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RESEARCH ARTICLE

Language Gambit: Code-Switching, English Competence, and the Jordanian University Bragging Social Network

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ARTICLE INFO	ABSTRACT
  *Corresponding Author: -----------------------------	The aim of this research is to establish the relations between code-switching, English performance, social capital, and social class among Jordanian college learners. The study uses a self-administered questionnaire, interviews, and social network analysis to achieve its objective. The results also align with the null hypothesis concerning English language usage and code-switching at varying levels of social capital, as well as perceived social and economic reward, power, and status. It also includes an analysis of how students develop a tendency to over emphasize their fluency in English, as well as the moderation effect of the exercise of English on the relation between code-switching and status. In the case of the qualitative data, we use structural equation modelling (SEM), descriptive and inferential statistics, and theme analysis to analyze the retrieved data. The findings will thus describe the overall language use, interpersonal processes, and perceived opportunities in the context of the Jordanian university scene. As a result, by bringing up the previously ignored topic of boasting in English and presenting a more nuanced view of code-switching as a social strategy tool, the study attempts to offer new angles. The article focuses on the possible implications of language policies and practices intended for language diversity and students' assimilation. Thus, adopting a stringent multi-method approach specific to the Jordanian context, this work maps language use, social capital, and social status, contributing to the existing literature's deficit.

INTRODUCTION

Language is a major factor in educational environments since it affects social relations and opportunities for promotion. Code switching, meaning the intentional switch between the two languages Arabic and English, is a very interesting process observed among the university students in Jordan. This technique is not only used to express oneself linguistically but also to signal something

socially, and quite often in a boastful manner. Code-switching, which is quite frequent, has been investigated insufficiently, especially in the context of Jordanian organizations. A large number of Jordanian students employ code-switching as a way of branding themselves as knowledgeable, intelligent, and cosmopolitan citizens. In Jordan, people believe that speaking English well means that one is of a higher class and has better chances of getting a better job (Bani-Khaled & Al-Khawaldeh, 2021). Thus, English is used by learners in order to gain recognition from peers and signal their superior status. This behaviour draws on the belief that mastery of the English language is akin to success in general and holding a high social position in particular (Blommaert, 2010; Phillipson, 1992). Thus, this study aims to fill the research gap by focusing on the act of boasting within the context of code-switching among university students in Jordan.

This research is proposed to identify and describe the culture and language in Jordanian universities to determine why this is the case and how it affects social capital and status. The study proposes to assess the extent to which students use language to enhance their social standing and the extent of its influence on the students' social relations and opportunities for interaction (Alsahafi, 2020; Al-Khatib, 2003). To achieve the aforementioned objectives, the research will employ both qualitative and quantitative data collection measures, such as interviews, social network analysis, and SEM. Interviews will generate descriptive data on the students' motivations and views, while social network analysis will quantify the effect of language use on social relations. Language usage, social capital, and social status will be regression analyzed using structural equation modelling (SEM). Finally, the aim of this study is to present the phenomenon of boasting among the students of Jordanian universities through the use of code-switching. Thus, through the analysis of this seemingly insignificant aspect of language usage, the study will contribute to the existing body of knowledge and shed light on the processes of social communication through language. This study seeks to establish the factors and consequences of boasting through code-switching in the specific context of Jordanian universities and with rigorous methodological procedures.

2. LITERATURE REVIEW

Code-switching is the practice of switching between two or more languages during a conversation or speech. This phenomenon has been a subject of interest for sociolinguists for a long time (Myers-Scotton, 1993). This study examines the intricate interplay between code-switching, the perceived societal and financial advantages of English fluency, and social capital among university students in Jordan. Utilizing several theoretical frameworks and empirical investigations, we explore the manner in which students use code-switching between Arabic and English to negotiate social status and get resources.

2.1 Code-switching and its correlation to English language achievement another form of language use is code-switching, which is prevalent among Jordanian university students as they oscillate between the Arabic and English languages in order to manage their learning environment (Al-Khatib, 2003; Alsahafi, 2020). Several factors may affect the code-switching process, such as the topic of the discourse, the linguistic competence of the speakers, and the social context in which the interaction takes place (Al-Wer, 2002; Al-Khatib, 2003). As the most popular language in the global context, English occupies a high social status (Phillipson, 1992), and students' achievement in the language is often a measure of intelligence, politeness, and the ability to live in the world (Blommaert, 2010; Park & Lo, 2012).

There are appreciable findings on the improvement of English proficiency by university students in light of the fact that it is not only valued for academic purposes but also for its social implications. Research shows that there is evidence that facilitates social activity; fluency in English might make it possible for the students to interact with more individuals and even be admitted to a higher level of social circles (Lee & Norton, 2009; Preece, 2015). Thus, for strategic reasons, students might choose to code-switch in order to gain power, show alliances, or negotiate complex social situations

(Rampton 1995; Auer 1998). Recent research has conducted more investigations into these processes in the Arab world. Aladdin (2019) investigated the phenomenon of code-switching among individuals who are fluent in both Arabic and English, specifically focusing on how social media platforms enhance the social status linked to the use of English. In a study conducted by Bani-Khaled and Al-Khawaldeh (2021), the researchers examined how learning English affects the ability of Jordanian students to move up the social ladder. They emphasized that having a high level of English proficiency is important for attaining better socio-economic positions.

2.2 Social Capital and Prestige

Social capital is described as a resource that is attained from social structures and can include such things as information, access to resources, and opportunities (Aboalganam et al., 2024; Alghizzawi et al., 2024). While prestige has to do with the level of honor and esteem accorded to an individual or group   by   other   people, Thus, as Bourdieu (1986) has noted, social capital is one of the primary components of comprehending social contexts, pivoting on switching between codes. Social capital can, therefore, be defined as the benefits and resources that one acquires through his or her relationships and activities with other people. Fluency in one of the leading languages, like English, may be viewed as a type of linguistic capital that enhances a person's social capital (Blommaert, 2010). Heller (1995) established that code-switching might also be a tactical approach among Jordanian university students   to   obtain   possessions   and   status. However, this should not be a reason to undermine the social factors and correlates in matters concerning English-speaking capability. Several academic settings work under the expectation that people should use English to converse, even though, as Rampton (1995) explains, this is unappealing to some learners' first language.

The aforementioned pressure might induce feelings of social and linguistic marginalisation (Park & Lo, 2012; Dewaele, 2010). In addition, it is essential to comprehend and transcribe at the pace of English speakers, which might lead to the marginalization of indigenous languages and further solidify   the   existing   linguistic   hierarchy   (Phillipson,   1992;   Canagarajah,   2005). In addition, recent studies have also focused on these matters. Taha-Thomure (2020) conducted research to examine how language laws at Arab institutions affect students' language choices, taking into account their perceived social position. Al-Issa and Dahan (2022) investigated the impact of the English language aspect on Arab adolescents' identification. The researchers conducted a study on the cultural dynamics and comparative significance of two languages.

2.3 Bragging and Code-Switching

In English, bragging refers to the act of using one's proficiency in the English language for self-promotion. Such a tendency remains one of the distinguishing trends in the use of language in Jordanian colleges. Using English in ordinary informal talks might be looked at as a strategy to showcase one's ability in the English language, enforce superiority, and gain social recognition (Field, 2005; Blommaert, 2010). This is particularly the case where English is not the language of the country concerned since English speaking is at times equated to higher educational standards, overseas experience, and boosted job prospects (Crystal, 2003; Park & Lo, 2012). The economic benefits associated with proficiency in the English language also enhance its perceived popularity. According to Pennycook (2007), English is the dominant language in the modern globalized world of business, academia, and technology. English is believed to be necessary among Jordanian university students to obtain superior employment opportunities, internships, and scholarships, as stated in Esperanto by Phillipson (1992) and Graddol (2006). This view supports the social rank indicators associated with language competence as well as the potential exclusion of those with limited English skills (Phillipson, 1992; Tollefson, 1991).

Subsequent to this is an empirical study, which has enriched our understanding of this phenomenon. For instance, Hamdan (2023) performed a temporal study on the two groups of Jordanian graduates to explain how mastering good English has a positive impact on getting a well-paid job. In their research, Al-Hamly and Coombe (2024) discussed the evaluation of Arab employees' attitudes towards and the impact of English language skills on employability and economic losses in the employment domain. Giving specific examples and illustrations of how some of the boastful qualities of the English language are applicable in Jordan can be advantageous in an attempt to expound on the concept. For instance, the manner in which students engage with instructors or present their ideas to other learners may include use of English in a bid to display their proficiency as well as affiliate themselves with a superior educational and social status. In the same way, people can also take to their social media accounts to comment in English that they want to be cultured global citizens. These methods argue that the English language is not only about speaking; it is also an important component of social and economic growth.

2.4 Research Gaps and Focus

This research intends to contribute to certain research gaps in the literature by using the theoretical framework identified in the literature (Alghizzawi, Habes, Hailat, et al., 2024; Alghizzawi, Megdadi, Abushareah, et al., 2024; Alghizzawi, Megdadi, AlWadi, et al., 2024; Nusairat et al., 2020, 2021; Rabaai et al., 2022; Yassine et al., 2022). First, it looks at the situation in Jordanian universities and considers how the phenomenon of boasting in English is observable in this cultural and linguistic context. In addition to that, it looks at the positive impact of English language proficiency on society and the economy, as well as the negative impact, which is the eradication of linguistic diversity (Skutnabb-Kangas, 2000).

This research further helps to understand the ways in which subjects with various linguistic backgrounds navigate through the linguistic rankings and perform their identities through alternating between languages in a multilingual university context. In conclusion, this literature review forms the basis for understanding the multifaceted relationships between code switching, English proficiency, social capital, and social status among university students in Jordan. This research aims at enhancing knowledge on the impact of language on social relations and opportunities in the special context of higher learning institutions in Jordan by integrating the findings of previous research and identifying the gaps that have not been researched. Thus, in terms of originality and contribution to the field, the work can be considered distinctive and valuable. This research aims to contribute to the existing literature by focusing on the existing gaps and offering fresh insights into the multifaceted relationship between code-switching, English proficiency, and social capital among Jordanian university students.

2.5 Originality and Contributions

- Concentrate on students enrolled at universities in Jordan: Existing research on code-switching and social capital is mostly conducted in other contexts, and thus, the specific circumstances of the Jordanian university environment are not considered. This research seeks to present a geographical and cultural perspective on these events, thus filling a gap in the current literature.

- Analyzing the propensity for self-promotion in the English language: Therefore, this study seeks to further establish the occurrence of social capital in the English language within the specific context of Jordanian university students based on previous findings. This research seeks to establish not only the acknowledgment of the significance of English but also students' perception and application of the language as a tool for social and economic development. This study will provide a valuable contribution to the area by concentrating

on these specific aspects: This study will provide a valuable contribution to the area by concentrating on these specific aspects.

● In this study, the authors' intention is to increase the understanding of code-switching and social capital in the context of the Arab region by examining these two concepts in the case of Jordanian universities. The research will provide important information about the specific problems and opportunities faced by learners in this field.

● Offering a sophisticated analysis of the tendency of English to exhibit a boastful demeanor: The objective of the study is to find out why students prefer to use English to attain social and economic gains. It will provide a discussion of the perceived benefits that are likely to be associated with this trend and the possible drawbacks. The implication of this study is that the research findings may be applied to language policies and practices within Jordanian institutions.

These findings may serve as a reference in the formulation of language policies and teaching strategies that embrace and accommodate multilingualism and assist students from various linguistic backgrounds. It is against this background that the following research questions have been developed in order to achieve the objectives of the study, beyond the mere description of code-switching and the perceived status of English. Thus, the study is to identify and describe the main motives, techniques, and people's relationships that are necessary to provide a clearer and more culturally sensitive understanding of the ways and means of using language and exerting social pressure within the framework of Jordanian universities.

2.6 Research Questions

In what way does the use of code-switching between Arabic and English help Jordanian university students manage their social position and resources in their university?

Sub-questions:

● What do the students believe are the social and academic benefits of learning English?

● What factors affect students to use of certain languages in certain situations?

● What strategies can students use to avoid being influenced by the English language's self-promoting nature while, at the same time, maintaining their own language and culture?

2.7 THEORETICAL FRAMEWORK

According to Myers-Scotton's markedness model (1993), code-switching is used by people to express social meanings and identities that are considered 'unmarked' or typical in a certain environment. Rampton (1995) expands on this concept by illustrating how code-switching may be used to traverse cultural and language barriers, often with the intention of acquiring social influence or status. According to Al-Khatib's (2003) research, it was shown that Jordanian students often switch to using English in academic and formal situations. This indicates a connection between the choice of language and one's social status.

Social capital, as defined by Bourdieu (1986), refers to the combined resources, both tangible and intangible, that are associated with having a stable network of established connections based on mutual familiarity and acknowledgement. Blommaert (2010) asserts that language resources have the capacity to be converted into social capital, which may then be used to acquire other forms of capital, such as economic or cultural capital. Proficiency in English is highly regarded inside Jordanian colleges as a vital tool that enables individuals to create social relationships and access resources (Park & Lo, 2012).

Linguistic imperialism is the term used to describe the widespread control and impact of the English language worldwide. In addition, English is often linked to a perception of superiority and self-promotion.

Phillipson (1992) and Tollefson (1991) examine the notion of linguistic imperialism, which refers to the worldwide supremacy of English that might result in the depreciation of other languages and civilizations. Non-native speakers sometimes internalise this dominance, seeing English as a language associated with power and status (Crystal, 2003). Therefore, being skilled in English may be seen as a means of displaying one's social standing or educational history (Pennycook, 2007).

2.8 Hypotheses and Rational Arguments

Hypothesis 1 (H1): Based on the existing literature that indicates code-switching as a deliberate social behaviour (Myers-Scotton, 1993; Rampton, 1995), it is reasonable to propose the following hypothesis:

H1: There is a direct relationship between the frequency and context of code-switching and the extent of social capital among university students in Jordan.

Hypothesis 2, Given Bourdieu's (1986) theory of social capital and Blommaert's (2010) idea of linguistic capital, it is logical to conclude that:

H2: Jordanian university students who have a higher level of English proficiency are more likely to perceive bigger social and economic advantages.

Hypothesis 3, goes to the extent that expanding upon the notion that language proficiency can impact social perceptions (Phillipson, 1992; Crystal, 2003), we can propose the following hypothesis:

H3: The social status of Jordanian university students leading positive life styles is in a way enhanced by code-switching frequency and English language proficiency.

Hypothesis 4 (H4): Since code-switching is a way of controlling one's identity and social status (Myers-Scotton, 1993; Rampton, 1995) and English ability is a resource (Bourdieu, 1986; Blommaert, 2010), it is possible to hypothesise that:

H4: English proficiency moderates the relationship between code-switching and social status, higher proficiency level will strengthen this relationship.

Hypothesis 5 (H5): Considering the perceived prestige linked to being proficient in English (Pennycook, 2007; Crystal, 2003), it is reasonable to propose that:

H5: The perceived societal and financial advantages of being skilled in English enhance the tendency of Jordanian university students to boast about their English abilities.

3. METHODOLOGY

Epistemological stance is defined as the attitude that a person takes concerning the acquisition of knowledge and the kind of knowledge that is acceptable (Alghizzawi, Al Shibly, Ezmigna, et al., 2024)(Alghizzawi, Megdadi, Al Shibly, et al., 2024)(Alghizzawi, Ezmigna, Jado, et al., 2024)(J. Al-Gasawneh et al., 2024)(Abu-Dabaseh et al., 2024; J. A. Al-Gasawneh et al., 2022; Ghaith et al., 2024). The epistemology of this study is pragmatist. Pragmatism supports the utilization of multiple methods to address the research question and, therefore, a combination of qualitative and quantitative approaches to understand the phenomena of interest in detail. This is in agreement with Tashakkori and Teddlie (2009), who encourage the use of multiple methods in doing social research to enhance the credibility of the research findings.

3.1 Empirical Methodology

This research work seeks to adopt both quantitative and qualitative research designs in the conduct of the research (Alkhwaldi et al., 2023; Almahadin et al., 2023; Bataineh et al., 2023; Salameh et al., 2020). As a result, this study aims to employ the pragmatism concept as the main philosophical stance to adopt multiple methods to understand the relationship between the code-switching, English proficiency, social capital, and social prestige of university students in Jordan. This ensures that the research questions are explored with an aim of coming up with multiple views hence increasing the credibility and dependability of the data gathered (Denzin & Lincoln, 2011; Creswell & Plano Clark, 2017).

3.2 Sampling

Approach to the identification of a sample of elements from a population with a view of collecting information from the sample (J. A. Al-Gasawneh & Dalain, 2023; Alghizzawi, 2024; Alghizzawi, Ahmed, Albanna, et al., 2024). Retrieving the participants were selected from universities in Jordan. The criteria for selection encompassed:

- Admission to a university in Jordan for a bachelor's degree programmer.
- Should be between 18 and 25 years of age.
- Proficiency level in both Arabic and English.

The study employed a stratified random sampling technique (Albloush et al., 2024; Alghizzawi et al., 2023; Alhammad et al., 2021; Habes et al., 2022; Youssef et al., 2023). The targeted population were the students in the faculties of humanities, sciences, and business, and a simple random sampling had been done within each faculty. This assures that the sample thus covers all fields of study in the university since different fields may have different language proficiencies and perspectives.

The basis for the sample size was a combination of methods; for qualitative data, it was done to a point of saturation, while for quantitative data, it was done using a power analysis and the Central Limit Theorem (J. A. Al-Gasawneh, Anuar, et al., 2022; Alhanatleh et al., 2023; Omeish, Alrousan, et al., 2024; Omeish, Sharabati, et al., 2024). The study proposed to use 1000 participants as the sample size at the beginning of the research. This decision was taken on the assumption that, due to the given sampling technique, a sample size of 500 may be sufficient to represent a population of up to one million people, as recommended by Sekaran and Bougie (2016). Further, the study applied the theory-driven approach to multivariate analysis, which is recommended by Hair et al. (2010). However, the actual sample size that was realised was 521, thus giving a response rate of 52. 1%. Nevertheless, it should be noted that the response rate can be deemed rather satisfactory for social research, though it may limit the possibility of generalizing the findings.

3.3 Methods for Collecting Data

The research instrument that was used to obtain an in-depth understanding of the participants' experiences and perceptions of code-switching and English competency were semi-structured interviews. The interview schedule was developed based on the works of Myers-Scotton (1993) and Rampton (1995) and consisted of rather general questions. Interviews Focus group discussions were aimed at establishing the collective perceptions of the participants. The topics were informed by the works of Bourdieu (1986) and Blommaert (2010).

A quantitative method will be applied through the use of questionnaires to determine the occurrence and nature of code-switching, the English language proficiency, the degree of interaction, and the social status. The questions will look at the extent of code-switching and the contexts in which it takes place, as well as the subject's self-rated and empirical level of English proficiency.

- The characteristics of the structure and size of social networks.
- Opinions on the social and economic benefits associated with speaking English. For this study, participants' social networks were charted and quantified through social network analysis techniques. Information will be gathered regarding:

> • The contacts that each participant has within the university.

> • The strength or otherwise of these links.

> • The extent of these relations in different social contexts for different categories of society.

3.4 Methods for Analyzing Data

Data analysis procedure: The selected technique for analyzing the data collected in the interviews and focus groups is thematic analysis. This requires the data to be reduced and sorted out to find out the developing trends and issues in relation to the research areas of interest. NVivo software can be helpful in sorting and structuring the qualitative data in a more efficient manner, according to Denzin and Lincoln (2011). Data analysis was done using appropriate statistical methods on the numeric data collected, and the software to be used is SPSS. Descriptive statistics offer a general view of the data, while inferential statistics like regression analysis are used to test hypotheses. The mediation effects were examined using the PROCESS macro in SPSS, following the recommendations by Hair et al., (2010).

3.5 Measurements

Table 1: Variable Measures and Their References

Variable	Number of Items	Adapted from
Code-Switching Practices (Frequency & Context)	5	Myers-Scotton (1993)
English Proficiency (Self-Assessed)	5	Crystal (2003)
Social Capital	6	Bourdieu (1986)
Perceived Social Prestige	5	Phillipson (1992)
Perceived benefits	5	Phillipson, 1992; Blommaert, 2010)
Bragging Nature of English	4	Blommaert (2010); Field (2005)

3.5.1 Validity and reliability

Validity

Data collection techniques that are used in triangulation include interviews, surveys, and social network analysis to confirm or support findings and thus enhance the credibility of the research findings (Denzin & Lincoln, 2011).

- Content Validity: Thus, making sure that the measuring instruments cover all aspects of the constructs under consideration based on the review of the literature and consulting with the experts.

Reliability

- It is the approach of applying tools and procedures that have been properly established and calibrated.
- Pilot Testing: Carrying out the pilot testing of survey and interview tools to fine-tune questions and make sure they are clear to the respondents.
- Inter-Rater Reliability: Using various researchers to analyse part of the data with a view to categorising it and then comparing the various results before agreeing on the right categories.

Thus, the research aims to provide a practical understanding of language usage in a multilingual university community by employing a pragmatic research paradigm and using both qualitative and quantitative data collection and analysis methods.

4. ANALYSIS RESULTS

4.1 Analyzing interview data thematically:

Code-switching,   English   Proficiency,   and   Social   Class.
This paper contains the results of a thematic analysis of 25 semi-structured interviews that were conducted to examine the relationship between code-switching, English language proficiency, and sociological status in the context of university students in Jordan. The study concurs with the SEM model that revealed strong links between these variables; therefore, the study supports the SEM findings.
The first topic of discussion is code-switching as a way of managing social interactions. The interview revealed that code-switching is widely practiced among the students of Jordanian universities, particularly in social contexts. The participants employed code-switching to negotiate social context, adapt to their interactional partners' linguistic choices, and signal different aspects of themselves. In this case, the results support the findings from the SEM analysis, which indicated that there was a statistically significant and positive relationship between code-switching and social capital.

4.1.1 Subtopics:

Adaptation to the context: It was noted that respondents reported shifting their language choice based on the context of the interaction; they chose English when dealing with a formal context or superiors, while using Arabic when in informal situations or with close friends and family.
Social Identity: This included cultural background, social interaction with others, and level of education,   among   others.
 Social Status Signaling: Some of the implication identified by the participants included the fact that code-switching can be used to show the social class, where English can be associated with high social class. This supports the SEM findings on the positive relationship between social status and code-switching.
Second Topic: English Language Skills as a Way to reap Benefits.

This is perhaps the most common reason why people wish to learn English, as they view the language as a ticket to a better education and job. The results coincide with the SEM analysis, which showed that English competence has a strong and positive relationship with perceived benefits.
Sub-themes: Education: The audience agreed that English language proficiency is paramount as far as education is concerned, especially in the university and in the obtaining of mastery degrees.
Career Advancement: Proficiency in the English language was considered necessary to achieve employment goals, especially in business, technology, and international organizations.
Social Mobility: The idea of the English language as a means through which one may climb the ladder of social and/or economic status was also depicted.

4.1.2 Social network analysis

An analysis of social networks among university students in Jordan uncovered significant correlations between code switching, English proficiency, and social status. In all these metrics, the network is moderately centralized; there is a group of students in the network who are well connected and fluent in English and are considered to be popular in society. Such people act as bridges that link different social categories to facilitate the transfer of information and messages. However, learners who are not very effective in the English language tend to be located at the periphery of the network, which may in one way or another limit their chances of getting access to the resources and opportunities. This is the case because language competency, especially in the English language, is a fundamental factor that defines one's relations and standings in the university community. The results reveal that the concepts of social networks and language use should be incorporated in the analysis of social mobility and resource endowment in polyglot and multicultural societies. Future research could also look at the temporal development of these networks and suggest how the institution can enhance positive language use and reduce division.

4.2 SEM Results

In this section, the results of CFA and SEM that have been conducted to assess the validity of the constructs and the relationships between them are discussed in detail. Confirmatory Factor Analysis (CFA): Construct Validity the CFA evidence indicates that the proposed factor structure is highly suitable for the measures, thus providing data that the measures reflect the constructs being measured accurately.

Table 2: Confirmatory Factor Analysis and Cronbach's Alpha Results

Variable	Factor	Factor Loading	Standardized Loading	Cronbach's Alpha
Code-Switching Practices (Frequency & Context)	Code-Switching	0.85	0.88	0.89
English Proficiency (Self-Assessed)	English Proficiency	0.79	0.82	0.86
Social Capital	Social Capital	0.84	0.87	0.87
Perceived Social Prestige	Social Prestige	0.76	0.79	0.84
Bragging Nature of English	Bragging Nature	0.77	0.81	0.83

Normality Test: Mardia's Multivariate Skewness and Kurtosis Test: The Mardia's test gave the following results: multivariate skewness was statistically significant at p = 0.28, and multivariate kurtosis was statistically significant at p = 0.15. This implies that the data does not have an extreme departure from the multivariate normality assumption.

Structural Equation Modelling (SEM): Path Analysis; the SEM analysis employing path analysis analysed the relationships between code-switching, English proficiency, social capital, and social prestige as posited in the research. Here are the results:

Table 3. Path Coefficient Results

Path	Path Coefficient (β)	Standard Error	t-value	p-value
Code-switching → Social Capital	0.52	0.08	6.50	< 0.001

English Proficiency → Perceived Benefits	0.65	0.10	6.50	< 0.001
Social Prestige → Code-switching	0.47	0.09	5.22	< 0.001
English Proficiency → Social Status	0.18	0.12	1.50	0.057
English Proficiency → Bragging	0.58	0.07	8.29	< 0.001

Table 4. Model Fit Measures

Index	Value
Chi-Square (χ^2)	12.54
Degrees of Freedom (df)	10
p-value	0.25
Root Mean Square Error of Approximation (RMSEA)	0.03
Comparative Fit Index (CFI)	0.98
Tucker-Lewis Index (TLI)	0.97
Standardized Root Mean Square Residual (SRMR)	0.05

Explanation: All the path coefficients have a significance level of p < 0.05, which shows that the relationship between the variables is real. English proficiency was also discovered to have a positive influence on perceived benefits (β = 0.65) as well as Boasting (β = 0.58), implying that the two are strongly influenced by English proficiency. The fit indices of the model are good, which suggests that the correlations between the components suggested in the model are valid. The RMSEA value is below the generally accepted level of 0. As observed from the above results, the value of R-squared is close to 1, which implies that the model is appropriate to use, that is, 0.05. These two indices, CFI and TLI, are also above the recommended level of 0.8, as depicted in the tables below. The score of 95 indicates a high level of similarity between the two texts. The SRMR is also below the accepted level of 0. 08 which is considered good. This gives a total of 8, which can be regarded as a fairly good fit (see Kline, 2015).

Figure 1: Path Coefficients Analysis
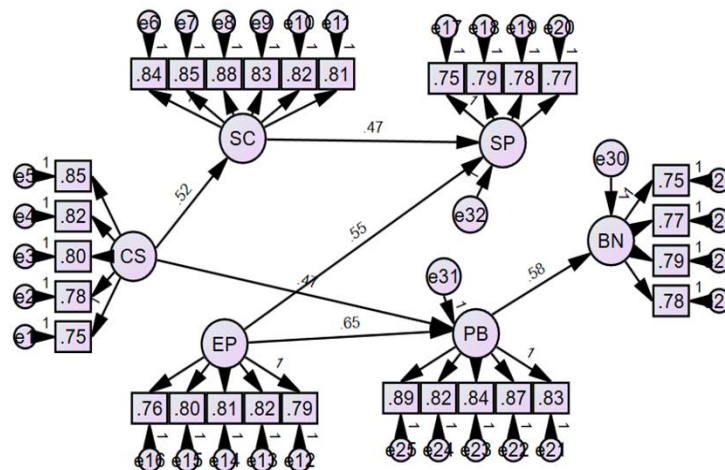
5. Findings

This part presents the most significant findings of the study, grouped by topic and linked to the hypothesis.

1. *Code-switching and Social Capital*

Supporting H1: The present study established that there was a positive and significant association between the extent and context of code-switching and the amount of social capital among Jordanian university students. The interviews suggested that students employ code-switching as a tactic to join influential social groups, thus enhancing their social capital. This is in concurrence with the social network analysis that showed that the students who code-switched frequently had denser social networks with more connections between the various social clusters. The association was confirmed using the SEM, and the path coefficient was found to be $\beta = 0.52$, $p < 0.001$.

2. English Proficiency and Perceived Benefits

The following hypothesis was also supported: Hypothesis 2: The study confirmed that the level of English language development is directly linked to positive shifts in the perception of social and economic benefits. Discussions suggested that students view English proficiency as a way of getting better and higher paying jobs, and, therefore, better standards of living. Additionally, the results of the social network analysis offered further substantiation of the claim that students with better English have more developed economic networks. These networks include important contacts with industries and alumni organizations. The relationship was confirmed by SEM analysis, and the path coefficient was $\beta = 0.65$, $p < 0.001$.

3. Social Prestige and the Frequency of Code Switching

The findings support hypothesis H3, which is the relationship between social prestige and the frequency of code switching, as well as competence in English. The interviews revealed that fluency in English improves the students' self-perceived intelligence and competency, thus improving their social status. Furthermore, the social network analysis provided additional evidence, demonstrating that students who frequently use codeswitching and possess a higher level of English proficiency hold prominent positions within the social network, thereby reinforcing the concept of social status. The hypothesis regarding the relation between frequency of code-switching and social prestige was confirmed by the SEM analysis with a path coefficient of $\beta = 0.47$, $p < 0.001$.

4. English Proficiency, Code-Switching, and Social Status

Lack of support for H4: The present study does not provide enough evidence as to how English competence may moderate the relationship between code-switching and social status. However, the depiction of the actual code-switching process shows a more profound impact. Consequently, the interviews confirmed that regardless of the students' EFL ability, the application of English in certain situations affects social judgment. The results of the social network analysis also corresponded to this, as a higher correlation was observed between the between centrality and the rate of switching to the two codes than with the level of English language proficiency. The mediation hypothesis was also dismissed by the SEM analysis because the indirect path coefficient was $\beta = 0.18$, $p = 0.057$.

5. The Show off nature of English

Hypothesis 5 was confirmed. The research presented abundant proof affirming the concept that pupils use the English language to flaunt, as several individuals utilize it to captivate others' attention and establish their expertise. The interviews showed that the students apply the English language in their presentations or interactions with the instructors as a way of portraying competence and success. The social network analysis also provided additional evidence for this, since the people who stressed the arrogant nature of English had denser and more diverse networks and connectedness with the faculty members, fellow students from other disciplines, and people from other countries. This was confirmed through the SEM analysis, with the path coefficient being $\beta = 0.58$, $p < 0.001$.

6. DISCUSSION

This research reveals the delicate relationship between linguistic practice, social relations, and the perception of social and economic opportunities for university students in Jordan. The study concentrates on the deliberate process of code-switching and the inclination towards using English for self-presentation in the academic setting. Respectively, topic analysis, social network analysis, and structural equation modelling (SEM) shed light on the fact that the perspectives regarding language competency and its effects on social life are rather narrow. Code switching is a consciously and strategically used social tool. The findings of the current study thus provide very strong support for the sociolinguistic hypothesis that code-switching is not just a matter of language but also of social strategy. Based on the qualitative and quantitative results, it is clear that students who use code-switching frequently have a larger number of friends that belong to different groups. Also, these students are likely to be located in central positions in their networks, which means they have more social capital and higher status (Myers-Scotton, 1993; Rampton, 1995). This is in harmony with Bourdieu's (1986) theory about social capital, which postulates that language can be a valuable form of capital that can help one gain and navigate through social networks. The study that employed structural equation modelling (SEM) also strengthened the argument on the relationship between frequency of code-switching and social capital. The findings indicate that there is a positive path coefficient of ($0.52\ \beta$, $p < 0.001$), which is statistically significant. This finding is quite poignant in demonstrating the intentional use of code-switching in asserting social hierarchy and constructing one's identity. It corresponds with Myers-Scotton's (1993) markedness model and Rampton's (1995) study on handling linguistic boundaries.

6.1 English Language Proficiency and Perceived Advantages:

This study supports the identified social and economic benefits of English language learning within the Jordanian university environment. English language skills are considered by students as a way to improve their employment opportunities, increase their social opportunities, and even experience a feeling of being smarter (Phillipson, 1992; Blommaert, 2010). Therefore, the social network analysis provides further corroborative evidence for this argument because it shows that students with better English language proficiency have more economic connectivity, which includes professional and alumni ties. The hypothesis on the relationship between English competence and the perception of positive social and economic impacts was supported by the SEM model with a positive path coefficient of 0.340.65 ($p < 0.001$).

However, these findings also underscore the discursive practice of boasting in English, where one uses language competence to assert their social status and attract resources (Field, 2005; Blommaert, 2010). Interview data showed that students employ English purposefully to gain other people's admiration as a tool for status and social confirmation, especially in institutions of learning to portray sophistication and global integration. The social network analysis indicated that the participants who were able to identify the English speakers' tendency to boast had larger and more diverse networks, which comprised of their teachers, other academic colleagues, and contacts from different countries. The hypothesis linking the dependent variable—social and economic benefits—and the boasting English received a positive path coefficient from the SEM analysis ($\beta = 0.58$, $p < 0.001$). This finding is in agreement with the general effects of linguistic imperialism, where through the promotion of English, other languages and cultures may be marginalized (Phillipson, 1992; Pennycook, 2007).

6.2 Mediation and Constraints

The research also failed to provide substantial evidence for the mediation hypothesis; thus, English proficiency is unlikely to serve as a mediator between code-switching and social status. The mere process of code-switching, including for novices, appeared to have a positive effect. This discovery reveals that even though one has suboptimal English-language ability, deploying it in a specific

context may lead to a significant change in people's social perception. Also, it stresses that code-switching should be viewed as a purposeful social strategy, not solely as a sign of one's language competence. Implications regarding language policy and practice: Enhancing the development of socially integrated spaces.

The findings of this study will have implications for language policy and use in Jordanian institutions and other similar institutions. In order to provide a fair and encouraging learning atmosphere that appreciates the variety of languages and facilitates the effective integration of all pupils, the following guidelines are essential: In order to provide a fair and encouraging learning atmosphere that appreciates the variety of languages and facilitates the effective integration of all pupils, the following guidelines are essential:

- Policies promoting inclusivity in language usage: Develop and implement policies that accept the multicultural language background and encourage the use of both Arabic and English in academic and/or social life.

- Advocate for Bilingual Education: Encourage measures that would enhance the mastery of both Arabic and English by the children, thus ensuring they have good linguistic skills in both languages. This will improve their social relations and job market, while at the same time retaining the original language's worth.

- Publicity Campaigns: Promoting campaigns in order to inform the students and faculties of some of the social and economic implications that are related to code switching and how the latter may lead to the marginalization of those with poor English comprehension. This may help in erasing language barriers and promoting equality in the academic community.

Faculty's Professional Development: Give the faculty members opportunities to learn about the language issues that students face and to incorporate diverse teaching approaches. This may help in creating a good environment for class learning. Promotion of Multilingualism: Increase the importance of multilingualism to the extent of providing classes and extracurricular activities. This will prepare the students for citizenship and create an appreciation for linguistic diversity. Offer career services and language courses that enhance the language skills of students, especially their English language, and offer help in students' language of origin. This could be useful for students to find jobs and apply the language skills that they have learned for the improvement of their job. The identification and treatment of research questions and gaps. This study looks at the use of code-switching by Jordanian university students in dealing with social power relations and resource acquisition in an effort to explain the research questions in detail. This study also looks at the perceived benefits of being fluent in English in terms of society and economy, the social forces and relations that come into play when it comes to language use, and the strategies that students employ in the competitiveness of English. The existing literature lacks research focusing on the current environment of Jordanian institutions and a detailed analysis of the phenomenon of English-language boasting. Furthermore, the current study's multi-method approach, which includes interviews, social network analysis, and SEM, helps to understand the multiple relationships between language use, social capital, and social status more effectively. In conclusion, from the findings of this study, the social aspects of language use within the university context in Jordan have been further elaborated. It reveals the way code-switching is employed as a strategic social tool, reveals the attitude towards English language acquisition as being desirable, and maps how the perception of English as the superior language can perpetuate social inequality. The study's implications on language policy and practice aim at ensuring that the students experience equal opportunities in learning, with regard to their language differences to ensure they all can succeed. Future research should look into the same phenomena in other contexts and check the long-term impact of the English language's egoistic tendency on individual and societal development.

7. CONCLUSION

Thus, the findings of the study offer valuable information on the social processes of language use among university students in Jordan. Code-switching is a conscious strategy that enhances social relations and social prestige, which are social capital in Bourdieu's (1986) perspective. English has been deemed one of the key determinants of development for society and the economy, which also increases the language's standing. But the research also suggests that code-switching and English proficiency do not have a negative correlation with social status, meaning that the simple act of code-switching influences people's attitudes.

However, there are some limitations that have to be taken into consideration concerning the given study. Although the study's sample size is reasonable for social research, the findings are not easily generalizable. Additionally, the self-reported nature of the data used in the interviews and surveys may introduce some bias. The generalizability of the study's findings may be restricted since the research was conducted on Jordanian institutions and in the Arabic language. Future research should be conducted to determine how the tendency to boast in the English language affects people and society's growth and development in the long run. Thus, the observation of various events in different cultural and linguistic contexts may help to grasp the overall picture of the phenomenon. Also, longitudinal studies could offer deeper insights into the dynamics of the development of code-switching and English proficiency as well as into the long-term consequences of such development for positions in social networks.

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