

Code-switching as Identity Marker: A Sociolinguistic Study of Kurdish EFL University Students

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Abstract—Being able to know English along with a mother tongue would inevitably lead into code-switching. Whether intentional or unintentional, it is revealing to investigate code-switching among English EFL learners. This study, however, focuses specifically on the issue of learner's identity with code-switching. Language as identity expresser, or even identity maker, is thought to be strongly connected with identity. This study targets Kurdish EFL students at university level to mainly investigate the reason(s) for code-switching between their mother tongue and English as a foreign language. To this end, quantitative data, through a questionnaire, has been collected. The model adopted for designing the questions is based on a well-known theory by Bloom and Gumperz (1972) known as 'situational code-switching'. This study hypothesizes that Kurdish EFL learners code switch from English to Kurdish due to the lack of knowledge in English, or they do code switch from Kurdish to English to mark a different identity, which is the major focus of this study. To validate or refute these claims, the data collected for this paper has been qualitatively verified to reach some conclusions.

Index Terms—Code-mixing, Code-switching, Situational Code-switching, Identity, Kurdish EFL learners.

1. INTRODUCTION

Code-switching, as a linguistic phenomenon, occurs in bilingual and multilingual communities which can simply be defined as the mixture of one or more linguistic varieties within a single conversation. This multifunctional strategy is, therefore, one of the strategies used by bilingual and/ or multilingual speakers for making successful communications. What makes it a commonly occurred style is that it does not require the speakers to be fluent in both languages. A sufficient level of proficiency in the languages can help the speakers to switch between/ among the languages.

Code-switching is mostly mixed with code mixing. In a pure linguistic sense, they can be distinguished in terms of the boundaries in which they occur. The former occurs in sentence boundaries, that is, a language is used in one sentence and the other language is used in the other sentence but the two codes/

languages are found in the same speech situation. Whereas, the later occurs in word boundaries; the two languages are found within the same sentence. As the present study is meant to scrutinize code-switching as an identity marker; therefore, code-mixing is taken as a type of code-switching.

This study is an application of the available theories in relation to code-switching. Whether code-switching is common among Kurdish EFL university students and an expression of an identity are two major concerns of the study.

2. RESEARCH QUESTIONS

This study targets the following questions:

- A- Do Kurdish EFL learners code-switch when they are talking with their mother tongue or their target language?
- B- Why do Kurdish EFL learners code-switch more when they are communicating with their mother tongue or their target language?
- C- Is code-switching an identity marker by Kurdish EFL learners?

3. HYPOTHESES

- A- Kurdish EFL learners code-switch to their mother tongue when they use their target language due to their incompetency in the target language.
- B- Kurdish EFL learners code-switch to their target language when they use their mother tongue to show a different identity than their already-established one.

4. THEORETICAL BACKGROUND

This section critically reviews the available literature related to the issues of code-switching and its connection with identity of the language user.

4.1 Defining code-switching

Language is not a static phenomenon, but a dynamic device that changes over time due to social, and cultural changes within a region. There are more than seven thousand languages spoken around the world and more than fifty percent of the world's population is bilingual. Code-switching is then quite a common phenomenon that normally occurs with people who are proficient in speaking two or more than two languages (Nguyen, 2014). In simple terms, Code-switching can be defined as the transfer from one language to another language during a conversation mostly without the conscious effort of the speaker (Matras, 2009).

In this paper, code-mixing is taken as a type of code-switching. The term code-switching is also written as code-switching or codeswitching (Nilep, 2006). Code-switching is an important phenomenon which is popular in studies dealing with bilingualism and multilingualism. Code-switching is often studied in different fields of linguistics. A 2005 database research of Linguistics and Language Behavior Abstracts shows that more than 1800 researches have been published in various branches of linguistics; however, many of these articles cover the sociolinguistic branch while few studies have been conducted in the other branches of linguistics (Riehl, 2005).

Despite the large number of works done on the topic of code-switching, it does not appear to have a common and objective definition. Different linguists have defined it differently (Nilep, 2006). For instance, Mohamed (2017) believes that code-switching refers to the alternation of one language to another or the switching of "two varieties of the same language" which occurs in a single written, spoken and in sign language forms. Ayeomoni (2006) argues that a code can be as small as a morpheme and that it can be as complex as the whole system of a language. Code-switching is then defined by him as the term that is used for the alternation of two or more languages, or the switching of the speech styles of different languages. It has also been defined by Bokama (1989) as the mixing of "words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event" (as cited in Ayeomoni, 2006: 95). This might also include the unconscious switching of different linguistic components including affixes, words, phrases, clauses, and sentences (Ayemoni, 2006).

As discussed above, code-switching does not have a specific definition and that is why different writers and linguists define it in a different manner. Gardner-Chloros (2009) is of the view that code-switching is the alternation of two or more languages as if it were a normal or objective truth of speaking a language. In code-switching, one language stands dominant and its character affects the structure of another (or the other) language. Chloros (2009) states that the reason for the ambiguity of the definition of code-switching arises from the fact that the term was borrowed from technological jargon. Code was originally taken from the field of information technology and code-switching was defined as an "unambiguous transduction of signals between signals and systems" (Chloros, 2009:10). In the past, many linguists even assumed that the switching of a language arose in the neural system much in the same way as the flickering of electric signals. Today, it is used as a "neutral umbrella term" which

refers to code-switching in different languages, accents, dialects and the like (Chloros, 2009).

4.2 Types of code-switching

There are three common types of code-switching namely inter-sentential code-switching, intra-sentential code-switching, and extrasentential switching. These were identified by the theorist Poplack in the year 2000 and since then have been used by linguists in their studies related to code-switching (as cited in Mabule, 2015).

4.2.1 Inter-sentential code-switching

In this type of code-switching, the language switching occurs on the sentence level (Abdollahi, *et al.* 2015). Words or phrases are often changed at the beginning of the sentence. Most often, inter-sentential code-switching is done in such a way that one sentence is uttered in one language and the other sentence is uttered in another language. This type of switching is most common among people who can speak two or more languages quite fluently. For instance:

1. *Merci*, this is what I really needed.

4.2.2 Intra-sentential code-switching

In this type of code-switching, the switching occurs in the middle of a sentence (Abdollahi, *et al.* 2015). However, the shift is done in such a way that the speaker does not appear to have made a shift which means that the speaker is unaware of the fact that s/he has made a shift of language. There are not any "interruptions, hesitations, or pauses" which might indicate that some shift has occurred. This type of code-switching most often occurs on clause and word levels. For example:

2. You are *pir* ('old') and fat.

4.2.3 Extra-sentential or tag switching

This type of switching occurs when a tag from another language is used in a monolingual conversation. The switching often occurs on single word level (Koban, 2013). In this type of code-switching, the individuals use tag phrases or words from one language and insert them in the second language. This type of switching is often commonly used in intra-sentential code-switching as well (Esen, 2019). For instance:

3. Leave them. La nalish adanu la bizmarish
(They strike out right and left')

4.3 Code switching levels

Code-switching can be studied from various angles. This paper investigates it from word level along with phrase and sentence levels.

4.3.1 Code-switching on Vocabulary Level

Tag switching and intra-sentential code-switching often occurs on the lexical level. Vocabulary plays a significant role

in the learning of a second language and code-switching can play a vital role in helping an individual learn another language or impeding them from learning the target language. Lee (2010) maintains that lexical acquisition is a crucial element of language acquisition and is often considered more important than the learning of grammatical structures of a language. Teachers often employ the method of code-switching or mixing up of two languages in one sentence for this purpose (Rzrepka and Araki, 2018).

Buckus (1992) is of the view that people living in bilingual communities have a natural tendency to acquire bilingual vocabulary which naturally leads to code-switching. Often, certain words of a second language are so prominent for a person that s/he is likely to use the vocabulary of the second language instead of the native language. Immigrants often have to face such a situation as their own language tends to become the minority language and they are compelled to learn vocabulary or the “right word” of the community in which they are residing so that they can communicate comfortably. Consequently, they are compelled to employ code-switching (Buckus, 1992).

It has also been seen that code-switching occurs differently on vocabulary level among people of different age levels. For instance, Cantone’s (2017) research shows that small children are prone to use function words such as deictic words and the single words that show affirmation and negation. As the child grows older, s/he is likely to use more mature words and use code-switching in verbs and nouns as well. Children lack proper grammatical competency, but they switch to words of other languages quite competently (Cantone, 2007). They also use synonymous vocabulary words from both languages to convey their ideas and thoughts. However, research has not shown why vocabulary changes occur due to age change (Cantone, 2007).

4.3.2 Code-switching on Phrase and Sentence Levels

Phrase level code-switching occurs when the speaker is in the situation of “unmarked choice” where s/he has to assume multiple identities (Eastman, 1992). On the other hand, sentence level switching occurs in situational contexts. For instance, this might occur when the speaker has to talk to a new participant or switch to a new topic where code-switching is relevant to the new topic. Here, the speakers share the same language(s), that is, the language is often spoken by the other individual or the listener as well. The speaker completely changes the code and adopts the other language. On the other hand, inter-sentential switching or phrase level code-switching is adopted when the choice is unmarked and a person has to speak back and forth in in-group communication (Eastman, 1992). Inter-sentential code-switching might occur between two or more speakers or a single speaker might adopt it for communication (Eastman, 1992).

4.4 Reasons for Code-switching

Various reasons have been cited by researchers to indicate the reasons of code-switching. Often, people code switch because they cannot find appropriate words or sentences in one language to utter something that they want to convey (Kim, 2006). Code-switching is also used when someone wants to

quote someone, some proverbs or some books from any other language. The switch only involves the switching of the spoken or written words only and then the speaker switches back to the other language (Kim, 2006).

Proficient bilinguals also code switch when they meet people who are comfortable in speaking only one particular language or when they meet people who know both the languages that they speak (Kim, 2006). People also code-switch because they want to show solidarity towards some other individuals. People often show empathy towards the others in their own native language instead of the second language. Similarly, interjections or expressions of emotions are also done in the first language instead of the non-native language (Anggraeni, 2016).

For children who are living in a bilingual setup, code-switching comes naturally as they are learning both languages and might not know the difference(s) between the two. However, as they grow older, the children tend to learn a balance between the two or more languages that they know and code switch for some reason. In early stages of life, code-switching is seen as “a spontaneous procedure than a mechanical transfer” (Anastassiou and Adnreou, 2017). However, as they grow older, they seem to code switch according to their choice and the situation. For instance, research shows that Pakistani students code switch to English for “instrumental purposes” (Chughtai, Khan and Khan, 2016). English has become a lingua franca of the whole world, so it serves them different purposes. The students often use it in institutional contexts for a better impression over others. Amorim (2017) is of the view that in the EFL classrooms, the students most often do not switch to another language as it does not contextually sound to switch the language.

People also code switch when they want to discuss some particular topics. Research shows that some people use code-switching because they prefer to talk about some topics in one language rather than the other (Anggraeni, 2016). Sometimes, some people feel more comfortable while speaking one language instead of the other. For instance, in Singapore, “English language is used to discuss trade or a business matter, Mandarin for international “Chinese” language, Malay as the language of the region, and Bahasa for national “Indonesia” language” (Anggraeni, 2016). Context is, therefore, an important element for code-switching.

4.5 Functions of code-switching

Different functions of code-switching have been defined by different linguists to show its use in communication. In the past, code-switching was seen as a sign of insufficiency in bilingual proficiency. It was believed that speakers mix languages in order to cover the linguistic weaknesses of one language by uttering another language (Veldtrup, 2010). Moreover, it was also upheld by linguists that code-switching represents meaninglessness and incompetency in using a language. However, today it is believed that bilingualism and code-switching are complementary elements. The different functions defined by linguists basically refer to the benefits of code-switching (Veldtrup, 2010).

According to Ammar al Abedy (2016), the function of code-switching can be understood within the framework of three

domains which are “social, linguistic and psychological motivations.” Social motivation is the main catalyst for code-switching. Speakers often code switch in a conversation if they want to “negotiate a change in social distance” between themselves and the people to whom they are speaking (Abedy, 2016). Speakers often code switch into another language to make communication easier. Often, speakers do not remember the words or phrases from their own native language, so they make use of another language to communicate what they intend to convey. This is often done when the words or phrases of a foreign language are commonly used within a community, but do not have any specific vocabulary in the native language. Code-switching is also used for psychological reasons. This domain of switching is often not discussed by linguistics.

Abedy (2016) argues that psychological motivation is a significant factor for switching. For instance, Arabic people often switch to English in order to avoid an embarrassing situation. They would utter the word ‘sorry’ in English instead of the Arabic word ‘*asif*’ because they believe that this word “affects the way they value themselves and others value them” (Abedy, 2016). People also say ‘thank you’ instead of saying the Arabic word ‘*shukran*’ when the gratitude they feel is less sincere.

Reyes (2004) asserts that the function of code-switching is situational and metaphorical. The situational switching occurs when individuals change language according to the context in which they are speaking. For instance, teachers might teach a particular subject such as chemistry, physics, and mathematics by switching from English to their native language while a language subject such as English is likely to be taught in English only. There is less probability of switching while a language subject is being taught. The situational change of classroom setting, office setting and home setting can also affect the way language is switched (Othman, 2015). In simple words, in situational switching, the language changes with the change of setting.

On the other hand, in metaphorical switching, the main function is to exclude or include someone within a conversation. A person might want to include a person in their conversation and exclude all the others to convey a private message or might exclude a person to show that they are unwelcomed (Reyes, 2004). For instance, a bank manager might talk to his/her colleagues in the native language while to a customer in the standard dialect. In simple words, in metaphorical code-switching, the language changes within the same setting (Othman, 2015).

4.6 Language and Identity Expression

Language is the medium through which we communicate with other people. However, identity is also strongly associated with language development. Every language comes with a set of identity expressions that are unique and represents the identity of a person or a culture. Languages are often associated with a specific culture, so a particular identity is developed when a particular language is spoken or learnt.

Sabine Ulibari aptly said, “we cannot even conceive of a people without a language, or a language without a people. The two are one and the same. To know one is to know the other” (as cited in Rovira, 2008). Consequently, the identity

expression is also affected by the language that is being spoken. Every language has its own set of expressive phrases in which people perceive their world in the same manner, utter their feelings, emotions and thoughts in similar ways, and understand each other in the same fashion as well. Language basically gives a sense of meaning of the world and self to every individual (Edwards, 2009).

Languages do not only differ because of the sounds and symbols attached to them, but also differ according to the identity attached to it. Hence, language cannot merely be considered as a medium of communication of feelings and thoughts. Rather, it represents an entire system of beliefs and values (Edwards, 2009).

For the same reason, immigrants often face challenges because they are unable to associate themselves with the identity expression of a particular language. The situation can become even more problematic when the dominant country considers the native language of the immigrant inferior to their own. They might learn the particular language as a second language, but might remain oblivious to the associated norms of the language (Edwards, 2009). Only those people who grow in the particular community are likely to learn about the cultural identity and hence express themselves in the same way. The children of immigrants who are born in the immigrant country often assimilate the language and culture of the new region. They might face identity crisis because of the difference of their home language and social language; however, they most often adopt the social language and consequently develop the identity associated with the particular language (Rovira, 2008).

4.7 Code-switching and Identity Expression

Code-switching is also associated with identity expression as language is. As discussed above, code-switching is used for several reasons and all these factors are associated with the identity expression of an individual to some extent. For instance, people switch codes to express empathy and solidarity which is a form of expression of their identity (Lo, 2007). A single language might show adherence to a single culture, but code-switching gives a person the choice to express his/her identity in the language s/he deems fit for it. Ethnically rich languages often allow speakers to code switch to their languages so that they can express their identities (Fine, 2009).

Code-switching is also made by people to show others that they are different from them. People often code switch their language over certain topics more than others. Topics such as “family, school, ethnicity, and friends” are often done with more code-switching towards the native language (Velásquez, 2010). In doing so, they express their own identity in their native codes as it makes them feel closer to their culture and family (Velásquez, *ibid* 2010).

5. METHODOLOGY

This section is devoted to the methodology utilized for this study. It includes the selected model, the data collection tool and identifying the targeted population.

5.1 The Selected Model

Bloom and Gumperz (1972) assert that participants, setting and the topic decide on the selection of a particular linguistic form. In other words, it is the social event that makes a linguistic variable to be more appropriate than the other. This is what they call 'situational coding'. Hymes (1986) is with the idea that anyone who knows two languages ought to code-switch when there is a change in a setting, participants and the norm of interaction. Hence, code-switching ought to be unavoidable in a certain condition and for a certain reason for the language to be understandable to the addressee.

To emphasize the role of the situation in code-switching, Bhatia and Ritchie (2004) are with the idea that there are many situational factors that lead people to code switch. Social variables such as class, religion, gender and age play a significant role in switching to the more appropriate language than the other. People code switch when they tend to change their role and authority or social status, this will happen when the language they switch to has a specific level of social status (Grosjean, 2001). Grosjean (1982) includes other reasons such as quoting what someone has said and thereby emphasizing one's group identity. The latter is what Barnett (1994: 7) highlights as another reason behind code-switching. Barnett explains that the way of using a particular code by an academic group of people is quite different from a code which is used by another community and this will work as the identity marker of the group.

In designing the questions for the questionnaire Bloom and Gumperz's model in emphasizing the importance and the role of situation has been followed.

5.2 Data Collection Tool: Questionnaire

Questionnaire is used as the major data collection tool in this study. Burton and Bartlett (2009) explain questionnaire as a set of questions that the respondents can answer. Additionally, it can be used for collecting both qualitative and quantitative data. Dealing with the relation between the sample and the type of questions Cohen *et al* (2011) state that the size of the sample decides the type of questionnaire. The larger the sample the more numerical structured the questions will be, while the smaller samples require more words and less structured questions. Furthermore, the questionnaire that was used in this paper was given to the participants to take it home and return them the day after. This is because the absence of the researcher reduces the pressure on the respondents to take their time completing the questionnaire (Cohen *et al*, 2011).

A number of studies have found that questionnaire can provide the researcher with an easy way to gather data. Nevertheless, questionnaire, like all the other means of data collection needs considerable amount of time for revising and piloting (Basit, 2010). This paper took that point into account while structuring the questions as the questions were revised by both the researchers and another person so as to check that the questionnaire provides the participants clear and comprehensible questions.

One of the limitations of questionnaire can be the fact that with having many questions the participants may not have sufficient time and mood to answer the whole questions (Basit, 2010). The questionnaire of this paper is on the safe side as it

contains fourteen questions enough to collect sufficient data and not bother the participants.

5.3 The Targeted Population

The participants of this study were chosen among the third and fourth year EFL students at the University of Sulaimani from English department. They were 60 participants, but the 2 of them were ignored due to carelessness of their answers. They were randomly chosen and participation was voluntary. They have filled in a questionnaire, which is attached in the appendix.

The logic behind these choices was that third year and fourth year students are thought to have passed the foundation level of language learning. They are supposed to speak with English and/or their mother tongue when they desire to do so.

6. DATA PRESENTATION AND DISCUSSION

This section is devoted to present the data collected from the Kurdish EFL learners.

TABLE (1)
FREQUENCY TABLE FOR 4-CHOICES QUESTIONS

Questions	Responses and Percentages				
	A	B	C	D	Total
Q1	16	26	14	2	58
	27.59	44.83	24.14	3.45	100%
Q5	24	28	6	0	58
	41.38	48.28	10.34	0.00	100%
Q6	5	26	5	22	58
	8.62	44.83	8.62	37.93	100%
Q7	8	23	5	22	58
	13.79	39.66	8.62	37.93	100%
Q8-1	22	31	4	1	58
	37.93	53.45	6.90	1.72	100%
Q8-2	10	14	8	20	52
	19.23	26.92	15.38	38.46	100%
Q9	19	26	11	2	58
	32.76	44.83	18.97	3.45	100%
Q12	16	3	3	36	58
	27.59	5.17	5.17	62.07	100%
Q13-1	35	15	5	3	58
	60.34	25.86	8.62	5.17	100%
Q13-2	0	12	1	30	43
	0.00	27.91	2.33	69.77	100%

According to the results in Table (1), the most response for Q1 is B 44.83% which indicates that most of the students do not know what **exactly** code-switching means. Surprisingly around 30% have never heard of the phrase or they do not know or not sure what it means. However, only one in four say they know for sure what it means.

The highest percentage response of Q5 is B 48.28% which shows that the students do code switch once or twice a day. On

the other hand, no one chose option D, indicating that they almost never do code-switch when they talk. Furthermore, the most responses for Q6 is B 44.83%, and it shows that students sometimes have to feel comfortable when they switch code. In contrast, the least response is 8.62% for both options A (I feel I am an important person) and C (I am uncomfortable at all).

In addition, the highest response percentage for Q7 is B 39.66% specifying (I think he or she considers me knowledgeable) and the least response for this question is C 8.62% showing (I do not feel comfortable at all).

When it comes to Q8, respondents were asked to choose two options and give each one a number. It seems that to fulfill their need was the main reason for code switching as 53.45% gave it number one. Interestingly, to show part of their identity comes in the second place by 38.46%. Therefore, more than a third of them state that changing language can be connected with the speaker's identity, which is a major concern for this study. Furthermore, to dig into more specificity about reasons for code switching, respondents were given some choices in Q12, to concur with the previous question, around 67% state that either their mother tongue cannot fully express who they are or what they want as stated in Q13, or they want to be affiliated with the group of their second or foreign language.

Another area of focus in this study is to know about the level of code-switching starting from words to phrases and sentences, most responses were for words or phrases by 44.83%. However, only 3.45% insert sentences into their talk while they code switch.

TABLE (2)
FREQUENCY TABLE FOR 3-CHOICES QUESTION

Questions	Responses and Percentages			
	A	B	C	Total
Q3	35	1	22	58
	60.34	1.72	37.93	100%
Q14	34	0	24	58
	58.62	0	41.38	100%

Table (2) illustrates that the most responses used for Q3 (When do you usually code switch?) is A 60.34%, indicating (Only when I speak), and the least response used is B (Only when I write) 1.72. Likewise, the most response used for Q14 (When you code switch to your target language, do you think you can better express yourself and your ideas?) is A 58.62%, presenting 'Yes', and the second response used here is C 41.38%, showing 'Not Always', whereas, the response B which indicates 'NO' never used at all. This result confirms that code switching is a common phenomenon among the targeted EFL learners.

TABLE (3)
FREQUENCY TABLE FOR 3-CHOICES QUESTIONS

Questions	Responses and Percentages		
	A	B	Total
Q2	41	17	58
	70.69	29.31	100%
Q4	34	24	58
	58.62	41.38	100%
Q10	12	46	58
	20.69	79.31	100%
Q11	32	26	58
	55.17	44.83	100%

The results in Table (3) clarify that 70.69% of the responses for Q2 (What is a more common way for your code switching?) goes to Option A (When I speak with my mother tongue, I code switch to other languages), and 29.31% of the responses is B (When I speak with other languages, I code switch to my mother tongue). This shows that 7 out of 10 EFL learners code switch to English while they use their mother tongue.

To know the range of code switching, the results of the Q4 (Do you think code switching is ...) shows that 58.62% of the students believe that code switching is accidental, whereas 41.38% of the students believe it is deliberate or on purpose.

To check whether code switching implies knowing more than one language, Q10 targets this point by asking (Do you judge others by code-switching to mean they know more than one language?), 79.31% of the students believe that switching code is not evidence to know more than one language while 20.69% of the students judge that.

Finally, to check if the targeted people want to be judged as bilinguals through code switching, Q11 raises this point by asking (Do you like to be considered as someone who knows more than one language when you code switch?) 55.17% of the students responded 'Yes' and the others (44.83%) reply 'No'.

CONCLUSIONS

Based upon the results presented and discussed, the below conclusions can be drawn:

1. Code- switching is a common, accidental linguistic phenomenon among Kurdish EFL learners.
2. This accidental phenomenon is not an evidence to know more than one language.
3. Among the targeted Kurdish EFL learners, code-switching is an unavoidable incident which occurs under certain conditions and reasons.
4. Beside social variables, situation is one of the main factors which lead to code- switching.
5. Tending to change their roles and social status, Kurdish EFL learners usually switch from one code to another.
6. Kurdish EFL learners code switch while they are speaking their mother tongues in order to fulfill their needs and to show part of their identity.

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APPENDIX

Code-switching as Identity Marker Questionnaire

Dear Participant,

The results of this questionnaire will be used for a research paper. Your honest answer is highly appreciated. Based on your learning experience, please answer these questions.

1- Do you know what does 'code-switching' mean?

- A- No, I have never heard of it.
- B- Yes, but I am not sure what it exactly means
- C- Yes, I know what it means
- D- I don't know/ not sure

2- What is a more common way for your code switching?

- A- When I speak with my mother tongue, I code switch to other languages
- B- When I speak with other languages, I code switch to my mother tongue

3- When do you usually code switch?

- A- Only when I speak
- B- Only when I write
- C- When I speak or I write

4- Do you think code switching is...?

- A- Accidental
- B- Deliberate (on purpose)

5- How often do you code-switch when you talk?

- A- Very often, more than once a day
- B- Not very often, almost once or twice a day
- C- Occasionally, once or twice a week
- D- Almost never

6- How do you feel when switch code?

- A- I feel I am an important person
- B- I feel not comfortable but sometimes I have to
- C- I feel uncomfortable at all
- D- I have not really thought about it

- 7- **How do you feel when someone else code switches when he or she is talking with you?**
A- I think the person tries to show off
B- think he or she considers me knowledgeable
C- I do not feel comfortable at all
D- I have not really thought about it
- 8- **What are the TWO major reasons for code-switching? Please Give Numbers 1 or 2.**
A- To show my knowledge of other languages
B- To fulfill my needs
C- To exclude others from what I say
D- To show part of my identity
- 9- **When you code switch, which of the following is the most common way for you?**
A- Inserting ONLY few words
B- Inserting some words and phrases
C- Inserting phrases and sentences
D- Inserting few sentences
- 10- **Do you judge others by code switching to mean they know more than one language?**
A- Yes
B- No
- 11- **Do you like to be considered as someone who knows more than one language when you code switch?**
A- Yes
B- No
- 12- **What is your major purpose for code switching?**
A- Emphasize on a certain point
B- To show belonging to another group of people
C- Revealing part of your identity
D- Your first language cannot fully express you
- 13- **Do you think you code switch mainly because ...? You can choose up to TWO answers.**
A- The language you speak with does not fully express what you want
B- The language you speak does not have the right words or phrases you need
C- You want to show yourself as a different person
D- You want the other person to understand you better
- 14- **When you code switch to your target language, do you think you can better express yourself and your ideas?**
A- Yes
B- No
C- Not Always