مجلة العلوم الإنسـانية

دورية علمية محكمة تصدر عن جامعة حائل

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مجلة العلوم الإنسانية

للتواصل:

مركز النشر العلمي والترجمة

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربة أعداد في كل سنة، وبحسب اكتمال البحوث المحازة للنشر. وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل " آرسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكـن الباحثين –مـن مختلف بلـدان العـالم– من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشـكلات الحياتية، وتأسـيس الأطـر النظريـة والتطبيقية للمعـارف الإنسانية في المجالات المتنوعـة، وفـق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نـر البحث العلـي.

قواعد النشر

لغة النشر

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
3- يُكتـب عنـوان البحـث وملخصه ومراجعـه باللغة الإنجليزيـة للبحـوث المكتوبـة باللغة العربيـة، علـى أن تكـون ترجمـة الملخـص إلى اللغـة الإنجليزيـة صحيحـة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعـارف عليهـا دوليًا، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلـة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصــدر المجلة ورقيًّا حســب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشــر البحوث المقبولة بعد تحكيمها إلكترونيًّا لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

أولاً: شروط النشر

أولاً: شروط النشر

1. أن يتّسم بالأصالة والجِدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلًّا من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانيًا: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربيّة والإنجليزيّة، والملاحق اللازمة (إن وجدت).
2. فــي حال (نشر البحث) يُزوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلًّا لبحثه .
3. فــي حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيًّا أو إلكترونيًّا، ويحقّ لها إدراجه في قواعد البيانات المحليّة والعالميّة – بمقابل أو بدون مقابل– وذلك دون حاجة لإذن الباحث.
4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة فــي البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثًا: توثيق البحث

أسلوب التوثيق المعتمد فــي المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

رابعا: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

   أ. البحث الذي تقدمت به لم يسبق نشرة (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشرة في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

   ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراة.

   ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

   د. مراعاة منهج البحث العلمي وقواعده.

   هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000) ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغي.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.

10. في حال اكتمال تقارير المحكمِين عن البحث؛ يتم إرسال خطاب للباحث يتضمَّن إحدى الحالات التّالية:

    أ. قبول البحث للنشر مباشرة.

    ب. قبول البحث للنّشر؛ بعد التّعديل.

    ج. تعديل البحث، ثمَّ إعادة تحكيمه.

    د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.

12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنّه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.

15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

17. لا ترّد البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

19. لهيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنّياً.

Reasons and Patterns of Code-Switching as Perceived by Saudi EFL Students

أسباب وأنماط التبديل اللغوي كما يدركه الطلاب السعوديين الدارسين للغة الإنجليزية كلغة أجنبية

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أستاذ اللغويات التطبيقية المساعد، قسم اللغات، كلية الملك عبدالعزيز الحربية، المملكة العربية السعودية.

Abstract

This research investigates the reasons and patterns of Code-switching (CS) among Saudi learners who study English as a Foreign Language (EFL). This study contributes to the understanding of code-switching as a linguistic strategy among Saudi EFL learners. The descriptive analytical method is used by the researcher. The questionnaire serves as the primary instrument for data collection. The participants of this study included Saudi EFL students in the first year in King Saud University in Riyadh City, Saudi Arabia whose number is (92) students. The researcher got responses from (76) students only with a response rate of (82.6%). The findings revealed that the most prominent reasons for code-witching among students are when they shop for electronic devices, to respond to other persons using code-switching, when talking about Western societies and discussing Western matters, to reflect happiness and excitement, to show their knowledge off, to emphasize their speech, and to show that they are educated and can speak English. Also, the findings showed that students seamlessly transition between Arabic and English while using common social expressions like "hello," "thank you," "goodbye," and "excuse me.". Furthermore, it is shown that students sometimes insert a word or phrase from English in Arabic and that they always replace some Arabic words with English ones during their speech. The research findings have pedagogical implications for language instructors, suggesting the need for explicit instruction on code-switching, vocabulary expansion, cultural awareness, and error correction strategies.

Keywords: Code-Switching, Reasons, Patterns, EFL, Saudi Students.

الملخص

يتناول هذا البحث أسباب وأنماط التبديل اللغوي بين متعلمي اللغة الإنجليزية السعوديين كطلاب لغة أجنبية. التبديل اللغوي هو ممارسة التبديل بين عدة لغات بشكل هادف في محادثة واحدة. يستخدم الباحث المنهج الوصفي التحليلي. تم استخدام الاستبانة كأداة أساسية لجمع البيانات. وشمل المشاركون في هذه الدراسة الطلاب السعوديين في اللغة الإنجليزية كلغة أجنبية في السنة الأولى بجامعة الملك سعود بمدينة الرياض بالمملكة العربية السعودية والذين يبلغ عددهم (92) طالباً. حصل الباحث على استجابات من (76) طالباً وبنسبة استجابة (82.6 %). وكشفت النتائج أن أبرز أسباب التبديل اللغوي لدى الطلاب هي عندما يتسوقون لشراء الأجهزة الإلكترونية، للرد على أشخاص آخرين باستخدام التبديل اللغوي، عند الحديث عن المجتمعات الغربية ومناقشة الأمور الغربية، للتعبير عن السعادة والإثارة، إظهار معرفتهم، والتأكيد على حديثهم، وإظهار أنهم متعلمون ويمكنهم التحدث باللغة الإنجليزية. كما أظهرت النتائج أن الطلاب ينتقلون بسلاسة بين اللغتين العربية والإنجليزية أثناء استخدام التعبيرات الاجتماعية الشائعة مثل «مرحباً» و«شكراً» و«وداعاً» و«عفواً». علاوة على ذلك، تبين أن الطلاب يقومون أحياناً بإدخال كلمة أو عبارة من اللغة الإنجليزية باللغة العربية، وأنهم دائماً ما يستبدلون بعض الكلمات العربية بكلمات إنجليزية أثناء حديثهم. نتائج البحث لها آثار تربوية لمدرسي اللغة، مما يشير إلى الحاجة إلى تعليمات واضحة حول التبديل اللغوي، وتوسيع المفردات، والوعي الثقافي، واستراتيجيات تصحيح الخطأ.

الكلمات المفتاحية: التبديل اللغوي، الأسباب، الأنماط، اللغة الإنجليزية كلغة أجنبية، الطلاب السعوديون.

Introduction

Code-switching is a common linguistic practice among people who are fluent in more than one language (Nguyen, 2015). According to Baharun (2023), code-switching is a crucial part of communication and language development in EFL settings, when English is acquired as a non-native language. When people use different languages or dialects in the same sentence, paragraph, or even a single word, it's called code-switching (Hoffman, 1991). Depending on linguistic, cultural, or societal considerations, it entails fluently moving from one language to another (Brown, 2006).

Language proficiency plays a significant role in code-switching patterns (Boztepe, 2003). People could change their language to one in which they are more comfortable or where they have a larger vocabulary to convey certain ideas. Moreover, the language of instruction, classroom dynamics, and language policies influence code-switching behaviors (Lee, 2016). In content-based instruction, for instance, code-switching may occur when learners need clarification or elaboration of complex concepts. Classroom interactions and peer influence also shape code-switching patterns, as learners may imitate or respond to their peers' language choices (Gil, 2007)

Code-switching serves several functions in EFL contexts. As indicated by Cook (2001), code-switching can facilitate comprehension and negotiation of meaning. Learners may switch to their native language to express concepts or ideas more effectively or seek clarification. Code-switching can also serve as a resource for scaffolding language learning, as learners draw upon their native language to support their understanding and production of English (Chen & Ting, 2011). Additionally, code-switching functions as a social and identity marker (Gardner-Chloros, 2009). Learners may use code-switching to negotiate their identity, demonstrate group membership, or express cultural pride. It can create a sense of belonging and solidarity among learners, fostering a positive learning environment (Alkatheery, 2014). Furthermore, code-switching in EFL contexts can serve pragmatic functions, such as showing politeness or respect (Baharun, 2023).

Several theories have supported the use of CS between English and Arabic. For example, people, according to the accommodation theory, modify their speech patterns so they blend in with their conversation partners. (Brown, 2006). In the case of English and Arabic code-switching, individuals may switch between the languages to align themselves with particular social groups or to convey cultural meanings effectively (Ismail, 2015). Also, the markedness model posited that CS occurs when there is a marked linguistic choice that is more appropriate or advantageous to the communicative situation (Nguyen, 2015). Code-switching between English and Arabic may be influenced by the perceived markedness of certain language choices in specific contexts, such as using English for technical or academic domains and Arabic for cultural or religious contexts (Abu-Melhim, 2012).

While code-switching can be a valuable tool, an overemphasis on code-switching may overshadow other important aspects of language instruction, such as vocabulary expansion, grammar practice, and communicative competence (Boztepe, 2003). CS may lead to an increased dependance on the learners' native language (L1) and hinder the development of English language skills (Chen & Ting, 2011). Code-switching can result in linguistic interference, where the structures, vocabulary, or pronunciation of the L1 influence the production of the target language. This interference may lead to errors or fossilization of incorrect language patterns (Gardner-Chloros, 2009).

The act of alternating between English and Arabic carries with it a multitude of motivations, implications, and challenges (Baharun, 2023). On the cognitive front, code-switching can serve as a powerful tool for navigating the intricacies of English vocabulary. When an appropriate English term remains elusive, Arabic steps in, bridging the lexical gap and facilitating understanding. For example, a student grappling with the nuances of "sarcasm" might seek refuge in the familiar warmth of the Arabic "تَهَكُّم" (tahkum), effectively clarifying the concept.

Some researchers (e.g. Sabty et al., 2021; Al-zahrani, 2023) perceive code-switching between English and Arabic positively, considering it a valuable communicative resource that allows for more effective expression and negotiation of meaning. They appreciate the cultural richness and flexibility that CS provides and view it as a reflection of their bilingual or bicultural identity. On the other hand, negative attitudes towards CS may stem from beliefs that code-switching indicates a lack of linguistic competence or ad-

herence to language norms (Lee, 2016; Mahdi & Almalki, 2019). Some researchers (e.g. Assulaimani, 2019; Hamouda & Aljumah, 2020) may associate CS with language deficiencies or view it as a threat to the preservation of language purity or cultural heritage.

As shown above, there are different reasons for using CS in the EFL contexts and the EFL learners use different patterns of CS according to their proficiency level and the educational context. However, this phenomenon differs from one context to another. Therefore, this study investigates the reasons and patterns of CS among Saudi EFL students to get their insights about both the reasons and patterns that make them distinct from other EFL learners.

Statement of the Problem

In the Saudi context, many researchers (e.g. Alkhawaldeh, 2019; Hamoud & Aljumah, 2020; Mahdi & Almalki, 2019) reported that Saudi EFL students frequently resort to code-switching in their EFL classes. Code-switching may occur when Saudi EFL students have limited proficiency in English and struggle to express certain concepts or ideas. They may switch to Arabic to fill lexical gaps or to ensure clarity in communication. Arabic carries cultural connotations and expressions that may be more effectively conveyed in the student's native language. Code-switching to Arabic allows Saudi EFL students to express their cultural identity, values, or emotions more accurately. This frequent alternation between English and Arabic among Saudi EFL students threatens their communicative competence and their fluency in the target language (Alkatheery, 2014; Assulaimani, 2019).

Numerous studies on code-switching at various social, political, and educational levels have been carried out so far, with a focus on the Saudi Arabian educational setting (e.g., Al Alaslaa, 2018; Aljasir, 2020; Alsalami, 2021; Abalhassan and Alshalawi, 2000). Nevertheless, these studies primarily focused on the code-switching phenomenon among Saudis, investigating its functions in various contexts, the attitudes of users towards using this phenomenon in different contexts, and the overall differences in user profiles. But, especially at the university level, the patterns and causes of code-switching among Saudi EFL have not been investigated.

The language policy and educational system in Saudi Arabia may also contribute to code-switching behaviors among Saudi EFL students (Alkatheery, 2014). The influence of Arabic as the official language can lead to code-switching when students navigate between Arabic-dominated environments and English language learning settings (Alzahrani, 2023).

The reasons why people code-switch might differ from person to person. Saudi EFL students may have different motivations and employ code-switching strategically based on their language proficiency, social dynamics, and cultural backgrounds. Further research can delve deeper into these motivations and provide more nuanced insights into the specific patterns and reasons for code-switching among Saudi EFL students.

Research Questions

The questions of this research are as below:

1. What are the reasons of CS between English and Arabic from the perceptions of Saudi EFL Students?

2. What are the patterns of CS between English and Arabic from the perceptions of Saudi EFL Students?

Research Significance

The study explores the reasons and patterns of CS among Saudi EFL students. By investigating their perceptions and experiences, the study contributes to a deeper understanding of how bilingual individuals navigate between English and Arabic in their linguistic interactions. This insight is valuable for language educators, policymakers, and researchers interested in language use and language learning contexts.

By examining the perspectives of Saudi EFL students, this study will add to what is already known about CS. The sociolinguistic dynamics of Saudi Arabian bilingual education may be better understood by delving into the participants' goals and language habits. Our knowledge of language usage patterns and the variables that impact code-switching habits will be enhanced by the results.

This research explores the reasons and patterns of code-switching as perceived by Saudi EFL students enrolled in university-level programs. Saudi Arabia presents a unique sociolinguistic landscape, where Arabic serves as the dominant native language, while English has gained prominence as the primary foreign language of instruction and professional use. Un-

derstanding how Saudi EFL learners navigate and make sense of their code-switching practices is crucial for enhancing language teaching approaches and supporting effective bilingual communication skills.

By understanding the reasons behind code-switching, educators can design more effective language learning strategies that address the specific needs and challenges faced by Saudi EFL students. This information can guide the development of appropriate pedagogical approaches and materials to enhance English language proficiency. By acknowledging and validating students' bilingual abilities, language teachers can create a supportive learning environment that encourages code-switching as a bridge between languages.

Literature Review

Code-switching is when a speaker uses two or more languages in a discussion or communication (Hoffmann, 1991). It is a natural linguistic phenomenon that occurs in various sociolinguistic contexts. Code-switching involves seamlessly integrating elements from different languages or language varieties into speech or written communication (Cook, 2001). It can occur at various linguistic levels, including phonological (sounds and pronunciation), lexical (vocabulary and words), morphological (word formation and structure), syntactic (sentence structure), and pragmatic (social and contextual meaning) (Brown, 2006).

Several factors, including social subjects, affection, and coherence, may lead to CS between Arabic and English (Sharaf Eldin, 2014). Furthermore, Alsalami (2021) postulated that highly proficient bilinguals switch between Arabic and English more often because English allows for a more expressive vocabulary and aids in the successful delivery of ideas. Among bilinguals, CS between Arabic and English serves several communication purposes, according to Alhourani (2018). These include demonstrating competence, shifting the conversation's focus, and conveying emotion. When one language lacks a certain phrase and another language has one that is either more often used or more closely associated with the speaker's culture, code-switching may occur (Abu-melhim, 2012). For ideas or things that don't have an exact English translation or are more widely linked with Arabic culture, speakers may begin to use Arabic. Utilizing code-switching can be an effective way

to improve understanding and make meaning clearer. Speakers may resort to using the second language to ask for clarification or add details when they are having trouble expressing themselves or grasping an idea in the first (Sabty et al., 2021).

Patterns of code-switching between English and Arabic can vary depending on factors such as the proficiency levels of the speakers, the sociolinguistic context, and the purpose of the communication (Cook, 2001). Here are some common patterns observed in code-switching between English and Arabic (Ismail, 2015):

1. Intersentential Code-Switching: This pattern involves switching between English and Arabic at sentence boundaries. Speakers may use English for one sentence and then switch to Arabic for the next sentence or vice versa. For example: English: "I went to the store yesterday. و اشتريت بعض الخضروات (I bought some vegetables.), Arabic: "أنا ذهبت إلى المتجر أمس. And I bought some vegetables."

2. Intrasentential Code-Switching: In this pattern, speakers switch between English and Arabic within a single sentence. This can occur when a specific word or phrase is more readily available or better suited in one language. For example, English: "I need to buy some موز (banana) for breakfast", Arabic: "أحتاج أن أشتري بعض البنانا للفطور".

3. Tag-Switching: Tag-switching involves inserting words or short phrases from one language into a sentence primarily spoken in another language. This pattern is commonly observed when there is a need for emphasis, to express emotions, or to convey certain cultural concepts. For example: English: "I'm going to the مسجد (mosque) for Friday prayer", Arabic: "سأذهب إلى the mosque لصلاة الجمعة".

4. Code-Mixing: Code-mixing refers to the blending of English and Arabic at the morphological or lexical level within a sentence. This occurs when speakers combine elements from both languages to form a new word or phrase. For example: English: "I'm going to the كيفية أنا رايح أتعلم (learn)", Arabic: "كيفيـة".

5. Code-Choice: Code-choice refers to the intentional selection of a particular language based on social factors, context, or the desired effect. Speakers may opt to

use English or Arabic to convey a specific identity, establish solidarity, or conform to social norms. This choice can influence the frequency and patterns of code-switching.

Many researchers have examined CS in EFL contexts. However, the results of these studies varied as per the context. Zaghlool and Altamimi (2023) investigated why Saudi high school EFL instructors and students use computer science in the classroom. The study's results showed that both instructors and students thought CS was a great way to get students to think critically about new material, improve their grasp of grammar rules, foster more engagement between the two groups, and make the class more fun. Additionally, Ehtsham et al. (2023) investigated the language preferences of college-aged Pakistani students as they acquired a second language. Students express a preference for code-switching into their native language as a means to enhance class involvement and understanding. Students preferred English exclusively while receiving exam instructions, obtaining results, and acquiring grammatical ideas, according to the analysis. Students demonstrated a high degree of linguistic flexibility in the majority of instances.

Also, Ye (2023) discussed how Chinese secondary school pupils saw code-switching. According to the participants' triangulated answers, CS mostly helped with four key tasks: acquiring knowledge, managing the classroom, creating relationships, and accommodating contextual constraints. In their study of online presentations given by EFL students at an Indonesian institution, Zahra et al. (2023) examined instances of code-switching. The study's findings suggest that online presentations given by EFL students often make use of intra-sentential CS, extra-sentential CS, also known as tag switching and inter-sentential CS. Students' online presentations might be impacted by code-switching due to variables such as the interlocutor factor, physical setting, discourse subject, regional factor, and vocabulary deficit. In addition, when EFL students give presentations online, code-switching serves four purposes: introducing the topic, clarifying it, alleviating anxiety, and lowering stress.

In a similar vein, the motivations for code-switching among Filipino university EFL students were investigated by Candilas et al. (2023). The results showed that CS occurred most frequently when students were asked,

when they wanted to express themselves more, when they had trouble using English, when they were afraid to make grammar mistakes, when they had trouble remembering, when they didn't have enough vocabulary, and when their teachers gave them permission to switch codes.

Furthermore, the code-switching habits of ten Saudi students were studied by Alqarni (2022) in three distinct contexts; the link between the students' level of English ability and their code-switching use was also examined. By looking at the many kinds of code-switches and how code-switchers interpret them, it also explores how context impacts code-switching behaviors. Participant interviews and checklist analysis were the cornerstones of the study's qualitative approach. The results demonstrate that those who have a high degree of English proficiency were less inclined to change codes. Furthermore, the majority of participants said that they code-switched in all three contexts, except the Saudi situation when a small minority denied doing so.

Alrasheed (2022) studied four Saudi preschoolers attending a Saudi Arabian international school to determine the social causes of CS in their speech. In Saudi Arabia, children mostly use inter-sentential CS rather than intra-sentential CS, according to the findings. Preschoolers in Saudi Arabia use Arabic/English CS for three different purposes, according to the results: to communicate with others, to find the translation of a term, and to share their emotions and ideas. Alsalami (2021) tried to understand the motivations behind code-switching by investigating its use among Saudis who are bilingual in Arabic and English. People who were highly proficient in both Arabic and English were more likely to merge the two languages, according to the study's findings. This is likely because these individuals are more attuned to English phrases, have a larger vocabulary, and are better able to articulate their views in English.

Among Saudi students, Aljasir (2020) looked at how many personal characteristics affected CS. The results showed that CS differed significantly depending on the speaker's emotional state, the kind of interlocutors, the level of English knowledge of the interlocutors, and the context of the discussion. Not only that, but the research also discovered that each of the individual components significantly affected the frequency of CS in certain contexts. Alhamdan (2019) investigated naturally occurring data on

their codeswitching usage of Arabic and English. The findings showed that codeswitching is a resource for multilinguals who are proficient in both Arabic and English, and that it is structurally diverse and varied.

Kniaź and Zawrotna (2018) aimed to determine whether there are any patterns of code-switching between Arabic and English in the verbal communication of American University in Cairo students, taking into consideration any non-linguistic elements that may influence their language behavior. Insertion, alternation, congruent lexicalization, and discourse marker flipping were the four forms of code-switching that were identified. The research demonstrated that code-switching is learned via socialization. Some trends are strongly associated with the speakers' socioeconomic status, their level of exposure to the English language, and their ability to code-switch between languages before enrolling in college.

The knowledge of CS dynamics among interactants (faculty and students) in Saudi university EFL classrooms was investigated by Gulzar and Al Asmari (2014). Teachers were shown to be confused about when and why they should switch the code in order to meet the requirements of their students.

The above studies show that CS is a context-sensitive issue and the EFL students have varying results in their perception, reasons, and patterns of code-switching. While most of the above studies focused on the prevalence of code-switching among EFL students, this study gives a more detailed analysis of the reasons and patterns of CS in order to deliver a more detailed description of what EFL Saudi students perform while switching between English and Arabic languages in their EFL classes. Also, the study of CS among Saudi EFL students in the university stage is still under-researched. That is why, this study fills an academic gap by focusing on how Saudi EFL students in the university perceive the reasons and patterns of CS.

Methodology

Research Design

This study uses the descriptive analytical approach. The descriptive analytical approach is a research method that aims to describe and analyze a phenomenon or set of data in detail. It involves collecting data, organizing it, and analyzing it to gain insights and draw conclusions. In the descriptive analytical approach, data analysis focuses on summarizing and describing the collected data. This can involve quantitative techniques such as statistical analysis, where numerical measures, frequencies, or patterns are calculated.

Participants

The participants of this study included Saudi EFL students in the first preparatory year in King Saud University in Riyadh City, Saudi Arabia. The number of EFL students enrolled in the academic year 2023 -2024 is (92) students who constitute the whole research population. The research sample included all the students using the complete-census sampling method. All the students are male students and their English proficiency level ranges from pre-intermediate to intermediate as per their university admission test. The native language of all students is Arabic.

Research Instrument

The researcher used a questionnaire as the data collection instrument for this study. The questionnaire was designed based on relevant literature and previous studies that examined code-switching. The purpose of the questionnaire is to collect data about the reasons and patterns of code-switching among Saudi EFL students. The questionnaire consisted of (20) items that checked the students' perceptions of the reasons and patterns of code-switching. The five-point Lickert scale is used as the response scale in the questionnaire with the following five options: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

The researcher distributed the questionnaire to the students in person and got responses from (76) students only with a response rate of (82.6%).

The researcher verified the content validity of the questionnaire by submitting it to a number of juries in Applied Linguistics in the department of English Language and Literature in King Saud University. The researcher responded to the juries' remarks and modifications and produced a final version of the questionnaire. On the other hand, the researcher used Cronbach's Alpha to verify the reliability of the questionnaire. The findings of Cronbach's Alpha are shown in table 1:

Table 1
Cronbach's Alpha for Questionnaire Reliability

Number of Items	Cronbach's Alpha
20	0.772

Table 1 shows that the reliability coefficient of the questionnaire items is 0.772 which is a good reliability score. This ensures that the questionnaire is a reliable tool for this study.

The participants were informed of the purpose of the questionnaire and gave their approval to participate. The questionnaire, written in English, was distributed among the students during their normal classes in the university. After collecting data after the students had responded to the questionnaire, the researcher proceeded to analyze the results.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) software was utilized for data analysis. The following statistical tools were employed in this research:

1. Percentage and Frequency: they are used to indicate the percentage and frequency for each data point.

2. Standard Deviation: This is employed to indicate the degree of variation present among participants' responses.

3. Mean: This measure was used to determine the relative importance of items in relation to the study outcomes.

Results

The below part presents the results of the study. The responses of the students to the questionnaire are shown in Table 2.

Table 2
Responses to Questionnaire Questions

S	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Standard Deviation	Mean
1	I mix a word from English into Arabic while speaking due to the lack of the Arabic equivalent word	2 / 2.6%	11 / 14.4%	17 / 22.3%	24 / 31.5%	22 / 28.9%	1.66	2.30
2	When I want to stress anything, I utilize an English term.	4 / 5.2%	16 / 21%	22 / 28.9%	16 / 21%	18 / 23.6%	1.81	2.63
3	Because of the power and influence of some English terms, I do my best to incorporate them into my communication.	2 / 2.6%	11 / 14.4%	16 / 21%	24 / 31%	23 / 30%	1.56	2.28
4	To convey my joy and enthusiasm, I sometimes use code-switching.	9 / 11.8%	16 / 21%	17 / 22%	21 / 27%	13 / 17%	1.99	2.83
5	If I want to convey my wrath or grief, I use a blend of languages in my speech.	3 / 3.9%	5 / 6.5%	6 / 7.8%	31 / 41%	31 / 41%	1.39	1.92
6	When I talk about things that are Western-related, I utilize code-switching.	5 / 6.5%	16 / 21%	14 / 18%	24 / 32%	17 / 22%	1.73	2.58
7	When I speak about Western society, I jump between several codes.	6 / 7.8%	25 / 33%	17 / 22%	13 / 17%	15 / 20%	2.03	2.92
8	In my responses to those who utilize code-switching, I too employ it.	11 / 14.4%	22 / 29%	20 / 25%	15 / 19.7%	8 / 10.5%	2.19	3.17
9	To show my knowledge, I code-switch.	3 / 3.9%	20 / 26%	22 / 29%	14 / 18%	17 / 22%	1.87	2.71

10	When I'm shopping for electronics, I use a combination of Arabic and English. This includes computers, mobile phones, hardware, and software.	20	35	12	5	4	2.24	3.82
		26%	46%	16%	6.5%	5.2%		
11	As a sign of my education and fluency in the English language, I combine Arabic with English.	2	15	18	24	17	1.70	2.49
		2.6%	20%	23.6%	31.5%	22%		
12	To make sure that someone who doesn't understand English can't join in on the chat, I combine Arabic with English.	7	12	15	18	24	1.69	2.47
		9%	16%	20%	23.6%	31.5%		
13	To boost my confidence, I combine Arabic with English.	0	8	14	28	26	1.47	2.05
		0%	10.5%	18%	37%	34%		
14	My education and work experience have given me the ability to code-switch between Arabic and English.	4	16	23	24	9	1.91	2.76
		5.2%	21%	30%	31.5%	12%		
15	Arabic and English are my two languages of choice. Expressions like "thank you," "hello," "sorry," "goodbye," "excuse me," etc. are used often in social situations.	15	21	16	15	9	2.21	3.24
		20%	27.6%	21%	20%	12%		
16	I pretend to be very intellectual and civilized by code-switching between Arabic and English.	1	10	20	24	21	1.60	2.29
		1.3%	13%	26%	31.5%	27.6%		
17	As a habit I've developed over the years, I code-switch between Arabic and English.	6	14	14	30	12	1.79	2.63
		7.8%	18%	18%	39%	16%		
18	In my impersonations of famous actors, singers, and other personalities, I use code switching between Arabic and English.	3	8	18	23	24	1.55	2.25
		4%	10.5%	23.6%	30%	31.5%		
19	I always replace some Arabic words with English ones during my speech.	2	5	14	36	19	1.49	2.14
		2.6%	6.5%	18%	47%	25%		
20	I sometimes insert a word or phrase from English in Arabic.	2	15	23	26	10	1.83	2.64
		2.6%	20%	30%	34%	13%		

Table 2 shows the Saudi EFL students' responses to the questionnaire items that checked their perceptions of the reasons and patterns of CS. The results showed that the students vary in their reasons and patterns of CS. This means that CS is perceived differently among Saudi EFL students.

As indicated in the findings, the students reported that the students alternate between English and Arabic when they shop for electronic devices (M= 3.82), they make transitions between Arabic and English using common social expressions like "hello," "thank you," "sorry," "goodbye," and "excuse me." (M=3.24), they use CS while replying to someone else who makes use of it (M=3.17), they use CS when having a discussion or speech about Western countries (M=2.92), and that they practice CS to convey the feelings of excitement and happiness (M=2.83).

Also, the findings showed that the students shift between Arabic and English as this is enabled by their academic credentials. (M=2.76), they use code-switching to show their knowledge off (M=2.71), they sometimes insert a word or phrase from English in Arabic (M=2.64), they use English expressions to emphasize their speech (M=2.63), they transpose between Arabic and English without breaking the habit they've developed over the years (M=2.63), and they use code-switching when discussing Western matters (M=2.58).

On the other side, the results demonstrated that the students were in less agreement with the statements that they switch the code to show that they have a good education and can speak English (M=2.49), they switch the code to keep someone out of the discussion who doesn't understand English, they blend Arabic with English. (M=2.47), they mix a word from English into Arabic when they feel short of the Arabic equivalent word

(M=2.30), they alternate Arabic and English to show how much they are highly civilized and cultured (M= 2.29), they incorporate some English words into their speech because of their influence on others (M=2.28), and that alternate between Arabic and English in order to mimic important figures, singers, and actors (M=2.25).

Also, the findings showed that three statements were not highly agreed by the students: that they always replace some Arabic words with English ones during their speech (M=2.14), that they make a mix of English and Arabic in their speech to enhance their self-esteem (M=2.05), and that they mix two languages in their speech to convey anger and sadness (M=1.92).

Discussion

The above findings have shown that Saudi EFL students switch the code between English and Arabic for different reasons. The results demonstrated that the most prominent reasons for code-witching among the students are when they shop for electronic devices, to respond to other persons using code-switching, when talking about Western societies and discussing Western matters, to reflect happiness and excitement, to show their knowledge off, to emphasize their speech, and to show that they are educated and can speak English. These results correspond with the results of Abalhassan & Alshawali (2000) and Al Alaslaa (2018) who reported that EFL students use code-switching when they engage in English speeches that have difficult technical terms. Also, the same finding is supported by the findings of Ye (2023) where CS is used by EFL students to show off their knowledge and that they can speak English.

Also, the findings showed that they practice CS between English and Arabic because their academic qualifications allow them to do so and because it is a habit they acquired through time. This is confirmed by the results of Sabty et al (2021) and Zahra et al (2023) who reported that the students' educational level impacts their tendency to use code-switching. Also, Nguyen (2015) concluded that code-switching becomes a habit for EFL learners because they are impacted by the pedagogical practices of their teachers.

In addition, the students revealed that use CS when they do not find the equivalent words in Arabic and when one wants to cut off another from a discussion because they do not speak English. Furthermore, code-switching is reported to be used by the students to show that they

are highly cultured and civilized, and because English expressions have a strength and impact on others. These results match with the findings of Ehtsham et al (2023) and Candilas et al (2023) who reported that EFL students resort to code-switching when they do not find the equivalent words in their first language. Also, Baharun (2023) reported a similar finding by indicating that the students' culture and motivation to speak English in front of others make them practice code-switching.

Eventually, the results demonstrated that among the reasons for using CS is the need to imitate actors, singers, and other prominent figures, to increase their self-esteem, and to reflect sadness and anger. This finding is supported by the findings of Alzahrani (2023) and Alqarni (2022) who reported that EFL students use CS to express their emotions and feelings and to convey their social belonging. Also, Nguyen (2015) confirmed that EFL students tend to use CS to get appreciation from others.

On the other hand, the findings showed that Saudi EFL students use different patterns to switch the code between English and Arabic. Using common social expressions like "hi," "thank you," "bye," and "excuse me," the students demonstrate their ability to transition between Arabic and English.. Also, it is shown that the students sometimes insert a word or phrase from English in Arabic and that they always replace some Arabic words with English ones during their speech. These findings correspond with the findings of Aljasir (2020), Alhamdan (2019), and Alhourani (2018) who reported that the EFL students mainly depend on addition, replacement, and using social phrases when switching the code between English and Arabic. Also, Alzahrani (2023) reported that EFL students may add words or phrases from their native language (Arabic) into their English sentences to express a particular idea more accurately or to fill gaps in their English vocabulary.

The reasons and patterns of CS reported in this study can be explained in terms of both the students' first language impact and the pedagogical practices (Al Alaslaa, 2018; Alhourani, 2018). The linguistic structure and features of the first language can influence how code-switching occurs. Arabic has a different grammatical structure and syntax compared to English. When switching from Arabic to English or vice versa, EFL learners may transfer certain grammatical patterns, word order, or sentence structures from

their L1. This can result in grammatical errors or a non-standard usage of English. The first language also shapes an individual's pragmatic and cultural understanding (Ismail, 2015). EFL learners may bring their cultural norms, social phrases, and pragmatic conventions from Arabic into their code-switching. They may use Arabic social phrases, greetings, or expressions of politeness as they find them more appropriate or familiar. This allows them to maintain cultural identity and establish rapport with others who share the same language background. The first language affects cognitive processes, such as thought organization and language production (Alzahrani, 2023). When code-switching, EFL learners may mentally translate concepts or construct sentences in their first language before expressing them in the target language. This cognitive process can influence the timing and fluency of code-switching.

Further to this, the approach used in language instruction can shape students' code-switching habits (Candilas et al., 2023; Ehtsham et al., 2023). If a teacher encourages code-switching as a learning tool or allows students to rely heavily on their first language (Arabic) during English instruction, it may reinforce the habit of code-switching (Alqarni, 2022). On the other hand, an immersive or communicative approach that emphasizes using English as much as possible can encourage students to rely less on code-switching (Alhamdan, 2019).

Conclusion & Recommendations

This research examined the reasons and patterns of CS among Saudi EFL students. The results of the study revealed that Saudi EFL students employ CS as a communication strategy to compensate for linguistic gaps and express ideas more accurately. The findings indicate that CS serves as a resourceful tool for EFL learners to overcome vocabulary limitations and convey complex thoughts effectively. On the other hand, addition, replacement, and using social phrases were shown as the prominent patterns of CS used by the students.

Teachers can explicitly address CS in the classroom by teaching students about appropriate and strategic code-switching. They can provide guidelines on when and how to code-switch effectively, emphasizing the importance of context, and audience, and maintaining fluency in both languages. This approach helps students develop awareness and control over their code-switching habits.

Teachers can play a role in expanding students' vocabulary and phrase repertoire in both English and Arabic. By providing ample opportunities for vocabulary acquisition and teaching relevant social phrases and idiomatic expressions in both languages, teachers enable students to express themselves more effectively without relying heavily on code-switching.

Pedagogical practices can also promote cultural and pragmatic awareness, which contributes to effective code-switching. Teachers can expose students to cultural aspects of both languages, highlighting the appropriate use of social phrases, greetings, and politeness strategies in different contexts. This helps students develop a deeper understanding of when and how to code-switch appropriately while considering cultural norms.

The results of the research have important pedagogical implications for language instruction. Teachers should address code-switching explicitly, providing guidance on appropriate and strategic code-switching while emphasizing the importance of context and audience. In addition, vocabulary expansion, cultural awareness, and error correction strategies can help Saudi EFL students develop more accurate and effective code-switching skills.

Although this research yielded significant findings, it has some limitations. The use of questionnaire as the main data collection tool limits the ability to elicit in-depth and contextual information. So, future research can focus on using interviews or observations to capture the multifaceted nature of code-switching among Saudi EFL students.

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