#### **1.4. Statement of the Problem:**

In the Palestinian context, English is learnt as a foreign language and it is seldom needed outside the formal setting of learning – teaching process. Nevertheless, the Palestinian students switch between their first language (L1), i.e. Arabic, and English in their daily casual interactions. Palestinian students use English-Arabic code switching as an aspect of

communication among peers, and what motivates them to do so is a need to fulfill some communicative functions and sometimes to fill linguistic gaps. The motives and the desired functions for this switching deserve to be investigated in order to explore linguistic and cognitive insights into such a linguistic performance which seems to have rarely been investigated in a context where the second language (L2) is learned as a foreign language. Moreover, regarding translation, the present study intends to explore students' motives which pose themselves as a challenge to translators, highlighting the difficulties and challenges while translating switched and mixed words.

### **1.5. Goals of the study:**

This study aims at investigating the motives that Palestinian students and academicians at An – Najah national university have to practice code-switching in their teaching – learning and process and peer conversations and the functions that this practice achieves. It is specifically significant to investigate such motives because they sometimes form difficulty and a challenge to the translator.

The researcher aspires for findings that explain the motives and the functions that stand behind the phenomenon of code-switching in the Palestinian context, and to compare them with motives which exist in the students' translations of code – switched sentences.

### **1.6. Significance of the study:**

The significance of the study has sprung from the importance of the nature of CS and CM that involves the shift between two languages, revealing the way this process takes place, and the factors that motivate it in the Palestinian community. In addition, the researcher intends to point out the impact of CS on the social behaviour of Palestinian learners of English , to decide if they use CS in their interaction in the informal contexts such as with family and friends.

The study is also important for people interested in preserving the Arabic language as the language of the country and Palestinian heritage.

### **1.7. Questions of the study:**

- 1) What are the motives and situations of the Palestinian students and academicians Code-Switching between Arabic and English?
- 2) What are the “Code switching” reasons which pose themselves challenging in translation?
- 3) Are there any significant differences between cod- switching and the social variables of :- age , gender?

### **1.8. Limitations of the Study:**

This study is restricted to account for code-switching which occurs alternately between Arabic and English. It covers both formal and informal

situations as well as academic and non-academic usage of the English language in which this linguistic phenomenon occurs, but largely focuses on the academic situations.

Moreover, the target group of this study is related to the Palestinian university academics and students who define themselves as speakers of English and whose their native language is Arabic. Nonetheless, it locally covers An-Najah National University in Nablus and it is conducted within a duration of one year whereby research procedures are performed.

### **1.9. Organization of the Study:**

The thesis consists of five chapters. The first chapter attempts to offer introductory information about CS and CM, and presents a theoretical frame, the purpose of the study, the significance of the study, the limitations of the study, definition of terms, research questions, and the research hypotheses. Chapter two tries to review previous studies on CS chronologically. Chapter three deals with the research methodology which is adopted in this paper such as sampling, and research methods (qualitative or quantitative). Chapter four analyzes the subjects' responses to CS and CM in details based on theoretical frames. Lastly, chapter five presents research conclusion and recommendations.

## **Chapter Two**

### **Background and Literature Review**

#### **2.1. Theoretical Background:**

##### **2.1.1. Definitions of Code-switching**

The present study was based upon a selection of theoretical assumptions related to the phenomenon of code-switching, one of which was the definition itself. The various proposed definitions of the term itself reflect an intense interest in the phenomenon by the researchers and also their different interpretations of its nature and causes. Muysken (2000) defined it as “the rapid succession of several languages in a single speech event” (p.1) while Bentahila and Davies (1983), defined it as “the use of two languages within a single conversation, exchange or utterance” (p. 302). The latter even went as far as considering it a third code which is the product of mixing two codes together, as contrasted with that of choosing one code over the other. Myers-Scotton (1990), whose definition will be adopted in this study, defined it as “the use of two or more linguistic varieties in the same conversation. It can be intra- or –extra sentential and also intra-word” (p.85).

##### **2.1.2. The Markedness Model:**

Explanations of why bilinguals switch codes were another base to build upon in this study. Myers-Scotton (1995) presented the Markedness

model to propose an explanation. The idea proposed in the model was that the bi- or multilingual speakers choose to use a specific linguistic code in an interaction in order to determine the type of relation they desire to have with the other interlocutor and to define a specific image of themselves. The model has three main elements that were clarified in Jagero & Odongo (2011). The first is the ‘unmarked code’ which is the most expected one as a medium of interaction in regard to the components of a situation, such as the interlocutors, the topic and the setting. Obviously, the second is the ‘marked choice’ and it is the unexpected one. The third is the ‘exploratory choice’ which is manifested when the speaker switches codes when s/he is not sure of the choice that would be best for achieving their goal. Bi- or multilingual speakers usually make unmarked choices because they are aware of the fact that these choices are safer. However, this is not always the case because “speakers assess the potential costs and rewards of all alternative choices, and make their decisions, typically unconsciously” (Myers-Scotton, 1995, p.75).

### **2.1.3. Competency Level and Code-switching:**

It is presumed that the level of complexity of a language reflects a person’s competence in that language. The complexity of code-switching practices is also believed to depend on the level of competency in the two languages and researchers have investigated this area. Poplack (1980) found that a good knowledge of the grammars of two languages (or more) enhances the complexity of code-switching between them, and that a high

level of bilingual competence is required for alternating between two languages. Hammink (2000) suggested that a good command of the two languages is required for producing intra-sentential code-switching. Jalil (2009) claimed that the “most complex type of code-switching is the intrasentential one” (p.4) and explained its complexity by the fact that it is most likely to result in producing ungrammatical code-switches due to the necessity of a great knowledge of the grammars of the two languages and how they map onto each other.

Similarly, Poplack (1980) claimed that intra-sentential code-switching type requires a high level of knowledge of the grammar of L2. Next in Poplack’s scale was ‘full sentences’, i.e. intersentential type, and lastly came tag-switching which “include interjections, fillers, tags, and idiomatic expressions, all of which can be produced in L2 with only minimal knowledge of the grammar of that language” (p.605). Nevertheless, other researchers claimed that intra-sentential code-switching is easier than inter-sentential code-switching arguing that it is easier to switch shorter language sequences than longer ones (Iqbal, 2011).

Other researchers studied the impact of acquiring different levels of competency in a second language on the speaker’s choice of a specific pattern of code-switching to use in an interaction. This was the focus of Pfaff’s (1999) study which was conducted on a child who was born and brought up in Germany by his Turkish parents. The findings of this case study revealed that the child’s proficiency in the second language seemed

to govern his choice of specific patterns of code-switching and that he developed new linguistic code-switching behaviours as he acquired higher levels of competency in his L2, i.e. German. The sharp diversion that he showed in using the types of these behaviours reflected his ideas about the linguistic competence of his interlocutors, whether German or Turkish, and his notions of the different communicative norms in the community.

#### **2.1.4. Social Associations of Code-switching:**

“Language choice and mixing behaviour reveal early sensitivity to the preferred language of the interlocutor, whose perceived language preference he attempts to match” (p. 117-118). The interpretation of the person’s behaviour might shed light on and better explain what Abdel-Fattah (2010) stated about the inconsistency in the code-switching behaviour of single individuals who may choose to switch codes on specific occasions and to withhold on other occasions.

Moreover, the findings of Pfaff’s study might be supported by the claims of MyersScotton (2002). The latter pointed out that the speaker’s choices of switching codes can sometimes be a social technique which the speaker uses in order to present his/her self in relation to others, and she added that many people do have specific social and psychological associations with the different languages available for use in a community and by using one over another the speaker sends a message of who he or she is.



Code-switching may be triggered by many factors, as Kim (2006) clarified, such as interlocutors, emotions, situations, attitudes and messages. These factors are the basis for making a language choice by bilingual people and Bhatia & Ritchie (2004) classified them to ‘with whom’ referring to the participants including their backgrounds and relationships, ‘about what’ including the topic and content, and ‘when and where’ a speech act occurs. Fishman (1965) agreed and stated that it is such factors which are outside the speaker that determine the choice of language among bilingual speakers. In other words, it might be said that code-switching practices are not isolated from the culture in which they occur.

Malik (1994) explained that cultural conditions may control the reasons for code-switching. Some lexical items and expressions are not acceptable in specific cultures, or even do not exist. As a result, when a speaker has to mention them, he/she borrows the exact item or expression from the other language in which the ‘forbidden’ or ‘strange’ concept exists. Other conditions, Malik clarified, are related to particular professions such as law, medicine and engineering where the professionals prefer to use terms from the language in which they got their education simply because they are the ones available for them, and not terms from their mother tongue.

## **2.2. Review of Relevant Studies:**

The present study focused on the communicative functions and the motives related to the phenomenon of code-switching, and this section includes a review of them in which the researcher sorted what some of the researchers found out into two main categories: communicative functions and speakers' motives.

### **2.2.1. Communicative Functions of Code-switching:**

In certain conditions, speakers find themselves switching codes, consciously or unconsciously, in an attempt to communicate more effectively and to achieve specific communicative functions. Listeners to recognize these functions as pointed out by Genesee (1980) who said that some children who do not actually switch codes recognize the psychological and the social objectives of the practice. Karen (2003) discussed some of the possible conditions in which code-switching is most likely to happen and following are some of them:

- Lack of one word in one of the switched languages
- Some concepts are easier to be expressed in one of the languages
- Some activities have been experienced only in one of the languages
- A misunderstanding must be clarified
- One wants to exclude another person from the conversation

- One desires to create a specific communication effect
- One continues to speak the language used lastly due to the trigger effect
- One wishes to express group solidarity
- One wants to make a point

Malik (1994) listed situations according to the functions that they aimed at achieving. The following were some of them:

- The speaker's mood
- Emphasizing a point
- Habitual Experience
- Semantic significance
- Showing identity with a group
- Addressing a different audience
- Attracting attention

Looking closely at the two previous lists, one can detect some common points between them such as emphasizing a point, showing solidarity with a group and excluding somebody from the conversation. Similarly, Sert (2005) revealed that code-switching in the teaching – learning context was meant to be a reflection of the interlocutors' ethnic

identity and aimed at building solidarity among them. Sert (2005) also discussed some of the functions.

One of them was the equivalence function by which students show their ability to bridge a gap in communication when they spoke in the foreign language, in which they are not competent, by using the native word instead of its equivalent foreign word. This equivalence function was the first condition to be included in Karen's list as a condition where the lack of one word in one of the two languages enhances the chances of switching codes. Tarone (1980) also mentioned this function and considered it a communicative strategy through which a speaker tries to solve a difficulty in the second language by retreating to the first language.

Færch and Kasper (1984) classified such a communicative attempt as a non-cooperative achievement strategy by which the speaker tries to solve the problem without resorting to the help of others, as opposed to the cooperative strategies of the same type and to the avoidance ones. In such cases, the speakers try to fill the gaps in their vocabulary repertoire in order to guarantee the continuity of the interaction and to avoid a breakage in communication. Abdel-Fattah (2010) claimed that such attempts arise from the speakers feeling that “their language is imperfect” (p.101) especially when it comes to expressions of technology and science.

Talking about the same function, the personal experience of the writer with code-switching is included in Hamilton (2011). She explained

that she often switched languages in the middle of sentences when she forgot a word, in an attempt to find a suitable one. She added that, sometimes, it was the lack of an equivalent way to say a word, phrase or emotion in her native English that made her use phrases in another language. This is because, she thought, that some concepts are more easily stated and discussed in one language, and that they might lose an important part of their meaning when they are described in another language.

In Shizuka (2006) it was concluded that speakers, whose code-switching had been studied, code-switched more often from English into Japanese (their dominant language). They did so when they forgot the Japanese word or in situations where it was easier to use English words. Emphasis and clarification through reiteration, which was proposed to be one of six code-switching functions in Gumpertz (1982), were also reported as functions to be achieved by code-switching. Students in Eldridge (1996) switched languages for such purposes. They said a message in the target language and then they repeated it in the native language to signify to the teacher that they really understood what they have said, and/or to make sure that they have conveyed the meaning in the target language correctly.

They also switched languages in order to control conflict in the intended meaning, i.e., to avoid possible misunderstandings arising from the lack of words that are culturally equivalent. Similarly, in Bailey (2000), Dominican American high school students used code-switching through reiteration to confirm their understanding of a friend's message and to

serve emphasizing or clarifying such a message. They code-switched to discuss formal topics such as the school rules and their code-switching functioned “as a particularly powerful framing device to repair a misunderstanding” (p.180). The school children in Reyes (2004) also used code-switching for the purposes of clarification and emphasis in addition to topic shift and accommodation. They were found to switch codes more frequently while changing topics because they spent much of their time talking about social events and teasing each other.

Shizuka (2006) included emphasis as a function for the code-switching of two young children, and explained that the code-switcher in such a case repeats the same meaning in the other language. The function of clarification was also stated in Karen (2003) as a possible condition for code-switching when a speaker attempts to clarify a misunderstanding, and that of emphasis was mentioned in Malik (1994) as a situation in which a speaker aims at emphasizing a point. Elsaadany (2003) concluded that Arabs in America use code-switching, from Arabic to English, to replace the Arabic expressions with English ones in order to facilitate understanding.

They did so when they thought that the use of Arabic expressions or words may result in confusion. In addition, he clarified that their code-switching emphasized the English expressions as being important, and '[t]hus, the choice of English expressions shows accuracy, emphasis and clarity' (p.83). He gave the expression of 'annual fee' as an example. It was

used in a conversation between a Jordanian man and an Egyptian one, by both of them. The speaker used it to make sure that he is fully understood, and the listener repeated it to show that he understands what the meaning of the phrase is. McLaughlin, Blanchard, & Osanai (1995) saw that clarification of statements and clearing ambiguities are functions aimed at by young children, while the older children, together with adults, do the same in order to convey social meanings. Some speakers switched codes to mark quotations, i.e. to report what has been said by another person in the same language he/she used.

This is a function that Gumpertz (1982) mentioned among other six functions. Another was the speaker's feeling that one language is more suitable for a specific topic than another. Cook (2001) mentioned that function and gave two examples to elaborate: "Mexican Americans ... who prefer to talk about money in English rather than Spanish and one of my Malaysian students who told me that she could express romantic feelings in English but not in Bahasa Malaysia" (p. 104).

The second example clarifies well, the researcher believes, what Abdel-Fattah (2010) meant by saying that it is the speaker's wish to idiosyncratically express affective feelings such as anger that makes him/her switch codes. More examples were provided by Nortier (2011) who said that a Turkish/Dutch girl told her that she preferred to curse in Dutch because cursing in Turkish sounds more serious and severe.

### **2.2.2. Speakers' Motives for Code-switching:**

1. Lack of topic-related vocabulary was one of the repeatedly-mentioned reasons for switching codes.

In Muthusamy (2009), a study which investigated the communicative functions and reasons for code-switching among Tamil speaking undergraduate university students in Malaysia, students said that they found themselves switching codes whenever they encountered a difficulty in finding an appropriate word when talking about a specific topic. Consequently, they resort to another language to choose words they feel are more comprehensible and achieve more effective communication. Similarly, bilinguals' code-switching was explained as inefficiency in finding an appropriate word or expression or even translations for the needed vocabulary, (Grosjean, 1982, p.150).

2. Habit was another reason the students gave to explain their code-switching behavior, also in Muthusamy (2009).

This behaviour was seen, as the responses of the students showed, as a normal psychological one emerging from their being accustomed to switching languages in the environment they were raised in. Their behaviour included not only the choice of language, but also their selection of lexical items and grammatical structures. In other words, one may say that these students were influenced by and imitated



other people in the community who switched codes. Malik (1994) discussed and elaborated on the habitual practices of code-switching by giving examples of words and expressions used in this way. Some of these are frozen expressions “of greeting and parting, commands and request, invitation, expressions of gratitude” (p.5).

3. The same students said that they aimed at making a point by switching codes. Using a word in another language emphasized its semantic importance.
4. They also switched codes for the purpose of identifying with a specific group. At a specific point of an interaction, they wanted to be identified with the speakers of an admired linguistic group or with the majority in order to bond with the intended group.
5. They were also motivated by a need for expressing a specific mood, i.e., the speaker switches codes when he/she feels happy, sad or furious.

Muthusamy (2009) expressed this reason by saying that “[t]he speaker may choose to switch ... for the mere pleasure of switching” (p.9), and Grosjean (1982), reported that some bilinguals usually code-switch and code-mix when they are tired, lazy, or angry and that “[i]t is rare that a bilingual can lock out one language completely when speaking the other, especially when he or she is tired or under stress” (p.290).

6. The same study observed an interesting reason for code-switching during the interviews and discussions with the students.

This was showing command over the language of power, which can be associated with the speakers' desire for getting the best possible rewards. The latter was a reason that Myers-Scotton (2002) discussed. It was pointed out in this study that the choice a speaker makes, on which language to use, is a highly subjective one based upon a belief that this choice is the best one. The writer illustrated by giving an example of a Hungarian bilingual child living with his family in the United States. This child chose to switch to English, while having a meal, at a point where he wanted to inform his mother that he preferred to prepare his salad by himself. In his attempt to achieve this goal, he chose the language of the powerful and dominant culture to show his own power and independence.

Taweel & Btoosh (2012) stated that “Code-switching is sometimes used as a symbol of power. In a study conducted on a 4-year-Chinese child, Bain and Yu (2000) find that the child switches to English as a way of having a certain power in a 21 situation. Similar findings about two children but with French-English code-switching are also reported in Jisa (2000)” p.(3)

7. Getting the prestige of one language over another is the reason why some speakers choose to use it.

According to Muthusamy (2009), Romaine (2000) and Abdel-Fattah (2010). Muthusamy (2009) noted that in the Malaysian context, the language of power and prestige is often English and the students usually desire to show their knowledge of this language. Romaine (2000) pointed out that educated people are expected to know another language, such as French in most European countries and even in Russia before the Revolution where it was used by polite and cultured people.

Abdel-Fattah (2000) further said that when the society gives prestige to those who know a foreign or/and a second language, they are psychologically motivated to switch codes in order to show their knowledge ability and thus attain the prestige. Suleiman (2004) thought of switching codes as “an attempt at identity negotiation whereby the speaker seeks symbolically to ascribe to the self some of the attributes associated with a more prestigious group” (p.31). Myers-Scotton (2002) believed that both power and charm are elements of one motive which is prestige.

8. Wanting to express oneself in all the linguistic resources available at one's disposal motivated some children to switch codes.

Ayeomoni (2006) concluded that Yoruba children start code-switching between English and Yoruba language and start merging

the two grammatical systems of the two languages in the primary school stage for that reason.

9. One more reason, mentioned in Cook (2001), is showing the speaker's role. A good incident to exemplify this reason is one from western Kenya, presented in Romaine (2000), in which a sister speaks to her brother, in his store, in their mother tongue spoken at home in order to get a 21 special treatment. However the brother insists on using Swahili, being the neutral choice, to emphasize his role as a seller and a store owner and not a brother.
10. Including oneself in informal personalized activities that pertain to a specific group of persons was another reason that Romaine (2000) proposed. Genishi (1976) expressed the same idea by saying that those who switch codes are motivated by a desire to accommodate. Similarly, Romaine (2000) pointed out that children see code-switching as a means to accommodate and not as one for emphasizing a point, nor for marking an ethnic identity. Nortier (2011) simplified the idea when she said that a Dutch-Arabic bilingual who lives in Netherlands would probably feel more comfortable talking in Arabic with family members and Dutch with friends.
11. Quite the contrary, Romaine (2000) and McCormick, K. M. (1994), pointed out that codeswitching may be used as a strategy of

neutrality by using it continually during an interaction to avoid having the interaction defined in terms of a specific social sector, by using the language associated with it, or as a way of trying to decide upon the appropriate or acceptable code to be used in a specific situation. Nortier (2011) saw that a person might choose to switch codes in order to show that he/she knows the language, even though poorly, and would like to be identified as so. She pointed out that “[code-switching] is a powerful tool for identification” (para. 9). Other researchers investigated situations which are similar to Karen’s conditions and which people created to pass on meaning. One of these researchers was Gumperz (1982) who included some of these situations. They represent reasons for code-switching that will most probably be relevant to the present study. Following are they:

- to convey precise meaning - to ease communication, i.e., utilizing the shortest and the easiest route
  - to negotiate with greater authority - to capture attention, i.e. stylistic, emphatic, emotional - to communicate more effectively
  - to close the status gap
  - to establish goodwill and support
- Commenting on the use of code-switching in Gumperz’s situations, Muthusamy (2009) claimed that effective communication depends on fulfilling the

relational and referential function of language which is achieved by code-switching practices.

Nilep (2006) clarified this statement when he described code-switching as a contextualization cue which enables the speaker, by giving information that is not referenced in the content of the utterance, to guide the listener in the process of interpreting the utterance. In such a case, the listener himself is expected to come to a better understanding of what has been said. Although other researchers studied other aspects related to code-switching, such as the code-switcher's knowledge of the behaviour itself, their studies provided useful information about the types and functions of the practice. One of these studies was Hammink (2000).

Despite the irrelevant general topic of this study, it contained some useful information. In its abstract, the researcher said that "Poplack found that the complexity of intrasentential code switching required that the speaker has a sophisticated knowledge of the grammars of both languages ... Less proficient bilinguals favored single-word and tag switches, while more proficient bilinguals code switched at the phrase and clause level as well". In the body of the study, the researcher referred to the results of Genishi (1976) which showed that young children switched codes driven by a motivation to accommodate their friends who had a different level of language ability.

In addition to her own experience about code-switching and its functions, the writer of Hamilton (2011) listed reasons for code-switching such as ... “hiding a person’s level of fluency, ..., indicating a change from an informal to formal situation, ..., exerting control over a situation, ..., or easing interpersonal relationships” (para. 3). 'Motives' were referred to by 'causes' in Ayeomoni (2006) and the researcher listed many causes that stand behind the phenomenon of code-switching. He said that ‘[s]ome are status, integrity, self-pride, comfortability and prestige (Akere, 1977; Bokamba, 1989; Hymes, 1962; Kashru, 1989; Kamwangamalu, 1989). Other causes include modernization, Westernization, efficiency, professionalism and social advancement (Kashru, 1989; Kamwangamalu, 1989). According to these scholars, some of the functions of code-switching and code-mixing are intragroup identity (Gumperz, 1982); poetic creativity (Kashru, 1989) and the expression of modernization (Kamwangamalu, 1989)’.

### **2.3. Types of Code-switching:**

This chapter has been started by presenting different definitions of the term ‘code switching’ which reflect the strong debate on how to view and explain the practices of this phenomenon. The broad term includes various forms of linguistic communicative behaviour of bilingual people which researchers most commonly classified as borrowing, mixing and switching. However, defining clear-cut boundaries between these

classifications has not been an easy mission and has been considered a non-necessary process by some researchers.

Boztepe (2005) claimed that, in order to correctly understand the cultural and social processes related to code-switching, it is essential that researchers free themselves from the need to classify instances of non-native utterances in language as being code-switches or borrowings. ‘After all, there are more similarities than differences between the two concepts’ (Boztepe, 2005, p.8). The researchers have generally agreed on the classification proposed in Poplack (1980) which was based on the linguistic structures of code-switched utterances. This classification differentiated between three kinds of code-switching: inter-sentential code-switching, intra-sentential code switching and tag-switching. Inter-sentential code-switching refers to switching languages across the sentence boundaries.

It is most common among fluent bilinguals and it is believed to be a mechanical and an unconscious linguistic process that “fills in unknown or unavailable terms in one language” (Bista, 2010, p. 3). A good example would be the title of Poplack’s (1980) study which is ‘Sometimes I will start a sentence in English y terminó in español’, [Sometimes I’ll start a sentence in Spanish and finish in Spanish].

Intra-sentential code-switching (which is also referred to as code-mixing) occurs within the sentence boundaries, without hesitating or making pauses that may indicate the shift (Lipski, 1985). It is more



complicated than the first type. “The complexity of this type of switching is explained by the high probability of violation of syntactic rules, as well as the requirement of a great knowledge of both grammars and how they map onto each other” (Jalil, 2009, p. 4). According to the Matrix Language Model, the word structure of the dominant language, i.e. the matrix language, governs the practice in this type. The material from the other language, namely the embedded language, is just inserted in the frame of the matrix language. In fact, Muysken (1997) referred to this type as insertion and explained it with the ABA structure in which A and B stand for two languages and the constituent of B can be a word or multiple words.

The third type is tag-switching which involves the insertion of a tag (e.g. no way, oh my God, you know, right, etc) in a language other than that of the whole sentence and these tags may be freely inserted at any point in a sentence. It does not require a high competence in L2 and it may be claimed that it is the easiest type to be practiced since its use does not usually involve grammatical violations. Poplack (1980) added that “[t]he ease with which single nouns may be switched is attested to by the fact that of all grammatical categories, they have been found to be the most frequently switched” (p. 589).

Another type of code-switching is the intra-word type in which the switch occurs within the boundaries of a word, such as in workbooki

(English workbook with the Arabic first person singular possessive pronoun (i).

#### **2.4. Procedures of CS Translation:**

Although CS involves two languages or more at times, the translation of its phrases or words is subject to the ethics and approaches of general translation, since translation is mainly the transfer of meaning from Source Language (SL) to Target Language (TL). In this context, translating CS. For example, in an Arabic context into English, e. g. *Khaleena nroh a'la Labs*, one should transfer the meaning of the word inserted in the discourse or text, the same applied to translation of CS and CM from English to Arabic, *Labs* in the example, thus, the sentence to be translated into English as *Let's go the labs*, as far as this research is concerned.

Harvey et. al. (1995) says in this regard that

"the translator of an ST containing CS should convey in the TL the effects it has in the ST. For written dialogue, the possibility of explaining the CS without reproducing it in the target text (TT) does exist, as in "he said, suddenly relapsing into the local vernacular'." (Hervey et. al., 1995:104)

Additionally,

"it would be more effective, if possible, to reproduce ST code switching by code switching in the TL'. Such cases place even greater demands on the translator's mastery of the TL, two or more noticeably different varieties of the TL needing to be used in the TL". (Hervey et. al., 1995:104)

Cincotta, in her paper, limited the strategies, methods, and ways of translating CS into the following four solutions as she calls it: (Cincotta, 1996: 2-3):

- (1) Make no distinction between the two different source languages and keep the entire text in the same target language.
- (2) Keep the transfer in the original source language, i.e. the original second source language.
- (3) Use a slang or a colloquial form of the main target language.
- (4) Find another language or dialect, i.e. a “second” target language in the passage.

As the present researcher notices, Cincotta (1996) is correct to some extent, except for the use of slang or colloquial form of the word, because it is not necessary for the translator to know the colloquial language since there are many types of English dialects and the same is applicable to Arabic.

Bandia (1996) in his treatment of CS and CM translations of an African novel (*Une Vie De Boy*) gave examples on CS and CM along with a translation of the quotes taken which disclose the inaccuracy of the translation and lack of cultural content considerateness, so Bandi concludes that "Translating code-switched and code-mixed texts requires thorough knowledge of the pragmalinguistic functions of CS and CM in the texts". (Bandia, 1996:151)

## **2.5. Conclusion:**

Reviewing the literature revealed that there are two main models followed for investigating of the phenomenon. One model focused on observation of code-switching practitioners. Conversations were recorded and code-switching instances were then calculated and analyzed, both structure and function wise. In the other model, questionnaires were the means of collecting data. The researcher, being aware of the rareness of code-switching studies conducted in an EFL context, decided to carry out a study that is a mix of both models. The phenomenon existed in the interactions of the students and it was a necessity to observe them in order to collect data. To prove that it existed in other settings and peer interactions, a questionnaire procedure was required to provide supporting evidence

## **Chapter Three**

### **Research Design and Methodology**

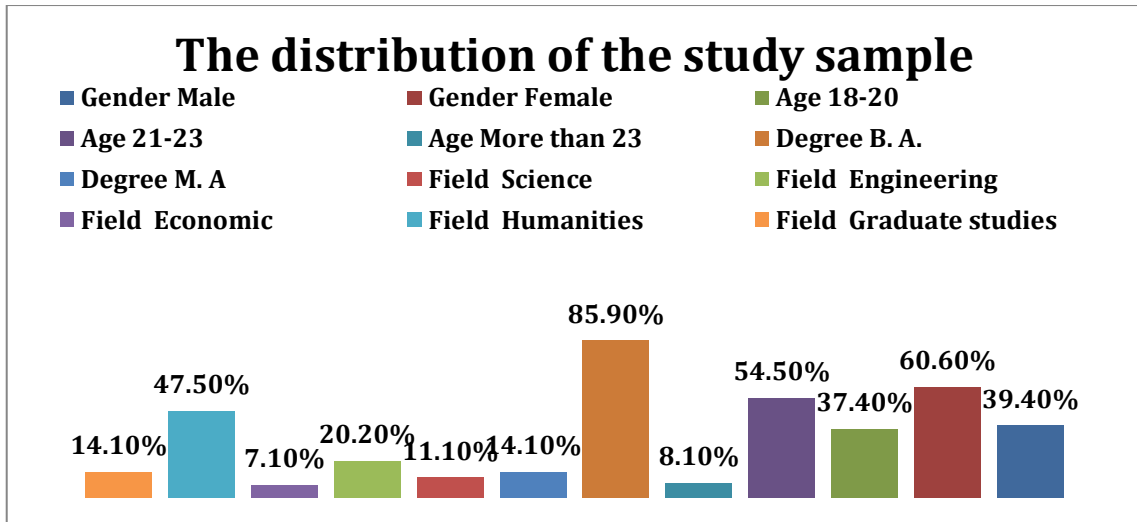
#### **3.1. Introduction:**

This chapter is devoted to specify the steps and the methodology taken in carrying out the study. The researcher presents the study instruments which are a questionnaire, a structured interview and taped material. The purpose behind choosing these methods is to reveal the reasons which make Palestinian faculty academicians and students at An-Najah National University (ANNU) code-switch, the situations where they can CS. sociolinguistics assume that the reasons are sub conscious therefore they can be inferred by analysis of data not by questionnaires.

#### **3.2. Subjects:**

The subjects in this study are Palestinian students, whose mother tongue is Arabic, and academicians. The students sample average age between 18 and 23, and who are studying at An-Najah National University in the city of Nablus. At An-Najah National University, English issued as a medium of instruction in many majors such as: Engineering, Pharmacy, Economy ... etc. The selected sample consists of 99 university students. The total number of the male students in this sample is 39 and that of the females is 60. The number of females is larger in this sample due to the fact that the majority are females students. The sample is distributed according to the demographic variables of sex, age, qualification and faculty. The

questionnaire is distributed among the students and its purposes are explained by the researcher himself to ensure that the subjects fully understand the objectives and instructions of completion.



**Figure (1): Distribution of the study sample variables.**

Male students constitute 40% of the total of the study sample, while female students percentage is 60%, which makes up the majority of the sample as they are the majority of An-Najah National University students.

The students aging between 21-23 years old constitute 54.5%, while those aging between 18-20 years constitute 37.4% of the total sample, and those aging more than 23 have the lowest percentage of 8.1%.

The majority of the subjects where students studying to obtain a B. A. degree with a percentage of 85.9%, whereas the percentage of M. A. students is 14.1%, of the whole study sample.

As for the study sample distribution according to field, the highest percentage of students is 47.5% for the students of the faculty of

humanities, then the Faculty of engineering with a percentage of 20.2% and the third highest percentage is for the faculty of graduate studies with a percentage of 14.1%, while the lowest percentage is 7.1% for the Faculty of economic.

The academicians sample consisted of fourteen instructors who were chosen from An-Najah National University. The sample of the interviewees consisted of ten male instructors and four females, six of the interviewees are lecturing at the faculty of humanities. Those make up the majority of the sample, 5 instructors lecture at the faculty of science, 2 at the faculty of Engineering and only one interviewee from the faculty of Economics.

### **3.3. Methods of Data Collection:**

Due to the uniqueness of the context of the present study, three different types of methods were used to collect data; with students, the researcher used a questionnaire. As for the instructors, the researcher used interviews and taped material.

#### **3.3.1. The Questionnaire:**

The first procedure was using a questionnaire (see the Appendix, page 102) which was tested for validity by a group of experts in the field of linguistics and translation at An-Najah National University<sup>1</sup>. It included questions about the causes and desired functions of CS. It was distributed for university students to explore their causes and the functions they desire

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<sup>1</sup> Sameer Al-Issa and RuqayyahHerzallah.

to achieve. Conducting such a questionnaire aimed to elicit students' reasons for code switching among Palestinian students, and to compare its results with the interviewed ones.

The questionnaire consisted of three main parts, the first have questions about age, sex, faculty and specialization. Nineteen of the situations, in which (CS) commonly takes place, and causes that trigger (CS) were included in the second paragraph. Each participant had to identify the ones that are true for his/her own case. The last paragraph was about translation in which students were asked to translate specific words in 30 sentences.

The researcher distributed a questionnaire of 19 items among the study sample which consisted of 99 students and 30 sentences to be translated by the English language M.A and B.A students (graduates and undergraduates).

#### **3.3.1.1. Validity and Reliability of the Questionnaire:**

To ensure the validity of the questionnaire, it was rated by a group of experts in the field of Linguistics and Translation at An-Najah National University. The questionnaire, then, was distributed to 15 students with similar level of proficiency. The purpose of the primary distribution of the questionnaire was to determine whether the questions were comprehensible and could be interpreted by the target population. The students who were involved in the pilot study were excluded from the actual research. The



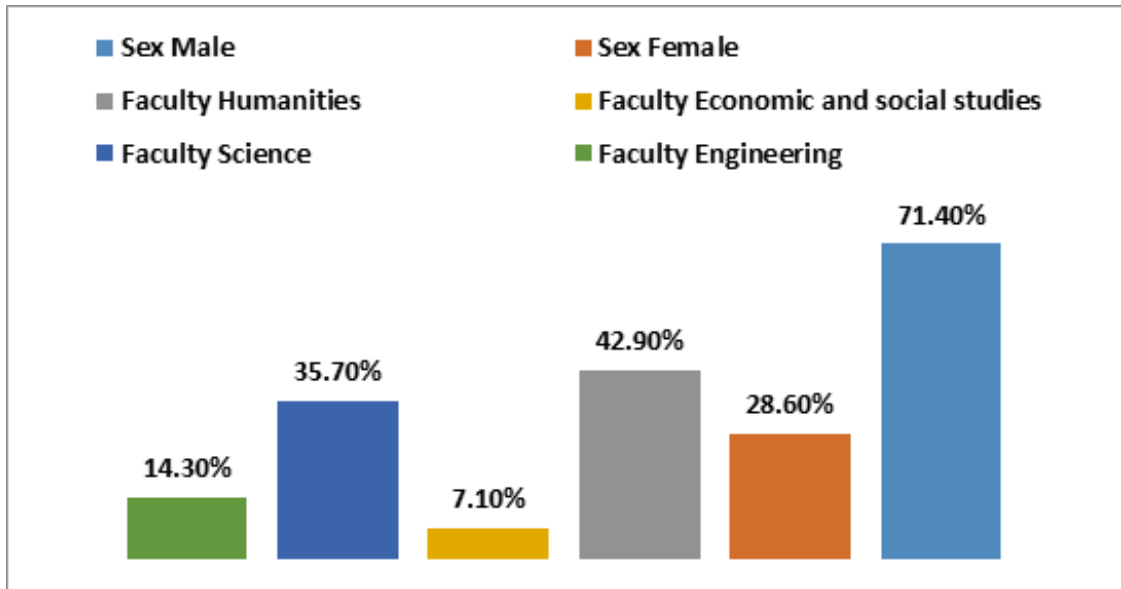
respondents' comments and the group of experts suggestions were taken into consideration to modify and improve the questionnaire's content and wordings.

The reliability of the questionnaire was calculated through Cronbach Alpha formula and which was (0.90) a high degree and suitable for the purpose of the study

### **3.3.2. The Semi-Structured Interview:**

The second procedure was to interview instructors at An-Najah National University in order to ask them about their code-switching practices. Basically, the items of the questionnaire (to be discussed) later were the basis for the interview. Specifically, they were asked whether their CS was a conscious or unconscious practice. They were also asked if mixing English with Arabic made them feel more comfortable or made; their communication easier.

Each interview consisted of (4) questions. It was conducted after reviewing related literature and considering an authority in the field of Linguistics. (15) interviewees were selected randomly, all of them were males, and every interview lasted for (15) minutes. Figure (2) below represents the interviewee sample distribution.



**Figure (2): Distribution of the interviewee sample.**

The figure shows the interviewees sample distribution according to their gender, which the males were 71.4% and females consisted only 28.6% of the study sample.

The majority of the interviewees are instructors at the faculty of Humanities with a percentage of 42.9%, then comes the faculty of Science with a percentage of 35.7% and the lowest percentage is 7.1% for the faculty of economic.

### **3.3.3. Taped Material:**

The researcher used taped material based on taped lectures for different subjects. The sample chosen consisted of (10) lectures that the researcher transcribed. The lectures included courses in management information systems (MIS), toxicology, writing and research, tourism

guidance, principles of mathematics, general physics 101, and marketing communication.

The transcribed material provided the study with rich corpus and examples on CS in the educational context, more precisely, the teaching process, which directly affects the students' choice of language and their linguistic behavior.

### **3.4. Conclusion:**

This chapter has dealt with the methodology and design of the study. In other words, the researcher talked about the methods which were used in the collection of data which were a questionnaire, structured interviews and taped material. Moreover, the researcher presented the population distribution and the sample of the study in accordance with the study variables (sex, age, qualification and specialization). Additionally, the researcher tested the validity and reliability of the instruments used. Finally, the chapter displayed the procedures followed in conducting the study.

## **Chapter Four**

### **Results and Discussion**

#### **4.1. Introduction:**

After presenting a detailed description of the subjects and the methods of collecting and classifying the data, this chapter presents the researcher's analysis of the collected data which consists of three types: the questionnaire, the interviews and taped lectures for some subjects.

The purpose of this chapter is to find answers to the research questions concerning the motives which stand behind Palestinian students and instructors and the analysis of code-switching with its relation to the social variables of:- age, gender, qualification and faculty. Moreover, this chapter sheds lights on the motives which pose themselves as a challenge to the translator.

#### **4.2. Results related to the first question:**

This section answers the research's first question which is the following:

**What are the motives and situations of the Palestinian students and academicians Code-Switching between Arabic and English?**

In order to provide a satisfactory answer to this questions, the researcher used various tools including the questionnaire, taped material and the interview, through which the following results were obtained.

#### 4.5.1. The Analysis of the Questionnaire Responses:

The questionnaire presents the respondent's answers to the reasons and motives that make them code-switch between Arabic and English, and the situations in which they can switch. Moreover, it presents the students' translation of certain given sentences with code-switched words.

**Table (1): Below shows the questionnaire items.**

No.	Item	Mean	Degree
1.	I mix English in my conversation when I do not find the suitable word or expression from Arabic	3.8452	6.2%
2.	I code switch between Arabic and English in order to show how much I'm highly cultured and civilized	3.7755	6.1%
3.	I use code- switching when discussing Western matters.	3.7318	6.0%
4.	I use some English expressions in my conversation due to their strength and impacts on others.	3.64	5.9%
5.	I use code- switching in responding to another person who uses it.	3.6616	5.9%
6.	I code switch between Arabic and English With high frequency social phrases are as 'thanks', 'hello', 'sorry', 'bye', 'excuse' me...etc.	3.55	5.8%
7.	I use code- switching to show my knowledge off.	3.6	5.8%
8.	I mix English with Arabic while shopping for electronic devices such as computers, hardware, mobiles and some software.	3.5886	5.8%
9.	I use code- switching when talking about Western societies	3.1834	5.2%
10.	Occasionally, I practice code switching to reflect happiness and excitement.	3.2222	5.2%
11.	I mix English with Arabic to increase my self-esteem	3.1399	5.1%
12.	I code switch between Arabic and English because my academic qualifications allow me to do so.	3.15	5.1%

No.	Item	Mean	Degree
13.	I use English expressions to emphasize my speech.	3.0505	4.9%
14.	I mix English with Arabic to exclude a person who does not understand English from the conversation	3.05	4.9%
15.	I code switch between Arabic and English because it is a habit that I have acquired through time.	2.9069	4.7%
16.	I mix two languages in my speech to reflect sadness and anger.	2.75	4.5%
17.	I code switch between Arabic and English in order to show off my knowledge and skills of using English.	2.7879	4.5%
18.	I code switch between Arabic and English in order to imitate actors, singers and other prominent figures.	2.6566	4.3%
19.	I mix English with Arabic to show that I'm educated and have the ability to speak English.	2.4242	3.9%

#### 4.5.1.1. Motives and Functions of CS:

The first and second questions of the research were about the motives and functions that make the participants Code Switching between Arabic and English. The number of the situations and reasons were fourteen and the distribution of the responses of the participants as a whole group is presented in the following figure:

In order to simplify the results, the researcher divided them into three groups: high-percentage results, medium-percentage results and low-percentage results based on their percentages as presented in the following table:

**Table (2): Results for Motives and Functions According to the Percentage of Responses.**

	<b>Item</b>	<b>Degree</b>
Very high	I mix English in my conversation when I do not find the suitable word or expression from Arabic	6.20%
	I code switch between Arabic and English in order to show how much I'm highly cultured and civilized	6.10%
	I use code- switching when discussing Western matters.	6.00%
High	I use some English expressions in my conversation due to their strength and impacts on others.	5.90%
	I use code- switching in responding to another person who uses it.	5.90%
	I code switch between Arabic and English With high frequency social phrases are as 'thanks', 'hello', 'sorry', 'bye', 'excuse' me...etc.	5.80%
	I use code- switching to show my knowledge off.	5.80%
	I mix English with Arabic while shopping for electronic devices such as computers, hardware, mobiles and some software.	5.80%
	I use code- switching when talking about Western societies	5.20%
	Occasionally, I practice code switching to reflect happiness and excitement.	5.30%
	I mix English with Arabic to increase my self- esteem	5.10%
	I code switch between Arabic and English because my academic qualifications allow me to do so.	5.10%
Medium	I use English expressions to emphasize my speech.	4.90%
	I mix English with Arabic to exclude a person who does not understand English from the conversation	4.90%
	I code switch between Arabic and English because it is a habit that I have acquired through time.	4.70%
	I mix two languages in my speech to reflect sadness and anger.	4.60%
	I code switch between Arabic and English in order to show off my knowledge and skills of using English.	4.50%
	I code switch between Arabic and English in order to imitate actors, singers and other prominent figures.	4.30%
Low	I mix English with Arabic to show that I'm educated and have the ability to speak English.	3.90%

Examining these four groups shows similarities to the researcher analysis of the interviewed instructor's CS analysis in which some of the functions classified in the high percentage group, namely expressing happiness, expressing the feeling of pride, privilege were found to be more dominant than other ones. In the analysis of the interviewed instructor's CS, and though the prominent functions were feeling proud and privilege, the analysis showed that the interviewed instructors mainly expressed positive feelings in their CS practices such as happiness and excitement. In the above division of groups, the function of expressing happiness and intimacy was much more emphasized by the participants than that of expressing sadness and anger which got the lowest percentage in the group. In other words, the qualitative analysis of the instructor's CS responses matches the present quantitative analysis. This result may be connected to the fact that the instructors use CS to create some intimacy with students.

As for the motive of (I mix English in my conversation when I don't find the suitable word or expression from Arabic) which has a percentage of 6.2%. The researcher attributes this result to the fact that most of the students are not fluent in English, besides that, their majors don't include many English terms with which they face difficulties in finding an equivalent word or expression from Arabic.

As for the item (I code-switch between Arabic and English in order to show how much I'm highly cultured and civilized) with a percentage of 5.8%, the researcher relates this result to the fact that most of the students



know that the English language is the language of civilization and culture so they have a tendency to CS in order to show how much they are cultured and civilized.

The next item in the high percentage group was (discussing Western societies) which has a percentage of 5.2%. The researcher relates this result to some students' tendency to link between languages and the issues discussed and have some connection to the culture of the foreign language. Moreover, the researcher noticed that this motive is commonly used among the students who are studying in the English language department due to the fact that they have a knowledge of English and they have taken many courses concerning the English society.

In the high-percentage group were the situations of (increasing self-esteem) and (my academic qualification allows me to do so).

The highest percentage 5.9 is for the item (I use some English expressions in my conversation due to their strength and impacts on others), which implies the students' attitudes of using English words during their discourse where they believe that English provides them with the chance to leave an significant impression on their colleagues and surrounding community. As for the item (I use code- switching in responding to another person who uses it) indicates the influence of spontaneous response, for the majority, and few who response with code switching behaviour purposely. The

researcher attributes such a result to the difference between the respondent's degree of influence or the ability to be influenced by others.

As for the motive (I mix English with Arabic while shopping for electronic devices such as computers hardware, mobiles and some software) with a percentage of 5.8%.The researcher connected this result to the fact that most of the students if not all use such words (computer, mobiles..etc) while shopping because such words are commonly used in our daily life, and can be considered borrowed words at least in the colloquial form. Moreover, some of the technological words do not have an Arabic equivalent because Arab linguists do not find other names for such words so they still use them as they are.

The result (I code-switch between Arabic and English because of some common English frequently used words that are known to many people such as: “thanks”, “hello”, “sorry”, “bye”, “excuse me” ... etc) with a percentage of 5.8%. The researcher connected this result to the fact that such words are used in our everyday life and they dealt with as Arabic ones and most of the students use these words to show their prestige in specific situations and to show that they know English.

The item (I code-switch between Arabic and English because my academic qualification allows me to do so) with a percentage 5.10%. The researcher believes that the students have some common thought that links

the language to the qualification believing that the higher the qualification , the more they should show knowledge skills and proficiency.

Then comes the result of (I mix English with Arabic to increase self-esteem) with a percentage of 5.10%. This result reflects a shared belief among the students who speak foreign languages in general, and English in particular, can raise their appreciation and confidence in themselves.

The item of (Exclusion of an interlocutor) prevailed with a percentage of 4.9%, indicating that a good percentage of code switchers act in this way, either because of personal attitude towards the people involved in the conversation or an attempt to keep tell a secret the speaker does not want others to know.

In the item of (I code-switch between Arabic and English because it is a habit that I have acquired through time) with a percentage of 4.7%.The researcher attributes this result to the fact that the students don't use English frequently, for instance, students who study English or their education requires the use of English.

The sixth item is (I use CS to show my knowledge of technological and cultural advancement) with a percentage of 5.8%. The researcher explains that this result is due to the accelerating advancements in the field of technology and their impact on the student's lives and community in general, and their competence to acquire such advancement.

In the medium group of motives were the motives of personal feelings and abilities.

As for the item of (I mix two languages in my speech to reflect sadness and anger) which has a percentage of 4.6%, the researcher analyses for this result is that it is easier for the students to use the Arabic language as a medium for emotional expressions as it includes many words and forms of expressing sadness and anger. Besides, such expressions are closely related to one's culture and feeling expressions.

In the low percentage group were the situation of showing that I'm educated and have the ability to speak English.

The final result is (I mix English with Arabic to show that I'm educated and have the ability to speak English) with a percentage of 3.9%. From the researcher's perspective, this result reflects the student's general belief that education is not limited to speaking English.

The above discussion shows clearly the similarity between the quantitative analysis of the questionnaire and the qualitative analysis of the instructor's responses. This similarity is positive because the objectivity of the quantitative analysis supports the subjectivity of the qualitative analysis.

#### **4.5.2. The interview discussions:**

The researcher conducted 15 interviews with 15 instructors lecturing in different faculties. The sample of the interviewees consisted of 10 males and 4 females. The interviewees were given a sheet of 4 questions and were asked to answer freely, and the interview lasted for 15 minutes. Here in this section, the researcher is discussing the results of the interviewees' responses to the 4 questions they were asked.

##### **Response to the first question: How do you feel when you switch between Arabic and English?**

Most of the interviewees' responses were positive towards CS, some felt happy with switching, while others related it to the factor of easiness to convey the information for the students, and the general view they shared is that it was a must to code-switch, while one expressed shame and provocation over switching and another stated that there was no need to Code-Switch unless the term used had no equivalent in Arabic. One of the interviewees expressed his feeling of pride and privilege with regard to CS, while another saw that it contributed to decreasing the degree of formality and created some intimacy between the instructor and his students.

Generally speaking, the results of the interviewees' responses reflect a positive attitude towards CS and a tendency to code switch in the classrooms, most of the time for the sake of the students' interest as it indicates the comprehension of the information being delivered.

**Response to the second question: Do you feel privileged or do you become proud when you code switch?**

Out of the 15 interviewees, 7 expressed their feeling of pride and privilege to code switch, which reflects a general feeling among the instructors, contrary to 4 instructors who expressed that they do not feel any pride or privilege with code-switching. Three instructors see that it is related to necessity more than pride or privilege, and one instructor said that it is a habit now at the Palestinian universities to deliver the information in Arabic despite the fact that the text books are in English.

**Response to the third question: When and under what circumstances do you switch from Arabic to English?**

Eight of the interviewees said that they code switch to illustrate and explain terms that may be difficult for the students to understand. Three interviewees expressed their use of CS to communicate with people equal to them in their educational level. One interviewee said that he/she code switches all the time for no purpose, while another related it to his/her mood and said it was a spontaneous behavior he practices unconsciously, whereas another said that he/she Code-Switches in some subjects. One of the interviewees said he/she code-switches to enrich the students linguistic competence while another said he/she code switches to show knowledge and prestige.

**Response to the fourth question: list down 3 situations in which you code switch between Arabic and English?**

1. The interviewees' responses reveal that they code switch in formal and informal situations, but mainly, in the formal educational context related to terms explanation or words used commonly in the educational context such as midterm, first, second test etc.
2. One of the interviewees stated that he uses it as a strategy to draw students' attention.
3. Other interviewees stated that they use CS in their everyday interaction with people who know English well, on the phone, and to shop for electronic devices, while others use it when necessary.

**4.5.3. Transcribed Taped material Discussion:**

The sample of the taped material was 10 taped lectures taken from the taped lectures published in An-Najah National University website, and transcribed them. The lectures were taken from different faculties of the university.

The researcher here is using the transcribed material as evidence of CS among the Arabic speakers in Palestine specifically, in the educational context with concentration on An-Najah National University.

The first lecture is taken from the faculty of engineering and information systems, a management information systems course, where the

lecturer was supposed to lecture in English. However, he code switched all the time, for example, the lecturer started the lecture by greeting the students in Arabic and then said:

web services المرة الماضية اخدنا عن

(The last lecture, we studied web services)

Instead of saying for example (our previous lecture was about web services) or say it all in Arabic since (web services) have an Arabic equivalent which is خدمات الشبكة , but in the following excerpt, there are words that cannot be translated as they do not have Arabic counterparts:

حكيانا طريقة كل organization يكون الها system مختلف فحكيانا ع اساس نحل مشكلة اللغة المختلفة شو بدنا نعمل كيف حكيانا من خلال web services من خلال xml

Xml زي html بس بنقدر نخزن فيه data

كل ال systems هدول بقدرنا يخنونا وكل ال systems بفهموا هاد ال file عليه

اعطينا مثال المرة الماضية أي شركة الطيران او شركة الحجزات ولا شركة الباصات او الاوتيلات كلهم بيصيروا يخنونا على ال web service ولا xml file ويكون الهم access وبيصيروا يعرفوا امتى الطائرة طالعة امتى بدها توصل صح

We said that each organization has its own system ,we also said that in order to solve the problem of the different languages, what we have to do ?We said through web services and xml we can solve it.

Xml is like html, but we can store data in it.



All these systems can store, and all these systems understand this file on it.

In the last lecture, we provided an example of airline company, reservation, buses or hotels, that all store on web services or xml file, and they have access to it, so they can learn when the plane takes off and lands, right?

The words xml and html have no Arabic equivalent, thus cannot be translated and they must be mentioned in English, but the other words have Arabic counterparts.

Another lecture taken from the faculty of humanities, a writing and research course, the researcher kept the lecture most of the time in English with little CS to Arabic when she notices that her students are not keeping up with her or do not understand, although the language was simple and direct. An example of her code switching is as follow:

With MLA it is a very stupid idea for me to ask you to memorize this ابدأ .

Why? Because even I don't memorize it اعلمي يحكيلى حدا يجي انا هلا صراحة

MLA style بحكيله give me a minute, I look this up and apply it.

أفـI don't expect you ever to memorize it.

Medium means is it print or electronic هيك قصدنا medium الوسيط يعني

With MLA it is a very stupid idea for me to ask you to memorize this ever?

Why? Because even I don't memorize it. Honestly, if someone now comes and tell me to cite MLA style, I'll tell them to give me a minute, I look this up and apply it.

So, I don't expect you ever to memorize it.

Medium means is it print or electronic, that's what we meant by medium.

In the previous example, it appears that there is influence of the colloquial Arabic language and insertion of it during the lecture, which is unacceptable in the educational context, and the words she code switches to in Arabic can be replaced by simple utterances in English, although the major problem perceived by the researcher is the students who seem to face some degree of difficulty to comprehend the citation method illustration.

### **Another example:**

Student: write the full name of each one of us (يعني هيك بصير) Hamad, Rawan and Heba Daraghma (أنا أول يعني ليش يعني) Student.

Student: write the full name of each one of us (this is not proper) Hamad, Rawan and Heba Daraghma (why me first) Student.

In the previous example the first student gave the definition in English, but the second student commented in Arabic which reflects the students' tendencies and attitudes towards code switching.

In the lecture of Biology about Test Tube Babies, the lecturer used Arabic insertions in his lecture to explain some facts that some student may find hard to grasp, but kept using specialized terms related to the lecture subject, as in the following example: (انه يعمل الـ) (to do the) fertilization inside the maternal body (what we call it) (هاد اللي بنسميه) fertilization (it's idea is that instead of doing) (فكرتها كانت انو بدل ما يصير انه يعمل الـ وين) out conventional IVF invetro fertilization (which is) (اللي هو) developed into ICSI ICS Intracytoplasmic sperm (after which happens the) (وصار بعدها اللي) injection. (هو بعدها)

The example contains specialized terms but the lecturer didn't use Arabic to explain them, he used Arabic to connect the pieces of information.

In the Tourism Guidance lecture, the lecturer used English words as if he was trying to prove he knows English; showing off his language, as he inserted very simple phrases in his lecture as in: (كيف يدخل بالموضوع) step by step (must have) (لازم يكون عندو) general

(قبل اصطحاب السائح لأي معلم سياحي لازم يعطي فكرة عن المنطقة بعض الاحيان لازم يتعرف الدليل السياحي على جنسيتهم هاي دايما حكيهاها انه كمان يعمل )

(Before taking the tourist to any archeological site, he must be given idea about the area, sometimes ,the tourist guide must learn the nationalities of the tourists ,we said he must always do this)

Comparative (with comparisons with it or in one's imagination) (مع مقارنات ) comparative study (another/second) (معهم يعمل أو هو بمخيلته في داخل عقله يعمل study between nationality. (ثانية)

All of the English words inserted as obvious can be replaced totally with Arabic words, as this is the case, there is no need for CS in this situation, except if the lecturer wants to show off his academic qualification and linguistic proficiency. The lecturer's speech context is all in Arabic and only some terms are in English, though these terms have an Arabic equivalent that the lecturer knows for sure.

In the Toxicology lecture where English should be used more frequently than the researcher has noticed, the lecture is delivered totally in Arabic except for some sentences or phrases that as well have Arabic equivalents, for example:

اليوم راح نحكي ( types of toxic substances (اللي ممكن تعمل تسمم طبعا احنا اليوم راح ) drugs (هي على الـ حكينا المرة انه المواد السامة اللي في البيئة كثيرة جدا اليوم عنا by over the counter (يكون في زي تقسيم الها، فعنا اول قسم منها الي هما المقصود بالـ prescription drugs. (هي الأدوية او المخدرات كلياتها هاي ما هي تعتبر)

Today we are going to talk about the types of toxic substances, that may be poisonous to us. Today it'll be like drugs. The last lecture we said that poisonous material are many in the environment today around us and we have categorizations of it, the first is prescription drugs.

Although the words used are topic-specialized but they have Arabic counterparts as (types of toxic substances) which means أنواع المواد السامة (types of toxic material) but the lecturer wanted to keep the students linked to the English name as they are going to study it in their text books frequently.

The same can be said about the principals of Mathematics, where the lecture was delivered in Arabic more than English except for some words, as in the following instance اثبتنا ايش، اثبتنا انه التالي، على اشتغلنا ضمن هذا التعريف) (even natural numbers (على نفس المبدأ اللي هان الف نوت = الف نوت + انه الف نوت) cardinality (لو كان ال هس هي، اللي) (اخذنا اثبتناها، كيف ونذكركو) even natural numbers (ال اللي الهم الف نوت ايش).

The same can be said about the principals of Mathematics, where the lecture was delivered in Arabic more than English except for some words, as in the following instance within this definition, we worked on the following, we proved what? That alph note which is even natural numbers (note + alph note= alph note) on the same principal of even natural numbers, and remembering how we prove it, we took cardinality...

The lecture of the subject of principals of mathematics used Arabic as medium of teaching instead of English and code switched to English using mathematical terms that have Arabic equivalents (الاعداد الطبيعية والأعداد الاساسية).

In the general physics lecture, the researcher provides the following example:

اليوم طبعا املي انكم استعدادتو على بعض المسائل بس اذا ما استعدادتوش راح نلتزم بالمسائل اللي ( بدنا نناقش ) discussion (مين معه ارقام المسائل اللي حددناهم بالـ) chapter 8 (حددناهم بالـ discussion (مسائل من oh, that's too bad that's too bad (مين) (حدا معو ارقام المسائل) discussion (مسائل من ) عنا المسائل المطلوبة او كي هات تشوف ارقام المسائل معو ولا حدا تحددو ارقام المسائل اللي) My hope today is that you have come prepared on some of the questions , but if you haven't, we are sticking to the questions assigned in chapter 8. Who has the numbers of the questions assigned in the discussion? We want to discuss the questions from the discussion .Anyone have the questions? Who? oh, that's too bad that's too bad .The numbers of the assigned questions, no one has them? Okay let us see.

discussion في chapter 8 راح يكون عنا سؤال اربعة، سؤال تنقاش(12) ، سؤال ثلاثاش (13)، ثمنتاش(18) ، تسعتاش (19) و twenty nine جدول المسائل اللي راح يكونوا مطلوبين sorry discussion وفي مسائل طبعا للـ homework خلينا نيجي نشوف المسائل هـول طبعا انا مش عارف ارقام هاي المسائل ايبيم.

The discussion in chapter 8 ,we will have questions 19 ,18 ,13 ,12 ,4 and twenty nine .These are the questions will be required for the discussion and of course homework questions. Let us see the questions, of course I don't know the numbers of these questions ,hmmmm.

Clearly, the English words inserted are unnecessary, and can be replaced by Arabic words, but it seems that the habitual use of these words in English was behind the lecturer's tendency to insert them.

The researcher noticed that some lecturers tend to give the Arabic and English words in the same sentence as in the following example taken from the Marketing Communication lecture, (عن الميديا) (about the media) advertising planning (هنا نحن نأخذ عن بدون الميديا المناسبة التي تبحث في الوقت) (now we are going to study the suitable non media that is advertized in the right time and place and frequency) frequency (التكرار المناسب).

The lecturer tends to give the English equivalent of the Arabic words to enrich the students' linguistic competence and to qualify them to the field work that mostly uses English terms.

The use of CS in the lectures is frequent and seems to naturally occur as the text books are written in English but the students' English language competence is not sufficient in various fields, thus the instructors tend to use Arabic as the language of teaching but switch to English to teach the terms of the subject that are vital to understand the book's material and major topics.

#### **4.3. Results related to the research second question:**

The second question of the research is

**What are the “Code switching” reasons which pose themselves challenging in translation?**

The researcher used an empirical design as a test to find out the code switching reasons, which make a challenge to the translator.

After the researcher analyzed the students translations to specific code-switched words, he concluded that there are common motives which pose themselves as challenging to translators and these motives are consciously used by the students in the questionnaire and academicians through taped- material.

**Table (3): Shows code-switching motives posing themselves as challenging in translation.**

<b>Motives</b>	<b>Percentage</b>
1. Common English borrowed words	34.6%
2. Not finding a suitable word from the native language of the speaker and lack of equivalence	20.2%
3. Habitual use	14.7%
4. Inclusion of some technical and technological terms	30.5%

The graduate and undergraduate students' translation reflects lack of competence in Arabic and English, in addition to insufficiency of Arabic equivalents to English words and phrases.

The students translated many words as they use them in their daily life and these were problematic for students' to translate because they lack knowledge of them regarding their Arabic counterparts, these include (visa,



receiver, satellite, bank, aids, digital, camera, broadband, mall/s, physiology, like, cinema, occupational therapy).

Although these words are simple, and used occasionally, but the students do not know their Arabic counter parts, except for numerous students, such attitude reflects lack of competence and shortage of knowledge in both the target language and the source language, prophesying a future decrease in the highly skilled professional translators.

Another challenge faced the students was inclusion of some technical and medical terms that are not recurrent in the community, but specialized, and are used as they are in English refraining from using their Arabic equivalents which weakened the students' vocabulary.

#### **4.3.1. Comments on the code-switching motives in taped- material lectures:**

Technological reasons are one of most prevalent causes of code switching in daily life and educational settings as proved in the management information systems course, where the lecturer switched between Arabic and English using some terms, e. g. xml and html, that has no Arabic counterpart.

In the writing and research course, the lecturer switched to Arabic to express proximity to the students as they find it strange to speak pure English, and the lecturer has spoken in a personal tone to express so, thus it is linked to the reason of expressing emotions, that has evoked the students

code switching, where they shifted from English to Arabic in a response to the way the lecturer has been talking.

In the biology lecture, the shifting is from English to Arabic, the majority of the biology terms have Arabic equivalents but are not used frequently, if known, and the researches in the field are English, and rarely Arabic is available, so the lecturer has to use English for scientific purposes.

In the Tourism Guidance lecture, obviously, the lecturer was showing off his English language, as he tended to insert unnecessary English phrases to his Arabic context, with no urgent or true need to do so.

In the Toxicology lecture, the lecturer code switched between Arabic and English, for both showing off his language and scientific purposes, since he was talking Arabic in confidence but then shifts to English when talking about toxics types and categories, giving both English/Arabic equivalent of the word.

The principals of Mathematics code switching behavior by the lecturer is related to scientific purposes since the symbols used in the lecture have no Arabic equivalents, and the lecturer aimed to provide the students with the terms of mathematics both in Arabic and English.

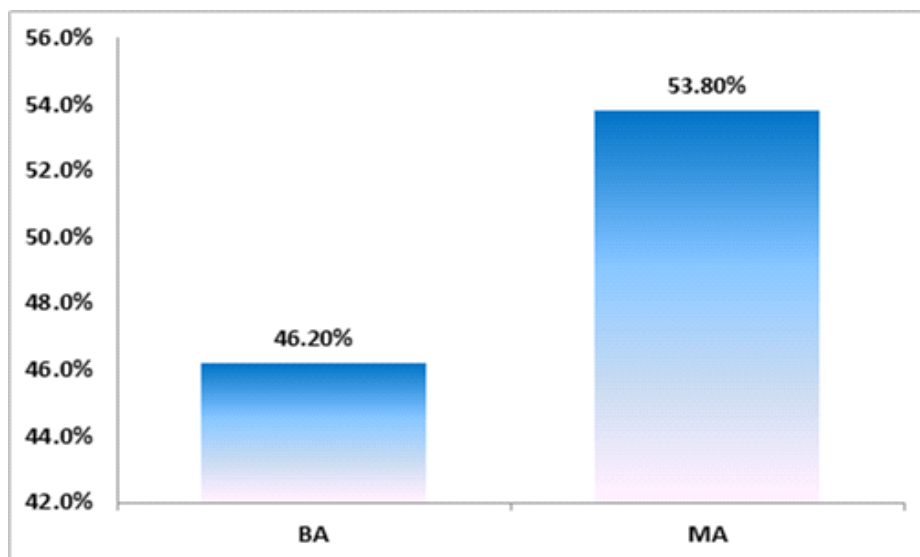
However, the general physics lecturer was showing off his knowledge of English as he shifted for no clear scientific reasons, and to express his feeling of disappointment using (oh, that's too bad).

#### 4.3.2. The challenges that face the translators of code switched texts:

This section of the questionnaire was designed and distributed only to students of the English language studying to obtain B.A and M.A in the English language (graduates and undergraduates).

The students were asked to translate specific words in 30 sentences, and the general differences between the responses of the students' sample were analyzed to test the challenges encountered while translating CS discourse and to know the translation methods which are used by the students themselves. In addition, the researcher wants to reveal the motives which pose themselves as challenging to translators. The fourth coming section will engage in the analysis of the results that emerged from this process.

The following table demonstrates the students' percentages according to their qualification:



**Figure (3): B. A. and M.A sample distribution according to their qualification.**

As indicated in the above figure, the B.A sample consisted of 12 students studying to get a bachelor degree in the English language with a percentage of 46.2%, while the M.A sample consisted of 14 students studying at the faculty of graduate studies in order to obtain a degree in applied linguistics and translation. Their percentage was 53.8%, making up the majority of the sample.

In this section the researcher is discussing and analyzing the students translation of 30 sentences and the translation method they use while translating code-switched words. moreover, this section answers the research question which is about the code-switching motives which pose themselves as a challenge to translator sentences are English and the students were asked to translate them into Arabic, where the researcher noticed that the majority of the translations appeared as code switching sentences.

### **Visa and passport:**

The word (visa) is a borrowed word and it is still used as it is (visa). The word (تأشيرة) is a colloquial Arabic counterpart to the word (visa). Most of the students transliterated it as (visa) not (تأشيرة) due to the fact that the word (visa) is a borrowed word and most of the student habitually use it. So there is a mistranslation here. Moreover, the habitual use of the word (visa) in our daily life affected the students translation and made them to translate it as (visa) not (تأشيرة).

### **Air Condition:**

Most of the students transliterated the word (air condition) as (كونديشن) by adapting a transliteration method. This translation could be because the word is commonly used in their daily life and maybe they lack knowledge of its Arabic counterpart. Therefore, the common use and the lack of knowledge affected the students' translation as it appears in their translations.

### **Petrol:**

This word (petrol) was transliterated as (بترول) by the majority of the students. The researchers' analysis of this translation could be that this word (بترول) is widely used in the media and students may not find the suitable word for it from Arabic.

### **Receiver and satellite:**

A lot of the students used (ريسيفر) as a transliteration for the word (receiver) and (ستالايت) for the word (satellite). As it appears from the students' translation, there is an inclusion of some technical terms that are not recurrent in the community. Moreover, such words could be borrowed words and students prefer to use the borrowed term over the colloquial one.

### **Bank**

The students' translation of this word was (بنك). The correct translation is (مصرف). The students transliterated the word as (بنك) because

the commonly use of the word in their daily life as well as they lack knowledge of its Arabic counterpart and maybe they forgot the Arabic equivalence to this word.

### **Hummer (no Arabic equivalent available):**

Most of the students transliterated such word as (هامر). As it seems this word is a borrowed word first and second there is no arabic equivalent available for the word. The word here was used to point to a brand of cars, and the differences in translating it was counted through specifying that it is a type of cars using سيارة or سيارة طراز/نوع and the researcher considered the students who transliterated it as *hammer* only as mistranslation.

### **AIDS**

This is an acronym for (*Acquired Immune Deficiency Syndrome*) and in Arabic it is مرض فقدان/نقص المناعة المكتسبة. most of the students if not all of them transliterated this word as (إيدز). This term is a medical term and its used in a medical discourse. Students translation reflects weakness in their competence because they lack knowledge about the meaning of such term.

### **Camera:**

The students translation to this word was a (كاميرا). The correct translation is (الكاميرا الرقمية). The students transliterated the word as (كاميرا) because the commonly use of the word in their daily life as well as they

lack knowledge of its Arabic counterpart and maybe they forgot the Arabic equivalence to this word.

### **Broadband:**

The students translation to this word was a (برودباند). The correct translation is (الإتصال الموسع). The students transliterated the word as (الإتصال الموسع) because the commonly use of the word in their daily life as well as they lack knowledge of its Arabic counterpart and maybe they forgot the Arabic equivalence to this word.

### **Anemia:**

Most of the students if not all of them transliterated this word as (أنيميا) instead of (فقر الدم). This term is a medical term and its used in a medical discourse. Students translation reflects weakness in their competence because they lack knowledge about the meaning of such term.

### **Malls:**

The students translation to this word was a (مولات). The correct translation is (المجمعات التجارية). The students transliterated the word as (المجمعات التجارية) because the commonly use of the word in their daily life as well as they lack knowledge of its Arabic counterpart and maybe they forgot the Arabic equivalence to this word.

### **Sociology and physiology:**

The students translation to these words was a (سوسيولوجي) and (علم وظائف الأعضاء). The correct translation is (علم الاجتماع) and (علم وظائف الأعضاء). The students transliterated the words as (سوسيولوجي) and (فسولوجي) because the commonly use of the word in their daily life as well as they lack knowledge of its Arabic counterpart and maybe they forgot the Arabic equivalence to this word.

### **Like (as on Facebook):**

The word to the researcher's surprise was transliterated as لايلك instead of translating it as (إعجاب) although most of them knew its meaning, or should be knowing it, because of its widespread usage in English compared to Arabic.

### **Cinema:**

None of the study sample for the translation section translated the word correctly as (دار العرض) and all of them transliterated it as سينما. The researcher analysis is that this word is used commonly in the students daily life and maybe they forgot its Arabic equivalence.

### **Occupational therapy:**

A new program of teaching being taught at An-Najah National University and the Arab American University in Jenin. The word means (العلاج الوظيفي). as translated as such by a few of students while the rest of



them transliterated it as (ثيرابي او كيوييشنال). The researcher attributes this translation to the fact that students lack knowledge in their mental dictionary or maybe they do not find the suitable word for it from arabic.

### **Other words:**

The translation section contained words that are common to be switched but the students translated them correctly such as *baby* طفل, *scale* مقياس and *communication* that only one student transliterated it while the others translated it correctly.

## **4.4. Results related to the research third question:**

The third question of the research addressed the relation between the demographic data and code switching, and it is formed as follows:

**Are there any significant differences between cod- switching and the social variables of: age, gender?**

The above question is answered depending on the questionnaire as a main tool for illustration.

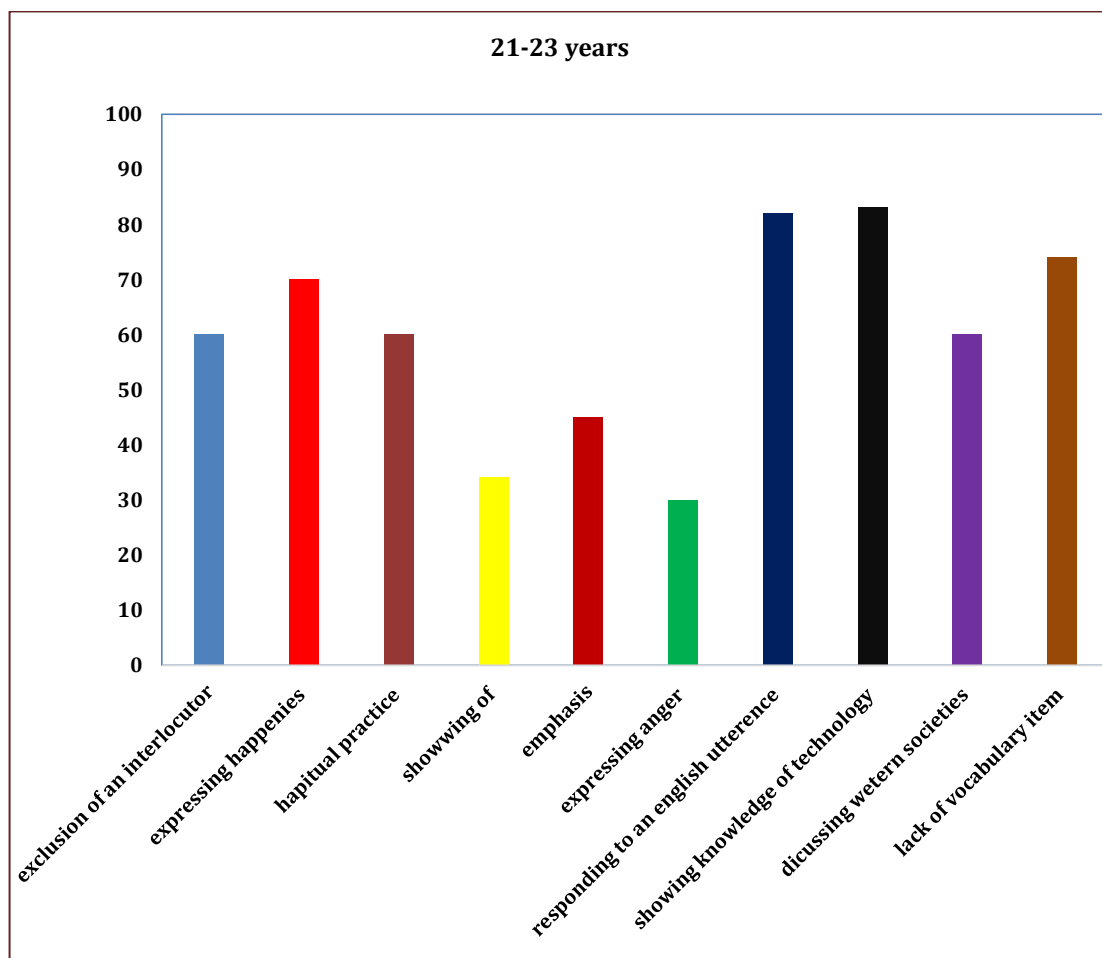
### **4.4.1. Code-switching motives and the social variables of: age and gender:**

This section is about analyzing the relationship between code-switching and the variables of: age and gender. Moreover, this section analyzes if there are any significant differences between students code-

switching behavior according to age and gender. In addition, more detailed analysis is done on this section in order to answer the research question which is about knowing the significant differences in code – switching among Palestinian students at (ANNU) due to the variables of age and gender.

#### 4.4.1.1. Motives and functions of code switching: age differences:

In this section, any differences in the results that relate to the age factor are presented. The results were presented in the following graph:



**Figure (4): Age differences in the motives and functions of CS.**

Comparing the results of the two age groups shows some variations between them. the clearest variation was about (discussing western societies and exclusion of an interlocutor). The responses of the 21-23 years participants rated 60% while only 30% of the 18-20 group respondents did. this big difference may be explained by referring to the fact that these two situations require good competency level in L2 in order to incorporate code – switching in to them. Thus the responses of the older students were higher in this respect.

As for the situation of (expressing happiness), the percentages representing the responses of the 18-20 group were 87% while 70% for the 21-23 group. It can be said that the life younger person revolves, supposedly, around fun activities that make them happy.

As for the situation of (lack of vocabulary items), the percentages representing the responses of the 21-23 group were higher than the 18-20 group, but the differences were generally not very big. 74% of the older participants chose this function as on that motivated their code – switching behavior while only 55% of the younger ones did.

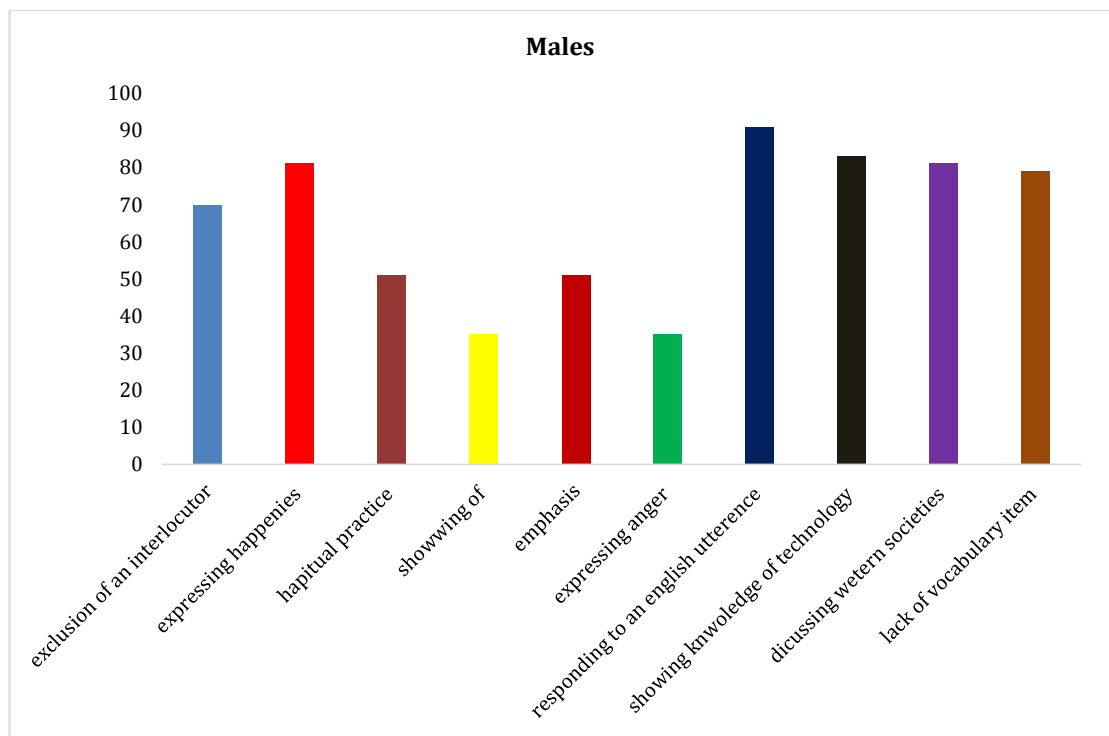
A much lower differences, marked the motives of habitual practice and showing off, but despite the same differences, the percentages of the responses of the two groups were not similar. 60% of the older participants said their code – switching was a habitual practice, but only 34% of the same groups said they aimed at showing off their knowledge in L2. On the

other hand, 51% of the younger ones chose habitual practice as a motive and 25% chose showing off. Emphasis was chosen by 45% participants of the 21-23 group and 38% of the 18 – 20 group, with a 7% difference. As for (expressing anger), the choice was 30% by the older participants and 25% for the younger ones. A motive that got a high percentage of responses by both groups was (responding to an English utterance), 82% by the older participants and 76% by the younger ones.

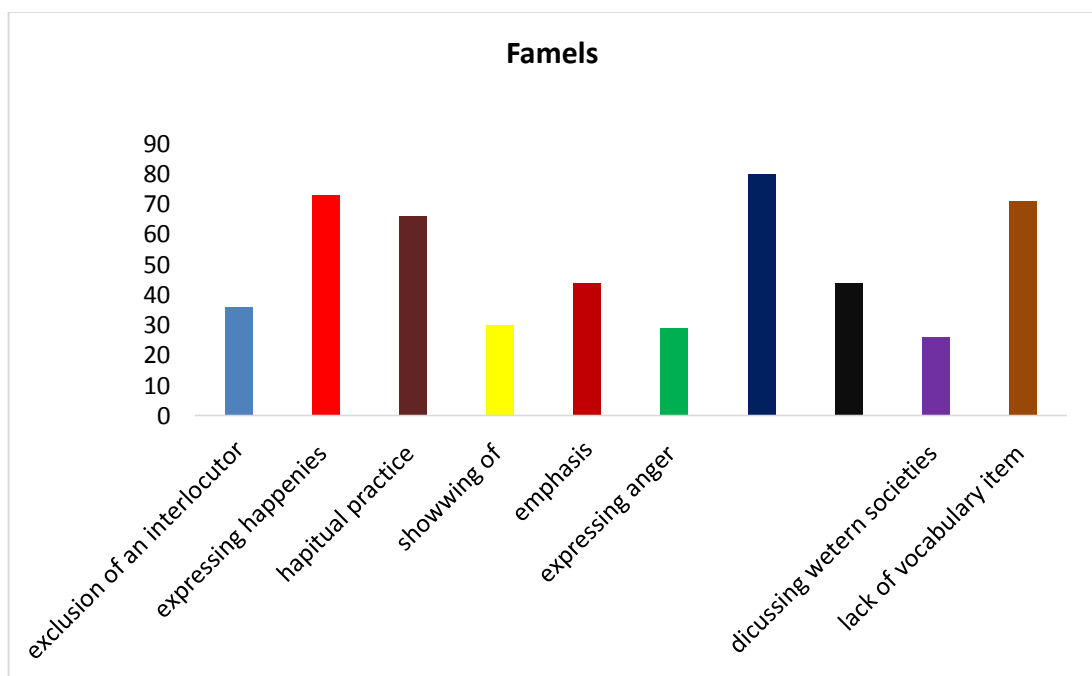
The presentation above showed the similarities and the differences in the responses of the two groups. Three of the nine situations, from which the students had to choose, came among the first five in both groups. They are: expressing happiness, responding to an English utterance and discussing western societies. In addition, the two groups agreed that the two functions of expressing anger and showing off were the least likely to motivate their code- swathing practices.

#### **4.4.1.2.Motives and functions of code switching: gender differences:**

The responses of the participants were classified according to their gender and presented in the following graph



**Figure (5): Male motives and function of CS.**



**Figure (6): Female motives and functions of CS.**

Examining the graph shows three major differences in the responses regarding three of the code – switched situations

- (1) **Showing knowledge of technology:** the number of male respondents who chose this function was much bigger than that of the female respondents, 83% to 44%. This big difference 39% reveals that males are much more interested in technological issues than females are. The researcher thinks that it reflects the real interest that males in general have. They are usually interested in the usage of cars, machines and electronic devices. Females as well have such interests, but more in the usage than in the structure.
- (2) **Exclusion of an interlocutor:** 70% of the male respondents said they code – switch in order to exclude an unwanted interlocutor from a conversation, while only 36% female respondents did.
- (3) **Discussing western societies:** the male respondents who chose this function as a motive for their code – switching were also more than the females, with a difference of 26%, 81% of the males and 55% of the females chose it. The topics of discussion are probably the reasons for such a result. The interests of males, which were mentioned in point number (1), relate directly to the technologically - advanced countries and the speakers need to use the foreign terminology that is common in the domain of technology.

The percentages representing the responses about the other seven situations were much closer than the three discussed above, and they showed similarities.

Only two of the code-switching situations got more female responses: habitual practice and expressing happiness. 66% of them said habit was the reason they code-switched, while only 51% of the male respondents said the same.

As for the function of expressing happiness, it got 81% and 73% correspondingly. Interestingly, these two situations are shallow if compared with the other situations (after excluding expressing anger since it is the opposite of expressing happiness). For example, compensating for the lack of a word, emphasizing a point and excluding an unwanted interlocutor are more important to achieve as communicative goals than expressing happiness or practicing a habit.

After all, speaking one's L1 is some kind of a habit and expressing happiness in L1 is supposed to be an easy task. This result then indicates that females use code-switching for less important things than males do. However, more research has to be done in order to prove such an indication to be true or false.

The males' responses to the function of showing off were more than those of the females', 35% to 30%. Some may consider the function of showing off to be as shallow as habitual practice and expressing happiness and, consequently, the result concerning it might be thought of as a contradiction to the result concerning them.

However, this belief is not always true because showing off can be cleverly used as a successful technique of presenting one's abilities and knowledge, in an impressive and persuasive manner, to get a job for an example. As for the other four situations, the percentages of the males' responses were higher for all of them, but the differences ranged only between 11% and 6%. Responding to an English utterance got the 11% difference, with the high percentages of 91 for males and 80 for females.

The responses for compensating for the lack of vocabulary items were also high, 79% for males and 71% for females. These high results reflect the participants' awareness of the importance of the two functions, whether conscious or not of the act itself. The two functions of emphasis and expressing anger got low and close responses by both males and females. 51% of the males and 44% of the females chose emphasis and 35% of the males and 29% of the females chose expressing anger.

They probably find it easier and more influential to emphasize a point by explaining it or rephrasing it in Arabic because it is the language of the listener too. It is also easier for them to express their anger in their mother tongue because they learned most of their English from school textbooks which are allowed to contain limited words and expressions of anger and sadness. They feel that L2 is more distant and detached than L1 in this respect because their most intense feelings relate to emotional memories they experienced in their L1 (Schrauf, 2000) and, as Altarriba (2003) put it, the semantic representation of the emotional words in L1 is



71 strengthened by their traces in the memory and therefore these words are more deeply fixed in the mind.

The previous presentation of the effect of the gender factor on the results pointed out interesting points that would be a good subject for further future research. It showed that, despite the general similarities between the males and females' responses, there are some differences.

#### **4.5. Conclusion:**

After analyzing the data in numbers and percentages, it's apparent that participants code-switch for different reasons and functions when they engaged in discourse.

This is most obviously evidenced by the fact that most of the students' responses in the questionnaire, instructor's responses in the interview and their behavior through the taped material reveal that they have common reasons for their CS. These common reasons amongst students and instructors are presented in the following table:

**Table (4): The common reasons of CS between students and instructors.**

<b>No.</b>	<b>Reasons for C-S</b>
1	Showing off
2	Lack of equivalent in L1
3	Expressing happiness
4	Showing knowledge of technological advancement
5	Impact on others

On the other hand, the previous chapter was also about student's translations for certain code-switched expressions. The analysis of the students' translations revealed the fact that most of the students tend to use (transliteration) as a method of translation in translating such code-switched items. This result is connected to the fact that participants have a tendency toward using CS in their daily life. In the final chapter, the researcher summarizes the conclusions and recommendations that resulted from the data analysis in the previous chapter.

## **Chapter five**

### **Conclusion and recommendations**

#### **5.1. Conclusion:**

The Palestinian society has different attitudes towards the phenomenon of CS between Arabic and English (which is learned as a foreign language in schools and high educational institutes). This study sheds light on the reasons and motives that make Palestinian students and academicians at An-Najah National University Code-Switch between Arabic and English during their discourse in language use. The present research examines the phenomenon of CS among university students and university instructors in an educational context.

The present research is both qualitative and quantitative. The quantitative part of the research analyzes data which was collected by the researcher from 100 participants who were male and female university students with different ages and different specializations. The qualitative part has different forms such as: interviews with university instructors concerning their use of CS and Taped-Materials from various lectures in which CS was used frequently.

The results of the questionnaire were codified and analyzed by using the statistical package of social science (SPSS). It is important to show that the study discusses the phenomenon of CS in two different contexts. One is an Academic context. The other is non-academic context. The academic

context is represented by teaching-learning processes which consist of both students and teachers, whereas the non-academic context is represented by the students' responses to the items of the questionnaire.

The findings of this research proved that code-switching in an EFL context is not an action of showing off and that Palestinian students, who do code-switch, aim at achieving specific functions and have their own motives to do so.

The qualitative analysis showed that they aimed at achieving three main functions and had three main motives. They aim at compensating for the lack of vocabulary items, expressing their feelings, and clarifying something they said and/or emphasizing it. They are motivated by a desire to make a point, to show knowledge of the foreign language, because it is the language of power and prestige, and simply to practice a habit they learnt from other individuals in the community.

On the other hand, when the instructors were interviewed, they agreed strongly upon three of the above mentioned functions and motives: compensating for the lack of vocabulary items, expressing feelings, and habitual use. They all disregarded showing off one's knowledge of English and they all agreed that they get motivated to code-switch when they discuss Western societies, respond to a person who addressed them in English and when they want to show knowledge of technology. As for the questionnaire results, they supported the previous results. Expressing

feelings (especially happiness) and compensating for the lack of vocabulary items were the most dominant functions.

The factors of age and gender were studied and were found to have a significant effect on the choices of the participants. As for the translation section, it has indicated that transliteration is the students' common method of translation, as well, students have lack of translational equivalents of English words in Arabic which reflects weakness in their competence. This research will hopefully encourage more research on code-switching in an EFL context. It is highly recommended to conduct similar studies, both qualitative and quantitative, to reveal more about the communicative functions and the motives that cause code-switching in such a context. When considering future research, it is suggested that the following points be taken into consideration:

- 1) Interviewing students and their parents as well because this would not only provide data, but also explanations for unexpected quantitative results
- 2) Observing student's interactions in settings other than the educational context, such as playing yards, clubs, malls, etc.
- 3) Studying the code-switching practices of adult Palestinians and comparing them with those of younger persons
- 4) Studying other aspects of the student's code-switching, such as the morphological and syntactic ones.

- 5) Studying switching Arabic with Hebrew to find out if it has similar functions<sup>5</sup>.
- 6) The English language students' translational abilities must be improved.
- 7) Designing translation training programs for BA and MA students in various fields of subjects to improve their translational skills.

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## Appendix

### Questionnaire

Dear Student :

The questionnaire was designed to investigate the **"The reasons and motives that allow Palestinian learners of English to switch between Arabic and English during discourse from An-Najah National University student's perception"**

Please , Read all the questions carefully and then tick the correct option which you consider. Your answer will be confidential and will only be used for research purposes

Thank you for your cooperation .

Researcher: Iyad Mkahal

#### Section (1) : Personal Information

- 1) Sex : ☐ Male ☐ Female ☐
- 2) Age : ☐ 18-20 ☐ 21-23 ☐
- ☐ Mor than 23
- 3) educational level ☐ B A ☐ MA
- 4) Faculty ☐
- Science ☐
- Engineering ☐
- Economic ☐
- Humanities ☐
- Graduate studies ☐

**Section (2): Read the following statements carefully and check under the column that best represent your level of agreement with each statement.**

No.	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I mix English in my conversation when I do not find the suitable word or expression from Arabic					
2.	I use English expressions to emphasize my speech.					
3.	I use some English expressions in my conversation due to their strength and impacts on others.					
4.	Occasionally, I practice code switching to reflect happiness and excitement.					
5.	I mix two languages in my speech to reflect sadness and anger.					
6.	I use code- switching when discussing Western matters.					
7.	I use code- switching when talking about Western societies					
8.	I use code- switching in responding to another person who uses it.					
9.	I use code- switching to show my knowledge off.					
10.	I mix English with Arabic while shopping for electronic devices such as computers, hardware, mobiles and some software.					

<b>11.</b>	I mix English with Arabic to show that I'm educated and have the ability to speak English.					
<b>12.</b>	I mix English with Arabic to exclude a person who does not understand English from the conversation					
<b>13.</b>	I mix English with Arabic to increase my self- esteem					
<b>14.</b>	I code switch between Arabic and English because my academic qualifications allow me to do so.					
<b>15.</b>	I code switch between Arabic and English With high frequency social phrases are as 'thanks', 'hello', 'sorry', 'bye', 'excuse' me...etc.					
<b>16.</b>	I code switch between Arabic and English in order to show how much I'm highly cultured and civilized					
<b>17.</b>	I code switch between Arabic and English because it is a habit that I have acquired through time.					
<b>18.</b>	I code switch between Arabic and English in order to imitate actors, singers and other prominent figures.					
<b>19.</b>	I code switch between Arabic and English in order to show off my knowledge and skills of using English.					



**Section (3): Please , Translate the following Sentences from English to Arabic with your own words :**

1. Can you print out the visa and the passport for me, please?
2. This formula is hard.
3. I have applied for a data entry job yesterday.
4. Please , turn on the air condition.It is very hot
5. Where we could park this car?
6. Fill the car with petrol.
7. Send me a telephone message.
8. I bought a new receiver and large satellite from the electronic store.
9. Let us go to the post office.
10. It is illegal to pass the traffic light while it is red.
11. That's Okay!
12. Ahmad owns a Hummer car.
13. Give me a missed call.
14. What is APA citation?
15. AIDS kills millions every year.
16. Social media has evolved since 2000.
17. The new digital cameras are fantastic.
18. Anthology was being taught as a separate course at schools.
19. Broadband communication is spreading quickly.
20. The earth wire protects us from Electrocuton
21. My friend has anemia.
22. The next courses I will take are phonetics and communication.

23. The scale of this map is 1:500.
24. Malls contain multiple stores.
25. Sociology and physiology are two different departments.
26. Press like or add comment.
27. The cinema ticket was cheap.
28. I'm studying occupational therapy.
29. The new office has a scanner.
30. She has born a new baby.

### **The interview questions sheet**

Dear responder,

Greetings;

The following questions are part of an MA thesis titled "Code Switching as a Linguistic Phenomenon among Palestinian English Arabic Bilinguals with Reference to Translation". Kindly, answer the questions freely and honestly. The responses are going to be used only for the purposes of scientific research.

1. How do you feel when you switch between Arabic and English?

.....

.....

.....

2. Do you feel it is prestigious to code switch?

.....

.....

.....

3. When and under what circumstances do you switch between Arabic and English?

.....

.....

.....

4. List down 4 situations in which you code switch between Arabic and English?

.....

.....

.....

***Thank you for your cooperation***

## Questionnaire Analysis

### Frequencies

الجنس					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ذكر	39	39.4	39.4	39.4
	انثى	60	60.6	60.6	100.0
	Total	99	100.0	100.0	

العمر					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20 من	37	37.4	37.4	37.4
	21-23 من	54	54.5	54.5	91.9
	اكتر من 23	8	8.1	8.1	100.0
	Total	99	100.0	100.0	

الكلية					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	العلوم	11	11.1	11.1	11.1
	الهندسة	20	20.2	20.2	31.3
	كلية العلوم الادارية والاقتصادية	7	7.1	7.1	38.4
	كلية الآداب	61	61.6	61.6	100.0
	Total	99	100.0	100.0	

مؤهل علمي					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	بكالوريوس	85	85.9	85.9	85.9
	ماجستير	14	14.1	14.1	100.0
	Total	99	100.0	100.0	

## Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Percentage
q1	99	1.00	5.00	3.8452	76.904
q2	99	1.00	5.00	3.0505	61.01
q3	99	1.00	5.00	3.64	72.8
q4	99	1.00	5.00	3.2222	64.444
q5	99	1.00	5.00	2.75	55
q6	99	1.00	5.00	3.7318	74.636
q7	99	1.00	5.00	3.1834	63.668
q8	99	1.00	5.00	3.6616	73.232
q9	99	1.00	5.00	3.6	72
q10	99	1.00	5.00	3.5886	71.772
q11	99	1.00	5.00	2.4242	48.484
q12	99	1.00	5.00	3.05	61
q13	99	1.00	5.00	3.1399	62.798
q14	99	1.00	5.00	3.15	63
q15	99	1.00	5.00	3.55	71
q16	99	1.00	5.00	3.7755	75.51
q17	99	1.00	5.00	2.9069	58.138
q18	99	1.00	5.00	2.6566	53.132
q19	99	1.00	5.00	2.7879	55.758
total degree	99	1.11	4.37	3.0064	60.128
Valid N (listwise)	99				

## Frequencies

Qa					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	عندما لا أجد الكلمة أو التعبير المناسب من اللغة العربية	32	32.3	32.3	32.3
	هي مجرد عادة اكتسبها عبر الوقت	16	16.2	16.2	48.5
	للتأكيد على كلامي ولزيادة قوته وتأثيره	6	6.1	6.1	54.5
	عند الشعور بالفرح ولزيادة قوته وتأثيره	8	8.1	8.1	62.6
	عندما يكون الحديث عن المجتمعات الغربية	4	4.0	4.0	66.7

لاستبعاد أو اخراج شخص لا يفهم اللغة الانجليزية من الحوار	2	2.0	2.0	68.7
اذا كان كلامي رداً على شخص بدأ هو بنفسه الكلام باللغة الانجليزية.	23	23.2	23.2	91.9
لإظهار معرفتي بأمور تخص التقدم التكنولوجي والعلمي	8	8.1	8.1	100.0
Total	99	100.0	100.0	

### Custom Tables

	نعم		لا	
	Count	Row N %	Count	Row N %
qb1	66	66.7%	33	33.3%
qb2	49	49.5%	50	50.5%
qb3	11	11.1%	88	88.9%
qb4	58	58.6%	41	41.4%

### Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
qb1	99	1.00	2.00	1.3333	.47380
qb2	99	1.00	2.00	1.5051	.50252
qb3	99	1.00	2.00	1.8889	.31587
qb4	99	1.00	2.00	1.4141	.49508
Valid N (listwise)	99				

### T-Test

Group Statistics					
	الجنس	N	Mean	Std. Deviation	Std. Error Mean
total degree	ذكر	39	3.0216	.63569	.10179
	انثى	60	2.9965	.77090	.09952

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)
		F	Sig.	t	df	
total degree	Equal variances assumed	1.389	.241	.169	97	.866
	Equal variances not assumed			.176	91.514	.860

### Oneway

Descriptives			
total degree			
	N	Mean	Std. Deviation

18-20 من	37	2.6970	.80343
21-23 من	54	3.1579	.60452
أكثر من 23	8	3.4145	.49488
Total	99	3.0064	.71738

ANOVA					
total degree					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.113	2	3.057	6.621	.002
Within Groups	44.320	96	.462		
Total	50.434	98			

### Post Hoc Tests

Multiple Comparisons				
total degree				
LSD				
(I) العمر	(J) العمر	Mean Difference (I-J)	Std. Error	Sig.
20-18 من	21-23 من	-.46088*	.14501	.002
	أكثر من 23	-.71746*	.26493	.008
23-21 من	18-20 من	.46088*	.14501	.002
	أكثر من 23	-.25658-	.25741	.321
أكثر من 23	18-20 من	.71746*	.26493	.008
	21-23 من	.25658	.25741	.321

### متغير الكلية

### Oneway

Descriptives				
total degree				
	N	Mean	Std. Deviation	Std. Error
العلوم	11	2.5455	.75367	.22724
الهندسة	20	3.0474	.41719	.09329
كلية العلوم الإدارية والاقتصادية	7	3.3910	.42090	.15908
كلية الآداب	61	3.0319	.78462	.10046
Total	99	3.0064	.71738	.07210

ANOVA					
total degree					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.446	3	1.149	2.322	.080
Within Groups	46.988	95	.495		
Total	50.434	98			

## T-Test

Group Statistics					
	مؤهل علمي بكالوريوس	N	Mean	Std. Deviation	Std. Error Mean
total degree		85	2.9567	.73850	.08010
	ماجستير	14	3.3083	.49107	.13124

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)
		F	Sig.	t	df	
total degree	Equal variances assumed	4.037	.047	-1.716-	97	.089
	Equal variances not assumed			-2.287-	23.974	.031

## ثبات الاداة

### Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	99	100.0
	Excluded <sup>a</sup>	0	.0
	Total	99	100.0
a .Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
.901		19	



## The translation section

	Sentence	Translation	Percentage
1.	Can you print out the <u>visa</u> and the <u>passport</u> for me, please?	فيزا	50.0
		تاشيرة	50.0
		باسپورت	3.8
		جواز السفر	96.2
2.	This <u>formula</u> is hard.	الصيغة	100.0
3.	I have applied for a <u>data entry</u> job yesterday.	بيانات	100.0
4.	Please , turn on the <u>air condition</u> .It is very hot	كوندشن	3.8
		مكيف	96.2
5.	Where we could <u>park</u> this car?	يركن	100.0
6.	Fill the car with <u>petrol</u> .	البترول	15.4
		الوقود	84.6
7.	Send me a telephone <u>message</u> .	مسج	7.7
		رسالة	92.3
8.	I bought a new <u>receiver</u> and large <u>satellite</u> from the electronic store.	ريسيفير	50.0
		جهاز استقبال	50.0
		ستالايت	46.2
		صحن لاقط	53.8
9.	Let us go to the <u>bank</u> .	بنك	84.6
		مصرف	15.4
10.	It is illegal to pass the <u>traffic light</u> while it is red.	الاشارة الضوئية	100.0
11.	That's <u>Okay</u> !	اوكي	7.7
		حسنا	92.3
12.	Ahmad owns a <u>Hummer</u> car.	همر	73.1
		سيارة همر	26.9
13.	Give me a <u>missed call</u> .	مسد كول	23.1
14.		رنة قصيرة	76.9
15.	<u>AIDS</u> kills millions every year.	الايدز	84.6
16.		نقص المناعة المكتسبة	15.4
17.	<u>Social media</u> has evolved since 2000.	وسائل التواصل الاجتماعي	100.0
18.	The new <u>digital cameras</u> are fantastic.	ديجتل	61.5
		رقمي	38.5
		كاميرا	96.2
		الة تصوير	3.8
19.	<u>Anthology</u> was being taught as a separate course at schools.	انثولوجي	38.5
		الأدب	61.5
20.	<u>Broadband</u> communication is spreading quickly.	برودباند	96.2
		الاتصال الموسع	3.8
21.	The <u>earth wire</u> protects us	الارث	38.5

	from Electrocutation	سلك أرضي	61.5
22.	My friend has <u>anemia</u> .	انيميا	57.7
23.		فقر دم	42.3
24.	The next courses I will take are <u>phonetics</u> and <u>communication</u> .	فونتكس	19.2
		علم الأصوات	80.8
		كومنيكيشن	3.8
		اتصالات	96.2
25.	The <u>scale</u> of this map is 1:500.	مقياس	100.0
26.	<u>Malls</u> contain multiple stores.	مولات	69.2
		مراكز تجارية	30.8
27.	<u>Sociology</u> and <u>physiology</u> are two different departments.	سيسيولوجي	19.2
		علم الاجتماع	80.8
		فيسيولوجي	80.8
		علم وظائف الأعضاء	19.2
28.	Press <u>like</u> or add comment.	لايك	7.7
		اعجاب	92.3
29.	The <u>cinema</u> ticket was cheap.	سينما	100.0
30.		او كيبيشنل ثيربي	73.1
31.	I'm studying <u>occupational therapy</u> .	علاج وظيفي	26.9
32.	The new office has a <u>scanner</u> .	سكانر	7.7
33.		ماسح ضوئي	92.3
34.	She has born a new <u>baby</u> .	طفل	100.0

جامعة النجاح الوطنية

كلية الدراسات العليا

التناوب اللغوي ظاهرة لغوية لدى الفلسطينيين ثنائيي  
اللغة (عربي-انجليزي) وعلاقته بالترجمة

اعداد

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اشراف

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د. رقية حرزالله

قدمت هذه الأطروحة استكمالاً لمتطلبات درجة الماجستير في اللغويات التطبيقية  
والترجمة، كلية الدراسات العليا، جامعة النجاح الوطنية، نابلس، فلسطين.

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## التناوب اللغوي ظاهرة لغوية لدى الفلسطينيين ثنائيي اللغة (عربي-انجليزي) وعلاقته بالترجمة اعداد

إياد أحمد حمدان مكحل

اشراف

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### الملخص

تزايدت ظاهرة الثنائية والتعددية اللغوية في مجتمعاتنا المعاصرة ما أدى إلى انحسار دور بعض اللغات لدى متحدثيها ومن بينها العربية، وذلك بفعل عوامل التطور التقني والتقدم الحضاري، والتي كان لها أثر واضح على الخيارات اللغوية للمتحدثين بلغات مختلفة، ومن هناك فقد تناولت الدراسة الحالية موضوع التناوب اللغوي: ظاهرة لغوية لدى الفلسطينيين ثنائيي اللغة المتحدثين باللغتين العربية والانجليزية وعلاقته بالترجمة، لما لاحظته الباحثة من انتشار لهذه الظاهرة بين الطلبة في الجامعات والمجتمع بصفة عامة.

استخدم الباحث اساليب مختلفة لجمع البيانات، وقد تضمنت هذه الأساليب المقابلات المنظمة، التسجيلات والاستبيان، حيث تم تصميم استبيان مقسم إلى قسمين يشتمل على الجزء الثاني منه عبارات للترجمة، وقد وزع الاستبيان على 99 طالباً وطالبة، بينما أجريت المقابلات مع 15 من المحاضرين في جامعة النجاح الوطنية، وتضمنت المواد المسجلة 10 محاضرات مسجلة أخذت من موقع جامعة النجاح الوطنية. وتمت معالجة البيانات المستمدة من الاستبيان باستخدام برنامج الحزمة الاحصائية للعلوم الاجتماعية SPSS حيث تم استخراج النسب المئوية والمتوسطات الحسابية، واختبار التباين الأحادي

تبين من خلال التحليل أن التباين اللغوي ظاهرة لغوية شائعة بين عينة الدراسة لأن غالبيتهم معرضين للغة الانجليزية بصورة مكثفة، وأيضاً لأن غالبيتهم تقتصرهم الطلاقة اللغوية. في مقابل ذلك، المشاركون في المقابلات من محاضري جامعة النجاح الوطنية عبروا عن شعورهم

بالفخر والتميز عند قيامهم بالتناوب اللغوي وأنهم يقومون بذلك في المواقف الرسمية وغير الرسمية. وفيما يتعلق بقسم الترجمة من الاستبيان، فقد أظهرت النتائج أن الترجمة الحرفية هي الأسلوب الأكثر شيوعاً لدى الطلبة في الترجمة. بينما أظهرت المواد التسجيلية المصورة لمحاضرات في جامعة النجاح الوطنية ميلاً إلى التناوب اللغوي ناجم عن الضرورة، كما كشفت الدراسة أن الطلبة يعانون من ضعف في المهارات الترجمة بين العربية والانجليزية، ولا يمتلكون المرادفات العربية لكثير من الكلمات والمصطلحات الانجليزية الشائعة ما يعكس ضعفاً في قواميسهم اللغوية.

يوصي الباحث بتعريب التعليم في جامعة النجاح الوطنية لتلافي التناوب اللغوي الناجم عن ضعف الطلبة في اللغة الانجليزية ما يجبر المحاضرين على التحويل من الانجليزية إلى العربية او الخلط بينهما، وأيضاً يقترح الباحث عقد صفوف مكثفة للغة الانجليزية لطلبة السنة الجامعية الأولى لرفع طاقاتهم اللغوية وتحسين مستواهم في اللغة الانجليزية ككل. إضافة إلى ذلك، يجب على جامعة النجاح الوطنية والقائمين على المناهج التعليمية الجامعية تحسين قدرات الطلبة في الترجمة وتزويدهم بتغذية مستمرة للكلمات المستجدة ومرادفاتها العربية وكذلك التركيز على الجانب العملي في مساقات الترجمة.