| RESEARCH ARTICLE

Beyond Linguistic Gaps: Types of Code-Switching Among Jordanian Bilingual speakers

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| ABSTRACT

This study investigates the motivations and types of code-switching among bilingual Jordanian speakers of Arabic and English. It explores the reasons why these speakers switch between their first language (L1), Arabic, and their second language (L2), English, during interactions. Data are collected through observation and detailed note-taking. A theoretical model is employed to analyze the data and provide an in-depth understanding of this phenomenon. The findings reveal two key aspects of code-switching among the participants. First, code-switching serves distinct motivational purposes, notably expressing identity and self-confidence through the simultaneous use of both languages. Additionally, it compensates for lexical gaps when expressing reactions to others' speech or actions. Second, the study identifies three distinct types of code-switching employed: inter-sentential switching, tag-switching, and intra-sentential switching. Intra-sentential switching is the most frequent (43 instances), followed by inter-sentential switching (29 instances) and tag-switching (21 instances). This research contributes valuable insights into the dynamics of code-switching in a specific bilingual community and recommends future research on the sociolinguistic functions of code-switching in diverse contexts, such as multilingual classrooms, kings and presidents in different settings or media.

1.   Introduction

Human language is a powerful tool for conveying thoughts, emotions, and identity. It enables individuals to share their culture, personality, and mentality. Clear and effective communication is essential for successful social interaction. Bilingual individuals, including Jordanian speakers of Arabic and English, often employ code-switching to enhance their communicative abilities. Yim and Clément (2021) define bilingualism as the ability of an individual or group to speak two or more languages. This phenomenon arises when social behaviors influence the speech patterns of interlocutors.

Code-switching has become a topic of growing interest among researchers, particularly given the rise of global communication through social media. These platforms have fostered bilingualism among numerous individuals as they strive to develop their language skills and engage in international interactions. This increases connectivity and encourages code-switching, providing

primary motives for speakers to incorporate other languages into their communication. The widespread study of English globally further motivates students to code-switch when interacting within their communities. Investigating code-switching is crucial to define the boundaries of language mixing and mitigate any potential negative effects on native languages. Clear communication is paramount in academic discourse.

This study investigates the motives behind code-switching among Arabic-English bilingual speakers in Jordan. It also explores this practice's positive and negative impacts on their native Arabic language. Defining the boundaries of code-switching among these bilingual speakers is essential for language preservation and improvement of fluency in other languages. Therefore, a primary objective of this research is to analyze the motives for code-switching among Jordanian bilingual speakers and identify the specific types of code-switching they employ.

Human language is a powerful tool for conveying thoughts, emotions, and identities, allowing individuals to share their culture, personality, and mentality with others. Clear language use facilitates understanding in social interactions. Bilingual speakers, such as those in Jordan who use both Arabic and English, utilize specific linguistic phenomena, like code-switching, to enhance communication. Yim and Clément (2021) define bilingualism as the use of two or more languages by an individual or group. This phenomenon typically arises when social behaviors influence the speech patterns of interlocutors.

Code-switching is increasingly becoming a focal point for researchers. The ease of global communication facilitated by social media has led to more widespread bilingualism, enhancing language skills and interactions. This, in turn, motivates speakers to incorporate other languages into their conversations. Furthermore, the global prevalence of English language learning encourages code-switching, even within single-language communities. Investigating code-switching is crucial for delineating the boundaries of language mixing and mitigating potential negative impacts on native languages.

This study examines the motivations for code-switching among Arabic-English bilingual Jordanian speakers, highlighting its positive and negative impacts on their native language. Delineating the boundaries of code-switching is important for helping these speakers preserve their native language while simultaneously fostering fluency in other languages. The primary objective of this research is to analyze the motivations behind code-switching among this population and identify their preferred code-switching types.

2. Past studies

Societies can be categorized based on their language use: monolingual societies utilize one language, while multilingual societies use two or more. This study focuses on bilingual speakers, individuals fluent in two languages, specifically investigating the phenomenon of code-switching. Understanding the dynamics of code-switching offers valuable insights into the complex interplay of language, culture, and identity within bilingual communities.

To gain a deeper understanding of code-switching, this research reviews several pertinent studies revealing its pervasive influence across various societies. For example, Ismail, M. A. (2015) examines the frequency and types of code-switching from Arabic to English in casual conversations among young bilingual Saudis, arguing that cultural customs and gendered ideologies of language underpin this behavior. Similarly, Abu Mathkour, H. (2004) investigates code-switching functions in Jordanian Arabic television conversations, identifying functions such as quotation, interjection, reiteration, message qualification, and personification versus objectification. In Mathkour's study, "interjection" is the most common function, particularly among female speakers.

Moreover, Abuhakema (2013) explores code-mixing and code-switching in Arabic written commercials in Jordan and Palestine, concluding that equating standard language with prestige is increasingly questionable and that vernacular use in writing serves specific linguistic and sociocultural purposes. Alkhawaldeh, A. (2019) studies code-switching motivations, forms, and attitudes among female language and translation students at Imam Muhammad ibn Saud Islamic University, revealing that a primary motivation is the desire for bilingual expression. Alharbi and Premkumar analyzed code-switching in selected discourses, aiming to understand its instinctive use from Arabic to English. Intra-sentential code-switching is the most frequent type, while inter-sentential code-switching is the least common. Studies on code-switching in multilingual educational settings (Bahous et al., 2013), and Arabic-English bilingual children (Bader & Minnis, 2000), as well as the usage and functions of code-switching among English native speakers living in Jordan (Bader & Mahadin, 1996), offer further valuable insights into the intricacies of bilingual language practices. The prevalence of code-switching in casual online communication, with its various context-specific functions, has been notably documented in chatroom interactions involving English-Arabic bilinguals (Dawoud & Shah, 2017). Additionally, the dynamics of code-switching in diverse Arabic dialects, particularly among Jordanian speakers in academic contexts (Mustafa, 1995),

and the influence of dialect mixing in the evolution of Jordanian Arabic, offer further relevant perspectives. Alharbi, O. & Premkumar, J. (2022) attempt to analyze code-switching in selected discourses. The research's primary goal is to improve our understanding of the instinctive uses of code-switching from Arabic to English. It was found that the most frequent type of code-switching in these two discourses was intra-sentential code-witching. While the least used one was inter-sentential code-switching.

Uteganova, A. et al. (2024) examine multilingualism in Kazakhstani higher education, focusing on code-switching within the context of the state's trilingual policy. Their findings suggest that significant success in language policy implementation remains elusive despite active promotion. Yaseen, B. and Hoon T. B. (2017) explore code-switching's role in social media communication, discovering its widespread use in revealing bilinguals' cultural backgrounds and group identities during online interactions. Rahayu et al. (2024) analyzes code-switching in interpersonal communication between Indonesian and Japanese bilinguals, identifying several underlying factors: language proficiency, shifting moods and intentions, conversational topics, sense of solidarity, linguistic code limitations, and cognitive primacy.

Revealing code-switching multifaceted nature and influence on communication, education, and social dynamics. Albahoth, Z. M. et al. (2024) investigate the impact of code-switching on personality traits among foreigners in Gulf Cooperation Council countries, focusing on Saudi Arabia. Their findings highlight the complex interplay of social, cultural, and contextual factors that shape code-switching behaviors. This resonates with broader linguistic research on the social functions of code-switching, as discussed in (Hartmann et al., 2018), which explores how code-switching acts as a marker of identity and community membership. Similarly, Al-Natour, M. M. et al. (2024) explore the sociolinguistic use of terms of address by Jordanian students, finding that these terms are strategically employed to soften speech and maintain positive social relations. This relates to the pragmatic functions of code-switching, which are explored further in (Brice, 2000).

Ferguson, G. (2003) reviews classroom functions of code-switching in post-colonial contexts, providing insights for educators and policymakers. This historical and societal perspective complements Maranan, M. et al. (2025)'s investigation of code-switching among university students in the Philippines. They emphasize code-switching's potential to promote inclusivity and equity in education, aligning with broader discussions on the role of code-switching in creating positive learning environments.

Azka, M. I. (2024) examines code-switching types and functions in the "Literasi Bahasa Inggris UTBK 2025" dataset from broader educational contexts to specific linguistic analysis. The findings, focusing on intra- and inter-sentential code-switching and functions like topic switch and affective expression, provide a granular view of how code-switching operates in a specific educational resource. This detailed analysis echoes the approach of (Sankoff, 1998) in quantitatively analyzing code-switching structures. Furthermore, Kendjaeva, Z. (2025) explores the pedagogical benefits of intentional language alternation in the classroom. This work emphasizes the potential of code-switching to enhance learning outcomes and create inclusive environments, offering practical recommendations for educators.

Building on this pedagogical perspective, Mekuria & Mohammed (2025) investigate code-switching's impact on L2 paragraph writing performance. Their findings challenge the notion of excluding L1 from the classroom, advocating for a more nuanced understanding of its role in language learning. Complementing this perspective, Althobaiti & Alsaawi (2025) examine teacher and student attitudes towards code-switching in English language classrooms, revealing its perceived benefits for vocabulary and conceptual understanding. These studies underscore the complex relationship between code-switching, language acquisition, and identity, a topic explored in various contexts, as discussed in (Wei, 2016). The diverse research highlighted here demonstrates the ongoing interest in understanding code-switching's linguistic, social, and pedagogical dimensions in various communities and educational settings.

Several studies have investigated code-switching and code-mixing in various educational settings, highlighting their potential benefits and complexities. Okeke, G. et al. (2025) examine the impact of code-switching and code-mixing on secondary school students' academic achievement in mathematics. Their findings reveal distinct correlations between teaching methodologies and student performance, suggesting that code-mixing may have a stronger positive association with academic achievement than code-switching in this context.

This quantitative approach contrasts with the qualitative study by Paramesvaran, M. & Lim, J. (2018) which explores teacher and student perspectives on code-switching in a Malaysian multilingual primary classroom. Their findings emphasize the pedagogical value of code-switching for clarifying doubts, reinforcing learning, and encouraging student participation. This aligns with Ristiamadani, C. & Tauchid's (2025) analysis of code-switching and code-mixing in narrative storytelling during speaking classes. They advocate for integrating these practices into language teaching, suggesting their potential for enhanced effectiveness

compared to monolingual instruction. The variation in findings across these studies emphasizes the importance of context and educational level when evaluating the impact of code-switching and code-mixing.

These studies contribute to a growing research examining code-switching across diverse contexts and settings. This research underscores the prevalence and significance of code-switching as a communicative practice, highlighting the need for further investigation. The present research aims to explore the motivations behind code-switching among Arabic-English bilingual Jordanian speakers, adding a valuable perspective to the existing literature. The dialect choice among Jordanians is a complex phenomenon influenced by multiple factors. Furthermore, (Badarneh et al., 2017) delve into the specific ways English is used in colloquial Jordanian Arabic interactions, often for impolite purposes. Given this backdrop, investigating the motives behind code-switching in this specific population can shed light on the social and communicative dynamics at play. This investigation seeks to identify the factors that drive Jordanians to employ code-switching and categorize the various types of code-switching observed. The anticipated results contribute to a deeper understanding of code-switching practices among Arabic-English bilinguals in Jordan, complementing research on code-switching in other multilingual contexts like Lebanon, as discussed in (Bahous et al., 2013).

3. Analytical framework

This study adopted Poplack (1980:230) framework. He identified three types of code switching. His classification for the types of code switching was based on the nature of the juncture where the language changes place. The first type is Inter-sentential Switching. The switch occurs at a clause or sentence boundary where its clause or sentence is in a different language. An example that illustrates this type is the following one:

"*Sometimes I'll start a sentence in Spanish y terming en español [sic] ('and finish in Spanish')*." (Poplack, 1980:219)

This Spanish – English code switching represents how the code is intervening within the sentence in English by using another language, Spanish. The second type is Tag-Switching. In this type of switching, a tag in one language is inserted into an utterance that is otherwise entirely in another. A little integration is required in this type. The following example represent this type of code switching:

"*I could understand que (that) you don't know how to speak Spanish. ¿verdad? (right?)*." (Poplack, 1980:221)

The intervening of a tag to an utterance has virtually no ramifications for the rest of the sentence Poplack (1980:214). In this type, tags have no syntactic constraints. Tags in this case can be inserted freely anywhere in a discourse without violating any grammatical rules. The third type is Intra-sentential Switching. It could be found within a clause or sentence boundary. Poplack (1980:215) stated that a fluent bilingual speaker could utilize it because it requires a lot of integration.   A greatest syntactic risk is happened as words or phrases from another language are inserted into the first language within one sentence or utterance. An example for this type is as the following:

"*Why make Carol sentarse atras pa' que (sit in the back so) everybody has to move pa' que se salga (for her to get out)?*" (Poplack, 1980:214).

Intra-sentential switching can comprise mixing within word boundaries (Romaine 1989: 113) as apart from mixing within clause or sentence boundary. For instance, an English word may get a Finnish inflection as in simplekin where *–kin* is a Finnish inflection meaning '*also'*.
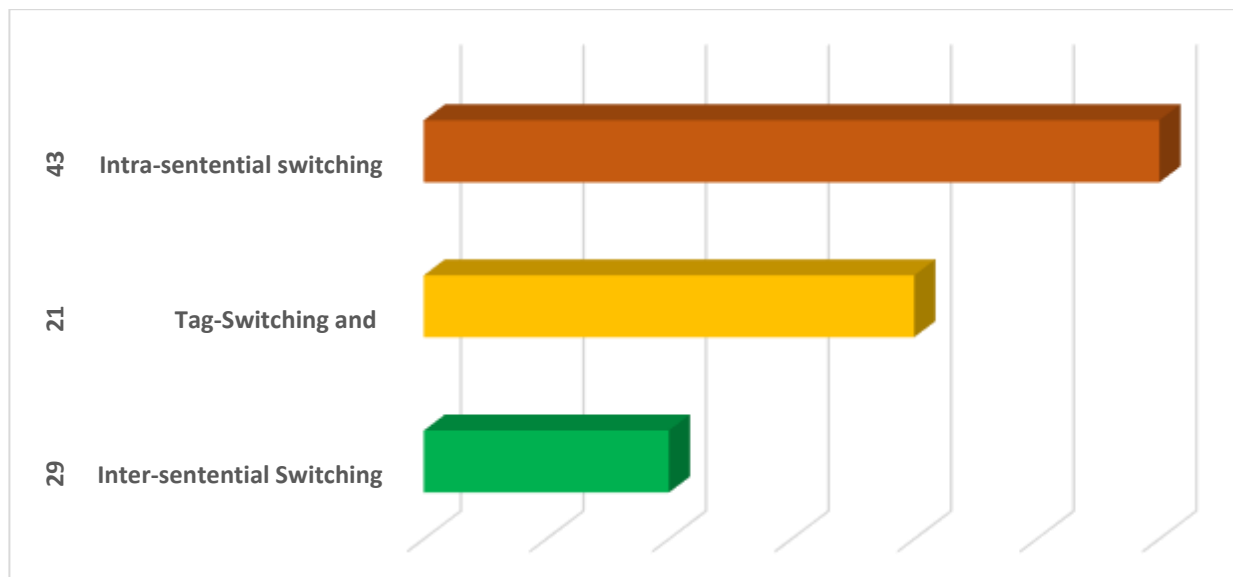
4. Methodology

Two qualitative research methods were employed to ensure a reliable depiction of code-switching behaviors among Arabic-English bilingual Jordanian speakers: observation and note-taking. As Musante, K. & DeWalt, B.R. (2010) suggest, effective observation involves understanding the context of observed behaviors, distinguishing regular from irregular activities, considering diverse viewpoints, noting exceptions, and seeking further opportunities for systematic observation of relevant behaviors. This study collects data by observing students' code-switching during lectures, both in interactions with the researcher and amongst themselves. Following each lecture, detailed notes are taken to document the observed instances of code-switching and their apparent motivations. This direct observation method, as discussed in (Fix et al., 2022) and (Weston et al., 2022), provides valuable contextualized data. This data collection period spanned one month during the first semester of the 2024/2025 academic year, from December 1st to December 30th, 2024. Gathering naturalistic data in this way offers a realistic representation of code-switching practices, aligning with Creswell's (2014) emphasis on qualitative data from purposefully selected informants. Similar to participant observation discussed in (Kawulich, 2005), this approach offers insights into naturally occurring language use.

The data collection focuses on four courses: syntax, sociolinguistics, introduction to linguistics, and grammar 2. The students, totaling 229 participants across these courses, were informed of the research objectives beforehand and consented to participate. Obtaining permission from the English department facilitated data collection within the lecture settings. Documenting this process and obtaining necessary permissions contributes to the research's ethical rigor. The potential challenges and considerations in observer training and data collection are worth noting, as highlighted in sources like (Weston et al., 2022). While potentially demanding, the combination of observation and note-taking allowed for rich, contextualized data collection regarding the motivations and patterns of code-switching among the participants. Focusing on specific linguistics-related courses provides a relevant and controlled environment for observing these language practices.

5. Analysis and Findings

A framework developed by Poplack"s (1980) was used to analyze the data of this study. The framework comprises three types of code switching: Inter-sentential Switching, Tag-Switching and Intra-sentential switching. The participants used all these types to interact with their professors and classmates during the lectures. The following figure explains the frequencies of using these types by the participants:

 As the above figure illustrates, the total number of occurrences of code-switching by the students is 93 times. The most frequent one is Intra- sentential switching which occurs 43 times out of 93. The next frequent type is inter-sentential switching, which is used 29 times. The last type used by the participants is tag-switching, which is utilized by the students 21 times in their interactions. These synthesized results represent that the Arabic- English bilingual Jordanian speakers have motives that prompt them to use code switching in their interactions. To provide a comprehensive analysis, each switching type is analyzed individually to clearly demonstrate the participants' usage in their interaction. Examples are stated from the data to clarify the types of code switching utilized. The analysis is divided into three sections based on the observed switching types.

5.1 Intra- sentential switching

Poplack (1980:215) stated that Intra- sentential switching utilized by an eloquent bilingual speaker as it necessitates a lot of integration. It could be found within a clause or sentence boundary. The following examples represent the usage of Jordanian bilingual speakers for this type.

P1: As I said in the previous lecture إنه من المهم نحفظ القاعدة (we have to memorize the rule) to be able to analyze the sentence structure.

P2: Many grammatical rules are the same لهيك بحس انه صعب نفرق بينهم (So, I feel it is difficult to differentiate between them) I think this is our problem in this course.

P3: غالب الأمثلة واضحة (most of the examples are clear) but the ability to distinguish between them was not easy.

P4: This course learnt us a lot of things فهمنا من وزادت جديدة المعلومات يعني (I mean, we increased our understanding of the new information) I think we acquired a good overview about the linguistics perspectives int his course.

The examples illustrate intra-sentential code-switching among Arabic-English bilingual Jordanian students, where they shift between languages within a single sentence, often by inserting a clause from one language into a sentence primarily in the other. For instance, P1 began speaking in English, switched to Arabic, and concluded in English. This code-switching served a specific purpose: to emphasize his understanding of syntactic rules discussed in a previous lecture. By switching to Arabic, P1 likely aims to connect with his classmates more personally and reinforce his grasp of the material. The reason for switching to Arabic is his belief in his claim. He wants the students to know that he understood the key solutions for analyzing the structure of the sentences adequately by following the syntactic rules they studied in the previous lecture. This is one of the motives that encourages him to speak and switch to be sure that all the students know that he understands the professor's explanation that is presented previously. Code-switching can often occur in informal learning settings. (Mustafa, 1995) discusses how often, during science lectures, the lecturers switch between English and Arabic.

Similarly, P2 starts in English and then switches to Arabic to explain his difficulty differentiating between certain grammatical rules. The shift to Arabic suggests that P2 feels more comfortable expressing his confusion in his native language, possibly due to the complexity of the grammatical concepts. The student insists on understanding the rules because he feels that they are almost the same but the differences between them require a little diversity among rules. In this example, switching to Arabic meant that the students were incapacitated to show the problem to the professor in English. So, he prefers to switch to Arabic to clarify his problem and to understand the grammatical rules. This illustrates how code-switching can facilitate communication and understanding when discussing challenging topics. This resonates with the findings in (Bader & Mahadin, 1996) which focus on Arabic borrowings and code-switches among English speakers living in Jordan.

In contrast, P3 begins in Arabic and then switches to English. This instance of code-switching may reflect a desire to demonstrate confidence in English, potentially influenced by social pressures or a perceived higher status associated with English proficiency. While she understands sociolinguistic concepts, her difficulty lies in distinguishing between social factors. The shift to English here can be interpreted as aligning herself with the academic discourse, even though it may not have been the most effective way to express her specific difficulty. So, differentiating between them was the major problem that she faced. This code-switching instance emphasizes the social dynamics within language use, particularly in educational contexts where students may code-switch between languages based on social pressures

In example P4, the student shifts from English to Arabic to highlight the importance of the course he studied. He wants to present his wonders for the information that he received from the course. He explained the necessity of studying such a course to enrich his understanding of English linguistics. The switching from English to Arabic in this example is prevalent by the student to show his ability to understand the course very well and to show his confidence by shifting from one language to another as he is playing a game. He fluently presents that by constructing well-formed sentences in both languages.

5.2 Tag-Switching

In this type, the students switched from one language to another by either using a word at the beginning of their speech or at the end. They utilized this type many times once they wanted to interrupt other students or once they wanted to encourage themselves to speak loudly in front of their classmates. They repeatedly used the Arabic word (طيب) which means (okay) but once they wanted to switch from English to Arabic, they used the same word in English and then completed their answers in Arabic. The English word they preferred to use was (okay) and then they completed their speech in Arabic. The following examples represented their usages for Tag- switching in their interactions.

P25: طيب I would like to answer the question briefly for you, professor.

P37: I think we have to postpone the exam date طيب؟

P55: Okay Doctor صح؟ الي بدي أقوله انه قاعدة التحليل للجملة تعتمد على المكونات على مستوى الكلمة.

P88: a or an. ما بعرف بس الي فهمته انه الأسماء المعدودة المفردة بسبقها

P101: the syntactic structures. يعني تشومسكي هو الي نظم اللغة الإنجليزية في كتابه

The examples illustrate tag-switching among students, where they insert a word or a few words of one language into a sentence, primarily in another language, typically at the beginning or end. For instance, P25 and P37, while generally preferring English, used the Arabic word "طيب" (okay) at the beginning or end of their sentences. P25 uses it to gain the professor's attention before asking

a question in English, while P37 uses it to gauge the professor's reaction to his request to postpone the exam. The function of this word is to ask the professor if he accepted or rejected the exam date to postpone it. This switching indicates that they want to represent their ability in English and are confident, but they want to get the attraction to get the professors' response to their request. The manipulation of the semantic meaning in these two examples indicates the necessity to understand their exact semantic function in the sentences. The motive of this type of switching is to show their ability to use English more than Arabic, indicating their confidence to shift smoothly from one language to another. This tag-switching suggests a desire to display English proficiency while maintaining a connection to their Arabic linguistic identity. This is common in multilingual settings where the native or home language signals solidarity while the other language signals status. (Algharabali et al., 2015) This code-switching often occurs when a speaker tries to engage the audience or manage the flow of conversation.

In contrast, P55, P88, and P101 primarily use Arabic and incorporated English tags. P55 uses a couple of unrelated English words at the beginning of her sentence to attract the professor's attention before asking a question about syntactic rules in Arabic. Her subsequent explanation in Arabic, "what I wanted to say is, the rule of analyzing the sentence depends on the lexical components of the sentence. Right?", indicates a preference for expressing complex grammatical concepts in her native language, possibly due to greater comfort and precision. This switching from English to Arabic represented that she was not confident in exhibiting her understanding of the syntactic rule in English. Therefore, she spoke in Arabic to ensure her understanding. This type of code-switching can highlight certain discourse markers.

P88 switches to English at the end of his sentence to inquire about the use of articles ("a" and "an") with English nouns, as these articles lack direct Arabic equivalents. This switch is driven by the linguistic constraints of Arabic and the student's need to express a concept specific to English grammar. He wants to know the suitable usage of these articles and the nouns that have to precede. Therefore, he cannot translate the articles into Arabic, which motivated him to utter them in English at the end of the sentences once he said, "a or an". So, the motive that obligated this student to use tag-switching is the inability of Arabic to translate the articles from English to Arabic. Lexical needs drive this code-switching instance and showcases how multilingual speakers navigate the complexities of their linguistic repertoire. This type of code-switching can highlight lexical gaps between different languages, necessitating momentary shifts to express specific meanings that may be more difficult or impossible to express in a primary language.

The need for more explanation about an idea that the professor presents enforced P101 to switch to English at the end of the sentence. He begins his sentence in Arabic, requesting his professor to be sure about an idea he explained. The translation of his sentence is "This mean that Chomsky who organized the English language in his book The Syntactic Structures". He could not explain his understanding in English therefore he preferred to use Arabic then shift to English. He uses English to mention Chomsky's book, which he published in 1957, entitled Syntactic Structures. So, the students have confidence in speaking in English and prefer to speak in Arabic to explain their idea. This switching indicates his shyness in committing a mistake while he is speaking. Thus, the fear motive prevents him from using English at the beginning of his speech.

5.3 Inter-sentential Switching

This type of switching is used at a clause or sentence boundary. It could be a clause or sentence in different languages. The students in this study employed this type 29 times. This is the second type that occur in their interactions. The following examples show their usage for this type in different forms:

P118: You know the answer, لهيك جاوبي على السؤال.

P137: المادة نلخص ما ليش then we can make a revision for the lessons.

P179: الفعلية للعبارت التركيبة انه اعتقد is more difficult than the structure of the noun phrases.

P186: سهلة المادة كل but memorizing the rules is not easy.

P199: الجملة تحلل رح ما if we do not follow the syntactic rules for the lexical and phrasal categories.

P217: Why should we study all of these examples دكتور؟ صح بكفوا. مثالين

P222: the words that comes after the possessive 's/s'. أفعال مش أسماء تكون لازم

Inter-sentential Switching appeared in the students' sentence boundary. They preferred to use this type to display their fluency in both languages. It is noted that they construct well-formed sentences in Arabic and English languages adequality. The semantic meaning of the sentences is very clear and their usage represents their confidence. In example P118, the student switches from English to Arabic to motivate her classmate to answer the professor's question. She say "You know the answer, على جاوبي لهيك

"السؤال. (You know the answer, So, answer the question". The student here talks to the third person who is her classmate. She wants to encourage her to speak, which means that her classmate is not confident enough to speak in English because she is shy to use Arabic. This result reveals that there is a disparity fluency among the students, which motivates them to switch from one language to another.

In example P137, after the professor appoints them the exam date, they discuss the best way of studying it. The student in this exam gives his opinion on reviewing the course material for the exam. He say " ليش ما نلخص المادة then we can revise the lessons". This means (Why we should not complete the material, then we can revise the lessons). By comparing this example with the previous one, the student begins his sentence with a clause in Arabic then switches to English. He feels comfortable using both languages to show his ability to speak English and Arabic and convince the students about his opinion. This is vital evidence that occurs in the data to represent the confidence of the students to use both languages simultaneously in front of their classmates. He wanted to tell them indirectly that he can speak both languages fluently, so they have to follow his way of studying the exam material.

Similarly, the students in examples P179, P186 and P199 did the same. They began their sentences using Arabic language then they switched to English. They express their opinions or understanding by switching from one language to another. They are confident while they wre proposing their opinions. P179, said that " اعتقد انه التركيبة للعبارت الفعلية is more difficult than the structure of the noun phrases." which mean (I think the structure of the verb phrases is more difficult than the structure of the noun phrases.). In this example, the student switches from Arabic to English to be sure that all the classmates understand his opinion. He wants to show that he understands the syntactic rules and shed light on the main difficulty the students face in analyzing the phrasal categories. In example P186, the entry clause that he formed is in Arabic to indicate his confident feeling. He says "كل المادة سهلة but memorizing the rules is not easy." which means (the course is simple but memorizing the rules is not easy.) He desires to show his understanding of the course and shed the light to the restricted points while studying it. This sentence indicates his indirect wondering about his ability to speak in both languages smoothly. He wants to give a hint about his ability to analyze the students' complications while they studying the course by switching fluently.

For example, in P199, the student constructs his sentence using two languages. In this example, the student gives a dominant result for adequately analyzing the sentences. He said "ما رح تحلل الجملة if you do not follow the syntactic rules for the lexical and phrasal categories". This means (You cannot analyze the sentence if you do not follow the syntactic rules for the lexical and phrasal categories.). The motive that he presents in his sentence indicates his understanding to analyze the sentences syntactically. As he says, by understanding the phrasal and lexical components of the sentence, you will be able to analyze them correctly. This confident speech seeks to send a message for the classmates that the students had a high level in both languages, and he gives a crucial reason to understand the course very well. Switching from one language to another in his sentence indicates his belief that he is one of the most intelligent students who can give advices for his classmates. Another evidence for that is related to the form of the sentence that he used. He uses the conditional sentence to explain the cause and effect of the case he is discussing.

Similarly, in examples P217 and P222, the students switch from English to Arabic, as the students in example P118 did. They enter their sentences in English then switch to Arabic. They express their opinion and understanding fluently to show their ability by using two languages simultaneously. In example P217, she elucidates her opinion of the many examples she studies in the sociolinguistic course. She claims that studying one example is enough, in her opinion. She says "Why should we study all of these examples مثالين بكفوا. صح دكتور؟ ". This means (Why should we study all of these examples? Two examples are enough. Is it right professor". She switches to Arabic to insist on her opinion to study just two examples for each section in the course instead of studying all the examples. Switching the example from English to Arabic shows that the student has a very good comprehensive understanding of both languages. She can understand the intended knowledge without reviewing all examples. In this example, the student is proud and does not need to study multiple examples to understand the lesson. She ensured that by using English at the beginning then shifted to Arabic to tell the students about her opinion, particularly those who cannot speak like her in both languages.

The student employs the same thing in example P222 once she wants to show her understanding of the grammatical rule of possession. She notates for the students and her professor that noun is the obligatory type of words that has to come after the possessive ('s/s'). She starts her sentence in English then switches to Arabic to show her skillful ability to analyze the grammatical rule of possession in English. Again, This example represents her confidence to explain the rule using two languages. She produces that clearly in her way of speaking.

6. Conclusion and Results

This study analyzes code-switching among Arabic-English bilingual Jordanian speakers in four courses between December 1st, 2024, and December 30th, 2024. Using Poplack's (1980) framework, the study employs qualitative methods, including observation

and note-taking, to understand the students' motivations for code-switching. The main motivation appears to be demonstrating fluency in Arabic and English, and successfully constructing sentences, clauses, and tags in both languages. A secondary motivation, observed primarily among students with lower English proficiency, involves switching to Arabic when their English vocabulary or fluency proved insufficient. Code-switching is common among bilingual speakers, reflecting dynamic interactions between languages.

The study also identifies the types of code-switching employed, aligning with Poplack's (1980) framework: intra-sentential, inter-sentential, and tag-switching. Intra-sentential switching is the most frequent (43 instances), followed by inter-sentential switching (29 instances) and tag-switching (21 instances). These findings can inform future research on code-switching in diverse contexts, such as political speeches. Further research might examine whether similar patterns are observed in other bilingual or multilingual communities.

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