Code-switching between Informal Iraqi Dialect and English Language among Iraqi Undergraduate Students at Baghdad University

"Mohammed Qasim Mohammed[1], Farhad Waleed Hameed[2], Mohamed Subakir Mohd Yasin[3]"
Faculty of Social Sciences and Humanities
Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia
"mmkk_87@yahoo.com[1], sadpoet42@yahoo.com[2], subakir@ukm.edu.my[3]"

Abstract

This study examines the use of code-switching in Informal Iraqi Dialect (INF-I-D) among Iraqi Arab speakers of English. The aim of the study is to identify the types of code switching among Iraqi speakers of English and the reasons for switching from Arabic to English language. Qualitative approach is applied in this research, which involved twenty Iraqi undergraduates who are fourth year students in different faculties at the bachelor level in Baghdad University- Iraq. The participants were males aged to 22 to 24. Two instruments, namely, an audio recording instrument and semi-structured interviews were used to collect the data. The results of the audio recording instrument revealed that the most recurring type of code-switching (CS) employed by the twenty Iraqi undergraduate students was intra-sentential CS. Besides that, the researcher analysed the intra-sentential CS in more specific categories. Hence, all the code-switching employed by the participants was the intra-lexical which is within word boundary. Consequently, the findings of this research show that most Iraqi students tend to switch to English language in smaller constituents (intra-lexical which is within word boundary). Furthermore, the results from the interviews found out that the reasons for the occurrence of code-witching were due to the lack of proficiency in L1, political scenario, impact of technological devices and the linguistic factor.

Keywords: Code-switching; language choice; Iraqi undergraduate students; Informal Iraqi Dialect

1.0 Introduction

Language contact is a common language phenomenon in any multilingual society. Contact between languages brings about variations and change in the languages. Winford (2003: 2) asserts that "such contact can have a wide variety of linguistic outcomes". In some cases, it may result in only slight borrowing of vocabulary, while other contact situations may lead to the creation of entirely new languages.

Among the phenomena of language contact are code-switching (CS) and code-mixing (CM). CS is the alternative use of two or more languages in the same conversation bilinguals. CM is the mixing of words, phrases within a sentence from two distinct grammatical systems in the same

speech event. Milroy and Muysken (1995) suggest that switching may occur between the turns of different speakers in the conversation, sometimes between utterances within a single turn, and sometimes even within a single utterance. In short, CS may possibly occur in different sentence levels: between sentences, clauses or within a single sentence.

Code-switching (CS) happens when the speaker switch to L1 to fill the gap with an appropriate word not known in L2 and vice versa (Eldridge 1996). Meanwhile Milroy and Muysken (1995) suggest that sometimes switching sometimes occur between the turns of different speakers in the conversation, sometimes between utterances within a single turn, and sometimes even within a single utterance. In short, CS may possibly occur in different sentence levels: between sentences, clauses or within a single sentence. In addition, Myers-Scotton (1993) describes that the term CS as either inter-sentential switching (between sentences) or intra-sentential switching (within a single sentence or sentence fragment). In addition, Poplack (1980) has also categorized code switching into three types which are tag-switching, inter-sentential switching and intra-sentential switching.

According to Eldridge (1996), there are three possible reasons for the occurrence of CS from one language to another. The first reason is the linguistic factor, whereby the speakers employ CS when they cannot express themselves in one language. As a result, they switch to another language to compensate for the lack of proficiency in that language. The next reason is the Psychological factor. In such a case, CS is evident when speakers want to express solidarity with a particular social group or to include other speakers. On the other hand, the function of switching can also exclude others who do not speak the same language from a conversation. Finally, the Social-Psychological factor involves switching when the speakers want to convey their attitude to the listener.

1.1 Statement of the Problem

Code switching is a common phenomenon. It has attracted linguists' attention; hence it is being studied in a variety of perspectives. Milroy and Muysken (1995) defined Code-switching as the use of two or more languages by the same speaker during the same conversation. It seems clear from the definition above that code switching may occur between two or more languages such as: Arabic and English language. In some cases, code switching may result in only slight borrowing of vocabulary, while in some situations it may lead to the creation of entirely new languages.

It is widely observed that code switching from Arabic to English as a phenomenon among Arabic speakers of English in general and among Iraqi speakers of English in particular. Abalhassan and Alshalawi (2000: 183) studied behavior of Arab speakers of English as a foreign language in the United States they claim that, "without exception, all respondents switched into English to some degree".

Furthermore, code switching from Arabic to English language especially among Iraqi students seems to be more common and accepted by the non-specialized speakers of English language rather than by those who do not specialize in the English language. However, Code-switching into English language is used as a communicative strategy. A study done by Karima (2007) supports this point that code switching is as a communicative strategy. She claimed that CS occurs from Arabic to French in Morocco when Moroccan Arab speakers switch massively and

frequently from Arabic to French as their means of communication, not only amongst themselves but also with others, outside their group.

Although Iraqi undergraduate students of the non-specialized speakers of English language used to code-switch most of the time, they sometimes encounter problem when communicating with other Iraqi students. Based on the experience of the researcher who was a student in the University of Anbar, some or most Iraqi undergraduate students have the tendency to switch from Arabic to English language when they communicate in Informal Iraqi Dialect (INF-I-D) with Iraqi undergraduate students. These students use solely Arabic for their daily interactions. As a result, there may be a confusion and misunderstanding in their use of English language. Also, there may be negative effects on the first language when these students misuse terms in the English language during communication. According to Sert (2005), the use of code switching may bear negative long term effects on the users of code switching in their first language as it may lead to loss of fluency in L1. Therefore, in this study, the researcher aims to identify the types of code switching patterns among Iraqi students and the reasons for switching from Arabic to English language.

1.2 Objectives of the Study

1- To identify the type of code switching patterns among Iraqi students at Baghdad University
2- To investigate the reasons Iraqi students switch from Arabic to English language.

1.3 Research Questions

1- What are the types of code switching patterns among Iraqi students?
2- What are the reasons for CS from Arabic to English language among Iraqi students?

1.4 The Significant of the Study

This study is significant because it provides a more detailed description of code switching phenomenon and its domain type as exhibited in the speeches of the Iraqi students. Besides that, the researcher is keen to know the reasons for the tendency to switch or mix language use between INF-I-D and English language among Iraqi students. The significance of the study stems from its contribution in the provision of significant input through findings of CS in INF-I-D in the fields of linguistics and sociolinguistics together with supporting previous studies.

## 2.0 Literature Review

2.1 Types of code switching

Muysken (2000: 1) refers to code switching as "the rapid succession of several languages in a single speech event". Poplack (1980) has categorized code switching into three types which are tag-switching, inter-sentential switching and intra-sentential switching:

2.1.1 Tag switching

Tag switching involves attaching a tag from one language to an utterance entirely in the other language (Hamers and Blanc 2000: 259). Tag-like switches are at the bottom of the scale. These include interjections, fillers, tags and idiomatic expressions. Tags are isolated words or phrases which are not related syntactically to the rest of the utterance. The occurrence of a tag does not break any grammatical rule either. It is the insertion of a tag phrase from one language into an utterance from another language (e.g. you know, I mean, right) **For example**:

- O nee hier's 'n paar goedjies, sorry.

- (Oh no, there are a few things here, sorry.)

**(Van Dulm 2002: 64)**
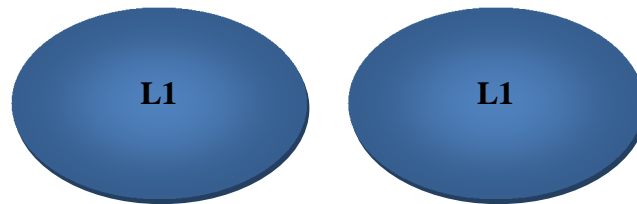
2.1.2 Inter sentential Switching

Inter-sentential code switching involves switching at sentential boundaries (MacSwan 2005: 1), where one clause or sentence is in one language and the next clause or sentence is in the other. Thus, the term "Inter-sentential" here subsumes the notion 'inter-clausal'. Hence, the switched units are larger segments where more knowledge is required to produce this kind of switches. For example:

- I love Horlicks *maar hier's niks.*
- (I love Horlicks but there is nothing here.)

**(Van Dulm 220: 64)**
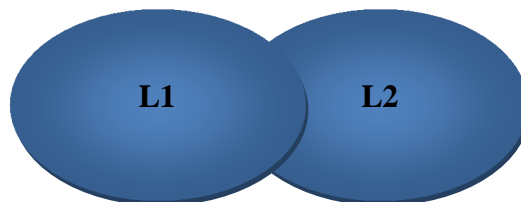
2.1.3 Intra-sentential switching

Intra-sentential code switching takes within the clause boundary (Hamer and Blance 2000: 260). This type of code switching is the highest on the scale. It combines the grammar of each

language. The speaker knows how these two languages interact and thus, is able to avoid ungrammatical utterances. **For example:**

- But it's sort of like *'n bietjie van dit en 'n bietjie van dat.*

- (But it's sort of like a bit of this and a bit of that.)

(Van Dulm 220: 64)
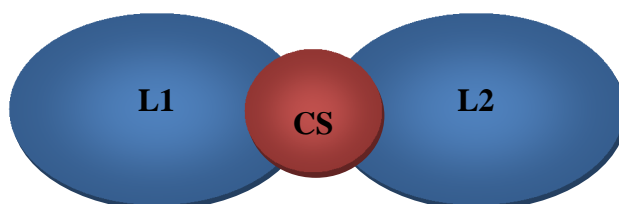
2.2 Previous Studies

A study on Saudi Arab speakers of English (a group of twelve Saudi graduates) in the United States was conducted by Abalhassan and Alshalawi (2000). They affirmed that all students code switch bilingually from Arabic to English, but in varying degrees. They further stated that "there appears to be a correlation between the level of complexity of the bilingual code-switches and the respondents' level of proficiency in English" (2000: 185). Furthermore, they indicates that the reasons behind switching from Arabic to English language are due to the lack of knowing or forgetting the term in Arabic and the ease to say it in English. The table below provides a clear picture of the results.

Reasons for respondent's code-switching	percentage
Not knowing the term in Arabic	49.2
Forgetting the term in Arabic and the ease to say it in English	36.2
Prior orientation to topic being in English	7.9
Showing off	3.7
Avoidance of taboo in Arabic	3.0

Most Arabic countries are monolingual in nature. Therefore code switching occurs only between local varieties but not between major languages, normally switching from formal to informal variety or vice versa. Reem (2006) stated that all Arabic countries have been described as diglossic speech communities where high and low varieties are used. She pointed out the example of Egypt, where two dialects are spoken; The Modern Standard Arabic and the Egyptian Colloquial Arabic. Ferguson (1972) in Reem (2006: 5). "In diglossic communities there is a highly-valued H (high) variety which is taught in schools and is not used in daily communications and the L (low) variety is the one used in conversations".

Zain and Koo (2009) did a study on the Malaysian perspective of communicative functions and reasons for code switching during social interactions among ten Tamil speaking undergraduate students of the University Putra Malaysia, Malaysia. Their interactions in different identified domains involving three languages; Tamil, Malay and English were looked into. He found that the main reason for code switching is because of habitual expression which is related to the

psychological aspect of behaviour. The socio-political and linguistic situations in Malaysia to show that the speaker has command over that language are also a contributing factor for code switching.

Another study was done by Ariffin and Husin (2011) on code switching and code mixing of English and Bahasa Malaysia in content-based classrooms by looking at the frequency and attitudes. The study was done in a public university in Malaysia which prescribes English as the medium of instruction for all courses taught. They found that code switching and code mixing of English and Bahasa Malaysia occur extensively in the instructors' speech in the classroom. As for the frequency of the communicative behaviour and both the instructors' and students' attitudes towards it reveal that instructors frequently code-switched and code-mixed between the two languages in the classroom. It was found that the occurrence of these phenomena was related to the instructors', as well as the students' own linguistic competence, and the purpose of facilitating effective teaching and learning.

Looking at the studies done in the area of code switching, a new finding on the types and reasons behind the code switching phenomenon among Iraqi undergraduate students in a University domain can be achieved since very few studies have been done emphasizing on code switching in Iraqi context.

3.0 Methodology

3.1 Participants

The participants for this research are students from the University of Baghdad in Iraq. They were chosen based on purposive sampling. According to Creswell (2012) in purposive sampling, the researchers intentionally select the participants who are expected to provide the required data for a particular study. In this research, the central phenomenon is the behaviour of the code-switching among the participants. The number of participants in this study is twenty Iraqi undergraduate students who are solely male participants aged to 22 to 24. They are from one ethnic group, but are studying in different faculties in the University of Anbar- Iraq. The focus of the study is aimed at examining the use of code-switching (CS) from Arabic to English language among Iraqi students who use Informal Iraqi Dialect (INF-I-D) in their communication with one another.

3.2 Instruments

The two instruments used in this study are Observation and Semi-structured interview. The participants of this research study are informed of the instruments used for data collection. The participants are also instructed of the procedures i.e. the observation sessions will be followed by the interview sessions.

3.2.1 An audio recording instrument

The researcher used this instrument for recording the conversations of the twenty Iraqi participants. The researcher used the audio recording instrument to record the conversations that the researcher collected to help understand the central phenomenon under study. In this research project, the researcher recorded all the conversations carried out by the twenty participants. From the

conversations, the researcher gathered data and input to fulfil the objectives of this study. One of the items that the researcher elicited from this instrument was the types of code-switching used by the twenty participated. The duration allocated for the implementation of this instrument was only two weeks.

3.2.2 Semi-structured interview

The second instrument utilized by the researcher for the collection of data was the interview sessions. The researcher managed to collect descriptive data expressed by the participants during the interview sessions. The data gathered revealed the participants' views about the use of CS as well as provision of new input to the researcher in his quest to obtain the required data.

Before the interview session, the researcher made preparations to make sure that the research participants are ready and willing to be interviewed on the use of code-switching. The semi-structured interview was employed to provide input for R.Q. (2). Four interviewees were chosen randomly among the whole group of 20 participants.

The questions were generated based on the results of Q1. The researcher examined all questions to locate for mistakes or inconsistencies in them. The researcher used an audio recorder to record the interviews. 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.
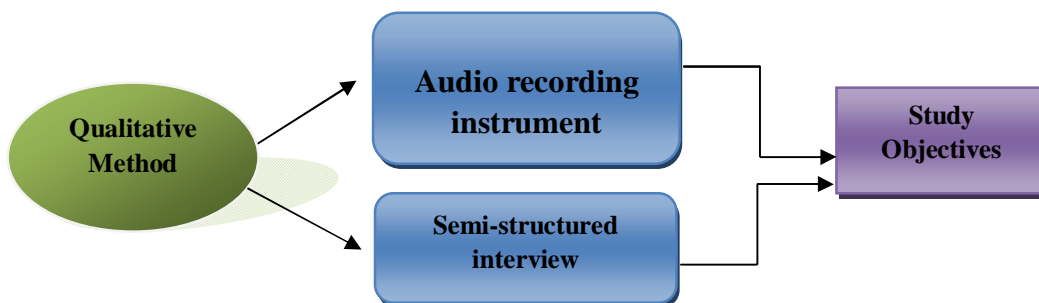

Figure 1, Research Design

3.3 Data Collection

The data for this study were obtained from the recordings of the conversations. The data were collected through an audio recording instrument which was an audio recorder. All the participants were informed of the data collection process. They were briefed on the context of this study, which requires conversations pertaining to issues and matters in the domain of university. However, the research questions or objectives were kept as confidential to avoid cases such as self-initiated code switching in their conversations.

The researcher entered the site and observed the code switching patterns as a non-participant. All the participants agreed to contribute data for this study. A total of four conversations were recorded and the duration of each conversation was 25 minutes. The recordings took place around the university campus during lunch and break time. The natural data were gathered from audio-

recorded conversations that were held in informal places such as in the canteens and at the foyer of Baghdad library the common places where the students meet up during their break. The natural data were transcribed using the Jefferson's transcription convention.

The second instrument utilized for data collection was the implementation of semi-structured interview. Through these interviews, the researcher was able to collect descriptive data expressed by the interviewees and later used the data to explore the reasons for code switching.

3.4 Procedure for Data Analysis

The qualitative data was obtained from the audio-taped conversations of the participants in Baghdad University during lunch and leisure time. The recording for each conversation was 25 minutes. Altogether, 4 audio-taped conversations were used for this research study. After that the data collected were prepared for the analysis process. Firstly, the recorded conversations of the participants were transcribed using the Jefferson's transcription convention. Secondly, the occurrences of code switching in all the conversations were highlighted. Thirdly, all the highlighted occurrences of code switching were classified into the respective types. After the completion of the analysing process, the final stage was the description of the findings and discussion. Figure 2 shows the procedure for the data collection.

STEP 1

Participants are chosen based on purposive sampling

STEP 5

Results are derived and discussed

STEP 2

Four conversations are audio taped if 25 minutes each time

STEP 4

Data are analyzed based on the types and reasons for code-switching

STEP 3

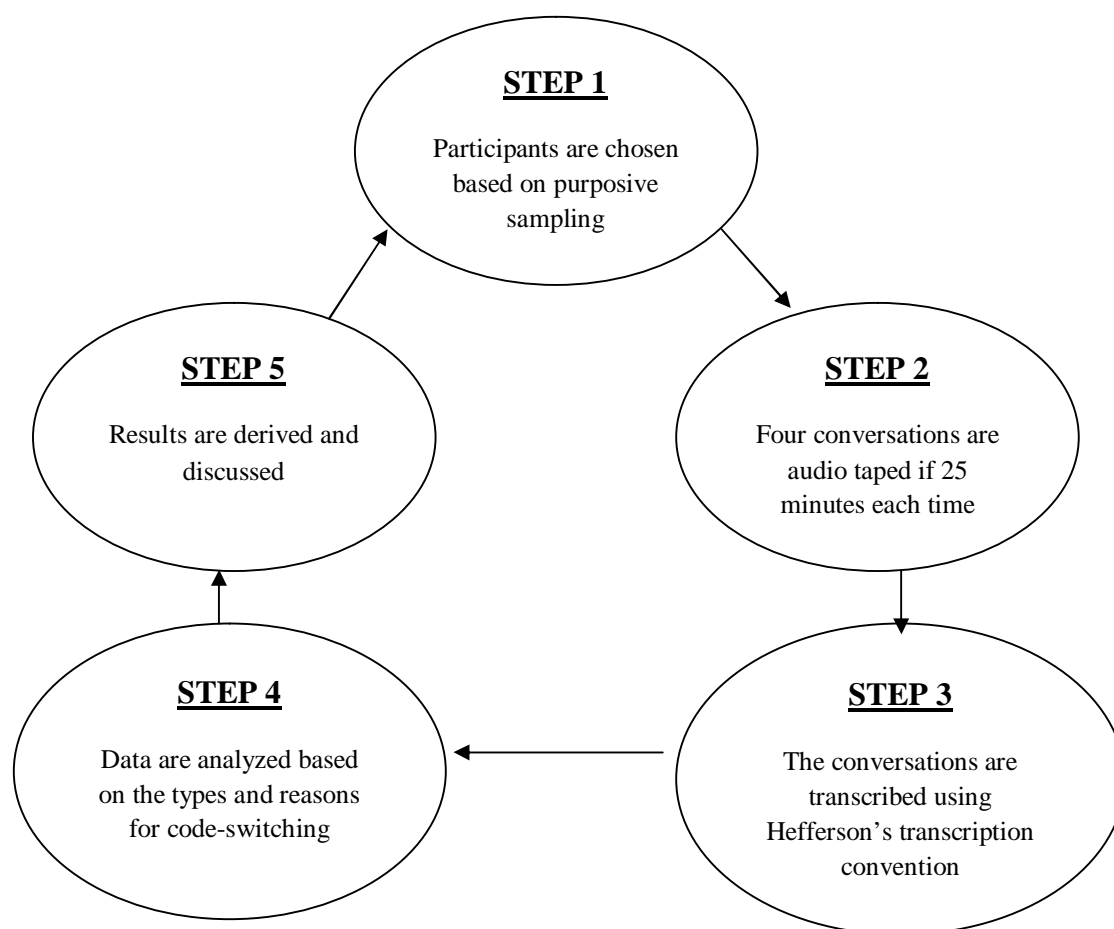The conversations are transcribed using Hefferson's transcription convention

Figure 2, Procedure for Data collection and Analysis

4.0 Results

Code-switching is defined as the alternative use of two or more linguistic varieties within the same utterance or during the same conversation (Myers, 1990; Wardhaugh, 2010). According to Poplack (1980), there are three types of code-switching namely tag-switching, inter-sentential-switching and intra-sentential switching. The occurrences of code-switching in all the four conversations of the participants of this research study are analysed for the types and reasons for code-switching.

4.1 Results Obtained From Audio Recording Instrument

The data obtained from the audio recording instrument revealed that the Iraqi undergraduate students of Baghdad University-Iraq code-switched from INF-I-D to English language. The researcher also obtained data that revealed on the types of CS from INF-I-D to English language. Among the twenty Iraqi undergraduate students who participated in this research, the most recurring type of CS employed by them is intra-sentential CS. With this data, the researcher is able to analyse the intra-sentential CS in more specific categories. Generally, the two types of intra-sentential CS include intra-lexical CS whereby the switching of one language to another occurs within word boundary, and intra-phrasal CS whereby the switching happens within phrasal boundary. Abdul Hakim (2001) and Dayang Hajjah Fatimah (2007) stated that the two types of intra-sentential CS are intra-lexical that occurs within word boundary, and intra-phrasal that occurs within phrasal boundary. The table below shows sentences in the complete form with elements of intra-sentential. These sentences are used by Iraqi undergraduate students when they communicate with others in Informal Iraqi Dialect (INF-I-D).

Table 1: English and Arabic Code-switching

NO	Arabic Sentences in (INF-I-D)	English Sentences in English Language
1	Hathehi albedhaah ***stock***	These goods are ***stock***
2	Ibni ureed ***bicycle***	my son wants ***bicycle***
3	Ishtarait ***tire*** jadeed li seiyarati Besabab ***tire*** kadeem fihi ***puncture***	because the old ***tire*** has ***puncture*** I bought new ***tire***
4	Al bariha Ronaldo sajal ***goal***	yesterday Ronaldo scored ***goal***
5	Limatha tartadi ***tracksuit***	why do you wear ***tracksuit***
6	Oreed li obadil ***battery*** mal ***mobile***	I want to change the ***battery*** of my ***mobile***
7	Ighli al ma'a bil ***kettle***	boil the water by ***kettle***
8	Momkin ta'atini ***remote control***	could you please pass me the ***remote control***
9	Indak ***miscall*** wa ***message*** fi mobilak	you got one ***miscall*** and ***message*** in your mobile
10	Bashar indak ***spanner*** li usalih pipe	Bashar do you have please ***spanner*** to fix the ***pipe***
11	***T-shirt*** anta mirtadeeh jameel lakin hajmuh ***large*** ow ***medium***?	Your ***T-shirt*** is nice but its size is ***large*** or ***medium***?

12	Momkin toshaghil *radio*	can you please switch on the *radio*
13	Ana kul yaum indi nafis *routine* ati ila maktaba	I have the same *routine* every day that I come to library
14	Kul yaum ana athhab ila *cafeteria* fi pusanika li akul nafis akil	every day I go to *cafeteria* in pusanika to eat the same food
15	Momkin ta'ati ma'aya lishtari *robe* wa *jacket* li zowjati	would you please join me to buy a *robe* and *jacket* to my wife

Table 2: English and Arabic Code-switching

NO	Arabic Sentences in (INF-I-D)	English Sentences
1	Inteeni il *wire* minfadlak	Give me the *wire* please
2	Mihtadge to ishtari *plug*	I need to buy *plug*
3	Iathan mehtadge *drill* li insha'a *plug*	Also I need *drill* to install the *plug*
4	Shukti tamluk *design* hulu	My apartment has nice *design*
5	Ana yajib usalih il-*pipe* mal hamam	I have to fix the *pipe* of the bathroom
6	Sawfa ashwi samaka bil *oven* mal sadeeki	I will grill the fish by friend's *oven*
7	Il-bareeha hakam a'ata *penalty* li real Madrid	Yesterday the referee gave *penalty* to real Madrid
8	*Gear* il-a'adi afdhal min *automatic*	Manual *gear* is better than *automatic* one
9	Il-hakam a'ata *foul* ghairsaheeh li Nani	The referee gave incorrect *foul* to Nani
10	Wein il-*torch* ureed li ashoof sho fi dakhil il-ghurfa	Where is the *torch*, I need to see what inside the room
11	Momkin tarshidni ita *toilet* min fadhlak	Could you please guide the *toilet*
12	Shghil il *air-conditioner*	Switch on the *air-conditioner* please
13	Areed aghsil malabsi fi *washing-machine*	I want to wash my clothes in *washing-machine*

Table 1 tabulates examples of intra-sentential code-switching. Although there are intra-lexical (within word boundary) and intra-phrasal (within phrasal boundary) CS, the results of the present study indicate that all the sentences are intra-lexical which is within word boundary. Consequently, the findings of this research show that most Iraqi students tend to switch to English language in smaller constituents rather than in major ones.

Furthermore, the findings also show that participants use numerous words that are technology based. For example, ***download, email, internet, connect, sign in, sign out, log in, log out, keyboard, article and click.*** This is supported by the two sentences below:

3   *Takdar tajid al article min internet indama tadhghat click ala download*

4   **Translation:** (you can get the article from internet when you click on download)
5   *inta connect ila internet?*
6   **Translation:** (did you connect to the internet).

In addition, the data obtained from examples of the audio recordings also reveal that the participants use English language in most of the social expressions (to greet, apologize, thanks). The most widely used social expressions in their daily communications with others are such as "***thanks, thank you, okay, alright, sorry, please***.

4.2 Results Obtained From the Interviews

Three participants were selected for the interview session from the total number of participants. Most the students claimed the occupation of foreign powers in Iraq in 1914 and 2003 has influenced the use of CS among the younger Iraqis. They indicated that during the time of their birth, many English terms and words have been in use widely in daily communications. Consequently, they learn to use these terms or words from young.

> *"When I born ,all my family and friends use these words in their daily conversations with others."*

> *"Actually long time before I using these words when I walk to my friends, brothers, sisters. I think we got these words from British in 1920 and also 2003."*

It is clear that the Iraqis were affected by British and Americans when they occupied Iraq. Hence, the occupation of the western power in Iraq has brought about extensive borrowing of words from English language to be used in their daily communications.

The interviewees also revealed the reason why Arabic is not used to describe certain items or concepts. They pointed out that they sometimes forget the words or terms in Arabic. On the contrary, the English words for these items or concepts came easily in their mind.

> *"Basically it is easy for me I mean easy the English word comes to my mind rather than Arabic; I don't know I used to utter some English words frequently"*

Furthermore, the interviewees divulged that technology has played a major influence in the use of English terms in the participants' communication. The effects of smart phones, laptops , Internet ,Facebook, twitter, and chat programs take an important role in occurring code-switching among Iraqi students.

> *"I think we use technology tools in our daily times I mean for example I use every day login to facebook and have many foreigners friends also whatsapp, viber, instgram or twitter and extra"*

Besides that, the interviewees revealed that they were interested in using English language in their daily communication. But they feel shy, lack confidence and are worried of being embarrassed in front of others and may affect negatively L1. They realize the importance of English language throughout the world. Among the common reasons they gave were:

> *"Now, English language is very important in any place and any time. Indeed I am interested using English but I am shy to use it among my friends. It's like valid visa for anytime and also might affect my Arabic language."*

5. Findings and Discussion

The findings from the instruments used to conduct this research (audio recording instrument and semi-structural interviews) revealed four reasons that have attributed to the use of code-switching.

The findings of the current research demonstrated that Iraqi students have the tendency to employ CS in intra-sentential context. The methods of code-switching applied by participants allow the others to understand their speech. Hence, code-switching occurs to help the participants accomplish their conversational goal.

The first reason for the use of code-switching is compensation for lack in L1 proficiency. The speaker may not be able to express the intended meaning in L1, so they switch to other languages to compensate for the lack in L1 proficiency. Some of the participants switched because they do not know the words in Arabic. As a result, they used words in English are to fill in the gap to complete their utterance or exchange.

Intra-sentential code-switching refers to the change in the speaker's language choice when the situation remains the same. Intra-sentential switches occur in the middle of a sentence, for example saying half the sentence in Arabic and continuing the other half in English language. For example, *'Arid ashtari robe ghadan'*. The speaker began the utterance in Arabic, then shifted to English language and finally went back to Arabic. In this case, speakers filled the gap in their utterances as a communicative intent.

Furthermore, this type of intra-lexical (within word boundary) occurs only to fill the gap in conversations as a communicative intent. Most Iraqi students switch within word boundary in their conversations due to their inability to recall the terms in Arabic or they are accustomed to using these terms in English language. A study done by Abalhassan and Alshlawi (2000) supports the findings of the present study that the participants used words in English language in their daily communication since they were unable to recall the terms in Arabic. Thus, the results obtained from the research study by Abalhassan and Alshlawi (2000) are in accordance with the current study that the participants switch to English language for reasons either they do not know the terms in Arabic as they are unable to recall the words in L1 or they find it easy to say the terms in English language due to prior orientation to the topic in English language.

The second reason for the use of code-switching is the influence of technology and media. The range of technologies available for use in language learning and teaching is simply endless.

There are numerous and diverse technological applications for use in the teaching and learning processes in classrooms all over world. Some of these applications have become integral to language practice in a world where laptops, tablets, computer and mobile phones have become part and parcel of everyday life. Many words in the English language have adopted new meanings such 'click, mouse, download, flash and monitor'. These words are now commonly used in one's conversations.

The examples below illustrate the use of technology and media.

7   (***Takdar tajid al article min internet indama tadhghat click ala download***).
8   (You can get the article from internet when you click on download).
9   (***inta connect ila internet***)
10 (did you connect to the internet).

A study carried out by Sabti and Chiachan (2014) supports the findings of the current study. They claimed that technology plays a vital role in improving the student's English language proficiency and has also contributed to an increase in the student's vocabulary. Hence, the use of terms and vocabulary related to technology and media has influenced code-switching among the speakers.

The third reason for the use of code-switching is the occupation of foreign power. The political scenario in Iraq showed the occupation of foreign power in particular USA. When Iraq was seized by the Americans, the Iraqis borrowed numerous words in English language for daily communication. Similarly, when Malaysia was colonized by Britain in the 19th century many English terms were used in Malay language. For example, '*bas, televisyen, nasional*'. This has caused huge impact to the Malay language. These words are now commonly used by Malaysians in their daily communications as these lexical items are part of the standard Malay language. A study by Karima (2007) supports this present research. She clarified that Moroccan Arab speakers were affected by the French occupation. These speakers switch immensely and frequently from Arabic to French in their daily communication not only amongst themselves but also with others, outside their group. Likewise, the Iraqis code-switch from Arabic to English language because the words like '*go, come, raise your hand, stop, dangerous, terrorist, gun and weapon*' are used widely in conversations and social exchanges between the local Iraqis and Americans who stayed in Iraq during the days of western political power in Iraq.

The fourth reason for the use of code-switching is the Linguistic factor. This factor is another reason for code-switching in Iraq. According to Cook (2013) linguistic factor deals with 'nature referential', which means the speakers switch because the speakers are unable to locate words or terms for the description of certain things in a particular language. Generally, this reason is more linguistically in nature. In such a case, the speakers use words from another language that they are more familiar with to express the intended meaning. In addition, David (2003) states the same reason as to why speakers switch code in their speeches when they could not find the equivalent meaning or word in the particular language. For example:

11   Inteeni il *wire* minfadlak
12   **Translation**: Give me the *wire* please

It is clear that speakers switch code when they encounter difficulties in finding the right words for certain items or concepts. Hence, they resort to code-switching. In other words, a person switches code in order to avoid areas of structural complexity. Eldridge (1996) posits that when speakers switch code at phrase or sentence level, it is typically to convey meanings to the listeners. This means that speakers simplify language use by opting code-switching to overcome the difficulties in locating the words in the language of communication.

6. Conclusion

It can be concluded that code switching is not interference to a language. Rather, it supplements speech. It is also used due to the speakers' inability to use certain expressions. As the speakers want to convey their attitude to the listener, they switch to provide continuity in speech rather than to present interference in language. This study might not have a large number of samples but it can be considered a valuable contribution. Also, the findings of this study are not sufficient to make any generalizations on the nature of code-switching among Iraqi undergraduates hence cannot represent the whole population of Iraqi students. Moreover, the findings of the present study indicate that the native speakers in countries that are occupied by other forces are likely to code switch. The findings also reveal that advancement in technology has caused more Iraqis use English language rather than Arabic to describe terms, concepts or items that are related to technology.

REFERENCES

Abalhassan, K. & Alshalawi. (2000). Code switching Behavior of Arab Speakers of English as a
        Second Language in the United States. Arizona State University.

Abdul Hakim Yassi. (2001). Indolish (Indonesian-English): Toward a typolpgy of Indoensian-
        english.   code-switching.   [Online]   Available:
        www.pascaunhas.net/jurnal.pdf/vol_2_4/hakim-5pdf. [November 2001].

Ariffin, K., & Husin, M. S. (2011). Code-switching and code-mixing of English and Bahasa
        Malaysia in content-based classrooms: Frequency and attitudes .*The Linguistics
        Journal*, *5*(1), 220-247.

Cook, V. (2013). *Second Language Learning and Language Teaching.(4th Ed*.). Routledge.

David, M. K. (2003). Role and functions of code-switching in Malaysian courtrooms. *Multilingua*, *22*(1), 1-20.

Eldridge, J. (1996). Code-switching in a Turkish secondary school. The ELT Journal. 50 (4): 303-311.

Fatimah, D. H. (2007). Code-switching in a multilingual environment. Perak: Penerbit Universiti Pendidikan Sultan Idris.

Hamers, J. F., & Blanc, M. H. (2000). *Bilinguality and bilingualism*. Cambridge University Press.

Karima, Z. (2007). Development and Linguistic Change in Morocco Arabic-French Codeswitching. [Online] Available: (http://books.google.com.my/books?id=XTgwXs6gOWYC&lpg=PT2 89&ots=P07nPdclUv&dq=arabic%20code%20switching&pg=PT289#v=onepage&q=arabic %20code%20switching&f=false).

MacSwan, J. (2005). Codeswitching and generative grammar: A critique of the MLF model and some remarks on "modified minimalism". *Bilingualism: language and cognition*, *8*(01), 1-22.

Milroy, L. & Muysken, P. (1995). One speaker, two languages: code-switching and bilingualism research. Cambridge: Cambridge University Press.

Milroy, L., & Muysken, P. (1995). Introduction: Code-switching and bilingualism research. *One speaker, two languages: Cross-disciplinary perspectives on code-switching*, 1-14.

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

Myers-Scotton. (1993). Social Motivations of Code-Switching: Evidence from Africa. Oxford: Oxford University Press.

Poplack, S. (1980). Sometimes i'll start a sentence in spanish y termino en espanol: toward a typology of code-switching1. *Linguistics*, *18*(7-8), 581-618.

Reem, B. (2006). Functions of code switching in Egypt. Evidence From Monologues. Printed in the
        Netherlands.

Sabti, A. A., & Chaichan, R. S. (2014). Saudi high school students' attitudes and barriers toward the
        use of computer technologies in learning English.*SpringerPlus*, *3*(1), 460.

Sert, O. (2005). The Functions of Code-Switching in ELT Classrooms. *Online Submission*, *11*(8).

Winford, D. (2003). An introduction to contact linguistics. Malden, MA: Blackwell Publishing.

Zain, A. M., & Koo, Y. L. (2009). Weblogging as a multimedia literacy event: Analyzing the
        discourse space of a student blogger's Speech Community.*Malaysian Journal of ELT
        Research*, *5*, 1-26.