Technical Designing by
Muhammad Al- Khazraji Bureau
07800180450 -   07740175196
Iraq - Najaf

Classroom Code-Switching in Higher Education: A Socio-Pragmatic Study at the University of Kufa

Asst. Lect. Noor Alhuda Ahmad Aziz
Kufa University/College of Education for Girls
nooralhuda.alharshawi@uokufa.edu.iq
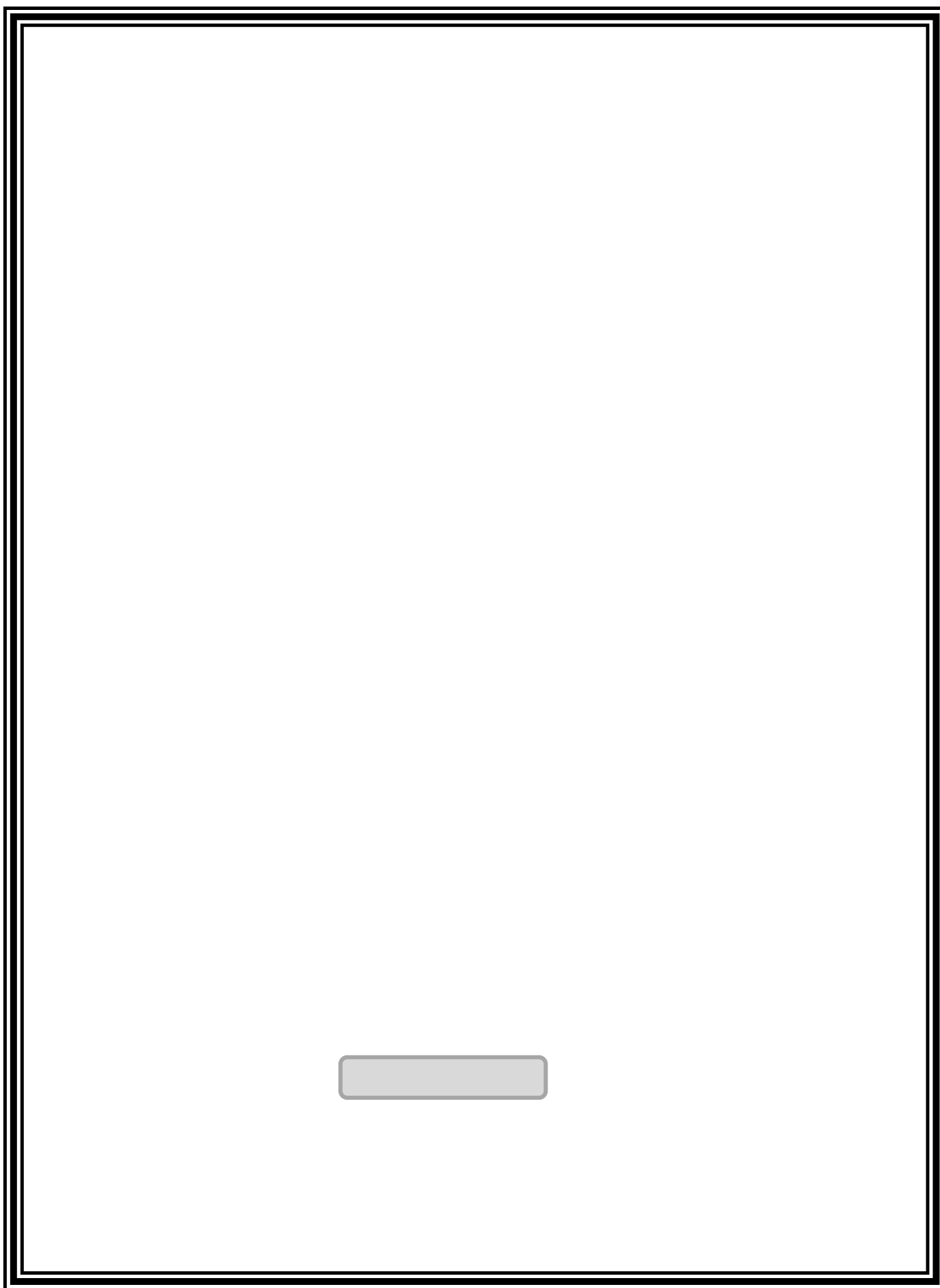
Classroom Code-Switching in Higher Education:

A Socio-Pragmatic Study at the University of Kufa

<div dir="rtl">

التبديل اللغوي في الفصول الدراسية في التعليم العالي:

دراسة اجتماعية تداولية في جامعة الكوفة

</div>

Asst. Lect. Noor Alhuda Ahmad Aziz

Kufa University/College of Education for Girls

nooralhuda.alharshawi@uokufa.edu.iq

<div dir="rtl">

المدرس المساعد

نور الهدى أحمد عزيز

جامعة الكوفة ـ كلية التربية للبنات

</div>

Abstract

This study investigates the socio-pragmatic aspects of code-switching in classroom interactions at the University of Kufa. Code-switching, the practice of alternating between two or more languages or dialects within a conversation, is prevalent in bilingual educational settings. By analyzing the types and motivations behind code-switching among lecturers and students, this research aims to understand its role in facilitating communication, enhancing comprehension, and expressing identity. Furthermore, the objective of this study is to investigate the phenomenon of code-switching in university classroom interactions. Data were collected through classroom observations and interviews with participants, providing insights into how code-switching operates within this academic context. Consequently, the analysis revealed three distinct categories of code-switching among the M.A. students at the University of Kufa: intra-sentential, inter-sentential switching and tag switching. Additionally, it demonstrates that the intra-sentential pattern is employed more frequently than other patterns.

Keywords: Code-Switching, Classroom interactions, Bilingual education, Motivations of code-switching.

خلاصة

تبحـث هـذه الدراسـة فـي الجوانـب الاجتماعيـة-التداوليـة للتبـديل اللغوي في التفاعلات الصفية بجامعة الكوفة. يشير التبديل اللغوي إلى ممارسة التنقل بين لغتين أو أكثر أو بين لهجات مختلفة داخل المحادثة، وهو ظاهرة شائعة في البيئات التعليمية الثنائية اللغة. ومن خـلال تحليل أنواع التـداخل اللغـوي ودوافعـه بـين المحاضـرين والطلاب، تهدف هذه الدراسـة إلى فهم دوره في تسـهيل التواصـل، وتعزيـز الفهـم، والتعبيـر عـن الهويـة. والهـدف الأساسـي من هذه الدراسـة هو فحـص ظـاهرة التبـديل اللغـوي فـي التفـاعلات الصفية الجامعيـة، حيـث تـم جمـع البيانـات مـن خـلال ملاحظـات داخـل الفصـول الدراسـية

ومقابلات مع المشاركين، مما يوفر رؤية متعمقة حول كيفية عمل التبديل اللغوي في هذا السياق الأكاديمي. وكشفت النتائج عن وجود ثلاث فئات متميزة من التبديل اللغوي بين طلاب الماجستير في جامعـة الكوفـة، وهمـا: التبـديل اللغـوي داخـل الجمـل والتبـديل اللغـوي بـين الجمـل والتبـديل اللغوي التلميحي. بالإضافة إلى ذلك، فإنه تبين أن التبديل اللغوي داخل الجمل يتم استخدامه بشـــكل متكـــرر أكثـــر مـــن الأنمـــاط الأخـــرى.

الكلمات المفتاحية: التبديل اللغوي، التفاعلات داخل الفصول الدراسية، التعليم ثنائي اللغة، دوافع التبديل اللغوي.

Section One: Introduction

1.1 Background of the Study

The primary objective of this research is to provide students in classroom settings with a thorough understanding of code-switching and its significance within educational contexts. The many facets and traits of code-switching are covered in this discussion, along with its use in the classroom and the significant influence of students' perceptions of this linguistic phenomenon. According to empirical research, code-switching is not random or meaningless; rather, it does not necessarily signify a lack of language skills. Thus, it acts as a stylistic mechanism that uses stress and modulation to make utterances more expressive and as a communicative instrument that conveys social information, such as role relationships. It functions as a stylistic mechanism aimed at enhancing the expressiveness of

utterances through modulation and emphasis.

Furthermore, code-switching adheres to specific linguistic rules, necessitating familiarity with the structural elements of both languages involved. In bilingual English classrooms, while code-switching may not be prevalent, the presence of multiple languages constitutes a rich communicative resource. Consequently, various languages may be utilized interchangeably, mirroring their usage in bilingual contexts (Merritt, 1992, p. 118). Engaging in code-switching can facilitate the bridging of communicative gaps, stimulate negotiated discussions concerning content or structure, and invoke interactional shifts that have the potential to promote language acquisition.

1.2 Previous Studies

Several studies have investigated the phenomenon of classroom code-switching in higher education, especially within the Iraqi and regional contexts. One such study, titled "Code-Switching in English Language Teaching: A Comparative Study between Iraq and Iran", explored the practices of English language teachers in both

countries. The findings revealed that code-switching was more frequent among Iraqi instructors and students, mainly used to clarify complex instructions and convey difficult concepts. Moreover, there was a mutual agreement between teachers and learners regarding the appropriate contexts for using the native language to enhance understanding.

In a related vein, the study "Code-Switching: A Case Study of Iraqi Students at Karabuk University" examined the types of code-switching observed in the everyday conversations of Iraqi students in Turkey. The results showed that intra-sentential code-switching was the most common form, with students often switching languages to express gratitude or communicate their messages more clearly. These findings align with Poplack's (1980) theory of code-switching, which highlights the fluid integration of languages within single utterances.

Additionally, the study "Code-Switching by Iraqi University Teachers" focused on how university instructors in Iraq employ code-switching in their lectures. The research identified the primary reasons behind code-switching and

noted differences between instructors specializing in linguistics and those teaching literature. It was found that most teachers used code-switching to make academic content more accessible and to ensure effective communication with their students.

Furthermore, the research titled "Code-Switching as a Marker of Identity: A Sociolinguistic Study of Kurdish EFL Students" shed light on the identity-related functions of code-switching. The study indicated that Kurdish students utilized code-switching between Kurdish and English not merely for pedagogical purposes, but also as a means of constructing and expressing their social and cultural identities within the academic environment.

Another significant contribution comes from the study "The Impact of Language Competence on the Functions of English-Arabic Code-Switching Among Iraqi Students", which explored how students' language proficiency influenced their code-switching behavior. According to the findings, students were more likely to switch to the language in which they felt more competent when discussing complex or important topics, whereas humor and casual

remarks were often made in the less dominant language.

Moreover, the study "Code-Switching Functions in English Language Classes at Tishk International University" provided insights into the communicative and instructional roles of code-switching in EFL classrooms. The findings highlighted that code-switching was employed not only to simplify difficult explanations but also to manage the classroom environment and maintain student engagement.

Complementing these findings, the research entitled "Perceptions of University Professors and Students Towards Code-Switching and Its Functions in Academic Classrooms" examined attitudes toward code-switching in academic settings. Both professors and students perceived code-switching between English and Arabic as a practical tool for overcoming communication barriers and enhancing the overall learning experience.

Lastly, the study "The Role of Code-Switching in English as a Foreign Language Teaching in Turkey" confirmed the vital role of code-switching in the educational process. The research emphasized that switching languages during

instruction could significantly improve student comprehension, facilitate content delivery, and support effective classroom management.

Taken together, these studies provide a comprehensive understanding of the various purposes and perceptions of code-switching in higher education, offering valuable insights for the present investigation on classroom code-switching at the University of Kufa. However, unlike previous studies which mainly focused on the frequency or patterns of code switching, the present study aims to explore the underlying reasons and motivations that drive students and instructors to employ code switching in the classroom context.

1.3 The Problem of the Study

Code-switching is a common phenomenon in bilingual educational environments such as the Department of English at the University of Kufa. However, there is a lack of comprehensive understanding of its socio-pragmatic reasons in classroom interactions, which makes it difficult to develop effective language policies and teaching strategies that use code-switching to improve learning

outcomes. This study fills this knowledge gap by analyzing the specific ways in which code-switching occurs and its implications for teaching and learning at the University of Kufa. Moreover, it reveals the reasons and motivations for using this phenomenon.

1.4 Hypothesis of the Study

This study is guided by the following hypotheses:

1. At the University of Kufa, code-switching in classroom interactions fulfills particular socio-pragmatic purposes, including identity expression, emphasis, clarification, and classroom management.

2. Code-switching is a strategic communication tactic used by lecturers and students, especially to improve discussion participation and comprehension.

3. Contextual factors, like the subject being taught, the students' level of proficiency, and the lecturer's teaching style, influence the frequency and purposes of code-switching.
4. Code-switching improves student participation, helps close language gaps, and makes the classroom more welcoming, all of which have a favorable effect on the learning process.

5. Despite its advantages, code-switching can also be seen as a hindrance to learning the language completely, especially in contexts when instruction is conducted in English.

1.5 Questions of the Study

The current study tries to answer the following questions:

1. What are the principal types of code-switching?

٢. What are the motivations behind students' use of code-switching in their speech within classroom contexts?

٣. How does code-switching enhance learning and communication among M.A students in the classroom?

1.6 Aims of the Study

The present study seeks to accomplish the following objectives:

1. To identify the distinct types of code-switching utilized in the speeches of students.

2. To conduct a socio-pragmatic analysis of the academic discourse produced by the M.A students at the University of Kufa.

3.To examine the application of different types of code-switching within the classroom setting of Kufa University.

4. To show the reasons behind using the code-switching from Iraq dialect (INFI-D) into English language.

1.7 Significance of the Study

1. This study provides a comprehensive descriptive analysis of significant segments of discourse within the academic realm, making it particularly valuable for researchers in the field.

2. It is anticipated that the study will enhance understanding among researchers and readers regarding the utilization of code-switching in selected academic speeches.

3. The findings are expected to elucidate the underlying motivations behind the tendency of Iraqi students to switch or mix their language use between the Iraqi dialect (INFI-D) and English.

1.8 Procedure of the Study

To achieve the aims of the study and test its hypotheses, the following procedures are adopted:

1. Providing a theoretical background of some socio-pragmatic notions that are relevant to the scope of the study.

2. Employing a qualitative and quantitative approaches, making use of semi-structured interviews and classroom observations. While interviews with lecturers and students seek to understand their perspectives on the causes and consequences of code-switching, observations concentrate on documenting occurrences of code-switching during lectures and debates.

3. Analyzing the data in order to find patterns and purposes of code-switching within the socio-pragmatic framework.

4. Tabulating and discussing the results of the analysis to objectively verify, or refute the hypotheses of the study.

Section Two: Theoretical Framework

2. Preliminary

Previous studies have explored code-switching in university classrooms across different contexts. Besides, Shartiely (2016) studied the University of Dar es Salaam's English and Swahili code-switching, noting purposes like educating students and clarifying ideas. Similarly, code-switching is used to control classroom interactions and promote knowledge, according to studies on Iraqi university instructors. These studies emphasize the functions of code-switching in higher education in terms of instruction and interaction.

Building on this framework, this research investigates the socio-pragmatic roles of code-switching in the University of Kufa classroom, where Arabic and English are widely used. This study examines how teachers deliberately move between languages to improve comprehension, engage students, and control classroom dynamics by examining actual classroom discourse. Additionally, it looks into how students view code-switching and how it affects their educational experience.

2.1 The Pedagogical Perspective of Code-Switching and Classroom Code-Switching

According to Romaine (1992), code switching is defined as "the use of more than one language, variety, or style by speaker within an utterance or discourse, or between different interlocutors or situations" (p.110). Depending on the statements, the speaker may employ a different language, style, dialect, or anything else that suits the audience. For Holmes (1992), "Code switching occurs when the speaker shifts their language from one language to another," (p. 50). As a result, when speaking, bilinguals alter their speech to use a different language. This language changes may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in long narrative.

Furthermore, "classroom code-switching" is defined by Lin (2013, p.195) as any participant in the classroom rotating between using multiple linguistic codes. In contrast, Poplack (2001, p. 262) defines it as the habit of bilingual or multilingual speakers utilizing two or more languages in conversation, either by alternating between the two languages with longer units of each or by inserting words or shorter phrases. As a result, a lot of bilingual educators employ two languages to teach academic material, alternating between them either naturally or purposefully (Taha, 2008, p.336). Accordingly, they might use code-switching to promote meaningful engagement and comprehension (Zabrodskaja, 2007, p.124).

2.1.1. Types of Code-Switching

According to Poplack (1980, pp.585- 614), there are three distinct types of code-switching that can occur within the same discourse. The three types of code-switching are:

2.1.1.1. Inter-Sentential Switching

Poplack (1980, pp. 589-590) states that this pattern of code-switching can occur at the boundaries of sentences and clauses, as well as during the transitions between speakers' turns. This form of code-switching facilitates the identification of the intended audience for the speech, enabling the bilingual speaker to convey direct quotations from other speakers. Given that each segment of speech

must adhere to the syntactic rules of the respective languages being employed, it requires a high level of fluency in both languages.

2.1.1.2. Intra- Sentential Switching

According to Poplack (1980, p. 590), this code-switching pattern takes place at the ends of words, phrases, and clauses. Therefore, a bilingual speaker who employs this style of code-switching needs to be very proficient in both languages. This requirement underscores the necessity for the speaker to have a solid understanding of the grammatical structures of both languages.

2.1.1.3. Tag Switching

Poplack (1980) defines this pattern of code-switching as the practice of "inserting a tag from one language into an utterance that is otherwise in another language" (589). Tag switching occurs within monolingual sentences, where words or phrases-such as interjections, fillers, and idiomatic expressions-are incorporated without disrupting the syntactic structure of the sentence. This is possible because the inserted tags typically adhere to syntactic rules that align with the monolingual language in which they are used (Poplack, 1980, p. 589).

2.2. Motivation and Reasons Behind Code-switching

Code-switching has its own reasons and motivations. Gumperz (1982a, pp. 75–84) clarifies a number of motives for why individuals use code-switching. According to his theory, speakers use code switching to include quotations, identify the addressee as the message's recipient, reassert and interrupt, distinguish between personal and generic information, highlight a point, or move on to a different subject. The speaker's inability to locate an analogous word in his or her native tongue at the time of speech is typically the primary justification for doing so.

Moreover, Mohammad (2019, p. 352) states that the linguist Crystal (1987, as cited in Skiba, 1997, p.1) identifies three primary reasons for language switching among bilingual speakers:

2.2.1. To compensate for the deficiency: When a speaker encounters difficulty expressing themselves in one language, they may resort to another language to bridge the gap in their linguistic capabilities. This compensatory

switching often arises during moments of agitation, fatigue, or confusion, compelling the speaker to temporarily communicate in an alternate language (Crystal, 1987, as cited in Skiba, 1997, p.1).

2.2.2. To Show Solidarity: Code-switching serves as a linguistic tool to signify affiliation with a particular social group. This practice fosters a sense of security among speakers, as it creates an awareness that not all individuals present may comprehend the conversation (Crystal, 1987, as cited in Skiba, 1997, p. 1).

 2.2.3. Expressive: Bilingual speakers often utilize code-switching to articulate their attitudes or emotions to listeners. In contrast, monolingual speakers typically convey similar sentiments through variations in speech formality (Crystal, 1987, as cited in Skiba, 1997, p. 1).

Accordingly, Hoffman (1991, p.113, cited in Mohammad, 2019, p.352) elaborates on the functions of code-switching, noting that it is employed for various purposes, including discussing specific topics, quoting others, emphasizing points to express solidarity, inserting interjections (such as sentence fillers or connectors), repeating for

clarification, and addressing lexical gaps or deficiencies in translation. This multifaceted use of code-switching underscores its important role in effective bilingual communication.

Section Three: Methodology and Analysis

3. Preliminary

This study adopts a quantitative and qualitative methodological framework, employing both semi-structured interviews and classroom observations as primary data collection techniques. The purpose of the observational component is to methodically record instances of code-switching that take place during class debates and lectures. This enables a thorough analysis of the dynamics and contextual elements influencing participants' linguistic alternation.

Moreover, in order to find recurrent patterns and the purposes of code-switching within the socio-pragmatic framework, the collected data must be thoroughly coded as part of the analytical process. A thorough grasp of code-switching's reasons in the academic setting is made possible by this framework, which permits investigation of the language and social aspects of the

practice. The study intends to add to the expanding corpus of research on bilingual communication in educational situations by integrating insights from observational data and interview responses, emphasizing the complex relationship between language use and classroom social interaction.

3.1. Participants

The participants in this research comprised twenty-two Master's degree students from the University of Kufa, collage of arts, department of English at 2022, selected through purposive sampling. This study primarily focuses on the phenomenon of code-switching among these participants, specifically examining the transitions from Arabic to English within the context of communication that employs the Informal Iraqi Dialect (hence forth INF-I-D).

The age of the participants ranges from 25 to 51 years. Thus, to facilitate an in-depth analysis of code-switching behaviors, the researcher conducted audio recordings of the participants' conversations, utilizing a professional audio recording device. This methodological approach was designed to capture the intricacies of

code-switching patterns exhibited by the participants. Furthermore, the data collection process extended over a duration of approximately three months, allowing for a comprehensive exploration of the various forms of code-switching identified in the interactions among the twenty-two participants.

3.2. Data Collection

The data used in this study came from the conversation recordings. An audio recorder, a device that records sounds, was used to collect the data. Every participant received an explanation of the data gathering procedure. They were informed about the background of the study, which calls for conversations regarding issues and subjects pertaining to universities. However, the research questions or aims were kept confidential to prevent instances such as self-initiated code switching in their conversations. The researcher joined the site as a non-participant and looked at the patterns of code-switching. Every participant consented to take part in the research and supply data. The recordings were made throughout the university campus during lectures and breaks. Moreover, audio recordings of conversations that took place in informal settings, canteens and

gardens, were used to gather natural data. Through these interviews, the researcher was able to get descriptive information from the participants, which she then utilized to look into the reasons behind code switching.

3.3. Data description

The research on code-switching among M.A. students at Kufa University follows a descriptive qualitative design aimed at understanding the types and reasons for code-switching. The analysis of data was carried out through several systematic steps:

1. Selection of Participants: Purposive sampling was used to choose participants in order to guarantee that those who could offer pertinent insights into the phenomenon were represented.

2. Data Reduction and Display: Following data gathering, the material was condensed into its most important elements, and the results were then shown. In the instruments section, the researcher used a data card format to show the data in a descriptive manner.

3. Classifying Code-Switching Types: In order to obtain a thorough grasp of participants' linguistic activity, the researcher conducted further data analysis, taking into account three different types of code-switching.

4. Results Summarization: The researcher outlined the study's conclusions, emphasizing significant discoveries and ramifications for the research issues.
By taking these actions, the study hopes to give a thorough examination of code-switching in the classroom and shed light on how the master's students at the University of Kufa deal with language use in their learning environment.

3.4. Model of the Study

The researcher used the model in Figure (1), which comprises three types of code-switching by Poplack (1980) and three reasons by Crystal (1987), to discuss the occurrences of code-switching among the M.A. students at the University of Kufa.
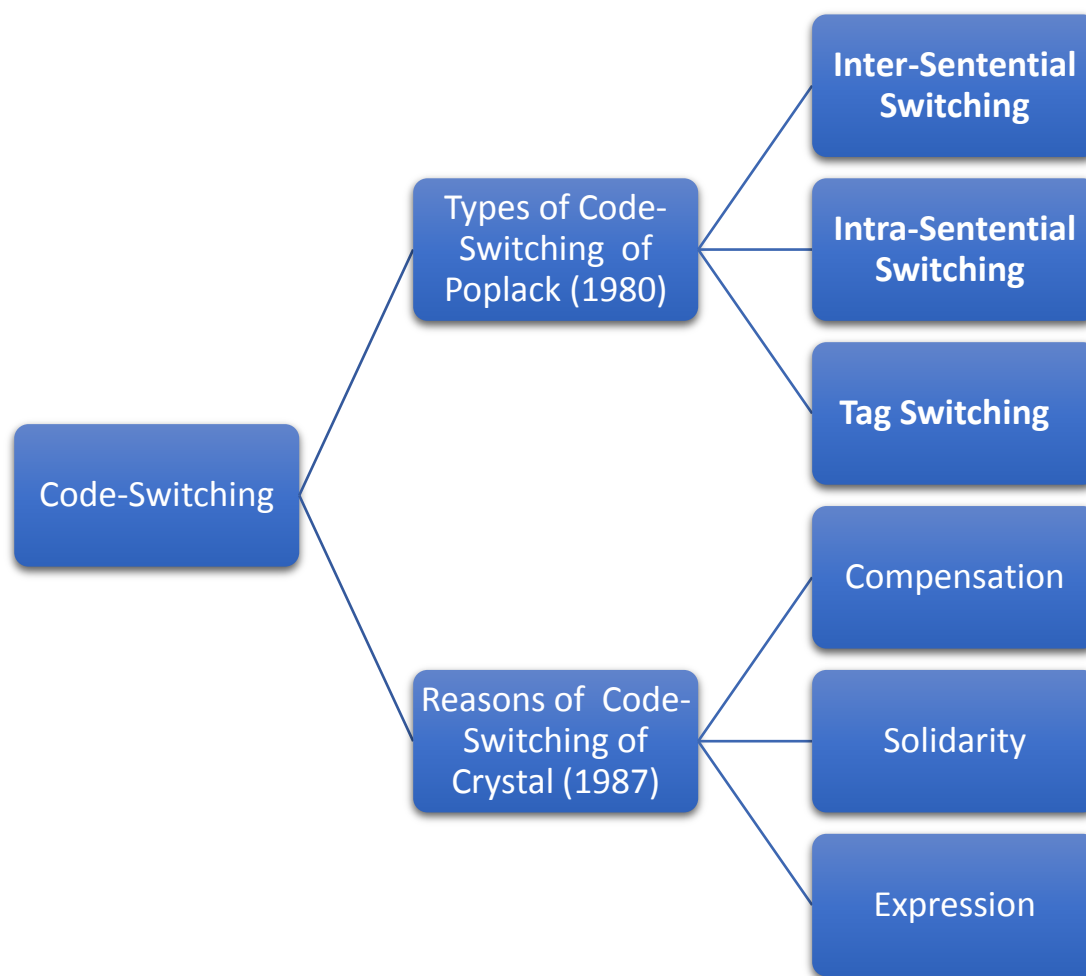
Figure (3-1): The Elements of the Eclectic Model.

3.5. Findings and Results

Code-switching is defined as the phenomenon in which a speaker employs more than one language within a single communicative episode (Wardaugh, 1986, P. 103). This study identifies three principal types of code-switching: intra-sentential switching, inter-sentential switching, and tag-switching, as manifested in the speech of the students involved.

An audio recording device was used to gather data, and the results showed that Kufa University's M.A. students regularly switched between INF-I-D and the English language. The study also examined several kinds of code-switching that take place between INF-I-D and English. Therefore, intra-sentential code-

switching is the most commonly used type among the twenty-two Iraqi M.A. students that took part in this study.

This research analyzes 20 instances of Arabic-English code-switching extracted from naturally occurring speech by interviews and recordings. Every instance is categorized according to its kind (intra-sentential, inter-sentential, or tag switching) and motivation (expression, solidarity, or compensation).

٣.٥.١ Inter-Sentential Switching

Example No. 1:

one of them is very naughty عندي ثلاث أولاد.

(I have three children one of them is very naughty.)

In this sentence, the speaker uses inter-sentential switching because the linguistic shift takes place across separate sentences to complete the sentence effectively. Thus, the reason behind using this type is to compensate; the speaker's potential lack of Arabic vocabulary for the second section.

Example No. 2:

can you repeat it, please? انا لم افهم دكتور من فضلك شرح القاعدة،

(Doctor, please, I did not understand the explanation of the rule, can you repeat it please?)

The second example uses Arabic for the first section of the sentence and English for the second part. Inter-sentential switching is the term used to describe the language shift that occurs between two distinct sentence structures. The speaker may feel more at ease elaborating in English, particularly in an academic context, hence this kind is being used as a form of compensation.

٣.٥.٢ Intra-Sentential Switching

Example No. 3:

- ابني يحب ال **Cars**.

(My son loves cars.)

By inserting the English noun "Cars" into the Arabic framework, the speaker blends Arabic and English in a single statement. The speaker switches between sentences because they find the English word easier to understand or more familiar. The reason is to compensate because the English term "Cars" may be more widely used in the speaker's environment or they may find it simpler to remember than the Arabic equivalent.

Example No. 4:

-اليوم عدنه **Exam** او ما عدنه؟

(Do we have an exam today or not?)

The English word "exam" is more widely used in academic settings and is simpler to use, therefore the speaker employed intra-sentential switching, because the language change takes place inside the sentence structure in an Arabic statement, the word "Exam" is added. The use of this kind of code switching is motivated by compensation.

Example No. 5:

-لازم اروح للبيت **Sorry** ما اكدر انتضرج.

(I have to go home; sorry, I can't wait for you.)

In the above example, the speaker uses intra-sentential switching because the word "Sorry" is frequently used in English to convey apologies, even in Arabic conversations. "Sorry" is a word that is added to an Arabic statement. This is known as intra-sentential switching because the linguistic change takes place inside the sentence. The reason for using this word is that it is a common

expression for apologizing in everyday English speaking.

Example No. 6:

-ممكن تشرحيلي **Grammar** .

(Could you please explain grammar to me.)

In an Arabic sentence, the term "Grammar" is added. employs intra-sentential switching because English words like "grammar" are commonly used in education, even by Arabic speakers. Thus, English language is widely employed in education, this type is being used as a form of compensation.

Example No. 7:

-اني كملت **my Paper** قبل خمسه ايام.

(I have finished my paper before five days.)

The phrase "My paper" is inserted into an Arabic sentence. The speaker employs intra-sentential switching because "My paper" is a phrase often used in academic settings and is more familiar in English. The English term may, therefore, be more frequently employed in academic contexts, and the speaker

uses it to compensate for the lack of proficiency.

Example No. 8:

‎-اريد ال **Handout** مالتك من فضلك

(I want your handout, please.)

The Arabic sentence has the term "Handout" added to it. The change takes place in the same sentence. Because the word "handout" is commonly used in academic English contexts, the speaker utilizes intra-sentential switching. This recourse is motivated by compensation; the English phrase is frequently used in academic contexts.

Example No. 9:

‎-شغل ال **Van** من فضلك.

(Please, switch on the van.)

Intra-sentential switching is when the change takes place inside a sentence. In an Arabic sentence, the word "Van" is added. The sentence itself contains the switch. Due to the fact that "Van" is a widely used and familiar English phrase, the speaker employs intra-sentential switching. Compensation is the cause of the English word's potential increased recognition.

Example N. 10:

‎- بلا زحمة وين ال **Library**

Where is the library?

Once more, the sentence has the language shift. A change in sentence structure occurs when the word "Library" is added to an Arabic sentence. the speaker employs intra-sentential switching because "Library" is a simpler and more accurate word in English, particularly in scholarly or public settings. The English term might be simpler or more accurate for the speaker because of the compensation.

Example No. 11:

‎-اعطيني ال **Pen** من فضلج.

(Give me the pen, please.)

The word "Pen" from English is added to an Arabic sentence. The change takes place in the same sentence. Because "Pen" is a word that is more recognizable in ordinary speech and is frequently used in both languages, the speaker employs intra-sentential switching. Thus, the English word may be more widely used in daily speech, compensation

is used as a justification in the case above.

Example No. 12:

Interesting ‬هذا المحاضرة-

(This lecture is interesting.)

Intra-sentential switching occurs when the word "interesting" is added to an Arabic phrase. The Arabic sentence has the word "Interesting" added to it. Using a common and widely used English adjective, the speaker expresses their perspective through intra-sentential switching. Therefore, expression is the cause of that. Consequently, employing an English adjective that is frequently employed to express a viewpoint.

Example No. 13:

Horrible اليوم شفت حادث-‬ .

(Today, I saw a horrible accident.)

The speaker inserts the term "Horrible" into an Arabic sentence. He employs intra-sentential switching, particularly to highlight discontent, because "Horrible" may seem more expressive in English. The reason is expression, as the English word may be more emotive to the speaker.

Example No. 14:

كلماتك رائعة **thank you** .

(Your words are wonderful, thank you.)

Since "thank you" is a part of an Arabic sentence, the shift takes place inside the sentence. Because "thank you" is more familiar in English and frequently employed in academic contexts, the speaker employs intra-sentential switching. Thus, the reason is to express because using English for politeness, as it is commonly adopted in speech.

Example No. 15:

انا **not good** في ماده الرياضيات-‬.

(I am not good at math's.)

The speaker employs intra-sentential switching because "not good" is a simpler and more accurate expression in English. The term "Not good" is inserted into an Arabic sentence, indicating that the language change takes place within a single sentence. Thus, the use of English to highlight displeasure is motivated by expression.

٣.5.3 Tag Switching

Example No. 16:

صباح الخير **what is up** ؟-

(Good morning, what is up?)

The English phrase "What is up?" is appended to the end of an Arabic sentence as a tag. The tag phrase is categorized as tag switching as it doesn't alter the main sentence's grammatical structure. In this instance, the speaker tags the Arabic utterance with the English phrase "What is up?" , the main sentence's grammatical structure is unaffected by this phrase. In order to establish a more casual and interesting relationship with others, the speaker employed tag switching. Therefore, the reason for employing an English word to establish an informal connection with others is solidarity.

Example No. 17:

‑هذا الطعام **Delicious, isn't it?**.

(This food is delicious isn't it?)

The phrase "Delicious, isn't it?" is inserted at the end of the Arabic sentence as a tag, functioning independently. "Delicious, isn't it?" is a tag that is added at the conclusion of the Arabic sentence and works on its own. "Delicious, isn't it?" is a tag phrase that appears at the conclusion of a sentence. This example falls under the area of tag switching since it entails adding

brief phrases that have a purpose separate from the main sentence. Using a common English phrase, the speaker employed tag swapping to highlight their particular judgment on the cuisine. Consequently, expression is employed to emphasize personal perspective.

Example No. 18:

‑الجو حار **am I right** ؟

(The weather is hot , am I right?)

The speaker uses tag swapping, a popular conversational strategy, to get informal agreement or affirmation. The tag phrase "Am I right?" is appended at the conclusion of the statement. This is tag switching because it operates as a separate phrase. Therefore, seeking agreement in a familiar and informal manner is motivated by expression. "Am I right?" is added as a tag at the conclusion of the statement.

Example No. 19:

‑اني اقره **Homework** و انت شتقرين؟.

(I read the homework, what about you?)

An Arabic tag is added when the English term "Homework" is introduced into an Arabic sentence. Since "homework" is an English

word that is frequently used in Arabic contexts, particularly in educational settings, the speaker employed tag switching. It is categorized as tag swapping since the inserted word is followed by a unique tag. Since "homework" is a term that is frequently used in English. Thuse, compensation is utilized in this example.

Example No. 20:

- لازم تجي ويانة **Deal** ؟

(you should come with us, deal.)

In order to establish a more casual and interesting relationship with others, the speaker employs tag switching. When an Arabic sentence is finished, the tag "Deal" is appended. This falls under the category of tag flipping because it operates independently. The reason behind using this type is to express agreement because a popular English word is utilized.
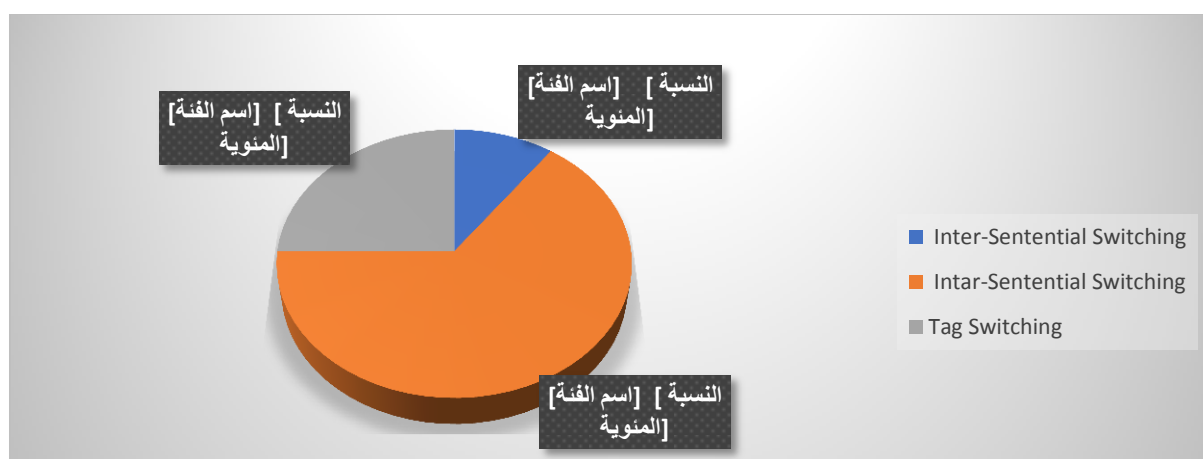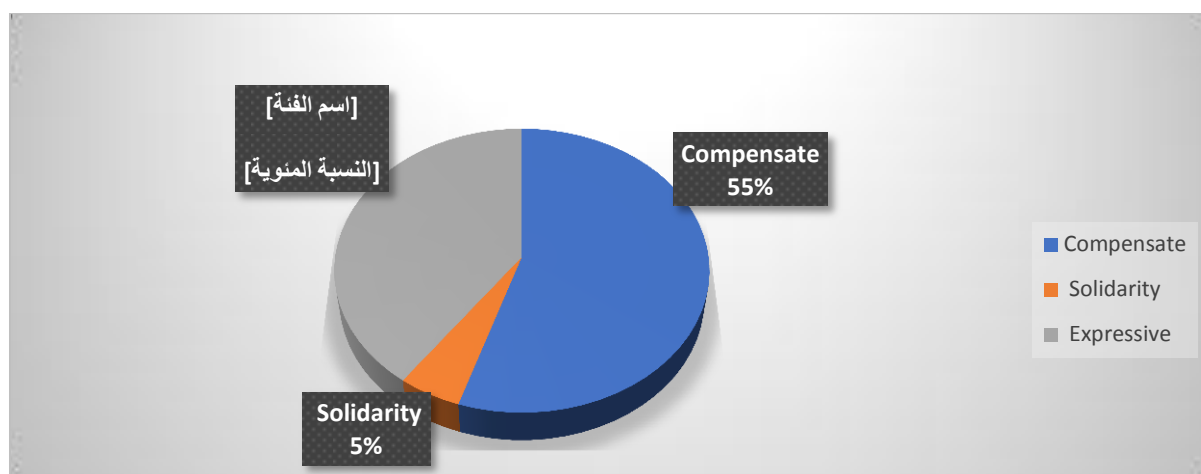

Graph (3-1): Pie Chart of the Total Percentage of the Types of Code-switching

No.	Types of Code-switching	Frequency	Percentage
1.	Inter-Sentential Switching	2	10%
2.	Intra-Sentential Switching	13	65%
3.	Tag Switching	5	25%

Table (3-1): Total Frequencies and Percentages of the Types of Code-switching

As it can be seen, Table (3-1) shows that the most dominate type is intra-sentential switching. It occurs (13) times, which is parallel to (65%). Then, tag switching appears (5) times with a percentage of (25%). After that, inter-sentential switching appears only two times with percentage of (10%).

Graph (3-2): Pie Chart of the Total Percentage of the Reasons of Code-switching

No.	Reasons of Code-switching	Frequency	Percentage
1.	Compensate	11	55%
2.	Solidarity	1	5%
3.	Expressive	8	40%

Table (3-2): Total Frequencies and Percentages of the Reasons of Code-switching

Obviously, Table (3-2) illustrates that the most dominate reason is compensation. It occurs (11) times with a percentage of (55%). Then, expressive appears (5) times which is parallel to (40%). After that, solidarity appears only one time with percentage of (5%).

3.6. Discussion

In order to improve successful communication, speakers frequently

modify the language they employ. Code-switching in student talks occurs for a variety of causes and serves a variety of purposes. Compensation is the main reason of code-switching that M.A. students most commonly use in their everyday interactions. Moreover, the most dominate type is intra-sentential code-switching, when speakers may find it difficult to express themselves fully in a single language and may switch to another language or a combination of languages in order to effectively communicate their intended meaning.

Additionally, these results support Zabrodskaja's (2007) finding that academic material is taught by bilingual teachers in two languages. Either consciously or unconsciously, they switch between languages. In order to promote understanding and meaningful contact, they may also choose to use code-switching (Zabrodskaja 2007, p. 124). As well, to carry out a variety of social tasks, including advising students to put in extra effort and support the development of the country, motivating them to continue their education, giving them instructions, making jokes, interacting with students, elucidating problems,

highlighting, and simplifying expressions, the lecturers actually switch between INF-I-D and English. Accordingly, the analysis of the data confirms the hypothesis adopted in the study.

Accordingly, it is clear that speakers are engaging in code-switching when they have trouble finding the right terms for particular terms or ideas. They can successfully convey their ideas and get around intricate linguistic frameworks by using this process.

Section Four: Conclusion

4. Conclusion

The current study examined a group of Kufa University M.A. students and found that they frequently employed code-switching in various communication contexts, including formal class presentations and normal conversational contexts. However, the results indicated that even during formal evaluations, students continued to use code-switching in specific phrases. During their speaking, the researcher also observed many grammatical mistakes, if left uncorrected, may become fossilized. moreover, if these pupils keep using shortcuts by switching languages rather than practicing proper grammar and

vocabulary usage, the process of self-rectification would be hindered. Thus, it is hoped that the study's overall findings will give students a foundation for managing and planning how they employ code-switching in their speech.

The difficulty of avoiding code-switching in classroom interactions has been demonstrated in this research. Despite being warned against it in the classroom, some students, at the University of Kufa, continue to use code-switching and incorporate it into their conversations, and also some lecturers use code-switching mainly to promote learning and close the language gap between themselves and their students. In fact, the results show that teachers use code-switching to help pupils understand the material. Consequently, the most common form of code-switching is intra-sentential code-switching. They use code-switching to accomplish tasks including promoting unity, developing topics, providing examples, translating ideas, and managing the classroom. In this sense, code-switching as a sociolinguistic practice is essential for elucidating how the unique contexts and historical background of a language can help us comprehend the real linguistic behavior of its speakers.
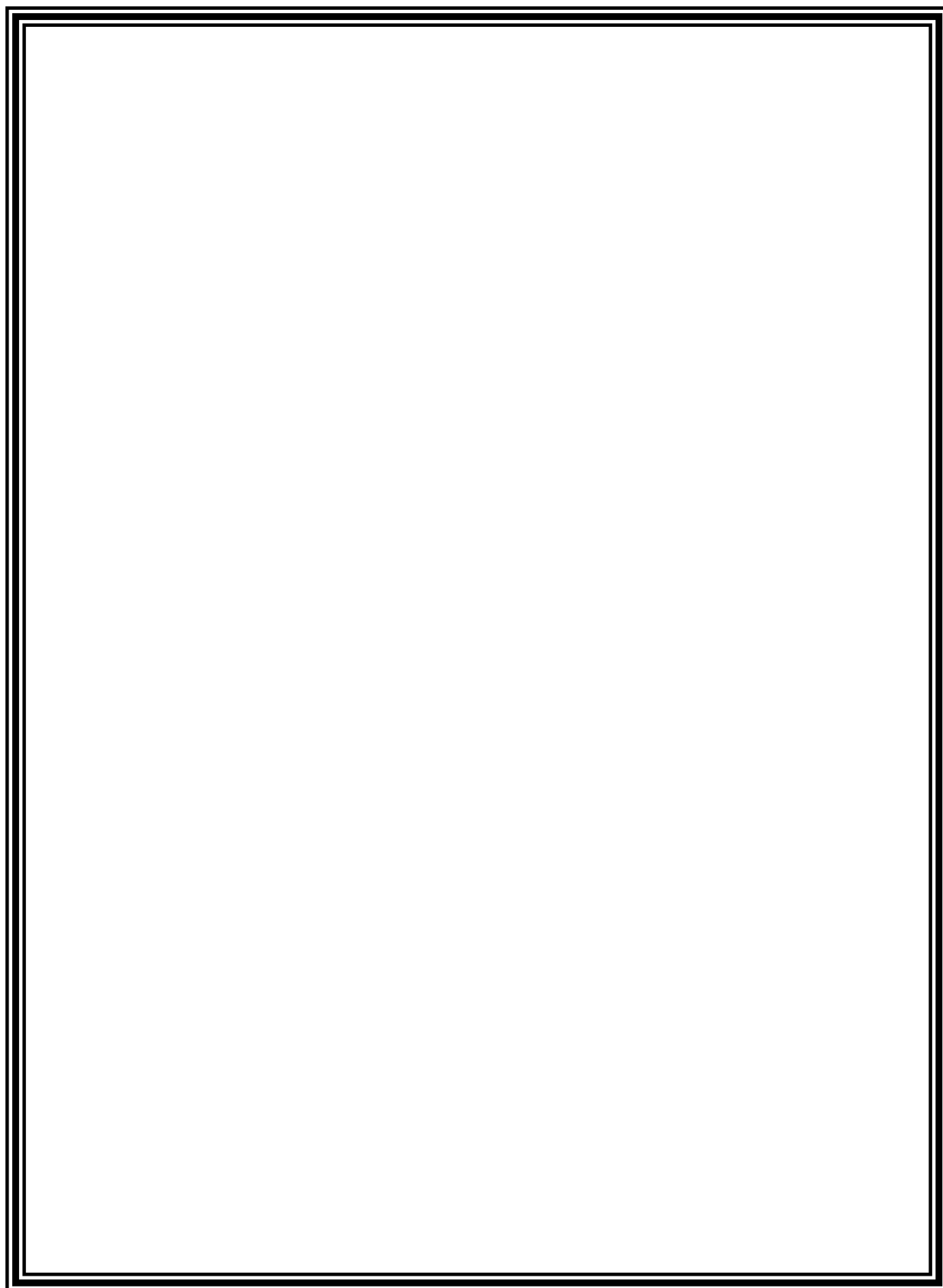
References

-Gumperz, J. (1982a). *Discourse strategies*. Cambridge: Cambridge University press. https://doi.org/10.1017/cbo9780511611834

-Hoffmann, C. (1991), *An introduction to bilingualism*. London: Inngman.

-Heller, M. (1992), ''The politics of code-switching and language choice''. *Journal of multilingual and multicultural development,* 13, 123-42.

-Holmes, J. (1992), *An Introduction to Sociolinguistics* . London: Longman Group UK Limited.

-Hammers, J. and Blanc, M (2000), *Bilinguality and bilingualis* .2nd ed. Cambridge University Press 2000. Retrieved August, 10, 2007 from http://assets.cambridge.org/97805216/40497/excerpt/9780521640497 excerpt.pdf.

-Jalil, S. (2009), ''Grammatical perspectives on code-switching''. ReVEL, vol. 7, n. 13, 2009.

-Rosamina, L. (2005), *Code Switching: An Examination of Naturally Occurring Conversation*. University of California: Los Angeles.

-Lin, A. (2013), *Classroom code-switching: Three decades of research.* Applied Linguistics Review 4(1): 195-218.

- Merritt, M. (1992), *Repetition in situated discourse exploring its forms and functions.* In Repetition in Discourse , Edited by: Johnstone , Barbara . Vol I , N.J. : Ablex .

-Muysken, P. (2000), *Bilingual speech, A typology of code-mixing.* Cambridge: Cambridge University Press.

- Mohammad, J. (2019), ''A Sociolinguistic Study of Code-switching in Khanqeeni Kurdish'', *Journal of University of Garmian,* 6(2)2029 https://doi.org/10.24271/ garmian.196229.

-Poplack, Sh. (1980), *Sometimes I'll Start a Sentence in Spanish y termino en español: Toward a Typology of Code-Switching.* Linguistics 18 (7-8): 581-618. https://doi.org/10.1515/ling.1980.18.7-8.581.

- Poplack, Sh. (2001), *Code switching: Linguistic.* In N.J. Smelser and P.B. Baltes (eds.) International Encyclopaedia of the Social and Behavioural Sciences. pp. 2062-2065.

-Romaine, S. (1992), *Bilingualism.* Blackwell Publishers: Cambridge. Romaine, Suzane. (1995). Bilingualism. Oxford, UK: Blackwell.

 -Skiba, R. (1997), ''Code Switching As a Countenance of Language Interference''. *The Internet TESL Journal.* Vol. Ill. No:10.sociolinguistics tics ' Edinburgh: Edinburgh University Press.

-Shartiely, N. E. (2016). *Code-switching in university classroom interaction: A case study of the University of Dar es Salaam.* Stellenbosch Papers in Linguistics Plus, 49, 215-231.

- Taha, T.A. (2008), ''Language alternation in university classrooms''. *Journal of Instructional Psychology* 35(4): 336-347.

-Wardaugh, R. (1986), *An Introduction to Sociolinguistics*. Blackwell, 1986. ISBN. 0631142711, 9780631142713.

- Zabrodskaja, A. (2007), *Emerging bilingual speech: from monolingualism to code-switching.* A case of young Estonian Russian-speakers. ORCID iD iconhttps: //orcid.org/0000-0001-8082-3549.

الدراسات
باللغة الإنكليزية