Code-Switching Among Bilingual Iraqi Speakers in Simultaneous Translation : A Study of English Usage in Multilingual Communities

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التحويل اللغوي بين المتحدثين العراقيين الثنائيي اللغة في الترجمة الفورية: دراسة حول استخدام اللغة الإنجليزية في المجتمعات متعددة اللغات

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المستخلص

أُجريت هذه الدراسة للتحقيق في ظاهرة التحول اللغوي بين الطلاب العراقيين الذين يجيدون لغتين. يشارك في هذه الدراسة طلاب من قسم الترجمة في كلية الآداب بجامعة المستنصرية. تعتمد هذه الدراسة على منهجين: الملاحظة والمقابلات شبه المهيكلة. شارك في هذه الدراسة خمسة وعشرون طالبًا وطالبة من العراق، تتراوح أعمارهم بين ٢٢ و ٢٤ عامًا. يُستخدم اللغة الإنجليزية بشكل متكرر في الأوساط غير الرسمية مثل المناسبات الاجتماعية والمحادثات، مما يشير إلى أن التحول اللغوي شائع في المجموعات متعددة اللغات التي تمت دراستها. وقد أظهرت نتائج البحث أن درجة التحول إلى اللغة الإنجليزية بين المتحدثين الثنائيي اللغة تأثرت بالحالة الاجتماعية والاقتصادية، والعمر، والمستوى التعليمي. كما أظهرت الدراسة أن اللغة الإنجليزية تُستخدم كمؤشر على التقدم والرفاهية.

الكلمات المفتاحية: التحويل اللغوي، المتحدثون ثنائيو اللغة، الترجمة، الترجمة الفورية، المجتمعات متعددة اللغات.

Abstract

This study has conducted to investigate code-switching among Iraqi students who are bilingual. Students from the Department of Translation at the University of Al-Mustansiriyah's College of Arts are taking part in this study. This research makes use of two methods: observation and semi-structured interviews. A total of twenty-five male and female undergraduates from Iraq, ranging in age from 22 to 24, participated in this study. English is utilized frequently in informal settings like social events and talks, indicating that code-switching is common in the multilingual groups studied. The research demonstrated that the degree to which bilingual speakers code-switched into English was affected by socioeconomic status, age, and level of education. Furthermore, it demonstrated that English is utilized as an indicator of progress and affluence.
KeyWords; *Bilingual Speakers, Code-Switching, Multilingual Communities, Translation, and Simultaneous Translation.*

I. Introduction

1.1 Background of the Study

Since people are social beings that live in communities, languages are a tool that everyone uses in their daily lives to communicate with one another and exchange information. According to linguistic theory, a language is "an infinite set of well-formed sentences," according to David W. Carroll (2008).

Due to a variety of internal and external influences, the majority of people in the twenty-first century speak multiple languages. These include employment prospects, intermarriage, and ethnic origin. Linguistically speaking, those who are bilingual are known as bilinguals, and people who speak more than two languages are known as multilinguals. Bilinguals may continue to mix and switch between languages since they are multilingual. Code switching is the tendency to mix and switch between two or more languages during a same speech.

In literature, code-switching can be employed to authenticate dialogue or portray a character's cultural background (Matricciani, 2023). In order to reflect social language usage and appeal to a range of audiences, code-switching is widely employed in media, including television and digital platforms (Mawelle, 2019). Students who speak multiple languages can benefit from code-switching as a teaching technique in the classroom (Sevilla-Pavón, 2015).

1.2 Problem Statement

Among Arabic speakers of English in general and Iraqi speakers of English in particular, code switching from Arabic to English is a common occurrence. In their study of the behavior of Arab speakers of English as a foreign language in the United States, Abalhassan and Alshalawi (2000: 183) assert that "all respondents switched into English to some degree, without exception."

Additionally, code-switching between Arabic and English, particularly among Iraqi students, appears to be more prevalent and acceptable by non-specialist English speakers than by non-specialist English speakers. Nonetheless, code-switching into English is employed as a communication technique. The idea that code switching is a communication tactic is supported by a study conducted by Karima (2007). She asserted that CS between Arabic and French takes place in Morocco when Moroccan Arab speakers heavily and regularly switch between Arabic and French for communication, both within and outside of their group.

Even while code-switching has been extensively researched, little is known about the precise function of English in multilingual communities, particularly in areas where English is not the dominant language. There is a lack of knowledge regarding the social ramifications of this behavior as well as how and why English is used in these contexts. Nonetheless, the purpose of this study is to look into code-switching in simultaneous translation amongst bilingual Iraqi speakers.

1.3 Objectives of This Study

The objectives of this study are as follows;

1. To investigate if Iraqi students have the code –switching during the simultaneous translation.
2. To explain why do the Iraqi speakers have a code-switching during the simultaneous translation.

1.4 Research Objectives

The following are the research questions:

1. Do the Iraqi speakers have the code-switching during the simultaneous translation?
2. Why do the Iraqi speakers have a code-switching during the simultaneous translation?

1.5 Significance of this Study

This study has advantages on the basis of theoretical and practical:

1. Theoretically, this study provides a valuable knowledge on what is a code switching and how it is important for all speakers.
2. The findings of this study clearly shows the reasons of why the Iraqi speakers have a code-switching during the simultaneous translation as well as copping with them.

2.Literature Review

2.1 Code-Switching

Code-switching (CS) is a widespread practice both domestically and internationally. The practice of switching between languages while communicating is known as "code-switching." People all throughout the world regularly engage in everyday actions, which are usually carried out unconsciously and are frequently motivated by a variety of variables. Students must exhibit a thorough understanding of both cultures in addition to a thorough understanding of the basic goals and structures of two language systems in order to code effectively. According to Algarin-Ruiz (2014), code flipping is a persistent phenomenon in contemporary society that draws attention to differences among cultural, generational, and technical users. In the field of sociolinguistics, the term "code" in code-switching refers to a spoken or written communication system, such as a language, dialect, or variety. People are typically forced to choose between one or more codes, or to blend codes, according to Kremin et al. (2022). This suggests that switching between languages is common and takes many forms.

With translanguaging, code-switching is frequently employed incoherently and disjointly (Balam 2021). When a multilingual individual uses and honors their entire language repertoire rather than attempting to stay narrowly focused on a single speech, this is known as translanguaging. A sense-making process is being advanced through the use of translanguaging (Balam 2021). For example, translanguaging teachers use the first language (normally the medium of instruction) and once the utterance is complete, they repeat the utterance in a different language

(commonly the learners' mother tongue). As an alternative, Abeid Allah (2020) defines code-switching as a deliberate tactic used by presenters to close gaps and resolve issues during conversations.

2.2 Types of code switching

Code switching is defined as "the rapid succession of several languages in a single speech event" by Muysken (2000: 1). Tag switching, intersentential switching, and intra-sentential switching are the three categories into which Poplack (1980) divided code switching:

2.2.1 Tag switching

Attaching a tag from one language to a completely different phrase in the other language is known as tag flipping (Hamers and Blanc 2000: 259). At the bottom of the scale are switches that resemble tags. These consist of idiomatic expressions, tags, fillers, and interjections. Isolated words or phrases that have no grammatical relationship to the rest of the utterance are called tags. Additionally, the presence of a tag does not violate any grammatical rules. It involves inserting a tag phrase from one language—such as "you know," "I mean," or "right"—into an utterance from another language. O nee hier's 'n paar goedjies, sorry, for instance. (Apologies, there are a few items here.) (Van Dulm , 2002)

2.2.2 Inter sentential Code Switching

When a phrase or clause is in one language and the subsequent sentence or clause is in another, this is known as inter-sentential code switching (MacSwan 2005: 1). Therefore, "inter-sentential" here refers to the concept of "inter-clausal." As a result, the

switched units are larger segments that take more expertise to manufacture. As an illustration, I adore Horlicks Maar Hier's niks. (Even though I adore Horlicks, nothing is here.)

2.2.3 Intra-sentential Code Switching

The sentence boundary is when intra-sentential code switching occurs (Hamer and Blance 2000: 260). The most extreme kind of code swapping is this one. It integrates each L1 L2 L1 L1 grammar. June 2015, 197 languages, International Journal of Education and Research, Vol. 3, No. 6. The speaker is able to steer clear of grammatical errors since they are aware of the interactions between these two languages. As an illustration: - However, it's similar to "n bietjie van dit en "n bietjie van dat." (However, it's a combination of this and that.

2.3 Previous Studies

Several studies has been done on translation, Ali (2024) has conducted a study on three of the most important aspects of a interpreter's job are their presence, communication, and the efficiency of their information base. Therefore, it is stressed that a consecutive interpreter's ability to successfully translate relies only on their experience and capacity to control speaker-to-speaker communication. Additionally, interpreter's ability to communicate effectively and their knowledge base, which consists of both language and non-linguistic knowledge, allow them to confirm their attendance as an interpreter at numerous international conferences.

Mutair and Gaib (2023) explored the importance of notes in creating and conducting successive interpreting instruction. Teaching notetaking in CI can be difficult for both trainers and

trainees. However, students in CI training for Arabs encounter two kinds of challenges: those that are exclusive to Arabic-speaking trainees and those that are shared by nearly all interpreting language pairings. The study clarifies these kinds of difficulties by looking at three samples of successive interpreting classes for Arabs in Australian and Iraqi universities over a two-year period. The results demonstrated that although note-taking challenges are common to all language pairings, Arab students have more particular and subtle challenges that need to be addressed to guarantee successful interpreting in CI classes.

Shakir and al-Ka'by (2023) investigated the effectiveness of the two variables; collaborative translation use in English-Arabic interpretation of final debate conference held for the current Australian presidency, and the usability of Zoom as an interpretation tool.Based on House's methodology for evaluating translation and the opinions of a group of expert interpreters, the data analysis of this study demonstrated that the interpreters' performance and the quality of the translated material were successful.

3.Methodology

Academics and students from the University of Al-Mustansiriyah's College of Arts' Department of Translation are taking part in the research. This selection was made using purposive sampling techniques. Purposive sampling, as described by Creswell (2012), involves researchers actively seeking out study participants who are likely to supply the necessary   data.

This study primarily focuses on the participants' code-switching habit. This study includes twenty-five male and female undergraduates from Iraq, ranging in age from twenty-two to twenty-four. The primary purpose of this research is to analyze the code-switching (CS) practices of Iraqi students who use Informal Iraqi Dialect (INF-I-D) in their interpersonal communication.

For this study, the researcher used semi-structured interviews. Everyone taking part in this study is cognizant of the fact that they are subjects of a research study. Participants are also briefed on the process, which includes when to expect which sessions: observation and interview. In order to document the 25 Iraqi participants' conversations, the researcher utilized this gadget. Using the audio recording device, the researcher captured the talks that would provide light on the study's primary phenomenon. Every single word said by each of the twenty people who took part in this study was meticulously documented. The researcher acquired data and feedback to fulfill the study's objectives from the conversations. The researcher utilized this instrument to uncover, among other things, the forms of code-switching employed by the 25 participants.

Secondly, the researcher used interview sessions as a tool for data collecting. A lot of useful descriptive information was gleaned from the interviewees' responses. Data collected not only helped the researcher in her pursuit of the necessary information, but it also shed light on the participants' perspectives about CS use. To ensure that the people who would be interviewed about code-switching were prepared and willing to participate, the researcher

took the necessary steps before the interview. R.Q. was informed through the use of the semi-structured interview. Based on the findings of Q1, these questions were produced. All questions were double-checked by the researcher for any errors or discrepancies. The researcher captured the interviews using an audio recorder. The interviewees were given fifteen minutes to read and understand the questions. The audio data was transcribed according to the transcription symbols of Atkinson and Heritage (1984). In addition to that a thematic analysis is used to analyze the interviews.

4. Findings and Discussion

To answer research quest one (Do the Iraqi speakers have the code-switching during the simultaneous translation?). It is shown that code-switching is prevalent in the multilingual communities under study, with English being used frequently in informal settings such as social gatherings and conversations. The study anticipates that code-switching occur more often in specific domains such as politics and formal speeches, meeting and conferences during the practicing of Iraqi undergraduate students in simultaneous translation

To answer research question two (Why do the Iraqi speakers have a code-switching during the simultaneous translation? The study showed that social factors such as age, education, and socioeconomic status influenced the extent to which bilingual speakers use English in their code-switching. Additionally, it also shown that English is used as a marker of modernity and prestige, particularly among younger speakers and those in higher socioeconomic strata. Code-switching is likely to serve multiple

functions, such as expressing solidarity, enhancing communication, or signaling a shift in topic. English may be used strategically to express technical concepts or globalized ideas, while local languages may be used for more intimate or culturally specific discussions.

Conclusion

The function of English in code-switching among bilingual speakers in multilingual populations was clarified by this study. The study advanced our knowledge of language use in globalized environments by investigating the social, cultural, and linguistic elements that affect code-switching behavior. The study's conclusions have consequences for education, language policy, and sociolinguistic theory. Knowledge of English's role in code-switching can help guide language instruction and assist legislators in addressing concerns about language preservation and revitalization.

Future studies could examine how code-switching is influenced by digital media and how it functions in professional contexts. Additionally, longitudinal research might look into how patterns of code-switching evolve over time in response to changing social and cultural contexts.

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