

Attitudes of Kuwaiti Students Towards English/ Kuwaiti Arabic Code Switching in Kuwaiti Media^{*}

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Abstract

It has been noticed that the use of English/Kuwaiti Arabic CS has been invading different social domains in Kuwait, one of which is Kuwaiti media. This sociolinguistic study is meant to investigate students' attitudes at the college of basic Education (PAAET) and the college of Education, Kuwait University, towards the use of codeswitching in Kuwaiti TV channels. A questionnaire has been utilized and copies have been distributed to 764 students. The findings of the questionnaire were examined across gender, year of study, and student's major as sociolinguistic parameters. The results were analyzed quantitatively. Frequencies, means, standard deviations, t-test and one-way ANOVA were measured followed by analysis and discussions.

1. Introduction

The state of Kuwait has been viewed as a monolingual country since its establishment three centuries ago. Dashti claims that Kuwait has developed into a multilingual and multidialectal country in the sense of "societal bilingualism" and not "individual bilingualism" ("Language Choice" 7). It has developed as such due to different reasons some of which are migration, marriage, and education. One of the choices, though, available in the Kuwaitis' linguistic repertoire is English/Kuwaiti Arabic code switching. CS could take place between two varieties of a given language in any diglossic situation. Dashti and Dashti examined codeswitching between Kuwaiti Arabic and Modern Standard Arabic in Kuwaiti TV channels. During their research they realized that CS between Kuwaiti Arabic and English is also worth investigating (124). Dashti claims that one of the languages that has invaded different domains of the Kuwaiti society is, beyond doubt, the English language which has become a global language all over the world. English in Kuwait is the language of trade, technology, fashion and most importantly, of prestige (29). Having realized such an impact and importance, Kuwaitis, especially those of the new generation, are drawn to resort to CS as a language choice strategy for different functions. It has been noticed recently that Kuwaitis, especially the young generation resorts to the use of English/Kuwaiti Arabic CS in different social domains, one of which is Kuwaiti TV channels.

This study examines students' attitudes towards English/Kuwaiti Arabic CS in Kuwaiti Media. First, the researchers provide a theoretical assumption together with a literature review regarding CS with close reference to its social aspects and the reasons for its use and existence. Examples of CS occurrences in Kuwaiti TV are provided in order to illustrate the existence of this linguistic behavior. Finally and most importantly, the study investigates Kuwaitis' attitudes towards the use of CS (hereafter CS).

2. Importance of the study

Research on English/Kuwaiti Arabic CS in the media domain is scarce. A few CS studies have investigated the use of CS in school domains (Alenezi; Dashti; Akbar), or in family domain (Dashti), but no study, to the researchers' knowledge, has investigated English/Kuwaiti Arabic CS in Kuwaiti media. Hence, this not only explores, not only the use of CS in Kuwaiti media, but also investigates students' attitudes towards such a phenomenon. In a parallel line, and by investigating attitudes towards CS, the study sheds light on the young generation's views towards different issues such as language proficiency, prestige, and identity. Finally, it is hoped that this study will add to literature, in general, and to the field of sociolinguistics, in particular, an ample description of CS in Kuwait, and that its findings conform to studies carried out in other Arab countries.

3. Rationale of the study

The English language, beyond doubt, has become a global language. As languages are pushed aside and made to run second to global English, people may be at risk of linguistic loss. Furthermore, cultures and identities could be in similar danger. Unfortunately, little attention has been given to this issue in the Arab world. It is time a voice is given to the Arabs compelled to survive in a world of English and often at the expense of their Arabic language, culture, and identity. It is well established, though, that one of the linguistic choices available to people all over the world is CS between their native language and English. Having realized such an impact and importance, Kuwaitis, especially those of the new generation, are drawn to resort to CS as a language choice strategy for different functions. The researchers believe that this might have a negative effect on their native language (Arabic) in the long run. To investigate whether the students are aware of such a threat, the researchers thought of exploring the students' attitudes toward CS in the media as one of the domains invaded by the English language in Kuwait. Students of colleges of education were chosen as the population for this study due to the fact that they are the future teachers' whose one of whose main responsibilities is to help children and young Kuwaitis maintain their Arabic identity. However, future studies may investigate the attitudes of Kuwaitis beyond the school limits.

4. Limitations of the study

For the sake of verifying the questionnaires' results, the researchers were planning to interview a group of both male and female students. Unfortunately, and due to the fact that collecting data took place towards the end of the academic term, most of the students were reluctant to participate as interviewees. One justification was that they were busy studying for their final exams; another justification was that they thought that their responses might affect their final grades. This, of course, is due to cultural differences. To deal with such cultural differences is actually beyond the scope of this study. One more justification was that, and this time, according to cultural values, most female respondents did not favor themselves being audiotaped. Hence the number of those who showed willingness to be interviewed to elicit data was not enough by research standards.

5. Theoretical assumptions and literature review

Sociolinguistic literature mostly investigates people's attitudes towards language variation, language varieties, choice of lexical items, and accent (Dewaele and Wei; Taqi). Garrett states that by the way language is used,

people often judge people's social status, competence, identity, and intelligence (176). Dewaele and Wei clearly put it that "one of the most noticeable gaps in the literature, both on language attitudes generally and on attitudes towards CS specifically, is the investigation of individual differences in language attitudes, which includes questions such as how different individuals view the same linguistic phenomenon, and how the same individual views different linguistic phenomena" (236).

Johnson refers to a number of reasons behind CS. "First, switching to hide fluency or memory problems in the second language (but this accounts for about only 10 percent of CS). Second, CS is used to mark switching from informal situations (using native languages) to formal situations (using second language). Third, CS is used to exert control, especially between parents and children. Fourth, CS is used to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group)" (184). CS also functions to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships (Gudykunst 65). Edwards provides different terms given to CS such as, "Tex-Mex, Franglais, Japlish, which all entail negative connotations" (78). Research indicates that monolinguals tend to have more negative views of CS. Labov among others, when studying low prestige language forms and negative attitudes which users of the forms expressed towards the forms themselves, stated that there was a lack of correlation between practices and attitudes (205). Theresa and Valerio state that CS should not be encouraged in second language classroom because: (a) CS either by the instructor or by the learners can heighten the use of non-target forms producing deviant linguistic patterns and (b) learners are sensitive to variations in these patterns (76). Furthermore, Moghadam et al. believe that attitude is the result of perceptions experienced collaboratively. Consequently, each individual's judgment is inherent and is affected by surrounding factors such as behavior, culture and belief (2220).

5.1 Attitudes studies

Rukh quantitatively investigated Pakistani post graduate students' attitudes towards EFL teachers' CS/codemixing to L1 in the context of commerce and English by means of a questionnaire. Her findings indicate that the students hold positive attitudes towards CS/codemixing (535).

Alenezi investigated students' language attitude towards using CS as a medium of instruction in the college of health sciences at Kuwait University. Both quantitative (questionnaire) and qualitative (open ended questions) research approaches were used to collect data. The data collected was then analyzed to measure the differences in the students' language attitudes towards

each of the languages being taught, and the effects of such attitude on learning a science subject at college level. Findings of his study clearly indicate students' strong preference toward a specific medium of instruction that is Arabic/English CS. The results showed that students' positive language attitudes towards CS have been consistently supported through all the data (2).

Dashti investigated English/Arabic CS as a language choice strategy by ELT teachers in the English department, College of Basic Education, Kuwait. He sought to answer six questions concerning the use of CS by staff members. A questionnaire was constructed and distributed to all 83 staff members and part-timers. He arrived at the conclusion that most staff members extensively employed CS and for a number of different functions (22).

In another study, also carried out an investigation of English/Kuwaiti Arabic CS as employed by some Kuwait families in different social domains. Fifty Kuwaiti mothers participated in the study. The study showed that Kuwaiti mothers and their children employed English/Kuwaiti Arabic CS in both the home and non-home domains as one strategy of language choice (15).

Abalhassan, and Alshalawi investigated CS behavior of Arab Speakers of English as a second language in the United States. Twelve Saudi Graduate students of ages between 19-35 were interviewed to study their behavior by looking at its functions and reasons behind it. All respondents switched bilingually to varying degrees. The analysis showed that 92.2% of the respondents claimed that they switch to English whenever they don't know the term in Arabic (183).

5.2 Studies of CS as employed in the media

Alshammrani investigated diglossia in various Arabic TV stations by analyzing the type of variety used and the circumstances under which it is used. The stations the researcher chose for his study included, Aljazeera, ART, LBC, Saudi channels: One and Sport; MBC, Dubai, Almajd, AlArabiya, Al-ekhbariah, Rotana, and Spacetoon. Observations and videotaping were the means of collecting data. The researcher observed and collected data for almost two months at different times during the day in an attempt to cover as many different programs, movies, songs, and sports as possible. The study proved that diglossia exists in all the Arabic TV stations under investigation. In general, the study showed that the H variety of Arabic is used in news, documentaries, translated series, talk-show programs related to politics, economy, religion, and medical and social issues. On the other hand, the L variety is mostly used in series, games, songs, plays, and folklore. The study also showed that broadcasters and guests in various programs did switch to the L variety of Arabic (59).

Alomoush and Matarnah investigated the spread of CS into Jordanian social settings. Data was first derived from natural conversations made by Jordanians in different social settings in Amman city. The collection of the corpus of the study was also based on daily life activities while having conversations on mobile, going to shopping malls and restaurants, watching Arab TV channels and listening to conversations made by internet-goers and people walking on the streets. The overall corpus of the study came from 42 people. To examine Jordanians' attitudes toward the spread of CS into conversations made by Jordanians, the researcher developed a questionnaire of seven items and distributed to 300 students at the university. Most of the respondents thought that CS were commonly used by Jordanians in different social settings. The majority of the participants also believed that impressing other people was the real reason behind the existence of this phenomenon. As far as the types of CS were concerned, they all were well rooted in Jordanian social settings. According to the participants, media played a very important role in the infiltration of English switches into Jordanian social settings, and Jordanians used English switches at an intermediate level. On top of that, the majority thought the spread of English CS might pose a linguistic threat to Jordanian Arabic, where children and adults were more linguistically influenced by the spread of CS on Arab TV channels (36).

Tatsioka conducted a study on the use of English loanwords and CS occurrences in the Greek media as well as the attitudes of the public towards the appearance of these linguistic phenomena. She arrived at the conclusion that there was a general recognition of the existence of such linguistic phenomena as CS and the use of loanwords in the Greek media. She claimed that such phenomena however were not always accepted positively, and the majority of the respondents in her study expressed their negative attitude towards them by proposing that they should be reduced or stopped completely. This negative attitude is also enforced by the fact that although the majority of the participants recognized the global nature of the English language and are used in order to provoke admiration and prestige. Another crucial result of the research was that the majority of the respondents realized and admitted the influence of loanwords used in the media on the lexicon of the public and this might lead to changes in the Greek language. Finally, although not all respondents agreed, some expressed their concern about the future of Greek and the fact that it is under threat by the use of foreign lexical items (131).

Chowdhury examined how languages of radio jockeys and youth encourage people of Bangladesh to practice CS. She recorded a few programs where CS was employed by Bengali presenters and then distributed a

questionnaire to a group of students. Her results showed positive attitudes towards CS. Her informants claimed that they believe that people who code switch are more educated than those who don't. One of the main reasons that her informants claimed to code switch was a lack of a lexical item.

Abu Mathkour investigated the functions of English/ Arabic CS among speakers of Jordanian Arabic on Jordan Television. He obtained 6 hours tape-recorded speech. His findings indicate that quotation, interjection, reiteration, message qualification, and personification vs. objectification were the functions that were fulfilled in these conversations.

Sharaf Eldin investigated CS functions performed by Arabic-English bilingual users in their Facebook interactions. He collected data from status updates posted by the bilingual users on their Facebook wall. They were classified and analyzed according to the functions they served in the Facebook context. His findings indicated that CS occurs in online interaction to serve addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, principle of economy and free switching functions (78).

6. Methodology

This is a sociolinguistic study where the scenario revolves around investigating Kuwaiti students' attitudes at the colleges of education in both PAAET and Kuwait University towards the use of English/Kuwaiti Arabic CS as deployed by Kuwaiti presenters in Kuwaiti TV channels. The data was analysed quantitatively. Descriptive analysis, including Means, standard deviations, T-tests, and One way ANOVA, were utilized to quantitatively analyze the data.

6.1 Research Questions

The paper answer the following questions:

- 1 - Do students in the colleges of education (KU, PAAET) enjoy watching Kuwaiti TV programs where the presenters use English/Kuwaiti Arabic CS?
- 2 - Do students in the colleges of education (KU, PAAET) believe that the presenters in Kuwaiti TV programs who use English/Kuwaiti Arabic CS are more educated than those who don't?
- 3 - Do students in the colleges of education (KU, PAAET) believe that the use of English/Kuwaiti Arabic CS in Kuwaiti TV programs affects negatively Arabic vocabulary build-up of Kuwaiti people in general and

of young people and children in particular? Does it affect their Arabic language in general?

- 4 - Do students in the colleges of education (KU, PAAET) believe that the use of English/Kuwaiti Arabic CS in Kuwaiti TV programs threatens the Arabic language?
- 5 - Is there any significant statistical difference in students' attitudes at the colleges of education in both PAAET and Kuwait University towards English/Kuwaiti Arabic CS in Kuwaiti TV programs as far as gender, year of study, and major?

6.2 Tools / Population

A questionnaire (See Appendix 1) was designed to investigate the students' attitudes towards English/Kuwaiti Arabic CS in Kuwaiti TV programs. A Five likert agreement scale containing 11 items was used with 1 presenting "strongly disagree", 2 "don't agree", 3 "agree somehow", 4 "agree", and 5 "strongly agree". Research question 1 covered items 1, 2, and 3. Research question 2 covered item 4. Research question 3 covered items 5, 6, 7, and 8, and research question 5 covered items 9, 10, and 11. The total number of questionnaire sheets distributed to students was 808 out of which 774 were chosen as they did not miss any important data. Both male and female students at the colleges of education in both PAAET and Kuwait University were selected randomly to make up the sample of the study. Table 1 below shows the demographic distribution of the participants as far as gender, year of study, and major.

Table 1. Distribution of Demographic Factors

Gender	Frequency	%
Male	261	33.7
Female	513	66.3
Year of Study	Frequency	%
First year	172	22.2
Second year	154	19.9
Third year	172	22.2
Fourth year	200	25.8
More than four years	76	9.8

Cont/ Table 1. Distribution of Demographic Factors

Gender	Frequency	%
Major	Frequency	%
English	203	26.2
Islamic studies	61	7.9
Humanity studies	166	21.4
Scientific studies	180	23.3
Fine Arts, Music, Physical Education	104	13.4

It is worthwhile mentioning that female participants outnumber male participants - as table 1 above shows - due to the fact that colleges of education in Kuwait are more inviting to females rather than males as graduates of colleges of education mostly hold jobs as teachers. Kuwaiti males do not usually see teaching as a prestige post. Similarly, the low percentages of females majoring in Arabic and Islamic studies refer to the fact that these two majors, they believe, not only lack prestige, but are also difficult in their subject matter. Humanities studies cover social sciences, history, and information and library studies. Scientific studies cover science, mathematics, and computer science.

To make sure that the students understood the questionnaire properly and to familiarize them with the notion of CS, portions of eight TV programs presented by Kuwaitis of the new generations from different TV Kuwaiti channels presenting different topics (social issues, sports, cooking etc.) were videotaped. The tapes, then, were played in front of each class before distributing the questionnaires. The ages of all the presenters and participants in the eight programs ranged from 20 - 45. Table 2 below shows the distribution of the TV programs.

Table 2. Distribution of TV Programs

Name of Program	Name of Channel	Number of Participants	Type of Program
Spotlight	Al-Watan	1 presenter At least 5 Participants each Week	Artistic

Cont/ Table 2. Distribution of TV Programs

Name of Program	Name of Channel	Number of Participants	Type of Program
Aldiwanian	Kuwait 3	1 presenter 4 participants	Sport
Raykum shabab	Alrai	3 presenters 3 participants	Miscellaneous
Retweet		1 presenter 2 participants	Political & social issues
Ahla allayalli	Funoon	5 presenters	Miscellaneous
Min ajl shatic		1 presenter 2 & 3 participants	Medicine
Good morning Kuwait	Kuwait T		Miscellaneous
Nakha w bhar ma' Elqasar	Kuwait TV		Cooking

The distribution of the questionnaires went as follows: one of the researchers who is an associate professor in the college of Education, Kuwait University, had the task of distributing copies of the questionnaire to the students in the college, and the other researcher who is an associate professor in the college of Basic Education, PAAET, shouldered the responsibility of distributing copies of the questionnaire to the students in the college of Basic Education. Taking the permission of a number of professors, both researchers went into classrooms and demonstrated a CD showing different programs where presenters employed English/Kuwait Arabic CS. As the researchers felt confident that the students were by then familiar with the notion of CS, the questionnaires were distributed.

7. Analysis and discussion

Before answering the research questions, here are some contexts where CS occurred in the TV programs.

Context 1. (program: For the sake of your health)

il mifkila l bræst kænsær mintifir

the problem the breast cancer spreading

The problem is that breast cancer is spreading

Context 2. (program: I wish)

inu ma aqdiksikuzmi:

What I can't excuse me!

What! Do you mean I cannot do it? Excuse me!

Context 3. (good morning Kuwait)

ina daymnaqadim new rhlèi fu:d akilna ii

we always present new recipe healthy food our food healthy

we always present new recipes, and healthy food. Our food is healthy.

7.1. Statistical analysis

To find answers to the research questions, a quantitative analysis was sought by the use of SPSS. First of all, the reliability (Alfa Cronbach) for all the items is (.874)

Now a quantitative analysis will show the Means and Standard deviations, T-Tests, and One-way ANOVA analysis of the questionnaire items followed by a discussion.

Question 1: Do students in the colleges of education (KU, PAAET) enjoy watching Kuwaiti TV programs where the presenters use English/Kuwaiti Arabic CS?

To answer question 1, we needed to look at items 1, 2, and 3. Table 3 below shows the T.test and compare means for items 1, 2, and 3.

Table 3. T-test and Compare Means for Items 1, 2, and 3.

Item	N	Mean	Std Deviation	T	df	Sig.
1. I enjoy watching programs in which CS is employed by Kuwaiti presenters.	774	3.07	1.148	-46.682	773	.000*
2. I prefer watching programs in which CS is employed by Kuwaiti presenters to those programs in which CS is not employed.	774	2.83	1.134	-53.294	773	.000*
3. I see the Kuwaiti presenter who employs CS as my exemplar.	774	2.63	1.146	-57.645	773	.000*

* $p < .05$

As table 3 shows, all the items were significant. Item 1 got the highest mean ($M = 3.07$, $SD = 1.148$), followed by item 2 ($M = 2.83$, $SD = 1.134$). The lowest mean score was obtained by item 3 ($M = 2.63$, $SD = 1.146$).

Question 2: Do students in the colleges of education (KU, PAAET) believe that the presenters in Kuwaiti TV programs who use English/Kuwaiti Arabic CS are more educated than those who don't?

To answer question 2, we needed to look at item number 4 of the questionnaire. Table 4 below shows the results.

Table 4. T.test and Compare Means for Items 4.

Item	N	Mean	Std Deviation	T	df	Sig.
4. I believe that the presenters in Kuwaiti TV programs who use CS are more educated than those who don't.	774	2.55	1.234	-55.324	773	.000*

* $p < .05$

As table 4 shows, item 4 is also significant ($M = 2.55$, $SD = 1.234$).

Question 3: Do students in the colleges of education (KU, PAAET) believe that the use of English/Kuwaiti Arabic CS in Kuwaiti TV programs affects negatively Arabic vocabulary build-up of Kuwaiti people in general and of young people and children in particular? Does it affect their Arabic language in general?

To answer question 3, we needed to look at items 5, 6, 7, and 8 of the questionnaire. Table 5 below shows the results.

Table 5. T.test and Compare Means for Items 5, 6, 7, and 8.

Item	N	Mean	Std Deviation	T	df	Sig.
5. I believe that the use of English/Kuwaiti Arabic CS In Kuwaiti TV programs affects negatively Arabic Vocabulary build-up of Kuwaiti people in general.	774	2.51	1.152	-60.138	773	.000*
6. I believe that the use of English/Kuwaiti Arabic CS in Kuwaiti TV programs affects negatively Arabic vocabulary build-up of young Kuwaiti people.	774	2.52	1.129	-61.100	773	.000*

Cont/ Table 5. T.test and Compare Means for Items 5, 6, 7, and 8.

Item	N	Mean	Std Deviation	T	df	Sig.
7. I believe that the use of English/ Kuwaiti Arabic CS In Kuwaiti TV programs affects negatively Arabic vocabulary build-up of Kuwaiti children.	774	2.31	1.142	-65.548	773	.000*
8. There is no harm if young people resort to CS if an Arabic equivalent for an English word does not exist.	774	3.38	1.055	-42.6.6	773	.000*

* $p < .05$

As table 5 shows, all the items were significant. Item 8 got the highest mean ($M = 3.07$, $SD = 1.148$), followed by item 6 ($M = 2.52$, $SD = 1.129$), followed by item 5 ($M = 2.51$, $SD = 1.152$). The lowest mean score was obtained by item 7 ($M = 2.31$, $SD = 1.142$).

Question 4: Do students in the colleges of education (KU, PAAET) believe that the use of English/Kuwaiti Arabic CS in Kuwaiti TV programs threatens the Arabic language?

To answer question 4, we needed to look at items 9, 10, and 11. Table 6 below shows the results.

Table 6. T.test and Compare Means for Items 9, 10, and 11.

Item	N	Mean	Std Deviation	T	df	Sig.
9. I believe that the use of English/ Kuwaiti Arabic CS in Kuwaiti TV programs affects negatively Arabic language in general.	774	3.72	1.207	-36.318	773	.000*
10. I believe that the use of English/ Kuwaiti Arabic C in Kuwaiti TV Programs threatens the Arabic language	774	3.33	1.233	-37.590	773	.000*
11. I advise young presenters who employ CS to stop using this strategy of language choice.	774	3.17	1.252	-40.702	773	.000*

* $p < .05$

As table 6 shows, all the items were significant. Item 9 got the highest mean ($M = 3.72$, $SD = 1.207$), followed by item 10 ($M = 3.33$, $SD = 1.233$). The lowest mean score was obtained by item 11 ($M = 3.17$, $SD = 1.252$).

Question 5: Is there any significant statistical differences in students' attitudes at the colleges of education in both PAAET and Kuwait University towards English/Kuwaiti Arabic CS in Kuwaiti TV programs with regard to gender, year of study, and major?

As far as gender variable is concerned, a paired-samples t-test (Table 7) was conducted to see if differences between males and females' replies were statistically significant.

Table 7. T.test and Compare Means for Gender.

Items	Gender	N	Mean	Std Deviation	F	T	Df	Sig
1.	Male	261	3.21	1.240	16.671	2.444	772	.015*
	Female	513	3.00	1.092		2.345	468.652	
2.	Male	261	2.97	1.176	.000	2.501	772	.013*
	Female	513	2.75	1.107		2.452	495.833	
3.	Male	261	2.73	1.183	2.011	1.786	772	.076
	Female	513	2.57	1.125		1.751	500.436	
4.	Male	261	2.55	1.232	.015	.043	772	.966
	Female	513	2.54	1.237		.043	524.915	
5.	Male	261	2.68	1.181	4.376	2.972	772	.003*
	Female	513	2.42	1.128		2.928	502.334	
6.	Male	261	2.69	1.141	1.973	2.917	772	.004*
	Female	513	2.44	1.115		2.895	512.620	
7.	Male	261	2.43	1.176	6.102	2.006	772	.045*
	Female	513	2.25	1.120		1.975	501.111	
8.	Male	261	3.44	1.067	.237	.998	772	.319
	Female	513	3.36	1.049		.992	515.278	
9.	Male	261	3.14	1.294	8.916	-4.763	772	.000*
	Female	513	3.57	1.135		-4.566	467.247	
10.	Male	261	3.03	1.302	3.396	-4.904	772	.000*
	Female	513	3.49	1.168		-4.734	475.912	

Cont/ Table 7. T.test and Compare Means for Gender.

Items	Gender	N	Mean	Std Deviation	F	T	Df	Sig
11.	Male	261	2.97	1.293	.045	-3.228	772	.001*
	Female	513	3.27	1.219		-3.167	496.876	

* P < .05

Table 7 above shows that all items are significant in favor of males, where the means of the males are higher than those of the females except for items 3, 4, and 8. However, looking at the means of these three items, namely, 3, 4, and 8, we notice that the means of the males are still a little higher, yet are not statistically significant.

To investigate the year of study variable, a one-way between subjects ANOVA was conducted to compare the replies of students in years 1, 2, 3, and 4. The findings show that the differences between the subjects as far as their year of study is concerned are statistically not significant when measuring the total mean for all the items as table 8 below shows:

Table 8. ANOVA for Total Mean for Year of Study.

	Sum of Square	df	Mean Square	F	Sig.
Between Groups	2.066	4	.516	2.393	.49
Within Groups	165.964	769	.216		
Total	168.030	773			

Finally, investigating the students' major variable, the findings show that all the questionnaire items are statistically significant except items, 1, 4, and 6. Table 9 below shows the findings of the ANOVA for total mean for students' major:

Table 9. ANOVA for Total Mean for Students' Major.

	Sum of Square	Df	F	Sig.
Between Groups	2.792	5	2.595	.24
Within Groups	165.238	.215		
Total	168.030			

Tukey analysis to figure out where the differences come from was carried out.

Table 10. Tukey Analysis for the Differences between the Items and Students' Major

Major	N	Subset for alpha = 0.05 1
Arabic	60	2.7968
Scientific Studies	180	2.8182
Islamic Studies	61	2.8452
Fine Arts, Music, PE	104	2.8514
Humanity Studies	166	2.9418
English	203	.2.9467
Sig.		.195

Table 10 shows that the mean for the Arabic major is 2.79, the Scientific Studies major is 2.81, the Islamic Studies major is 2.48, the Humanities studies is 2.94, English major is 2.94, and all other majors is 2.84. This indicates that the English major students and the Humanities students do favor CS more than other major students.

7.2 Discussion

Generally speaking, the above analysis shows that students at the college of Education in both Kuwait University and College of Basic Education show positive attitudes towards English/Kuwaiti Arabic CS as employed by Kuwaiti TV presenters. The students in this study not only enjoy watching programs where Kuwaiti presenters employ Kuwaiti Arabic CS, but they more often prefer watching such programs than those programs where CS is not employed and eventually, they highly evaluate such presenters. Moreover, the students see no harm if the presenters code-switch when there is no Arabic lexical equivalents to the English words they use. They also believe that the presenters in Kuwaiti TV programs who use English/Kuwaiti Arabic CS are more educated than those who don't. These findings are better discussed in the light of the sociolinguistic notion of prestige. The analysis show that due to the fact that English is a prestigious form in Kuwait, the students in this study show positive attitudes towards CS rather than negative attitudes. It has well been established that the English language has become a global language all over the world, and Kuwait is not an exception. In Kuwait, although English is neither a national language nor an official

language, it is definitely the most important language in the country. It is taught together with Arabic in Kuwaiti schools and is considered to have a prominent place in the educational curriculum of Kuwaitis. A high proficiency level in English is a central requirement to excel at the university level where the most desired colleges teach through the medium of English, and to gain the most prestigious jobs in the country. English, in Kuwait has significant influence on Kuwaitis' language choice.

The statistical analysis also shows that despite the fact that the students believe that the use of Kuwaiti-Arabic CS by Kuwaiti presenters in Kuwaiti channels does not affect the Arabic vocabulary achievement of the children, youth and old people, they believe that it affects their Arabic acquisition in general. The students here are quite unaware of the distinction between borrowing lexical items and CS. Anyhow, the students seem to see no harm in borrowing lexical items, but at the same time they see that CS in the long run might affect Kuwaitis' Arabic language. This conclusion is enforced by their answers to item No. 10 where they strongly believe that the use of English/Kuwaiti Arabic CS in Kuwaiti TV programs threatens the Arabic language.

Analyzing the results across the sociolinguistic variables, namely, gender, year of study, and student's major, we find that findings regarding gender and major are significant, whereas findings regarding year of study are not. As far as the gender variable is concerned, the statistical analysis above generally shows that the mean scores of the males are higher than females for most of the questionnaire items except for items 3, 4, and 8, and eventually, the analysis shows that the results are statistically significant. This is, actually, an interesting point that needs more in-depth investigation. We know from literature that women appreciate prestigious forms more than men do. Having acknowledged that English in Kuwait is a prestigious form, this paper, though, comes out with opposite conclusions. However, are conclusion does conform to Dashti's conclusion that there is no gender difference in CS behavior employed by male and female Kuwaitis in home and non-home domains in Kuwait (98). Akbar, on the other hand, commenting on Dashti's conclusion, relates such a discrepancy to "the result of perceiving CS as a non-standard variety, leading to its being less prestigious than the standard varieties" (26). She believes that there is a strong need to investigate how prestigious the variety is perceived to be within a community, and to examine relative judgments of different varieties (27). Moreover, and aside from the above debate, the researchers believe that there is a need at this stage to look more closely at each presented program as well to see if the type of program signifies such gender differences. It is also worthwhile investigating in more depth the attitudes of our subjects towards CS behavior employed by

male and female presenters each at a time which might provide us with more interesting conclusions.

As far as the major is concerned and as indicated by the statistical analysis above, it is clear that the English major students and the Humanities students do favor CS more than other major students. In fact English major students have actually joined the English department because they do favor the English language in general. They are very keen to know, sociolinguistically, about different styles, different ways of talking, and different choices available to them. In addition, they do think highly of Kuwaiti TV presenters who code switch between Arabic and English as they realize that this is the trend or as they call it the "fashion". This last conception is also expressed by students majoring in Humanities. The Arabic language major students are probably proud of their Arabic native language and hence believe that employing English/Arabic CS is some kind of English language invasion which threatens their Arabic identity. As for the Science major students, the researchers believe that these students are, intellectually, science oriented. Their interests revolve around science and maths theories, and around issues that need more critical thinking. Probably, because these students usually look for facts, they might see CS as a show off behavior. As for students majoring in Fine Arts, Music, and Physical Education, and from the scarce information we got from a few informants, they claim that most of their time is devoted to practicing drawing, playing music, and doing sports. They have little time, they claim, to watch TV programs, and if they do they usually watch foreign channels rather than Kuwaiti channels. On the whole, all these speculations have to be verified in carrying out more in-depth interviews.

8. Conclusion

This paper investigated students' attitudes at the college of basic Education (PAAET) and the college of Education, Kuwait University towards the use of CS in Kuwaiti TV channels. The findings indicate students at the college of Education in both Kuwait University and College of Basic Education show positive attitudes towards CS as employed by Kuwaiti TV presenters. However, some believe that such a strategy might well threaten the purity of their native Arabic language. As no study, to the researchers' knowledge, has investigated English/Kuwaiti Arabic CS in the Kuwaiti media, it is hoped that this study has explored, not only the use of CS in the Kuwaiti media, but also investigated students' attitudes towards such a phenomenon. It is also hoped that this study has shed light on the young generation's views towards different issues such as language proficiency, prestige, and identity. Finally, it is hoped that this study was added to the literature, in general, and to the

fields of sociolinguistics, bilingualism, and education, in particular, an outline of CS in Kuwait.

9 Recommendations for future research:

It is recommended that future research may investigate the following:

- 1 - Teachers' attitudes towards English/Kuwaiti Arabic CS in the Kuwaiti Media.
- 2 - The beliefs of language planners and educationalists towards bilingualism in general and the use of CS in particular.
- 3 - Types of programs that mostly employ CS to see how topic affects its use.
- 4 - The attitudes of populations beyond the school domain to touch upon different people's attitudes.

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Appendix 1

عزیزتی الطالبة/ عزیزتی الطالب

نضع بين ايديكم هذه الاستبانة التي تتناول ظاهرة المزج اللغوي ما بين اللغة الإنجليزية واللغة العربية (اللهجة الكويتية) التي يستخدمها الشباب الكويتي في البرامج التلفزيونية علي محطات التلفزة المحلية. يرجي التكرم بقراءة العبارات بدقة ومن ثم وضع دائرة حول اختياركم المفضل. علماً بأن نتائج الاستبانة سوف تستخدم لغرض البحث العلمي فقط كما سيتم التعامل مع النتائج بسرية تامة.

ولكم منا جزيل الشكر

د. عبدالمحسن دشتي

د. فاطمة دشتي

البيانات الشخصية

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- ☐ رابعة جامعة ☐ أكثر من أربع سنوات
- التخصص الجامعي: ☐ لغة عربية ☐ لغة انجليزية ☐ تربية إسلامية
- ☐ تخصصات أدبية ☐ تخصصات علمية
- ☐ بدنية/ موسيقية/ فنية

العبارات

- أستمع بمتابعة البرامج التلفزيونية التي يستخدم بها المزج اللغوي.
موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة
- أفضل متابعة البرامج التلفزيونية التي يستخدم بها المزج اللغوي عن البرامج التي لا يتم فيها استخدام المزج اللغوي.
موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة
- أقتدي بالشباب الذين يستخدمون المزج اللغوي في البرامج التلفزيونية.
موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

٤ . أرى أن الشباب الذين يستخدمون المزج اللغوي في البرامج التلفزيونية أكثر ثقافة من أولئك الذين لا يستخدمون المزج اللغوي .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

٥ . إن استخدام المزج اللغوي على قنوات التلفزيون الكويتية لا يؤثر سلباً على حصيلة مفردات اللغة العربية لدى عامة الناس .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

٦ . إن استخدام المزج اللغوي على قنوات التلفزيون الكويتية لا يؤثر سلباً على حصيلة مفردات اللغة العربية لدى الشباب .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

٧ . إن استخدام المزج اللغوي على قنوات التلفزيون الكويتية لا يؤثر سلباً على حصيلة مفردات اللغة العربية لدى الأطفال .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

٨ . لا مانع من استخدام المزج اللغوي من قبل الشباب عندما لا يتوفر مرادف باللغة العربية لبعض مفردات اللغة الإنجليزية .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

٩ . إن استخدام المزج اللغوي على قنوات التلفزيون الكويتية يؤثر سلباً على اللغة العربية .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

١٠ . إن استخدام المزج اللغوي على قنوات التلفزيون الكويتية يهدد اللغة العربية .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

١١ . أنصح الشباب الذين يستخدمون المزج اللغوي في البرامج التلفزيونية التوقف نهائياً عن استخدام هذا الأسلوب .

موافق بشدة موافق موافق إلى حد ما غير موافق غير موافق بشدة

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