Arabic English Code Switching among Saudi Speakers

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Abstract
Many studies have been conducted on code-switching worldwide, but few were carried out on Saudi context. Therefore, this study inquires the use of code-switching among Saudis who speak both Arabic and English to identify the reasons of code-switching and to know the significant differences regarding gender, age, qualification, and level of English. The study raises two questions. They are: 1) What are the reasons of code-switching of Saudis as native speakers of Arabic? And 2) Are there significant differences for code-switching of Saudis as native speakers of Arabic due to gender, age, qualification, and level of English? A descriptive-analytical approach has been adopted, and SPSS program is used. A questionnaire (30 items) was distributed to a sample of 426 Saudis. Findings showed that those with high-level proficiency combined Arabic and English languages more due to their awareness of English language expressions and found English vocabulary more expressive and delivered their ideas better. Moreover, working people used code-switching extensively. Furthermore, postgraduates were found to be better than others. Additionally, genders were both exposed to the same circumstances. Finally, individuals among all age groups combined both Arabic and English languages due perhaps to several reasons. Therefore, the researcher recommends that it might be better to study the significance of forming training courses to keep the interest of natives to take pride and use it in all aspects of life. Finally, the researcher suggests conducting another study on investigating code-switching among instructors in EFL classrooms and exploring code-mixing since there are few studies.

Keywords: Code-switching, English studies, Linguistics, Saudis native speakers, sociolinguistics

Introduction

English has become an essential and pervasive language in Saudi Arabia. Though the English language is not being introduced until schools in Saudi Arabia are copious throughout the country. Therefore, very few educated youngsters of the last two generations cannot speak English. In the past few decades, Saudis have been roaming English-speaking countries for either education or vacation purposes. Accordingly, it is typical to hear Saudis slip in a word or two in the English language while speaking Arabic regardless of their English expertise level. Al-Hourani and Afizah (2013) argued that a huge number of individuals all over the world are bilingual, even in nations where they are monolingual (Turjoman, 2016).

An individual is considered bilingual if skilled in two languages or more. Multilingualism is typically the outcome of several factors, like intercultural marriage, colonization, education, cultural interaction, and numerous other factors. Similarly, an individual proficient in using two or more different languages is considered a multilingual speaker. Generally, bilinguals and multilingual inclined to switch two different languages during speaking are said to be using code-switching (Sharaf, 2014).

Although most previous century's research revealed that code-switching happened chaotically, linguists and ethnographers contend that code-switching in natural environments is methodical. There has been an increase in the study of code-switching as a linguistic feature of bilinguals and multilingual; yet, code-switching's fundamental nature, motives, and aims are still loosely characterized (Gardnar-Chloros, 2009). As a communication approach, code flipping aggravates or mitigates requests, denials, subject changes, elaborations, validations, comments, and explanations. De Fina (2007) stressed the possibility of code-switching to aid speakers in Saudi Arabia in the socio-linguistic development of their identities. Masrahi (2016) hypothesized that bilinguals use code shifts in their speech when they lack understanding of one language and strive to express a message more plainly in their mother tongue. As can be seen, the reasons and objectives of code-switching are not universally agreed upon, even though investigating them is a top priority in a linguistic study today. A better understanding of code-switching patterns, the objectives suggested by participation in code-switching activities, and categorizing code shifts used at various times and with diverse speakers would add to the amount of information on the code-switching problem.

The research will be useful for using more than one language. Upon completion of this study, it is hoped that people and researchers will be able to code-switch to meet the target success and know many cultures. Also, it is hoped they make suggestions and recommendations to benefit researchers in the field of this study. And to establish further studies on this subject, which combines code switch and its reasons. Thus, the purpose of this study is to identify reasons of code-switching of Saudis as native speakers of Arabic and to know the significant differences of code-switching in relation to gender, age, qualification, and level of English. The study raises these research questions:

- What are the reasons of the code switching of Saudis as native speakers of Arabic?
- Are there significant differences in code-switching of Saudis as native speakers of Arabic due to gender, age, qualification, and level of English?

In the light of the questions, the researcher hypothesizes the following:
- There are reasons for code-switching of Saudis as native speakers of Arabic
- There are significant differences for code-switching performed by Saudis due to gender, age, qualification, and level of English

       Thus, this study is limited by two limitations: the place is Saudi Arabia (KSA) and the population includes only Saudis.

Literature Review
Code switching

Code switching, as Ja'afa, and Maarof (2016) defined, is "considered as a communicative phenomenon of constantly switching between two languages in a bilingual's speech collection" (p. 212-222). People usually shift code throughout their conversation on daily basis. Several educated individuals who are fluent in English language as their Second Language (L2), regularly use code-switching through adding English words, phrases, or sentences into their conversations. While participants might unconsciously do code-switching where there is constantly a reason why this happens. Code-switching is decided by a group of linguistic and social influences. Code-switching is commonly used in multilingual as well as multicultural societies. In Asian countries like Nepal, Pakistan, India, in addition to China, people who are bilingual typically have English language as their second language while their first language is their mother tongue and dialect. Likewise, in European bilingual societies, such as France, Germany, Spain or even Italy, individuals may use English language alternatively as the language of classroom lessons (Bista, 2010; Ja'afar and Maarof, 2016)

Al-Hourani and Afizah (2013) stated in their study that the "*Arabic-English code-switching phenomenon is widely observed among Arab speakers*" (p. 40). This situation is wide spread among Saudis, thus people who use both Arabic and English languages tend to code-switch much more often. Code-switching is now considered as a phenomenon which resulted from bilingualism in addition to multilingualism. Sociolinguists are highly interested in learning this phenomenon and the details of its occurrence. There are several influences of code-switching, such as cohesion, social topics, and status, fondness, as well as an inducement (Sharaf Eldin, 2014).

Concept of Code-switching

Code-switching is defined as a "mixture of words, phrases, and sentences from two separate grammatical sub-systems through sentence limits in the current occurrence" (Ayeomoni, 2006, p. 1). Alenezi (2010) also defined code-switching as "the apposition within the current conversation of passages of speech which belong to two dissimilar grammatical systems or subsystems" (p. 3).

Code-switching has also been defined by many linguists. It was also defined as the practice of switching from one language to the other in the middle of speech while both individuals recognize the same languages (Al-Hourani & Afizah, 2013). It is the methodical alternating application of two languages in a single exchange.

To sum up, code-switching is seen as the shifting from one language to another in exchange or statement. It refers to an alternative application of first language as well as the target language, a purpose of communication by language instructors if necessary (Parveen & Aslam, 2013).

Code mixing is mainly the embedding of several linguistic elements like affixes (bound morphemes), words (unbound morphemes), phrases in addition to clauses from a co-operative activity where participants must resolve what they hear with what they comprehend (Ayeomoni, 2006).

Types of Code Switching

Code-switching has an assortment of practices. It could happen at the beginning or end of a sentence. In inter-sentential code-switching, the language switch is accomplished at sentence limits. This is considered most often among fluent bilingual individuals. In intra-sentential code-switching, the shift is accomplished at the middle of a sentence with no pauses, hesitancies, or breaks. Inter-sentential language switching is defined as mechanical switching. It happens intuitively and fills in unidentified or unavailable expressions in one language. This sort of code-switching is additionally recognized as code-mixing. Additional sort of code-switching is known as code changing. It is categorized by fluent intra-

sentential shifts, moving focus from one language to another one. It is driven by situational as well as stylistic influences and the switch among two languages is cognizant and deliberate (Bista, 2010).

Efforts have been made to outline the phenomenon of code-switching. Researchers recognized three dissimilar kinds of code-switching that make bilinguals mix or switch between languages that they are frequently acquainted with and involved into daily. Bullock and Toribio (2009) stated that sundry bilinguals would apply their ability to shift from one language to another to communicate with other individuals in an unchanged background and typically in the equivalent speech.

Moreover, with bilingual individuals, code-switching is conventionally a suggestion of acquaintance deficit. Many scholars have suggested that code-switching is regularly applied by bilinguals to achieve specific objective communication during an exchange by individuals. Furthermore, code-switching is considered an option in defining the etymological selections used by individuals in choosing a dialogue wherever the recompenses and outlays for applying which languages were considered by those who use code-switching in a specific speech (Shin, 2010).

Additionally, Myers-Scotton (1993) indicated that the concept of code-switching is a low-level ability in the second language where the model is mediated on the idea. In the light of this model, code-switching is considered as either a marked or unmarked language selection in various dialogue circumstances. Thus, it focuses on the idea of code-switching as language selection made by individuals. It is thought that code-switching is as safe/unmarked selection when it is anticipated in a specific sort of interaction which is determined by aspects like social situations. However, what is anticipated in the communication like noticeable selection is considered as unpredictable, discounting situational and societal features (Parveen & Aslam, 2013).

Consequently, regarding the speaker and his relation with others, a marked selection is a negotiation (Myers-Scotton, 1993). There are two kinds of code-switching: namely situational and metaphorical, as recognized by Bloom and Gumperz (1972). Situational code-switching is affected by dialogue exchange or communication like alteration in participant, setting, or topic. The metaphorical code-switching functions as a conversational approach to contribute conversational actions like an apology, complaint, and request. From an alternative standpoint, Poplack (1980) considered that code-switching has three types: tag-switching, inter-sentential, and intra-sentential (Nilep, 2006).

Reasons for Code Switching
Utterers might change code from one to another in order to demonstrate cohesion within a social group to differentiate themselves, to contribute in social encounters, to discourse a specific topic, to show feelings as well as fondness, or to influence and induce the audience (Sharaf Eldin, 2014). In order to show cohesion, Holmes (2000) stated that "a speaker may (...) switch to another language as a signal of group membership and shared ethnicity within an addressee". He (2000) added that "code-switching could be applied to show solidarity among individuals from various or the similar ethnic assemblies" (pp. 5-7).

Occasionally, individuals may tend to apply dissimilar languages to suggest a specific social status or even to differentiate themselves among different social classes in order to show social status. Correspondingly, they may try "to show power over the less powerful" as suggested by Al Khatib (2003, pp. 409-422). Consequently, connecting switching codes as a method to show one's social class is now possible. Thus, an individual who can speak two languages or more is well-educated. Hence, it could be considered as a way to extricate oneself.

Additionally, code-switching could be applied by individuals to express specific attitudes as well as feelings. People might switch codes to show joy, enthusiasm, irritation, grief, and numerous additional feelings. Holmes (2000) mentioned that language switching is frequently applied to indicate condemnation. Therefore, an individual might code-switch as they are upset. Moreover, Al-Khatib stated that speech may apply beyond one language to show irritation and displeasure. Again, Holmes (2000) granted another good instance for code-switching to reveal fondness.

To Influence, the audience, Holmes (2000) described that metaphorical code-switching is "code-switching for rhetorica" (pp. 5-7). Code-switching is frequently applied in talking in rhetoric determination to draw attention or to persuade listeners. Nerghes (2011) revealed that "code-switching will draw the participant's attention and will enhance their motivation to carefully scrutinize the message presented" (p. 45) (i.e., when speakers applied code switching in persuading and rhetoric, they would be more capable of attaining their objective and in the persuasion of their audience since). Code switching seizes consideration and reproduces a specific socio-economic individuality which could grant the utterer more trustworthiness and dependability. Nerghes (2011) concluded in her research that code-switching is considered an effective approach that leads to methodical handling of information particularly related to resilient arguments.

On the word of Yletyinen (2004), bilinguals habitually clarify that they use code-switching if they were not capable of finding a suitable communication or vocabulary term and if the language of exchange does not contain the specific word desirable to continue the conversation easily.

Functions of Code Switching

Functions of code-switching are to be considered in this research. There are diverse classifications of functions. Furthermore, Amorim (2012) revealed that "functions of discourse-related and participant-related code-switching will be discussed and their significance to classroom research" (p. 178). Previously, Bloom and Gumperz (1972) grounded their study on normally happening day-to-day talk and institutional dialogue. This indicates that two languages are code-switched in a single statement or among statements. As part of conversational code-switching the researcher proposes a variety of conversational functions of code-switching. They are as follows: print advertisements (Leung, 2006), quotations, interjections, reiteration, addressee specification, message qualification as well as personalization against objectification (Dykhanova, 2015).

Firstly, Yletyinen (2004) indicated that code-switching has significance in terms of direct as well as reported speech; this is the function of quotations. Frequently the speech of another individual, which is quoted in a conversation, will be in a dissimilar language. Quotation is applied when, for instance, a person A needs to report something that person B has said; person A is talking in English but inserts the reported words of person B in German.

Nevertheless, when an individual is quoted, the quotation is not constantly in the language the individual usually uses. Secondly, code-switching could be applied in addressee specification, which indicates that by engaging code switching, an individual could direct his or her message to one of probable addressees. Addressee specification could be applied with monolinguals (accommodate to monolingual individuals through switching to the language they acknowledge) and with bilinguals (the addressee is asked to contribute to the conversation). Nonetheless, the addressee condition could as well be applied to dismiss someone by code-switching to a language no one else in the group comprehends apart from the speaking individual and his or her addressee. Thirdly, interjection happens when code-switching is applied to mark an interjection or used as sentence fillers (Ataş, 2012).

This function is very akin to tag switching. Fourthly, repetition happens if a message is reiterated in a different language. This replication might be used as an explanation of what has just been said then often, it additionally conveys additional implications in that it intensifies or highlights the message. Fifthly, message qualification indicates qualifying something which has been formerly said. In this instance the youngsters are first introduced in English and elucidated in Spanish before being further expounded in English. And lastly, there is the classification of switches which have the function of marking personalization versus objectification. This functional classification is more challenging to identify through the use of descriptive terms (Yletyinen, 2004).

This distinction of personalization vs. objectification recounts things like the difference between talking about action and talk as action, the level of speaker participation in, or distance from, a message, whether a statement reflects an opinion or knowledge, whether it denotes to certain cases or has the authority of commonly recognized fact. These things are in turn, encoded in code choices. For example, the researcher has an abstract where person A is talking about quitting smoking to person B; person A is codeswitching between Spanish and English. The researcher claims that the code contrast symbolizes capricious levels of speaker participation in the message as Spanish statements are modified while English ones reflect more distance. By way of explanation, individual A talks about her issue (how to stop smoking) in English yet carries out her issue (running out of cigarettes at night) in Spanish. Gumperz's (1982) classifications of conversational functions of codeswitching are not easy (Botztepe 2003).

In no less than three of these functions, it is not obvious what the individuals achieve in dialogue while using code-switching. The issue with quotations is that a person does not know what is attained by it except the fact that individuals tend to report expressions in the language they initially spoke (Yletyinen, 2004). Botztepe (2003) argued that there are comparable issues with interjections and message qualification. For instance, the question of what certain discourse function is accomplished when inserting, as an example, English sentence filler to an otherwise Spanish word rests unanswered. To the extent that classroom discourse is apprehensive, Gumperz's classifications are rather challenging to use for classroom discourse.

Methods
Sampling
This study used a descriptive method. The sample of this study consists of 426 Saudis as native speakers of Arabic. The characteristics of the sample are shown in the following table:

Table 1. *Gender variable*

Category	Frequency	Percentage
Male	173	40.3
Female	256	59.7

The table one indicates that the category "Female" shows 256 participants from the overall sample of 426, which is 59.7% while the category "Male" shows 173 participants from the overall sample of 426, which is 40.3%.

Table 2. *Age variable*

Category	Frequency	Percentage
18 – 24 years	54	12.6
25 – 34 years	201	46.9
35 - 44 years	126	29.4
45 – 54 years	42	9.8
55 – 64 years	6	1.4

Table two indicates that the category "25 – 34 years" presented 201 from the overall sample which is 429, that is 46.9%, and the category "35 – 44 years" ranked the second which presented 126 samples which is 29.4%. In addition, the table indicated that the category "18 – 24 years" and "45 – 54 years" presented similar frequency "54", "42" respectively, which is 12.9%, 9.8% respectively.

Table 3. *Occupation variable*

Category	Frequency	Percentage
Student	63	14.7
Government Employee	166	38.7
Private Sector Employee	67	15.6
Businessman / Woman	8	1.9
Freelancer / Self Employed	5	1.2
Retired	7	1.6
Unemployed	113	26.3

Table three indicates that the "Government Employee" presented 166 sample out of the total sample study 429 which is 38.7%, and "Unemployed" presented 113 samples out of the overall study sample 429, which is 26.3%, while "private sector employee" and "student" presented 67, 63 sample respectively, which is 15.6%, 14.7% respectively. In addition, the table shows "Businessman / Woman", "Freelancer / Self Employed", and "Retired" presented 8,5,7 sample respectively, which is 1.9%, 1.2%, and 1.6% respectively.

Table 4. *Educational level variable*

Category	Frequency	Percentage
Below Secondary School	11	2.6
Secondary School	53	12.4
Diploma	35	8.2
Bachelor	214	49.9
Post Graduate	116	27.0

Table four reveals that "Bachelor" presented 214 from the overall sample study 429 which is 49.9%, while "Postgraduate" presented 116 samples from the overall sample study 429 which is 27%. The table also shows that "Secondary school" and "Diploma" presented 53, 35 samples from the overall sample study 429, which is 12.4, 8.2 respectively, while "Below Secondary School" is ranked last and presented 11 samples out of the overall study sample which is 2.6%.

Table 5. *Proficiency in English language variable*

Category	Frequency	Percentage
Excellent	60	60
Very Good	104	104
Good	108	108
Satisfactory	68	68
Less than satisfactory	48	48
Poor	41	41

Table five shows that "Good" as well as "Very Good" ranked first which presented 108, 104 sample respectively, which is 25.2%, 14.5%, while "Satisfactory" and "Excellent" ranked second which

presented 68, 60 sample respectively, which is 15.9%, 14% respectively, as for "Less that Satisfactory" and "Poor" were ranked the least which presented 48, 41 sample from the overall sample study which is 11.2%, "9.6%" respectively.

Tools and Procedures

A questionnaire designed by the researcher based upon the previous studies is distributed among Saudis as native speakers of Arabic and it consisted of 30 items. To ensure the questionnaire reliability, the researcher applied it to a pilot sample of (10) individuals which were excluded from the study sample with a two-week period between the first and second time it was distributed. The reliability of the test was calculated using a correlation coefficient. The value of the Pearson correlation coefficient is (0.83). It is a high value and acceptable for the purposes of this study. The equation used was Cronbach alpha (Cronbach - Alpha) for internal consistency. The level of scale answer for each paragraph was according to the five-point Likert scale identified as follows: one represents strongly disagree, two represents disagree, three represents normal, four represents agree, five represents strongly agree. Likert scale was used to judge the results which were divided to High, medium, and Low according to the standard level.

Table 6. *Reliability coefficient of Alpha Cronbach for the questionnaire*

Field	Number of Paragraphs	Cronbach's alpha
Reasons of integrating English language for Saudis as native speakers of Arabic	30	94.7%

Table six demonstrates that Cronbach's alpha value is 94.7% which is a value that exceeds 60% therefore it is acceptable for research purposes.

For achieving the purpose of statistical treatment, the following statistical methods were used:
  1. Mean and standard deviations.
  2. T-test statistical (One Way Anova) and (Shaffee) test for dimensional comparisons where necessary.
  3. The equation of Cronbach alpha and Pearson's correlation coefficient.

Furthermore, practical procedures and statistical processing are used in the treatment of the study data.

In order to answer the first research question**:** "*What are the reasons of code-switching of Saudis as native speakers of Arabic***?"** the mean and Standard Deviation has been calculated (see Appendix 1).

Analysis and Findings

As seen in Appendix 1, it is clear that the mean resulted High, Medium, as well as Low among the participants' answers, where the overall means degree of applicability is low with a mean of 2.26 and a standard deviation of 0.73, while paragraph 15 "One of the postgraduate studies terms is to speak the English Language" ranked first 3.7 with a high degree of applicability, and paragraph 14 "One of the Businesses terms is to speak the English Language" ranked second with a mean of 3.65 and a medium degree of applicability, as for paragraph 8 "I miss the sense of belonging and loyalty of the Arabic language" had a mean of 1.68 with a medium degree of applicability, as for paragraph 12 "I have a feeling of inferiority in front of the advanced Western scientific civilization" ranked last with a mean if 1.62 with a medium degree of applicability.

To answer the second question "*Are there significant differences of code-switching of Saudis as native speakers of Arabic due to gender, age, qualification and level of English*?" T-test and Unilateral variation has been used. The result of the analysis is in table (9).
First: Gender Variation

Table 7. *The result of the analysis*

Field	Variable	Mean	Standard Deviation	Degree of Freedom	T-Score	Statistical Significance
Reasons of integrating English language for Saudis as native speakers of Arabic	Male	2.3118	.77704	428	1.18	0.237
	Female	2.2262	.70258	428		

The table above reveals that the differences among the participants of the sample study regarding gender variable were not statistically significant in the field "Reasons of integrating English language for Saudis as native speakers of Arabic" whereas the degree is 0.237 which is higher than (0.05=&)
Second: Age Variable

Table 8. *Unilateral variation analysis*

Field	Source of variation	Sum of Squares	Degree of Freedom	Average Squares	P Value	Level of Significance
Reasons of integrating English language for Saudis as native speakers of Arabic	*Between Groups*	2.735	4	.684	1.275	.279
	In Groups	227.895	424	.539		
	Total	230.630	428			

The table above shows that the differences among the answers of the study sample participants regarding age variable in the field "Reasons of integrating English language for Saudis as native speakers of Arabic" where the degree of significance resulted as 0.279 which is higher than (0.05=&)
Third: Occupation Variable

Table 9. *Unilateral variation analysis*

Field	Source of variation	Sum of Squares	Degree of Freedom	Average Squares	P Value	Level of Significance
Reasons of integrating English language for Saudis as native speakers of Arabic	*Between Groups*	14.508	4	2.418	4.732	.000
	In Groups	216.123	424	.514		
	Total	230.630	428			

The table 9. shows that the differences among the answers of the study sample participants regarding occupation variable in the field "Reasons of integrating English language for Saudis as native speakers of Arabic" where the degree of significance is lower than (0.05=&). To explain the results, a definitive test has been made and table 12 explains the results.

Table 10. *Employee Sectors*

Field	Categories	Mean	Student	Government	Private Sector	Business Man	Freelancer	Retired	Unemployed
English Language for Saudis as native	Student	2.34		0.97	0.78	0.88	0.99	0.93	0.35
	Government	2.22			0.09	0.64	1.000	0.98	0.69
	Private Sector	2.57				0.99	0.94	0.50	0.002
	Businesspeople	2.76					0.88	0.57	0.3

speaker s of Arabic.	Freelancer	2.13						1.000	1.000
	Retired	1.95							1.000
	Unemployed	2.05							

The table above demonstrates that there were statistically significant differences among the field "Private Sector Employee" and "Unemployed", according to the values of the mean it indicates that the differences were in "Private Sector Employee's" favor, which has a mean of 2.57 while "Unemployed" mean is 2.05.

Fourth: Qualification Variable

Table 11. *Unilateral variation analysis*

Field	Source of variation	Sum of Squares	Degree of Freedom	Average Squares	P Value	Level of Significance
Reasons of integrating English language for Saudis as native speakers of Arabic	Between Groups	16.216	4	4.054	8.035	.000
	In Groups	214.415	424	.505		
	Total	230.630	428			

The table 11. indicates that the differences among the answers of the study sample participants regarding qualification variable in the field "Reasons of integrating English language for Saudis as native speakers of Arabic" where the degree of significance is lower than (0.05=&). To explain the results a definitive test has been made and table 12 explains the results.

Table 12. *Qualification results*

Field	Categories	Mean	Below Secondary School	Secondary School	Diploma	Bachelor	Post Graduate
English Language for Saudis as native speakers of Arabic	Below Secondary School	1.98		1.000	0.844	0.941	0.166
	Secondary School	1.99			0.489	0.568	0.000
	Diploma	2.27				0.97	0.350
	Bachelor	2.17					000
	Post Graduate	2.55					

The table 12. reveals that there were statistically significant differences among "Secondary" and "Post Graduate" variable and according to the mean values it is concluded that the differences were in "Post Graduates" favor which has a mean of 2.55 while "Secondary" had a mean of 1.99. In addition, there were statistically significant differences among "Bachelor" and "Post Graduate" and according to the mean values were in "Post Graduate" favor which has a mean of 2.55 while "Secondary" has a mean of 2.17.

Fifth: Proficiency in English Language

Table 13. *Unilateral variation analysis*

Field	Source of variation	Sum of Squares	Degree of Freedom	Average Squares	P Value	Level of Significance

Reasons of integrating English language for Saudis as native speakers of Arabic	Between Groups	104.188	4	20.838	69.875	.000
	In Groups	126.442	424	.298		
	Total	230.630	428			

The table 13 indicates that the differences among the answers of the study sample participants regarding qualification variable in the field "Reasons of integrating English language for Saudis as native speakers of Arabic" where the degree of significance is lower than (0.05=&). To explain the results a definitive test has been made (table 15). Additionally, the table above indicates that there were statistically significant differences among "Excellent" and "Poor" and according to the mean values it is concluded that the differences were in "Excellent" favor which has a mean f 2.97 while "Poor" had a mean of 1.5. In addition, there were statistically significant differences among "Good" and "less than satisfactory" and according to the mean it is resulted that the differences were in "Good" favor which has a mean of 2.27 while "less that satisfactory" got 1.8.

Discussion and Implication

The results indicated that the means of the fields were high, low, and medium among the sample population. The overall mean with a low significance is (2.26), with a standard deviation of 0.73, where (15) ranked first 3.7 with a high applicability. This shows that learning in universities requires using English language. And English language skills are required for enrollment, where the relation between the student and his/her mother tongue weakens once he/she graduates. Language is not only a way of communication, and their efforts are focused on it, which weakens their mother tongue. The longer a student uses a foreign language he/she acquires the habits and values behind this language. Therefore, today's generation speaks a foreign language while talking to others more than his/her mother tongue and eventually loses his/her identity (De Fina, 2007).

Gender Variation

The results indicate that there are differences in the responses of the sample population with regards to the gender variable with no statistical significance in the field, where the significance is 0.237 which is a value less than (0.05=&), the mixture of two languages in the same levels for both females and males, and that is because both genders are exposed to the same circumstances, hence women now travel as much as men and roam around countries (Ayeomoni, 2006; and Alenezi, 2010). Females may also befriend other genders as men. Therefore, they gain the same habits and language.

Age Variable

The results indicate that there are differences among the responses of the sample population regarding age variable, which is not statistically significant, where the statistical significance is 0.279 which is a value higher than 0.05, individuals among all age groups which talk and communicate with others combine both Arabic and English language and this may be due to several reasons such as TV shows, social media platforms, or perhaps befriending foreigners (Al-Hourani & Afizah, 2013; Masrahi, 2016).

Occupation Variable

The results show that there are differences among the responses of the sample population among private sector and unemployed which has a mean of 2.557. This indicates that private sectors and private companies required the employees to speak English language and practice it. In addition, the clients and customers of their firms could probably be foreigners. Therefore, the employees of the company must have the skills of using English language in order to deal with those customers in addition to the programs and websites on the internet, computers are in English language, and this is how employees gain the skills (Gumperz's, 1982; Botztepe, 2003).

Qualification Variable

The results indicates that there is statistical significance among "Secondary" and "Postgraduate", and according to the mean, the differences are in "Post Evaluation" favor, which has a mean of 2.55, the post graduate individuals are more educated and familiar with English language than other students, and this is due to the prerequisites of the subjects studied (Bista, 2010), or that learning the language is necessary for post graduate students (Al-Hourani and Afizah, 2013; Turjoman, 2016).

Proficiency in English Language

The results show that there is statistical significance among "Excellent" and "Poor" and according to the mean, the differences wherein "Excellent" favor with a mean of 2.97. It is resulted that the individuals in which speaks excellent English language combine Arabic language and English language more than others (Al Khatib, 2003); and this is because they are aware of English language expressions more that Arabic language expression and would sometimes find English vocabulary more expressive and delivers their ideas in a better way (Al-Hourani & Afizah, 2013).

In accordance with the results of the study, the researcher recommends that the necessity of developing and spreading the English language across English language speakers to show others the importance and depth of the language. Moreover, syllabuses should include activities and training courses for English language learning. Additionally, to extensively raise the significance of forming training courses for teaching non-speakers of the target language, and finally, the need for students to keep their interest in their mother language and take pride in it, also use it in all aspects of their lives.

Conclusion

As the aims of the research inquire about the use of code-switching among Saudis who speak both Arabic and English to identify the reasons of code-switching and to know the significant differences regarding gender, age, qualification, and level of English; concerning gender variables, the mixture of two languages in the same levels for both females and males, and that is because both genders are exposed to the same circumstances thus, it is better to let them freely use code switching. Moreover, it was found that individuals among all age groups combined both Arabic and English. This may be due to several reasons which need using code-switching thoroughly. Since private sectors and private companies require the employees to speak English language and practice, this will improve the use of both languages among the community. Postgraduates are more educated and familiar with English language than other students because of the necessity for studying the language. Finally, those who had better proficiency used English to deliver their ideas in a better way, thus it is favored to seize this opportunity to improve their language.

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