الرؤيـــة

السعي لتحقيق الريادة في النشر العلمي المتميز في المحتوى والمضمون والتأثير والمرجعية في مجالات منطقة الشرق الأوسط وأقطاره .

الرســـالة

نشر البحوث العلمية الأصيلة والرصينة والمبتكرة في مجالات الشرق الأوسط وأقطاره في مجالات اختصاص المجلة وفق المعايير والقواعد المهنية العالمية المعمول بها في المجلات المُحَكَّمَة دوليًّا.

الأهـــداف

- نشر البحوث العلمية الأصيلة والرصينة والمبتكرة .
- إتاحة المجال أمام العلماء والباحثين في مجالات اختصاص المجلة في التاريخ والجغرافيا والسياسة والاقتصاد والاجتماع والقانون وعلم النفس واللغة العربية وآدابها واللغة الانجليزية وآدابها ، على المستوى المحلى والإقليمي والعالمي لنشر بحوثهم وإنتاجهم العلمي .
- نشر أبحاث كبار الأساتذة وأبحاث الترقية للسادة الأساتذة المساعدين والسادة المدرسين بمختلف الجامعات المصرية والعربية والأجنبية .
- تشجيع ونشر مختلف البحوث المتعلقة بالدراسات المستقبلية والشرق الأوسط وأقطاره .
- الإسهام في تنمية مجتمع المعرفة في مجالات اختصاص المجلة من خلال نشر البحوث العلمية الرصينة والمتميزة .

شروط النشر بالمجلة

- تُعنى المجلة بنشر البحوث المهتمة بمجالات العلوم الإنسانية والأدبية ؛
- يعتمد النشر على رأي اثنين من المحكمين المتخصصين ويتم التحكيم إلكترونيًّا ؛
- **تقبل البحوث باللغة العربية أو بإحدى اللغات الأجنبية، وترسل إلى موقع المجلة على بنك المعرفة المصري ويرفق مـع البحـث ملف بيانات الباحث يحتوي على عنوان البحث باللغتين العربية والإنجليزية واسم الباحث والتايتل والانتماء المؤسسي باللغتين العربية والإنجليزية، ورقم واتساب، وإيميل الباحث الذي تم التسجيل به على موقع المجلة ؛**
- يشار إلى أن **الهوامش والمراجع في نهاية البحث وليست أسفل الصفحة** ؛
- يكتب الباحث ملخص **باللغة العربية واللغة الإنجليزية** للبحث **صفحة واحدة فقط** لكل ملخص ؛
- بالنسبة للبحث باللغة العربية يكتب على برنامج "word" ونمط الخط باللغة العربية "Simplified Arabic" وحجم الخط 14 ولا يزيد عدد الأسطر في الصفحة الواحدة عن 25 سطر والهوامش والمراجع خط Simplified Arabic حجم الخط 12 ؛
- بالنسبة للبحث باللغة الإنجليزية يكتب على برنامج word ونمط الخط Times New Roman وحجم الخط 13 ولا يزيد عدد الأسطر عن 25 سطر في الصفحة الواحدة والهوامش والمراجع خط Times New Roman حجم الخط 11 ؛
- (**Paper**) مقاس الـورق (**B5**) 17.6 × 25 سـم، (Margins) الهوامش **2.3** سـم يمينًـا ويسـارًا، **2** سـم أعلـى وأسفل الصفحة، ليصبح مقاس البحث فعلي (**الكـلام**) 21×13 سـم. (Layout) والنسق: (Header) الـرأس 1.25 سـم، (Footer) تذييل 2.5 سم ؛
- **مواصفات الفقرة للبحث** : بداية الفقرة First Line = 1.27سم، قبل النص= 0.00، بعد النص = (0.00)، تباعد قبل الفقرة = (6pt) تباعد بعد الفقرة = (0pt)، تباعد الفقرات (مفرد single) ؛
- **مواصفات الفقرة للهوامش والمراجع** : يوضع الرقم بين قوسين هلالي مثل (1)، بداية الفقرة Hanging = 0.6 سم، قبل النص=0.00، بعد النص = 0.00، تباعد قبل الفقرة = 0.00 تباعد بعد الفقرة = 0.00، تباعد الفقرات (مفرد single) ؛
- **الجداول والأشكال:** يتم وضع الجداول والأشكال إما في صفحات منفصلة أو وسط النص وفقًا لرؤية الباحث، على أن يكون عرض الجدول أو الشكل لا يزيد عن 13.5 سم بأي حال من الأحوال ؛
- يتم التحقق من صحة الإملاء **على مسئولية الباحث** لتفادي الأخطاء في المصطلحات الفنية ؛
- مدة التحكيم 15 يوم على الأكثر، مدة تعديل البحث بعد التحكيم 15 يوم على الأكثر ؛
- يخضع تسلسل نشر البحوث في أعداد المجلة حسب ما تراه هيئة التحرير من ضرورات علمية وفنية ؛
- المجلة غير ملزمة بإعادة البحوث إلى أصحابها سواء نشرت أم لم تنشر ؛
- تعبر البحوث عن آراء أصحابها وليس عن رأي رئيس التحرير وهيئة التحرير ؛
- **رسوم التحكيم للمصريين 650 جنيه، ولغير المصريين 155 دولار ؛**
- **رسوم النشر للصفحة الواحدة للمصريين 25 جنيه، وغير المصريين 12 دولار ؛**
- الباحث المصري يسدد الرسوم بالجنيه المصري (بالفيزا) بمقر المركز (المقيم بالقاهرة)، أو على حسـاب حكومي رقـم : (9/450/80772/8) بنك مصر (المقيم خارج القاهرة) ؛
- الباحث غير المصري يسدد الرسوم بالدولار على حساب حكومي رقم : (EG710001000100000004082175917) (البنك العربي الأفريقي) ؛
- **استلام إفادة قبول نشر البحث في خلال 15 يوم من تاريخ سداد رسوم النشر مع ضرورة رفع إيصالات السداد على موقع المجلة ؛**

- ترسل الأبحاث من خلال موقع المجلة على بنك المعرفة المصري: **www.mercj.journals.ekb.eg**

ولن يلتفت إلى الأبحاث المرسلة عن طريق آخر.

محتويات العدد 96

افتتاحية العدد 96

يسر مركز بحوث الشرق الأوسط والدراسات المستقبلية صدور العدد **(96 – فبراير 2024)** من مجلة المركز « **مجلة بحوث الشرق الأوسط** ». هذه المجلة العريقة التي مر على صدورها حوالي 50 عامًا في خدمة البحث العلمي، ويصدر هذا العدد وهو يحمل بين دافتيه عدة دراسات متخصصة: (دراسات قانونية، دراسات اللغة العربية، دراسات اجتماعية، دراسات إعلامية، دراسات أثرية، دراسات لغوية) ويعد البحث العلمي Scientific Research   حجر الزاوية والركيزة الأساسية في الارتقاء بالمجتمعات لكي تكون في مصاف الدول المتقدمة.

ولذا تَعتَبر الجامعات أن البحث العلمي من أهم أولوياتها لكي تقود مسيرة التطوير والتحديث عن طريق البحث العلمي في المجالات كافة.

ولذا تهدف مجلة بحوث الشرق الأوسط إلى نشر البحوث العلمية الرصينة والمبتكرة في مختلف مجالات الآداب والعلوم الإنسانية واللغات التي تخدم المعرفة الإنسانية.

والمجلة تطبق معايير النشر العلمي المعتمدة من بنك المعرفة المصري وأكاديمية البحث العلمي، مما جعل الباحثين يتسابقون من كافة الجامعات المصرية ومن الجامعات العربية للنشر في المجلة.

وتحرص المجلة على انتقاء الأبحاث العلمية الجادة والرصينة والمبتكرة للنشر في المجلة كإضافة للمكتبة العلمية وتكون دائمًا في مقدمة المجلات العلمية المماثلة. ولذا نعد بالاستمرارية من أجل مزيد من الإبداع والتميز العلمي.

والله من وراء القصد

رئيس التحرير

د. حاتم العبد

الدراسات اللغوية

LINGUISTIC STUDIES

Egyptian University Students' Practices of Conversational Code-Switching in Synchronous Computer-mediated Communication

ممارسات طلاب جامعة مصرية فى الخلط بين اللغة العربية واللغة الإنجليزية فى التواصل عبر الوسائط الإلكترونية التزامنية

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المُلخَّص:

يُعَدُ الخلط بين اللغات (CS) ظاهرة لغوية استحوذت على إهتمام العديد من اللغويين في العقود الخمسة الماضية. على مدار السنوات الماضية ، كان هناك اهتمام متزايد باستخدام CS في عملية تعليم وتعلم اللغات الثانية. وقد أظهرت العديد من الدراسات أن استخدام اللغة الأولى يعزز من تطوير اللغة المستهدفة، وبالتالي يجب دمجها في فصول تعليم وتعلم اللغة الثانية. تم دراسة ظاهرة الخلط بين اللغات فى المحادثة على نطاق واسع في الأبحاث. و ناقش عدد كبير من الدراسات الخلط بين اللغات فى المحادثة في الفصول الدراسية الواقعية. في الوقت نفسه ، تطورت الاتصالات عبر الكمبيوتر (CMC) بصورة مطردة. ومع ذلك ، كان الاهتمام بالخلط بين اللغات فى الكتابة من خلال(CMC) هو محور اهتمام العديد من الباحثين الذين أولوا اهتمامًا أقل بكثير للإنتاج الشفهي لـ CS في CMC لذلك ، تهدف هذه الدراسة إلى سد الفجوة الموجودة فى الدراسات السابقة من خلال التركيز على الخلط بين اللغات فى المحادثة عبر الوسائط الألكترونية التزامنية (synchronous CMC) . تركز الدراسة على جلسات Zoom كنوع من هذه الوسائط التي يمكن من خلالها الخلط بين اللغات فى المحادثة.المشاركون في هذه الدراسة هم بعض طلاب قسم اللغة الإنجليزية بكلية الآداب بجامعة عين شمس و عينة الدراسة هم خمس جلسات من Zoom تم تفريغها للبحث عن أي ممارسات خلط للغات وأنواعها من جانب الطلاب. أظهرت النتائج خلطاً للغات في محادثات الطلاب مع مدرسيهم كما لوحظ أن الطلاب قد استخدموا الأنواع الثلاثة من الخلط بين اللغات (CS). أظهر التحليل أن tag-switching كان النوع الأقل استخدامًا من الطلاب.

Abstract

Code-switching (CS) is a language phenomenon that has gained the attention of several linguists and scholars in the past five decades. Over the past years, there has been an increasingly significant interest in the use of code−switching in the process of teaching and learning second languages. Many studies have shown that the use of the first language significantly enhances target language development and therefore should be incorporated in the second language teaching and learning encounters. Code-switching in speaking, also named "conversational code-switching," has been studied extensively in research. A great number of studies have discussed code-switching in real life classrooms. At the same time, Computer-Mediated Communication (CMC) has developed rapidly. However, the interest in written code-switching in CMC was the focus of many researchers and they paid far less attention to CS oral production in CMC. Therefore, this study aims to fill in the gap in the literature by focusing on conversational code-switching in CMC. The study focuses on Zoom sessions as a genre of synchronous CMC through which conversational code-switching can take place. The participants of the study were students from the English department in the Faculty of Arts at Ain Shams University and the sample for the study is five Zoom recorded sessions that were transcribed to identify any code-switching practices from the students' side and their types. The results showed that code-switching was indeed practiced in the students' conversations with their instructors. Moreover, it was also found that the students used the three types of code-switching which are inter-sentential code-switching, intra-sentential code-switching and tag-switching. The analysis showed that tag-switching was the least used type used by the students.

Introduction

Over the past years, there has been an increasingly significant interest in the use of code-switching (CS) in many contexts speciallyin the process of teaching and learning second languages (Butzkamm, 2003). According to Myers-Scotton (2006, p.239) CS is "the use of two language varieties in the same conversation." This interest has created much controversy about whether CS is beneficial in the learning process to the student or not. Many studies have shown that the use of the first language significantly enhances target language development and therefore should be incorporated in the second language teaching and learning encounters (Stylianou-Panyai, 2015; Jamshidi&Navehebrahim, 2013; Jingxia, 2010; Cook, 2001). This type of CS has been referred to as "Conversational CS".

With the development of technology, Computer-Mediated Communication (CMC) started to develop rapidly. According to Romiszowski and Mason (2003), CMC refers to a variety of systems that enable people to communicate with other individuals via means of computers and networks, either synchronously such as computer conferencing and live videos or asynchronously such as e-mails and social networking sites. It is also important to mention that Zoom, Google Team, Skype and similar applications have been added as a sub-category to CMC in 2021 by some researchers like Ismail, Roslan& Mahmud (2021) and Rinawati& Putra (2021).

The interest to examine CS in CMC started to rise with the development of CMC, but very few studies have dealt with this mode in CMC and almost none investigated this linguistic practice among students in Egyptian universities. Therefore, this study is mainly interested in investigating conversational CS in CMC through examining recorded Zoom sessions between a few teachers and their students. Moreover, the target of this study is to focus on the practices and the types of Arabic-English oral CS, made by Ain Shams University students, in the synchronous mode of CMC. CS was classified by Poplack (1980) into three types. The first type is the intra-sentential code-switching which is the change of the language of one

sentence or phrase. The second type is the inter-sentential code-switching which is the change between sentences; one sentence is in one language but the next sentence is in another language. Finally, the third type is the tag code-switching or extra-sentential code-switching which is the insertion of a tag from one language to another one. The online discussions between the teacher and the students in these online classes are synchronous, which means that they respond to each other orally and instantly. Therefore, this research hopes to participate in filling the existing gap in the literature of conversational CS in CMC presented in online Zoom sessions.

Consequently, this research targets to answer **one main question** as follows:

1. What are Ain Shams university students' code-switching practices on Zoom sessions and what are the types they employ?

Review of Previous Studies

In this section, the studies that are in favor of conversational CS in real life classrooms are discussed. Next, I will move on to present the studies that have been interested in synchronous CS in CMC generally and conversational CS in CMC specifically.

The importance of CS in classrooms was controversial until, as mentioned earlier, it was shown to be a beneficial way for students in helping them in their learning process. Butzkamm (2003), who believed in the necessity of including code switching in the classroom, summarized the benefits as he said:

> Using the mother tongue, we have (1) learnt to think, (2) learnt to communicate and (3) acquired an intuitive understanding of grammar. The mother tongue opens the door, not only to its own grammar, but to all grammars, inasmuch as it awakens the potential for universal grammar that lies within all of us. This foreknowledge is the result of interactions between a first language and our fundamental linguistic endowment, and is the foundation on which we build ourselves. It is the greatest asset people bring to the task of foreign language learning. For this

reason, the mother tongue is the master key to foreign languages, the tool that gives us the fastest, surest, most precise, and most complete means of accessing a foreign language. (p.3)

It is clear from the above quotation that CS is suggested to be helpful not only in developing somebody's mother language, but it also helps in acquiring knowledge in second languages. In addition to the previous, many researchers such as Greggio& Gil (2007) and Jamshidi&Navehebrahim (2013) argued about the effectiveness of CS in the students' learning process. As for Greggio& Gil (2007), they stressed the fact that the use of L1 has important functions in the foreign language classroom. In their study, they showed the results of using English and Portuguese from the sides of both the teacher and the students in terms of the students' foreign language learning. The researchers applied their qualitative study on a group for beginners and another one for pre-intermediate learners. Both groups were enrolled in the extracurricular English course, offered by the foreign Language Department at a Federal University in Brazil. The qualitative data collection consisted of different techniques like classroom observation, audio recordings, and field notes. Twelve hours of classes were observed and audio recorded in each group.

The results of Greggio& Gil (2007) showed that all the learners of the two groups made use of CS in the class. In the beginners group, CS used by the learners arose from their need to communicate, interact, and participate in class. As for the pre-intermediate group, the students code-switched during grammar explanations and correction of activities. The learners in both groups also made use of CS to ask about grammatical rules and structures. Finally, in their conclusion, the researchers suggested that CS had an important role in facilitating the interaction between the class participants as well as facilitating foreign language learning. This was suggested as the students of both groups code-switched to ask about similar meanings of words in both languages as well as asking about some grammatical rules and structures to be able to understand more sentences. The researchers added that those who work in the area of foreign or second language

acquisition should not disregard the benefits of CS in aiding students to become better learners.

In a similar vein, Jamshidi&Navehebrahim (2013) were trying to determine the effects of the students' usage of L1 in an EFL classroom and whether code-switching was beneficial to them and helped them improve their L2 proficiency or not. The participants in this study were 27 students who were studying English as a foreign language in Oxford Institute in Ahvaz and whose ages ranged from 16 to 32. They were of beginner, intermediate and advanced levels. After the course ended, a questionnaire was distributed amongst the students to check whether code switching has helped them in their learning process or not. The results showed that almost all the students preferred using L1 in L2 classroom. Their answers to the questionnaire showed a positive effect on improving the students' learning English as a foreign language. Based on the students' responses, the researchers concluded that code-switching is helpful in developing the students' learning process. They also added that using CS could lead to learning new vocabulary in speaking classes.

After discussing the benefits of CS in classrooms in the aforementioned studies, I will be showing a few studies that were interested in the new medium known as computer-mediated communication or CMC (Eldein, 2014). CMC was used for communication with the development of technology and the emergence of the internet and the web. The researchers' interest started to grow in discussing the language learning processes in CMC. CMC is divided into two types: synchronous CMC in which participants reply to each other instantly like video conferencing and WhatsApp messaging or asynchronous CMC through which the participants do not necessarily need to reply instantly such as e-mails and bulletin boards. Although researchers have dealt with CS in CMC, most of them discussed written CS in CMC while very few have focused on conversational CS in CMC. The literature of CS in CMC lacks studies about conversational CS specifically those that are academic related. Moreover, as far as the researcher knows, almost none of the studies has focused on conversational CS in CMC in Egyptian universities.

In examining synchronous CS in CMC, Fauzi (2015), Annisa& Anita (2021) and Rinawati&Putra (2021) investigated code-switching practiced by bilingual students in a WhatsApp group. The participants in Fauzi (2015) were 25 male bilinguals of Indonesian and English who came from three regions in the Cirebon. The researcher questioned the types of code-switching that were used in the WhatsApp group and collecting screen shots of the code-switching occurrences, from 50 conversations on the group, required for analysis took a month. The results showed that the participants used the three types of code switching and the intra-sentential code-switching was used as much as 86%, tag-switching was used as much as 6%, while inter-sentential code-switching was only used as 2% only. The researcher suggested that the higher use of inter-sentential code-switching was because the students felt more comfortable to insert some English words to maintain the fluency of the conversation.

In a similar vein, Annisa& Anita (2021) also investigated the occurrences of code-switching on three WhatsApp chatting groups made for students in the State Islamic University of Sultan Maulana Hasanuddin Banten in Indonesia. They also questioned the reasons behind the students' code-switching. The participants were students in the Department of English and they were divided into 136 students in the first WhatsApp chat group, 30 students in the second group, and33 students in the third one. Data collection was executed through observing the screen shots that were taken from the WhatsApp chats and a questionnaire was distributed among 40 of the students to investigate the reasons behind their code switching. Similar to Fauzi (2015), the results of this study also showed that the students used the three types of code switching: the inter-sentential, the intra-sentential and the tag code-switching. The results of this study and Fauzi's (2015) showed that students mostly used intra-sentential code-switching. Although, Fauzi's (2015) results showed that inter-sentential CS was the least used type, this study shows that tag-switching was the least commonly used type of CS used by the participants. Annisa& Anita (2020) revealed that intra-sentential CS was used the most with a

frequency of 72%, the inter-sentential CS was used with a 22% while only 6% of the occurrences were tag CS.

Contrary to the findings of the previous two studies, Rinawati&Putra (2021) found that tag-switching was the most commonly used type of code-switching by the students in the study they carried out. Intra-sentential code-switching was the second commonly used type by the students. This lies in contradiction with Fauzi's(2015) and Annisa's& Anita's (2020) findings thatshowed that intra-sentential code-switching was the most commonly used by the participants in their studies. Rinawati&Putra (2021) talked in their study about how the outbreak of Covid-19 forced face-to-face teaching and learning to be entirely online. In the study, their aim was to analyze the use of code-switching by six prospective teachers and their students, they also aimed to examine the types of code-switching made by students in online synchronous learning through online WhatsApp chat discussions. The teachers conducted their practice teaching in several schools in Bali and the participants were junior and senior high school students. After analyzing the data, the number tag-switching incidents was found to be the most. The second type that was used was the intra-sentential CS, which was used more by the teachers to deliver their intentions while trying to connect the Indonesian and the English language together. The third type of CS, the inter-sentential one, occurred but with the smallest percentage of occurrences.

Since the majority of the literature found in synchronous CS in CMC is concerned with written CS presented in WhatsApp messages or instant messaging means, this study is interested in the CS practices of the students in synchronous conversational CMC presented in Zoom classes through which instructors and students have verbal discussions. Both the instructor and the students talk and respond to each other instantly. This drives the research to the aforementioned research question.

Methodology

The study relies mainly on quantitative analysis of the data presented in the number of code-switching instances made by the

students. Their conversational code-switching practices in the synchronous mode of CMC, which are Zoom recordings, were counted and the percentages of the three types of code-switching were calculated. According to Poplack (1980), the three types of code-switching are the intra-sentential code-switching, the inter-sentential code-switching and the tag-switching. When the instances of the students' code-switching were counted, analyzed and classified according to their types, I was be able to recognize which type was the most and least used by the students. According to figure 1 below, the three types of code-switching are mentioned along with their definitions. The number of the students' practices in this study are counted according to the definitions of the code-switching types.

Figure 1

The Types, Definitions and Examples of the Code-Switching Types

Type	Definition	Example
Inter-sentential code-switching	Happens at clausal or sentential level where each clause or sentence is in one language	That's too much, دة كدة كتير
Intra-sentential code-switching	The most complex type, it occurs at clausal, sentential or word level	ولا بختار slogan بس؟
Tag-switching	To insert a tag in a language into an utterance that is said in another language	We will add everything in the slide, صح؟

Data Collection

Participants of the Study

The participants of the study were a professor and two lecturers and their students in the Faculty of Arts, Ain Shams University. The

students' ages ranged between 17 and 21 years and they belonged to the first (freshmen), second (sophomore), third (junior) and fourth (senior) years. Upon explaining the nature of this study, the three instructors sent me a total of five recorded Zoom sessions.

Zoom Recordings

I gathered the data from five recorded zoom sessions each of which lasted for approximately 90 minutes. In these sessions, students were engaged with their professors in discussing topics that are related to what they study during the academic semester.Each of the three instructors taught different courses, so the Zoom recordings did not belong to the same course.These courses were mandatory ones that all the students of the same level had to study. The fiveZoom sessions were transcribed in order to check the practices of the students' code-switching. The first recording was a lecture of the "Introduction to Linguistics" course that is taught to second level students ;whereas, the second recording was an online session in "Literary Criticism 1" course that is taught to level four students. As for the third recording, it was a part of "The Graduation Project" course which was tutored to the seventh level students and finally the fifth recording was a session from the "Discourse Analysis" course taught to the eighth level students.

Results and Discussion

In this section, all of the students' code-switching practices in the five Zoom recordings are counted and classified according to their types. The types of the practices and their numbers in each Zoom session are mentioned separately and in the end, the similarities between the practices in the five recordings are concluded. The first Zoom session that I analyzed belongs to the "Introduction to Linguistics" course taught to the second level students. Throughout the whole session, the doctor who taught them had rarely uttered one or more code-switched words throughout the whole session. On the other hand, 19 CS verbal utterances occurred from the students' side (check Table 1 below). These utterances happened although their instructor was talking in English and directing questions to them in the same

language. The occurrences were divided into eight inter-sentential code-switching that is considered 42% of the total occurrences, while the other 11 occurrences were intra-sentential code-switching utterances that represented almost 58% of the total amount of utterances. No tag-switching utterances were noticed in this session. The following table represents types, number and percentages of code-switching occurrences that happened in the first Zoom session.

Table 1

The Types, Number and Percentage of Code-Switching Occurrences in the First Zoom Session

1st Zoom session (Introduction to Linguistics)	Number of occurrences	Percentage
Inter-sentential code-switching	8	42%
Intra-sentential code-switching	11	58%
Tag-switching	0	0%
Total	19	100%

It is clear from the table above that the students have used the intra-sentential type of code-switching more than the inter-sentential code-switching. It is essential to mention that the students are the ones who initiated these instances although code-switching was not originated by their teacher. One example of the inter-sentential CS made by a student in this session is as follows:

S:لأ هي مش مفهومة

(No, it's not understood. <u>No it's not understood</u>)

The other example is a sentence that includes an intra-sentential type of CS is when a student said:

S: Maybe he will bring it, مش عارفة , not sure

(Maybe he will bring it, <u>I don't know</u>, not sure)

As for one of the tag-switching examples, one of the students said:

In this Zoom session, no tag-switching practices could be found. Students only used the other two types of CS. The first sentence was a reply from to the student to the instructor when she asked if they understood the part she just explained. One of the students replied by

saying that she did not understand that part. She used the Arabic translation of the sentence "No, it's not understood" to stress the fact that she did not get the point the instructor was trying to explain. As for the second sentence, the student used the intra-sentential CS when she was replying to a question proposed by the instructor. The instructor was explaining a sentence in an exercise that the students were supposed to solve and when the instructor asked a question about a sentence in this exercise, the student replied saying "maybe he will bring it, مش عارفة , not sure" to stress the fact that she does not know the answer of the question.

The second Zoom session analyzed for the study is a recording of a class in "Literary Criticism 1" that is taught to level four students. Unlike the previous course, the instructor of this course has switched between English and Arabic more than what the instructor of the first session did. At the same time, it is worth mentioning that the instructor of the second session spoke in English whenever she needed an answer for a question or was initiating a discussion. She thought this was a way of obliging students to respond in English only. In this session, the students made 11 code-switched verbal utterances. As for the types of these utterances, they were partitioned into four inter-sentential code-switched incidents that served almost 36% of the total code-switched utterances. Additionally, six intra-sentential code-switched incidents, with nearly 36% of the overall incidents, were uttered by the students throughout their discussion with the instructor. Finally, only one tag switching utterance occurred during the whole session which represented almost 9% of the utterances. The following table shows the types, number and percentage of the code-switching utterances that happened in the second Zoom session.

Table 2

The Types, Number and Percentage of Code-Switching Occurrences in the Second Zoom Session

2nd Zoom session (Literary Criticism 1)	Number of occurrences	Percentage
Inter-sentential code-switching	4	36%
Intra-sentential code-switching	6	55%
Tag-switching	1	9%
Total	11	100%

From Table 2 above, it is noticed that the number of intra-sentential code-switched utterances exceeded the number of the inter-sentential ones. This is very similar to just as what happened in the "Introduction to Linguistics" course. The difference is that a tag-switching utterance occurred in this session whereas no tag switching occurrences were spotted in the previous Zoom session. An example of the only tag-switching practice that occurred in this session when one student asked:

S: It is good, doctor, تمام?

(It is good, doctor, <u>ok</u>?)

The second example is one of the intra-sentential incidents that happened when a student said:

S: I have a question, ممكن حضرتك تحوطيلنا الأسئلة على google classroom beforehand, و احنا نناقش الأسئلة فى Zoom meeting.

(I have a question, <u>you can put the questions in</u> google classroom beforehand, <u>and then we can discuss the questions in</u> a Zoom meeting).

The third example is an example of an inter-sentential utterance when a student replied saying:

S: Yes, we had. أيوة قريناه

(Yes, we had. <u>Yes, we read it</u>.)

In both the tag-switching and the intra-sentential incidents, the students were replying to questions asked by their instructor. As for the intra-sentential example above, the utterance was a suggestion from the student in which she code-switched between Arabic and English without being asked a question.

Moreover, the third Zoom session is a lecture taught for the senior students, specifically the 7th level students. The course is entitled the "Graduation project" and this was the first lecture for them in the whole course. By the end of this course, the students were supposed to hand in a research project in the one of the Linguistics' branches. The students of this level were divided into groups and each group had a supervisor. In this recorded session, the instructor was discussing how to narrow down the topic of their research in order to write down the most suitable research question/questions. This course is different than the previous ones as it involves more discussion between the lecturer and the students. Moreover, it was noticed that the lecturer made many switches between English and Arabic language to make some ideas and meanings clearer to the students. It was thought that this might affect the number of the students' code-switched utterances but that was not true as in many incidents when the lecturer started switching between English and Arabic, the students responded mostly using the English language. On the contrary, sometimes when the lecturer was talking solely in English, some students responded in Arabic code-switched with English. The students produced 55 code switched utterances that included intra-sentential, inter-sentential and tag code-switching (look at Table 3 below). The utterances were divided into 47 intra-sentential ones with almost 85% of the total utterances. Almost 11% represented in six inter-sentential occurrences were also made by the students. Finally, nearly 4% presented in two tag-switching occurrences were observed. The following table presents the numbers, types and

percentages of the code-switched occurrences uttered by the students in the third recorded Zoom session.

Table 3

The Types, Number and Percentage of Code-Switching Occurrences in the Third Zoom Session

3rd Zoom session (Graduation Project)	Number of occurrences	Percentage
Inter-sentential code-switching	6	11%
Intra-sentential code-switching	47	85%
Tag-switching	2	4%
Total	55	100%

As can be seen in Table 3 above, the number of intra-sentential occurrences exceeded those of the two other types. Most of the students' utterances in this session involved the use of the intra-sentential code-switching as they used code-switched words inside single utterances. Moreover, it is also noticed that the total number of code-switched utterances in this session were a lot more than the utterances made in the previous sessions, this is suggested to have occurred because of the nature of the "Graduation Project" course. Its nature enforces non-stop discussions between the students and their instructor. This relatively huge number of occurrences did not change the fact that tag-switching utterances were very few denoting that they are not very commonly used by the students in spoken conversation. It is recommended that the students wanted to keep the conversation going so they made more intra-sentential utterances by using the Arabic words that firstly popped in their minds just to keep the conversation going.

One of the inter-sentential utterances by one of the students was:

S: I feel it is interesting that ان دايما فى صراع بين الكلمة و معناها

(I feel it is interesting that <u>there is always a conflict between a word and its meaning</u>)

The other example shows an intra-sentential utterance as follows:

S: Yes, اه يا دكتور بس, we can zoom in عالموبيل تمام.

(Yes, <u>yes doctor</u>, but we can zoom in <u>using the mobile</u>)

As for the tag-switching example was a follows:

S: He is saying words from other languages we don't have in English, صح?

(He is saying words from other languages we don't have in English, <u>right</u>?)

In the first sentence, the student was saying her opinion about something related to the discussion. On the other hand, the second sentence was a reply from the student to her instructor when there was a problem with the network and the students could not see the screen shared from the instructor's side.

Additionally, the fourth Zoom recording is the second lecture of the "Graduation Project" course and is taught by the same lecturer of the first session. It is remarked that the two sessions of this course included a big number of code-switched incidents. The students made five inter-sentential code-switched incidents (almost 8%) while the greater number of incidents belonged to the intra-sentential code-switched sentences. They were 56 ones (almost 9%) and the least occurred type was tag-switching with a single incident only (almost 2%). Table 4 shows the numbers and types of the utterances composed by the students.

Table 4

The Types, Number and Percentage of Code-Switching Occurrences in the Fourth Zoom Session

4th Zoom session (Graduation Project)	Number of occurrences	Percentage
Inter-sentential code-switching	5	8%
Intra-sentential code-switching	56	90%
Tag-switching	1	2%
Total	62	100%

It is noticed, from Table 4 above, that the number of occurrences were also plenty compared to the other two courses. As mentioned earlier, one reason maybe because the courses needed ongoing discussions between the lecturer and the students. It is necessary to note that when the students code-switched, they started talking in Arabic and code-switched it with the English language not vice-versa. The occurrences of such utterances most probably happened as they were encouraged by the instructor herself who used the Arabic language code-switched with the English one in a great part of her discussions to make sure the students were able to understand some areas in the session more clearly.

In this Zoom session, the instructor was having a discussion with the students on how to choose a specific topic for their graduation project. The only tag-switching utterance that was said during the whole session was when a student asked:

S: ok? ممكن أكمل شغل فالحاجات دي

(I can still work on this stuff, ok?)

The other example is an inter-sentential utterance as follows:

S: I still don't know what I will do, حاسة اني هعملها بالطريقة دي و هتبقي لطيفة.

(I still don't know what I will do, <u>I feel I will do it this way and it will be nice</u>)

This utterance was made when the student was trying to explain to her instructor that she will be speaking about a certain topic from a certain point of view. The student felt that if she did it that way, the idea will be impressive. As for the last example of one of the intra-sentential incidents, it was as follows:

S: الصراحة أنا بحب الpage بتاعة Confessions Cairo يعني support Iالفكرة جدا،فهي محتاجة تشتغل عليها

(<u>I like the</u> Cairo Confessions page, <u>so</u> I support <u>the idea very much</u>. <u>She needs to work on it, to be honest</u>)

In the tag-switching and the intra-sentential examples, the students initiated their utterances using the Arabic language instead of the English language. Then, these Arabic utterances were code-switched with English. This is not the case with the inter-sentential example above, as the student started her utterance with the English language and code-switched it with Arabic.

The fifth and final Zoom lecture was taught to the eighth level students. The lecture is part of the "Discourse Analysis" course. The lecturer of this session is the same lecturer of the "Introduction to Linguistics" one. The lecture included 19 code-switched utterances made by the students and they used the three types of code-switching. The number of inter-sentential and tag- switching code-switching utterances were equal; each was repeated four times by the students with approximately 4% for each. As for the intra-sentential utterances, they were uttered for 11 times with almost 58% of the total utterances. Table 5 below shows the results of the three types of code-switched incidents.

Table 5

The Types, Number and Percentage of Code-Switching Occurrences in the Fifth Zoom Session

5th Zoom session (Discourse Analysis)	Number of occurrences	Percentage
Inter-sentential code-switching	4	21%
Intra-sentential code-switching	11	58%
Tag-switching	4	21%
Total	19	100%

An example of the tag-switching utterances during the fifth session was as follows:

S: No, but she is an agent, يعني

(No, but she is an agent, <u>somehow!</u>)

The second example is for one of the inter-sentential code-switching that occurred when a student said:

S: then mental is the least if the effect is on the goal بس كدة الترتيب

هيختلف،

(<u>But then the order will change</u>; then mental is the least is on the goal).

The third example is for an intra-sentential code-switching utterance spoken by a student as follows:

S: ‏not reflections of thoughts على سبيل المثالreflections of actions‏

عندى سؤال صغير، ليه بنقول

(<u>I have a small question</u>, <u>why do we say</u> reflections of actions; <u>for example</u>, not reflections of thoughts?)

Similar to the fourth Zoom session, this session also includes examples of code-switched utterances in which the students start talking in Arabic and then they switch to English. This is clear here in both the intra-sentential and the inter-sentential code-switched incidents.

Finally, after identifying the code-switching utterances in the five sessions, I have come up with a few conclusions. First, it is noticed that the greater number of occurrences had happened in the two lectures that belonged to the "Graduation Project" course, this is because of the ongoing discussions and non-stop debates between the lecturer and the students. The lecturer used many Arabic switches which, in return, were mirrored in the students' responses. In the students' discussions, they used a lot of Arabic code-switched with English and vice-versa. In addition to this, it was also observed that it was not always the norm that when the lecturer code-switched between Arabic and English that the students responded in the same way. On the contrary, sometimes the students spoke in English when the doctor spoke in the opposite way. Moreover, they sometimes talked in English code-switched with Arabic when she spoke in the other way.

Second, in the first and last Zoom sessions which were taught by the same lecturer, the number of the code-switched instances were less, compared to those which occurred in the "Graduation Project" lectures. The code-switched instances in the "Graduation Project" two lectures were 55 and 62 respectively. On the other hand, those that occurred in the "Introduction to Linguistics" lecture and "Discourse Analysis" lecture were 19 instances in each session. This can be explained in the sense that these two lectures did not involve many discussions such as those that took place in the "Graduation Project" lecture. It is suggested that the reason behind the decrease in the number of code-switched utterances was the fact that the lecturers were explaining rather than discussing topics with the students. In other words, the structure of the "Introduction to Linguistics" and the "Discourse Analysis" courses needed the instructor to talk more than to discuss some topic related points with the students. Moreover, the same thing happened in the "Literary Criticism 1" lecture in which only 11 code-switched verbal instances occurred. The nature of this course is just the same as the

"Introduction to Linguistics" as well as "Discourse Analysis" courses. This course needed more speech from the lecturer's side rather than from the students' sides. Find below Figure 2 that shows the number of utterances in each session showing the differences between them.

Figure 2

The Number of Code-Switched Verbal Utterances in the Five Zoom Sessions

The number of code-switched utterances in each of the five Zoom sessions
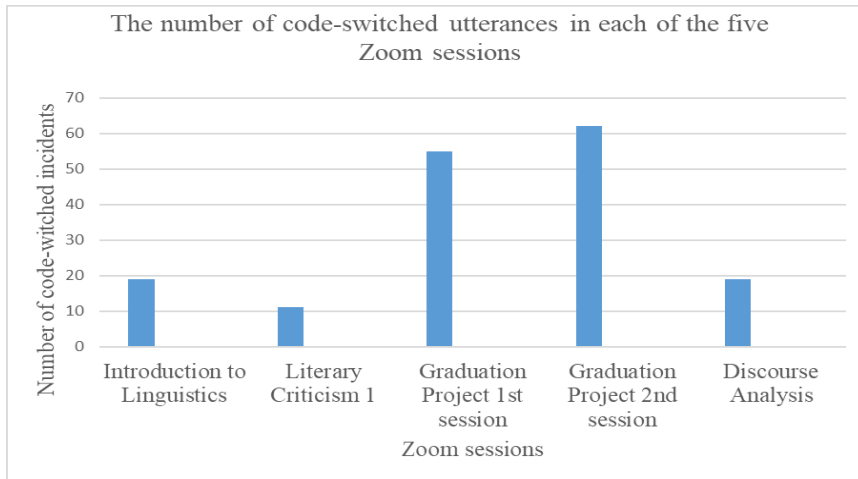
Furthermore, what I found common in the five sessions is that the students' responses, whether they were Arabic code-switched with English or English code-switched with Arabic, did not sequentially follow the same pattern of the lecturers' code-switched utterance. This means that sometimes the students responded in Arabic mixed with English when the lecturer was talking in English mixed with Arabic or vice versa. It is also worth noting that sometimes the students' answers were a mixture of both languages although the lecturer was speaking and asking using the English language only. It is worth mentioning that the intra-sentential code-switching was the most commonly used type by the students throughout the five lectures, while the tag-switching was the least commonly used type. This may be due to the fact that the students wanted to keep the conversation going so they switched between the two languages to ensure the sentences they utter are complete and meanings are well delivered to the instructor.

Conclusion

Although the literature has included studies that were concerned with the synchronous mode of code-switching in CMC, these studies mainly tackled synchronous CS in its written form. The researchers examined CS in WhatsApp messages and other instant messaging ways, but they paid little attention to the conversational or verbal synchronous CS in CMC in which people have oral conversations and respond to each other instantly. This study, therefore, focuses on online Zoom sessions as one of the genres of conversational code-switching that has been rarely discussed in the previous researches. The results of this study show that Ain Shams University students have used the three types of code-switching that were identified by Poplack (1980). The findings show that in four of the five Zoom sessions, tag-switching was the least used type by the students during their conversations with their instructors and in only one session there were no evidences for tag-switching. This lies in contradiction with other studies for example, Fauzi(2015) and Annisa& Anita (2021) which focused on written synchronous CS in CMC as some of these studies showed that tag-switching was the most commonly used type by their participants. Moreover, the findings of this study showed that students, sometimes, code-switched whether their instructors initiated code-switching or not. In addition to that, the students talked in English code-switched with Arabic and Arabic code-switched with English according to personal preferences. They were not affected by the lecturer's pattern of code-switching. In some cases, a student replied in Arabic switched with English although the lecturer's question was directed to him/her in English or vice-versa. In conclusion, it is important to start thinking about adding new conversational CS genres in CMC which involves speaking rather than writing. This is important as there is a gap in the literature in this area and this study hopes to fill in this gap.

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