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Attitudes of Arab American Speakers in the USA towards English- Arabic Code-Switching.

اتجاهات متحدثي العربيه في الولايات المتحدة نحو التحول اللغوي
بين الانجليزية و العربية

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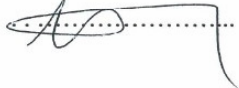
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Dedication

This thesis is dedicated to the loving memory of my father, Jawdat Asali and my mother, Nadia Asali, who have raised me to be the person I am today. Mom has always believed in me and supported me in my aspirations to be whoever I wanted.

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Abstract

This study was an attempt to explore Arab American speaker's attitudes towards English-Arabic code-switching as perceived by 200 Arab American speakers in the USA. It also aimed at finding out why Arab American speakers Code –switch (hereafter CS) to Arabic , when Arab American speakers Code-switch and Code-mix (hereafter CM) to Arabic, and the most common terms and expressions that they use in their formal and in-informal conversation when speaking with other fellow Arabs.

To achieve this goal, the researcher raised the following four questions:

1. Why do Arab American speakers in the USA code-switch to Arabic?

2. When do Arab American speakers in the USA code-switch to Arabic?

3. What are their attitudes toward English/ Arabic code- switching?

4. How can we characterize English/ Arabic code-switching among Arab American speakers in the USA?

To answer the above questions three ways of data collection were developed , a questionnaire , interviews , and personal observation. A questionnaire was developed and distributed to 180 Arab American speakers in three different states. The second instrument was recorded interviews for twenty participants, and the third was personal observations. The results of the study showed that Arab American speakers tended to use CS to Arabic in their daily conversation with their relatives, friends and other fellow Arabs. The majority CS to Arabic are viewed as positive attitudes and minors are contaminated by negative attitudes, particularly the intensive CS to Arabic.

The results of t he study also showed that Arab American speakers CS to Arabic situationally and conversationally. Situationally, they code-switched as function of topic, participants, and setting , while , conversat-ionally, they CS to fulfill variety of discourse functions . Moreover , nationality , age, education, addressee have a considerable effect on American speakers' choice of terms and use of code-switching .

اتجاهات متحدثي العربية في الولايات المتحدة نحو التحول اللغوي بين الانجليزية و العربية

إعداد الطالبة:- سوسن العسلي

إشراف:- الأستاذ الدكتور رياض حسين.

(ملخص الدراسة)

هذه الدراسة محاولة لكشف النقاب عن اتجاهات متحدثي عرب الولايات المتحدة الامريكية نحو التحول اللغوي بين اللغة الإنجليزية واللغة العربية في الولايات المتحدة الأمريكية

إضافة الى ذلك هدفت الدراسة إلى كشف النقاب عن سبب قيام عرب الولايات المتحدة الأمريكية بالتحول اللغوي ومتى يقومون به؟ وما هي اكثر الكلمات والمصطلحات التي يقوم متحدثو العربية في الولايات المتحدة باستخدامها خلال المحادثة الرسمية وغير الرسمية.

ولتحقيق اهداف هذه الدراسة، قامت الباحثة بطرح الأسئلة الأربع التالية:-

1- لماذا يقوم متحدثو اللغة العربية في الولايات المتحده الأمريكية بالتحول اللغوي؟
2- متى يقوم متحدثو اللغة العربية في الولايات المتحده الأمريكية بالتحول اللغوي؟
3- ماهي اتجاهات متحدثي العربية في الولايات المتحده الأمريكية نحو التحول اللغوي؟
4- كيف نستطيع ان نصف هذا التحول اللغوي في المحادثة؟

للإجابة عن هذه الأسئلة، استخدمت الباحثة ثلاث ادوات لجمع البيانات:

1- استبانه وزعت على 180 عربي من المقيمين في الولايات المتحده الأمريكية في عدة مناطق مختلفة.

2- مقابلات مسجلة لعشرين مشارك مقيم في الولايات المتحدة الأمريكية.

3- اخذ الملاحظات من خلال المشاهدة والسمع.

بينت نتائج هذه الدراسة بأن التحول اللغوي من الإنجليزية الى العربية يحصل بشكل مستمر من خلال المحادثة بين الأهل والأصدقاء وبقية العرب المقيمين في الولايات المتحدة الأمريكية، ومع هذا كان هنالك تباين في اتجاهات التحول اللغوي حيث اعتبر الكثير ان هذا التوجه موفق ومقبول ولكن البعض رفض هذا التحول اللغوي حيث اعتبروه مرفوضا وخاصه الذين يقومون ب التحول المستمر والإكثار منه خلال المحادثه.

علاوة على ذلك بينت الدراسة ان المشاركين من متحدثي العربية في الولايات المتحده الأمريكية يقومون بالتحول اللغوي لتحقيق وظائف تبعا للموقف او المحادثة لهذه الظاهرة، ومثالها للوظائف التابعة للموقف تكون كالمواضيع والمشاركين والمكان ونوع المحادثه اما الوظائف التابعة للمحادثة كظاهرة التحول اللغوي التي تتم لانجاز عدد من وظائف المحادثة.

واخيرا اظهرت الدراسة ان الجنسية والعمر والدراسة لها التأثير الجلي على اختيار واستخدام عرب امريكا لتلك الكلمات والعبارات، اضافة إلى ان هنالك كلمات ومصطلحات تستعمل في المحادثه الرسمية واخرى في المحادثات غير الرسمية.

CHAPTER ONE

Introduction

A- *"In Hemnesberget, two linguists recorded university students' home on vacation. The students unconsciously switched between the local dialect and standard Norwegian. When they later heard the tapes some were shocked and promised they would not switch in this way in the future.*

B- *" When I switch (inadvertently), I usually realize soon afterwards and correct myself, but it is still embarrassing"*

C- *"Code switching is not very pure". D-"My attitude toward code-switching is a very relaxed one"* **Attitudes to code switching, Holmes, J (2001 p.44).**

As a result of globalization, various languages have become intertwined in an unprecedented manner in today's highly communicative world. The immense advancement of the means of communication and the escalating process of globalization have made bilingualism the world norm. Therefore, the increased pace of globalization, spread of English language and progress in media is adding to the potential of "code-switching" everyday. Though code switching is a frequent phenomenon in many parts of the world, it is usually considered a sign of lack of proper education or improper control of two languages. Among Mexican-Americans, the

derogatory term '' Tex-Mex'' is used to refer to the mixing of Spanish and English. In some French-speaking Canadian communities, the inferior *Joual* is used to describe speakers with poor language skills. In Britain (Tutti Frutti) (Broken up) ,Panjabi refers to a style which switches between Panjabi and English (Holmes. 1992). In Hong Kong Chinese-English mixing is also considered as having poor language skills (Li 1996, Chan 2004).

 The reason behind this increasingly negative attitude towards code-switching is the social norm which is against the use of mixed codes in academic settings. In Hong Kong secondary schools for instance, code-switching is generally viewed negatively by teaching staff and many students avoid code-switching during lessons because they are afraid of being punished by their teachers (Tsui, 2005). The phenomenon of code-switching is prevalent in bilingual countries and in countries which increasingly host foreign immigrants. The United States is a case in point which constantly shows increasing patterns of CS due to the huge influx of immigrants who systematically enter the country, establish their own communities and exhibit patterns of language behavior which are essentially different from those of native English speakers. As is the case with other communities, some of the Arab community members

systematically alternate between English and Arabic depending on several variables, such as setting, topic, interlocutors, etc. This study is an attempt to investigate code-switching behavior among Arab American speakers in the USA.

1.1 Statement of the problem

An increasing linguistic phenomenon among Arab American speakers in the USA is code-switching or code-mixing from English to Arabic in their discourse. First generation, and to a lesser extent, second generation Arab Americans in the USA tend to switch between English and Arabic and this phenomenon varies in both quality and quantity among Arab American speakers; what factors affect CS and a speaker's attitudes, whether negative or positive, remains to be investigated . The researcher sets out to address issues related to speakers' language behaviors and their attitudes towards English and Arabic code-switching at large.

1.2 Objectives of the Study

The aim of the current study is to investigate the phenomena of code-switching among different Arab American speakers which include

Jordanians, Palestinians, Syrians, among others from a sociolinguistic perspective. The researcher sets out to address issues related to speakers' language behaviors and their attitudes towards English and Arabic CS at large. The data were collected from members of the Arab American community in the USA.

1.3 Questions of the Study

To achieve the purpose of the study, the researcher answered the following questions:

5. Why do Arab American speakers in the USA code-switch to Arabic?
6. When do Arab American speakers in the USA code-switch to Arabic?
7. What are their attitudes toward English/ Arabic code- switching?
8. How can we characterize English/ Arabic code-switching among Arab American speakers in the USA?

1.4 Significance of the Study

Although a plethora of studies were conducted to investigate the structural consequences of CS with the host language, the functions performed by the code mixed variety, and the factors responsible for

constraining mixing, only a few studies focused on English Arabic code-switching in the United States from a sociolinguistic perspective.

To the best knowledge of the researcher, few studies so far have dealt with and concentrated on the social motivations and attitudes toward CS among Arab American speakers in the USA. This study is only an attempt to fill this gap. This study is expected to help other researchers who wish to conduct studies about similar topics. In addition, this study will enhance our understanding of the theoretical and practical aspects and attitudes towards code-switching.

1.5 Definition of Terms

1- Attitude: refers to a person's favorable or unfavorable evaluation of an object, issue and, in general, carries positive or negative feelings and views of a person, event or issue.

2- Code-switching: refers to the process whereby a speaker goes back and forth between one or more languages or varieties of a language to achieve discourse functions. Here, code-switching is used to refer to the alternation between two languages.

3- Code-mixing: According to Clyne (1991) ,code-mixing and code-switching refer to the same phenomenon in which "the speakers stop using language (A) and employ language (B)" (p.161). In addition, Clyne (2003) argues that code-switching is the alternative use of two languages either within a sentence or between sentences. Following Clyne (1991) CM and CS will be used interchangeably here.

4- Arab- American speaker: Arab speakers from different nationalities and backgrounds who speak different dialects of Arabic in addition to English and live in the USA.

1.6   Limitations of the Study

 The results of the study cannot be generalized to all Arab American speakers residing in the USA because of the small number of the sample. The limited time and resources available when conducting this study did not allow eliciting responses from a larger number of respondents.

CHAPTER TWO

Review of Related Literature

2.0 Introduction

The aim of this chapter is to review and examine the related literature. The first part deals with the theoretical literature which includes CS and CM and attitudes towards them. The second part deals with the empirical studies and field research in the area of code-switching in numerous language contexts.

2.1 Theoretical Literature:

Below is a systematic review of the theoretical literature which includes definition of CS and CM, function of CS and CM, attitudes towards CS and finally motivation of code-switching.

2.1.1 Code-switching and Code- mixing Definition

The terminology used to describe speech containing several codes is extremely varied. Sometimes code-switching and code-mixing are used to

refer to different phenomena, and other times they are used interchangeably to refer to the same phenomenon.

Muysken (2002) defined code-mixing as all cases where the lexical items and grammatical features from two languages appear in one sentence. Bhatia and Ritchie (2004) defined code-mixing to be the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. More specifically, code mixing includes items and grammatical features from two languages which appear in the same sentence.

By contrast, Bearsome, (1991.p,9) rejected the use of the term" code-mixing" since it appears to be the least favored designation and the most unclear for referring to any form of non-norm-based speech patterns"(p.4). Yet others use the term code-mixing to refer to other related phenomena such as borrowing, interference, transfer, or switching (McClaughin, 1984).

In fact, some people have difficulty distinguishing between code-switching and code-mixing because of different definitions which are adopted and accepted by linguists and researchers. Code-mixing transfers

elements of all linguistic levels and units and ranges from lexical items to a sentence, so that it is not always easy to distinguish code-switching from code-mixing (Grosjean, 1982). Code-switching is defined as the alternation of languages within a single discourse, sentence or constituent. Inter-sentential alternations occur when the switch is made across sentence boundaries (Grosjean 1982 & Torres 1989). Di Pietro defines it as "the use of more than one language by communicators in the execution of a speech act" (cited in Grosjean 1982:145). Poplack (2000) states that code-switching is the alternation of languages within a single discourse, sentence, or constituent. According to Clyne (2003), code- switching is the alternative use of two languages either within a sentence or between sentences.

One of the early sociolinguists, who stated that language is best interpreted in its socio-cultural context, is Fishman, who has made a major contribution to the study of bilingualism. Fishman (1965) wrote an article where he illustrated that our choice of a certain language in one situation is not random, but rather rule governed. In his words "language choice is influenced by who speaks what language, to whom, where and when" (1965:583).

Fishman was criticized by Breitborde (1983) for focusing on the macro-level in analyzing CS. A complete and better approach, Breitborde indicated that macro and micro levels can be combined in one approach. But an important question which Breitborde left open is how to relate both levels. In addition, Fishman's model has been criticized for being too general as it assumes that bi/ multilingual code-choices simply reflect regular patterns. As Holmes (1992) pointed out "it obviously over simplifies the complexity of bilingual interactions" (p.122).

2.1.2 Theoretical Studies

In a crucial study of the Puerto Rican speech community in New York, Fishman and Greenfield (1975) stated that after one year of observation, English and Spanish were used differently by Puerto Ricans in five different domains: family, friendship, religion, education and employment. In an attempt to define domains, Fishman stated:

"Domains are defined, regardless of their number, in terms of institutional contexts and their congruent behavioral, co-occurrences. They attempt to summate the major clusters interactions that occur in clusters of multilingual settings and involved clusters of interactions" Fishman (1975: 568).

Greenfield and Fishman when asked their Puerto Rican respondents to imagine themselves in forty one situations with three components: person, place and topic .The subjects were asked to state how much Spanish and English they will use in these situations. The results showed that the "use of Spanish was claimed primarily in the domain of family, and secondarily for the domain of friendship, and religion, and least of all in those of education and employment, while the reverse is true for English" (1975:568). By utilizing the notion of domain Greenfield and Fishman were able to distinguish two types of bilingual societies:

1- Stable bilingualism in which diglossia exists.

2- Unstable bilingual societies. In this type of society the domains which separate different uses of languages vanish and thus the second occurred language enjoys a better status, in that it is used alternatively with the first language, particularly in family, friendship domains.

Hoffman (1975) studied the same Puerto Rican speech community in New York. The study indicated that the language used in interaction by Puerto Rican speakers in the domain of home was different from that used with non- Puerto Rican speakers. In the domain of home, neighborhood and

voluntary organizations, Puerto Ricans used Spanish with other Puerto Rican speakers, while in the domain of education, religion, and work presented a more mixed interaction depending on a number of factors. For instance, at home a Puerto Rican usually uses Spanish, but sometimes he/she practices using English "without fear of ridicule" (Hoffman 1975:27). A Puerto Rican couple might switch to English while interacting with their children (who have English education) to share values pertaining to the education system, or mobility striving or to show their anger or seriousness (Hoffman 1965: 38-39). Young speakers (between 18 and early 20s) who received their education in English use English more than Spanish, but in a party domain they might naturally and spontaneously switch to Spanish "mainly for teasing and joking ''(p.40). Hoffmann came to this conclusion by stating:

"The concrete behaviors that constitute societal bilingualism cannot be casually predicted nor early understood; that language choice in the case of such bilingualism is predictable only when viewed with a rather encompassing context" (1975:41).

2.1.3 Code-switching: social functions

Among the first in-depth studies of the role of social factors in CS was that by Blom and Gumperz (1972). Both based their ethno-linguistic studies of CS between Bokmal and Ranamal in Hemnesberget, suggesting that social and affective factors play a role in the speech mode adopted by the speakers. On the basis of their research, Blom and Gumperz suggest that speakers' code- choices are "patterned and predictable on the basis of certain features of local social system" (1972:409).

In an early work, Gumperz (1982) analyzed code-switching as "situational" or "metaphorical" adding "conversational" code-switching. A "situational" involves a change in participants or strategies, whereas, "metaphorical" code-switching involves a change in topical emphasis" (Gumperz and Hymes 1972:409). These switches appear to be motivated by speaker-internal factors, according to Gumperz. In addition, Gumperz (1982) identified six major functions for conversational code- switching; (a) quotation (b) addressee specification (c) interjection (d) reiteration (e) message qualification and (f) personification vs. objectification (1982:77). A different language will be used in quotations when one person reported the

speech of another in a conversation. Code-switching also plays the role of defining an addressee as the recipient of a message. Here, the speaker switches to a language that the interlocutor knows; for example, when the conversation is on-going in a bilingual situation, a switch is made to a particular language especially for someone not immediately involved in the conversation in order to invite that person to participate in the interaction. Apart from this, code-switching is also used to interject or is used as sentence fillers as shown in this example from Gumperz (1982:77) where he cites the leave taking two Chicano professionals exchanging goodbye (Spanish and English): when one speaker says, "well I am glad to meet you" and the other replies" Andale pues (meaning- ok as Swell) and do come again. Mm? " Words are sometimes repeated and this usually functions to clarify or even emphasize the meaning of the message. Another use of code-switching is message qualification where a topic introduced in one language and clarified or commented on in another language. The last is called the personalization versus objectification where the choice of code contrasts such as the degree of speaker involvement, whether it's personalized or to show distance, or whether a statement reflects personal opinion or facts.

2.1.4 Code-switching: Motivation

Other studies focused on exploring what causes people to code-switch between codes or varieties. Grosjean (1982: 152) suggested several reasons for code-switching: Some bilinguals, for example, code-switch when they cannot find proper words or expressions, or when there is no appropriate translation for the word being used. In addition, "their interlocutors, situations, messages, attitudes, and emotions generate code-mixing". According to Grosjean (1982), CS can also be used for many other reasons such as quoting what someone has said (and thereby emphasizing ones' group identity), specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person), while qualifying refers to what has been said or talked about in a past event. Similar arguments are presented also by Auer (1992) who claimed that code alternation may work as a contextualization cue for setting off side remarks or making new topics for instance, but also plays with the social values and attitudes associated with the language in question.

Some reasons and motivations are also highly related to messages alone. According to Bhatia and Ritchie (2004), there are some factors which generate code-mixing such as quotations, reiteration, topic, relative clauses, hedging, interjections, idioms, and deep-rooted cultural wisdom. Direct quotation or reported speech triggers language mixing or switching among bilinguals cross-linguistically. Gumperz (1982) presented the example of a Spanish person who mixes two languages through quotation. Furthermore, Bhatia and Ritchie (2004) stated that reiteration or paraphrasing marks another function of mixing and topic comment function makes bilinguals mix languages. In addition, CS and CM serve an important function in hedging (Bhatia and Ritchie (2004). That is, when bilinguals do not want to give interlocutors a clear answer, they start mixing and switching to add interjection or sentence fillers. By contrast, many reasons for code-switching are related to the phenomenon of speech or communication accommodation and attitudes. Speakers in communication situations use linguistic strategies to gain approval or to show distinctiveness in their interaction with others. The main strategies are speech convergence and divergence used in communicative distance respectively. This theory was first called "Accommodation theory" (i.e.

Giles & Smith 1979). Code-switching can be a strategy to facilitate convergence or divergence in a speech situation. The mixed variety can be a strong marker of group identity and converging towards it when talking to the member of the same group is expected. Choosing to diverge to a more standard language would indicate a wish to separate oneself from the group.

2.1.5 Attitudes towards Code-switching

Attitudes towards CS/CM are complicated. In fact, two reactions or attitudinal oppositions toward CM/CS exist: condemnation and approval. Some researchers like Siegel (1995) argued that the mere switch from Fijian to Hindi is in itself humorous. He believed that in modern Fijian society, Fijian –Hindi CS is often employed for joking particularly for humorous insult. Dweik (2000) explored bilingualism problem in the linguistic and cultural interference .He believed that using mother tongue in a classroom may cause interference at phonological level and cultural level. Bhatia and Ritchie (2004) argued that the vast majority of bilinguals themselves hold a negative view of code-mixed speech.

Al-Nofaie (2010) attempted to explore and to examine the attitudes of Saudi teachers and students towards employing Arabic as a facilitating tool in English classes. In her paper she wrote that the attitudes of the teachers and the students about using Arabic were positive and participants preferred using Arabic in certain situations for specific reasons. Although the attitudes of the teachers and the students were in agreement, there were other points on which they disagreed. She concluded that the teachers were aware of disadvantages of the excessive use of Arabic. By contrast, in a research paper by Dweik (2000), the students were shown to hold negative viewpoints towards the teacher who speaks Arabic in English classes, as they believed their teacher to be incompetent in English.

The previous literature review indicated that the approach of Fishman, Gumprez, and Hoffman contributed considerably to the early development of CS within sociolinguistics. However, approaches such as Grosjean, Hymes, Bhatia and Ritchie and Auer's conversation analysis have shifted the attention of research from dependent interaction on CS models considering the rationality of speakers to an accurate sequential analysis of a given conversation.

2.2 Empirical Studies:

2.2.0   Introduction

This part deals with empirical studies of CS which includes studies dealing with attitudes toward CS and CM in different languages and contexts and finally empirical studies which deal with CS in the classroom.

2.2.1 Attitudes towards Code –switching in different Language and Contexts.

Hussein, (1999) investigated code-alternation among Arab college students. The objectives of the study were the following:

1- University students' attitudes towards code-switching and code-mixing.

2- When and why they code switch and the most frequent English expressions that students use in Arabic discourse?

The sample of his study included 352 students enrolled at Yarmouk University, Jordan. Hussein used a questionnaire to investigate their attitudes toward code-switching and code-mixing. The findings revealed that a majority of students use CS and CM with English. Findings also

showed that students code-switch or code-mix for a variety of reasons: the presence of English terms with no Arabic equivalents, the easiness with which scientific concepts can be expressed, distribution and familiarity of formulaic English expressions such as greetings, apologies, compliments, etc., in addition to the varying degree of CS/CM in different setting such as home, restaurants, clubs, and cafés. The present researcher supports the idea proposed in Hussein's study that it was difficult to establish a typology of the most frequent expressions and terms that they use in everyday conversations.

An experimental study was conducted by Abalhassan & Alshalwa (2000) who investigated code-switching behavior of Arab speakers of English as a second language in the USA; the study objective was to examine students' attitudes towards CS, its function and the reasons behind it. The number of the sample was 12 Saudi graduate students, all of whom were males between the ages of 19 and 35 years old. The researchers used tape–recordings in which the participants were recorded in a two–hour meeting in studying CS behavior, its function and the reasons behind it. The results of the study showed that all respondents switched bilingually to varying degrees, and that CS seems to be a normal and accepted linguistic

behavior. Respondents mostly used English words inserted into Arabic Matrix. A general finding showed that Arabic was the primary language used by respondents for communication, supplemented by English where necessary.

Another crucial study by Lawsan and Sachdev (2001) have focused on social psychological aspects. The study objective was to explore and examine 'Tunisian attitudes and self-reports associated with code-switching'. In the first study, attitudes about CS were gathered from 169 Tunisian university students using a matched guise- technique. In the second study 28 similar students completed language diaries that reported details about their use of different varieties over several days. In the third study, an experimental approach was used to examine the extent of actual behavior in the street.

Results indicated that negative evaluation of code-switching obtained in the first study were not reflected in the behavioral data obtained in the subsequent studies that examined self –reported and actual behavior. Moreover, code-switching was employed largely with ''in-group members (e.g. friends, family, and other Tunisians), but less with teachers or

members of non-Arab groups. The overall findings of three studies indicated that code-switching is a distinct linguistic variety which could serve to bridge the linguistic Arabic-French duality of post–colonial Tunisia.

Elsaadany (2003) investigated "Code Alternation among Arab Speakers in America". The objective of the study was to investigate the following:

1- Which codes do Arabic speakers use when they engage in intragroup informal discussions?

2- Which codes do Arabic speakers choose when they engage in informal discussions with Egyptian speakers? .And do code switching and code-mixing abide by the so called universal constraints on CS and CM.

The data were collected from Arab speakers in the USA; his study was conducted in the USA from telephone conversations between   Arab speakers of different dialects and varieties including Jordanian, Saudi, Sudanese and Moroccan on the one hand and Egyptian speakers on the other. He used tape-recorded conversations to collect natural occurring data in most cases. The number of subjects examined was17 - nine males and eight females. The results of this study showed that CM and CS in Arabic and English didn't abide by the so called universal constraints .Only

the system Morpheme constraint proved to explain CM data in Arabic /English better. In addition, the results showed that speakers changed their code according to the topic and the context of situation and they did not necessarily resort to MSA in cross-dialectical conversations. He concluded that CM and CS are not always used to enhance communication; rather, they may be used for making fun of other dialects that may not be popular. The conclusion of this study indicated CM and CS in Arabic and English occurred as a continuum.

A qualitative study investigated code-switching as a communicative strategy. This study was conducted by Chung (2005). The study objective was to examine and explore how CS is used as a communicative strategy between Korean English –bilingual adult, and Koreans English- bilinguals' children. The sample of the study consisted of ten adults between (20-45 years).Qualitative data analysis indicated that CS could be brought about and shaped by the dynamics of the relationship of the speaker –addressee and by cultural features embedded in the Korean language. The analysis also posited that CS functions as a communicative strategy for facilitating family communication by lowering language barriers as well as by consolidating cultural identity. Results of this study raised further

awareness that CS was a versatile strategy to meet the increasing communication demands between or within generations of an immigrant family.

Language has a crucial relationship to politics as Thai (2006) studied the point of view of "separate language –separate identity''. His study considered the development and variations in the language used by Vietnamese immigrants in Australia, where he aimed to answer the following questions:

1-How is Vietnamese spoken in the Vietnam Diaspora

 2-Why does it perpetuate itself over generations?

The research involved observation and tape-recordings to get natural occurring data. The sample of the study consisted of 16 participants, seven were male and nine were female with an age range between 21-51 years. The results of the study showed that the motivation for CS in bilingual conversations could serve to organize the ongoing talk. In addition, the linguistic behavior of different participants was evident in most home domains such as CS into Vietnamese, whereas, in informal and public domains it was CS into English. Thai highlighted that CS into English has been regarded as politics for maintaining a sense of equality, power and

strategy to gain control over difficult situations. Additionally, for second generation speakers who were less fluent speakers of the home language, concluded that the case of Canberra is that CS into English signified a separate identity and provided a good example as one of the participants of the corpus responded when asked about self identity:

*''I would identify myself not as Vietnamese Australian, nor Australian Vietnamese, but as a Vietnamese living in Australia'' (*Thai 2006*: 13*)

   A quantitative and qualitative study was conducted by Schader (2006) and posed to explore "'who's mixing languages" and to understand whether the frequency of CS is determined by demographic variables and peer-group-related factors. Schader used statistical sociolinguistic analyses of differently developed bilingual practice of Albanian–speaking pupils in German–speaking Switzerland.

 The sample of the study involved 80 persons (50 males and 30 females). The age range of the participants was 17-35 years. The results showed that no striking relationship between these factors can be observed and discussed with a view to the specificity of Albanian migration. Furthermore,

these results raised questions with regard to the determinant of bilingual practice and characteristics of 'prototypical' CS speakers.

Another qualitative study was conducted by Wiradisastra (2006) aimed to investigate the function of CS in bilingual's speech in Jakarta. The sample of the study included one subject and her peers. The data was collected through tape recordings in various settings such as the interactions between the subject and her peers in work, social, and domestic life, during one working day. The subject of the study was a young woman about 25 where her first language is Indonesian and through which she conversed in for most of the duration. Her English can be considered advanced and her parents are bilingual but usually converse in Indonesian in different settings. The results of the study showed that CS from Indonesian to English in the subject's speech seems to be relatively spontaneous as both English and Indonesian follow the same SVO pattern. However, the grammar of CS does not follow a fixed pattern; at times the grammar follows the English pattern whereas at other times it conforms to the Indonesian grammar. Furthermore, the researcher highlighted that CS occurs when the subject is conversing with another bilingual who is of equal status. How much CS occurs also seems to be determined by the interlocutors. Another matter of

interest is the use of non-standard Indonesian as the subject conversed with her colleagues. However, the English embedded in those non-standard Indonesian sentences tends to be standard.

Suriya (2006) investigated recent attitudes towards code-switching in Bangladesh. The objective of the study was to find out the causes and patterns of CS among non-government white-collar service holders and professionals. The sample of the study was 60 persons which included different ages, sex, education, and occupation.

The researcher used two instruments for data collection: a questionnaire and an interview. The results of the study showed that one group was ready to accept language alternation only in an official environment. Another group who considered CS as snobbery felt offended and sometimes even humiliated at the mixing of two languages. On the other hand, some groups felt comfortable to mix two languages in conversation. One interesting matter is that almost all bilingual Bangladeshis remain concerned lest they should make any mistakes in English, as they feel shy about it. But this case doesn't exist if they make any mistakes in any other foreign languages such as French, German or Hindi. The researcher

concluded that the increasing interest of the English language among Bangladeshi people is not alarming for the Bengali language. He added that the Bengali language with its rich literacy and cultural heritage has nothing to lose from such a phenomenon.

In the same vein, the researcher supports the conclusion in this study that the Arabic language with its rich literacy and culture also has nothing to lose from this increasing phenomenon of CS to English.

An experimental study was conducted by Chen (2007). The study objective was to investigate the increasing phenomenon of CS in talk shows. The study addressed the following issues: 1- why people CS from one variety to another, types of CS people prefer, 2-factors that affect peoples' selection in using certain variety, 3- the function that CS serve in daily conversation. The sample of the study involved 70 people with an age range from 18-60 years.

The results of the study showed that peoples' practice switch to a certain code was due to their language backgrounds and purposes. Additionally, other factors which included interlocutors, topic, setting, and turn taking were essential to perform such switch from one variety to another. The

study indicated that people CS to Mandarin in general as Mandarin serves the referential and expressive functions; however in most cases, switching to Taiwan Southern Min serves the function of expressiveness, vulgarity, and solidarity.

Aponte and Herrera (2008) investigated code-switching among bilingual teachers in USA. The study investigated daily use of CS among bilingual teachers and their attitudes toward the language. The researchers designed the corpus which consisted of data drawn from a sociolinguistic questionnaire that included 13 items of frequency of use in Spanish .The sample consisted of 35 bilingual public school teachers in the USA. The sample included 8 Hispanic teachers born in the USA and 15 born abroad. A total of 8 (7 females and 1 male), who were born in the USA, compared to 9 females and 6 males born abroad. The ages of the respondents ranged from 21 to 50. More than half were in their twenties and 8% of respondents were younger than 40 years. The results showed that the three groups of bilingual Spanish teachers had only a moderate frequency of Spanish use in their everyday life. In general, bilingual Hispanic teachers seemed to prefer Spanish at home; only those who were born abroad preferred to speak English with their friends. Additionally, they felt more

comfortable speaking English than Spanish. Overall, all bilingual teachers born in the USA seemed to have a less favorable attitude toward the use of Spanish in the USA and a less favorable attitude toward the use of lexical borrowings than Hispanic teachers born abroad, who had a less favorable attitude than non-Hispanic teachers. Both researchers concluded that attitudes towards lexical borrowing and CS are rather negative among bilingual teachers.

AL-Khatib & Sabbah (2008) examined the linguistic structure and sociolinguistic functions of Arabic and English CS in mobile text messages as investigating the distribution of the switched elements by syntactic category. The researchers concluded that there are a number of technical elements that might be responsible for the wide use of English or switching between English and Arabic "with Arabic Roman scripts" in mobile text messages. The researchers indicated that CS could be brought about and shaped by the dynamics of the speaker–addressee relationship and by cultural features embedded in the Arabic language. In addition, they pointed out that the majority switches syntactically occurred at level of single nouns, followed by phrases and then clauses. Moreover, the study introduced a number of technical elements that might be responsible for

the wide use of CS in mobile text messaging such as ease, swiftness of writing, and limited space in Arabic messages.

 Regarding social and culture concerns, the researchers shed light on the function served by switching from English to Arabic such as socio-cultural and religious function. Interesting examples were provided such as students using words like *inshalla* (God willing), *betmoon/ betmooni* (I am at your service)'.   Another function was greeting. The researchers noticed that one of the most exchanged expressions of greeting participants used was the Islamic greeting such as a*salam aleikum* (peace be upon you) and k*eefak/keefek* (how are you). Another function was quoting someone. Researchers revealed the switching to English served a particular function like prestige, academic technical terms and euphemism (Al-Khatib & Sabbah, 2008 50-53). The differential use of CS by gender was another interesting concept that appealed to the researchers in this study. The study proved that females tended to CS between languages more frequently than males. In addition, they highlighted that another pattern of differentiation can also be traced between the two sex groups in terms of their use of Arabic scripts: males tend to use scripts (33%) more often than females (22%).

Many studies were conducted to investigate code-switching functions. In this field Jhonsson (2009) studied the local function of CS in Chicano theatre (i.e. in writing intended for performance). She highlighted that these functions can be seen in the text and, as a consequence, can be regarded as meaningful for the audience. In her study, these functions were examined, focusing on five loci, in which CS is frequent, namely in quotations, interjection, reiteration, gaps, and word/language play. The data for the study consisted of three published plays by a Chicano playwright and concluded that CS fills creative, artistic, stylistic functions in the plays which can be used to add emphasis to a certain word or passage, to add another level of meaning, such as to intensify, to clarify, to evoke richer images, and to instruct the audience about particular concepts. CS is also used to mark closeness and familiarity to emphasize bonds and to include or, on the contrary, to mark distance, break bonds and exclude complex identities of the characters as well as the plots of the plays are constructed and developed by means of language. She concluded that CS is used to enhance and support the representation of the character.

A crucial study was conducted by Grego & Davidson (2010) in the USA which investigated motivation for code-switching among Igbo-English

bilinguals from two perspectives: linguistic and psychological. The study aimed to explain why the Igbo people code-switch a lot in their conversations and the socio-psychological factors as well as linguistic factors that contributed to the predominance of CS among Igbo-English bilinguals. The data was collected through two instruments: observation and interviews. The recordings were in form of paper jottings and the data was collected over a period of 8 months at different times and settings. The sample of participants examined were 108 Igbo-speaking people, young and mature, educated and uneducated, female and male. The results of the study showed that CS was more predominant among Igbo bilinguals than other linguistic groups. The reason for this could be attributed to so many factors: one of them is rooted in the Igbo man's philosophy of life which includes receptivity to change, love for new things and readiness to explore. The love for new ways of life motivated the love to speak a foreign tongue, English. This tendency resulted to frequent CS and to many it has become a habit that occurs subconsciously.

Related to the language attitudes, the researcher concluded that most Igbo people seem not to be proud of their culture and no effort was made to promote it through the use of their language. Finally, the researcher

found that there were so many lexical gaps in Igbo. Some younger generations of Igbo speakers do not acquire enough speaker-competence in the Igbo language and such people have no option other than to CS in an Igbo based discourse.

An ethnographic study was conducted by Zebari (2011) in Iraq. The study examined and described the phenomenon of CS between Kurdish and Arabic as employed by Kurd speakers in Dohuk. The study aimed to answer the following: in what context and with whom does Kurds CS occur most frequently?, what are the motivations and functions for CS?, and how CS between Arabic and Kurdish differs from other forms of CS in other languages?. The data was collected through twenty hours of audio recording and personal observation. The sample included fifty-six subjects, forty seven males and seven females. In addition, the participants were divided into groups: the first group included participants who were born and raised in an Arabic speaking community and were living in Dohuk. The second group included participants who were born and raised in Kurdish community. The results of the study showed that participants CS to achieve specific socio-psychological motivation of code-switching.

They also code-switch for both situationally and conversationally: Situationally, they CS for topic, setting and participants. Conversationally, they CS to achieve various discourse function. Furthermore, the researcher found out that the participants of first group code-switch only with their peers of the same group; they avoid CS in the presence of the first group. He concluded that Kurdish was the participants' dominant language and Arabic was also part of their speech repertoire.

2.2.2 Code- switching: Education

A crucial study was conducted by Naimat (2000) in Jordan. The study objective was to investigate teacher's attitude toward code-switching in the private Jordanian secondary English language classes. The data was collected through two instruments: interviews and questionnaires. The subject of the study consisted of 58 teachers, selected from different schools in west Amman.

Results of the study revealed the view of teachers about the use of CM in EFL classroom that were divided into positive and negative attitudes. They believed that it helped both teachers and students by enhancing interaction in the classroom and increasing the learning /teaching of English .The

overall findings that despite this positive attitude, there were sure that CS which was impeded in students' oral communication and suggested that it should be controlled as far as possible.

A qualitative study was conducted by Aichun- Liu (2002) which investigated teachers CS, or the code-alternate between two or more languages in the same conversation. The study sets out to examine CS between English and Chinese in EFL classrooms, with the hope to elevate EFL teachers' awareness of their actual use of CS in the classroom. This study is considered crucial because it provided a qualitative analysis of its linguistic features and the reasons for its occurrences. The data was collected from 112 teachers of the ages 25-45; using a series of VCDs of face-to-face tutorials presented by 'Beiwa', headquarter tutors. Teachers' code-switching episodes were then transcribed. The results of the study indicated that, in most cases, code-switching by teachers served some kind of pedagogical purpose. Furthermore, the main objectives of teachers using CS were:

1- teachers' linguistic incompetence and insecurity

2- ease of expression

3- translation of unfamiliar words and expressions

4- repetitive and socializing functions.

A survey study was conducted by Rose and Van Dulum (2006) who focused on the functions of CS between English and Africans in multilingual and multicultural classrooms (mainly English and African and Xhosa L1) in a secondary school. The study aimed to show that CS did have specific functions and is used intentionally to convey meaning. Three instruments were used in this study: observation, interview recordings and a questionnaire. The sample of the study included 92 persons, ages 15-35 years and of which 7 were teachers. The findings showed that CS was classified as marked and unmarked, and sequentially unmarked. Furthermore, CS was found to fulfill a variety of specific functions in the educational setting:

Firstly, CS was reported to fulfill a number of academic functions such as expansion, clarification, and confirmation of the content being taught. Secondly, CS was reported to fulfill a variety of social functions such as regulating the level of formality of a conversation, in humorous exchanges between teachers and learners, and among learners and in expressions of

identification with particular in–groups. Rose and Van Dulum (2006) concluded that CS plays a positive role as an effective communicative tool in multilingual and multicultural societies.

A recent study by Chen (2008) examined functions of teachers using CS in secondary English and science classrooms in Malaysia. Classroom data was obtained from two English lessons and a science lesson. Chen followed Gumperz's (1982) semantic model for analyzing the teacher's CS. The results indicated that CS in the two English lessons were vastly different with little CS in the teacher-facilitated lesson. The other lesson, in which English was taught as a content subject was similar to the science lesson in the frequent use and co-occurrence use of CS for reiteration and message qualification. The direction of the language switch from English to Bashasa Malaysia as well as the proportion of teacher-talk in English suggests that the base language for teaching is still English, even for the science lesson, and CS is a necessary tool for teachers to achieve teaching goal in content-based lessons involving students who lack proficiency in the instructional language.

Jakobson & Henrik (2010) investigated why and when CS occurs, and attitudes towards CS among teachers and students in four EFL classrooms in two medium-sized secondary schools in Switzerland. The researchers used three instruments: observation, questionnaire and teacher interviews. The sample included 47 females plus 40 males. Results indicated that CS can be both beneficial and negative in learning / teaching situations. In addition, the results showed that CS occurs mostly when students converse with their peers during non lesson-related matter.

Summary

The review of previous experimental literature indicated that CS as a field of study has a rich and varied literature encompassing research based on different theoretical and research approach. Many of these studies focus was on CS between different languages and is not necessarily restricted to English /Arabic code-switching. Other studies such as Abalhassan and Alshalawa are interesting and valuable; they nevertheless, have some shortcomings such as their study focused on men and ignored women. By contrast, the present study has the advantage of focusing on both males and females.

Furthermore, Elsaadany's study (2003) in the USA has increased the present researcher's awareness of different approaches to the study of CS from a sociolinguistic perspective .His study focused on CS among different speakers who speak different Arabic varieties in the USA when engaged in informal conversation .By contrast, the present study focuses on English and Arabic CS but excludes regional varieties.

CHAPTER THREE

Methods and procedures

3.0   Introduction

This chapter deals with the population and the sample of the study, the research instruments, validity and reliability of the instrument, research design, data analysis and statistical treatment, and finally procedures of the study.

3.1 Population of the Study

The population of this study consisted of Arab American speakers who reside in the USA. They are unified, to some extent, by common culture, traditions and language. According to the Arab American Institute (2002) there are nearly 3.5 million Arab Americans who live in the USA. More than half of the Arab American population lives in large metropolitan areas such as New York City, Los Angeles, Detroit, Chicago, and Washington DC. Almost half descend from immigrants who came to the USA at the beginning of the 20th century onwards.

3.1.1 The Sample

The participants were chosen on grounds of convenience and on the basis of availability .A sample of 200 participants was selected to be the focus of the study. All participants are Arab Americans from different geographical backgrounds and have American nationality. The age of participants ranges from 20-68 years and share good knowledge of the English language as a second language or first language, and some of them were born in the USA. Twenty participants were interviewed by the researcher in different parts of the USA. Their nationalities are Jordanian, Palestinian, Syrian, Iraqi, Lebanese and Yemeni and speak different dialects of Arabic. In order to get detailed information on Arab American speakers, the researcher distributed a questionnaire among the sample of the study. They were selected from three different parts in the USA, 88 from Detroit Dearborn / Michigan and 80 from Chicago/ Illinois and 32 from New York City. The demographic background included data such as gender, level of education, age, current occupation, etc. The demographic characteristics of the sample are shown in tables one through eight.

Demographic characteristics of the Sample

Table 1: Distribution of the Sample by Nationality

Nationality	No.	Percent
Jordanian	26	13 %
Palestinian	25	12.5%
Syrian	32	16 %
Iraqi	34	17 %
Lebanese	34	17 %
Yemeni	22	11 %
Algerian	09	4.5 %
Egyptian	09	4.5 %
Moroccan	09	4.5 %
Total number of the respondents	**200**	**100%**

Table 2: Distribution of the Sample by Gender

Sex	No.	Percent
Males	112	56%
Females	88	44%
Total number of the respondents	200	100%

Table 3: Distribution of the Sample by Age.

Age	No.	Percent
20 – 29	67	33.5%
30- 39	41	20.5%
40- 49	40	20%
50- 59	30	15%
60 or above	22	11%
Total number of respondents	200	100%

Table 4: Distribution of the Sample by Level of Education

Level of Education	No.	Percent
Elementary	10	5 %
College	40	20 %
B.A	105	52.5 %
Higher education	45	22.5 %
Total number of the respondents	200	100 %

Table 5: Distribution of the Sample by Occupation

Occupation	No	Percent
Worker	25	12.5%
Student	55	27.5%
Employee	48	24 %
Business	40	20 %
Others : 5:Imam , 7 : Legal translator,10 House wife, 6, teachers, 04 chefs.	32	16%
Total of the respondents	200	100%

Table 6: Distribution of the Sample by Years of Residence

Residence in the USA for	NO.	Percent
6- 9 years	40	20%
10-14 years	36	18%
15-19 years	52	26%
20 or more	72	36%

Table7: Distribution of the Sample by place of Residence

Place of residence	No.	Percent
Dearborn / Detroit	50	25%
Michigan / Detroit	38	19%
New York City	32	16%
Illinois / Chicago	55	27.5%
Massachusetts	5	2.5%
Ohio	4	2%
Texas	5	2.5%
Tennessee	06	3 %
Virginia	05	2.5%

Table 8: participants' self –reported proficiency in both Languages: Arabic/English.

Number	questions	excellent		very good		good		average		Poor	
		Count	Table N %	Count	Table N %	Count	Table N %	Count	Table N %	Count	Table N %
18	How do you describe your proficiency in English?	77	42.8%	55	30.6%	36	20.0%	8	4.4%	4	2.2%
19	How do your describe your proficiency in Arabic?	52	28.9%	53	29.4%	45	25.0%	16	8.9%	14	7.8%

3.2 Instruments

Three instruments were used in this study, which are ***questionnaire, interview,*** and ***personal observation.***

3.2.1 Questionnaire

The questionnaire is the first instrument which was used by the researcher to collect data. The researcher designed a questionnaire which was created specifically to meet the needs of the current study. The questionnaire was piloted and pretested before it was administrated to the sample in the USA. It was written in English, with a cover letter that explained the objectives of the research, and included the definition of CS in both English and Arabic. The questionnaire comprised three sections and was basically based on Hussein (1999). Some items were added, and others were modified to meet the needs of the current study.

The first section of the questionnaire elicited demographic, personal, and biographical data about the participants' nationality, age, sex, etc.   The second section of the questionnaire elicited the participants' attitudes towards CS in general, and CS between English and Arabic in particular. This section consisted of 17 questions where participants were asked to read statements and indicate to what degree they agree or disagree with them. Each statement was followed by five points, namely:

1- 1-Strongly agree 2- Agree 3- Undecided 4- Disagree   5- Strongly Disagree

The third section of the questionnaire was intended to elicit data on speakers' perceptions about their language abilities, when participants CS, why, and finally the Arabic terms or expressions that speakers feel most comfortable using through formal and informal conversation with other Arab nationals speaking English. This section consisted of 10 questions which centered on the participants' language proficiency in Arabic and English. Responses were placed in one of five categories:

1- Excellent   2- Very Good   3- Good   4- Average 5- Poor.

The second group of questions in this section aimed at finding information about the participants' use of CS in their daily life. The participants were asked to indicate how often they code-switch or code–mix and with whom. The responses were placed in one of five categories:

1- Always   2- Often   3- Sometimes   4- Rarely   5- Never.

The last three questions in this section were intended to elicit information about participants' reasons and motivations for CS, and to indicate what kinds of topics would trigger CS. The participants were free to highlight why and write the most common expressions they feel needed to be expressed in Arabic (See Appendix 1). One hundred eighty copies of the questionnaire were distributed by the researcher, and one hundred eighty responses were returned.

3.2.2 Interviews

The interview is the second instrument which was used by the researcher to collect data. The researcher used this method to encourage participants to speak freely, as many people were more willing to communicate orally than in writing; therefore participants would provide data more readily and fully in an interview than on a questionnaire. In most cases, interviews were conducted formally and informally. Additionally, some interviews were recorded, and the respondents whom accepted their interview to be recorded were twenty respondents as many expressed their suspicion as to the purpose of recording their speech .To eliminate or to reduce such suspicion the researcher explained that the purpose of these recordings was to conduct an academic research. However, ten respondents refused recording for religious reasons, particularly females. It happened that the researcher had some friends in the places where these respondents lived, specifically Chicago- Illinois and Detroit-Dearborn. Thus the researcher asked these friends to accompany the researcher on her tour. Such friends gave the credit of creating a relaxing and a friendly atmosphere while the interviews and recording were taking place. Most of these interviews lasted between twenty to thirty minutes.

At the beginning of each interview, the researcher explained the purpose of the study then, she explained the meaning of code-switching, and

afterwards began the interview. The researcher began by using structured interviews which are ones with a sequence of questions that

provide reliable, quantifiable data unlike an open–ended interview, and can be designed carefully to avoid biases in the line of questioning (See Appendix 2).

The researcher conducted the interview herself by making appointments with the participants. Some of the appointments were set in advance and conducted in different places and locations such as homes, restaurants and cafes. After each interviewing session, the researcher transcribed the interview in order to be analyzed. Such an instrument gave the researcher a clear idea of the validity of results obtained through the questionnaire.

3.2.3 Personal Observation

One of the most useful tools to gain information and collect natural data about Arab American CS speakers is through observation. According to Labov, "the observation method is the most important experiment method in linguistic program" p.407. It is used here for enhancing the researchers knowledge about the target population such as, when Arab American use CS, with whom and why? In addition, many interesting instances of CS/CM were cited and written immediately after listening to the American speakers in different settings including their homes, friendly gatherings in cafés, malls, parties, etc (See Appendix 3). Such an instrument helped the researcher to plan and construct another instrument, namely interviewing.

3.3 Validity of the Questionnaire and Interview Form

The researcher achieved the validity of the instrument by asking a jury of seven university professors who are sociolinguists, linguists, education and translation experts to provide their comments and suggestions on the questionnaire's content and form. Accordingly, some items of the questionnaire were amended by some additions and omissions to clarify ambiguous questions. For instance, one professor recommended changing the biographical question about nationality to the blank instead of circling around participants' nationality. Another professor suggested adding more categories related to participants educational level.

Moreover, two experts judged the interview format and their valuable comments and notes were taken into consideration in the final version of the questionnaire and interview form. The researcher then asked her supervisor to re-check the questionnaire after the modifications have been made.

3.4 Reliability of the Questionnaire and Interview Form

To establish the reliability of the questionnaire, the researcher conducted a pilot study. The reliability of the questionnaire was determined by means of test-retest. The test was conducted in the first week of October 2010 to a group of twenty flight attendants who hold an American passport or Green Card and are from varying Arabic national backgrounds.

However, they were asked to provide their comments on the questions, and the time it would take the participants to answer the questionnaire. Two weeks later they were asked to fill it again and consistency was determined by using Cronbach Alpha and the results was (0.88%).

3.5   Research Design

The researcher used a qualitative survey questionnaire, interview form to collect the study data and later analyze it.

3.6   Data Collection and Statistical Analysis

The researcher collected the data by means of a questionnaire, interview form, and personal observations. She then checked all the collected data to see whether it were sufficient and appropriate for analysis. Afterwards, the researcher entered responses to questions by using Excel sheets.

- The researcher placed the statements of results into tables, which were numbered and tabulated.

- Descriptive statistical analysis was used such as frequencies and percentages.

- The researcher interpreted information and made a logical comparison between the results of her study and those of the pervious studies she had referred to in Chapter Two and listed points of agreement and disagreement.

3.7 Procedures of the Study

The researcher followed certain steps to achieve the goal of the study. These steps are summarized as follows:

1-The researcher reviewed more literature related to the CS field in different languages in order to gather more information about this field. At the same time, the researcher observed Arab American speakers in different American states to examine how they CS from English to Arabic and vice versa when they communicate with each other, with their families, friends, and other fellow Arabs.

2 -In order to get access to a good amount of related literature, the researcher spent time in many libraries throughout the USA such as Manhattan library on 34th Street in New York, searching for books, journals and articles dealing with CS from different angles and perspectives (e.g. Aponte and Herrera 2008, Jhonsson, 2009, Greg and Davidson, 2010). In addition, the researcher asked for journal articles from the British library and Amazon library dealing with CS in Arabic and received articles such as, Elssadany (2003),), Al-Khatib and Sabah (2008), etc.

3-Based on the related literature, the theoretical background and the aim of the study, the researcher raised the questions of the study.

4-The researcher designed the interview form then developed the questionnaire of the study.

5- The validity of the instrument was achieved by asking a group of experts in linguistics, education, translation, and sociolinguistics to comment and modify the content of the questionnaire and its language. In addition, two experts judged the interview form. Their comments and modifications were taken into consideration.

6- To ensure the reliability of the instrument, the researcher obtained permission from the management to distribute 20 questionnaires among flight attendants. The researcher asked a group of 20 flight attendants from different Arabian backgrounds to fill out the questionnaires and review the interviewee form. All were excluded from the sample of the study.

7- The researcher obtained a permission letter from the Middle East University.

8- The researcher personally conducted the interviews and distributed the questionnaire forms.

9- The data taken from the interviews and the questionnaires were checked, recorded, analyzed and interpreted. The results were tabulated and each table was given a number and title. The results were analyzed by using a descriptive statistical analysis (i.e. frequencies and percentages).

10 – The results of the interviews and the questionnaires were discussed and explained logically. The researcher compared them with results of pervious literature she had mentioned in Chapter Two and listed points of agreement or disagreement with other studies.

11- The conclusion was presented in a brief and precise way so that every reader would comprehend the phenomenon of CS among Arab American speakers as an increasing sociolinguistic phenomenon.

12- The researcher suggested some recommendations for further studies.

CHAPTER FOUR

Results of the Study

4.0 Introduction

This chapter reports the results of the study which investigated the attitudes towards CS and CM among Arab American speakers in the USA and the findings of this study are reported under four main headings:

4.1 Results Related to the First Question

Why do Arab American speakers in the USA code-switch to Arabic?

Table nine elicits data as to how often Arab American speakers CS with English, CS with Arabic , and with whom. In response to item 20, 13.9% indicated they CS with English; ''always '', 13.9%, ''often'', 21.1% indicated, 46.1 % indicated ''sometimes'', 12.8 % indicated ''rarely ''and 6.1% indicated ''never''. Responses to item 21 indicated that they CS with Arabic; 13.3%, ''always '', 23.3% indicated ''often'', 41.1% indicated ''sometimes'', 12.8% indicated ''rarely '' and 9.4% indicated ''never'' . In

response to item 22, which elicits how often Arab American speakers CS

between English and Arabic with their friends, 13.9 % indicated ''always '',

22.2 % indicated ''often'', 38.9% indicated ''sometimes'', 13.3% indicated''

rarely'', and 11.7% indicated ''never''. Responses to item 23, which elicited

Arab American speakers' CS with their families, 18.3% indicated ''always'',

16.7% indicated ''often'', 28.9% indicated ''sometimes'', 23.9% indicated''

rarely', and '12.2% indicated'' rarely'' .Responses to item 24, which elicits

Arab American 'CS with other fellow Arabs, 11.7% indicated ''always'',

Table 9: participants use of CS and with whom

		Always		often		sometimes		Rarely		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
2o	If you code- switch with English, how often do you do that?	25	13.9%	38	21.1%	83	46.1%	23	12.8%	11	6.1%
21	If you code-switch with Arabic, how often do you do that?	24	13.3%	42	23.3%	74	41.1%	23	12.8%	17	9.4%
22	If you code-switch between English and Arabic, how often do you do that with your friends?	25	13.9%	40	22.2%	70	38.9%	24	13.3%	21	11.7%
23	If you code-switch between English and Arabic, how often do you do that with your family?	33	18.3%	30	16.7%	52	28.9%	43	23.9%	22	12.2%

		Always		often		sometimes		Rarely		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
2o	If you code- switch with English, how often do you do that?	25	13.9%	38	21.1%	83	46.1%	23	12.8%	11	6.1%
21	If you code-switch with Arabic, how often do you do that?	24	13.3%	42	23.3%	74	41.1%	23	12.8%	17	9.4%
22	If you code-switch between English and Arabic, how often do you do that with your friends?	25	13.9%	40	22.2%	70	38.9%	24	13.3%	21	11.7%
23	If you code-switch between English and Arabic, how often do you do that with your family?	33	18.3%	30	16.7%	52	28.9%	43	23.9%	22	12.2%
24	If you code-switch between English and Arabic, how often do you do that with other fellow Arabs?	21	11.7%	42	23.3%	71	39.4%	28	15.6%	18	10.0%

Table 10: The Use of CS among the Sample

Item		Frequency	Percent
25	Yes	126	70.0%
	NO	54	30.0%
	Total	180	100.%

The table above elicits data related to whether Arab American speaker's

CS/ CM with English / Arabic. In response to item 25,   70%   affirmed using

CS, whereas, 30% of the sample answered negatively ''No''.

TABLE 11: why participants CS /CM to Arabic

		Frequency	Percent
1	I can't find a proper equivalent	24	10.3%
2	easier to express myself	22	9.4%
3	Shortcuts	20	8.5%
4	To explain and make sure one is understood	19	8.1%
5	To express my feeling	18	7.7%
6	'CS is subconscious'	18	7.7%
7	Natural acts to express anger	16	6.8%
8	To clarify vague terms	15	6.4%
9	Small words out of habit	12	5.1%
10	To exclude others	11	4.7%
11	Because I think in Arabic.	10	4.3%
12	For fun and jokes	10	4.3%
13	To fit in community	9	3.8%
14	To help my children understand the message.	8	3.4%
15	To reveal secrets with my friends	7	3.0%
16	Lack of knowledge	6	2.6%
17	I don't know why	5	2.1%
18	' I CS unconsciously'	4	1.7%
		234	100.0

Table eleven indicates Arab American speakers' reasons for CS after writing ''yes''. The most frequent reasons for CS/CM amongst Arab American speakers are the following: 24 stated that they CS because they can't find proper equivalents of Arabic terms and expressions; 22 stated they CS because it was easier for them; 20 stated they CS to achieve shortcuts; 19 sated they CS to explain and to make sure that others understand them; 18 said they CS to express their feelings; 18 stated they CS subconsciously; 16 stated they CS naturally to express their anger; 15 stated they CS to clarify vague terms ; 12 stated they CS spontaneously using small words out of habit ;11 stated they CS to exclude others;10 stated they CS because of thinking in Arabic;10 stated they CS for the fun and jokes;9 stated they CS to fit in community ;8 stated they CS to help their children understand the message;7 stated they CS to reveal secrets with their friends ; 5 stated they CS due to lack of knowledge ; 5 stated they don't know why they CS; 4 stated they CS unconsciously.

8.2   Results Related to the Second Question

When do Arab American speakers in the USA Code-switch to Arabic?

Table 12: Participants' favorite topics for CS from English to Arabic

Item 27	Topics	Frequency	Percent
1	Religions	41	13.4%
2	Politics	38	12.4%
3	Personal issue	31	10.1%
4	Food	30	9.8%
5	family matters	20	6.5%
6	Tradition	19	6.2%
7	Culture	18	5.9%
8	Education	16	5.2%
9	Business	15	4.9%
10	Privacy	14	4.6%
11	Jokes and fun	13	4.2%
12	Sports	12	3.9%
13	General issue	10	3.3%
14	Money	9	2.9%
15	Legal matters	6	2.0%
16	Life style	6	2.0%
17	Music	5	1.6%
18	Science	4	1.3%
	Total	307	100.0

In response to item 27 which attempted to reveal when Arab American CS from English to Arabic and what their favorite topics for CS were, the most frequently cited topics were the following: religion, politics, personal issue, food, family matters, tradition, culture, education, business ,excluding

others, jokes , fun , sports , general issues, money, legal matters, life

style, music, and science.

4.3 Results Related to the Third Question

What are their attitudes towards English /Arabic Code-switching?

4.3.1 -Arab American speakers' attitudes towards CS and CM.

Table 13: Arab American speakers' attitudes towards CS/CM

Number	Items	Strongly disagree		Disagree		Un-certain		Agree		Strongly agree	
		Count	Table N %	Count	Table N %	Count	Table N %	Count	Table N %	Count	Table N %
1	Those who code-switch to Arabic in their conversation do so due to their deficiency in English.	13	7.2%	44	24.4%	29	16.1%	64	35.6%	30	16.7%
2	Those who code- switch to Arabic do so to express their anger at the beginning of a sentence.	13	7.2%	52	28.9%	41	22.8%	39	21.7%	35	19.4%
3	Those who code-switch to Arabic at the end of a sentence do so for shortcuts.	10	5.6%	26	14.4%	52	28.9%	59	32.8%	33	18.3%
4	Those who code-mix with Arabic do so because it is hard to find proper Arabic equivalents.	4	2.2%	21	11.7%	24	13.3%	70	38.9%	61	33.9%
5	Those who code switch to Arabic do so to express personal emotions.	6	3.3%	20	11.1%	27	15.0%	85	47.2%	42	23.3%

6	Those who code-mix do so to show they are educated.	15	8.3%	54	30.0%	31	17.2%	52	28.9%	28	15.6%
7	Those who code-switch or code-mix are respected by others.	16	8.9%	64	35.6%	58	32.2%	25	13.9%	17	9.4%
8	Those who code-switch to Arabic do so to express their loyalty to Arabic culture.	10	5.6%	42	23.3%	44	24.4%	48	26.7%	36	20.0%
9	Those who code-switch to English 'corrupt 'Arabic	23	12.8%	58	32.2%	41	22.8%	41	22.8%	17	9.4%
10	Those who code-switch or code-mix do so to make fun of others.	38	21.1%	64	35.6%	33	18.3%	35	19.4%	10	5.6%
11	Those who code-switch to English in their conversation do so due to their deficiency in Arabic.	5	2.8%	32	17.8%	42	23.3%	73	40.6%	28	15.6%
12	Those who code-switch to English do so because English is rich with scientific and technical terms.	7	3.9%	35	19.4%	30	16.7%	69	38.3%	39	21.7%
13	Those who code-switch to Arabic do so to let others understand what they are saying.	3	1.7%	12	6.7%	24	13.3%	101	56.1%	40	22.2%
14	Those who code-switch to Arabic do so when discussing topics	4	2.2%	21	11.7%	33	18.3%	80	44.4%	42	23.3%
15	Those who code-switch to Arabic do so when discussing certain topics, such as politics.	3	1.7%	27	15.0%	40	22.2%	69	38.3%	41	22.8%
16	Those who code-switch to Arabic do so when discussing personal matters.	3	1.7%	16	8.9%	42	23.3%	76	42.2%	43	23.9%
17	Those who code -switch to Arabic do so when discussing religious issues.	7	3.9%	17	9.4%	35	19.4%	67	37.2%	54	30.0%

Table thirteen shows the results of Arab American speakers' responses to the second section of the questionnaire .The data in this section were intended to elicit respondents' attitudes towards CS/CM. These attitudes are listed under three sub-headings , attitudes towards CS/CM In relation to English/Arabic CS/CM and vice versa, (items 1, 3, 4, 11, 12) ; attitudes towards CS/CM in relation to those who code-switch or code-mix (items 2,5, 6, 7, 8, 9, 10); and finally attitudes towards CS/CM in relation to general communication strategies (items 13, 14 , 15 , 16 ,17).

4.3.2 Attitudes towards CS/CM in Relation to English/ Arabic CS and vice versa.

Item 1 clearly shows that 52.3 % of the sample ''agreed ''or ''strongly agreed'' with the statement '' those who CS to Arabic in their conversation do so due to their deficiency in English, whereas, 31.6 % of the sample either 'disagreed' or ''strongly disagreed'. Additionally 16.1% were uncertain. By contrast, item 11 shows that 56.6 % of the sample ''agreed'' or strongly agreed'', whereas 2.6 % of the sample either ''disagreed '' or '' strongly -disagreed ''to the statement '' those who CS to English in their

conversation do so due to their deficiency in Arabic.'' It seems that there are strong beliefs about CS with English and language deficiency in Arabic.

 In response to item three, which elicited Arab American speakers' attitudes towards switching to Arabic at the end of a sentence'' ,the data showed that 20% of the sample either'' disagreed'' or'' strongly disagreed'', whereas 42.1% of the sample either ''agreed'' or ''strongly agreed''. It seems that there is a strong relation between CS and a new function of shortcuts at the end of a sentence. Responses to item four, which is stated '' those who CS to Arabic in their conversation do so because it is hard to find proper Arabic equivalents'', the data show that 72.2% of the sample either ''strongly agreed'' or ''agreed'', whereas 13.9% only of the sample either '' disagreed ''or ''strongly disagreed''. The high response to the item came as a surprise; it seems there is a strong belief among American speakers that many Arabic terms and expressions had no proper English equivalents. This reflects their beliefs in the richness of Arabic lexicon. Responses to item 12 ,which states "those who CS to English do so because English is richer with scientific and technical terms'' , the data show that 60% of the sample ''strongly agreed'' or ''agreed'', 23.8% of the sample ''strongly disagreed ''or ''disagreed'' ,whereas 16.7 were uncertain. The

data show that in a way there is agreement that English language is rich with scientific terms .It is believed that one prime motive of CS with English is the lack of equivalents particularly in specialized technological domains.

4.3.3 Attitudes towards CS/CM in Relation to Users

Items related to users are (2, 5, 6, 7, 8, 9, 10) which elicited attitude towards CS/CM in relation to users. Responses to item two, which states that '' those who switch to Arabic do so to express their anger at the beginning of a sentence, the data show that 41.1 % of the sample'' strongly agreed'' or ''agreed', 28% were uncertain, and 28.9 % of the sample ''disagreed or ''strongly disagreed'' .It is believed that one function of CS is to show anger. Responses to item five, which states ''those who code-switch to Arabic do so to express their personal emotion'', the data

show that 70.5% of the sample either '' agreed ''or ''strongly agreed'', whereas 14.4 % of the sample'' ''disagreed'' or '' strongly disagreed ''to the statement.

In response to item six, which states that ''those who code mix do so to show they are educated'' , the data show that 44.5 % of the samples either ''strongly agreed ''o ''agreed ''17.2 % were uncertain, and 38.8 % of the

sample ''disagreed ''or ''strongly disagreed''. The data show that many Arab American speakers have negative attitudes towards CM, particularly who CM a lot in their conversation. Responses to item seven, which states that ''those who CS/ CM in their conversation are respected by others'', show that 44.5% of the sample ''strongly disagreed'' or ''disagreed'', 32.2 % were uncertain, and 23.3%'' agreed'' or ''strongly agreed.'' It seems that respect as a social value emanates from a number of factors such as education, social status and personality traits and knowledge of both languages; and CS is not the vital factor of respecting or disrespecting others.

In response to item eight, which states that '' those who CS to Arabic express their loyalty to their Arabic culture'', the data show that 46.6 % ''strongly agreed ' 'or '' agreed'', 24.4% were uncertain, and 28.9% ''strongly disagreed'' are ''disagreed''. It seems that those Arabic speakers are well-aware that those who CS with Arabic are necessarily loyal to Arabic culture.

Responses to item nine, which states that ''those who CS to English corrupt Arabic'', show that 45% of the sample either ''disagreed'' or' ''strongly disagreed'', whereas 32.2% ''agreed or ''strongly agreed''. It seems that Arab American speakers believed that CS with English will not

affect the purity of Arabic language. Responses to item ten, which states that ''those who CS/CM do so to make fun of others '', show that 56% of the sample'' disagreed'' or ''strongly disagreed'', whereas 25% ''agreed ''or ''strongly agreed ''and 18.3 % were uncertain. It seems that Arab American speakers are well- aware that those who CS/CM with Arabic do not necessarily use it to make fun .Rather, CS seems to serve their needs for communication and to break the ice among interlocutors.

4.3.4 Attitudes towards CS in Relation to Common Strategies

This part elicited respondents' general attitudes. In response to item 13, which states that 'those who CS to Arabic in their conversation do so to let others understand what they are saying''. Responses show that 78.3% of the sample either ''agreed ''or ''strongly agreed, '' whereas only 8.4 % ''disagreed ''or ''strongly disagreed'' .The data show a high percentage among participants which confirms that CS is one way of enhancing communication among Arab American speakers. Responses to item 14, which states ''' those who CS to Arabic do so when discussing topics related to their countries '', the data show that 67.7%'' strongly agreed'' or ''agreed'' 18.3% were uncertain and 13.7 % of the sample ''strongly

disagreed'' or ''disagreed''. The majority of the sample from different nationality backgrounds showed approval of this statement. This ties in well with the fact that many people enjoy talking about their countries in their original language and not in English. Responses to item 15, which states ''those who CS to Arabic do so when discussing certain topics such as politics'', show that 61.1% of the sample either ''strongly agreed'' or ''agreed'', 16.7% ''strongly disagreed'' or ''disagreed'' and 22.2% were uncertain. The data also showed that one vital motive for CS is discussing politics, as many participants reveal that politics must be discussed in Arabic to convey intimacy and confidentiality.

In response to item 16 ,which states that '' those who CS to Arabic do so when discussing personal matters'', the data show that 66.1% of the sample either ''strongly agreed ''or ''agreed'', 10.6% ''disagreed'' or ''strongly disagreed'' ,whereas 23.3 % were uncertain. This is in line with the fact that confidential issues trigger CS and one vital function for CS is excluding others. Responses to item 17, which states that '' those who CS to Arabic do so when discussing religious matters'', show that 67.2% of the sample either ''agreed ''or ''strongly agreed'', 13.2% ''disagreed'' or strongly disagreed'', whereas 19.4% were ''uncertain''. The high percentage of

agreement lies in the fact that Arabic language is the language of the Holy Quran and one function is served by switching from English to Arabic is religious.

4.4   Results Related to the Fourth Question

How can we characterize English / Arabic Code-switching among Arab American speakers in the USA?

In response to item 28, which elicited data on the use of terms and expressions that Arab American speakers from different nationality backgrounds use in formal and in informal and interaction while conversing with other fellow Arabs ,terms and expressions related to respondents from different nationality backgrounds along with their frequency are listed below. Tables from 14 through 21 show Arabic code-switched terms and expressions used by Arab respondents from Jordan, Palestine, Lebanon, Iraq, Algeria, Morocco, Egypt and Syria . The data analysis indicated that all participants CS with Arabic except one nationality, Yemeni respondents.

Table 14: Formal and Informal Terms and Expressions used by Jordanian Respondents					
In Formal conversation			In Informal conversation		
السلام عليكم	Count	11	ان شاء الله		14
	% of Total	11.2%			10.6%
اه	Count	6	اهلين		11
	% of Total	6.1%			8.3%
روح	Count	5	بالله		14
	% of Total	5.1%			10.6%
تعال	Count	7	بديش		6
	% of Total	7.1%			4.5%
سلامات	Count	9	خلص		13
	% of Total	9.2%			9.8%
شو	Count	10	طيب ليش		5
	% of Total	10.2%			3.8%
على راسي	Count	8	فارقنا		9
	% of Total	8.2%			6.8%
كمان	Count	9	قب		8
	% of Total	9.2%			6.1%
مرحبا	Count	11	كيف حالك		11
	% of Total	11.2%			8.3%
نعم	Count	10	لاء		12
	% of Total	10.2%			9.1%
والله	Count	12	مبروك		7
	% of Total	12.2%			5.3%
Total	Count	98	مرسيدس		10
	% of Total	100.0%			7.6%

Table 15: Formal and Informal Terms and Expressions used by Palestinian Respondents

Formal conversation			In Informal conversation	
الله كبير	Count	2	ادرس	13
	% of Total	1.3%		9.4%
اهلاً	Count	8	انا صايم	3
	% of Total	5.2%		2.2%
بس	Count	17	انتا	11
	% of Total	11.1%		8.0%
جزاك الله خيراً	Count	6	بعدين	16
	% of Total	3.9%		11.6%
حاضر	Count	13	ترجع السلام	15
	% of Total	8.5%		10.9%
حرام	Count	15	تعال	12
	% of Total	9.8%		8.7%
خذ حذرك	Count	3	حبيبي كول	14
	% of Total	2.0%		10.1%
سمي	Count	4	روح	6
	% of Total	2.6%		4.3%
عفواً	Count	15	شو صار	2
	% of Total	9.8%		1.4%
كمان	Count	12	شو مالك	15
	% of Total	7.8%		10.9%
ماشي	Count	9	صليت بالمسجد	5
	% of Total	5.9%		3.6%
والله	Count	16	فرصة سعيدة	9
	% of Total	10.5%		6.5%
يارب	Count	10	لاء	7
	% of Total	6.5%		5.1%
يعني	Count	7	يسم بدنه	2
	% of Total	4.6%		1.4%
Total	Count	153	يعطيك العافية	8
	% of Total	100.0%		5.8%

Table 16: Formal and Informal Terms and Expressions used by Lebanese Respondents

In Formal conversation			In Informal conversation	
اسم الله	Count	17	اسكتي	10
	% of Total	7.8%		11.0%
انا	Count	16	جماله هالمهضوم	3
	% of Total	7.3%		3.3%
حياتي	Count	15	حلو كتير	4
	% of Total	6.8%		4.4%
شو هلحلو	Count	12	دخيل المهضوم	8
	% of Total	5.5%		8.8%
شوبك	Count	19	روح من هون	6
	% of Total	8.7%		6.6%
طيب	Count	15	شو باك	10
	% of Total	6.8%		11.0%
لك يالله	Count	15	قنزحلي قنينة المي	1
	% of Total	6.8%		1.1%
ليكي	Count	20	مابدي فل	9
	% of Total	9.1%		9.9%
ما بقدر	Count	18	هيك وهيك	4
	% of Total	8.2%		4.4%
مافي	Count	19	وين هالغيبة	5
	% of Total	8.7%		5.5%
مرحبا	Count	14	يسلملي جماله	7
	% of Total	6.4%		7.7%
نشكر الرب على عطاه	Count	13	يسلملي نكل عينه	3
	% of Total	5.9%		3.3%
نوسه (قليل جدا)	Count	8	يقصف عمرك	10
	% of Total	3.7%		11.0%
يقبرني عيونه	Count	9	سلبه (كتير حلو)	2
	% of Total	4.1%		2.2%
يمكن	Count	9	ينعاد عليكم	9
	% of Total	100.0%		100.0%

Table 17: Formal and Informal Terms and Expressions used by Iraqi Respondents

In Formal conversation			In Informal conversation	
الله كريم	Count	7	كشخه ورباط	4
	% of Total	14.9%		7.4%
باالله شنو هاي	Count	6	شخبارك	8
	% of Total	12.8%		14.8%
شلونيك	Count	9	الله يخليك	5
	% of Total	19.1%		9.3%
عزيزي	Count	5	حبيبي	6
	% of Total	10.6%		11.1%
عيني	Count	8	شكو ماكو	5
	% of Total	17.0%		9.3%
مالتي	Count	7	شنو راح تساوي باجر	4
	% of Total	14.9%		7.4%
يا معود	Count	5	شنو هذا يا معود	7
	% of Total	10.6%		13.0%
Total	Count	47	كلشي ماكو(حتى الاجانب يحجون)	2
	% of Total	100.0%		3.7%
			ما شا الله	7
				13.0%
			يا معود والله	6
				11.1%
			Total	54
				100.0%

Table 18: **Formal and Informal Terms and Expressions used by Algerian Respondents**

In Formal conversation			In Informal conversation	
ظرك (هلّا) بلحقة	Count	3	صحيت (شكرا) حوايج	9
	% of Total	12.5%		17.3%
	Count	5		5
	% of Total	20.8%		9.6%
بزاف	Count	6	شويه	3
	% of Total	25.0%		5.8%
اقعد	Count	6	عيش ولد بلادي	3
	% of Total	25.0%		5.8%
يا شابة يا حلوة	Count	4	ويش راك (كيف حالك)	7
	% of Total	16.7%		13.5%
Total	Count	24	وبن راك (وينك)	7
	% of Total	100.0%		13.5%
			ويش درت (شو عملت)	6
				11.5%
			ويش يموح (يا محمد)	4
				7.7%
			يعطيك الصحة	8
				15.4%
			Total	52
				100.0%

Table 19: Formal and Informal Terms and Expressions used by Moroccan Respondents

In Formal conversation			In Informal conversation	
ايواه	Count	3	است (يابنت)	2
	% of Total	11.5%		3.4%
خوا	Count	4	بركه (خلص)	5
	% of Total	15.4%		8.6%
دابا (هلآ)	Count	4	بصاح (عن جد)	8
	% of Total	15.4%		13.8%
صافي (طيب)	Count	5	توحشتك	6
	% of Total	19.2%		10.3%
عييت	Count	1	حشومه (عيب)	7
	% of Total	3.8%		12.1%
كيف شي	Count	2	خوديري (أخي)	3
	% of Total	7.7%		5.2%
ما في شي	Count	3	دكو	7
	% of Total	11.5%		12.1%
هاك	Count	4	لاباس	3
	% of Total	15.4%		5.2%
Total	Count	26	لاواح	2
	% of Total	100.0%		3.4%
			واش	3
				5.2%
			وخاه	8
				13.8%
			يتبرهش (عمل طفولي)	4
				6.9%
			Total	58
				100.0%

Table 20: Formal and Informal Terms and Expressions used by Egyptian Respondents

In Formal conversation			In Informal conversation	
السلام عليكم	Count	3	االله يبارك فيك	5
	% of Total	14.3%		25.0%
برافو	Count	4	ايه الاخبار	5
	% of Total	19.0%		25.0%
لا والنبي	Count	4	خلاص بقى	4
	% of Total	19.0%		20.0%
يا سلام	Count	5	وحشني جدا	6
	% of Total	23.8%		30.0%
يعني كده	Count	5	Total	20
	% of Total	23.8%		100.0%
Total	Count	21		
	% of Total	100.0%		

Table 21: Formal and Informal Terms and Expressions used by Syrian Respondents

Formal conversation			In Informal conversation	
اكسر السفرة	Count	4	ابوس روحك +تقبرني+حاجة بئه	7
	% of Total	11.1%		15.9%
الله يهديك	Count	7	اعملوا وظايفكم	6
	% of Total	19.4%		13.6%
برافو	Count	5	اقعدوا	8
	% of Total	13.9%		18.2%
تمام	Count	5	شرفتوا	8
	% of Total	13.9%		18.2%
شرفتوا	Count	5	شو اخبارك	3
	% of Total	13.9%		6.8%
شو	Count	6	كيف الحال	5
	% of Total	16.7%		11.4%
يبعتلي الهنا	Count	4	يمشي على قبري	7
	% of Total	11.1%		15.9%
Total	Count	36	Total	44
	% of Total	100.0%		100.0%

What characterizes these terms and expressions is that each list
constitutes by itself an inventory of terms and expressions with unique
 meanings . Another point of interest is that some of these expressions
are very short and are intelligible only to respondents from the same
nationality background such as,(اكسر السفرة),(شكو ماكو),(يا سلام),(يتبرهش) , etc.
Moreover ,some of these terms and expressions can hardly be translated

into English and literal equivalents will not be an acceptable alternative .

Table 22: Interview Results

FIRST Q: Are you comfortable in using more than one language?. And why?	Count	15	Declare their comfort of using both languages. As they state'' Arabic is my identity and English language is just a tool of surviving in the USA''.
	%	75%	
	Count	5	05 state ''they are more comfortable in English because it's easier for them and they hardly have spoken Arabic''
	%	25%	
Do you CS between English and Arabic? if yes Q (2) why do you code-switch to Arabic?	Count	10	state that'' for shortcuts'
	%	50%	
	Count	5	State'' due to improper literal translation from English to Arabic''
	%	25%	
	Count	5	State'' they don't code-switch''
	%	25%	
Q3 When do you code-switch to Arabic?	Count	10	Respondents state ''at any time I feel it- is need ''.
	%	50%	
	Count	5	State'' excluding others''
	%	25%	
	Count	5	state ''rarely but I need to be observed''.
	%	25%	
Q4- What motivate you to code-switch while speaking to different nationality backgrounds?	Count	15	State ''that when we are comfort-abe that he /she understands both languages''.
	%	75%	
	Count	5	State ''that the topic of conversation and setting are the measure control''.
	%	25%	

Q5- Do you think that a person uses code-switching with his friends?	Count	17	Respondents answered yes
	%	85%	
	Count	3	NO because they have more proficiency in English and their friends are pure American
	%	15%	
Q 6-Do you think a person uses code-switching with his family?	Count	15	Respondents t said yes,
	%	75%	
	Count	5	Said no because their family prefers Arabic as the language of communication at home.
	%	25%	
Q7 –Do you think there is relationship between the age of the speaker and his /her inclination of CS? And why?	Count	12	said yes as they declare that young generation more code-switcher as they want to express themselves by all means
	%	60%	
	Count	6	Said yes they believed old generation more code- switcher. Because they raised in their home land.
	%	30%	
	Count	2	NO , it depend on a person if he educated or not
	%	10%	
Q8 – Do you think there is relationship between the topic of conversation and CS to Arabic?	Count	17	declare the strong relation between CS to Arabic and topic of conversation
	%	85%	
	Count	3	States there is no relationship.
	%	15%	

Table 22 shows the results of Arab American speakers' responses to the eight questions which are raised earlier in the recorded interviews. In response to the first question, which elicits respondents reasons for comfort in using more than one language .And why?'', the data show that 75.0% of the respondents are comfortable in using both languages and due to their feelings that'' Arabic is my identity and English language is just a tool of surviving in the USA''. Whereas, 25% are more comfortable in using English '' because it is easier for them and they hardly have spoken Arabic''.

Question two, which elicits data as to whether respondents CS and why, the data show that 75% say ''yes ''whereas 25% say' 'No''. Respondents who say yes state their reasons for CS as follows: 50%, for shortcuts; 25%, due to improper literal translation from English to Arabic, and 25% state they rarely CS. In response to question three, which elicits data as to when respondents CS to Arabic. 50% of the sample state that they CS when they feel it is needed, 25% state for excluding others, and 25% state rarely, yet they need to be observed. Question four, which elicits what motivate respondents to CS while speaking to different nationality members. 75% state that they CS when they are comfortable or sure that the addressee would understand both languages, whereas 25% state that ''that the topic

of conversation and setting are the measure control for CS''. Question five, which elicits data as to whether respondents CS with their friends. 85% say ''yes'', whereas 15% say ''NO'' because they have more proficiency in English and their friends are pure Americans.

 Responses to question six, which elicits data related to respondents' use of CS with their family. 75% state ''yes'' they CS'', whereas 25% state ''No '' because their families prefer Arabic language at home. Question seven , which elicits data if respondents think there is a relationship between the age of the speaker and his /her inclination to CS, and why?, 60% say ''yes'' because they believe that the young generation code-switch more as they are intent to express themselves by all means, 30 % said ''yes'' they believed that the old generation code- switches even more because they were raised in their homeland, whereas 10% , say ''NO'' because it depends on a person if he is educated or not. Responses to question eight, which elicits data about thinks the relationship between the topic of the conversation and CS to Arabic, 85% of the respondents declare the strong relation between CS to Arabic and the topic of conversation, whereas 15% say there is no relationship.

CHAPTER FIVE

Discussion, Conclusions, Implications and Recommendations

5.0 Introduction

This chapter provides analysis and discussion of the findings of the four questions raised in the first chapter of the thesis. Additionally, it provides conclusions , implications and recommendations for further research.

5.1 Discussion of Findings Related to the First Question

Why do Arab American speakers in the USA code-switch to Arabic?

Findings related to the first question why Arab American speakers CS was tabulated in Table eleven, which showed that the most common reasons for CS were the following:

The first reason is that they cannot find Arabic equivalents for terms and expressions used in their daily conversation. This reason for CS had the highest frequency among participants . This is because they were from different nationalities. Thus, their use of terms and expressions was related

to their variety as they were not able to translate them such as , (ابوس روحك),

(يا سلام), (كيف شي) ,   etc. This result agrees with Grosjean (1982) who

suggested several reasons for CS and one vital reason he stated is that

bilinguals CS when they cannot find proper words or expressions, or when

there is no appropriate translation for the word being used.

The second reason for CS was that it is easier for them to express

themselves in Arabic and not in English. This is due to the fact that CS

serves important functions and their beliefs that CS can be utilized any

time it is needed (See page 82)**.**

 The third reason for CS with Arabic was a new function which is shortcuts.

This new function had been explained by participants so instead of using a

complete sentence or clause, CS with Arabic relieves them from long

conversations and conveys a clear message   for the addressee to

comprehend such as (شو), (واش),(عييت) , etc.

   Another important reason for CS to Arabic among participants was to

explain and make sure that addressees understand them. This ties well the

fact that who you speak to is one of the major controls for CS as many

participants reveal that when they spoke to elderly people or children

they preferred to CS with Arabic. This result agrees with Fishman (1965) who believed that our choice of a certain language in one situation is not random, but rather rule-governed.

The fifth reason for CS was divided among participants equally, (7.7%) believed that CS to Arabic was a vital function to express their feelings. This shows that people in general prefer to express their feelings in a language that they think the addressee comprehends and appreciates. This result agrees with Grosjean (1982) who believed that emotions cause CS/CM. By contrast, (7.7%) believed that CS to Arabic was just a frequent habit that occurred subconsciously.

The sixth reason for CS was related to respondents who wish to express their anger which is considered a natural act for CS to Arabic. This result agrees with Hoffman (1975) who stated that one function of CS is to show anger or seriousness without fear of ridicule.

The seventh reason for CS to Arabic was clarifying vague terms and expressions. This result agrees with Rose and Van Dulum (2006) who concluded that CS plays an effective communicative tool in Bilingual societies.

The eighth reason for CS was attaching small words out of habit. For instance, it has been observed that many Jordanians and Palestinians attach (ya:ni) between sentences or within the sentence. This result agrees with Gumperz (1982) who found that CS is sometimes used as sentence fillers.

 The ninth reason for CS was a strategy that participants followed to code-switch to Arabic for excluding others. This result agrees with Gilles and Smith (1979) who believed that CS can be a strategy to facilitate convergence and divergence in a speech situation. Moreover, there were other different reasons which were indicated by respondents (See Table 11).

5.2 Discussion of Findings Related to the Second Question

When do Arab American speakers in the USA code- switch to Arabic?

Findings related to when Arab American speakers switch to Arabic indicated that there are certain topics which trigger CS to Arabic. For instance, when they converse about religious issues, politics, personal issues, food, family matters, traditions, etc (See Table 12). Additionally, there is an agreement among those participants that they CS to Arabic whenever they feel it was needed. (See Table 15). This result is in line with Alkhatib and Sabbah (2008) who shed light on the function served by switching from English to Arabic as socio-cultural and religious .It also agrees with Bhatia and Richie (2004) who believed that some reasons and motivations are also highly related to message alone for instance, hedging, idiom, topic, and deep cultural wisdom. Thus the results indicated that Arab American speakers CS to Arabic situationally and conversationally.

5.3 Discussion of Findings Related to the Third Question

What are their attitudes towards English /Arabic code-switching?

Results related to Arab American speakers' attitudes towards CS/CM to Arabic showed a discrepancy that characterized Arab American speakers

who" strongly agreed '' or ''agreed'' to item one, as many of them consider the statement as a general point of view for the American society .It has been noticed that the 22% who agreed used CS and wrote the topics and the terms they used in their conversation with other fellow Arabs in America. This result agrees with Bhatia and Ritchie (2004) who argued that a vast majority of bilinguals themselves hold a negative view of CS speech. By contrast, the statement that ''those who CS to English in their conversation do so due to deficiency in Arabic'', findings indicated that (56.6%) of the sample either ''agreed ''or'' strongly agreed'' to item eleven. This reflects the fact that Arab American speakers' attitudes to CS are related to their cultural attitudes.

Findings related to attitudes towards CS/CM in relation to users are divided to positive and negative attitudes and could be summarized as follows:

1- The highest frequency of the sample was 70.5% who 'strongly agreed'' or ''agreed'' with code-switching to Arabic when it was related to emotions. This result indicated a positive attitude among participants for CS to Arabic in their conversations.

2- The second highest frequency of the sample was 56% of the sample who disapproved that one function for CS/CM to Arabic was to make fun of others. This result indicated a positive attitude towards CS to Arabic and respect for other Arabic varieties and dialects. The result contradicts with what Elsaadany (2003) stated in his conclusion that CS may be used for making fun of other dialects, which are not popular.

3- The third highest frequency of the sample was 44% 'who ''disagreed ''or ''strongly disagreed'' to item nine. This result indicated that participants were confident that CS to English will not corrupt the Arabic language peculiarities, richness, and culture heritage.

4- The fourth highest frequency of the sample was 44.5% who believed that people who CM a lot, do it for showing off. This ties the fact that there is a negative attitude towards those who practice intensive CM Arabic / English or vice versa in their discourse.

5-The fifth highest frequency of the sample was 41% who ''agreed'' or ''strongly agreed'' to CS to Arabic at the beginning of a sentence to express anger or seriousness .It seems this type of CS to Arabic was acceptable among participants.

Findings related to the general attitudes of Arab American speakers towards code-switching indicated that 78.3% of the sample approved that CS to Arabic is one way to enhance communication. Another agreement was among participants that CS to Arabic is vital when they discuss topics related to their countries .Results indicated that 67.7% of participants ''agreed'' or ''strongly agreed'' to this statement which indicated that CS to Arabic is approved when participants' converse with other fellow Arabs about their countries, traditions, and customs.

5.4 Discussion of Findings Related to the Fourth Question

How can we characterize English /Arabic code-switching among Arab American speakers in the USA?

Results related to Arab American characteristics of CS behavior indicated that whenever they talk about CS to Arabic it takes them to the diglossia model such as Arab American speakers who code switch from English to their colloquial Arabic which was related to their variety such as Arab American speakers suddenly shift from high variety (English) to low variety (Arabic) while conversing about certain topics or vice versa . On this point, Ferguson states '' a striking feature of diglossia is the existence of many paired items,

one high(H) and one low (L), where the range of meanings of the two terms is roughly the same and the use of one or the other immediately stamps the utterance or written sequence as H or L''(Ferguson 1953:434). (See Table 15).

Moreover, results indicated that Arab American speakers utilize short terms such as words, phrases but not full sentences in their CS to Arabic. Additionally, the researcher observed that short terms or expressions indicated further special meanings for each nationality.

 Another feature that characterized their CS was lexicon which presents an interesting area in the investigation of CS to Arabic among Arab American speakers .What makes this area interesting is the availability of a great number of different synonyms that speakers can select from .Their selection depends on a number of social factors such as ,participants ,education , topic , and formality of conversation . For instance, the lexical item (bidnaa)'' want'' is never used in formal or semi-formal situations .It is an item that is associated with casual situations. This tie well with the fact that participants of any verbal discourse usually observe and evaluate the social context for approval from the other members of the group of discussion.

Another interesting feature that characterized CS to Arabic is that some Arab American speakers compress Arabic and English terms at the same time. For instance, they produce another term which is not easy to be understood except by the person addressed (e.g , تتهيط و تتطليّط) heating system and painting . The researcher observed that their blending of two parts of English and Arabic language in the same term indicated further functions such as excluding others but this time the Arab nationality from the same region .Such term is used as a protection against evil eyes (See Appendix 3).

Conclusions

American speakers' attitudes towards CS to Arabic embodies approval and condemnation . As people live in different states, belong to different nationalities, and there are different reasons for CS with Arabic . These reasons belong to different categories; accordingly CS to Arabic which is used by them varies and reflects various social reasons and cultural values.

Code- switching to Arabic and vice versa is not always accepted among respondents from different nationality backgrounds . On the basis of research findings, the most important conclusion is that there are positive and negative attitudes towards CS to Arabic. One of the positive attitudes is when CS to Arabic is practiced to enhance communication or when there is a vital reason for CS, and CS with Arabic occurs subconsciously. By contrast, there are negative attitudes when intensive CS to Arabic occurs without a valid reason or occurs with intent to neglect the addressee's emotions, the context of situation , the topic of conversation , and the formality of conversation.

The data obtained showed that there are vital reasons for CS with Arabic among Arab American speakers such as , improper English equivalents, the easiness of expressing their personal views, shortcuts , enhancing communication , etc. Additionally, there are certain topics that trigger CS to Arabic such as , religion , politics , personal issues, food, family matters, tradition , culture , education , business , etc**.** Moreover, data analysis showed that there are specific features which characterize Arab American speakers   CS to   Arabic . The characteristics of code-switching are as follows:

- Arab American speakers code -switch from English to their colloquial Arabic which is related to their variety**.**

- Arab American speakers utilize short terms such as words, phrases but not complete sentences which are used in their CS with Arabic.

- Arab American speakers utilize specific lexicon in formal and in informal conversations. Their selection depends on a number of social factors such as, participants, relation, education, topic, and formality of situation .

- Arab American speakers compress Arabic and English in the same

   term or expression .This blending of two parts of English and

   Arabic language in the same term occurs consciously.

Implications and Recommendations for Further Research

This research was an initial step towards the identification of attitudes

towards code-switching or code-mixing with Arabic in the USA. It would

indeed be valuable to replicate this study in the future, keeping in mind

the following recommendations.

- Further research can be conducted to explore why Yemeni speakers in

   the USA do not CS with Arabic in their conversation.

- A further study can investigate the use of shortcut functions by Arab

   American speakers when they move from English to Arabic suddenly

   in their discourse.

- More research can explore attitudes towards CS to Arabic among

   Arab American speakers including additional different nationalities.

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APPENDIX 1

Panel of Experts and Validation Committee of the Questionnaire

Name	Position	Specialization	Affiliation
1-Riyad Hussein	Professor	Sociolinguistics	MEU
2-Bader Dweik	Professor	Sociolinguistics	MEU
3- Fawwaz M. Al-Abed Al- Haq`	Professor	Linguistics	Yarmouk university
4-Rasoul Khafaji	Professor	Contrastive Linguistics and Translation studies	MEU
5- Issam Kayad	Assistance Professor	English Language	MEU
6- Salem Ad-daja	Assistant Professor	TEFL Expert	MEU
7. Fatima Jafar	Assistant Professor	Curriculum and Instruction of English	MEU

APPENDIX 1

Questionnaire

The following questionnaire is intended to gather data for writing an MA thesis. Your answers to all questions clearly and carefully are of utmost importance. It is hoped that the results of this research will develop our understanding of how code-switching and code-mixing are used between English / Arabic and vice versa. The researcher assures you that the information provided in response to the items in the questionnaire will be strictly confidential, and used only for the sole purpose of academic research.

Code- switching (CS) / Code-mixing (CM) definition:

Code-switching and code –mixing occur when you go back and forth between two languages, Arabic and English or vice versa while conversing with others.

<div dir="rtl">

التعريف:هو دمج وخلط اللغة العربية والانجليزية أثناء المحادثة مع الأخرين

</div>

The questionnaire is comprised of three sections. Section 1 elicits personal and biographical data; section 2 includes 17 items eliciting data related to your attitude toward code-switching in general, and code switching between English and Arabic in particular. Section 3 elicits information about your perception of your language use and abilities, such as when and why you code-switch or code-mix. Finally, the most common terms or expressions you feel more comfortable using in various forms of English discourse while conversing with other fellow Arabs.

Section One

Please fill out the blank spaces below by filling in the blanks or by circling the correct answer.

1- Sex: a) Male   b) Female

2- Original nationality ………………………………………

3- Age: (a) 20-29   (b) 30-39   (c) 40-49   (d) 50-59   (e) 60 or above

4- Educational level: (a) elementary   (b) high school   (c) university   (d) higher education.

5- Residency in USA: (a) 6-9 years   (b) 10-14   (c) 15-19   (d) 20 or

   more.

6 - Current profession: (a) worker (b) student (c) employee (d) business

   (e) Other, mention …………………………….

7- You have: (a) American passport   (b) green card   (c) visa

8- Place of residence: City …….. …………   State……………………

Section Two

Answer the following questions by marking an (x) in one of the columns next to each statement. If you "strongly disagree" to the content of the statement, mark with an (x) in the first column; if you are "uncertain" mark (x) in the third; if you agree mark (x) in the fourth and so on. Please read each statement carefully, and mark an (x) in the appropriate column.

		5	4	3	2	1
Number	Items	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree
1	Those who code-switch to Arabic in their conversation do so due to their deficiency in English.					
2	Those who code-switch to Arabic do so to express their anger at the beginning of a sentence.					
3	Those who code-switch to Arabic at the end of a sentence do so for shortcuts.					
4	Those who code-mix with Arabic do so because it is hard to find proper Arabic equivalents.					
5	Those who code switch to Arabic do so to express personal emotions.					
6	Those who code-mix do so to show they are educated.					
7	Those who code-switch or code-mix are respected by others.					
8	Those who code-switch to Arabic do so to express their loyalty to their Arabic culture.					
9	Those who code-switch to English 'corrupt 'Arabic					
10	Those who code-switch or code-mix do so to make fun of others.					

	Items	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree
		5	4	3	2	1
11	Those who code-switch to English in their conversation do so due to their deficiency in Arabic.					
12	Those who code-switch to English do so because English is rich with scientific and technical terms.					
13	Those who code-switch to Arabic do so to let others understand what they are saying.					
14	Those who code-switch to Arabic do so when discussing topics related to their country.					
15	Those who code-switch to Arabic do so when discussing certain topics, such as politics.					
16	Those who code-switch to Arabic do so when discussing personal matters.					
17	Those who code -switch to Arabic do so when discussing religious issues.					

Section Three

Please answer the following questions by circling the correct answer.

18 -How do you describe your proficiency in English?

1-Excellent   2-Very good   3- Good   4- Average   5- Poor.

19- How do you describe your proficiency in Arabic?

 1- Excellent   2- Very good   3- Good   4- Average   5- Poor.

20- If you code-switch with English, how often do you do that?

1- Always   2- Often   3- Sometimes   4- Rarely   5 - Never.

21- If you code-switch with Arabic, how often do you do that?

1-Always   2- Often   3- Sometimes   4- Rarely   5- Never.

22- If you code-switch between English and Arabic, how often do you do that with your friends?

1-Always   2- Often   3- Sometimes   4- Rarely   5- Never.

23- If you code-switch between English and Arabic, how often do you do

that with your family?

1-Always   2- Often   3- Sometimes   4- Rarely   5- Never.

24- If you code-switch between English and Arabic, how often do you do

that with other fellow Arabs?

1-Always   2- Often   3- Sometimes   4- Rarely   5- Never

25- Do you use code switching or code mixing?

Yes   NO

26- If. Yes, why do you do that?

1)…………………………

2)…………………………

3) …………………………

27- What topics do you switch between English /Arabic most often?

1)…………….. ….. ….   2) ……………………

3) ……………… … …   4)………………………

28- List some Arabic terms or expressions that you frequently use in

conversing with other Arab nationals speaking English?

A- In Formal conversation..

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………

B- In informal conversation …………………………………………………………………

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……….

APPENDIX 2

N	Interview Questions
1-	Are you comfortable in using more than one language? And why?
2-	Do you use CS from English to Arabic? 1- yes 2- NO If yes- why do you code-switch to Arabic?
3-	When do you code-switch to Arabic?
4-	What, in your opinion , are the reasons which motivate you to code-switch while speaking to Arab people from different nationality backgrounds?
5-	From your experience, do you think a person uses code-switching with his friends?
6 -	Do you think a person uses code-switching with his family?
7-	Do you think there is a relationship between the age of a speaker and his/her inclination to code-switching? And why?
8-	Do you think there is a relationship between the topic of conversation and the code -switch to Arabic?

APPENDIX 3

Instances were cited in Chicago.   Date 21- 8- -2009

Instances of CS	Nationality	Sex and Age around	State / setting
*Aqaed yama **la tfeely** sick*	Palestinian	F (55)	Chicago/Illinois Aircraft
***Aqaed** nice **yaa** stupid*	Palestinian	F (35)	
*I live near **chazia** in California.*	Palestinian	M (47)	
*Can I have **qaren mouez Il-hal** boy?*	Palestinian	F (25)	
Give men hatha alyy ala orang.	Palestinian	F (65)	
*How come you don't know **atkammas**?*	Jordanian	M (47)	
*Somebody **lafa wakthaha***	Jordanian	M (40)	

Instances were cited in New York City. Date 2-10-2009

Instances of CS	Nationality	Gender and age around	Setting
*Oh! Guys **amtaa hasal*** The second answers him: *ala face book man* The third was drinking coffee and suddenly said: *Oh! (…)* ***hamiaa***	Jordanian	M (20-23)	Café
AAsalem Alekem *Where are you?* *I'm leaving 42nd street heading 32* He ended the conversation with *yeah **bashefak***	Palestinian	M (40-45)	Inside the taxi
You don't have to pay ***kall almasary***	Palestinian	F (49)	Mall
Where the changing room up or ***tahat?***	Jordanian	F (34)	Mall
H-You don't think its **tight** ***katheer?*** W- Yeah, change it.	Palestinian	M& F(40-49)	Mall
1- Is the reconstruction finish?*-**baggie yat tt-heatt and wa-tt tlight .***	Palestinian	F (35)	Wedding party
3eny, help me with the number	Iraqi	M (50)	Inside the Airplane

Instances were cited in Detroit / Dearborn .Date 15-12-2009

Instances of CS	Nationality	Gender & age	Setting
1-You bought a new car **.** 2-*Ba3daha badeha* *tt-ansure*	Lebanese	M (33) M (43)	Street
1-Congrulations, you bought a new car. 2-Yeah. 1-How many doors on each side? 1- *Doorein fi kal* **side**.	Palestinian	M (45) M (52)	Café
1-Come for dinner tonight 1-Come on .I'll cook for you *Magloube* 2-I'll try	Jordanian	F (43) F (41)	Telephone Conversation
Taqberney, change my seat.	Syrian	M (43)	Conversation