THE USE OF CODE SWITCHING BETWEEN ARABIC AND ENGLISH LANGUAGES AMONG BILINGUAL JORDANIAN SPEAKERS IN MALAYSIA

Alaa Qasim Mohammad Al-Hourani
(4110044)

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Faculty of Major Languages Studies
UNIVERSITI SAINS ISLAM MALAYSIA
Nilai

September 2016
AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

Date: September 2016
Name: Alaa Qasim Al-Hourani
Matric No: 4110044
Address: 17-2-23 Palladium condominium, Jalan gurney 2, 54000 Kuala Lumpur.
BIODATA OF AUTHOR

Alaa Qasim Al-Hourani is a PhD candidate at Universiti Sains Islam Malaysia. He was born on 23 of March 1985 in Jordan. He was a student at Yarmouk University, Jordan where he obtained his Bachelor Degree in English Literature in 2009. Thereafter, he moved to Malaysia and graduated from Universiti Kebangsaan Malaysia (UKM) where he obtained his Masters Degree in English Studies in 2011.
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Finally, this thesis is heartily dedicated to my beloved mother who passed away before the completion of this work.
Abstract

Code switching phenomena was investigated in different contexts where English is spoken as a first language (i.e. inner circle), English is spoken as second language (i.e. outer circle), and where English is spoken as a foreign language (i.e. expanding circle). However, very few studies addressed the issue of code switching among Jordanian speakers in outer circle countries such as Malaysia. Therefore, this study was conducted to fill the gap in the literature. This research investigates the bilingual Jordanian speakers’ use of code switching in their daily oral interactions (i.e. formal and informal communicative events from a sociolinguistic perspective). This research identified the contexts in which Arabic-English code switching occurs, including the communicative events in which Arabic-English code switching occurs, described and investigated the functions of Arabic-English code switching among the bilingual Jordanian speakers in Selangor, Malaysia from a sociolinguistic perspective, investigated the code switching patterns and investigated whether the communicative events and the patterns of code switching influence each other. Following a qualitative research design, data were collected ethnographically from five Jordanian speakers by employing two tools of enquiry namely observation and semi-structured interview. Findings revealed that Jordanian speakers code switch in both formal and informal communicative events. Furthermore, Jordanian speakers code switch from English to Arabic and vice versa for several sociolinguistic functions i.e. to bridge the lexical gap, to quote someone's speech, to further explain a point, to exclude someone out of the conversation, and to demonstrate capability. In addition, findings revealed that there are two patterns of code switching that Jordanian speakers employed in their daily oral interactions namely intra-sentential and inter-sentential switching. However, intra-sentential code switching is used more frequently than inter-sentential code switching. Finally, the findings of this research revealed that the communicative events and the patterns of code switching do not influence each other.
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CHAPTER I

INTRODUCTION

1.0 RESEARCH BACKGROUND

In the past few decades, the world has witnessed significant development and changes that shape our culture. As a result, many bilingual and multilingual societies have been created. For example, the increase in population caused by migration in many parts of the earth has led to massive increases in bilingualism and multilingualism (Milroy & Muysken 1995; House & Rehbein 2004; Aronin & Singleton 2008). By observing how people from different communities use several languages in their daily life, it has become possible to learn how these bilingual or multilingual societies use language variations in general (House & Rehbein 2004).

From a bilingual or multilingual communication perspective, there are many modes of interaction that speakers of different languages can employ to interact (Atas, 2012). The first mode of communication is when one of the speakers speaks only the other language and abandons his native language. The second mode is choosing one language as lingua Franca (House, 2003) or global language (Cristal, 2003). The third option is used when speakers of two different languages use their own languages to speak with each (Zeevaert and ten Thije, 2007). The fourth mode is used when speakers code switch from one language to another during their conversation. The focus of this particular study was on code switching.
Several definitions have been formulated for the phenomenon of the code switching without any commonality about the terminology (SharafEldin, 2014). Atas (2012) argued that scholars who study code switching do not agreed on precise and common terminology that covers all other language contact phenomena and terms such as code switching, code mixing, or code alternation. For example, Wardhaugh (2010) defined code switching as the process that occurs when people choose a particular code when they speak and they may also switch from one code to another or even combine codes to create a new code. Some earlier definitions of the code switching include, “the alternate use of two or more languages varieties of a language or even speech event styles” (Hymes, 1977, p. 103) and the, “alternating use of two languages on the word, phrase, clause, clause or sentence level” (Valdes-Felles, 1978, p. 6). According to these definitions, it would seem that the definition of “switching” is stable in the literature with a general meaning of, "to alter” or “to mix,” whereas, the definition of “code” is more complex and broad and it can differ according to the viewpoint of the researcher (Atas, 2012). Although the definition of code switching is unclear, the concept itself is clear (Iqbal, 2011). In other words, code switching is the process of altering between the use of two or more languages in the same conversation (Milroy and Muysken, 1995). Most studies on code switching, or at least those involving English, involve bilingual communities (Riehl, 2005).

The phenomenon of code switching is a natural fact in immigrant groups particularly for second generation immigrants (Amorim, 2012). As English continues to spread around the world to become the most influential international language, code switching is becoming a natural, universal consequence of globalization and multilingualism (Amorim, 2012). In countries where English is widely used, including Malaysia where this study was conducted, there is evidence of code switching with
English as one of the language pairs in various sociolinguistic settings such as the Internet, music, media, advertising, business and everyday conversation (Zakaria, 2011).

Code switching has been studied from both the structural and sociolinguistic perspectives (Backus, 2010; Bentahila & Davies, 1983; Myers-Scotton, 1993; Poplack, 1981; Redouane, 2005). Those who studied the phenomenon of code switching from a structural perspective focus on the grammatical aspects of code switching, such as identifying the syntactic and morphosentactic constraints on code switching (Backus, 2010; Bentahila & Davies, 1983; Myers-Scotton, 1993; Poplack, 1980; Redouane, 2005). While those who studied code switching from the sociolinguistic perspective focus on the sociolinguistic functions of code switching in context and patterns of code switching within a data set (Alrowais, 2012; MacSwan, 2000; Milroy and Wei, 1995; Moyer, 1998; Poplack, 1980; Yamamoto, 2001, Shin, 2010).

Scholars investigated code switching during different formal and informal communicative events to describe the functions of code switching. For example, speakers may use code switching as an identity marker (Shin, 2010; Carmen Fought, 2003; Sridher, 1996; Nishimura, 1995; Kroskrity, 1993; Woolard, 1989; Gumperz, 1982), solidarity marker (Hannah Bradby, 2002), for dominance and prestige (Karen Wong, 2000; Waseem, 2000), preciseness (Hussein, 1999; Bonvillain, 1993), as a strategy of neutrality (Myers Scotton, 1993), style shifting (Hannah Bradby, 2002), reiteration, personalization, address specification, interjection and quotation (Gumperz, 1982). More recently, patterns of code switching were investigated by several researchers to determine what patterns were possible within a given data set (e.g. Mayers-Scotton, 2002, 2004; Poplack 1980, 2001; MacSwan, 2006). All of these studies involved a variety of language pairs, social settings, and speaker types.
Although the data sets for bilingual speech share many features, they also have a wide variation in patterns and the frequency of code switching is different (Bakaeva, 2010).

Some researchers argue that further studies on the phenomenon of code switching from a sociolinguistic perspective in various contexts are needed to gain a more clearly defined sociolinguistic explanation of the phenomenon of code switching (Alenezi, 2010; Alrowais, 2012). Most of the studies found in the literature examined one single pre-identified communicative event such as an interview, EFL classroom, group discussion, or online social network (e.g. Chaiwichian, 2007; Peters, 2008; Puwakarta, 2009; Yamamoto, 2001).

Code switching in Arabic has also been researched (e.g. Warschauer, 2002; Al Khalil, 2003; Al-Harahsheh, 2004; Al-Tamimi and Gorgis, 2007; Al Khatib and Sabbah, 2008; Jdetawy, 2011; Elsaadany, 2013; Hussein, 1999). For example, Warschauer (2002) examined the use of English-Arabic code switching in online communications between young Egyptian educators. The results of this study showed that participants switched from English to Arabic to show knowledge, to emphasize a point, and to reveal their identity. Code-switching by Jordanian speakers has been researched in different contexts. For example, Al Khatib and Sabbah (2008) examined the linguistic structure and sociolinguistic functions of Arabic-English code switching used by a group of Jordanian university students in mobile text messages. In another study, Elsaadany (2013) investigated code switching between Jordanian speakers in the United State to determine the functions of code switching used by Jordanians in their interactions. Additionally, Jdetawy (2011) investigated the functions and patterns of code switching among Jordanian speakers at a public university in Malaysia. It was very few studies have addressed the issue of code switching among Jordanian speakers
in a context where bilingual speakers can exercise code switching (USA and Malaysia) except for those studies conducted by Elsaidany (2013) and Jdetawy (2011).

This study was carried out to address the lack of studies on code switching from a sociolinguistic perspective, during different communicative events, and among Jordanian speakers in a context where English is considered to be a second language (such as Malaysia). In other words, this study was conducted to investigate how bilingual Jordanian speakers in Malaysia used code switching in their daily oral interactions including formal and informal communicative events from a sociolinguistic perspective.

1.1 JORDANIAN SPEAKERS IN MALAYSIA

Foreigners come to Malaysia for several reasons, including making Malaysia their home, during a transitional stage in their lives, to achieve certain goals such as obtaining an academic degree, and to conduct business prior to returning home (Muthusamy, 2009). Malaysia is a multilingual and multiracial country where several major languages are used to communicate including Bahasa Malaysia, English, Tamil, Chinese, and Arabic (Ariffin and Husin, 2011). It is common to observe Bahasa Malaysia-English code switching (MohdShariff, 2004), Chinese-English code switching (Chen, 2007) and Tamil-English code switching in Malaysia (David, 2006). It is also common to observe Arabic-English or English-Arabic code switching in Malaysia since many Malaysians are interested in learning Arabic since this language is related to their culture as well as their religion (Teh, Embi, Yusoff, & Mahamod, 2009). Due to the influx of Arabic students in Malaysia, it has been observed that
bilingual Jordanian will code switch from Arabic to English and vice versa when communicating with each other (Al-Hourani & ZainalAriff, 2013).

Jordanians Arabic speakers represent many of the foreigners in Malaysia. In 2016, 450 Jordanian Arabic speakers currently reside in Malaysia according to the Jordanian Embassy in Kuala Lumpur. Jordanians come to Malaysia for several purposes including education and business. The focus of the study was on bilingual Jordanian speakers in the state of Selangor in Malaysia. The researcher choose this state since the majority of Jordanian speakers in Malaysia live in Selangor because of its tertiary educational institutions, multinational companies, and because it is a strategic place for foreigners to set up businesses. Being one of the most developed states in Malaysia, Selangor offers many opportunities and has attracted many foreigners (http://www.tourismselangor.my).

1.2 STATEMENT OF THE PROBLEM

While code switching appropriately is vital to ensure effective communication and in some cases decision making (Alenezi; 2010; Alrowais, (2012; Al-Hourani & ZainalAriff, 2013), there is a lack of study conducted that addressed the use of Arabic-English among bilingual Arab speakers, in general, and bilingual Jordanian speakers in specific. Coming from Jordan, the researcher and the bilingual Jordanians who came to Malaysia to study, for example, did not undergo any preparatory course to study abroad. The Jordanian students lack, among others, communication skills which include the art of code switching in daily conversations, that is, when and how to use code switching effectively. It can be argued that no such preparatory course is offered due to lack of awareness in the importance of such course and potential course trainers (if any) may not know what to include in the course.
Many researchers have examined the phenomenon of code switching among Jordanian speakers in different inner circle countries. The inner circle includes countries where English is the native language such as the United States, Canada, United Kingdom, and Australia (Kachru, 1992). For example, Elsaadany (2013) investigated the phenomenon of code switching among Jordanian speakers in United States to determine the functions of code switching used by Jordanians in their interactions. The results of this study showed that Jordanian speakers code switched from English to Arabic and from Arabic to English to enhance communication and to make fun of other dialects that may not be very popular or refined. Very few studies addressed the issue of code switching among Jordanian speakers in outer circle countries (where English is used as a second language) such as Malaysia where there is a large number of Jordanians and where code switching between English-Arabic and vice versa can be observed. Not much is known about the phenomenon of the use of code switching with regards to Jordanian in general, and Jordanians in Malaysia and thus, less information is documented in the literature on when, why and how the Jordanians code switch in their daily conversations. Therefore this study was conducted to fill the gap by identifying the contexts and communicative events in which Arabic-English code switching occurs, to investigate and describe the functions of Arabic-English code switching among bilingual Jordanian speakers in Selangor from a sociolinguistic perspective, to investigate the patterns of code switching, and to determine if the communicative events and the patterns of code switching influence each other.

Atas (2012) argued that code switching involves several languages and several code switched utterances that indicate the speaker’s underlying motivations for switching codes. Accordingly, code-switching has been approached from different perspectives including linguistic and sociolinguistic. From a linguistic perspective,
researchers often focus on identifying grammatical factors such as morphological and syntactic constrains (e.g. Backus, 2010; Bentahila& Davies, 1983; Myers-Scotton, 1993; Poplack, 1980; Redouane, 2005). While from sociolinguistic perspective, researchers go beyond the question of how code switching emerges towards the reasons behind code switching such as the function and patterns of code switching. Researchers focus on the discourse features of code-switching such as the functions of code switching in context (e.g. Alrowais, 2012; MacSwan, 2000; Milroy and Wei, 1995; Moyer, 1998; Poplack, 1980; Yamamoto, 2001). Alenezi (2010) and Alrowais (2012) argued that more studies on the functions of code switching from a sociolinguistic perspective in various contexts should be conducted so as to gain a clearly defined sociolinguistic explanation of code switching. Thus, this particular study was conducted to address this need.

Additionally, most of the researchers that examined the code switching among Jordanian bilingual speakers, had examined the phenomenon of code switching in pre-identified single communicative event which in turn limited the exploration of the phenomenon under discussion due to limited data collected in these single communicative event (e.g. Mustafa, 2011; Bader, 2003; Soliman, 2008; Taweel and Btoosh, 2012). For example, Mustafa (2011) examined the phenomenon of code switching in pre-identified communicative events (i.e. SMS texting) among teenagers in Jordan and the reasons behind switching either to English or Arabic while texting. For this purpose, this study had contributed to the existing knowledge of Jordanian code switching research by explore the phenomenon of code switching in different communicative events. That is, this research examined the code-switching phenomenon in different formal and informal communicative events in bilingual speakers’ daily interactions. This in turn had broaden the scope of exploration of the phenomenon of
code switching since several code switching occurrences were spotted and analyzed different formal and informal communicative events.

It is hoped that the study will help linguists who are interested in studying Arabic-English bilinguals and the use of Arabic-English code switching to better understand the use of Arabic-English code switching, and provide some ideas to trainers who are interested to design and conduct a preparatory course for Jordanians (and Arabs in general) who will study abroad (especially those who will be studying in Malaysia) by including a section on how to code switch between Arabic and English in context where authentic contexts are used as reference and for practice. Learning how to code switch appropriately would help Arabic-English bilinguals to achieve their communication ends/goals more effectively especially in contexts where their communication can be enhanced and communication ends/goals can be achieved through the use of code switching.

1.3 RESEARCH PURPOSE

The main purpose of this study was to investigate the use of code switching by bilingual Jordanian speakers in their daily oral interactions during formal and informal communicative events, from a sociolinguistic perspective.

1.4 RESEARCH OBJECTIVES

The study attempted to achieve the following objectives.

1. Identify the contexts in which Arabic-English code switching occurs, including the communicative events in which Arabic-English code switching occurs.
2. Describe and investigate the functions of Arabic-English code switching among the bilingual Jordanian speakers in Selangor, Malaysia from a sociolinguistic perspective.

3. Investigate the code switching patterns.

4. Investigate whether the communicative events and the patterns of code switching influence each other.

1.5 RESEARCH QUESTIONS

1. What are the communicative events in which the Jordanian bilingual speakers code switch?

This question encouraged the researcher to look at the details of each of the communicative events in which the five bilingual Jordanian speakers were involved and code switched from English to Arabic or vice versa. To answer this research question, the researcher observed the Jordanian speakers during some of their daily oral interactions for the period of six months. The field notes generated from these observations were recorded on observation sheets (See Appendix E). These observation sheets used a design based on Hymes (1974) SPEAKING grid (Setting and Scene, Participants, Ends, Act of Sequence, Key, Instrumentalities, Norms, Genre) to ensure the observations were systematic and would help the researcher describe the communicative events in a more effective way. In other words, the communicative events in these observation sheets were identified based on the analysis of SPEAKING components as proposed by Hymes (1972). The researcher qualitatively analysed these observation sheets by searching for recurrent themes using the ‘Bottom Up’ approach proposed by Creswell (2005). (See Section 3.5.1 in Chapter Three).
2. **How are the sociolinguistic functions of the code switching used by the bilingual Jordanian speakers?**

The central theme of this question is to investigate how code switching is used strategically. To answer this research question, data was collected from observations and interviews. From the transcripts of the communicative event interactions generated from observing the Jordanian bilingual speakers for six months, the researcher had adopted Gumperz’s (1982) list of code switching functions in order to identify the functions that Jordanian bilingual speakers had employed in their interactions.

3. **What are the patterns of code switching used by the bilingual Jordanian speakers?**

To investigate the patterns of code switching, the researcher observed the Jordanian bilingual speakers over a period of six months and recorded their communicative events.

4. **Do the communicative events and the patterns of code switching influence each other?**

To answer the fourth and final research question, further analysis was conducted to determine if there was a relationship between the communicative events and patterns of code switching.

1.6 **THEORETICAL FRAMEWORK**

The focus of the study was on investigating the use of code switching by bilingual Jordanian speakers in their daily oral interactions during formal and informal
communicative events, from a sociolinguistic perspective. For the purpose of the study, Hymes’ (1972) SPEAKING grid, Gumperz’s (1982) code switching categories or semantic theory and Myers-Scotton’s (1993b) were referred to.

The researcher had employed Hymes’ (1974) SPEAKING grid as reference to identify the communicative events in which Jordanian bilingual speakers code switched. Hymes grid helps a researcher to identify the components that make up a communicative event and assists the researcher to analyze and make sense of the communicative event observed (Cameron, 2001; Duranti, 1997)

In order to understand and describe the functions of code switching by the Jordanian bilinguals, Gumperz's (1982) categories of code switching function or also known as the semantic theory of conversational code-switching (Auer, 1984) was referred to. According to Gumperz (1982) code switching is conceptualized as situational and metaphorical in its function. Situational code switching accommodates a change in setting, topic or participants and serves to redefine the situation. On the other hand, metaphorical code switching happens without any change in the social situation and enables speakers to evoke certain mood or to change their footing or relative status with other speakers (Blom and Gumperz, 1986). Further elaboration on the code switching function categories is in Chapter 2.

In order to investigate the patterns of code switching used by the Jordanian bilingual speakers, Myers-Scotton’s (1993b) code switching patterns theory i.e. inter-sentential code switching and intra-sentential code switching. Inter-sentential switch occurs between sentences at the sentences boundaries that highlights a particular point uttered in the other language. And intra-sentential code switching refers to instances where lexical items and grammatical features from two languages appear in one sentence. See Chapter 2 for further discussion.
1.7 SIGNIFICANCE OF THE STUDY

This study is significant for a number of reasons; firstly, there is no consent agreement between the previous researchers on whether code-switching phenomenon is considered as a language deficiency or linguistic talent. For example, Martin-Jones & Romaine (1986) argued that code switching occurs because the speaker is not sufficiently proficiency in either language, whereas different scholars argued that code switching plays an important role in bilingualism and it is not a random phenomenon but it is a discourse strategy. (e.g. MacSwan, 2000; ZainalAriff, 2012). Therefore, it was significant to investigate the phenomenon of code switching among Jordanian bilingual speakers which would help to further strengthen the argument claiming that CS is a form of competence.

Secondly, most of the studies in the literature investigated the phenomenon of code switching in pre-identified communicative events such as telephone conversations, mobile text messages, and interviews (e.g. Abu Mathkour, 2004; Sabbah and Al-Khatib, 2008; Btoosh and Taweel, 2012). This research was significant in that it investigated the phenomenon of code switching among Jordanian bilingual speakers in formal and informal communicative events. This in turn widened the scope of communicative events and helped further define and describe the functions of code switching among Jordanian bilingual speakers.

Thirdly, most of the studies on the phenomenon of code switching among Jordanian bilingual speakers were done in the context where English is spoken as a foreign language i.e. in Jordan (e.g. Abu Mathkour, 2004; Sabbah and Al-Khatib, 2008; Btoosh and Taweel, 2012). This in turn limited the chance to record code switching in
different communicative events due to a limited exposure to English in different
contexts. This study was conducted in Malaysia where English is spoken as a second
language thus, it was easy for the researcher to record different code switching
occurrences due to vast exposure to English language with other speakers in different
communicative events. Therefore, this study was significant in investigating whether
the functions of code switching of Jordanian bilingual speakers differ based on the
contexts where English is spoken as a second a language.

Fourthly, from methodological perspective, previous studies that investigated
the use of code switching from a sociolinguistic perspective did not refer to any
particular grid when collecting and analyzing their observation data. On the other hand,
this study had utilized Hymes’ (1978) SPEAKING grid, which was a useful and helpful
tool for conducting a more systematic approach to identifying and describing the
context of code switching and assist in analyzing the function of code switching with
reference to context.

Fifthly, some researchers argue that further studies on the phenomenon of code
switching from a sociolinguistic perspective in various contexts are needed to gain a
more clearly defined sociolinguistic explanation of the phenomenon of code switching
(Alenezi, 2010; Alrowais, 2012). Therefore this study was significant in that it
examined the phenomenon of code switching among Jordanian bilingual speakers from
sociolinguistic perspectives in order to gain a clearly defined sociolinguistic
explanation of code switching phenomenon among bilingual speakers.

Finally, most of the studies in the literature investigated the phenomenon of
code switching among different bilingual and multilingual speakers (e.g. Backus, 2010;
Bentahila & Davies, 1983; Myers-Scotton, 1993; Poplack, 1980; Redouane, 2005;
Alrowais, 2012; MacSwan, 2000; Milroy and Wei, 1995; Moyer, 1998; Poplack, 1980;
Yamamoto, 2001). These studies were conducted in different communicative events to investigate the functions and patterns of code switching within a data set. The current study contributed to the study of code switching by further investigating the relationship between the communicative event and the pattern of code switching among bilingual Jordanian speakers from a sociolinguistic perspective. That is, apart from identifying the communicative events in which Jordanian speakers use code switching, the functions of code switching, and the patterns of code switching, this study investigated whether the communicative events and the patterns of code switching influence each other by using the Pearson correlation coefficient test. This test was performed to find out if there is a positive or negative correlation between the two variables (See Section 3.5.4 in Chapter three for further discussion).

1.7 LIMITATIONS OF THE STUDY

The researcher acknowledged the following limitations in this study:

1. Since this study employed a qualitative research design, generalizing the findings is not appropriate because only a small number of participants (5 Jordanian speakers) were studied. Moreover, all the participants in this study were males as the researcher was unable to recruit any female participants.

2. Another limitation of this study was the observation period. The researcher observed the Jordanian speakers for only six months during which he audio-recorded their communicative events to investigate the functions and patterns of code switching. Recording communication events over a period of six months was enough to spot code switching functions and patterns in these communicative events audio-recordings (Creswell, 2012) although it would be
more valuable if the observation period was over a year or more to enhance the credibility of the research results (Creswell, 2012).

3. Finally, since the main purpose of this study was to investigate bilingual Jordanian speakers’ use of code switching in their daily spoken interactions, non-verbal interactions were excluded.

1.8 DEFINITION OF TERMS

Several terms were particularly important in conducting this research. These are defined below:

• **Code switching**

  Although there is no clear consent among scholars on the definition of code switching, this study employed the definition proposed by Wardhaugh (2010) who define it as the process that occurs when people choose a particular code whenever they speak and they may also switch from one code to another or sometimes even combine them to create a new code.

• **Bilingualism**

  Bilingualism, in the context of this study refers to the knowledge of Jordanian speakers of two different languages that allows code-switching to take place (Muler, 2012).

• **Ethnography of Speaking (EOS)**

  EOS is a method of discourse analysis proposed by Dell Hymes (1972) who developed it to analyse communication within the wider context of social and cultural practices and the beliefs of the members of a particular culture or speech community.
EOS was employed in the context of this study as a tool for describing the communicative events collected during the observation period of six months.

- **Communicative Competence**

  Canale and Swain (1980) understood communicative competence as a synthesis of an underlying system of knowledge and skills needed for communication. In their concept of communicative competence, knowledge refers to the conscious or unconscious knowledge about a language and about other aspects of language use.

- **Strategic competence**

  Strategic competence is defined as a speaker’s ability to adapt certain verbal and nonverbal languages to avoid a breakdown in communication and to ease communication (Dornyei and Thurrell, 1991).

- **Patterns of Code Switching (Inter-Sentential Switch and Intra-Sentential Switches)**

  Inter-sentential pattern refers to the CS that occurs between sentences at the sentences boundaries, that emphasizes a particular point uttered in another language. (Myers-Scotton, 1993b). Inter-sentential switching happens at the clausal or sentential level where each clause or sentence is in either one of the languages. Intra-sentential patterns are those where lexical items and grammatical features from the two languages appear in one sentence (Myers-Scotton, 1993b).

- **Sociolinguistic perspective of code switching:**

  Sociolinguistic perspective of code switching focuses on the sociolinguistic functions of code switching in context and patterns of code switching within a
data set (Poplack, 1980). From a sociolinguistic point of view, code switching is viewed and explained in the context in which code switching occurs and thus, the focus is not on the grammatical and syntactic investigation of code switching.
CHAPTER II

REVIEW OF LITERATURE

2.0  INTRODUCTION

Code switching studies have attracted a lot of attention. Code-switching is not only about changing the language you speak, but it also accounts for several phenomena crucial to bilingualism and multilingualism (Milroy & Muysken 1995). This chapter presents the literature related to code switching. This chapter is divided into six sections. The first section is a discussion of the various definitions for code switching and the definition adopted. The second section is an overview of bilingualism. The third section talks about the communicative events. The fourth section talks about the functions of code switching. The fifth section looks at the code switching patterns and the sixth section looks at previous studies on code switching. The last section ends with the summary of the chapter.

2.1  DEFINITIONS OF CODE SWITCHING

In order to understand the phenomenon of code switching, it is important to define the concept and some of key terms. Many linguistic and sociolinguistic scholars have studied the phenomenon of code switching using interlocutors of a speech event and have offered a number of definitions for the phenomenon that depend on the nature of their studies (Erman, 2002; Gross, 2006; Poplack, 1980; Sichyova, 2005; Wardhaugh, 2010). In general, code switching can be defined as switching from one
language code to another during a single communicative event. It also is comprised of alternation between one or more languages or dialects in the middle of a conversation between people who have more than one language in common (Sichyova, 2005; Wardhaugh, 2010).

Erman (2002) viewed code switching as a device used in a functional context in which a multilingual person makes alternate use of two or more languages. Gumperz (1982) defined code switching as, “the juxtaposition within the same speech, exchange of passages of speech belonging to two different grammatical systems or subsystems” (p.59). Similarly, Poplack (1980) stated that, “Code switching refers to the mixing by bilinguals (or multilingual) of two or more languages in discourse, often with no change of interlocutor or topic, such mixing may take place at any level of linguistic structure, but its occurrence within the confines of a single sentence, constituent or even word, has attracted most linguistic attention” (p.1).

The definitions above illustrate that code switching is the act of shifting from one language to another in a conversation. It is a normal everyday practice among people used for various reasons and it is usually an unconscious activity (Moghadam, Samad, & Shahraki, 2012). Poplack (1990) further defined code switching as “the juxtaposition of sentences or sentence fragments each one is internally consistent with the morphological and syntactic rules of its lexifier language” (p. 200). Mesthrie, Swann, Deumart, and Leap (2000) defined code switching as the “switching back and forth of languages on varieties of the same language, sometimes within the same utterance” (p. 14). Furthermore, Wong (1979) noted that code switching is the alternate use of two or more distinct languages, varieties of a language or even speech styles within the same conversation by the same speakers. She broadened the meaning of code switching to include not only language, but speech styles as well.
According to Gross (2006) “Code switching is a complex skilled linguistic strategy used by bilingual speakers to convey important social meanings. This occurs in order to conform to the interlocutor or deviate from him/her. The interlocutor usually determines the speaker’s choice of language variety, i.e. either to gain a sense of belonging or to create a clear boundary between the parties involved.” (p. 144). Code switching is also seen as a boundary-leveling or boundary-maintaining strategy (Wei, 2003). According to Wei, the interlocutors share an understanding of the communicative resources from where the code is drawn so that the communication is meaningful. Code switching normally occurs in bilingual community settings during sociolinguistic interactions. For example, a family who has just migrated to a new country or setting where the primary language is different from their native tongue (L1) may switch languages when communicating or alternate between LI and the new language. Switching is common depending on the subject of discourse or the sociolinguistic settings, for a number of definable reasons.

Suan (1990) emphasized that code switching can originate from genetically unrelated languages to two styles of the same language. For instance, a person would be unlikely to use similar words or phrases that they would use with their friends in less formal situations when speaking to their bosses. This implies that a speaker may also be in possession of two different registers of a language depending on who they are interacting with. Chad Nilep (2006) claimed that code switching is a communicative strategy used by speakers within a linguistic situation where two or more languages co-exist within the confines of one society. The speaker switches from one communicative code to another under specific situations and conditions that may be linguistic, psychological, social, or pragmatic in nature.
Since code switching is also seen as an instance of language alternation, Auer (1984) suggested that as a common occurrence, code switching can be viewed from three perspectives: the grammatical, the interactional, and the sociolinguistic. The grammatical perspective refers to a switch that shows a change in grammatical structure. The grammatical perspective is related to the interactional and sociolinguistic perspectives that were the most relevant to that study, which was concerned with code switching in conversational interactions. Auer (1998) defined the term, “code switching” as “code alternation” because code switching is the alternating use of two or more codes within the same conversation.

Like Auer (1998), Milory and Muysken (1995) also saw code switching as the alternative use of two or more languages in the same conversation by bilinguals. They stated that sometimes a switch may occur between turns of different speakers in the conversation, sometimes between utterances within a single turn, and sometimes even within a single utterance. In multilingual settings, code switching is a central part of bilingual or multilingual discourse (Zuraidah, 2003). Thus, with reference to the above review of the definitions of code switching, it is obvious that there are various ways of looking at the code-switching and this is not surprising, considering that the occurrence is so prevalent.

In this particular study, based on Gumperz (1982) definition, the term “code switching” is seen as a mixture of two languages, such as Arabic and English within an utterance. One of the purposes of this study was to investigate the use of code switching by bilingual Jordanian speakers in their daily verbal interactions from a sociolinguistic perspective.
2.2 BILINGUALISM

The study of bilingualism is multidimensional and connected to different areas related to applied linguistics, sociolinguistics, and psycholinguistics. However, in the present study bilingualism is discussed in reference to sociolinguistics because this study explored the sociolinguistic functions of code switching among bilingual Jordanian speakers during their interactions in different communicative events. Iqbal (2006) stated that code switching is a normal behaviour linked with bilingual and multilingual environments and his hypothesis was that not only bilingual adults but bilingual children use code switching as a communicative strategy. Niemiec (2010) defined bilingualism as a phenomenon where speakers in of a particular society or community speak at least two common languages, often mixing them in their conversations. While a bilingual speaker can competently communicate in two of the common languages within a society or community, a multilingual speaker a person who is able to use and speak more than two languages. Jordanian speakers in Malaysia who can speak English and Arabic are examples of bilingual speakers.

Suan (1990) stated that the concept of bilingualism refers to the fact that there are significant language alternations in terms of phonology, morphology, and syntax identified in the verbal behaviors of a particular population. Genesee (2002 p.174) stated that “true bilingual communicative competence entails the ability to adapt one’s language use on-line in accordance with relevant characteristics of the situation, including the preferred or more proficient language of one’s interlocutor.” This current study attempted to investigate the use of code switching among bilingual Jordanian speakers in different communicative events, which took place between the speakers in informal communicative environments (shops, restaurants, and their homes) and formal
communicative environments (classroom, interviews, and meetings) by observing and recording the interactional patterns of the speaking processes.

Kinginger (2004) suggested that bilingualism simply means that the speaker has the ability to speak or to use more than two languages with some degree of proficiency at any time. Although the term bilingualism suggests having the ability to use and speak two languages simultaneously, there are various classifications of bilingualism. Baker (2001: 266) states that term such as an “equilingual” or “a true bilingual” are terms used to refer to a speaker who has “equal fluency of the two languages he speaks” and “complete bilingualism” refers to a person who is as competent as a native speaker in both languages.

In any bilingual or multilingual society, speakers are inclined towards speaking the languages that are common in their linguistic community. This study aligns itself with Chad Nilep’s (2006) definition of bilingualism, that is, speakers may be equally fluent in all common languages, one particular language will often be used predominantly depending on the situation, speakers, or topic discussed, and that a true bilingual is a rare occurrence in most bilingual and multilingual societies. He explained that speakers are also more prone to use one language more frequently but this does not mean that they are less fluent in the languages they use less frequently. Muller (2012) stated that bilingualism refers to “the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilinguals.” Thus, in the case of the bilingual Jordanian speakers who were the focus this study, they were more prone to use one language more frequently but this was not an indication that they were less fluent in the languages they used less frequently. For the purpose of this study, the
researcher viewed the bilingual Jordanian speakers as individuals who could adequately function in Arabic and English depending on communicative event or interaction. Thus, this study identified the communicative events in which Arabic-English code switching occurred, attempted to understand the functions of code switching, and identify the code switching patterns of the bilingual Jordanian speakers.

While most previous studies focused on identifying the structure of the type of code switching (Backus, 2010; Bentahila & Davies, 1983; Myers-Scotton, 1993; Poplack, 1980; Redouane, 2005), the current study deals with the code switching used by Jordanian speakers in their daily verbal interactions such as in formal and informal communicative events, from a sociolinguistic perspective.

2.3 COMMUNICATIVE EVENTS

Hymes emphasized that language in its linguistic form is tied to the reasons why it is used and the way it is used. To fully understand a language and language patterns, it must be examined in its social and cultural context. Duranti (1997) stated that Hymes (1964) study was based on ethnographic modes of inquiry. Observing participants in a communicative event is an ethnographic mode of inquiry that can be used to contextualize a communicative event.

Duranti (1997) also stated that Hymes used the speech or communicative event as a unit of analysis. Saville-Troike (1982) defined communicative events as, "a unified set of components throughout, beginning with the same general topic, and involving the same participants, generally using the same tone or key and the same rules for interaction, in the same setting" (p. 29). Gumperz (1982) clarified the idea of a communicative event when he defined them "sequences of acts bounded in real time
and space, and characterized by culturally specific values and norms that constrain both the form and the content of what is being said" (p. 154).

The initial step taken by the researcher is to determine what communicative events are significant in terms of their study and then use observations and interviews to gather information about the communicative events. Duranti (1997) pointed out that Hymes developed a framework for identifying communicative events. Hymes framework allows a researcher to identify several components that make up a communicative event and analyze communicative events (Cameron, 2001 p.27). According to Hymes (1972), each component in his framework represents questions the researcher should ask. Hymes also pointed out that, depending on the context of the conversational event, the researcher is not required ask every possible question as some components may not be relevant. The purpose of Hymes SPEAKING grid is, ‘to be both comprehensive and applicable to any community’s way of speaking’ (Cameron, 2001 p.57). Other researchers have described Hymes grid as ‘heuristic’ (Schriffin, 1994) and as an ‘exploratory device’ (Cameron, 2001).

Hymes was not the only researcher to develop a framework. Small (2008) developed a framework that described speech genres to discover the qualities that determine ‘real communication’ and the rules behind speaker competence. Small purposely designed his framework to examine the everyday use of language in specific speech communities (Newmeyer, 2004).

In order to determine a communicative/speech event, as previously mentioned, Hymes (1974) provided a framework that can be used to determine if an event is a communicative event by analyzing the components that contribute to the event. He arranged this framework into a mnemonic acronym known as the SPEAKING model. This model includes the physical circumstance in which communicative events take place.
place (setting), the addressor and addressee of this communicative event (participants), the purpose of the communicative events (ends), the form and order of the communicative events (act), the overall tone manner or spirit of the communicative event (key), the form and styles of the speech (instrument), the code switching norm during the conversation (norms), and the kind of conversation that is associated with the communicative events (genre). Hymes asserted that it is possible to define an event as communicative even when some of the components are missing. Instead he focused on the heuristic characteristics of his framework and noted that the communicative norms of a community mean that some of the components are not relevant. In other word, SPEAKING provides a guideline rather than hard and fast rules that can be used to determine what components can be included in the ethnographic collection of data and to define the beginning and ending of a communicative event. According to Saville-Troike (2003), "in addition to identifying the components of a communicative event it is important to ask questions which relate each component to all of the others" (p. 124). Establishing how the components of a communicative event are related results is a more precise description of the event and a more accurate analysis.

The data collected using the grid does not need to be analysed using all the components of the grid because the grid is functioning as a guideline. Schriffin (1994) and Cameron (2001) both agree that the grid is often used as a ridged analytical model that, ‘it is not always easy to apply the framework in a straightforward way to data’ (p.57) because the data may not fit all the components. Using the grid as a ridged model means that the researcher may miss obtaining valuable data if they rely solely on the description of the unit of analysis rather than ‘explaining why particular events occur and why they have particular characteristics’ (p.57). In this study, the SPEAKING grid
was used as a guideline for describing the communicative events in which the participants engaged in Arabic-English and English-Arabic code switching.

Even though the SPEAKING grid is a traditional in nature, there are several studies that depend on it as a tool to describe communicative events. One such study was conducted by ZainalAriff (2012). Ariff’s study consisted of an ethnographic spoken discourse analysis of the propagators of the spoken discourse strategies used by Islamic speakers when interacting with non-Muslims and those who were converting to Islam during a Conversion to Islam Ceremony (communicative event) in Malaysia. Ariff used Hymes SPEAKING grid as a guideline and discovered that the Islamic speakers used code switching, humour, politeness, and topic management as strategies while communicating with potential converts. Zand-Vakili et al. (2012) turned to humour when examine the speech events in a comedy series to study spoken discourse. Zand-Vakili’s study focused on frequent speech events, the speaking behaviours of native speaker and used the SPEAKING grid to determine what speaking behaviours were the most common. The results of this study indicated that the most common speaking behaviour in a conversation between friends were confiding, sharing problems, asking for help, consultation, and looking for sympathy.

Zain and Koo (2009) studies speech patterns using the posts published on a medical student’s blog. They used the SPEAKING grid to describe how multimedia literacy can enhance a student’s writing. In a similar study Herring (2007) developed a system for classifying computer-mediated discourse (CMD) to analyse computer-mediated communication (CMC). Herring’s system was built on Hymes SPEAKING grid. Herring found that there are several social and situational factors that cause
differences in CMD and these factors resembled the components found on the SPEAKING grid. Consequently, she was inspired to use Hyme’s grid as the basis of her framework to describe and analyse the social and technical factors that affect the language used in CMC.

Hymes SPEAKING grid is frequently referenced in the literature on discourse analysis illustrates its long lasting relevance and validity. Hymes grid is used for etic accounts and to provide a descriptive classification of observed events. Even though the SPEAKING grid does not explain why language is used in a certain way, descriptions based on the SPEAKING grid can contribute to the etic account of a context (e.g. Cameron, 2001; Herring, 2007; Hymes, 1972; Marcela, 2012; Saville-Troike, 2003; Schiffrin, 1994; ZainalAriff, 2012).

2.4 FUNCTIONS OF CODE SWITCHING

In order for fundamental questions such as ‘why do people code-switch?’ and ‘what are the functions of this code-switching phenomenon?’ to be answered, Gumperz (1982) outlined six metaphorical functions of code switching namely, quotation, addressee specification, interjections, reiterations, message qualification and personalisation versus objectivization. Table 2.1 Presents the Code-switching functions in Gumperz’s (1982) semantic model:
<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotation</td>
<td>Serves as direct quotations or as re-reported speech.</td>
<td>She doesn't speak English, so, <em>dice que la reganan:</em> &quot;Si se les vaolvidar el idioma a lascriatura&quot; (she says that they would scold her: &quot;the children are surely going to forget their language&quot;)</td>
</tr>
<tr>
<td>Addressee</td>
<td>Serves to direct the message to one of several addressees.</td>
<td>A: Sometimes you get excited and then you speak in Hindi, then again you go on to English. B: No non-sense, it depends on your command of English. A: [shortly after turning to a third participant, who has just re-turned from answering the doorbell] Konhaibai(who is it)?</td>
</tr>
<tr>
<td>Interjections</td>
<td>Serves to mark an interjection or sentence filler.</td>
<td>A: Well, I'm glad I met you. B: <em>Andale pues</em>(O.K. swell). And do come again. Mm?</td>
</tr>
<tr>
<td>Reiteration</td>
<td>Serves to repeat a message from one code to another code either literally</td>
<td>Keep straight. <em>Sidhajao</em>[louder] (keep straight)</td>
</tr>
<tr>
<td>Message qualification</td>
<td>Serves to qualify constructions such as sentence and verb complements or predicates following a copula.</td>
<td>The oldest one, <em>la grande la de once anos</em> (the big one who is eleven years old).</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Personalisation versus objectivisation</td>
<td>Serves to distinguish between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.</td>
<td>A: <em>Vigələ ma yəsaamerica</em> (Wigele got them from America) B: <em>Kanadapridə</em> (it comes from Canada). A: kanadamus I səgn nit (I would not say Canada).</td>
</tr>
<tr>
<td>Situational code-switching</td>
<td>Code switching resulting from a change in social setting: topic, setting or participants.</td>
<td></td>
</tr>
</tbody>
</table>
Gumperz’s semantic theory provides a tool to account for why a speaker switches language in a particular context and explains how speakers exploit linguistic choices to convey intentional meaning (Onyango, 2009). That is, language is a function of dynamic interactions and the semantic model is able to encompass “the multiple relations between linguistic means and social meaning” (Onyango, 2009, p. 153). For the analysis of sociolinguistic functions among bilingual Jordanian speakers in their daily interaction, Gumperz’s (1982) semantic theory was employed as a theoretical framework for reference purposes. For example, a reiteration involving a switch from English to Arabic and then back to English again is treated as two instances of reiteration (e.g. Get up. T’3al "come". Get up). However, the word “okay” was not considered code-switching due to the popular use of the word in other languages besides English and including it would over represent the extent of code-switching (see Then & Ting, 2009). Thus, the researcher had adopted Gumperz’s (1982) list of code switching functions in order to identify the functions that Jordanian bilingual speakers had employed in their interactions.

2.5 CODE SWITCHING PATTERNS

Code switching is part and parcel of a bilingual's repertoire. Bilingual speakers use several patterns when they code switch from one language to another (Socarráz-Novoa, 2015). Iqbal (2011), however, stated that it is necessary to point out that speakers should be aware of their code switches, whether at word, phrase, clause, or sentence level. It is necessary for bilinguals to be able to know how to code switch strategically to enhance their strategic competence (Moodley, 2010; ZainalAriff, 2012). Being aware of how strategic code switching can help bilingual speakers expedite and economize expressions, enhance explanations, and bridge the gap between the speakers
(Iqbal, 2011; Moodley, 2010; Poplack, 1980; Zinaalariff, 2012). There are two major code switching patterns according to Myers-Scotton (1993b). They are inter-sentential code switching and intra-sentential code switching.

2.5.1 Inter-Sentential Code Switching

Inter-sentential switch occurs between sentences at the sentences boundaries, which serve to highlight a particular point uttered in the other language. The switch helps indicate to whom the speech is addressed and it provides a direct quote from another conversation (Myers-Scotton, 1993b). According to Myers-Scotton, inter-sentential switching happens at the clausal or sentential level where each clause or sentence is in one of the two languages. Occurring within the same sentence or between speaker turns, this pattern of code switching requires its speaker to be fluent in both languages in order to conform to the rules of the languages. In the other words, inter-sentential switching takes place at a clause or sentence boundary by triggering a clause or sentence from the other language. It can also occur during turn taking in a conversation. For example, sometimes the researcher will start a sentence in Arabic o anhiha balarbi. [Sometimes I’ll start a sentence in Arabic and finish in Arabic].

Also, Zirker (2007) stated that inter-sentential switching consists of language switches at phrasal, sentence, or discourse boundaries. For example, a speaker may finish his thought concerning how schools should increase their funding for music programs in Spanish, and then begin his subsequent thought regarding a college football game in English. “Y yopiensoquetodos los estudiantes en aprender a tocarinstrumento (‘and I think that all the students should learn to play an instrument’) so, did you see the football game last night? Byu really did some damage to poor boise state…” This
kind of switching requires greater fluency in both languages, as each part of the utterance must agree with the rules of the corresponding language being spoken.

2.5.2 Intra-Sentential Code Switching

Muysken (2000) uses the term intra-sentential code switching to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Rabia (2005) asserted that intra-sentential code switching involves a switch within the clause or sentence boundary that may also include mixing within word boundaries; for example, switching of noun phrase, verb phrase, prepositional phrases, nouns and adjective phrases.

Dayang Hajjah Fatimah (2007) defined intra-sentential code switching as the shift of smaller units, usually words or idiomatic expressions. In other words, intra-Sentential code switching involves the mixing of affixes, words, phrases, and clauses from more than one language within the same sentence and speech situation. Grammatical rules from all the languages involved are integrated into the discourse. For example, Tok-Pisin/English intra-sentential code-switching might sound like this: What's so funny? Come, be good. Otherwise, yubai go long kot. {you'll go to court}.

Lipski (1985) carried out a study on the type and frequency of Spanish-English code switching and uses Poplack’s (1981) rules as a guide for individual code shifts. Prior to his analysis, Lipski (1985 p. 78) divided acts of code switching into three general patterns: Type I, II, and III code switches. He argues that Type I code switches represent second language (L2) noun insertions and are the most common type of monolingual code switching. In his analysis, he asserted that Type I does not presuppose a high level of bilingualism among readers or speakers, although
biculturalism plays a role. The speakers participating in this type of code switching know very little about the second language, but they are somewhat familiar with the most common words. An example of a Type I code switch can be seen in the following sentence: alsh'ebbkhyr, I mean anhqadr 'elaal’eysh (Jordanian people are fine. I mean, they can live).

Type II code switches are inter-sentential code switches that occur within sentence or independent clause boundaries. Lipski (1985) explained that Type II code switches are typically used by individuals who have learned each of the languages in different cultural landscapes, and who can relate contexts and consequently, propositions with a certain language. An example of Type II code switching can be seen in the following sentence: I feel like to speak in English waktob balarbi (I feel like to speak in English and write in Arabic).

Type III code switches are intra-sentential code switches. These are switches that take place in the middle of an independent clause. Lipski (1985) concluded that Type III code switches are typical used by individuals who have learned and used both languages in similar contexts and thus indicates very strong bilingual integration and a good balance of bilingual grammar. An example of Type III code switching can be seen in the following sentence: What is the matter man! Relax and take a breath. Otherwise, rah ntsl balshrth. (We will call the police).

Abdel Jalil (2009) suggested that a preliminary investigation on the level of proficiency of the participants be carried out in an attempt to compare the proficiency of participants and predict the most frequent code switching patterns. He also recommended future research on patterns and possible switching sites, by using larger data sets or by repeating this research under different conditions. Accordingly, the
current study investigated the inter-sentential and intra-sentential code switching patterns among bilingual Jordanian speakers whether in different contexts. Many studies looked at the patterns of code switching with special focus on grammatical constraints and attempted to give practical treatments to the purely linguistic aspect of code switching (e.g. Iqbal, 2011; Myers-Scotton, 1993; Redouane, 2005). This current study, however, looked at the sociolinguistic aspect of code switching by identifying the contexts in which Arabic-English code switching occurred, investigating the functions of Arabic-English code switching among the bilingual Jordanian speakers from a sociolinguistic perspective, investigating the patterns of code switching, and if the communicative events and the patterns of code switching influenced each other. Thus, the researcher followed Myers-Scotton (1993b) to identify the instances of code switching based on inter and intra code switching in bilingual Jordanian speakers' interactions.

2.6 PREVIOUS STUDIES

There were many studies on code switching that inspired this particular study. Although the studies differed from each other in terms of their main aims, they served as a backdrop for this particular Arabic-English code switching study.

For many years, researchers have investigated the types and functions of code switching among bilingual speakers around the world. Research on code switching has identified different functions of code switching in different contexts. Blom and Gumperz (1972) who are considered the pioneers of interactional sociolinguistics, viewed code switching in a positive light and were the first to adopt a positive view of code switching. They saw it as an indicator of the fluency of the speakers involved. In
their study on language use through observation and the analysis of taped recordings in a Norwegian fishing village, they argued that the switch in language depends on the topic being discussed and the situation the speakers found themselves in. Thus, language code switching served several purposes and it was employed by various speakers to perform a range of functions (Gumperz, 1982).

In his major study, Gumperz (1982) stated that there are six basic discourse functions that code switching plays in conversation. His work is very influential and many studies have been conducted in several different languages on the basis of his theory on the functions of code switching. He identified six basic discourse functions that code switching plays in conversation. The first discourse function is quotation where code switching occurs to report someone else’s utterance as a direct quotation. The second function is addressee specification where the switch serves to direct the message to one particular person among several addressees. Interjection is the third discourse function and occurs when code switching serves to mark sentence fillers. Code switching can also be used to clarify what has been said or increases the utterance’s perlocutionary effect such as when the speaker repeats the message in the other code. This is known as reiteration. The fifth discourse function is message qualification where code switching is used to elaborate on the preceding utterance in the other code. The sixth and final discourse function is personification versus objectivization where code switching indicates the degree of speaker involvement in what is being said.

As mentioned in Chapter One, very few studies have addressed the issue of code switching among Jordanian speakers in a context where bilinguals can exercise code switching (Abalhassan and Alshalawi, 2000). This study, therefore, hopes to fill this gap. Therefore, the aim of the current study was to investigate how bilingual Jordanian
speakers used code switching in their daily verbal interactions, such as in formal and informal communicative events, from a sociolinguistic perspective. It is suggested that more studies be conducted to investigate the patterns and functions of code switching in different contexts to help the Arab bilingual speakers achieve strategic competence (Abedelbadie, 2003; Abu Mathkour, 2004; Alenezi, 2010; Alrowais, 2012; Othman, 2006; Zerg, 2006).

Abu Mathkour (2004) investigated the functions of Arabic-English codeswitching by reviewing six hours of tape-recorded speech of speakers of Jordanian Arabic (JA) on Jordan Television. The study examined the effect of the speakers' gender on the frequency of the functions. The participants included 33 Jordanians (15 males, 18 females) from a mixture of programs who provided 82 instances of code switching. The findings indicated that quotation; interjection; reiteration; message qualification, and personification vs. objectification were functions that code switching fulfilled in these conversations. The interjection function was the most common code switching function used by JA speakers, especially by females.

Abedelbadie’s (2003) investigated code switching among Arabic speakers. These Arabic speakers had lived in the United States, thus they had English in their linguistic repertoire but because they are from different Arab regions, they also spoke different varieties of Arabic. These speakers were composed of Egyptians, Sudanese, Saudi Arabians, Moroccans, and Jordanians. Abedelbadi’s study found that when these speakers communicate among themselves, they tend to code switch depending on the context and the topic discussed and did not necessarily resort to Modern Standard Arabic (MSA) in cross-dialectical conversations. His study also provided evidence that suggested that code switching is not always employed as a means of enhancing verbal
communication; it can be used to poke fun at other dialects that may not be very popular or seen as less refined. He also suggested that the two occurrences of code switching between Arabic and English occur in a continuum. Abedelbadi concluded that code switching is a type of competence, in this case, strategic competence.

In a study where the setting is non-Arabic in nature, Othman (2006) investigated the language choices of first generation Arabic-English bilingual individuals in Manchester, England. This study set out to determine if the language choices made by Arabic bilinguals represented the maintenance of the status of Arabic or represented its role as a minority language in Manchester. Othman surveyed 16 families originally from different Arabic countries, including Egypt, Libya, Jordan, and Syria who showed signs of Arabic maintenance. Code switching was observed in the participants' speech in contexts including their homes, conversations between friends, at work, and at university. Othman argued that code switching was used among the participants as a communication strategy. This current study had a similar goal as it attempted to understand the functions of Arabic-English code switching among Jordanian speakers in another non-Arab setting (i.e. in Malaysia).

Koziol (2000) argued that although nearly a quarter of all code switching occurrences could not be classified due to a speaker’s effort to personalize their message for their listener, the following code switching functions can be found in a spoken discourse: personalization, reiteration, designation, substitution, emphasis, clarification, objectification, and aggravating messages, interjections, parenthesis, quotation, and topic shift. For the purpose of this current study, the researcher investigated the functions of code switching in different informal communicative events such as shops, restaurants and the homes of the participants, and formal contexts such as classrooms, during interviews, and in meetings.
As discussed earlier, research on the phenomenon of code switching has been conducted by many researchers in several countries. Many of the studies were conducted in inner circle countries where one of the official languages was spoken in the settings being research, for example, studying Arabic-English code switching in an Arabic setting (Abu Mathkour, 2004; Khuwaileh, 2002; Zerg, 2006). Limited studies have been conducted in outer circle countries (Abdelbadie and Al-Khatib, 2003; Othman, 2006). Therefore, this study was conducted in an outer circle country to fill this gap in the literature.

2.7 SUMMARY

In this chapter, various aspects related to code-switching were highlighted. Code switching is a situation in which a speaker switches from one language into another in a conversation. Many linguists and researchers have investigated code switching in different contexts and analysed code switching from different points of view. This chapter discussed the various definitions of code switching and provided an overview of bilingualism, functions of code switching and code switching patterns. This chapter also looked at the communicative events and the previous studies on code switching. The next chapter discusses the research methodology used in this study.
CHAPTER III

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The main purpose of this study was to investigate bilingual Jordanian speakers’ use of code switching in their interactions during formal and informal communicative events from a sociolinguistic perspective. This chapter presents the overall road map that was followed in order to conduct the present study. This includes a description of the research approach, the participants of the research, the tools of inquiry, data collection procedures, data analysis and a discussion on the trustworthiness issues of the research. Then, there is a brief discussion on the ethical considerations involved in conducting the study. The chapter ends with the summary of the chapter.

3.1 RESEARCH APPROACH

The research approach chosen for any study should help the researcher achieve the purpose of his study, the specific objectives of his study and answer the research questions posed by his study (Creswell, 2012). The primary purpose of this study was to investigate how bilingual Jordanian speakers use of code switching in their daily oral interactions during formal and informal communicative events from a sociolinguistic perspective. In order to achieve that purpose, the following objectives and corresponding research questions were established:
1. **Research objective one**: To identify the contexts in which Arabic-English code switching occurs such as the communicative events in which Arabic-English code switching occurs.

1.1. **Corresponding research question one**: What are the communicative events in which the Jordanian bilingual speakers code switch?

2. **Research objective two**: To investigate and understand the functions of Arabic-English code switching among the bilingual Jordanian speakers in Selangor, Malaysia from a sociolinguistic perspective.

2.1. **Corresponding research question two**: How are the sociolinguistic functions of the code switching used by the bilingual Jordanian speakers?

3. **Research objective three**: To investigate the patterns of code switching.

3.1. **Corresponding research question three**: What are the patterns of code switching used by the bilingual Jordanian speakers?

4. **Research objective four**: To investigate whether the communicative events and the patterns of code switching influence to each other.

4.1. **Corresponding research question four**: Do the communicative events and patterns of code switching influence each other?

This study was qualitative in nature and it followed an ethnographic approach in which the main focus was to provide a detailed description, analyse, and interpret ‘a culture-sharing group’s shared patterns of behaviour, beliefs and language’ (Creswell, 2012 p. 462). Ethnographic tools of inquiry namely, observation and interviews, were the main tools employed to collect data to help the researcher make a detailed description of the code switching used by the bilingual Jordanian speakers in both formal and informal communicative events including ‘the cultural meaning and beliefs
that participants attached to their activities, events and behaviours’ (Dornyei, 2007, p. 18).

For the purpose of this study, the researcher answered the third and the fourth research questions by quantitizing the qualitative observation data so as “to facilitate pattern recognition” and “extract meaning from qualitative data” and to “verify interpretations” (Sandelowski, Voils, and Knafl, 2009 p. 210). Quantitizing the qualitative data is achieved by conducting a frequency count in a qualitative study. It does not, however, make a research quantitative (Baralt, 2012; Becker, 1970; Erickson, 2007; Hammersley, 1992; Miles & Huberman, 1984).

3.2 RESEARCH PARTICIPANTS

The participants of the study (bilingual Jordanian speakers) were purposely chosen to help the researcher learn and understand (Creswell, 2012; Dornyei, 2007) how bilingual Jordanian speakers use code switching in their daily verbal interactions during formal and informal communicative events from a sociolinguistic perspective.

As of 2014, there were 540 Jordanians in Malaysia and the majority of these were students (Letter from the Jordanian Embassy). It was not in the interest of the study to approach all 540 Jordanians to participate in the study as the study was qualitative and focused only on understanding the use of code switching by bilingual Jordanian speakers who were well versed in English and Arabic. Several criteria were laid down for the purpose of the study:

1. Bilingual Jordanians who are living in Selangor, Malaysia. The majority of Jordanian speakers in Malaysia live in Selangor because this state has many tertiary education institutions and multinational companies. Being one of the
most developed states in Malaysia, Selangor offers many opportunities and has attracted many foreigners (http://www.tourismselangor.my) including Jordanians. Since Selangor is a huge state, the researcher purposefully narrowed down his search for participants to Kajang, Bangi, Serdang, and Shah Alam so as to obtain richer data. These areas have a large population of foreigners (students and expatriates) due to the many universities and multinational companies established within the societies.

2. Potential participants must have obtained either a minimum score of 550 in their Test of English as a Foreign Language (TOFEL) (a minimum score of 22 for speaking, 20 for reading, 15 for listening and 20 for writing, or a minimum score of 6.5 with a 6.0 minimum for speaking, listening, writing and reading in the International English Language Testing System (IELTS), or at least Band 3 in their English proficiency test at the Malaysian universities in which they were, and are studying. In general, these scores were the minimum requirement set for international students who are interested to apply for a Masters and PhD at a Malaysian university. Achieving these scores means that they are considered competent in English.

3. All potential participants must have formally learned English at school and university. For example, they may have taken English courses and taken subject specific courses in linguistics, accounting and finance that were taught in at Jordanian and Malaysian universities and thus, were exposed to English for more than 14 years.

4. Potential participants must be willing to participate in the study.
The number of participants for a qualitative study can range from one to 40 (Creswell, 2012). The researcher decided to limit the number of participants to 15 as he personally knows 15 Jordanian bilinguals from Selangor who may be interested to participating in his study. Fifteen were considered an appropriate and manageable number of participants by the researcher as he was required to follow and observe each of his participants for the purpose of collecting data. This qualitative study did not require a large number of participants because the focus was to provide a detailed description and an in-depth analysis of a particular phenomenon. A large number of participants would lead to superficial results (Creswell, 2012). Out of the 15 bilingual Jordanians, only Amer, Mohammad, Jafar, Ali, and Ayman (pseudonyms) agreed to participate in the study (five out of 15). Amer was a former housemate of the researcher’s housemate in Bangi agreed to participate in the study almost automatically. Similarly, Mohammad and Ayman, who were completing their PhD at the time of observation were also willing to participate in the study. Jafar was classmate of the researcher and they met while doing their Master’s at a Malaysia university. At a certain point in the data collection phase, snowball sampling occurred (Creswell, 2012). A snowball approach is used to select participants and it is an approach that can be used to identify key information-rich informants (Patton, 2014). An example of snowball sampling occurred when Jafar was approached and he not only agreed to participate but also suggested that the researcher approached his friend Ali who is a Jordanian. Jafar and Ali are proficient in both English and Arabic and live in Selangor.

It is important to note that it was challenging to get the female Jordanians to willingly participate in a study where a male researcher is required to follow, observe, and interview them. In general, most female Jordanians are not comfortable with the idea of a non-Mahram male, a human being is not related to a particular person by blood
or breastfeeding. So, they can marry each other (Stacey, 2012), following and observing them even for the purpose of conducting a study. The ones that the researcher approached were hesitant to be followed and observed. Thus, the participants of the study were all males.

The research participants were homogenous in a sense that they were all Jordanians and (at the time of the study) had either just finished their PhDs or were working towards their PhDs in Malaysia. This meant that not only were their PhDs written in English, but that the participants had studied at a Malaysian university for their Master’s degrees, had been exposed to English for more than 14 years, had been actively using English in Jordan and Malaysia, and were considered to be competent English speakers based on their norm referenced test scores. The participants were also motivated to further improve their English. This allowed the researcher to understand, describe, and conduct a more in-depth analysis (Dornyei, 2007).

### 3.2.1 Profile of the Participants

A brief background of the participants of the study is provided in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Age</th>
<th>Living area</th>
<th>Educational background</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amer</td>
<td>27</td>
<td>Kajang</td>
<td>PhD</td>
</tr>
<tr>
<td>2</td>
<td>Mohammad</td>
<td>31</td>
<td>Bangi</td>
<td>PhD</td>
</tr>
<tr>
<td>3</td>
<td>Jafar</td>
<td>31</td>
<td>Shah Alam</td>
<td>PhD</td>
</tr>
<tr>
<td>4</td>
<td>Ayman</td>
<td>28</td>
<td>Shah Alam</td>
<td>PhD</td>
</tr>
<tr>
<td>5</td>
<td>Ali</td>
<td>29</td>
<td>Bangi</td>
<td>PhD</td>
</tr>
</tbody>
</table>

Table 3.1: Background of the participants
1. Amer

Amer is a 27-year-old male from Irbid, a city located in the north of Jordan. He comes from an educated family background. His father is a lecturer at a university and his mother is a teacher. Education is very much emphasized in his family and all of his immediate family members have at least a Bachelor’s degree. At the time of observation, he was working towards his PhD in Accounting at a reputable university in Selangor, Malaysia. He completed his Masters in Accounting from another reputable Malaysian university prior to starting his PhD. The medium of instruction for his Master’s and PhD is English. He explained that he has a strong desire to continue improving his English so that he could write his thesis in English and to communicate effectively with other English speaking people he meets in Malaysia. Being in Malaysia allows him to practice his English on a daily basis.

2. Mohammad

Mohammad is 31-year-oldman from Amman, the capital city of Jordan. He also comes from an educated family background. Mohammad is married to an educated Malaysian woman and he has a son. He speaks English with his wife and son. This gives him more opportunities to further improve his English. At the time of observation, he was working towards a PhD in English at a reputable university in Malaysia. He also obtained his Master’s from the same university prior to pursuing his PhD. While pursuing his PhD, Mohammad was working as a part time English teacher at an international school in Kuala Lumpur.
3. Jafar

Jafar is a 31-year-old man from an educated family from Alssarih, a city located in the north of Jordan. At the time of observation, he was completing his PhD in English at a reputable university in Selangor, Malaysia where he also obtained his Master’s. While pursuing his PhD, he was working part time as an administrator at an international university in Selangor where he had to deal with colleagues with different backgrounds allowing him to further improve his English.

4. Ali

Ali is a 29 years old from Irbid, a city located in the north of Jordan. His father is a dentist in a private clinic in Irbid and his mother is a teacher. Prior to his PhD, he had been in Malaysia for five years and he is currently living with his wife and daughter. At the time of observation, he was pursuing his PhD in English in a reputable university in Malaysia. He also obtained his masters from the same university. Being in Malaysia allows him to practice his English with his friends from different countries.

5. Ayman

Ayman is the eldest in his family and he is also from a family that puts emphasis on education. He is 28 years old and comes from Irbid, a city located in the north of Jordan. At time of observation, he was working towards his PhD in Finance at a reputable university in Malaysia and he was working as a part time lecturer at a well-known private university in Kuala Lumpur in which the medium of instruction is English. Living, studying, and working in Malaysia provides him with many opportunities to improve his English.
3.3 TOOLS OF INQUIRY

With reference to research objectives and research questions, the following tools were used to collect the data. This is in line with Creswell's (2012) argument that the choice of tools used to collect data should be appropriate and allow the researcher to meet the research objectives and answer the research questions. The following section addresses the data collection tools.

3.3.1 Observation

Creswell (2012) stated that observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. It has several advantages including “the opportunity to record information as it occurs in a setting, to study actual behaviour, and to study individuals who have difficulty verbalizing their ideas” (p. 211). For the purpose of the study, the researcher played the role of a non-participant observer. He followed the participants in different communicative events and made field notes without becoming involved in the interactions in which code switching occurred. The observation period lasted for six months. Audio recording and field notes were produced from the observations.

3.3.1.1 Field notes

The field notes were descriptive and reflective in nature. In the descriptive field notes, the researcher described the communicative events that Jordanian bilingual speakers were engaged in using Hymes grid (1974) (Appendix E for observation sheet). Whereas the reflective field notes (Appendix E) recorded the personal thoughts of the
researcher including his insights, hunches, and any ideas or themes that emerged during the observations (Creswell, 2012). The reflective field notes were used to understand the functions of Arabic-English code switching among the bilingual Jordanian speakers from a sociolinguistic perspective. As a non-participant observer, the researcher had observed the participants for a period of 6 months. Meanwhile, observations field notes generated from observing the participants were taken and thereafter typed immediately. It should be noted that the participants were informed by the researcher that their conversation will be confidential and will be used for research purposes only.

3.3.1.2 Audio recordings

Audio recordings captured the verbal interactions that occurred during the observations. Audio recording is a technique employed in qualitative research to capture, in detail, the naturalistic interactions of the participants in the research field (Burn, 1999; Silverman, 2005). The audio recording proved to be a very useful tool and they helped the researcher replay verbal interactions for the purpose of transcription and analysis (Appendix C for sample). The researcher followed and audio taped the communicative events after agreeing with the participants the events which he/she audio taped.

3.3.2 Interviews

Another tool of enquiry employed in this study was interviews. According to Creswell (2012) interviews in qualitative research occurred when the researcher asks one or more participants open-ended questions and record their answers. In this study, the researcher conducted one-on-one semi structured interviews and recorded the
answers of only one participant at a time using a high quality audio recorder in order to ensure clear, quality recordings. This type of one-on-one semi structured interview was employed because the participants in this study did not hesitate to speak and express themselves (Creswell, 2012).

This study also employed semi-structured interviews because it granted the researcher the chance to discover the reasons behind the language switching and identify some pertinent points that were relevant to the study that could not have been obtained using other tools (e.g. observation) (Dorneyi, 2007; Wray & Bloomer, 2006). Semi structured interviews gave the researcher the flexibility to cover matters that he felt were important for his analysis, while also giving the interviewees the opportunity to be flexible in their responses (e.g. Bryman, 2004).

The interviews were conducted at places and time that were convenient to the participants (e.g. home, restaurant, Library, via Skype). Pre-observation interviews were held to learn more about the backgrounds of the participants. Although, the researcher knew most of the participants, he only knew them at a very superficial level. Thus, it was necessary to get to know more about their backgrounds for the purpose of the study. Post interviews were held based on the observations. Based on the field and reflective notes, the researcher prepared a set of questions (e.g. Why did you suddenly switch to English just now?). Refer to Appendix B for the Interview parameters. Interview parameters helped the researcher maintain the direction and focus of the interviews (e.g. Bryman, 2004; Green, 2005).
3.4 DATA COLLECTION PROCEDURES

The main purpose of the study was to investigate how bilingual Jordanian speakers used code switching in their daily verbal interactions during formal and informal communicative events from a sociolinguistic perspective. With reference to the purpose of the study, two main tools were employed for data collection. The two main tools were observation including making field notes and audio recording the verbal interactions that took place at the communicative events observed, and semi-structured interviews. The use of different tools was used to capture sufficient data to answer the research questions of the study and thus it helped the researcher triangulate his data (Creswell, 2007). Triangulation can serve as a powerful tool that can strengthen qualitative research.

The following procedures were carried out for the purpose of the study. First, the researcher contacted the participants to explain his study and reassured them that their conversations were confidential and used for research purposes only (See Appendix A). Secondly, after getting the participants' permission, the researcher kept in touch with the participants by making appointments with them to follow and observe them at least twice a week. For example, the researcher contacted two different participants to ask them if they were free to be observed every week and then the researcher made an appointment to observe at least one participant in a week. The participants determined where and when they could be followed and observed. This process was repeated for 6 months until the researcher felt that the data obtained was sufficient for the purpose of the study. It should be noted that there were weeks where the researcher was able to follow and observe more than one or two participants and there were also weeks that none of the participants were available.
The main feature of an ethnographic study includes prolonged observation in a natural setting (Harklau, 2005; Barbara, 2005). The researcher should immerse themselves in the participants’ culture and spends an extended period of time observing them and collecting data. Therefore, “a minimum stay of 4-12 months is usually recommended to achieve the necessary prolonged engagement” (Dornyei, 2007 p.131). A prolong engagement of at least six months in the context of this particular study was essential to investigate how bilingual Jordanian speakers used code switching in their daily verbal interactions during formal and informal communicative events from a sociolinguistic perspective.

As a non-participant observer, the researcher observed and audio recorded the participants’ verbal interaction. Field notes were also taken during the observation periods (see Appendix E for an example of an observation sheet) and later typed. The audio recordings of the verbal interactions were transcribed using Gumperz and Berenz’s (1993) transcription conventions (see Appendix D). This allowed the researcher to get back to the relevant information concerning code switching.

Post observation interviews were conducted after the observations when the researcher needed to clarify pertinent questions or matters that occurred during observations with regard to code switching. For interview purposes, the researcher contacted the participants to set an appointment. The matters that needed to be clarified were put forward during the interview. For example, when Ayman was observed during one of his telephone conversations with his friend, Maher, he code switched from Arabic to English,
**Excerpt E**: (Informal communicative event) Information sharing via telephone with a bilingual friend at home such as when Ayman tells his friend, Maher that he passed his PhD viva.

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Ayman</td>
<td>Alsalam 'alikom (Peace be upon you).</td>
</tr>
<tr>
<td>2</td>
<td>Maher</td>
<td>Walikom Alsalam (And peace be upon you).</td>
</tr>
<tr>
<td>3</td>
<td>Ayman</td>
<td>Dret Ani khlset aldktora (You know; I have finished my PhD)</td>
</tr>
<tr>
<td>4</td>
<td>Maher</td>
<td>Wallah! Jad? (Oh my god! Really?)</td>
</tr>
<tr>
<td>5</td>
<td>Ayman</td>
<td>Eh wallah khlset (Yes, I swear that I have finished). ((in a jovial yet proud tone)) <strong>You can call me doctor!</strong></td>
</tr>
<tr>
<td>6</td>
<td>Maher</td>
<td>Reito alef mbrok yaahla doctor! (Congratulations handsome doctor!)</td>
</tr>
</tbody>
</table>

To find out why Ayman suddenly code switched to English, the researcher in his post interview asked "When you were talking to Maher in Arabic during the phone conversation, you said in English “You can call me doctor!” and then continued to speak in Arabic. Why did you switch to English then?"

### 3.5 DATA ANALYSIS

This study investigated how bilingual Jordanian speakers used code switching in their daily verbal interactions during formal and informal communicative events from a sociolinguistic perspective. Accordingly, four research questions were formulated to identify the communicative events in which the Jordanian speakers code switched and investigate the functions of code switching that Jordanian speakers employed in their communicative events, the patterns of code switching, and to if the
communicative events and the patterns of code switching influence each other. The following sections present the data analysis procedures for each research questions asked in this study.

3.5.1 What are the Communicative Events in which the Jordanian Bilingual Speakers Code Switch?

This question encouraged the researcher to look at the details of each of the communicative events in which the five bilingual Jordanian speakers were involved and in which the bilingual Jordanian speakers code switched from English to Arabic or vice versa. To answer this research question, the field notes generated from the observation of Jordanian bilingual speakers in different communicative events for the period of 6 months were taken and recorded on observation sheets (See appendix E). These observation sheets described the communicative events based on Hymes (1974) SPEAKING grid.

Dell Hymes (1974) developed the SPEAKING grid that was used as a reference grid used to describe the communicative events in this study. This description includes the physical circumstance in which communicative events take place (setting), the addressor and addressee of this communicative event (participants), the purpose of the communicative events (ends), the form and order of the communicative events (act), the overall tone manner or spirit of the communicative event (key), the form and styles of the speech (instrument), the code switching norm during the conversation (norms), and the kind of conversation that is associated with the communicative events (genre).

The following is the sample of observation sheet used in this study to record the communicative events that involved one of the participants.
Speaking Grid

Jaf. Obs. 20.4.2014. F. Int.

Discussion room at Tun Seri Lanang Library at University Kebangsaan Malaysia.

Jafar is the interviewer and Ayman, Mohammad, Amer and Ali are the interviewees. All of them are male Muslims.

To collect data for research

1. Jafar introduces himself and explains the purpose of his study to his interviewees.
2. Jafar invites the interviewees to introduce themselves.
3. The interviewees introduce themselves.
4. Jafar asks a series of questions to the interviewees.
5. The interviewees respond to Jafar’s questions.
6. Jafar asks for clarification/elaboration from the interviewees when he needs the interviewees to further clarify/elaborate their answers.
7. The interviewees further clarify/elaborate when prompted by Jafar.
8. Jafar ends the interview.

Formal

Face to face interview

Jafar starts the interview in Arabic e.g. "Assalam alikom" peace be upon him as a form of greeting and duaa prayer for the interviewees. Then, he code switches English. Throughout the interview, English is mostly used. Jafar code switches from English to Arabic when he needs to clarify his points.

Interview

In order to identify the major themes that identify the communicative events in which the Jordanian bilingual speakers code switched, the researcher employed “Bottom Up” qualitative approach as proposed by Creswell (2005). The “Bottom Up approach” was employed in the context of this research since it is inductive in nature and it provided
the researcher with a tool to narrow the data into a few themes (Creswell, 2012).

After examining the observation sheet above, the researcher coded the communicative event as a formal communicative event and the Genre was identified as an interview (e.g. Genre – (Formal Communicative Event) -Interview). The genre was identified after using SPEAKING to describe communicative event. The researcher then examined the other observation sheets for coding purposes. The codes generated from all of the observation sheets were then examined so as to identify overlapping and redundant codes. The researcher then collapsed the codes into themes, for example, ‘Formal communicative Event-Interview’. Recurring themes represented the communicative events in which code switching occurred.

3.5.2 How are the Sociolinguistics Functions of the Code Switching used by the Bilingual Jordanian Speakers?

The aim of this research question was to identify the functions of English-Arabic and Arabic-English code switching among bilingual Jordanian speakers in Selangor, Malaysia from a sociolinguistic perspective. As mentioned earlier in Chapter One, this study viewed code switching as a strategic competence (Basudha, 2012; Chan, 2008; Shin, 2010; Zainal Ariff, 2012). Therefore, purpose of this question was to understand how code switching was used strategically. To answer this research questions, the transcripts of the communicative event interactions and interviews were employed for analysis.

For the transcripts of the communicative events’ interaction, the researcher had adopted Gumperz’s (1982) list of code switching functions in order to identify the functions that Jordanian bilingual speakers had employed in their interactions. The researcher also employed the “Bottom Up” approach as proposed by Creswell (2005),
to identify recurring themes such as the functions of code switching. In the first stage, the researcher spotted the code switching occurrences by bolding them as the following interaction transcript sample shows:

1. Jafar Alsalam ’alikoum (peace be upon him)
2. Othman Walikoum alsalam, keefk? (peace be upon him, how are you?)
3. Jafar Alhamdullah tamam I miss u (Praise be to God, good)
4. Othman Ana aktar, mn zaman ma sm'ana sotak! Weink mkhtfī (I do more, long time I have not heard your voice! Where have you been?)
5. Jafar Wallah ma fi waket elyoum nroh nshof supervisor(I swear that I do not have time to see my supervisor.)
6. Othman Leish? (Why?)
7. Jafar Ma b'atona ajazat (they have not given us a leave)
8. Othman Allah ykon b'aonk (May Allah help you)
9. Jafar Lsatk mdawm bal mdrsea alibya? (Are you still working in Libyan school?)
10. Othman Ah, woen bdna nroh? (yes, where shall I go?)

Then, these code-switching occurrences were assigned by codes (functions) as shown below:

**Code switching:** Alhamdullah tamam I miss u (Praise be to God, good)

**Code:** Code switch to show feeling

**Code switching:** Wallah ma fi waket elyoum nroh nshof supervisor(I swear that I do not have time to see my supervisor.)

**Code:** Code switch to bridge the lexical gap
Finally, the researcher examined the codes generated from all the communicative event interactions for overlap and redundancy and collapses these codes into themes. The themes generated in this final process represented the sociolinguistics functions of the code switching used by the bilingual Jordanian speakers.

For interview transcripts, the researcher purposely employed this type of data for triangulation purposes (See section 3.6.1 for further discussion). These interview transcripts granted the researcher the chance to discover the reasons behind the language switching and also to identify some pertinent points that were relevant to the study and would not have been obtained through other tools (e.g. observation) (Dorneyi, 2007; Wray & Bloomer, 2006). These interview transcripts underwent the same analysis process proposed by Creswell (2005). The researcher identified the reasons for code switching reported by the Jordanian speakers during their interviews by bolding them, as the following interview sample shows:

Interviewer: Why do you code switch from Arabic to English and vice versa? Vice versa means from English to Arabic.

Jafar: Actually, they are some reasons just as I told you for example if I am in supermarket or restaurant I speak in Arabic but sometimes with Yamani waitress I feel that the person can't understand so I use some English words

Interviewer: Yes

Jafar: I use some English words in Arabic language because most of Arab speakers are familiar with those words and they do not say it in Arabic. For example, network, internet, and supervisor.

Interviewer: That is good, do u have any more reasons?
Jafar: Ah, actually in some situations I'd like to show that I know how to speak English but not usually but sometimes.

Interviewer: You mean show off?

Jafar: Not exactly, just I like to show if can speak English well

Interviewer: To show that you are educated?

Jafar: Somehow!

Interviewer: Any other reasons?

Jafar: Sometimes I code switch when I want to emphasize about something or I want to clarify more about anything. You know sometimes I speak in Arabic and you don't want someone to understand your speech so I switch to English, to send a message to exclude someone out of the conversation

Next, these segments of information were assigned by codes (functions) as followings:

**Segment:** I feel that the person can't understand so I use some English words

**Code:** Code switch to ease communication

**Segment:** I use some English words in Arabic language because most of Arab speakers are familiar with those words and they do not say it in Arabic

**Code:** Code switch to bridge the lexical gap

**Segment:** I like to show if can speak English well

**Code:** Code switch to show ability of speaking
Segment: emphasize about something or I want to clarify more about anything.

Code: Code switch to clarify a point

Segment: to send a message to exclude someone out of the conversation

Code: Code switch to ensure privacy

Finally, the researcher examined the codes generated from all the interview transcripts for overlap and redundancy and collapsed these codes into themes. The themes generated in this final process represented the sociolinguistics functions of the code switching used by the bilingual Jordanian speakers.

3.5.3 What are the patterns of code switching used by the bilingual Jordanian speakers?

To investigate the pattern of code switching, the researcher examined the interaction transcripts manually to identify the patterns of code switching, such as inter-sentential and intra-sentential, as proposed by Myers-Scotton (1993) (see Section 2.4 in Chapter 2 for further discussion on the patterns of code switching). Then the researcher assigned number (1) to the first variable (intra-sentential) and number (2) to the second variable (inter-sentential) for statistical analysis purposes. Then this data was keyed into a SPSS statistical package (version 19) to calculate the percentage of occurrences of inter-sentential and intra-sentential patterns.
3.5.4 **Do the Communicative Events and Patterns of Code Switching Influence each other?**

To answer the fourth and final research question further an analysis was conducted to find out whether there was a relationship between the communicative events and patterns of code switching by employing a Pearson correlation coefficient. A Pearson correlation coefficient is a measure of the linear correlation between two variables \(X\) and \(Y\) and gives a value between +1 and −1, where 1 is a completely positive correlation, 0 is no correlation, and −1 is a completely negative correlation (Nikolic, Muresan, Feng and Senger, 2012). This test was performed to find out if there was a positive or negative correlation between the communicative event and the patterns of code switching variables.

3.6 **TRUSTWORTHINESS**

An important aspect that should be considered when conducting any particular qualitative research is its validity and reliability or its trustworthiness (Creswell, 2012). Validity means that the researcher determines the accuracy or credibility of the findings through different strategies (e.g. member checking or triangulation). In this study, several strategies were used throughout the process of data collection and analysis to ensure that the researcher’s findings and interpretations were trustworthy. Thus, for the purpose of this study, the several strategies were used to ensure the trustworthiness of the findings.
3.6.1 Triangulation

Triangulation is the process of corroborating evidence from different type of data, such as observations and interviews, or methods of data collection, such as documents and interviews, to generate descriptions and themes in qualitative research (Creswell, 2012). Triangulation was employed in this study to ensure valid and reliable results. In other words, to answer the first and second research questions, the researcher employed two methods of data collection (observation and interviews) either to confirm or disprove the results generated by the data and support the evidence.

3.6.2 Member Checking

Member checking is the process in which the researcher asks one or more participants in the study to check the accuracy of their account (Creswell, 2012). The researcher employed this strategy by taking a hard copy of the findings back to the five Jordanian bilingual speakers who participated in the study, and asking them to review their interview transcripts, their observation audio-recordings transcripts, and the results generated based on the data. Moreover, the participants were asked if the themes generated were accurate and if the interpretations were fair and representative. For example, the researcher presented the functions of code switching to participants, such as excluding someone from a conversation, to confirm with the participants that the themes were realistic and accurate and if the interpretation of the data was fair and provided an accurate representation of the event.
3.6.3 **Prolonged Engagement**

Prolonged engagement is another strategy that can be used to ensure research trustworthiness (Creswell, 2012). Creswell and Miller (2000) argued that a minimum stay of four months in a study is essential in order to understand and record all the aspects regarding the phenomena under investigation. Creswell and Miller (2000) further emphasised that the aim of this prolonged engagement is to concretise evidence, build rapport with the participants so that they are comfortable with the researcher, and most importantly to confirm the data and clarify hunches. For the purpose of this study, the researcher was immersed in the formal and informal communicative events that the Jordanian speaker participated in for a period of six months collecting data from different sources, including interviews and observations, in different communicative events such as giving advice, interviews, and friendly conversations. This prolonged engagement had provided the researcher with a powerful lens to examine and understand the communicative events, the functions, and the patterns of code switching among bilingual Jordanians speakers in Malaysia and thus ensure valid and credible research findings (Creswell, 2012).

3.6.4 **External Audit–Cohen’s Kappa Evaluation**

Creswell (2012) defined external audits as a process in which the researcher hires or obtains the services of an individual outside the study to review different aspects of the study to evaluate the weaknesses and strengths of the findings. For the purpose of this study, the Cohen Kappa evaluation method was employed to evaluate
the findings. Two external auditors were chosen according to their knowledge in the areas of code switching and the ethnography of speaking.

Two professors from English department of the Universiti Kebangsaan Malaysia (UKM) were approached to participate in this study. Once they agreed, the researcher gave them a copy of the inter-rater form and briefed them on the Cohen’s kappa evaluation method and related form. Figure 3.2 is a sample of the Cohen’s kappa evaluation form.

Table 3.2 Sample from the Cohen’s Kappa document

<table>
<thead>
<tr>
<th>Communicative Events (CE)</th>
<th>Evidence from data</th>
<th>Ratter’s agreement (Please tick ( / ) to indicate agreement)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
<td></td>
<td><strong>Y</strong>  <strong>N</strong>  <strong>Comment</strong></td>
</tr>
<tr>
<td><strong>Formal CE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Discussion room at Tun Seri Lanang Library at University Kebangsaan Malaysia.</td>
<td>/</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>Jafar is the interviewer and Ayman, Mohammad, Amer and Ali are the interviewees. All of them are male Muslims.</td>
<td>/</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>To collect data for research</td>
<td>/</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>1.Jafar introduces himself and explains the purpose of his study to his interviewees. 2.Jafar invites the interviewees to introduce themselves. 3.The interviewees introduce themselves. 4.Jafar asks a series of questions to the interviewees.</td>
<td>/</td>
</tr>
</tbody>
</table>
The numbers of items marked as “agreed” or “disagreed” were gathered and evaluated using Cohen’s kappa intercoder calculation (Bernard and Ryan, 2010). The following equation was adopted to find the kappa value:

\[
P \text{Rated} - P \text{Expected} = K \text{(Kappa Value)}
\]

\[
N - P \text{Expected}
\]

Where P rated is the number of agreed coded data, P expected represents 50 % of the number of coded data expected to agree, and N signifies the total amount of coded data.
measured for agreement. When the Kappa values were obtained from the two auditors, they were calculated to determine the mean Kappa value that indicates the reliability of the coded data in this study. Table 3.2 shows the calculation results.

Table 3.3 Calculation Results of Cohen’s Kappa

<table>
<thead>
<tr>
<th>1st Auditor</th>
<th>2nd Auditor</th>
<th>Mean Kappa value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K = \frac{111-58}{116-58} = 0.913</td>
<td>K = \frac{113-58}{116-58} = 0.948</td>
<td>0.913 + 0.948 = 0.930</td>
</tr>
</tbody>
</table>

As seen in table 3.1, when the Kappa values were obtained from the two auditors, they were calculated to determine the mean Kappa value that indicated the reliability of the coded data in the study. The researcher adopted Viera and Garret’s (2005) calculation results to interpret the Kappa value as shown in Table 3.4.

Table 3.4: Interpretation of Kappa. Adopted from Viera and Garret (2005)

<table>
<thead>
<tr>
<th>Kappa</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 0</td>
<td>Less than chance agreement</td>
</tr>
<tr>
<td>0.01-0.20</td>
<td>Slight agreement</td>
</tr>
<tr>
<td>0.21-0.40</td>
<td>Fair agreement</td>
</tr>
<tr>
<td>0.41-0.60</td>
<td>Moderate agreement</td>
</tr>
<tr>
<td>0.61-0.80</td>
<td>Substantial agreement</td>
</tr>
<tr>
<td>0.81-0.99</td>
<td>Almost perfect agreement</td>
</tr>
</tbody>
</table>

As shown in Table 3.2, with the mean Kappa value of (0.930), the reliability of the coded data in this research has achieved an almost perfect agreement with the
auditors. It should be noted that the Cohen’s Kappa intercoder reliability exercise should not be seen as only adding a number to the study; the exercise was also reviewed by the auditors in terms of how it refined and defined the themes.

3.7 ETHICAL ISSUES

Since this research was qualitative in nature it involved ethical issues (Dornyei, 2007). Qualitative research often intrudes into an individual’s private sphere to explore their views and it often targets sensitive or intimate matters (Punch, 2005). Thus, it was vital to ensure that this study conformed to the ethical principles of using humans as study participants so that the participants and researcher would be protected.

Ruane (2005) and Merriam (2009) cautioned that an ethical study should not cause any harm to its participants. To make ensure that all participants in this study were willing to participate, a consent form was distributed so that they could confirm their decision to participate in this study before data collection could take place (See Appendix A). Dornyei (2003) states that “a basic dilemma in educational research concerns the fact that although ideally our participants should remain anonymous, we often need to identify the respondent to be able to match their performances on various instruments or tasks” (p.65). Thus, for the purpose of confidentiality and protecting the participants the researcher used pseudonyms.

Creswell (2012) also pointed out several other ethical issues that must be considered in the context of research. These issues are relationships, handling the collected data, and ownership of the data. For this study, the researcher had explained to the participants the purpose of this study so they are fully aware for why, when, and how the findings of this study would be used. Furthermore, in order to protect the data
collected (e.g. interview recordings), the researcher made sure that no one but himself and the participants has access to the data.

3.8 SUMMARY

This chapter presented the methodological framework for this study to clarity how this study was conducted. The first section of this chapter presented the researcher’s approach and the data collection and analysis procedures. The discussion addressed the criteria used to select the participants, and provided a profile for each participant. Then the tools of inquiry that were used to collect data to answer the research questions were discussed.

Data collection procedures were addressed in detail followed by data analysis where the researcher explained how each research question was analysed. Next, this chapter addressed the trustworthiness issues in this study by presenting the strategies that were used to ensure valid and reliable results. Finally, ethical issues were discussed.
CHAPTER IV

FINDINGS AND DISCUSSION
PART 1

4.0 INTRODUCTION

The aim of this chapter is to provide a description of the communicative events in which code switching occurred. This chapter discusses the findings of research question one 'What are the communicative events in which the Jordanian bilingual speakers code switch?' The researcher followed, observed and interviewed five participants. This chapter describes the communicative events for each of the participant where code switching occurred beginning with Jafar, Amer, Ali, Mohammad, and ending with the communicative events involving Ayman. The chapter ends with a summary of the chapter.

4.1 THE COMMUNICATIVE EVENTS IN WHICH THE JORDANIAN BILINGUAL SPEAKERS CODE SWITCH

The first research question of the study was “What are the communicative events in which the Jordanian bilingual speakers code switch? “It is important to identify the contexts in which English-Arabic and Arabic-English code switching occurs in terms of their respective goals and conventions (Bhatia et al., 2008; Cameron, 2001; Schiffrin, 1994; Zainal Ariff, 2012). Thus, this question required the researcher to look at the details of each of the communicative events in which the five bilingual Jordanian speakers were involved in, and in which they code switched from English to Arabic or vice versa. It should be noted that throughout the six months, not all of the
Communicative events observed included examples of code switching. Some communicative events were conducted completely in English or Arabic. There were also times when the bilingual speakers were willing to be observed but refused to be recorded. For the purpose of the study, the communicative events were analysed using Hymes’ (1974) SPEAKING grid (Setting and Scene, Participants, Ends, Act of Sequence, Key, Instrumentalities, Norms, Genre) as discussed in Chapter Two. Table 4.1. below shows the observation length and the communicative events that emerge from the observation data collected.

Table 4.1: Observation length and emerging communicative events

<table>
<thead>
<tr>
<th>Participants</th>
<th>Dates</th>
<th>weeks</th>
<th>Communicative events</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jafar</td>
<td></td>
<td>16</td>
<td><strong>Formal</strong>: information inquiries, Emails, interviews and speeches. <strong>Informal</strong>: discussions, information inquiries, telephone conversations and chats.</td>
<td></td>
</tr>
<tr>
<td>Amer</td>
<td></td>
<td>17</td>
<td><strong>Informal</strong>: friendly conversation, discussions, problem sharing, and suggestions giving.</td>
<td></td>
</tr>
<tr>
<td>Ali</td>
<td>1\4\2014 till 1\10\2014</td>
<td>16</td>
<td><strong>Informal</strong>: problem sharing, information inquiries and discussions.</td>
<td></td>
</tr>
<tr>
<td>Mohammad</td>
<td></td>
<td>17</td>
<td><strong>Formal</strong>: interview, information inquiry and presentation. <strong>Informal</strong>: discussions, information sharing and informal inquiries. <strong>Formal</strong>: Meetings, interviews and discussions.</td>
<td></td>
</tr>
<tr>
<td>Ayman</td>
<td></td>
<td>19</td>
<td><strong>Informal</strong>: discussions, information sharing, chats, telephone conversation, and experience sharing.</td>
<td></td>
</tr>
</tbody>
</table>

The participant determined when and where could be followed and observed.
The data analysis procedure for research question 1 is as below:

![Data analysis procedure diagram]

The communicative events in which English Arabic/Arabic-English code switching were clearly noticeable are discussed in the following sections.

4.1.1 Jafar (See Chapter III for information on Jafar)

Jafar code switched in both formal and informal spoken interactions. Throughout the six months of observation, Jafar code switched during an interview with bilingual Jordanian students, when asking for information at the Jordanian embassy (formal communicative events), and when conversing with his other bilingual friends (informal communicative events).
4.1.1.1 Formal communicative events

4.1.1.1.1 Information inquiry at Jordanian embassy

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

At the Jordanian embassy, Jafar had a conversation with an Indian receptionist (P). Then he requested that the receptionist call Mr. Mahmoud, who was an administrative and technical staff member at the Jordanian embassy (P). In other words, Jafar had a formal face-to-face conversation with the receptionist (I) (G) and a verbal telephone conversation with Mr. Mahmoud (I) (G). The conversations occurred at the reception counter of the Jordanian embassy (S). The setting as well as the aim of the interaction were formal. It could be said that the key for the talk was formal (K).

Act of sequence (A), Norm of interaction (N), and the End (E)

The aim of the interaction was to renew Jafar’s passport (E). The acts of sequence (A) were as follows:

1. Jafar greets the employee at the reception counter.
2. The receptionist replies.
3. Jafar asks the receptionist about the procedures of renewing his passport.
4. The receptionist asks Jafar if the passport is still valid.
5. Jafar replies.
6. The receptionist informs Jafar that it takes around two months.
7. Jafar asks about the passport renewal fees.
8. The receptionist replies.
9. Jafar code switches from English to Arabic to express his frustration. Then he asks about Mr. Mahmoud.
10. The receptionist tells Jafar that Mr. Mahmoud has just left.
11. Jafar requests the receptionist to call Mr. Mahmoud.
12. The receptionist calls Mr. Mahmoud and asks him to talk with Jafar.
13. Jafar talks to Mr. Mahmoud to confirm about the procedures and fee of passport renewal.
14. Mr. Mahmoud responds.
15. Jafar tells Mr. Mahmoud that the fee is expensive.
16. Mr. Mahmoud suggests Jafar renew his passport in Jordan by sending it via mail or passing it to someone who is going back to Jordan.
17. Jafar tells Mr. Mahmoud that he is worried that he will get his renewed passport late if he was to renew his passport in Jordan.
18. Mr. Mahmoud advises Jafar to renew his passport in Jordan by sending it via mail or by passing it to someone who is going back to Jordan if he is in a hurry.
19. Jafar thanks Mr. Mahmoud.
20. The conversation ends.

During the conversation, Jafar code switched from English to Arabic when he needed to express his frustration, such as when the receptionist said, "I don't know this is the rules" and Jafar replied "Masari haram lanha"(because it is illegal money)) (N).

4.1.1.1.2 Interview with bilingual Jordanian students

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

The face-to-face interview (I) between Jafar and a group of bilingual Jordanian students was more of a formal interview (G). Jafar was the interviewer who controlled the direction of the interview and were four other bilingual Jordanians involved in the interview, namely, Ayman, Mohammad, Amer and Ali(P). The interview was
conducted at a small and minimally decorated discussion room at the library of the university in which Jafar was studying (S). The interviewer and interviewees sat facing each other during the interview and it was conducted in a formal key (K).

**Act of sequence (A) and Norm of interaction (N), and the End (E)**

Jafar conducted the interview to collect data for his researches (E) The act of sequence (A) were as follows:

1. Jafar introduces himself and explains the purpose of his study to his interviewees.
2. Jafar invites the interviewees to introduce themselves.
3. The interviewees introduce themselves.
4. Jafar asks a series of questions to the interviewees.
5. The interviewees respond to Jafar’s questions.
6. Jafar asks for clarification/elaboration from the interviewees when he needs the interviewees to further clarify/elaborate on their answers. Jafar code switches to better explain his point.
7. The interviewees further clarify/elaborate when prompted by Jafar.
8. Jafar ends the interview.

During the interview, Jafar and the other bilingual Jordanians code switched from English to Arabic. He code switched when he needed to better explain his point, for example when he said, “Will you feel frustrated *y'ani lma ts'aor balahbat*” (It means that when you feel frustrated)) (N).
4.1.1.2 Informal communicative events

4.1.1.2.1 Informal discussion with bilingual friends at Old Town Café

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was a more informal discussion (G). It took place at Old Town Coffee (S). Jafar was conversing with his three bilingual Jordanian friends, namely, Mohammad (refer to Chapter III), Amer (refer to Chapter III) and Salem (P). Salem was pursuing his Master’s in Biology at another Malaysian university. Due to the relationship between the speakers, it could be said that the key for the event was informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Jafar and his friends met up for drinks at the café and unlike the ‘catching up with a friend’ conversation at Starbucks, the conversation at Old Town Café was an informal discussion. The discussion was concerned with identifying the best university in Malaysia and it was observed that it was more of ‘to share opinion’ sort of conversation. (E). The acts of Sequence (A) were as follows:

1. Amer starts the interaction by asking ‘Which is the best university in Malaysia?’
2. Mohammad states that the public universities are better than the private ones.
3. Jafar agrees with Mohammad that the government universities are better than the private ones.
4. Then Salem responds by saying he disagrees with Mohammad and Jafar. He feels that the Multimedia University, a private university, is one of the best universities in Malaysia.
5. Amer asks his friends for further elaboration regarding their opinions on the best universities in Malaysia.
6. Jafar and the other speakers elaborate. So, Jafar code switches to explain his point.

7. Mohammad ends the interaction when he says "different people means different quality".

During the interaction, Jafar and his bilingual Jordanian friends code switched from Arabic to English. It was observed that Jafar code switched when he needed to explain his point and he said, *bt'amd 'alakhbrthom (it depends on their experience)* it means their experience and qualification) (N).

4.1.1.2.2 Information inquiry via the telephone with a bilingual friend

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This conversation was an informal telephone conversation (I) (G). It happened in Jafar's office at an international university in Selangor, Malaysia (S) between Jafar and Othman who is a friend of Jafar’s who works at an international school in Kuala Lumpur (P). Due to the relationship between Jafar and Othman, this interaction was in an informal key (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

The main purpose of calling Othman was to ask for help to get a job as an English teacher in a Libyan school (E). The acts of sequence (A) were as follows:

1. Jafar calls Othman.
2. Othman picks up the call.
4. Othman replies and asks Jafar how he is doing.
5. Jafar responds and tells Othman his problem.

6. Othman makes *dua* for Jafar.

7. Jafar asks Othman about his experience working in Libyan school.

8. Othman elaborates.

9. Jafar asks Othman about English teacher vacancies at the Libyan school.

10. Othman says that he will check and get back to Jafar.

11. Jafar explains that he needs to get a new job and he informs Othman his status by code switching to quote his supervisor's speech.

12. Othman suddenly switches the topic by asking Jafar about his study.

13. Jafar code switches to express his feeling.

14. The conversation ends.

Throughout the conversation, it was observed that Jafar code switched from Arabic to English when he needs to quote his supervisor’s speech (i.e. *aldktora haktli* (My supervisor told me) *you have to see your status in PPS*), and to express his feelings (i.e. *Alhamdullah tamam* (thank Allah, I am fine) *I miss u*) (N).

4.1.1.2.3 Informal discussion with bilingual friends at Starbucks Café

**Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)**

This oral face-to-face verbal interaction (I) was an informal discussion (G). In this informal discussion was conducted at a Starbucks Café in KLCC (S). Jafar was discussing with his two bilingual friends, namely, Ayman (refer to Chapter III) and Mazen, who is a bilingual friend pursuing his Master’s in civil engineering at a
Malaysian university (P). Due to the setting as well as the relationship between the speakers, it the overall key of the event was informal.

**Act of sequence (A) and Norm of interaction (N), and the End (E)**

The conversation took place to share the excitement about the final football match between Real Madrid and Atlatico Madrid (E). After collecting their orders at the counter, they sat down and started talking about the final match. The act of sequence (A) were as follows:

1. Jafar starts the conversation by asking Ayman and Mazen about the excitement surrounding the Champions League final.
2. Ayman and Mazen respond.
3. Jafar code switches when talking about Ramous.
4. Mazen disagrees and says that Real Madrid was so lucky to score in the last minute of the extra time.
5. Ayman informs Jafar and Mazen that the match was so exciting.
6. Jafar in his respond to Ayman and Mazen code switches.
7. Ayman talks about the extra time at the second half of the match and how he acted at that time.
8. Mazen ends the conversation by telling Jafar and Ayman that they will see Barcelona team in the football match next year.

During the conversation, Jafar code switched from Arabic to English. It was observed that Jafar code switched when talking about Ramous “bahkilk alsah(I am telling you the truth)he is a brilliant player” and when talking about the match, “the match, the referee” (N).
4.1.2 Amer (See Chapter III for information on Amer)

Amer code switched in both formal and informal spoken interactions. Throughout the six months of observation, Amer code switched during an interview with a bilingual researcher, in a formal conversation with an employee of the Post Graduate Centre at the university that he was studying at the time of observation, during a formal conversation with the receptionist of the Time Square Hotel (formal communicative events), and when conversing with his other bilingual friends (informal communicative events).

4.1.2.1 Formal Communicative Events

4.1.2.1.1 Interview with Jafar (a bilingual Jordanian researcher)

This is the same interview (communicative event) in which Jafar was the interviewer and Amer, Ali, Ayman, and Mohammad were the interviewees. Thus, the Genre, Participant, Setting, Instrumentality, Key (K), Act sequence and Ends were similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

The face-to-face interview (I) was a formal interview (G). The researcher, Jafar, was the interviewer who controlled the direction of the interview and Amer was one of the interviewees (P). The interview was conducted at a small and minimally decorated discussion room at the library of the university in which Jafar was studying (S). The interviewer and interviewees sat facing each other during the interview and it was conducted in a formal key (K).
Act of sequence (A) and Norm of interaction (N), and the End (E)

Jafar conducted an interview to collect data for his research (E) The acts of sequence (A) were as follows:

1. Jafar introduces himself and explains the purpose of his study to his interviewees
2. Jafar invites the interviewees to introduce themselves
3. The interviewees, including Amer, introduce themselves
4. Jafar asks a series of questions to the interviewees
5. The interviewees, including Amer, respond to Jafar’s questions
6. Jafar asks for clarification/elaboration from the interviewees when he needs the interviewees to further clarify/elaborate their answers
7. The interviewees, including Amer, further clarify/elaborate when prompted by Jafar. Amer code switches from English to Arabic to explain his point.
8. Jafar ends the interview.

During the interview, Amer and the other bilingual Jordanians code switched from English to Arabic. He code switched when he needs to further explain his points. For example, one of the interviewees says "Maybe because they exchange you the same feeling" Amer explains by saying that "Yea, bqblo kolshi ma 3ndhom mshakel" (They accept everything, they have no problems) (N).
4.1.2.1.2 Information inquiry at the Post Graduate Centre

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This oral face-to-face interaction (I) was a formal information inquiry (G). The formal conversation occurred at the reception counter of the Post Graduate Centre at the university that Amer was studying at during the time of observation (S) between Amer and Mustafa, who was one of the Malaysian staff members at the centre (P). Due to the setting, the overall key of the communicative event was formal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Amer had submitted his PhD thesis a month before the interaction occurred. He went to the centre to ask about the result of his appeal to stay in Malaysia for another three months as he had sent an appeal letter to the Immigration Unit of his university three weeks before the conversation took place. The main purpose of this interaction was to learn the result of an appeal (E). The acts of sequence (A) were as follows:

1. Amer greets Mustafa at the reception counter.
2. Mustafa replies.
3. Amer asks Mustafa about the result of his appeal.
4. Mustafa responds by saying that it is still being processed.
5. Amer informs Mustafa that he was told by the Immigration Unit to leave Malaysia within fourteen days but he does not want to leave because he wants to be in Malaysia until he finishes his visa.
6. Mustafa, firmly, restates that Amer's appeal is still being processed and suggests that Amer should be patient and pray that the appeal would be accepted.
7. Amer tries to calm down by code switching from English to Arabic.

8. Amer ends the conversation when he says "Ok thank you, I will call you tomorrow, Salam".

Throughout the conversation, it was observed that Amer code switched from English to Arabic when he was trying to calm himself down and seek Allah's guidance and mercy (InshAllah (If Allah willing), La hawl wla qewa ela bellah (None has the right to be worshipped except Allah)) (N).

4.1.2.1.3 Information inquiry at Time Square Hotel

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) at the hotel lobby (S) was an information inquiry interaction (G). Amer spoke English to the hotel's receptionist, but code switched from English to Arabic when speaking to Ali who had accompanied him to the hotel. The key of the interaction between Amer and the receptionist at the reception counter at the hotel was formal in nature (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

The aim of this interaction is to reserve a room (E). The acts of sequence (A) were as follows:

1. The interaction begins when Amer briefly greets the receptionist.
2. The receptionist responds to the greeting.
3. Amer asks about the hotel’s rooms and their respective rates.
4. The receptionist responds.
5. Amer and Ali discuss about the hotel rooms and their daily rates. They code switch to exclude the hotel's receptionist out of their conversation.
6. After obtaining the required information from the receptionist, Amer books a room.

7. The receptionist asks about his personal details.

8. Amer responds.

9. Ali ends the conversation by thanking the receptionist.

During the conversation, it was observed that Amer code switched from English to Arabic when he needed to exclude the receptionist from his conversation with Ali and for discussion purposes (i.e. I think wahada btkfi (one is enough)) (N).

4.1.2.2 Informal communicative events

4.1.2.2.1 Friendly conversations with bilingual friends at a Starbucks Café

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was more of a friendly conversation (G). It happened at Starbucks cafe (S) between Amer and Mohammad (P). Mohammad is a friend of Amer’s, a PhD student at a Malaysian university. Amer and Mohammad were on an equal footing throughout the conversation. Due to the relationship of the speakers, the overall key of the event was informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

After collecting their orders at the counter, Amer and Mohammed headed to a table that was located outside the café. The table faced the Kuala Lumpur City Centre lake. They sat down and started talking about the things that were happening in Amer's life including his life as a student, issues with his housemate, and his financial status. Thus, their conversation was a ‘catching up with a friend’ conversation (E). The acts of sequence (A) were as follows:
1. Mohammad starts the conversation by asking Amer about his studies.

2. Amer responds and code switches to bridge the lexical gap.

3. Mohammad changes the topic by asking Amer about his current apartment.

4. Amer informs Mohammad that he has to find a new place to stay in Serdang because he does not feel comfortable with his current housemate.

5. Mohammad asks Amer about his budget and informs him that you have to pay a full deposit for a new room.

6. Amer states that the deposit is a big problem.

7. Mohammad informs Amer that he would help him.

8. Amer shares with Mohammad some of the problems that he has with his current housemate.

9. Mohammad ends the conversation by inviting Amer to go for lunch.

Throughout the conversation, Amer code switched from Arabic to English. It was observed that Amer code switched when he needed to bridge the lexical gap (re-defense) (N).

4.1.2.2.2 Informal discussion with bilingual friends at Old Town Café

This is the same discussion (communicative event) involving Jafar, Amer, Mohammed, and Salem that took place at Old Town Cafe. Thus, the Genre (G), Participant (P), Setting (S), Instrumentality (I), Key (K), and Acts in Sequence (A) and Ends (E) are similar in nature. The norms of code switching (N), however, differ.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was more of an informal discussion (G). It took place at Old Town Cafe (S). Amer was conversing with his three bilingual Jordanian
friends (Mohammad, Jafar, and Salem) (P). Due to the relationship between the speakers, the key of the event was informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Amer and his friends met for drinks at the café and unlike the ‘catching up with a friend’ conversation at Starbucks, the conversation at Old Town Café was an informal discussion regarding the best university in Malaysia. This conversation was a ‘to share opinion’ conversation. (E). The acts of sequence (A) were as follows:

1. Amer starts the interaction by asking ‘Which is the best university in Malaysia?’
2. Mohammad states that the public universities are better than the private ones.
3. Jafar agrees with Mohammad that the government universities are better than the private ones.
4. Then Salem responds by saying he disagrees with Mohammad and Jafar. He feels that the Multimedia University, a private university, is one of the best universities in Malaysia.
5. Amer asks his friends for further elaboration and he code switches to explain his point (related to their opinion on the best universities in Malaysia).
6. The speakers elaborate.
7. Mohammad ends the interaction when he says "different people means different quality".

During the interaction, Amer and his bilingual Jordanian friends code switched from Arabic to English. It was observed that Amer code switched when he needs to further explain his points and demonstrate capability (N).
4.1.2.2.3 Problem sharing with a bilingual friend at home

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face verbal interaction (I) was a ‘problem sharing’ conversation between the two friends (G) Amer and Arkan (P). Arkan is Amer’s classmate at his university who came to visit Amer at home. The conversation happened in Amer's living room (S). Due to the setting and the relationship between the speakers, the key for the event was informal(K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Amer invited Arkan for tea. It was during tea that Amer shared his research problems with Arkan. The end of the conversation was a ‘to consult a friend about a problem’ conversation (E). The acts of sequence (A) were as follows:

1. Amer begins the interaction by asking Arkan about his PhD Qualifying Test (PhD defense).
2. Arkan replies and informs Amer that he had submitted three copies of his proposal to the faculty.
3. Arkan then asks Amer about his study.
4. Amer explains to Arkan about his research problems and he code switches to bridge the lexical gap.
5. Arkan gives Amer some suggestions to tackle his problem.
6. Then Amer tells Arkan what had happened in the meeting with his supervisor and he code switches to quote his supervisor speech.
7. Arkan responds by making dua for Amer.
8. Conversation ends.
During the interaction, Amer code switched from Arabic to English. It was observed that Amer code switched from Arabic to English when he needed to bridge a lexical gap, for example, when he used the words *defense*, *cigarette* and *tobacco*, and to quote someone else (i.e. Hakali (He told me) *very nice reason go and write it*) (N).

4.1.2.2.4 Suggestion giving to a bilingual friend at home

**Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)**

This face-to-face interaction (I) in the living room of Amer's home (S) was a suggestion giving session (G). The conversation was between Amer and Hussain (a friend of Amer who is finishing his PhD in Accounting at another university in Malaysia). Due to the relationship between Amer and Hussain, the key of the interaction was informal (K).

**Act of sequence (A) and Norm of interaction (N), and the End (E)**

Unlike the ‘problem sharing’ conversation that Amer had with Arkan in which Amer consulted Arkan about his study, Amer’s conversation with Hussein was focused on Amer giving advice to Hussein. Hussein was worried about his research theories and asked Amer for some suggestions. Thus, the end of the conversation was ‘to give Hussein some suggestions’ (E). The acts of sequence (A) were as follows:

1. Hussein starts the interaction by expressing his frustration with his research theories.
2. Amer asks Hussein about his problem.
3. Hussein explains his problem and his research. Then, he asks Amer for some advice on research theories that can be employed in his research.
4. Amer replies by suggesting some theories to be employed. He code switches to bridge the lexical gap in his interaction.

5. Hussein asks how can he employ the theories in his research.

6. Amer explains and then he suggests that Hussein discusses the theories with his supervisor.

7. Hussein replies by saying that his supervisor told him to find suitable theories and employ them in his study and then show him his written work.

8. Amer laughs at Hussein's reply and tells Hussein to go and read about suitable theories for his research.


During the interaction, Amer code switched from Arabic to English when he needed to bridge a lexical gap, for example, when he used the words, dissertations, thesis and theories, to quote someone else (i.e. bthki hai (He said that) theory information respective in decision usefulness), and when using technical terms such as corporate governance (N).

4.1.2.2.5 Problem sharing with bilingual friends at home

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was a ‘problem sharing’ conversation (G). The informal conversation occurred in a small room in Amer's home (S) between Amer and Ahmad (a friend who came to visit Amer at home) (P). The setting as well as the relationship between the speakers were casual. Thus, the overall key of the interaction was informal (K).
Act of sequence (A) and Norm of interaction (N), and the End (E)

During Ahmad’s visit, Amer informed Ahmad that there was a problem with his ‘status of stay in Malaysia.’ The end of the conversation was ‘to share a problem with a friend’ (E). The acts of sequence (A) were as follows:

1. Ahmed greets Amer.
2. Amer responds.
3. Ahmed asks Amer how he is doing.
4. Amer tells Ahmed that he is struggling.
5. Ahmed prompts Amer to share his problem.
6. Amer explains his situation regarding his visa related problems and he code switches to quote someone speech to keep the originality of the text and to fill the lexical gap.
7. Ahmed replies by making dua for Amer.
8. Conversation ends.

During the interaction, Amer code switched from Arabic to English language.

It was observed that Amer code switched when he needed to quote someone else (klhom ysal (all of them asked) where is Jordanian? where is Jordanian?) and to fill a lexical gap (i.e. lma rohna m'atinhom sbe'a ayam (when we left they gave them seven days) special pass wm'ahom (Also) tickets lal tayran (for their flights)) (N).

4.1.3 Ali (See Chapter III for information on Ali)

During the six months of observation, Ali code switched in both formal and informal interactions. Ali code switched during an interview with a bilingual researcher, in a formal meeting with his supervisor at his university, during a formal conversation
4.1.3.1 Formal communicative events

4.3.1.1 Interview with Jafar (a bilingual Jordanian researcher)

This is the same interview (communicative event) in which Jafar was the interviewer and Ali, Amer, Ayman, and Mohammad were the interviewees. Thus, the Genre (G), Participant (P), Setting (S), Instrumentality (I), Key (K), Act sequence (A) and Ends (E) are similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interview (I) was a formal interview (G). The researcher was the interviewer and controlled the direction of the interview. Ali, Ayman, Mohammad and Amer were the interviewees (P). The interview was conducted in a small and minimally decorated discussion room at the library of the university where Jafar was studying (S). The interviewer and interviewees sat facing each other during the interview and it was conducted in a formal key (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Jafar conducted the interview to collect data for his research (E). The acts of sequence (A) were as follows:

1. Jafar introduces himself and explained the purpose of his study to his interviewees
2. Jafar invites the interviewees to introduce themselves
3. The interviewees, including Ali, introduce themselves
4. Jafar asks a series of questions to the interviewees
5. The interviewees, including Ali, respond to the questions
6. Jafar asks for clarification/elaboration from the interviewees when he needs the interviewees to further clarify/elaborate their answers
7. The interviewees, including Ali, further clarify/elaborate when prompted by Jafar. Ali code switches when he needed to further explain his points
8. Jafar ends the interview.

During the interview, Ali and the other bilingual Jordanians code switched from English to Arabic. It was observed that Ali code switched when he needed to further explain his points (we can speak better lanha bdha momarsa (because it needs a practice)) (Grammar, vocabulary, schema y'ani alasasiat (that means the fundamentals)) (N).

4.3.1.2 Formal meeting with a lecturer at the university

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face to face meeting (I) was a formal meeting (G). This formal meeting occurred in the lecturer's office at the university that Ali was studying during the time of observation (S). Ali brought his friend, Wleed, to the lecturer's office (who was Ali's formal supervisor) to ask about the Master’s of Arts (English) program at the university (P). Wleed (a bilingual Jordanian speaker) would like to apply for the Master’s program. The setting as well as the purpose of the interaction were serious indicating that the key for this interaction was formal (K).
Act of sequence (A) and Norm of interaction (N), and the End (E)

The aim of this interaction was to confirm the particulars for a Master’s program with a lecturer (E). The acts of sequence (A) were as follows:

1. The interaction begins when Ali greets the lecturer and asks him how he is doing.
2. The lecturer responds.
3. Ali introduces his friend, Wleed, to the lecturer.
4. The lecturer welcomes Wleed.
5. Wleed responds.
6. Ali informs the lecturer that Wleed would like to do his Master’s at the university but he is worried that the Master’s degree will be in TESOL as he is only interested in pursuing a Master’s in English and not TESOL.
7. Wleed confirms that he wants to study English and not TESOL.
8. The lecturer explains that the Master’s degree is in English.
9. Ali reassures Wleed that most of Jordanian students are doing their Master’s in English at that particular faculty. He code switches to show appreciation for a person by referring to Allah’s will
10. The lecturer confirms that there are many Jordanians studying at the faculty and reassures Wleed that everything will be fine.
11. Ali code switches to exclude the lecturer out of the conversation to confirm Wleed’s decision.
12. Wleed ends the conversation by saying that he will come back to see the lecturer again.

During the meeting, it was noted that Ali code switched when he needed to show appreciation for a person by referring to Allah’s will. (i.e. Ma shaa Allah (God willed...
4.1.3.2 Informal communicative events

4.1.3.2.1 Problem sharing with a bilingual friend at the university

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was a problem sharing conversation (G). It took place in a discussion room in the library at which Ali was studying at during the time of observation (S) between Ali and Nedal, who is a bilingual Jordanian speaker pursuing his Master’s at the same university. Due to the relationship between the speakers, the key of the talk was informal.

Act of sequence (A) and Norm of interaction (N), and the End (E)

Ali and Nedal went to the library to study. Then they decided to go to one of the discussion rooms at the library so that they could speak to each other freely. The overall purpose of the conversation was to discuss a problem (E). The acts of sequence (A) were as follows:

1. Nedal tells Ali that he is struggling with his research.
2. Ali prompts Nedal to share his problem.
3. Nedal informs Ali that he is looking for a research advisor.
4. Ali code switches to fill a lexical gap and further explain a point when he approaches his friends to get a research advisor.
5. Nedal asks Ali to be his research advisor.
8. Ali ends the conversation by asking Nedal to study hard.

Throughout the conversation, Ali code switched from Arabic to English language when he needed to fill a lexical gap and to further explain a point (N).

4.1.3.2.2 Problem sharing with bilingual friends at a restaurant

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was a 'Problem sharing' conversation (G). It took place at Arab House Restaurant, Kajang (S). Ali had a conversation with his two bilingual friends, Ahmed and Mahmoud, who is a bilingual Libyan friend completing his PhD in Physics at another Malaysian university (P). Due to the relationship between the speakers, the key of the conversation was informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

While waiting for their order, the speakers sat facing each other at a table to discuss the Arab Spring. The conversation allowed to participants to discuss their frustration regarding what happened because of the status of the Arab world (E). The acts of sequence (A) were as follows:

1. Ali begins the conversation by asking Mahmoud about the status of Libya.
2. Mahmoud replies and informs Ali that Libya has a lot of problems.
3. Ali switches the topic to the tragic status of Syria.
4. Ahmed states that Jordanian people consider Syria to be their second home.
5. Ali says that it is the American plan that protects Israel.
6. Everyone states his opinion regarding Arab Spring.
7. Mahmoud suddenly asks Ali and Ahmed when they will go back Jordan.
8. They respond. Ali code switches to quote someone's speech.
9. Mahmoud asks Ahmed and Ali if they are studying using their own money or if they had a scholarship.

10. They do not respond.

11. Ahmed switches the topic to the high living cost in Malaysia.

12. Ali ends the conversation by saying that he will be leaving for Jordan soon so the high living cost in Malaysia does not bother him.

The conversation demonstrated that the speakers were on equal footing. During the conversation, it was noted that Ali code switched from Arabic to English when he needed to quote someone (i.e. *bhko* (They said) **Jordan love it or leave it**) (N).

4.1.3.2.3 Information inquiry at the Time Square Hotel

This is the same informal interaction (communicative event) in which Amer was interacting with Ali in the hotel's lobby. Thus, the Genre (G), Participant (P), Setting (S), Instrumentality (I), Key (K), Act sequence (A) and Ends (E) are similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) in the hotel lobby (S) was an information inquiry interaction (G). Ali spoke to the hotel's receptionist, but he code switched to Arabic when speaking to Amer. The key of the interaction between Ali and the receptionist at the reception counter at the hotel was formal in nature (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

The aim of the interaction was to reserve a room (E). The acts of sequence (A) were as follows:

1. The interaction begins when Amer briefly greets the receptionist.
2. The receptionist responds to the greeting.
3. Amer asks about the hotel’s rooms and their respective rates.
4. The receptionist responds.
5. Amer and Ali have discussed about the rooms and the respective rates.
6. After obtaining the required information from the receptionist, Amer books a room.
7. The receptionist asks about his personal details.
8. Amer responds and code switches to exclude the receptionist out of the conversation.
9. Ali ends the conversation by thanking the receptionist.

During the conversation, it was observed that Ali code switched from English to Arabic when he talked to Amer and when he needed to exclude the receptionist from his conversation (i.e. don't think so ma btsh’aor balraha (you will not feel comfortable)) (N).

4.1.4 Mohammad (See Chapter III for information on Mohammad)

Mohammad code switched in both formal and informal spoken interactions. During the six months of observation, Mohammad code switched during an interview with a bilingual researcher (formal communicative events) and when conversing with his other bilingual friends (informal communicative events).

4.1.4.1 Informal communicative events

4.1.4.1.1 Informal discussion with bilingual friends at Old Town Café

This is the same discussion (communicative event) in which Mohammed was conversing with Amer, Jafar and Salem at Old Town Cafe. Thus, the Genre (G),
Participant (P), Setting (S), Instrumentality (I), Key (K), Act sequence (A) and Ends (E) are similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was an informal discussion (G). It took place at Old Town Cafe (S). Mohammad was conversing with his three bilingual Jordanian friends, Jafar, Amer, and Salem (P). Due to the relationship between the speakers, the key of the event was informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Mohammad and his friends met for drinks at the Old Town cafe. The conversation was an informal discussion. The discussion focused on the best university in Malaysia. It was a ‘to share conversation. (E). The acts of sequence (A) were as follows:

1. Amer starts the interaction by asking ‘Which is the best university in Malaysia?’
2. Mohammad code switches to quote someone's speech in his reply to Amer’s question.
3. Jafar agrees with Mohammad that the government universities are better than the private ones.
4. Then Salem responds by saying he disagrees with Mohammad and Jafar. He feels that the Multimedia University, a private university, is one of the best universities in Malaysia.
5. Amer asks his friends for further elaboration (related to their opinion on the best universities in Malaysia).
6. Mohammad and the other speakers elaborate.
7. Mohammad ends the interaction when he says "different people means different quality".
During the interaction, Mohammad and his bilingual Jordanians friends code switched from Arabic to English. It was observed that Mohammad code switched when he needed to quote someone.

4.1.4.1.2 Information sharing with bilingual speakers in a bus

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This oral face-to-face interaction (I) involved information sharing (G). This informal conversation occurred in a Rapid bus (S). The conversation was between Mohammad and two bilingual speakers, Rami, a friend of Mohammad who is finishing his Master’s at a local university, and Wesam, who is also a friend of Rami’s and who is pursuing his Master’s in Computer Science at a local university (P). Due to the setting of the conversation and the relationship between the speakers, the overall key of the event was informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

The aim of this conversation was to share information (E). The acts of sequence (A) were as follows:

1. Mohammad greets Rami and asks him where he is going.
2. Rami responds and informs Mohammad that he is going to Mid Valley Mall with his friend, Wisam. Then Rami introduces Wisam to Mohammad.
3. Mohammad asks Wisam about his area of study.
4. Wisam informs Mohammad that he is studying Computer Science.
5. Mohammad asks Wisam about his semester of study.
6. Wisam replies by telling Mohammad that he is in the second semester.
7. Mohammad suddenly switches the topic by asking Rami about a problem that he had last week.
8. Rami tells Mohammad that he has some problems with his family.
9. Mohammad tries to calm Rami down by telling him everyone has a lot of problems with their family.
10. Wisam agrees with Mohammad.
11. Mohammad shifts the topic by asking Rami about his plans after shopping at Mid Valley. Mohammed code switches when he needed to change topic.
12. Rami informs Mohammad that he has no plans.
13. Wisam corrects Rami by saying that both of them will go to see a dentist.
14. Mohammad asks about the reason for going to the dentist.
15. Wisam tells him he has a problem with his teeth.
17. Wisam thanks Mohammad.
18. Mohammad asks Rami if he is free to go out tomorrow with him and his friends.
19. Rami asks Mohammad who his friends are.
20. Mohammad replies.
21. Rami responds by saying that he will try to join them.
22. Mohammad invites Wisam too.
23. Rami explains that he has a lot of work to do.
24. Mohammad advices Rami to take it easy.
25. Wisam informs Mohammad that Rami scored a high grade in the last examination.
26. Rami states that Math is easy for him.
27. Mohammad changes his topic by code switching when he suddenly asks about Messi's performance to get his friend's attention.

28. Wisam and Rami respond by praising Messi.

29. Mohammad informs his friends that Messi is the best player in the world for the last ten years.

30. The conversation ends when Mohammad reaches his destination.

During the conversation, Mohammed code switched from English to Arabic. It was observed that Mohammed code switched when he needed to change topics (i.e. *Ansā almodo‘a* (forget this matter) have you seen Messi last match), (i.e. *asm‘a* (listen) what do you have to do after shopping) (N).

4.1.4.1.3 Friendly conversations with bilingual friends at Starbucks Café

This is the same conversation (communicative event) that involved Amer and Mohammad in an informal conversation at Starbucks Café. Thus, the Genre (G), Participant (P), Setting (S), Instrumentality (I), Key (K), Act sequence (A) and Ends (E) are similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interaction (I) was a friendly conversation (G). It happened at Starbucks cafe (S) between Amer and Mohammad (P). Amer is a friend of Mohammad’s, a PhD student at a Malaysian university. Amer and Mohammad were on equal footing throughout the conversation. Due to the relationship between the speakers, the overall key of the event was informal (K).
After collecting their orders at the counter, Mohammed and Amer headed to a table that was located outside the café. The table faced the Kuala Lumpur City Centre (KLCC) lake. They sat down and started talking about the things that were happening in Amer's life (i.e. student life, housemate issues, and financial status). This was a ‘catching up with a friend’ conversation (E). The acts of sequence (A) were as follows:

1. Mohammad starts the conversation by asking Amer about his studies.
2. Amer responds.
3. Mohammad changes the topic by asking Amer about his current apartment.
4. Amer informs Mohammad that he has to find a new place to stay in Serdang because he does not feel comfortable with his current housemate.
5. Mohammad asks Amer about his budget and informs him that you have to pay a full deposit for the new room.
6. Amer states that the deposit is a big problem.
7. Mohammad informs Amer that he would help him and he code switches to bridge the lexical gap.
8. Amer shares with Mohammad some of the problems that he has with his current housemate.
9. Mohammad ends the conversation by inviting Amer to go for lunch.

Throughout the conversation, Mohammad code switched from Arabic to English. It was observed that Mohammad code switched when he needed to bridge a lexical gap (i.e. deposit) and to demonstrate capability (i.e. *Mtel ma hkitlk la thkal ham masari* (as I told you, do not worried about money), **it is a small matter**) (N).
4.1.4.2 Informal communicative event with formal sub-communicative event

4.1.4.2.1 Informal inquiry at Kajang Specialist Hospital

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face to face interaction (I) was a friendly conversation (G). It took place in a patient's room at the Kajang Specialist Hospital (S) between Mohammad and Abdullah (P). Abdullah is a friend of Mohammad’s and a PhD Jordanian student at a local university. The setting as well as the relationship between the speakers were casual making the key of the event informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Mohammed went to visit his friend, Abdullah, who had dengue fever at the Kajang Specialist Hospital. The end of the interaction was to ask about Abdullah's health (E). The acts of sequence (A) were as follows:

1. Mohammad starts the conversation by making *duaa* for Abdullah.
2. Abdullah responds by making *duaa* for Mohammad.
3. Mohammad explains to Abdullah how he felt when he heard that Abdullah had a dengue fever and he code switches to express his feelings.
4. Abdullah tells Mohammad that he felt he was going to die.
5. Mohammad makes duaa that Abdullah gets well soon.
6. Mohammad informs Abdullah that the doctor says he could leave tomorrow morning. He code switches from Arabic to English by quoting the doctor's speech.
7. Mohammad asks Abdullah how he is feeling.
8. Abdullah replies.
9. Mohammad asks Abdullah about his experience being at the hospital.
10. Abdullah explains in detail.

4.1.4.2.2 Formal sub-communicative event -Information inquiry at Kajang Specialist Hospital

A nurse comes to check Abdullah's blood pressure and temperature.

11. Mohammad asks the nurse about Abdullah.
12. The nurse replies by saying Abdullah is good.
13. Mohammad asks the nurse when Abdullah can leave the hospital.
14. The nurse says that she is not sure and Abdullah can ask the doctor.
15. Mohammad asks the nurse where the doctor is.
16. The nurse informs him that the doctor is not around but he will come back around 11 a.m.
17. Mohammad thanks the nurse and asks about Abdullah's temperature.
18. The nurse replies and leaves.
19. Mohammad tells Abdullah that he has to go and meet his supervisor and will come back within an hour. Then he asks Abdullah whether he needs anything.
20. Abdullah says that he wants "seafood soup".
21. Mohammad ends the conversation by saying that I will not be late.

During the conversation, it was observed that Mohammed code switched from Arabic to English when he quoted the doctor (i.e. *whkali (he told me) you will leave tomorrow morning*), to describe feelings (i.e. *wallah (swearing) I shocked*) and he code switched from English to Arabic to exclude the nurse from the conversation (i.e. Mohammad informs Abdullah that *shklha z'alat (she got angry?)*) (N).
4.1.4.3 Formal communicative event

4.1.4.3.1 Interview with Jafar (a bilingual Jordanian researcher)

This is the same interview (communicative event) in which Jafar was the interviewer and Amer, Ali, Ayman, and Mohammad were the interviewees. Thus, the Genre (G), Participant (P), Setting (S), Instrumentality (I), Key (K), Act sequence (A) and Ends (E) are similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interview (I) was a formal interview (G). The researcher, Jafar, was the interviewer and Mohammad, Ayman, Amer, Hamza, and Ali were the interviewees (P). The interview was conducted in a small and minimally decorated discussion room at the library (S). The interviewer and interviewees sat facing each other during the interview and it was conducted in a formal key (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

Jafar conducted the interview to collect data for his research (E). In other words, the interview was for research purposes. The acts of sequence (A) were as follows:

1. Jafar introduces himself and explains the purpose of his study to his interviewees.
2. Jafar invites the interviewees to introduce themselves.
3. The interviewees, including Mohammad, introduce themselves.
4. Jafar asks a series of questions to the interviewees.
5. Mohammad (one of the interviewees) code switches to further explain his point in response to Jafar’s questions.
6. Jafar asks for clarification/elaboration from the interviewees when he needs the interviewees to further clarify/elaborate their answers.

7. The interviewees, including Mohammad, further clarify when prompted by Jafar.

8. Jafar ends the interview.

During the interview, Mohammad and the other bilingual Jordanians code switched from English to Arabic. It was observed that Mohammad code switched before introducing himself, for example, Assalm Alikom a form of greeting and dua (prayer) for Jafar and the rest of the interviewees. Mohammad also code switched when he needed to explain his points (i.e. throughout the semester I overcome I passed this stage, Lano alkol ballwa sawa (because we all in the same level)), (i.e. because I told you before I realized that they judge us as beginners y'ani mo fahmin shi (that means we do not understand anything)) (N).

4.1.5 Ayman (See Chapter III for information on Ayman)

Ayman code switched during both formal and informal spoken interactions. During the six months of observation, Ayman code switched during an interview with a bilingual researcher (formal communicative event) and when conversing with his other bilingual friends (informal communicative events).

4.1.5.1 Formal communicative event

4.1.5.1.1Interview with a Jordanian bilingual speaker

This is the same interview (communicative event) in which Jafar was the interviewer and Ayman, Amer, Ali, and Mohammad were the interviewees. Thus, the
Genre (G), Participant (P), Setting (S), Instrumentality (I), Key (K), Act sequence (A) and Ends (E) are similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This face-to-face interview (I) was a formal interview (G). The researcher, Jafar, was the interviewer and Ayman, Amer, Mohammad, Hamza and Ali were the interviewees (P). The interview was conducted in a small and minimally decorated discussion room at the library (S). The interviewer and interviewees sat facing each other during the interview and it was conducted in a formal key (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

This interview was conducted so that Jafar could collect data for his research (E) The acts of sequence (A) were as follows:

1. Jafar introduces himself and explains the purpose of his study to his interviewees.
2. Jafar invites the interviewees to introduce themselves.
3. The interviewees, including Ayman, introduce themselves.
4. Jafar asks a series of questions to the interviewees.
5. The interviewees, including Ayman, respond to Jafar’s questions.
6. Jafar asks for clarification/elaboration from the interviewees when he needs the interviewees to further clarify/elaborate their answers.
7. The interviewees, including Ayman, further clarify/elaborate when prompted by Jafar. Ayman code switches when he needed to quote someone else.
8. Jafar ends the interview.
During the interview, Ayman and the other bilingual Jordanians code switched from English to Arabic. Ayman code switched when he needed to quote someone else (i.e. as people said *mn jad wjad wmn sar 'aldrb wasal* (if you study hard and walk in the right path you arrive in)) (N).

4.1.5.2 Informal communicative events

4.1.5.2.1 Informal discussion with bilingual friends at Starbucks Café

This is the same conversation discussed earlier where (communicative event) Ayman talked with Jafar and Mazen at Starbucks Cafe. Thus, the Genre (G), Participant (P), Setting (S), Instrumentality (I), Key (K), Act sequence (A) and Ends (E) are similar in nature. The norm of code switching (N), however, differs.

Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)

This oral face-to-face verbal interaction (I) was informal discussion(G). At the Starbucks Cafe in KLCC (S), Ayman talked with Jafar and Mazen (P). The setting and the relationship between the speakers meant that the overall key of the event was informal.

Act of sequence (A) and Norm of interaction (N), and the End (E)

During the conversation, the speakers discussed their excitement about the final football match between Real Madrid and Atlatico Madrid (E). After collecting their orders at the counter, they sat down and talking about the final match. The acts of sequence (A) were,

1. Jafar starts the conversation by asking Ayman and Mazen about the excitement surrounding the Champions League final.
2. Ayman and Mazen respond.

3. Jafar states that Ramous was the best player in the match.

4. Mazen disagrees and says that Real Madrid was so lucky to score in the last minute of the extra time.

5. Ayman informs Jafar and Mazen that the match was so exciting.

6. Jafar agrees and tells Ayman and Mazen what had happened in the match in detail.

7. Ayman code switches to express his feeling and to quote someone when talking about the football players.

8. Mazen ends the conversation by telling Jafar and Ayman that they will see Barcelona next year.

During the conversation, Jafar code switched from Arabic to English. It was observed that Ayman code switched when he needed to quote someone (i.e. *sm'at Alshwali lma haka* (Have you heard Alshwali when he said) **Ramous is the new golden boy**) and when he needed to express his feelings (i.e. *Bas bdek sahih l'aibea* (the truth that they are playing well) **they are awesome**) (N).

4.1.5.2.2 Information sharing via telephone with a bilingual friend at home

**Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)**

The verbal telephone conversation (I) took place in Ayman's room (S). The conversation was an example of an 'information sharing' conversation (G). It was between Ayman and Maher (P). Maher is a bilingual Jordanian friend of Ayman’s who
is living in Jordan. The setting, as well as the relationship between the speakers were casual meaning that the key of conversation was informal (K).

Act of sequence (A) and Norm of interaction (N), and the End (E)

The goal of the conversation was for Ayman to tell his friend, Maher, that he had passed his PhD viva (E). The acts of sequence (A) were as follows:

1. Ayman greets Maher.
3. Ayman code switches to show his capability by informing Maher that he had passed his PhD viva.
4. Maher congratulates Ayman and asks him about his reaction when he passed his PhD viva.
5. Ayman tells Maher that he is extremely happy.
6. Maher asks Ayman when he will come back to Jordan.
7. Ayman replies by saying that he is not sure.
8. Maher suggests Ayman to come back to Jordan as soon as possible.
9. Ayman code switches by changing the topic to ask Maher how he is doing.
10. Maher replies.
11. Ayman advises Maher to do his PhD in Malaysia.
12. Maher tells Ayman that he wants to finish his Master’s first then he will think about PhD. Then he asks Ayman about his Viva.
13. Ayman responds by saying it went well and code switches to fill some lexical gaps. Then he ends the conversation by telling Maher that he needs to go to his university now.
During the interaction, Ayman code switched from Arabic to English for different reasons, such as to demonstrate capability (*hlaa (now)* you can call me doctor), to describe feelings (*Bas* (but) I miss Jordan so much), to quote the examiner's speech (*examiners haka* (said) your work is very good you worked hard) and to change topics (*Forget this matter, sho akhbarek?* (How are you doing?)) (N).

4.1.5.2.3 Experience sharing at the university

**Genre (G), Participants (P), Setting (S), Instrumentality (I) and Key (K)**

The oral face-to-face interaction (I) at the lobby of the faculty where Ayman was studying during the time of observation (S) was an example of experience sharing (G). It occurred between Ayman and two bilingual Jordanian speakers, Mohammed and Salem who were completing their PhDs in Management (P). Due to the setting as well as the relationship between the speakers, the key of the talk was informal (K).

**Act of sequence (A) and Norm of interaction (N), and the End (E)**

The aim of the conversation was to share Ayman's PhD viva experience (E).

The acts of sequence (A) were as follows:

1. Ayman begins the interaction by thanking Allah that he had finished his PhD.
2. Mohammad makes *dua* that he can finish his PhD too.
3. Salem congratulates Ayman.
4. Ayman responds.
5. Salem asks Ayman about the examiners.
6. Ayman replies and code switches by quoting the examiner's speech.
7. Mohammad asks about the examiners' concerns.
8. Ayman replies that the examiners' concern revolved on the Methodology and the result chapters and he code switches to fill the lexical gap.

9. Salem asks Ayman about the most important things to focus on when conducting a study.

10. Ayman informs Salem that the theory is the most important thing.

11. Salem switches the topic by asking Ayman whether he had informed his family.

12. Ayman replies.

13. Mohammad asks Ayman about his family's reaction.


15. The conversation ends when Ayman's supervisor arrives.

During the interaction, Ayman code switched from Arabic to English. It was observed that Ayman code switched when he needed to describe feelings (i.e. they were so kind), to fill a lexical gap (i.e. theory, Methodology and Viva) and to quote the examiners' speech (i.e. wahd amnhom salatni (one of them asked me) how did you choose your sample). (N).

4.2 SUMMARY

It was noted that English-Arabic and Arabic-English code switching occurred in both formal and informal communicative events (N) regardless if the events took place face-to-face or during a telephone conversation (I). During formal communicative events such as a research interview, information inquiry in informal settings, and formal meetings(G). The participants (Jafar, Amer, Ali, Mohammad, and Ayman) used code switching for different functions. The events were considered to be formal depending on the physical setting of the event (S), the relationship between the participants (P),
the ends of the interactions (E), the form and the order of sequence (A) and the overall key of the interaction (K).

During their interactions with their bilingual friends, an informal communicative event, Jafar, Amer, Ali, Mohammad and Ayman code switched for different reasons. The informal communicative events observed included informal discussions between friends, friendly conversations, problem sharing between friends, suggestion giving, information sharing, experience sharing, friendly telephone conversation, and information inquiries (G). The events were classified as informal depending on the physical setting of the events (S), the relationship between the participants (P), the ends of the interaction (E), the form and the order of sequence (A) and the overall key or tone of the interaction (K).
CHAPTER V

FINDINGS AND DISCUSSIONS

PART 2

5.0 INTRODUCTION

While Chapter 4 provided a description of the communicative events in which code switching occurred by looking at the interactions between bilingual Jordanian speakers, this chapter discusses the findings for Research Questions Two, Three, and Four. The chapter begins by discussing the findings for Research Question Two before moving on to the results for Research Question Three and Research Question Four. The chapter ends with the summary of the chapter.

5.1 THE FUNCTIONS OF CODE-SWITCHING

Question 2- How are the sociolinguistic functions of the code switching used by the bilingual Jordanian speakers?

The aim of Research Question Two was to investigate and describe the functions of English-Arabic and Arabic-English code switching for the bilingual Jordanian speakers in Selangor, Malaysia from a sociolinguistic perspective. As mentioned earlier in Chapter One, this study views code switching as a type of strategic competence (Basudha, 2012; Chan, 2008; Shin, 2010; Zainal Ariff, 2012). Therefore, the central theme of this question is to understand how code switching is used strategically.

The participants were observed in two types of communicative events i.e. formal and informal as discussed in Chapter 4. It was observed from the data collected that Jordanian speakers switch from English to Arabic and vice-versa for various
sociolinguistic functions such as to bridge a lexical gap, to quote someone, to demonstrate capability, to exclude someone out of the conversation, to express feelings, to further explain a point, to change topics, and to maintain technical or religious terms or expressions.

The data analysis procedure for research question 2 is as below:

5.1.1 Code Switching to Bridge the Lexical Gap

The participants code switched when they could not find an equivalent word or phrase in their mother tongue. Thus, they code switched from Arabic to English language within a conversation to fill a lexical gap. Jafar, when he acted as an
interviewer in Excerpt A explained that "I use some English words in Arabic language because most of Arab speakers are familiar with those words and they do not say it in Arabic. For example, network, internet and supervisor." [Jafar.Skype.8.8.2014]. When interviewed, Mohammad (in Excerpt B) stated that "Sometimes when I can't find an equivalent word in the speech so I code switch."[Mohammad. X library.1.8.2014].

**Excerpt A:** (Informal communicative event) Information inquiry via telephone with a bilingual friend - Jafar calls Othman to ask for help

1. Jafar Alsalam 'alikoum (peace be upon him)
2. Othman Walikoum alsalam, keefk? (Peace be upon him, how are you?)
3. Jafar Alhamdullahtamam I miss u (Praise be to God, good)
4. Othman Ana aktar, mn zaman ma sm'ana sotak! Weink mkhtfi (I do more, long time I have not heard your voice! Where have you been?)
5. Jafar Wallah ma fi waket youm nroh nshof **supervisor** (I swear that I do not have time to see my supervisor.)
6. Othman Leish? (Why?)
7. Jafar Ma b'atona ajazat (they have not given us a leave)
8. Othman Allah ykon b'aonk (May Allah help you)
9. Jafar Lsatk mdawm balmdrsea alibya? (Are you still working in Libyan school?)
10. Othman Ah, ween bdna nroh? (Yes, where shall I go?)

In this conversation where Arabic was the dominant language, it was observed that Jafar (Line 5) code switched to English when he mentioned “supervisor.”

**Excerpt B:** (Informal communicative event) Conversation with a bilingual friend at Kajang Specialist Hospital - Mohammed asked about Abdulla's health.

34. Mohammad Wallah mostshfa mrtbea (I swear that it is a good hospital)
35 Abdulla Hai ahsan nurse balgsem (she is the best nurse in the department
36 Mohammad she is cute [laugh]
37 Abdulla Nkhtblk ayaha (let us ask her for engaged)
38 Mohammad La wahdatkfi[smile] Mn ween bdna nsref 'alihen'? (No, one is enough, how can I arrange our financial with them?)
39 Abdulla Rbak byser (Allah helps)
40 Mohammad waln'aembAllah, 'andi meeting m'a supervisor bdi sa'a bdk ashi m'ai? (Thanks to Allah, I have a meeting with my supervisor. I need an hour; do you need anything?)
41 Abdulla seafood soup

It was observed that Mohammad in Line 40 switched from Arabic to English when he used the words “meeting” and “supervisor”.

The English words “supervisor” and “meeting” are widely used when referring to a supervisor and meeting by native Arabic speakers [Jafar.Skype.8.8.2014; Mohammad.Xlibrary.1.8.2014], thus, the use of these English words are considered to be spontaneous and unconscious.

The code switching observed in Excerpts A and B is in line with the findings of Pena et al. (2012), and Green et al. (2012). They argued that bilinguals code switched spontaneously when they cannot find, or when it is difficult to find, equivalent words or phrases, or when there are no readily available words or phrases in their mother tongue. At the end (E) of the interaction in Excerpt B code switching was employed because the participants (P) of the particular communicative events were familiar with the English words used. Thus, bridging the lexical gap via code switching is considered a strategy to enhance the effectiveness of communication.
5.1.2 Code Switching to Quote Someone Else

All five participants code switched when they quoted someone. Excerpts C and D illustrate how the Jordanian speakers used code switching for quoting purposes. When interviewed, Amer (Excerpt C) said "When I report speech I have to say the words as I heard” [Amer. Home. 27.7.2014], and Mohammad (Excerpt D) in an interview said that "sometimes I code switch when I quote someone"[Mohammad. X library.1.8.2014].

**Excerpt C:** (Informal communicative event) Problem sharing with a bilingual friend at home - Amer consults a friend about a problem.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>18</td>
<td>Amer</td>
<td>Ana 'andi alshrkat atnin wsb'aen, tl'a 'andi sta w'ashreen shreka fihen 'alagha been voluntary disclosure w corporate performance w arb'a warb'aen shreka ma fi 'alagha. Mashi? (I have 72 companies; 26 of them have relationships between voluntary disclosure and corporate performance and 44 companies have no relationship. Okay?)</td>
</tr>
<tr>
<td>19</td>
<td>Amer</td>
<td>Ah, b'aden? (Yes, then?)</td>
</tr>
<tr>
<td>20</td>
<td>Amer</td>
<td>Hla sho bhkili almoshref (Nowadays, my supervisor tells me) “we have to find justification for all 44 companies that have no relationship.”</td>
</tr>
<tr>
<td>21</td>
<td>Arkan</td>
<td>Ahkim'ao (Call him)</td>
</tr>
<tr>
<td>22</td>
<td>Amer</td>
<td>Tra klhom btlkhshom bwahdea y'ani moshrettshrah 'anhom (You can give a general justification. So, it is not compulsory to explain them) one by one.</td>
</tr>
<tr>
<td>25</td>
<td>Amer</td>
<td>Ah! (Yes!)</td>
</tr>
<tr>
<td>26</td>
<td>Arkan</td>
<td>Lazem thki m'a alardoni. (You have to ask the Jordanian guy.)</td>
</tr>
<tr>
<td>27</td>
<td>Amer</td>
<td>Nzel 'alardon (He went back to Jordan).</td>
</tr>
<tr>
<td>28</td>
<td>Arkan</td>
<td></td>
</tr>
</tbody>
</table>
Amer Bshtgel 'alamo'datani (His area of research is different)

Arkan Meen bshtgel bmodo'ak? (Who is in your research area?)

Amer Mohammad and Raed

Arkan Bdak nas expert hdol alshbab mo kteer (You need an expert, they are not expert enough to help you)

Amer Hkit lldktona' alaafsah jab shrkat glass kan alafsah fihom 'aliwagal Alshrekat afsah kant aldokhan. (I told the doctor that the high disclosure is in glass company and the low disclosure is in cigarette company)

Arkan Sho haka (What did he say?)

Amer Aja salni (He asked me) "what are the reasons behind your result?"

Arkan Sho wadhtlo? (What is your justification?)

Amer Hakitlo ano glass company ma 'andhom ashia saiea. y'ani rah ykon bad 'andom high disclosure (I told him that the glass company is not bad. So, it has a high disclosure.)

The end (E) of Excerpt C of the interaction was to consult a friend about his research problems that were highlighted by the supervisor. To ensure that Arkan understood what his problems were Amer quoted his supervisor on Lines 22 to 23 and 37. Thus, the code switching was for the purpose of quoting and it was done to maintain the originality of the speech or text as it was important to reinforce exactly what was said by the supervisor (Gal, 1979; Gumperz, 1982). In this excerpt, the speaker acted as the animators of the quote (Goodwin, 1990; Shin, 2010; Turnbull, 2007).
**Excerpt D:** (Informal communicative event) Friendly conversation with bilingual friends at Starbucks Cafe - catching up with a friend. Amer and Mohammad discuss Amer's life.

49 Mohammad  Ana bnshak tghir wtshoflk ghorfa 'alshan tdlo habaib.  
(I advise you to shift and find new room to keep your friendship with them (your housemates)).

50 Amer  Ma ana hakitlk mesh mlaghi shkli bdi aroh adwer bel (I told you that I haven't found a new room, I will go to check in) Sepakat One.

52 Mohammad  Serdang ahsanlk (Serdang is better).

53 Amer  Ana mesh mlaghi (I have not found any room there).

54 Mohammad  Shof 'ala Mudah btlaghi (You can check Mudah. You will find one).

55 Amer  Mlit ya rejal (I got bored).

56 Mohammad  Sahbi almalizy hkali (My Malaysian friend told me) “**I like to live with Arab guy**” asalak ayah? (If you like I will ask him?)

Excerpt C shows that Amer told Mohammad that he was having problems with his Jordanian housemates. Mohammad advises him to rent a new place. Mohammad, on Lines 56 to 57, code switched from Arabic to English when quoting his Malaysian friend. It can be argued that Mohammad was suggesting that Amer rent a place with his Malaysian friend who says that 'I like to live with Arab guy.' However, the quotation was used to encourage Amer to consider his suggestion, thus it was necessary to maintain the originality of the speech being quoted. Similar to Amer in Excerpt C, Mohammad only served as the animator of the quote.
5.1.3 Code Switching to Demonstrate Capability

Based on observations, the participants code switched from Arabic to English for the purpose of demonstrating their English language skills. This was confirmed during interviews with the researcher when they explained that they code switch “to show that they can speak English fluently” "[Ayman. Home. 26.7.2014; Jafar. Skype. 28.7.2014].

**Excerpt E:** (Informal communicative event) Information sharing via telephone with a bilingual friend at home such as when Ayman tells his friend, Maher that he passed his PhD viva.

1 Ayman Alsalam 'alikom (Peace be upon you).
2 Maher Walikom Alsalam (And peace be upon you).
3 Ayman Dret Ani khlset aldktora (You know; I have finished my PhD)
4 Maher Wallah! Jad? (Oh my god! Really?)
5 Ayman Eh wallah khlset (Yes, I swear that I have finished). ((in a jovial yet proud tone)) **You can call me doctor!**
6 Maher Reito alef mbrok ya ahla doctor! (Congratulations handsome doctor!)
7 Ayman 'Ala rasi wallah. (Appreciate it).
8 Maher Keef kant frhetak w keef ahlak? (How happy are you and how is your family?)
9 Ayman Wallah frha ma b'adha frha artiah mesh 'aadi! (It is fantastic and unbelievable!)

The end (E) of the interaction in Excerpt E revealed Ayman sharing with his friend, Maher, that he passed his PhD viva. The code switching on Line 5 took on a jovial yet proud tone. It can be argued that Ayman code switched to show his capability to speak English. With reference to the literature of Arabic-English code switching, English is associated with prestige, civilization (Bagui, 2014; Yusuff, 2008), and a high level of education. Many Jordanian speakers switch consciously to English to sound
more civilized and prestigious. Thus, Ayman's code switching to English can be viewed as an expression of success.

**Excerpt F:** (Informal communicative event) Information inquiry via telephone with bilingual friend i.e. Jafar calls Othman to ask for help

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jafar</td>
<td>Meen bdres 'andkom enjlizi? (Who is teaching English language at the school?)</td>
<td></td>
</tr>
<tr>
<td>Othman</td>
<td>Mohammad and Yaseein</td>
<td></td>
</tr>
<tr>
<td>Jafar</td>
<td>Ma bdhom wahed talet? (Does the school need one more?)</td>
<td></td>
</tr>
<tr>
<td>Othman</td>
<td>Elak? (For you?)</td>
<td></td>
</tr>
<tr>
<td>Jafar</td>
<td>Ah eza fi mjallano mesh ghader astmer hon lano sart mosthel twafeq bein drasa wlashghol (Yes, I cannot work at my existing place and study at the same time).</td>
<td></td>
</tr>
<tr>
<td>Othman</td>
<td>Khlini ashoflk! (Let me check!)</td>
<td></td>
</tr>
<tr>
<td>Jafar</td>
<td>((in a jovial yet proud tone)) <strong>As you know I am a good teacher.</strong></td>
<td></td>
</tr>
<tr>
<td>Othman</td>
<td>Aha, akeed! (Yes, sure!)</td>
<td></td>
</tr>
<tr>
<td>Jafar</td>
<td>Thank you my dear.</td>
<td></td>
</tr>
</tbody>
</table>

The end (E) of the interaction was to ask for help in getting a job as an English teacher at Othman's school. It can be argued that Jafar code switched (Line 21) to demonstrate his capability to speak English (Cerqua, 2000; Harmer, 2007). Cerqua (2000) in his study, found that the North American bilinguals who speak Spanish and English, code switch from Spanish to English when they need to demonstrate their capability of speaking more than one language in their classes. Similarly, bilingual Swedish speakers in Nalunga (2013) switched abruptly to English in their classrooms to show that they were able to speak English.
5.1.4 Code Switching to Exclude Someone out of the Conversation

The participants also code switched when they needed to exclude someone out of the conversation as demonstrated in Excerpts G, H and I. Amer (Excerpt G) in an interview mentioned that "I switch to exclude someone out of the conversation." [Amer. Home. 27.7.2014], and Ali (Excerpt G and H) said that "You know sometimes I feel embarrassed to say something in front of some people so I code switch to different language" [Ali.home.15.8.2014].

**Excerpt G:** (Formal communicative event) Information inquiry at Time Square Hotel
- Ali and Amer reserving a room

<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ali ((smiles)) Hello</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Receptionist Hello, Sir</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ali ((in a calm tone)) Do you have a room for two people?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Amer [I think wahadabtkfi! (One is enough!)]</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ali ((looks at Amer)) I don't think so ma btshaorbalraha (you will not feel comfortable)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Receptionist [Yes, sir. For how many nights?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ali For about three days.</td>
<td></td>
</tr>
</tbody>
</table>

The setting (S) for Excerpt G was a formal setting. The interaction was between Ali and the non-Arabic speaking receptionist and then the interaction was interjected by Amer (P) (Line 4). Amer interjected Ali in a code mix of English and Arabic. Ali responded to Amer in a mix of English and Arabic. As both Ali and Amer are bilingual, it seemed natural for them to code switch (Hung et. al, 2015; Nwobia & SharafEldin, 2014). The brief conversation between Amer and Ali in English and Arabic was a strategy to exclude the receptionist. The exclusions made via code switching towards
the non-Arabic receptionist was neither scripted nor was it orchestrated. The exclusion was positive in nature as the reason to exclude the receptionist was not done to hurt the receptionist's feelings or to ignore or ostracize the receptionist (Dabrowska, 2013; Hughes et al., 2006). In this case, code switching was used to exclude someone out of the conversation.

**Excerpt H:** (Formal communicative event) Formal meeting with lecturer at the university- Ali and Maher discuss the Master’s of English Language Studies program with a lecturer.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Lecturer</td>
<td>The certificate will be in English Language. It depends on your final project.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Wleed</td>
<td>I am worried if it will be in TESOL</td>
</tr>
<tr>
<td>16</td>
<td>Ali</td>
<td>((smiles)) Don't worry, all Jordanian students did their master in this faculty y'aniklomakhedshadtomnhaialkolia. (all of them got their certificated from this college)</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Lecturer</td>
<td>Yes yes I supervised more than ten Jordanian students.</td>
</tr>
<tr>
<td>19</td>
<td>Ali</td>
<td>Ma shaa Allah (God willed it), I was the last one</td>
</tr>
<tr>
<td>20</td>
<td>Lecturer</td>
<td>I have two more this semester</td>
</tr>
<tr>
<td>21</td>
<td>Wleed</td>
<td>((in joking tone)) Maybe I will be the third one! [zabedakbahkilo(if you like I can tell him)</td>
</tr>
<tr>
<td>22</td>
<td>Ali</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Wleed</td>
<td>B'aden (later)</td>
</tr>
<tr>
<td>24</td>
<td>Ali</td>
<td>Thank you dr.</td>
</tr>
</tbody>
</table>

The setting (S) of the interaction described in Excerpt H was a formal setting. The interaction was between Ali, Wleed, and Ali's ex-supervisor (a non-Arabic speaker) (P). Wleed expressed his concern on Line 15 to the lecturer. This concern was a genuine concern, especially for Jordanians as it is difficult for them to find work in Jordan if the degree awarded to them has the word 'TESOL' on it as there are already an
overwhelming number of TESOL graduates in Jordan. On Lines 16 and 17, Ali tried to assure Wleed that the Jordanians who studied at this particular faculty were awarded a Master’s degree in English Language and not TESOL. The lecturer confirmed Ali’s point on Line 18. On Line 21 Wleed jokingly said "Maybe I will be the third one!" Ali, who was excited about Wleed becoming one of his ex-supervisor's new supervisees, interjected on Line 22 in Arabic. This was an example of exclusion as the function of the interjection was to exclude the lecturer from the interaction between him (Ali) and Wleed. Similar to Excerpt G, the exclusion can be viewed in a positive light as it was not meant to ignore the lecturer but to promptly confirm or make a decision.

**Excerpt I:** (Formal communicative event) Conversation between Mohammad and the nurse at Kajang Specialist Hospital

21 Nurse Excuse me we would like to check his pressure and temperature
22 Mohammad Okay, how is Abdullah?
23 Nurse He is good
24 Mohammad When is he going to leave?
25 Nurse I am not sure you can ask the doctor
26 Mohammad ((looks at Abdullah)) Shklhaz’alat? (She got angry?)
27 Abdullah No, she is the best
28 Mohammad ((looks at the nurse)) Where can I see the doctor?
29 Nurse He is not around, after 11 he will come.
30 Mohammad Thank you, how is his temperature?
31 Nurse Normal
32 Mohammad Alhamdullah (Praise and thanks be to Allah)
33 Abdullah Thank you sister
The setting (S) of the interactions in Excerpt I was a formal setting. The interaction was between Mohammad and a non-Arabic speaking nurse. In Line 26, Mohammad looked at Abdullah (P) and switched from English to Arabic to ask him about the nurse "Sheikh'alat?" The exclusion can be viewed in a positive light as it was not meant to ignore the nurse but to confirm the nurse’s feelings.

5.1.5 Code Switching to Express Feelings

It was also found that code switching is used to express feelings in English. When interviewed, Ayman (Excerpt J) said that “Sometimes when I describe feelings like, love and hate, I describe them in English."[Ayman. Home. 26.7.2014]. Mohammad (Excerpt K) in an interview explained that, "I express myself, my feelings in English" [Mohammad. X library.1.8.2014].

Excerpt J: (Informal communicative event) Experience sharing at the university-
Ayman shared his PhD's viva experience with his friends.

5 Salem Keef kano examiners? (How were the examiners?)
6 Ayman Ma shaaAllah’alihom (Glory be to Allah); they were so kind!
7 Mohammad 'Ala sho aktr shi salok? (What did they concentrate on?)
8 Ayman Methodology w (and) result mtl anbhkili wahadmnhom (one of them asked me) “how did you choose your sample”?
9 Mohammad Shohakitlo? (What was your answer?)
10 Ayman “I chose them purposively; it depends on their criteria”.
11 Salem Shobtnsahnay’ani’alashonrkez? (What is your advice to us?)

Code-switching can be used by speakers to express feelings, such as happiness, excitement, anger, sadness, and feeling overwhelmed (Al-Khatib, 2003, SharafEldin,
The code switching shown on Line 6 was used when Ayman wanted to express happiness and relief.

**Excerpt K:** (Informal communicative event) conversation with a bilingual friend at the Kajang Specialist Hospital - Mohammed asks about Abdulla's health.

1. Mohammad: Alhamdullah 'alaslamtkwallah ma tshofshar (praise and thanks be to Allah that you are good)
2. Abdulla: Allah yslmk (thank you)
3. Mohammad: Wallah (I swear) **Shocked**! Lmahkoliano (when they told me)
   Dengue fever.
4. Abdulla: Rohet ma amot! (I was going to die)
5. Mohammad: Slamtk, khbretahlak (Have you told your parents?)
6. Abdulla: La ma b’arfo. Alyoumaja doctor whkali (No, they don't know. The doctor told me) you will leave tomorrow morning.
7. Mohammad: Momtaz w kefsarwd'ak (Great, how do you feel?)

The end (E) of the interaction of Excerpt K was to ask about Abdulla's health. The exclamation **'Shocked'** on Line 3 was uttered to express Mohammad’s overwhelming feelings upon hearing Abdulla's condition.

While there are studies that found EFL speakers were more inclined to express their feelings in their mother tongue rather than in English (Fotos, 1990). The results of this study were in line with the studies conducted by Warschauer, El-Said and Zohyr (2002) where bilingual Egyptian speakers code switched from Arabic to English to express their positive and negative feelings. In addition, this current study confirmed the results of studies conducted by Muthusamy (2010), Rios (2013), Maratab et al. (2015), Chowdhury (2013), Goldbarg (2009) and Ahlberg (2010) that revealed that bilingual speakers would code switch to English when they expressed their feelings. It is argued that feelings can be economically expressed in English rather than in their
mother tongues (Ahlberg, 2010; Chowdhury, 2013; Maratab et al., 2015; Muthusamy, 2010; Rios, 2013). In the case of Excerpts J and K, the expression in Arabic for “they are so kind!” and "I shocked!” would be longer than the English phrases.

5.1.6 Code Switching to Further Explain a Point

It was found that the participants code switched from English to Arabic and vice versa when they needed to further explain a point. Excerpts L and M illustrate how bilingual Jordanian speakers code switched to clarify a point. When interviewed, Ali (Excerpt L) said that "when I say a term in Arabic or English I clarify it in different language. "and in an interview with Jafar (Excerpt M) he said that “sometimes I code switch when I want to emphasize about something or I want to clarify more about anything." [Jafar.Skype.8.8.2014].

Excerpt L: (Formal communicative event) Interview with Jafar (a bilingual Jordanian researcher) - Ali’s responses to Jafar's questions

537  Jafar    Ok what makes you apprehensive in BM class in general?
538  Ali      In general, two times weekly makes me frustrated la2no ma fi
539      waqet rah tkon apprehensive akeed (because there is not enough time for practice, you will be apprehensive for sure)
540  Jafar    Don’t you feel that communicating makes you feel apprehensive because you don’t have enough vocabulary?
541  Ali      Yea sure (.) if I have enough vocabulary I feel better as much as you have
542  Ali      Vocabulary (.) you feel less apprehensive inverse proportion if you have much vocabulary you feel less apprehensive
543  Jafar    Yea if you have less vocabulary you feel more anxious and if you have
The end (E) of the interview was to collect data for Jafar's research. Jafar asked Ali a series of questions and then Ali responded and clarified his answers. It was observed that Ali, on Line 538 to 539 code switched from English to Arabic to explain and clarify his point. This is in line with Alenezi's (2010) argument that Arab students at a Kuwait University code switched from English to Arabic to further explain their points.

**Excerpt M:** (Formal communicative event) Interview with bilingual Jordanian speakers - Jafar collects data for his research.

<table>
<thead>
<tr>
<th>Jafar</th>
<th>How you feel if you don’t understand what the teacher is correcting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohammad</td>
<td>No problem</td>
</tr>
<tr>
<td>Jafar</td>
<td>Will you feel frustrated <em>y'anilmats'aorbalahbat</em> (that means when you feel frustrated) if you don’t understand what is the teacher is saying in BM? Mohammad</td>
</tr>
<tr>
<td>Mohammad</td>
<td>Actually no, because I told you before I realized that they judge us as Beginners <em>y'ani mo fahmin shi</em> (that means we are struggling to understand) ok? So for me as a teacher when I deal with someone who Consider as a beginner, so I’ll know that he will not feel any frustrated. So for me at that time I have enough level of confident to deal with my teacher or classmates</td>
</tr>
<tr>
<td>Jafar</td>
<td>Thank you. What about you?</td>
</tr>
<tr>
<td>Amer</td>
<td>I think it’s not a problem because at that time it’s natural to misunderstand, to not understand what the teacher is saying, we have to ask our classmates if didn’t get the answer we have to ask the teacher</td>
</tr>
</tbody>
</table>
The end (E) of the interview was to collect data for Jafar's research. Thus, the interview questions need to be understood. It was observed that Jafar on Line 170 code switched from English to Arabic to further explain his question. Sometimes speakers switch from one language to other when they do not want to create confusion and misunderstanding for listeners so they code switch from one language to the other to clarify their message immediately (Alenezi, A. 2010; Baker, C. 2006; Maratab A. et al. 2015; Reyes, I. 2004; Tabaku, E. 2014). This is a strategy that bilinguals naturally resort to avoid ambiguity during an interaction.

5.1.7 Code Switching to Change Topics

The participants also code switched when they change topic during the course of a conversation. Excerpt N and O demonstrate how the bilingual Jordanian speakers code switched to change the topic of conversation. When interviewed, Ayman (Excerpt N) said that “I code switch when I go through different topics". [Ayman.Home.26.7.2014], and Mohammad (Excerpt O) in an interview explained that "when I change the topic I code switch." [Mohammad. X library. 1.8.2014].

**Excerpt N**: (Informal communicative event) Information sharing via telephone with a bilingual friend at home such as when Ayman tells his friend, Maher that he passed his PhD viva.

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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Maher</td>
<td>Keef Kant frhetak w keef ahlak? (How happy are you and how is your family?)</td>
</tr>
<tr>
<td>9</td>
<td>Ayman</td>
<td>Wallah frha ma b'adha frha artih mesh 'aadi (It is fantastic and unbelievable!)</td>
</tr>
</tbody>
</table>
Ayman, on lines 19 and 21, quickly switched from Arabic to English to change the topic of conversation. This code switch served as a signal to move from the previous topic to the next topic of conversation (Abdul-Zahra, 2010; Reyes, 2004; Shin & Milroy, 2000).

**Excerpt O**: (Informal communicative event) Information sharing with bilingual speakers in a bus - Mohammad invites Mohammad and Rami to hang out with him the next day.

27 Mohammad ......Rami(.)If you are free tomorrow, we can go out somewhere with my friends.
28 Rami Who are they?
30 Mohammad Abdullah, Mohammad and one Chinese guy. Maybe you haven't met
This interaction was more of an information sharing session between bilingual friends that occurred in a Rapid bus (S) between Mohammad and two bilingual speakers. Mohammad asked Rami if he is free to go out tomorrow with him and his friends. Then, Rami explained that he has a lot of work to do. It was observed that Mohammad, on Line 40, code switched from English to Arabic to change the topic so as to get his friend’s attention. Here code switching was a strategy to direct the bilingual speakers to talk about something else (Al-Hourani and Zainal Ariff, 2013).

5.1.8 Code Switching to Maintain Technical and Religious Terms and Expressions

Many bilingual Jordanian speakers code switch to maintain technical and Islamic expressions and terms.

<table>
<thead>
<tr>
<th>Line</th>
<th>Participant</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Rami</td>
<td>Okay, I’ll try to come</td>
</tr>
<tr>
<td>33</td>
<td>Mohammad</td>
<td>I think at 7 evening.</td>
</tr>
<tr>
<td>34</td>
<td>Mohammad</td>
<td>((looks at Wisam)) You join us if u like?</td>
</tr>
<tr>
<td>35</td>
<td>Wisam</td>
<td>I hope so [</td>
</tr>
<tr>
<td>36</td>
<td>Rami</td>
<td>] I have a lot of works to do assignments and quiz with my courses</td>
</tr>
<tr>
<td>37</td>
<td>Mohammad</td>
<td>Take it easy!</td>
</tr>
<tr>
<td>38</td>
<td>Wisam</td>
<td>He got the best mark last exam</td>
</tr>
<tr>
<td>39</td>
<td>Rami</td>
<td>Math is too easy.</td>
</tr>
<tr>
<td>40</td>
<td>Mohammad</td>
<td>Ansa almodo’a (Forget this matter) have you seen Messi last match?</td>
</tr>
<tr>
<td>41</td>
<td>Wisam</td>
<td>Brilliant!</td>
</tr>
<tr>
<td>42</td>
<td>Rami</td>
<td>Unbelievable!</td>
</tr>
</tbody>
</table>
5.1.8.1 English technical terms

Excerpts P and Q show how bilingual Jordanian speakers code switched to certain scientific and Islamic terms and expressions. When the researcher interviewed Amer (Excerpt P) he explained "I code switch to English with scientific terms. Also I code switch to Arabic when I say Islamic words." [Amer. Home. 27.7.2014], and Ayman (Excerpt Q) said "I switch with technical and Islamic terms because I used to switch to English with technical terms and switch to Arabic with Islamic words to prove my religion." [Ayman.Home.26.7.2014].

Excerpt P: (Informal communicative event) Problem sharing with a bilingual friend at home -Amer shared his research problems with Arkan.

6 Arkan Sho hia moshkltk? (What is your problem?)
7 Amer Astkhdmet shi asmo casualty test whada l casulaty test b'atek
8 'alagha variable w variable bas ma b'atik significant negative
   wla positive. (I have used causality test that gives the relationship between two variables but it doesn't show the positive or negative significance)
9 Arkan Ma bbinesh negative wla positive(It does not show the significance of the relationship)
10 Amer Ah bas boghlak ano had variables wal variables fi 'alagha bas
     ma bbein Anha positive wla negative y'ni bghder agho lano
11 positive kol ma artf' wahad brtfe'a aw bgholanha positive kol
     ma artf'a had bnghos (it just shows the relationship between the variables but it doesn't show the type of the relationship)
12 Arkan Okay

The end (E) of the interaction was to consult a friend about a research problem. When explaining his research problem to Arkan, Amer on Lines 7,8,10, and11,
switched from Arabic to English when he used the words 'causality test', 'variables', 'negative,' and 'positive'. Amer and Arkan (P) have similar educational backgrounds and thus, they are familiar with the common terms used when conducting a quantitative study. In order to explain his problem clearly, the English terms were maintained in an Arabic dominant conversation (Ariffin & Husin 2011; Reem, 2003).

**Excerpt Q**: (Informal communicative event) Experience sharing at a university-Ayman shares his PhD's viva experience with his friends.

5 Salem Keef kano examiners? (How were the examiners?)
6 Ayman Ma shaa Allah 'alihom (Allah willed them), they were so kind!
7 Mohammad 'Ala sho aktr shi salok? (What did they concentrate on?)
8 Ayman **Methodology w result** mtlan bhkili wahad mnhom (one of them asked me) “how did you choose your sample?”
9 Mohammad Sho hakitlo? (What was your answer?)
10 Ayman “I chose them purposively it depends on their criteria.”
11 Salem Sho btsahna y'ani 'ala sho nrkez? (What is your advice to us?)
12 Ayman The most important thing is the theory.
13 Salem Had hewa ele mo fahmo theory ((smiles)) (I don't even understand the theory I use in my research.))
14 Ayman Enshallah btmshi alamor (If Allah wills, all will go well)
15 Salem Keefkan doctor Hussain m'ak? (How was Dr.Hussain with you?)
16 Ayman Hewa alwhed ale a'atani **major** whdlak a'3toni **minor** wrakz 'ala **literature review, dal ysal 'an gap w theory** (He is the only one who gave me major correction and the rest gave me minor and his was concerned about the literature review and he kept asking about the theory and the gap)
Ayman, Salem, and Mohammad (P) not only share a similar mother tongue, but they also PhD students. At the time this conversation took place, Ayman had just completed his Viva while Ayman and Salem were still studying. Ayman on Lines 8, 17 and 18 (Excerpt Q) switched from Arabic to English language to maintain the English terms that were familiar to both Salem and Mohammad. This is in line with the findings in a study conducted by Reem (2003) where she stated that bilingual adult speakers with similar mother tongues and educational backgrounds, switch to English to maintain scientific and technological terms. For instance, Arabic bilingual adult speakers in her study code switched to English during Arabic conversations when discussing certain aspects of their research.

5.1.8.2 Islamic expressions in Arabic to demonstrate faith

Excerpts R shows how bilingual Jordanian speakers code switched to maintain Islamic terms and expressions. When the researcher interviewed Mohammad (Excerpt R) he stated that "I switch to Arabic when I say Islamic words such as InshAllah, Alsalam Alikom and Alhamdullah because I am Muslim."[Mohammad. X library. 1.8.2014]. Amer (Excerpt S) explained that “I code switch to English for scientific terms. Also I code switch to Arabic when I say Islamic words." [Amer. Home. 27.7.2014].

Excerpt R: (Formal communicative event) Interview with Jafar (a bilingual Jordanian researcher) - Mohammad's responses to Jafar's questions

305 Jafar (.) are you worried about failing the Exam Muhammad? And
306 how
The aim of the excerpt was to collect data for Jafar's research (E) thus the interview was conducted for research purposes. Jafar switched from English to Arabic to maintain Islamic expressions to demonstrate his faith (Reem, 2003; ZainalAriff, 2012). Reem (2003) argued that adult Arabic speakers tend to code switch from English to Arabic when using some Islamic expressions such as InshaAllah and Alhamdullah, which are commonly used by Muslims. Zainal Ariff (2012) who conducted an ethnographic discourse analysis on the spoken discourse of daees/propagators of Islam found that the daees/propagators of Islam code switched from English to Arabic when using common Islamic expressions such as Alhamdulillah and InshaAllah to demonstrate faith in Allah.
Excerpt S: Information inquiry at Post Graduate Center, Amer asks about the result of his appeal to stay in Malaysia for another three months

3 Amer ((in anxious tone)) What happened with my case?
4 Mustafa Which case?
5 Amer Overstay
6 Mustafa It's under process
7 Amer ((in anxious tone)) I have a big problem, the immigration unit told me that I have to leave Malaysia within fourteen days
8 Mustafa We are waiting for their response to the appeal letter.
9 Amer I am worried if it will be rejected, then what shall I do?
10 Mustafa ((smiles)) Pray to be accepted
11 Amer I need just three months I will leave Malaysia forever.
12 Mustafa How come?
13 Amer I am going to finish my study within 3 months InshAllah (If Allah wills)
14 Mustafa I see
15 Amer If I go to the vice president can he do anything for me?
16 Mustafa No, you have to follow the procedures.
17 Amer (( in a frustrated tone)) Allah Akbar 'alikom(Allah is the greatest)

The participants (P) of the interaction were Muslims. Amer asked Mustafa (the officer at the centre) about his overstay case. Mustafa responded by saying that it was still being processed. Amer in a nervous tone, informed Mustafa that he was told by the Immigration Unit to leave Malaysia within fourteen days but he does not want to leave because he wants to be in Malaysia until he finishes his viva. Amer on Lines 14 and 18 code switched from English to Arabic to demonstrate his hope and faith in Allah. To express hope and faith in Allah, it is common for Muslims to utter common phrases that
are found in the Quran in their daily conversations (Zainal Ariff, 2012). These expressions reflect the dependence of Muslims on Allah and they reference Allah many circumstances (Zainal Ariff, 2012).

5.2 PATTERNS OF CODE SWITCHING USED IN THE INTERACTIONS

The third research question of the study was 'What are the patterns of code switching used by the bilingual Jordanian speakers?'

The objective of this question was to investigate the patterns of code switching that occurred in their interactions. The researcher adopted the two patterns of code switching proposed by Myers-Scotton (1993b) for the purpose of this investigation (Section 2.3).

It was found that the two patterns of code-switching were used by all five bilingual Jordanian speakers in their interactions. The analysis showed 288 instances of code switching including intra-sentential and inter-sentential switches. An analysis of the transcript of the interaction collected showed that intra-sentential code switching was used more frequently (66%) than inter-sentential code switching (34%) (See Table 5.1 below). These results were consistent with the argument that intra-sentential code switching requires an adult to be proficient in both languages (Hamming, 2000; Kenya, 2013; Lipski, 2014; Poplack, 1980; Romaine 1995). Thus, the participants in this study were proficient in both languages as they used intra-sentential code switching more than inter-sentential code switching during their interactions.
Table 5.1: Percentage of occurrences of patterns of code switching

<table>
<thead>
<tr>
<th>Patterns of code switching</th>
<th>The number of occurrences</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra-sentential code switching</td>
<td>190</td>
<td>66%</td>
</tr>
<tr>
<td>Inter-sentential code switching</td>
<td>98</td>
<td>34%</td>
</tr>
<tr>
<td>Total number of code switching found in the data</td>
<td>288</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: The results were obtained using SPSS statistical package (19)

Analysis also revealed that a particular pattern of code switching does not indicate its function. Intra-sentential and inter-sentential code switching are used for various functions (see Section 5.1 and 5.2.1 and 5.2.2). Examples of intra-sentential and inter-sentential code switching during the observation time in this study are demonstrated in 5.2.1. and 5.2.2.

5.2.1 Intra-Sentential Code Switching

Excerpt 1 was taken from the information inquiry conversation at the Time Square Hotel between Ali, Amer, and the receptionist who was a non-Arabic speaker. Intra-sentential code switching occurred on Line 4 and 5. Amer and Ali code switched from English to Arabic to exclude the receptionist from the conversation.

Excerpt 1

1   Ali  ((smiles)) Hello
2   Receptionist Hello, Sir
3   Ali   ((in a calm tone)) Do you have a room for two people? [ 
4   Amer   [I think wahada btkfi (one is enough) 
5   Ali   ((looks at Amer)) I don't think so ma btshaor balraha (you will not feel comfortable) [ 

Receptionist: [Yes, sir. For how many nights?]

Ali: For about three days.

The next excerpt (Excerpt 2) was taken from a formal interview. Intra-sentential switching occurred on Line 37. Ayman code switched from English to Arabic to explain a point.

**Excerpt 2**

<table>
<thead>
<tr>
<th>Line</th>
<th>Speaker</th>
<th>Utterance</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Ayman</td>
<td>Actually I was afraid of making some mistakes in BM, maybe because of lack of vocabulary, because I could read but I ((smiles)) I couldn’t know what I read.</td>
</tr>
<tr>
<td>36</td>
<td>Jafar</td>
<td>Means you couldn’t understand what you read?</td>
</tr>
<tr>
<td>37</td>
<td>Ayman</td>
<td>Yes, I couldn’t understand what I read lanha kant (because it was) new</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Language wma b'arafha (And I do not have any idea about it).</td>
</tr>
</tbody>
</table>

**5.2.2 Inter-Sentential Code Switching**

Excerpt 3 was taken from formal conversation between Ali, Wleed, and Ali’s ex-lecturer/supervisor, who was a non-Arabic speaker. The excerpt shows how inter-sentential switching is employed between turns when Ali switched from English to Arabic language to exclude the lecturer from the conversation. The inter-sentential switching occurred at sentence boundary as shown on Line 22.
Excerpt 3

13 Lecturer The certificate will be in English Language. It depends on your final project.
15 Wleed I am worried if it will be in TESOL
16 Ali ((smiles)) Don't worry, all Jordanian students did their master in this faculty y'ani klo makhed shadto mn hai alkolia. (all of them got their certificated from this college)
18 Lecturer Yes yes I supervised more than ten Jordanian students.
19 Ali Ma shaa Allah (Glory be to Allah); I was the last one
20 Lecturer I have two more this semester
21 Wleed ((in joking tone)) Maybe I will be the third one!
22 Ali Aza bedak bahkilo (if you like I can tell him)
23 Wleed B'aden (later)
24 Ali Thank you dr.

The next excerpt (Excerpt 4) was taken from an informal telephone conversation between Jafar and Othman. The main purpose of calling Othman was to ask for help to find a job as an English teacher, thus Jafar code switched from Arabic to English. This event included an inter-sentential switch where Jafar switched from Arabic to English language at the sentence boundary on Line 31. Jafar switched from Arabic to English to further explain a point.

Excerpt 4

26 Othman Anta ai semester? (Which semester are you?)
27 Jafar Fifth semester
28 Othman Wb'adak mesh 'amel defense? (Have you done your defence?)
29 Jafar Not yet
30 Othman Walllah kteer (Swearing that it is a long time)
31 Jafar It means I missed my turn because of my job.
Othman Khlini ashoflk alwd'a wardlk khbar (Let me check, then I will contact you).

5.3 COMMUNICATIVE EVENTS AND PATTERNS OF CODE SWITCHING

The fourth research question in this study was 'Does the communicative events and patterns of code switching influence each other?'

Further analysis was conducted to find out if there was a relationship between the communicative events and the patterns of code switching. While it was found that Jordanian speakers, in general, performed more intra-sentential code switching (66%) rather than inter-sentential (34%) as illustrated in Table 1, further analysis showed that the inter-sentential and intra-sentential patterns of code switching were not influenced by the communicative events as shown in Table 2 below. As reflected in Table 2, there was no correlation between the communicative events and the patterns of code switching as they were not statistically significant ($r = -1.00$, $n = 288$, $p < .05$).

Table 5.2: The correlation between the communicative events and the patterns of code switching

<table>
<thead>
<tr>
<th></th>
<th>What are the patterns of CS?</th>
<th>What are the communicative events in which Jordanian code switch?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the patterns of CS?</td>
<td>Pearson Correlation: 1</td>
<td>Pearson Correlation: -.1000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed): .089</td>
<td>N: 288</td>
</tr>
<tr>
<td></td>
<td></td>
<td>288</td>
</tr>
<tr>
<td>What are the communicative events in which Jordanian code switch?</td>
<td>Pearson Correlation: -.1000</td>
<td>N: 288</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed): .089</td>
<td>288</td>
</tr>
</tbody>
</table>
5.4 SUMMARY

In a bilingual community, people often switch from one language to another in their conversations. A number of code-switching researchers (Abdul-Zahra, 2010; Abu Mathkour, 2004; Li & Milroy, 1995; Shin & Milroy, 2000) argue that code switching is used as an additional resource to achieve particular interactional goals with other speakers. Nilep (2006) and Zainal Ariff (2012) argued that code-switching in multilingual and bilingual societies has emerged as a communicative strategy used by multilingual or even bilingual speakers whenever these speakers face various needs. In this study, the five bilingual Jordanian speakers code switched from English to Arabic and Arabic to English for different communicative functions with reference to the wider context of code switching (the communicative events) such as to bridge a lexical gap, to quote someone, to demonstrate capability, to exclude someone from a conversation, to express feelings, to further explain a point, to change topics, and to maintain technical and religious terms and expressions. It can be argued that the functions of code switching, in the case of this study, depended on the details of the communicative events, especially the participants (P) and the end (E) of the communicative event. The Jordanian bilingual speakers' code switching (for the purpose of bridging the lexical gap, quoting someone's speech, demonstrating capability, excluding someone out of the conversation, expressing feelings, further explaining a point, changing a topic and maintaining the technical/religious terms/expressions) depended on who was involved in the interaction (the participant (P)) and the purpose of the interaction (the end (E)).

The results of this study showed that intra-sentential code switching was used more frequently (66%) than inter-sentential code switching (34%). These results were
consistent with the studies that found bilinguals who were competent in both languages, tend use more intra-sentential code switching rather than they do inter-sentential code switching in their interactions (Hammink, 2000; Kenya, 2013; Lipski, 2014; Poplack, 1980; Romaine 1995). Further analysis also revealed that there was no relationship between the patterns and function of code switching. It was also found that there was no relationship between the communicative events (context of interactions) and the patterns of English-Arabic and Arabic-English code switching. In other words, the context of the interaction did not influence the patterns of code switching and vice versa.
CHAPTER VI

CONCLUSION AND IMPLICATIONS

6.0 INTRODUCTION

The purpose of this study was to investigate the use of code switching by bilingual Jordanian speakers in their daily oral interactions including both formal and informal communicative events, from a sociolinguistic perspective. This study was conducted to identify the contexts (communicative events) in which Arabic-English code switching occurred, to investigate and understand the functions of Arabic-English code switching among bilingual Jordanian speakers in Selangor, Malaysia from a sociolinguistic perspective, to investigate the patterns of code switching and to investigate if the communicative events and the patterns of code switching influence each other. Five bilingual Jordanian speakers who were studying and living in Selangor, Malaysia were chosen. The researcher observed the participants over a period of six months in different communicative events. The researcher also interviewed the participants after observing them for triangulation purposes.

This chapter consists of a summary and discussion of the major findings, implications, limitations of the study and suggestions for further research. It ends with a summary of the chapter.

The research questions guiding this study were as follows:

1. What are the communicative events in which the Jordanian bilingual speakers code switch?
2. How are the sociolinguistic functions of the code switching used by the bilingual Jordanian speakers?

3. What are the patterns of code switching used by the bilingual Jordanian speakers?

4. Do the communicative events and patterns of code-switching influence each other?

6.1 SUMMARY AND DISCUSSION OF MAJOR FINDINGS

6.1.1 The Communicative Events in Which English-Arabic/Arabic-English Code Switching were Clearly Noticeable

Results showed that Jordanian bilingual speakers code switched in different formal and informal communicative event including formal information inquiries, research interviews, and formal meetings between bilingual friends as well as informal discussions, friendly conversations, problem sharing, suggestion giving, information and experience sharing, friendly telephone conversations and informal information inquiries between bilingual friends.

This study was one of the very few studies that examined code-switching phenomenon in different formal and formal communicative events experienced by bilingual speakers in their daily interactions. The researcher employed Hymes’ SPEAKING grid as a tool to identify, describe and analyse the communicative events in which Jordanian bilingual speakers code switched. This in turn, broadened the scope of exploration for code switching since several code switching occurrences were spotted and analysed in different formal and informal communicative events. Other studies (e.g. Alshehab, 2014; Mustafa, 2011; Alkhresheh, 2015; Alkhatib, 1994) investigated the phenomenon of code switching in pre-identified single communicative
events that in turn, limited the exploration of the phenomenon under discussion due to limited amount of data collected from these single communicative events. For example, Mustafa (2011) examined the phenomenon of SMS code-switching among Jordanian teenagers to investigate the phrases most frequently used when teenagers code-switched SMS and the reasons behind switching either to English or Arabic while texting. Alshehab (2014) examined the universal English Code Switches (CSs) used by translation students at Jadara University (JU) in Jordan with to analyse the types and functions of CSs employed by students at the same university.

6.1.2 The Functions of English-Arabic and Arabic-English Code Switching

Jordanian bilingual speakers code switched from English-Arabic and Arabic-English for various sociolinguistic functions such as to bridge a lexical gap, to quote someone, to demonstrate capability, to exclude someone out of the conversation, to express feelings, to further explain a point, to change topics, and to maintain technical and religious terms and expressions.

Jordanian bilingual speakers code switched to bridge lexical gaps. This is in line with the findings from studies conducted by Pena et. al (2012) and Green et. al (2012) who argued that bilinguals code switched spontaneously when they cannot find, or when it is difficult to find equivalent words or phrases, or when there are no readily available words or phrases in their mother tongue. Moreover, Jordanian bilingual speakers code switched to quote someone else as shown in the data analysis section (see Section 5.1.2 for further explanation). Jordanian bilingual speakers also code switched to demonstrate capability. That is, participants would code switch from Arabic to English for the purpose of demonstrating their English language skills. This is in line
with Cerqua (2000) and Harmer (2007). Cerqua (2000) in his study found that the North American bilinguals who spoke Spanish and English code switched from Spanish to English when they needed to demonstrate their ability to speak more than one language in their classes (i.e. studying abroad in Mexico). Similarly, bilingual Swedish speakers in Nalunga (2013) switched abruptly to English in their classrooms to show that they could speak English.

Jordanian bilingual speakers also code switched to exclude someone out of the conversation. The exclusion is seen as positive in nature as the reason to exclude was not for the purpose of hurting the receptionist's feelings or to ignore or ostracize her. In this case the code switching was done to promptly confirm or make a decision. Jordanian bilingual speakers also code switched to express their feelings in English. This is in line with Al-Khatib (2003) who argued that Jordanian speakers code switched to express certain feelings such as happiness, excitement, anger, sadness, and overwhelming emotion. Other studies found that EFL speakers were more inclined to express their feelings in their mother tongue rather than in English (Fotos, 1990). This study agreed with the results of a study by Warschauer, El-Said and Zohyr (2002). In their study, bilingual Egyptian speakers code switched from Arabic to English to express their positive and negative feelings. In addition, the current study was also in line with studies conducted by Muthusamy (2010), Rios (2013), Maratab et al. (2015), Chowdhury (2013), Goldbarg (2009) and Ahlberg (2010) that revealed that bilingual speakers would code switch to English when they expressed their feelings. One explanation is that the speakers felt that their feelings were more economically expressed in English than in their mother tongues (Ahlberg, 2010; Chowdhury, 2013; Maratab et al., 2015; Muthusamy, 2010; Rios, 2013).
Jordanian bilingual speakers code switched to explain a point. This is in line with many researchers (Alenezi, A. 2010; Baker, C. 2006; Maratab A. et al. 2015; Reyes, I. 2004; Tabaku, E. 2014) who found that bilingual speakers employed code switching to avoid ambiguity during their interactions. Also, Jordanian bilingual speakers code switched to change topics. This is in line with other scholars who found that code switching in conversation serves as a signal to move to the topic of conversation (e.g. Abdul-Zahra, 2010; Reyes, 2004; Shin & Milroy, 2000). Finally, Jordanian bilingual speakers code switched to maintain technical and religious terms and expressions.

6.1.3 The patterns of English-Arabic and Arabic-English code switching

The study referred to Myers-Scotton (1993) classification of patterns for inter and intra-sentential code switching. In this study the analysis of the data revealed that 288 instances of intra-sentential and inter-sentential switching. Further analysis showed that intra-sentential code switching was used more frequent (66%) than inter-sentential code switching (34%). The results were consistent with the argument that intra-sentential code switching requires an adult to be proficient in both languages (Hammink, 2000; Kenya, 2013; Lipski, 2014; Poplack, 1980; Romaine 1995), which applied to the participants of this study as they were all bilingual Jordanian adults who were proficient in Arabic and English. Thus, with reference to the participants of the study, it was expected that they would use intra-sentential code switching more than inter-sentential code switching in their interactions.
6.1.4 The Relationship between the Communicative Events, and the Patterns of English-Arabic and Arabic-English Code Switching

This research question was an extended exploration of the first and third research questions asked in this study. It investigated the relationship between the communicative events in which Jordanian bilingual speakers code switched and the patterns of code switching generated by their interactions. As far as the researcher is aware, none of the studies found in the literature examines the relationship between the communicative events and the patterns of code switching. This examination was necessary since this study examined the code-switching strategies of Jordanian bilingual speakers from a sociolinguistic perspective.

The researcher used a Pearson correlation coefficient measurement test to determine if there was a positive or negative correlation between the two variables of the communicative event and the patterns of code switching. The results showed that there was no correlation between the communicative events and the patterns of code switching as they were not statistically significant ($r = -1.00, n = 288, p < .05$).

6.2 IMPLICATIONS OF THE RESEARCH

Some researchers argue that code switching occurs because the speaker is not sufficiently proficient in either language (e.g. Martin-Jones & Romaine, 1986). However, different scholars argued that code switching plays an important role in bilingualism and it is not a random, stigmatized phenomenon (e.g. MacSwan, 2000; ZainalAriff, 2012). MacSwan (2000) argued that code switching can be regarded as a prestigious display of linguistic talent in many cultures. The findings from this study support the argument that code switching is not a sign of inadequacy on the part of a speaker. Rather it is an ability and important discourse strategy. That is
Jordanian bilingual speakers employed code switching in their daily conversation as a valuable strategy to achieve certain communicative goals. This in turn illustrates that code switching is far from being a language deficit as argued by many researchers (e.g. Martin-Jones & Romaine, 1986).

Several studies including our study referred to Gumperz’s (1982) theory of code switching in order to identify and understand the functions of code switching in different communicative events. This study further validated the appropriateness of Gumperz’s (1982) list of code switching functions for researchers interested in identifying and understanding the functions of code switching in different languages and in different communicative events.

Previous studies that pre-identified communicative events are limited. This study widened the scope of communicative events. Thus, the finding helped further define and understand the existing functions of code switching. Some of the functions in this study were similar to those found in pre-identified communicative events indicating that similar functions of code switching can be found in various communicative events.

This study was conducted in Malaysia where English is a second language. A few previous studies have been conducted in contexts where English is the foreign language i.e. Jordan. The results of this study revealed that code switching functions in similar ways in both contexts although additional functions were found in environments where English is the second language.

Being in a country where English is spoken as a second language provided the Jordanian participants with additional practice and the proper context to enhance their second language acquisition (SLA) processes through the use of code switching strategies. Many researchers have argued that code-switching enhances the second
language acquisition (SLA) process and verbal language development due to the extensive switching from a mother language to a target language (e.g. Svendson, 2014; Macaro, 2005; Ahmad, 2009). For example, Svendson (2014) examined the phenomenon of code switching among Swedish pupils in English language classrooms to determine if code switching supported verbal language development among those pupils. The results from this study showed that learners who were not proficient benefited from first language usage through code switching as it eventually helped them develop their spoken English language skill by the end of the course.

The findings further supported the claim that the Jordanian bilingual speakers were proficient in both Arabic and English because they used intra-sentential code switching more than inter-sentential code switching. The findings of this study validated the argument that bilingual speakers who are fluent in both languages prefer to use intra-sentential code switching rather than inter-sentential code switching (Van Dulm, 2007).

The study also found that there was no relationship between the communicative events and the patterns of code switching. Inter-sentential and intra-sentential switching occurred regardless of the specific communicative event. Thus, the study supported the view that communicative events do not determine the patterns of code switching and vice versa.

Previous studies that investigated the use of code switching from a sociolinguistic perspective did not refer to any particular grid when collecting and analysing their observation data. This study had utilized Hymes’ (1978) SPEAKING grid, which is a useful and helpful tool for conducting a more systematic approach to identifying and describing the context of code switching and assist in identifying the function of code switching with reference to context. In other words, utilizing Hymes’
(1978) SPEAKING grid to identify and describe the context of code switching was valuable for developing code-switching studies from the sociolinguistic perspective.

This study had examined the phenomenon of code switching among Jordanian bilingual speakers from sociolinguistic perspectives since more studies were needed to gain a clearly defined sociolinguistic explanation of code switching (Alenezi, 2010; Alrowais, 2012). Jordanian bilingual speakers in the context of this research employed code switching in different formal and informal communicative events to serve several sociolinguistic functions such as bridging lexical gaps, to quoting someone, explaining a point, and excluding someone from a conversation (See Chapter 5 for a list of code switching functions). Jordanian bilingual speakers code switched from Arabic-English or English-Arabic in different communicative events to express their social needs, cultural norms, and expectations through language. Most of the studies conducted on the phenomenon of code switching examined pre-identified communicative events such as telephone conversations, mobile text messages, and interviews (e.g. Abu Mathkour, 2004; Sabbah and Al-Khatib, 2008; Btoosh and Taweel, 2012).

This study widened the scope of communicative events and employed Hymes’ SPEAKING grid in order to identify, describe, and analyse the communicative events in which Jordanian bilingual speakers code switched. The researcher made use of Hymes’ (1972) SPEAKING grid as a tool for describing the physical circumstance in which communicative events took place (setting), the addressor and addressee of this communicative event (participants), the purpose of the communicative events (ends), the form and order of the communicative events (act), the overall tone, manner, or spirit of the communicative event (key), the form and styles of the speech (instrument), the rules that guided the communicative events (norms), and the kind of conversation associated with the communicative events (genre). The results of this study showed that
Jordanian bilingual speakers code switched in different formal and informal communicative events including a formal information inquiry, research interview, and meeting between bilingual speakers as well as informal discussions and friendly conversations between bilingual friends (refer to Chapter 4 for a description of the communicative events). Using the grid in this study was successful as it made the collection of ethnographic data and the qualitative analysis of data more systematic.

While most studies that investigated the code switching used by Jordanian bilingual speakers were conducted in contexts where English is the first language, such as the United States (e.g. Elsaadaby, 2013), very few studies have investigated the phenomenon of code switching in a country where English is a second language, such as Malaysia (e.g. Jdetawy, 2011). It is hope that the findings from this study shed light on the phenomenon of code switching in contexts where English is a second language.

6.3 LIMITATIONS OF THE CURRENT STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

This research acknowledged several limitations. Firstly, since this study employed a qualitative research design, generalizing the findings was not appropriate because there only a few participants (five Jordanian speakers) participated in this study. Moreover, all the participants in this study were males as the researcher was unable to recruit any female participants due to cultural and religion reasons. In the future, a more comprehensive study on code switching phenomenon among Jordanian bilingual speakers should be conducted that not only includes more participants but also female participants to determine if gender plays a role in the functions and pattern of code switching among Jordanian bilingual speakers in different communicative events.
The second limitation faced by this study was the observation period. The researcher observed Jordanian speakers for a period of six months and audio-recorded their communicative events to investigate the functions and patterns of code switching. Six months was enough time for recording the communicative events that involved the Jordanian speakers; however, it would be more valuable if these samples were collected over a year or two to enhance the credibility of the research results (Creswell, 2012).

Since the main purpose of this study was to investigate the use of code switching by bilingual Jordanian speakers in their daily spoken interactions, non-linguistic interactions were excluded because it was not the focus of the research. Non-linguistic aspects such as body language and gestures were not discussed in this study at all, let alone at a sociocultural perspective because culture can determine the meanings behind body language or gesture (Sanderson, 2010).

Finally, this study identified the communicative events in which Jordanian bilingual speakers code switched and investigated the functions of code switching in these communicative events. The results indicated that Jordanian bilingual speakers code switched in different formal and informal communicative events for several sociolinguistic functions. No attempt was done to determine if there was any relationship between the functions of code switching and the formality of the communicative events. It is suggested that future research should address this relationship to determine if the functions of code switching change in different formal or informal communicative events.
6.4 SUMMARY

The purpose of the present study was to investigate the use of code switching by bilingual Jordanian speakers in their daily verbal interactions including formal and informal communicative events, from a sociolinguistic perspective. The data was collected from the interactions between bilingual Jordanians during different communicative events. For the purpose of this study, a SPEAKING grid (Hymes, 1974) was employed in order to identify, describe, and assist in understanding the use of code switching by the bilingual Jordanian speakers in context. The functions and patterns of code switching and possibility that the communicative events and the patterns of code switching influence each other was also investigated. Based on the analysis, it was found that the phenomenon of code switching occurs in the both formal and informal communicative events. In a functional sense, Jordanian speakers switched from English to Arabic and vice-versa for various communicative purposes such as to bridge lexical gaps, quote someone, demonstrate their ability, explain a point, and to exclude someone from a conversation. The findings also revealed that the communicative events and the inter-sentential and intra-sentential patterns of code switching did not influence each other.
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Appendix A
Letter of Consent

Salam,
I am doing my PhD in USIM, my thesis investigates the phenomenon of code switching among bilingual speakers. The purpose of the study is to investigate the bilingual Jordanian speakers’ use of code switching in their daily oral interactions i.e. in formal and informal communicative events, from a sociolinguistic perspective.

I would like to ask you to be part of my study to be observed and interviewed. If you agree to take part in this study, you should know that:

• All data that I obtain will be kept confidential and anonymous.

• You may stop participating in this study at any time.

• You shall receive information about the nature of the study.

The collection of data will take around 6 months.

I, ____________________________, understand the nature of this study and I agree to participate voluntarily. I give the researcher permission to use my data as part of his study.

Signature: ______________________

______________________________________________________________________
Appendix B
Interview Parameters

Pre-observation
1. Personal background
   - Family background
   - Education background
   - Exposure to English language i.e. formal and informal learning
   - Usage of English language and Arabic in communication

Post observation
1. Arising matters/ issues based on observations i.e. to seek clarification concerning the code switching that occurred during the interaction.
Appendix C

A SAMPLE OF INTERACTION

(Informal communicative event) Problem sharing with a bilingual friend at home i.e. Amer consults a friend about a problem.

18 Amer Ana 'andi alshrkat atnin wsb'aen, tl'a
19 'andistaw'ashreenshrekafihen
20 'alagha been voluntary disclosure w corporate performance w arb'awarb'aenshreka ma fi 'alagha. Mashi?
(I have 72 companies; 26 of them have relationships between voluntary disclosure and corporate performance and 44 companies have no relationship. Okay?)

21 Arkan Ah, b'aden? (Yes, then?)
22 Amer Hlashobhkilialmoshref (Nowadays, my supervisor tells me) “we have to find justification for all 44companies that have no relationship.”
23 Arkan Traklhombtlkhshombwahdeay'animoshrettshrah 'anhom(You can give a general justification. So, it is not compulsory to explain them) one by one.

25 Amer Ah! (Yes!)
26 Arkan Lazemthkim'aalardoni. (You have to ask the Jordanian guy.)
27 Amer Nzel 'alardon (He went back to Jordan).
28 Arkan Ahkim'ao (Call him)
29 Amer Bshtghel 'alamodo'atani (His area of research is different)
30 Arkan Meenbshtghelbmodo'ak? (Who is in your research area?)
31 Amer Mohammad and Raed
32 Arkan
Bdaknas expert hdolalshbabmokteer (You need an expert, they are not expert enough to help you)

Amer Hkitldktoranoala afsah jabshrkat glass kanalafsahfihom 'aliwagal

Alshrekatafsahkantaldokhan. (I told the doctor that the high disclosure is in glass company and the low disclosure is in cigarette company)

Arkan Shohaka (What did he say?)

Amer Aja salni (He asked me) "what are the reasons behind your result?"

Arkan Showadhtlo? (What is your justification?)

Amer

(INFORMAL COMMUNICATIVE EVENT) Friendly conversation with bilingual friends at Starbucks Cafe i.e. catching up with a friend i.e. Amer and Mohammad discuss about Amer's life.

Mohammad Ana bnshaktghirwtshoflkghorfa 'alshantdlohabaib.

(I advise you to shift and find new room to keep your friendship with them (your housemates)).

Amer Ma ana hakitlk mesh mlaghishklibdiarohadwerb (I told you that I haven't found a new room, I will go to check in) Sepakat One.

Mohammad Serdangahsanlk (Serdang is better).
(Informal communicative event) Information sharing via telephone with a bilingual friend at home i.e. Ayman shares with his friend, Maher, about the passing of his PhD viva.

<table>
<thead>
<tr>
<th></th>
<th>Ayman</th>
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<tbody>
<tr>
<td>1</td>
<td>Alsalam 'alikom (Peace be upon you).</td>
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<td>2</td>
<td>WalikomAlsalam (And peace be upon you).</td>
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<tr>
<td>3</td>
<td>DretAnikhlsetaldktora (You know, I have finished my PhD)</td>
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<td>4</td>
<td>Wallah! Jad? (Oh my god! Really?)</td>
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<td>5</td>
<td>Eh wallahkhlset (Yes, I swear that I have finished). ((in a jovial yet proud tone)) You can call me doctor!</td>
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<td>6</td>
<td>Reito alefmbrokyahla doctor! (Congratulations handsome doctor!)</td>
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<tr>
<td>7</td>
<td>'Alarasiwallah. (Appreciate it).</td>
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<tr>
<td>8</td>
<td>Keefkantfrhetak w keefahlak?(How happy are you and how is your family?)</td>
<td></td>
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<td>9</td>
<td></td>
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<td></td>
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</tbody>
</table>
(Informal communicative event) Information inquiry via telephone with bilingual friend i.e. Jafar calls Othman to ask for help

14 Jafar Meen bdres 'andkom enjlizi? (Who is teaching English language at the school?)

15 Othman Mohammad and Yaseein

16 Jafar Ma bdhomwahedtalet? (Does the school need one more?)

17 Othman Elak? (For you?)

18 Jafar Ah eza fi mjal lano mesh ghader astmer hon lano sart mosthel twafeq bein drasa wlashghol (Yes, I cannot work at my existing place and study at the same time).

19 Othman Khliniahsolk! (Let me check!)

20 Jafar ((in a jovial yet proud tone)) As you know I am a good teacher.

21 Othman Aha, akeed! (Yes, sure!)

22 Othman Thank you my dear.

(Formal communicative event) Information inquiry at Time Square Hotel i.e. Ali and Amer reserving a room

1 Ali ((smiles)) Hello

2 Receptionist Hello, Sir

3 Ali ((in a calm tone)) Do you have a room for two people? [I think wahada btkfi!(one is enough!)

4 Amer ((looks at Amer)) I don't think so ma btshaor balraha (you will not feel comfortable) [Yes, sir. For how many nights?

5 Ali For about three days.
(Formal communicative event) Formal meeting with lecturer at Universiti Kebangsaan Malaysia i.e. Ali and Maher discuss the Master of English Language Studies program with a lecturer.

13 Lecturer The certificate will be in English Language. It depends on your final project.
14 Wleed I am worried if it will be in TESOL
15 Ali ((smiles)) Don't worry, all Jordanian students did their master in this faculty y'ani klo makhed shadto mn hai alkolia.(all of them got their certificated from this college)
18 Lecturer Yes yes I supervised more than ten Jordanian students.
19 Ali Ma shaa Allah (God willed it), I was the last one
20 Lecturer I have two more this semester
21 Wleed ((in joking tone)) Maybe I will be the third one! [
22 Ali ]za bedak bahkilo (if you like I can tell him)
23 Wleed B'aden (later)
24 Ali Thank you dr.

(Formal communicative event) Conversation between Mohammad and the nurse at Kajang Specialist Hospital

21 Nurse Excuse me we would like to check his pressure and temperature
22 Mohammad Okay, how is Abdullah?
23 Nurse He is good
24 Mohammad When is he going to leave?
25 Nurse I am not sure you can ask the doctor
Mohammad (( looks at Abdullah)) Shklha z'alat? (She got angry?)

Abdullah No, she is the best

Mohammad ((looks at the nurse)) Where can I see the doctor?

Nurse He is not around, after 11 he will come.

Mohammad Thank you, how is his temperature?

Nurse Normal

Mohammad Alhamdullah (Praise and thanks be to Allah)

Abdullah Thank you sister

(Informal communicative event) conversation with a bilingual friend at Kajang Specialist Hospital i.e. Mohammed asks about Abdulla's health.

Mohammad Alhamdullah 'ala slamtk wallah ma tshof shar( praise and thanks be to Allah that you are good)

Abdulla Allah yslmk (thank you)

Mohammad Wallah (I swear) I shocked! Lma hkoli ano (when they told me) Dengue fever.

Abdulla Rohet ma amot! (I was going to die)

Mohammad Slamtk, khbret ahlak (Have you told your parents?)

Abdulla La ma b'arfo. Alyoum aja doctor whkali (No, they don't know. The doctor told me) you will leave tomorrow morning.

Mohammad Momtaz w keef sar wd'ak (Great, how do you feel?)

(Formal communicative event) Interview with Jafar (a bilingual Jordanian researcher) i.e. Ali’s responses to Jafar's questions
Ok what makes you apprehensive in BM class in general?

In general …two times weekly makes me frustrated la2no ma fi waqet rah tkon apprehensive akeed (because there is not enough time for practice, you will be apprehensive for sure)

Don’t you feel that communicating makes you feel apprehensive because You don’t have enough vocabulary?

Yea sure (.) if I have enough vocabulary I feel better as much as you have Vocabulary (.) you feel less apprehensive inverse proportion if you have much vocabulary you feel less apprehensive

Yea if you have less vocabulary you feel more anxious and if you have more vocabulary you feel less anxious

How you feel if you don’t understand what the teacher is correcting?

No problem

Will you feel frustrated y'ani ima ts'aor balahbat (that means when you feel frustrated) if you don’t understand what is the teacher is saying in BM? Mohammad

Actually no, because I told you before I realized that they judge us as Beginners'ani mo fahmin shi (that means we are struggling to understand) ok? So for me as a teacher when I deal with someone who Consider as a beginner, so I'll
know that he will not feel any frustrated. So for me at that time I have enough level of confident to deal with my teacher or classmates.

178 Jafar Thank you. What about you?
179 Amer I think it’s not a problem because at that time it’s natural to misunderstand, to not understand what the teacher is saying, we have to ask our classmates if didn’t get the answer we have to ask the teacher.

(Informal communicative event) Information sharing with bilingual speakers in a busi.e. Mohammad invites Mohammad and Rami to hang out with him the next day.

27 Mohammad ...... Rami(,)If you are free tomorrow, we can go out somewhere with my friends.
28 Rami Who are they?
30 Mohammad Abdullah, Mohammad and one Chinese guy. Maybe you haven't met him yet.
32 Rami Okay, I'll try to come
33 Mohammad I think at 7 evening.
34 Mohammad ((looks at Wisam)) Can you join us if u like?
35 Wisam I hope so[
36 Rami I have a lot of works to do assignments and quiz with my courses
37 Mohammad Take it easy
38 Wisam He got the best mark last exam
39 Rami Math is too easy.
40 Mohammad Ansaalmoda'a (Forget this matter) have you seen Messi last match?
41 Wisam Brilliant!
42 Rami Unbelievable!
(Informal communicative event) Problem sharing with a bilingual friend at home i.e. Amer shared his research problems with Arkan.

6 Arkan Shohiamoshkltk? (What is your problem?)
7 Amer Astkhdmetshiasmocasualty test whadalcasulaty
8 test b'atek 'alaghavariable w variable bas ma b'atiksignificantnegative wlapositive. (I have used causality test that gives the relationship between two variables but it doesn't show the positive or negative significance)
9 Arkan Ma bbineshnegativewlapositive (It does not show the significance of the relationship)
10 Amer Ah bas boghlakano had variables walvariables fi 'alagha bas ma bbein
11 Mohammad 'Ala shoaktrshisalok? (where was their concentrations?)
12 Ayman Methodology w result mtlan bhkili wahad mnhom (one of them asked me) how did you choose your sample?
13 Mohammad Shohakitlo? (What was your answer?)

Experience sharing at Universiti Tenaga Nasional i.e. Ayman shared his PhD's viva experience with his friends.

5 Salem Keefkano examiners? (How were the examiners?)
6 Ayman Ma shaa Allah'alihom(Allah willed them), they were so kind
7 Mohammad 'Ala shoaktrshisalok? (where was their concentrations?)
8 Ayman Methodology w result mtlan bhkili wahad
9 Mohammad Shohakitlo? (What was your answer?)
11 Ayman I choose them purposively it depends on their criteria.
12 Salem Shobtnasnay'ani 'ala shonrkez? (What is your advice for us?)
13 Ayman The most important thing is the theory.
14 Salem Had hewa ele mo fahmo theory!((smiles)) (I don't even understand the theory I use in my research.))
15 Ayman Enshallah btmshi alamor (If Allah wills, all will go well)
16 Salem Keefkan doctor hussainm'ak? ( How was Dr. Hussain's with you?)
17 Ayman Hewaalwhed ale a'atani major whdlak a'3toni minor wrakz 'ala literature review, dal ysal 'an gap w theory(He is the only one who gave me major correction and the rest gave me minor)

Information inquiry at Post Graduate Center, Universiti Tenaga Nasional i.e.
Amer asks about the result of his appeal to stay in Malaysia for another three months
3 Amer ((in anxious tone))What happened with my case?
4 Mustafa Which case?
5 Amer Overstay
6 Mustafa It's under process
7 Amer ((in anxious tone)) I have a big problem, the immigration unit told me that I have to leave Malaysia within fourteen days
8 Mustafa We are waiting for their response to the appeal letter.
9 Amer I am worried if it will be rejected, then what shall I do?
10 Mustafa ((smiles)) Pray to be accepted
11 Amer I need just three months I will leave Malaysia forever.
12 Mustafa How come?
13 Amer I am going to finish my study within 3 months InshAllah (If Allah wills)
15  Mustafa   I see
16  Amer      If I go to the vice president can he do anything for me?
17  Mustafa   No, you have to follow the procedures.
18  Amer      (( in a frustrated tone)) **Allah Akbar 'alikom** (Allah is the greatest)
Appendix D

Transcription Notation

(from Gumperz & Berenz, 1993)

<table>
<thead>
<tr>
<th></th>
<th>Interjection</th>
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<tbody>
<tr>
<td>[]</td>
<td>Interjection</td>
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<tr>
<td>{{</td>
<td>Non-lexical phenomena which overlays the lexical stretch (e.g., {{laugh} text/} text/)</td>
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<tr>
<td>]]</td>
<td>= To indicate overlap and latching of speakers’ utterances (e.g., L: so you understand = the requirements =G: = yeah, I understand them/)</td>
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<tr>
<td>#</td>
<td># Use hatch marks when extra textual information needs to be included within the text (e.g., R: did you ask E #surname# to come?) (e.g., text[laugh] text/ )</td>
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<tr>
<td>&quot;&quot;</td>
<td>) Regularization (e.g., i’m gonna (“going to”) come soon/)</td>
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<td>( )</td>
<td>(they) A good guess at an unclear word</td>
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<td>(</td>
<td>Translation</td>
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<td>...</td>
<td>Pauses greater than .5 second (unless precisely timed)</td>
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<td>-</td>
<td>Truncation (e.g., what ti- what time is it/)</td>
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<td>Turn-final intonation</td>
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<td>Falling intonation at end of intonation contour</td>
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<td>?</td>
<td>Rising intonation at end of intonation contour</td>
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<td>~</td>
<td>Fluctuating intonation over one word</td>
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<td>**</td>
<td>Extra prominence</td>
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<td>*</td>
<td>Accent; normal prominence</td>
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Appendix E

Observation sheets

Name: ___________________________  Date: __________________

Communicative event: _______________  Time: __________

<table>
<thead>
<tr>
<th>Speaking Grid</th>
<th>Descriptive field notes</th>
<th>Reflective field notes</th>
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