Original Research Article

The Use of Code Switching: A Case of Iraqi Students in University of Karabuk

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ARTICLE INFO	ABSTRACT
	Code switching (CS) is considered as a widespread multifunctional phenomenon in bilinguals' speech both formally and informally. CS is common among Arabic speakers because they usually use it when switching from English to Arabic in their utterances. Iraqi students are enlisted within this rule because they usually use English-Arabic CS. The current study aims at exploring the types of code-switching used in students' daily life conversations in University of Karabuk and in dormitory setting and the reasons for using this code switching. These conversations are recorded and transcribed into written texts. Then, they are analysed by using Appel and Muysken's (2005) classification of code-switching. Basing on the data input, the findings showed that the intra-sentential type is the most frequent type used in these conversations. Also, the findings showed that the reasons for code-switching were primarily either to convey a message or to express gratitude. These results were congruent with Poplack's (1980) hypothesis. The study contributes noticeably to the knowledge body of literature as highlighting the use of code switching in the Turkish city of Karabuk.

Introduction

A language is a tool of human communication used by everyone in their daily life as a means to convey information and interact with others in society as humans are social creatures and live within communities. David W. Carroll (2008) defined a language, within the linguistic theory, as "an infinite set of well-formed sentences." (p. 33). Most people, in the twenty-first century, speak more than one language due to several internal and external factors. Among them: ethnic background, intermarriage and job opportunities. Those who can speak two languages are linguistically termed as bilinguals while those who can speak more than two languages are termed as multilinguals. Owing to their ability to speak many languages, bilinguals may continue to mix and alternate languages. This inclination to combine and alternate two or more languages in a single conversation is called code switching. Although previous studies (Alhourani, 2018; Reza Afroogh, 2018; Abdulhady & AL-Darraji, 2019; Amenorvi, 2019; Namaziandost, Neisi & Banari, 2019; Al-Farra, 2020) conducted on code switching have revealed interesting findings, little attention so far has been paid to the use of code switching among Iraqi Students in University of Karabuk Thus, the purpose of this paper is to identify the types of CS which are frequently used by Iraqi students in the University of Karabuk, and explore the reasons lead to use these types of CS in their conversations.

Research Questions

This study tries to answer the following two research questions:
1. What is the most common type of CS used by Iraqi students in University of Karabuk -Turkey?
2. What are the reasons behind using this type of CS?

Research Objectives
This paper intends to achieve the following objectives:
1. To identify the types of CS which are frequently used by Iraqi students in the University of Karabuk.
2. To explore the reasons lead to use these types of CS in their conversations.

To get a better insight about CS phenomenon among Iraqi speakers, it is importantly vital to shed light on a review of the previous studies conducted on the subject matter. The following section provides readers with a brief literature review on the previous studies about CS in the Turkish setting and use of CS by Iraqi Students in a tertiary setting.

Related Studies
Although the issue of code switching (or, as it is sometimes written, code-switching or codeswitching) [2] is discussed since a few decades, limited studies had been conducted on code-switching within the Turkish context. Research Exploration led to Elif Kemaloglu-Er's study entitled *"Patterns of Interasentential Code-Switching in Turkish-English Bilingual Discourse: Testing the Free Morpheme and the Equivalence Constraint"* through which the issue of the intrasentential patterns of code-switching in Turkish-English bilingual discourse in L2 English classroom interaction was investigated.

Similarly, in her study entitled Code-switching in a Turkish secondary school, John Eldridge described and analysed the code switching of young learners in a Turkish secondary school. The study showed that there is no empirical evidence to support the notion that restricting mother tongue use would necessarily improve learning efficiency. It also found that the majority of code-switching in the classroom is highly purposeful, and related to pedagogical goals.

Unlike, the two previous studies, Sardar et al. (2015) examined the behaviour of code switching among Iraqi students in Malaysia in their study entitled *Code-switching in Daily Conversations among Iraqi Students in Malaysia*. They found that Iraqi students used various types of code switching, and the highest results were to assert group identity and lack of vocabulary in English.

Code Switching
Language contact may result in the shifting of certain language elements into other language elements. Such a process leads to the production of certain linguistic phenomena like CS, lexical borrowing, interference and diffusion, etc. Codeswitching and codemixing are the two linguistic phenomena claimed to be the most prevalent and common modes of interaction among bilingual speakers (Redouane, 2005). Code-switching is a subfield of bilingualism research which itself can be further divided into various branches, depending on the questions of the investigation (Keller, 2020). Code switching began to attract linguists' attention in the last few decades as a hallmark at bilingual communities worldwide.

Unlike several linguists and sociolinguists, Gardner-Chloros (2009) states that the term code-switching has no clear definition accepted by the majority of researchers in the field. By exploring related studies, we can notice that several linguists and sociolinguists defined code-switching trying to identify this phenomenon within its linguistic context. Wardhaugh (2015) defines the term "code" as "any kind of system that two or more people employ for communication" (p.3). Therefore, he defines code switching as "the use of linguistic elements from more than one *variety* in a conversation or text" (p.412). For example, Myers-Scotton (2006) defines code-switching as "the use of two language varieties in the same conversation." (p.239). Likewise, Crystal (1997) defines this phenomenon as "Changing from the use of one language or variety to another." While Cook (as cited in Elif Kemaloglu-Er, 2018) defines it as "a distinguishing feature of bilingual communities worldwide and is seen as an advantage, not a deficit of the bilingual when compared to a monolingual since it refers to a process which reflects the ability of the language user to simultaneously use two grammars in the mind interactively."(p.36).Whereas (Bullock & Toribio, 2009) defines it as "the ability of a bilingual to alternate effortlessly between two languages." (p.1).
In bilingual adults, code switching cannot be considered as an indicator of a lack of proficiency in either language, but rather a sign of bilingual competence: balanced bilinguals switch more frequently than non-balanced bilinguals (Poplack,1980; Yow &

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[2] The researcher prefers to spell code switching as two words, with white space between them, a practice he will generally follow throughout this paper. Original spelling will be preserved in a quotation and when paraphrasing scholars who routinely use an alternate form.

Li, 2015). Although code switching is studied before the 1970s, it started to acquire a practitioner's attention since the analysis of Blom,

Jan-Petter and Gumperz (1972) of bilinguals' speech who lives in Norway and found that this phenomenon occurred more frequently. Since then CS started to be highlighted widely and consequently, many significant theoretical studies tackled as to whether or not this phenomenon is ruled-governed, language-related or follows discourse rules.

Types of Code Switching

Several sociologists tried to introduce a typological framework for the classification of CS to account for this phenomenon. The study sheds light on only two of them. The first introduced by Blom and Gumperz in 1972. The second one suggested by Appel and Muysken in 2005. These two classifications can be explained as follows:

Blom and Gumperz

Blom and Gumperz (1972) cited in Bassiouney (2006) introduced the distinction between situational and metaphorical CS. They considered *Situational* code switching motivated by factors external to the participants, like setting, topic, change in a social situation while *Metaphorical* code switching, on the other hand, motivated by the individual himself, and related to the individual's perception and presentation of himself with the external factors like setting, topic or social situation. Appel and Muysken (2005) classified code-switching into three types:

(a) *Tag-switches***:** involve an exclamation, a tag, or a parenthetical in another language than the rest of the sentence. An example is 'OYE, when .. .' at the beginning of the text. The tags etc. serve as an emblem of the bilingual character of an otherwise monolingual sentence. That is why Poplack (1980) has termed this type of switching *emblematic* switching. The following are instances for sentences which show the place where code switching occurs. The place is *italicized* for clarity.

-Exclamation: *You know*, it is a difficult exam**.**
-Tag: This is my book, *isn't it*?
-Parenthetical: Ahmed, *who is Ali's brother*, will arrive today at the village.

(b) *Intra-sentential switches***:** switches occur in the middle of a sentence. According to Poplack (1980), it is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level. A good example to cite here might be the one given by Poplack as the title of one of her papers: e.g. Sometimes I'll Start a Sentence in English *Y termino en espanol*. Translation: Sometimes I'll Start a Sentence in English and finish it in Spanish (Cakrawarti, 2011).

(c) *Inter-sentential switches***:** switches occur between sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other, as their name indicates. Eldin (2014) and MacSwan (1999) state that inter-sentential CS entails fluency in both languages such that a speaker is able to follow the rules of the two languages. An example of inter-sentential CS between Malay and English is provided below:

- *Itula. Mama dah agak dah. Adiknidemamni*. Pity you. Your voice also different already.
- Translation: That's why. I knew it. You are having a fever. Pity you. Your voice sounds different (Stapa & Khan, 2016).

Figure (1)
Figure number (1) shows the extent to which sentences are interrelated when code switching occurs

The Difference between Code Switching and Borrowing

According to Gumperz (1982) "Codeswitching must be separated from loan word usage or borrowings. Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety into the other. The items in question are incorporated into the grammatical system of the borrowing language. They are treated as part of its lexicon, take on its morphological characteristics and enter into its syntactic structures. Code switching, by contrast, relies on the meaningful juxtaposition of what speakers must consciously or subconsciously process as strings formed according to the internal rules of two distinct grammatical systems." (p.66).

The Difference between Code Switching and Diglossia

Originally, Charles Ferguson coined the word "diglossia" from the French word "diglossie" to refer to a linguistic situation, where two linguistic varieties exist together within the same speech community. Each one of them has its own specific role to play. In a diglossic speech, the two linguistic varieties are distinct. One of them is described as a high (H) but the other one is a low (L). According to Crystal (2003) diglossia is "a situation where two very different varieties of a language co-occur throughout a speech community, each with a distinct range of social function." (p.138).

Referring to CS, Crystal (1987) states that "bilinguals' language choice varies depending on two reasons, and they are as follows:
1- The type of person addressed (e.g. family member, schoolmates, colleagues, superiors, friends, shopkeepers, officials, transport personnel, neighbours).
2- The location or social setting (e.g. a family may vary their language use depending on whether they are at home, in the street, or in church; at the office, someone may talk to a colleague in language X, but over lunch talk to the same person using language Y)."(p.365)

Reasons for Code Switching

Code-switching, whether in its written or spoken aspect, is a result of communication. Dell Hymes (as cited in Johnson and Marcellino, 2010) proposed an ethnography of communication which was termed later "the SPEAKING grid" as a heuristic map for linguists in general and ethnographers of communication and sociolinguists in particular.

(S) Setting: The time, site or any physical aspects of the situation at a place.
(P) Participant identity: Age, sex, social status or other relationships.
(E) Ends: The event purpose itself and the participants' individual goals.
(A) Act: The speech sequence and what topic is dealt with.
(K) Key: The tone and context in which things are said or written.
(I) Instrumentalities: The linguistic code whether it is speech or writing.
(N) Norm: The socio-cultural standards and rules of interaction.
(G) Genre: The event type whether it is a lecture, poem or something else.

 Hymes' concept of communication is closely related with the reasons for people to switch code, as mentioned by Chaer and Agustina (2010) here are a number of reasons why do bilinguals code switch from one language to another.

a. Speakers
Speakers usually code switch to benefit from what they code switched. Some of them code switch because they used to do so and it rooted as a habit.

b. Listeners/Interlocutors
Partners may code-switch to balance the interlocutors' language capability.

c. The Presence of a Third Person
The participation of a third person from different backgrounds of the speaker will trigger code switching because the identity of a third person often affects which language to use.

d. Changing from a Formal to an Informal Situation or an Informal to a Formal Situation
This change depends on the context and setting where a language is used.
e. Topic change

The change of the subject under discussion can trigger code-switching.
Likewise, Crystal (1987) presented linguistic and social reasons for code switching, these reasons can be explained as follows:

• Speakers may not be able to express themselves duly in a certain language, so they tend to switch to the other language or variety to alleviate such a deficiency. This may motivate the speaker to go on in L2 for a while. An example from a Spanish/English study (G. Valdes Fallis, 1976): *Porque alii hay cashews. You dorit like them?* (Because here are some cashews...'). This results frequently when the speaker gets tired, frustrated, or even distracted.

• To switch to a minority language or variety is something common as a way of showing solidarity with a certain social or ethnic group. The language change itself signals to the listener that the speaker is from a certain social or ethnic background. If the listener responds with the switch used, a degree of familiarity will be emerged. Switching; itself; may lead to the exclusion of other people, who are not familiar to the language spoken, from the group.

• Switching between languages may refer to the speaker's attitude towards the listener. Monolinguals can convey their attitudes to a certain degree by mixing the level of formality when speaking while bilinguals can do it by language switching. If two bilinguals naturally speak to each other in language A, the choice of B will definitely create a certain impact. For instance, a father orders his son to do something in one language, and then, if the son refrains from obeying, switching to another language, consequently will reflect his stronger displeasure or emphasis.

Methodology
Basing on discourse analysis and the method of qualitative research proposed by Creswell (2014), the study is conducted. Creswell (2014) states that "a qualitative research occurs in natural settings, where human behavior and events occur" (p.255). "The qualitative research is characterized by exploring a problem and developing a detailed understanding of a central phenomenon" (Creswell,2012, p.16). The research data presented in this study are based on recorded conversations conducted with five Arab bilingual students and five Turkish students in University of Karabuk. All the students reside together in the same dormitory, so the dormitory in particular and the university, in general, are the settings of these conversations. Conversation analysis is used as a tool for analysing the data based on transcripts of the students' four conversations. Then, they are analysed according to Appel and Muysken (2005) classification.

Participants
Creswell (2012) considers the purposeful selection of participants and setting as a characteristic of qualitative research. So, the participants of this study are Iraqi students newly enrolled in their study term at the University of Karabuk who had five conversations with their Turkish peers. The researcher plays the role of the observer and listener in the conversations to gather the data accurately.

Data Collection Techniques
Analysing the study data passed through four phases:
1- Listening carefully to the conversations recorded on the mobile phone.
2- Downloading and transcribing the data (sentences in question only) as accurate as possible and arranging them as a written text.
3- Simple calculations are made to come up with frequencies and percentages of the examples investigated. Accordingly, the rank order of these occurrences was made to identify the highest and the lowest among these occurrences.
4- By Adopting Appel and Muysken (2005) classification which is originally proposed by Poplack's (1980) patterns of CS, the outcome of the usage is shown as the below table shows.

Findings
The study focused exclusively on the frequency of each type of CS and the reason behind this use. The tables show the occurrence frequency of each type of code switching. Similarly, figure No. 3 shows the percentage of using each type of CS reflected on a pie chart.

Rank	Type	Counts	Percentage
1	Intra-sentential	20	77%
2	Inter-sentential	5	19%
3	Tag	1	4%
Total		26	100%

Table (2) shows rank order, counts and types frequency of CS
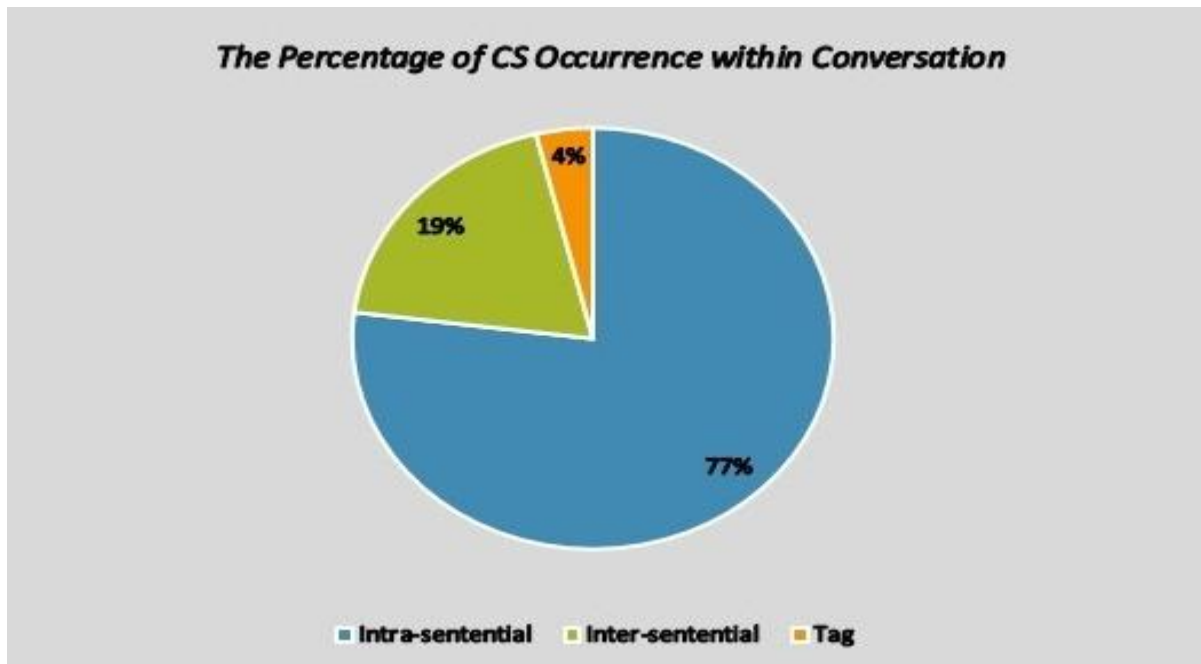

Figure (3) shows the percentage of CS occurrence within conversations

Descriptive analysis on qualitative data revealed that the intra-sentential CS ranked first with a percentage of approximately 77% of the code switches used in these conversations. The inter-sentential CS ranked second with a percentage of about 19% while the tag CS ranked third with a percentage of about 4%. The study found that the Arab interlocutor was obliged to repeat the same sentence or phrase in both languages (i.e. English and Turkish) to convey the message clearly. The primary reasons for CS were either to convey a message or to express gratitude. The function of this use is elaborated as follows:

1-Conveying a message: For more clarity in their conversations, the interlocutors were obliged to code switch. Sometimes, they repeat the same clause of phrase as a form of translation or partial translation.

2-Expressing gratitude: The interlocutors switched some clauses or phrases to express their gratitude for the good behaviour they received when asking for help or a certain service such as guidance for a certain place.

Discussion, Conclusion and Limitations
It can be seen that contrary to the huge number of studies conducted on this phenomenon within in-group interactions among members who belong to the same linguistic community, this study explored and analysed it among members of different linguistic backgrounds (Arabic and Turkish). The study investigated and analysed the data presented by the interlocutors. The findings revealed that all types of CS were used by the Iraqi interlocutors in the conversations with a certain percentage for each type.

Certain individual, contextual and social factors probably influence students' use of CS type. Students with a lower level of Turkish language proficiency often tend to use the intra-sentential CS because it does not require proficiency in the lexical and morphological form of L2. The study asserts that students with high proficiency in L2 will easily code switch according to the contextual setting. This assertion based on Poplack's (1980) hypothesis in which he asserts that L2 proficient bilingual speakers

can smoothly code switch. In this case, incompetence in a particular part of skills may indeed discontinue communication. Overcoming the discontinuity of communication will become a vital issue in this case.

To conclude, the study is considered the first of its discipline to be conducted about this topic at the University of Karabuk. The purpose of the current study was to explore the frequency of CS in the conversations of Iraqi students in University of Karabuk who lived in a dormitory in the Turkish city of Karabuk and the reasons behind these uses. The findings of the study confirm and support Poplack' (1980) hypothesis which states that the intra-sentential CS necessitates balanced bilingual interlocutors to achieve its goal. Further research is still required to investigate this field of study and other possibilities about the CS patterns, models concepts and theories presented by the sociolinguists. The study recommends future studies to take into consideration the effect of the social variables such as the setting, the topic and the participants when studying this linguistic phenomenon.

Though the study was limited to male tertiary level students who study in University of Karabuk and reside in a dormitory, the findings may probably contribute to the field of English language learning. Future studies can include larger samples and employ other methods of data collection in order to be more knowledgeable about this topic.

Acknowledgment

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