



RESEARCH ARTICLE

Investigating Code-Switching Patterns: Iraqi Arabic ESL/EFL Learners in English Language Contexts

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ARTICLE INFO	ABSTRACT
Received: Oct 19, 2024 Accepted: Dec 20, 2024	The present research focuses on the pragmatic process of code-switching in the context of Iraqi Arabic learners of ESL and EFL. Interleaving, explicitly using two languages in a given conversation, is common in bilingual settings that provide a window into sociolinguistic interactions and underlying linguistic abilities. The development of the study is geared towards pattern analysis, motivation, and language features of Arabic-English code-switching within the context of learner-Iraqi. The approach is quantitative surveys of 50 Iraqi Arabic learners and qualitative data from interviews. Key findings reveal that learners make inter-sentential, intra-sentential, and tag-switching types of interactional code-switching based on contextual factors such as speakers' language choices and pragmatic needs. Reasons range from issues of language deficiency to the need to be clear and preserve ethnic origins. Cognitive factors demonstrate an automatic language-switching procedure that can facilitate vocabulary accumulation and language learning. Even though the importance of code-switching as a linguistic resource is evident, the study shows that there are difficulties both in maintaining a native language-oriented approach and in developing English as a second language acquisition. This research enhances the knowledge of the relationship between bilingual communication and identity within the ESL/EFL context, focusing on the impact of code-switching in language and cultural learning. The study offers guidance on how instructors can use code-switching to improve first language acquisition without undermining the students' cultural background. Further research is suggested to analyze how technology-aided code-switching is developing in computer-mediated communication.
Keywords Code-switching Iraqi students EFL/ESL Arab students English Language	
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INTRODUCTION

Language is a multifaceted tool for communication, offering unique insights into the complexity of human interaction. One captivating aspect of language use is code-switching, where individuals seamlessly transition between two languages within a single conversation. The intricacy of human connection may be better-understood thanks to the many facets of language as a tool for communication. Code-switching, in which speakers fluidly flip between two languages during a single discussion, is an intriguing feature of language usage. (Liu & Smith, 2020) The use of terms from two different languages in a single discussion or discourse is known as "code-switching," and it is common among multilingual people (Yow et al., 2017). This phenomenon is especially noteworthy when it is seen in ESL/EFL (English as a Second/Foreign Language) Iraqi Arabic learners. For these language learners, the interaction between their native Arabic—Modern Standard Arabic (MSA) or the Iraqi dialect—and learned English is both a linguistic conundrum and a crucial facet of their

language-learning experience. The current research proposal seeks to explore the nuances of code-switching in English among Iraqi Arabic ESL/EFL learners, with the goal of uncovering the underlying processes and sociolinguistic factors that shape this fascinating linguistic phenomenon. For ESL/EFL learners, code-switching is very important because it can help bridge language ability gaps. Iraqi Arabic's connection with learned English involves both native Arabic speakers, whether they speak Modern Standard Arabic or the Iraqi dialect. A key component of their language-learning journey is managing the difficulties of learning English for ESL/EFL students (Narayan, 2019). The current research proposal seeks to explore the nuances of code-switching in English among Iraqi Arabic ESL/EFL learners, with the goal of uncovering the underlying processes and sociolinguistic factors that shape this fascinating linguistic phenomenon. This proposed project can be completed in one semester.

1.2 Research Problem

The daily lives of Iraqi learners are marked by the coexistence of Arabic and English languages, offering a captivating puzzle: how do these learners navigate the intricate process of code-switching between these two distinct linguistic realms? This study aims to shed light on this issue by investigating the patterns, motivations, and cognitive processes involved in code-switching among Iraqi learners. Understanding the dynamics of code-switching in this specific context holds the potential to enhance language learning strategies and promote effective bilingual communication.

1.3 Research Questions

My study will address the question, what are the prevalent patterns and linguistic features that characterize Arabic English code-switching among the Iraqi Arabic ESL/EFL learner participants in this study?

1.4 Aim of The Study

This research aims to investigate code-switching in English among Iraqi learners, guided by the following objectives:

1. To identify the prevalent patterns and linguistic features that characterize code-switching among Iraqi Arabic ESL/EFL learners in English language contexts (Auer, 1998).
2. To assess the impact of code-switching on language acquisition, cultural identity, and language attitudes among this distinctive population (TESOL International Association, 2021).

2. LITERATURE REVIEW

Researchers have been fascinated by the phenomena of code-switching, which is the alternation between two or more languages or dialects during a single conversation, for decades due to its complexity and the insights it offers into bilingual and multilingual communication. With an emphasis on Arabic-English code-switching among Iraqi ESL/EFL learners in English language environments, this literature review intends to analyze existing studies on code-switching patterns, motives, and cognitive processes. This review aims to lay a framework for the planned investigation into the code-switching behavior of Iraqi Arabic ESL/EFL learners by looking at past research in this field.

Iraqis, who live abroad, employ code-switching intentionally in a variety of contexts.

Code-switching is utilized people for easier conversation (Moyer, 2002). While this can be an invaluable asset for ESL/EFL instructors, its overuse can lead to repetitive discussions in classes (Chen, 2016). Educators must strike an agreement between motivating students to become fluent in both languages and understanding the value of code-switching in developing efficient bilateral

interaction. Code-switching is common among language learners everywhere and can be detected in classes by the way kids effortlessly change languages mid-conversation. This is a prevalent problem for individuals who speak more than one tongue fluently. Yow, Tan, and Flynn (2018) point out that this sort of linguistic action is fascinating to academics because of the repercussions it may have for language acquisition and use. Auer (1998) argues that code-shifting is more than a simple act of migration; rather, it is a nuanced, societal-driven language event.

Language classrooms around the world are often marked by the complex phenomenon of code-switching, where learners transition between two languages within a single conversation (Narayan, 2019). Code-switching is a prevalent linguistic phenomenon observed in bilingual individuals, where they employ words from two languages in a single discourse. This linguistic behavior has caught the attention of researchers due to its potential implications for language learning and communication (Yow, Tan, & Flynn, 2017). In this context, the study by Narayan (2019), For ESL/EFL students, code-switching is very important since it can help close language ability gaps. The interaction between their native Arabic (whether Modern Standard Arabic or the Iraqi dialect) and learned English is a crucial part of their language-learning journey for Iraqi Arabic ESL/EFL learners, who are negotiating the challenges of learning English (Narayan, 2019). The study emphasizes the relevance of code-switching as a linguistic tool that might assist students who have less advanced English language skills in participating in fruitful classroom interactions. Code-switching in the ESL classroom provides a variety of discourse roles rather than being only a result of the language deficits of the students (Albath, Jabar, & Jalis, 2024). Code-switching may be used by Iraqi Arabic ESL/EFL learners as a tactical tool for negotiating English-language environments, and to improve communication and understanding. The traditional view that code-switching is just an indication of linguistic deficiency is contested by this viewpoint (Bentahila, 1983). Additionally, for ESL/EFL teachers, code-switching may be both a resource and a difficulty. When teachers enforce stringent standard language use, it may result in monostylistic classroom discourse even while it helps struggling learners communicate and understand (Narayan, 2019). This dynamic highlights the need for educators to strike a balance between promoting language proficiency and allowing for the natural use of code-switching as a communication tool. The research underscores the multifaceted nature of this linguistic phenomenon. It challenges the traditional perspective that code-switching is a linguistic drawback and suggests that it can be leveraged as a valuable resource in ESL/EFL classrooms. As study aims to investigate code-switching patterns among Iraqi Arabic ESL/EFL learners, this literature provides a valuable foundation for understanding the potential motivations and implications of code-switching in English language contexts.

2.2 Patterns of Code-Switching

There has been a significant amount of research done on the patterns and linguistic characteristics that define code-switching among bilingual and multilingual speakers. Researchers looked at the perceptions and justifications of code-switching among ninth-grade students and Arabic-English teachers (Alsadi, 2021). Even though it does not just focus on students, Alsadi's study gives significant new insights into the linguistic traits and factors that influence code-switching setting (Alsadi, 2021). Researchers also looked at how Arab students at University Utara Malaysia (UUM) switched between Arabic and English. Although Iraqi learners were not the only ones in this study, it did give pertinent data on code-switching behaviors and sociolinguistic reasons in a classroom context (Jdetawy, 2011). It could be feasible to detect similarities and differences in the code-switching behavior of various Arab communities by contrasting these results with the study that is being presented.

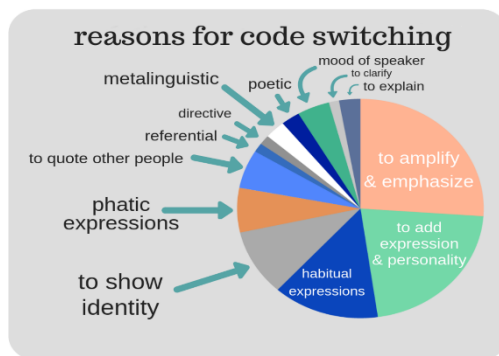


Figure 1: Reasons of Code Switching

Code-switching is useful particularly in classrooms for enhanced learning to take place in ESL/EFL settings. A recent work, Abu-Snoubar, and Mukattash (2021) explain how Arabic is used as a mediator in the learning process of the second language, which is English. For instance, Arabic is purposefully incorporated in Jordanian university classrooms by teachers to explain various grammatical rules or vocabulary that will ease the learning process among the learners. This is consistent with Narayan (2019) who has noted that through code-switching, students with content or language gaps can still communicate effectively in class. Jdetawy (2011) supports this by analyzing varieties of Arabic-English code-switching among Malaysian Arab students with the observation that it is an avenue of amplification. Still, the constant use of the native language would slow down the process of immersion which is crucial for learning English, thus, there is a conflict between the possibility of immediate understanding and the more distant goal of language acquisition. Code switching also ontologically shows cognitive processes and linguistic practices. Meierkord (2021) has noted that bilinguals use their entire Second Language Matrix for mediation and improving the conversation. This is in agreement with Alaa et al. (2019) who argue that use of code-switching promote situation-appropriate cognitive ability and problem-solving skills essential especially in multilingual context. For Arab learners, code-switching between Modern Standard Arabic, colloquial variants, and English can be a source of strength and a methodological issue at the same time. Narayan (2019) also stresses that code-switching enhances the growth of learners' as well as their understanding of multiple vocabularies as signified for intermediate level of proficiency L2 learners. However, Amir (2013) raises concerns regarding the practice by postulating that constant code-switching may be symptomatic of inadequate language proficiency rather than dynamic thinking, thus requiring a more complex approach toward its implementation in instruction.

2.3 Sociolinguistic Factors and Contextual Influences:

The development of code-switching habits is significantly influenced by sociolinguistic variables. According to research, code-switching can be influenced by social setting, interlocutor connections, and identity. It is essential to take into account the distinct social dynamics and identity issues experienced by this group in order to obtain understanding of these aspects within the context of Iraqi Arabic ESL/EFL learners (Gardner-Chloros, 2009). This viewpoint can help us comprehend why and when code-switching happens among Iraqi students.

Code-switching is used in association with the cultural affiliations and personal styles. In the current study, Khalaf Abu-Snoubar and Mukattash (2021) noticed that Arab students switch code in order to preserve their cultural identity within the predominately English academic context. Building on this, Habtoor (2013) looks at a different angle of Tigrinya-speaking parents' perception of their children's Saudi Arabian acculturation, the adoption of the Arabic language and its implications. Indeed, although this study has concentrated on the issue of mother tongue maintenance, its findings carries wider sociolinguistic implication for language choice in the multicultural world. Catalano, Shende,

and Suh (2018) claim that in the process of code-switching learners can build their subjectivity relying on native and target language features. For Arab ESL/EFL learners, this is evidenced by the use of Arabic idioms in the English discourse as a way of establishing membership in both English and Arabic speaking societies. It was agreed that attitude to a particular language do impact on the use of the switch between two languages. In attitudes toward accented English among Malaysian university students, Ahmed, Abdullah and Heng (2014) found that while code-switching depends on certain languages, linguistic preference does too. Same as that, Al-Jarf (2022) explains that Arabs' English fluency imperfection might lead to the decrease in their readiness to code-switch. They influence learners' Self perceptions specifically regarding code-switching as a language skill and as an operation for communication.

2.4 Cognitive Mechanisms and Language Acquisition:

Understanding the cognitive mechanisms involved in code-switching is essential to decipher the mental processes employed by bilingual speakers. Research introduces the concept of the Matrix Language Frame model, which explores how bilinguals select elements from their languages during code-switching (Gomez Otavo, 2024). Myers-Scotton introduced the Matrix Language Frame model theory of code switching in 1993. According to this model, one language assumes the role of the dominant language, known as the matrix language, while the other takes on the role of the subordinate language, referred to as the embedded language. Investigating this model in the context of Iraqi Arabic ESL/EFL learners may reveal how they navigate between Arabic and English and shed light on their language acquisition strategies. (Myers-Scotton, 2006).

Studying code-switching in the MENA region has of late shifted towards exploring idiosyncrasies and temporal patterns of the process. A recent extensive literature review of ESP in Assassi and Rouaghe (2023) reported that code-switching remains prevalent in technical- vocational education and training. This has the pragmatic implication of enforcing the use of English terms within the Arabic discourse in order to satisfy certain industries. This paper will argue that instructors have a much more direct contribution towards the patterns of code-switching. Lazaro, Kibonde, and Kambey (2023) show that humour, most specifically in the form of code-switching facilitates interest and comprehension in EFL classroom. Given the importance of humor in culture, the teachers can use worksheets containing culture-relevant humor which are likely to foster the lesson. New dimensions to code-switching have however been brought about by the digital age. In post-protectorates, Meierkord (2021) explores how people interact with each other across Englishes, and stressed that internet-mediated communication has become 'multilingual'. This is especially true for Arab learners since they switch between Arabic and English while using media. While such contexts provide realistic use of language, it blurs the conventions, which define the boundary of the given language.

2.5 Impact on Language Acquisition and Identity:

Code-switching affects language attitudes, cultural identity, and language acquisition in addition to being a linguistic phenomenon (TESOL International Association, 2021). Code-switching can have an impact on an Iraqi Arabic ESL/EFL learner's ability in both Arabic and English as well as their feeling of cultural identification. A research on code-switching in ESL classes among adult Arabic learners was undertaken by Larbah and Oliver (2015), and the results provide light on how this behavior affects language acquisition. Assessing the possible impacts of code-switching on the language development and identity formation of Iraqi Arabic learners may be done by using their results (Larbah, 2015). This highlights the existing research related to code-switching patterns, sociolinguistic factors, cognitive mechanisms, and the impact of code-switching on language acquisition and identity. Although several studies have looked into code-switching among Arabic learners and in circumstances where Arabic and English coexist, none have particularly targeted Iraqi Arabic ESL/EFL students (Annunziato et al., 2024). A study of this particular community is necessary to understand the complex dynamics of code-switching due to the unique sociolinguistic

and cultural setting of Iraq. By examining the subtleties of code-switching among Iraqi Arabic ESL/EFL learners, the proposed research seeks to fill in these gaps in the literature and advance knowledge of this fascinating linguistic phenomenon and its effects on language learning and national identity in Iraq and elsewhere.

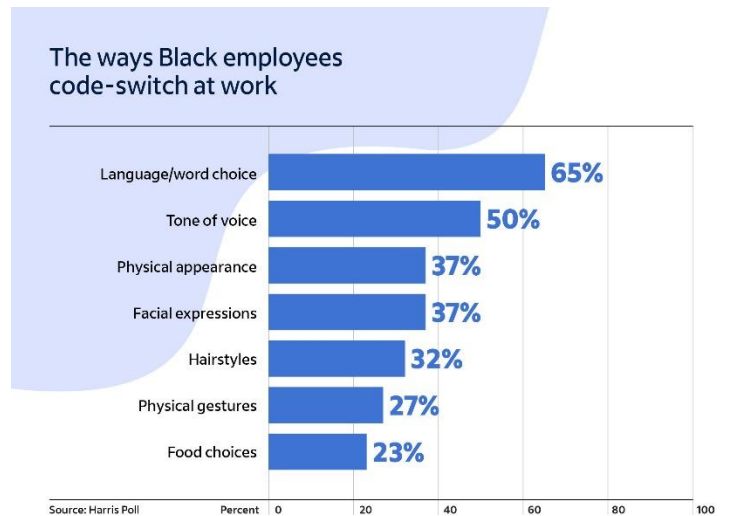


Figure 2: Effect of Identity on Code switching

Hence, even though code-switching has many advantages, its negative implications arise when it is used excessively. She asserts that overdependence can actually be encouraged when learners frequently switch between languages, and this is likely to keep a learner from attaining perfect fluency in English. This is in agreement with Narayan, (2019) believes that although code-switching is a good strategy in the classroom, it should be well regulated so that it does not negatively impact the immersion based learning. Closely related to the scholarly discussion on code-switching is another problem of providing the proper balance between the pros of this practice from the perspective of the teaching process and perceived sociolinguistic consequences. Khalaf Abu-Snoubar and Mukattash (2021) called for the applicative asylum that takes into consideration learners' cultural background and, at the same time, ensures the primary language is English. This has the implication that the use of code-switching must be done appropriately, at the right time and in the right manner. It is therefore important for educators to understand both the positive and negative effects of code-switching in order to optimise this strategy without causing any harm. As for code switching, there is the study by Alaa et al. (2019) that can help the teachers to define appropriate time to switch to the English language by providing the framework on the skill assessment. Also, Catalano, Shende, and Suh (2018) propose that, learning SIPs should incorporate multilingual approaches that celebrate learners' first language as a strength rather than a weakness (Kuzyk et al., 2020). Similarly at the policy level, Assassi and Rouaghe (2023) underlined the fact that curriculum should provide for code-switching while at the same time achieving the language-in-education policy goals of immersing the learners in English. This includes producing texts to match linguistic profiles of the Arab learners and preparing teachers to handle multilingual context.

3.1 RESEARCH METHODOLOGY

The study outlines a research strategy for studying code-switching among Iraqi Arabic ESL/EFL learners who are immersed in English-only environments. Finding out how code-switching affects language learning, cultural identity formation, and linguistic attitudes is the primary goal of this research. Quantitative and qualitative research methods were used to develop an in-depth grasp of the topic.

3.2 Research Design

In order to provide a complete picture of code-switching practices among Iraqi Arabic ESL/EFL learners, this study used a mixed-methods research methodology, incorporating both quantitative and qualitative methodologies. To further understand this convoluted linguistic phenomenon, I adopted a mixed-methods strategy (Creswell & Creswell, 2017) to triangulate findings from several sources.

3.3 Research Methods

Quantitative Research: The quantitative phase includes the distribution of questionnaires to a sizable group of Iraqi Arabic adult learners who are currently living in the US. This phase is essential for determining the prevalent patterns of code-switching, determining the linguistic characteristics of the participants, and gathering information about their demographics.

Qualitative Research: The qualitative phase consists of interviews with the participants to gain a deeper understanding of the influence of code-switching on their language acquisition, cultural identity, and linguistic patterns.

3.4 Participants

The participants are 50 Iraqi Arabic speakers who were learning English as a second or foreign language and lived in settings that emphasized the use of English. Purposive sampling will be used to ensure diversity in terms of age, gender, educational background, and proficiency levels in both Arabic and English. This diversity will be ensured through the use of a process known as stratified random sampling. All of the participants were informed that the participation in this study is a voluntary and they can withdraw at anytime from being included in the study.

3.5 Data Collection

The data collection procedure for this study involves 50 Iraqi learners and will employ a mixed-methods approach to gather comprehensive and meaningful data. Mixed methods combine both quantitative and qualitative data collection techniques, allowing for a more holistic and nuanced understanding of the research topic. A questionnaire will be used to collect the primary data (see Appendix) for this study. I will meet the participants in person or via zoom to collect the data. To ensure the representation of a diverse group of Iraqi learners, a purposive sampling method will be utilized. This method allows for the selection of participants who possess the specific characteristics and experiences relevant to the study. In this case, participants will be selected from various age groups, educational backgrounds, and geographical locations within Iraq to capture a broader perspective.

3.6 DATA ANALYSIS

3.6.1 Quantitative Data Analysis

Quantitative data collected through the questionnaires will be analyzed using statistical software (e.g., SPSS). Descriptive statistics, such as means, frequencies, and correlations, will be used to summarize and interpret the data.

3.6.2 Qualitative Data Analysis

A thematic analysis will be performed on the qualitative information that was gathered through interviews. Following the six-step procedure of thematic analysis outlined by Braun and Clarke (2006), the data will be transcribed, coded, and organized into overarching themes and more specific subthemes. This method makes it possible to recognize recurrent trends and conduct a comprehensive investigation of the participants' narratives regarding code-switching.

3.7 Data Validity and Reliability

To enhance the credibility and trustworthiness of the findings, various strategies such as member checking, peer debriefing, and triangulation of data sources will be employed.

3.8 Ethical Considerations

This paper did not require ethics approval, however, the participants were given the assurance that their involvement is completely voluntary and would not reveal their identity and they could withdraw from the study at anytime.

4.1 RESULTS AND DISCUSSION

This section presents the findings and results of the study, which addressed the question of the prevalent patterns and linguistic features that characterize Arabic English code-switching among the Iraqi Arabic ESL/EFL learner participants. A mixed-methods approach, combining quantitative and qualitative data was used in order to provide a thorough explanation of this linguistic phenomenon.

4.2 Quantitative Findings

I surveyed about 50 Iraqi Arabic ESL/EFL adult learners. Frequencies were used to collect the participants' demographics information. It shows the participants came from a wide range of backgrounds, as seen by their demographic data:

- **Age:** Participants ranged from 18 to 45 years old, with the majority falling between 20 and 30 years. Chart 1 below shows that 70% for age (20-30 years old), 25% for age (31-45 years old), and 5% for age (18-19 years old):

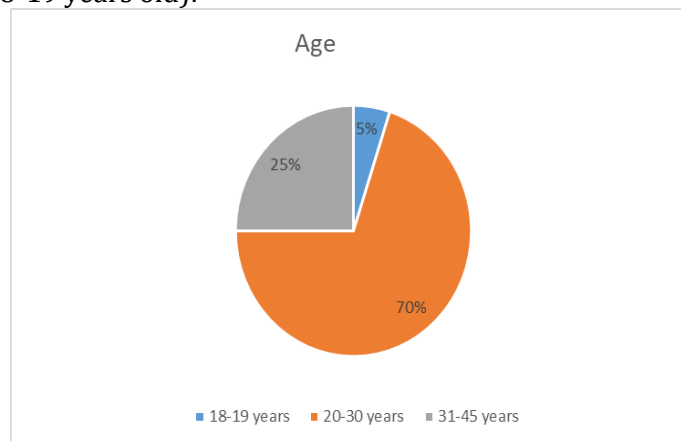


Chart 1: Age Range

- **Gender:** The sample included both males and females, with a slight predominance of females. Table 1 below shows that the males represent 45% and the females were 55% of the participants.

Table 1: Gender

Male	45%
Female	55%

Participants had varying levels of education, from high school graduates to university students and graduates. Their proficiency in English varied, with some participants self-identifying as beginners, some as intermediate, and others as advanced.

4.3 Qualitative Findings

4.3.1 Code-Switching Patterns

Code-switching between Arabic and English was studied by surveying participants on how often and how they switch between the two languages in conversation. The majority of individuals claimed to switch between languages frequently during normal conversation. This fact suggested that they frequently switched between several linguistic codes. Participants used all three types of code-switching: inter-sentential (using words from one language in another), intra-sentential (using words from one language in another), and tag-switching (using one language's structure with another language's vocabulary). Some of the most often mentioned linguistic elements of code-switching were the mixing of Arabic and English vocabularies, the use of Arabic phrases and proverbs within English sentences, and the incorporation of English loanwords into Arabic speech.

4.3.2 Motivations for Code-Switching

Many respondents claimed they used code-switching to make up for deficiencies in one or more languages. Some ideas were simply better articulated in one language than the other. Conversation partners' language preferences were a major factor in participants' decision to code-switch. Some respondents claimed that using two languages simultaneously gave them a greater feeling of identification and community in both the Arabic and English-speaking worlds.

4.3.3 Cognitive Processes

Participants' language preference during code-switching was observed to be automatic. Some of the participants used code-switching to accentuate certain points or increase clarity. They employed code-switching in their discussions. Code-switching was identified as a factor in the participants' approach for learning a new language. It aided them in filling in gaps in their linguistic knowledge, expanding their vocabularies, and adjusting to new language environments.

4.3.4 Cultural Identities

Some participants felt that code-switching helped them learn languages since it increased their vocabulary and understanding of the language, while others were concerned that it would slow down their progress in learning English because they were forced to rely so heavily on Arabic. Code-switching was seen by most participants as a means of maintaining a stable cultural identity that included both Iraqi and Anglo influences. They were able to convey nuanced cultural expressions in a variety of settings.

4.4 DISCUSSION OF THE FINDINGS

Code-switching is a complex phenomenon that I found to be intricately linked with sociolinguistic, cognitive, and pedagogical factors in this study of Iraqi Arabic ESL/EFL adults learners in English language environments. I examined the significance of the findings for linguistic competence, cultural identification, and linguistic patterns. The results gave a picture of code-switching's function among the 50 Iraqi Arabic ESL/EFL learners. The majority of the respondents thought that code-switching helps them in expanding the vocabulary they use as well as developing a more thorough comprehension of the target language. Some others, however, thought it would be harmful to their English education. This group is concerned that relying too heavily on Arabic might hinder their progress in learning English, and this could point to differing opinions on the merits of code-switching in instruction. Further, the participants also mentioned that code-switching helps them to protect their cultural Arab identity. The findings additionally showed different perspectives on the practice of code-switching altogether. About half of the participants said it was an effective method to express themselves, while the other half said it showed a lack of intelligence or ability to talk. These

contrasting views imply that, while some individuals see code-switching as a beneficial cognitive expertise, others continue to view it as a sign of failing to comprehend either language.

5.1 CONCLUSION

In the pursuit of understanding the intricate dynamics of code-switching among Iraqi Arabic ESL/EFL learners within English language contexts, this research has undertaken an examination of linguistic patterns, motivations, and contextual factors that influence language alternation. Drawing on Alsadi's foundational work on code-switching among Arabic-English teachers and ninth-grade students, this study endeavors to contribute nuanced insights specific to the experiences of Iraqi Arabic learners navigating the complexities of English language acquisition.

5.2 Unraveling Code-Switching Patterns

The core objective of this research was to unravel the code-switching patterns employed by Iraqi Arabic ESL/EFL learners. Alsadi's study provided a valuable baseline for understanding how code-switching manifests in bilingual educational settings. The findings of this research extend this understanding by delving into the unique linguistic interplay exhibited by Iraqi Arabic learners when engaging with English language contexts. By exploring various linguistic domains, including classroom interactions, written assignments, and digital communication, a panoramic view of code-switching patterns emerges, enriching our understanding of the multifaceted nature of language alternation.

5.3 Factors Shaping Code-Switching Practices

The identification of factors shaping code-switching practices among Iraqi Arabic learners stands as a significant contribution of this research. Sociolinguistic aspects, such as cultural identity and sociocultural context, play a pivotal role in influencing language choice. Moreover, pedagogical considerations and the inherent challenges of ESL/EFL learning contribute to the observed patterns of code-switching. Recognizing these factors provides educators, curriculum developers, and policymakers with a nuanced understanding of the contextual intricacies that impact language use among Iraqi Arabic learners.

5.4 Bridging Theoretical Frameworks

The synthesis of Alsadi's work with insights from prominent scholars like Gardner-Chloros, Auer, Larbah & Oliver, Moyer, Myers-Scotton, and Narayan enables a holistic examination of code-switching within a broader theoretical framework. By integrating interdisciplinary perspectives, this research establishes connections between theoretical underpinnings and real-world language practices. Theoretical frameworks such as Myers-Scotton's Matrix Language Frame model and Gardner-Chloros' interdisciplinary approach serve as lenses through which the complex phenomenon of code-switching is interpreted, offering a theoretical anchor for the observed patterns among Iraqi Arabic ESL/EFL learners.

5.5 Practical Implications for Bilingual Education

The practical implications derived from this research hold significance for educators, curriculum designers, and policymakers involved in bilingual education. Understanding the motivations behind code-switching among Iraqi Arabic learners informs instructional strategies that leverage the learners' linguistic repertoires. The findings underscore the need for a flexible and culturally responsive approach to language instruction, acknowledging the dynamic interplay of language, culture, and identity within the educational context.

5.6 Future Directions and Considerations

As with any research endeavor, certain limitations and considerations should guide future investigations. While this research provides valuable insights into code-switching patterns among Iraqi Arabic ESL/EFL learners, a more extensive and diverse sample could enhance the generalizability of findings. Moreover, the evolving nature of language use, especially in digital communication, suggests avenues for further exploration in the realm of technology-mediated code-switching. In conclusion, this research serves as a foundational exploration, encouraging continued inquiry into the multifaceted nature of code-switching among diverse linguistic communities.

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