

Code-Switching between Doctors and English Teachers: A Sociolinguistic Study

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Abstract

In this study, the researchers attempt to recheck Code-Switching phenomenon (CS), its causes, types, theories and its consequences. To keep clear and to avoid obscure use of the term, the researchers tend to initially define the concept and draw a distinctive line to separate CS from other related terms such as code-mixing (CM), lexical-switching (LS) and borrowing. Like some scholars who investigated this phenomenon, the researchers prefer broadening the meaning of CS because the core of the concept is centralized on 'alternation' from one code to another regardless of the types of the codes. Then, the researchers chose 20 English teachers (ETs) and the same number of doctors who worked in province of Diyala, Iraq and showed that all of them practice CS with different types and different reasons. And ultimately, they compare between their CS and notice that doctors use intra-sentential switching more than the other types whereas Ets use inter-sentential CS because this type of CS requires a huge linguistic knowledge if compared with doctors who focus on medicine not language.

Keywords

Code-switching, Inter-sentential CS, Intra-sentential CS, Tag-switching

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Introduction

Sometimes, when a group of people speaks using a certain language one of them code-switches as a new individual joins the conversation. Both of them spontaneously begin speaking in their native language neglecting the others. This wide spread linguistic phenomenon has lately attracted a great deal of attention by sociolinguists trying to find out its causes and consequences (Holmes & Wilson, 2017). The arrival of the newcomer is considered as a sudden change in the social situation within which the participants are going on talking about various matters. Though code-switching (CS) is not an preferable behavior by the other participants, it is viewed as a positive account of the arrival of the new attendant (Holmes & Wilson, 2017). Furthermore, CS is influenced by the domains of language use such as religion, scientific field, sport shared interests, friendship or political ideology (Ibid). Then, the relationship between CS and domains is not only restricted to the details of the mentioned fields but also extended to indirect interests like arts, economy and philosophy using real life as well as mass media like Facebook, Twitter and so on (Chiu & Sze, 2021). Besides, the study of CS has been taken over in two distinctive and parallel approaches, namely, structural and sociolinguistic. The first one looks into the phenomenon from its grammatical aspects and analyzes the morphosyntactic constraints on CS, whereas the second approach deals with the social discourse in which the birth of meaning is manifested within its cultural contexts to serve its communicative function. These approaches are not really contradictory, but correlated and complementary to each other (Boztepe, 2003). In this essay, sociolinguistic approach is adopted beginning with the definition of Code-switching because it is viewed from various perspectives and most scholars do not differentiate between Cs and other related terms like code-mixing and lexical borrowing. Beside some of them narrow its term till it only involve inter-sentential type of CS like Zhang, Su, Singh, and Ayantobo (2021) and Kachru (1983) whereas others broaden it till it involves any alternation between separate languages as well as dialects of the same language like Myers-Scotton (1990). Then, the essay deals with theories of CS and the reasons that motivate bilingual speakers to utilize it in their daily conversation and then moves to the main type of CS. Then the researchers take 20 English teachers and the same number of doctors to compare between them in terms of their use of CS from Arabic to English and vice versa. Ultimately, it has been found that the doctors' justifications of CS differ from those of English teacher (ETs) and both of them use different types pf CS due to the degree of their linguistic knowledge and the diversity of their aim of using CS.

Definition of Code-Switching CS

When dealing with Code-switching there is undoubtedly a confusion related to its terminologies till one cannot distinguish the boundaries between them. Leadingly, most researchers may use the same term but with highly extended meanings. For example, they use terms like; code-switching, code-mixing and borrowing as if they were the same. So, there should be an objective criterion drawing clear lines between these pairs of concepts to enable researchers to probe their way of investigation without hesitation and confusion. This criterion will depend, first and foremost, on the definitions of concepts adopted by the researchers themself and to what extent these definitions coincide with the empirical data of the phenomenon at hand. Hence, some researchers consider that the term CS can be restricted only to shifting between distinctive languages. Then, CS is the shift that occurs "between two or more languages simultaneously or interchangeably within one conversation" (Grosjean, 1982). In his turn, Poplack defines it as one of the linguistic manifestations that involves borrowing the lexical and structural levels of another language (Poplack, 1980). Apparently, he distinguishes between the recipient language and the native one from which bilingual speaker borrows its semantic and syntactic levels. In the same vein, Diebold defines CS as "the successive alternative use of two different languages" (Blanco-Elorrieta & Caramazza, 2021). Others like Zhang et al. (2021) and Kachru (1983) use the term code-switching referring only to inter-sentential switching and use code-mixing to indicate intra-sentential switches because the latter requires integration in the structural rules that govern the two languages involved in the same conversation. Though, the distinction between intra/inter-sentential related switches can be theoretically crystal clear, it sometimes gives rise to unnecessary muddy confusion (Boztepe, 2003). On the other hand, the term CS can be broadened to encompass the alternation between languages as well as dialects of the same language. For example, Suzanne Romaine in *Bilingualism* has taken into consideration this terminological plasticity when she deals with the so-

called 'monolingual code-switching'. She knows that other scholars refer to as 'style-shifting' not CS. Therefore, she displays her own definitions of the terms before using them to dismiss any kind of misinterpretation by others. Then, she uses CS in its general sense referring not only to shifting between languages but also to *variety of dialects* within the same language (Myers-Scotton, 1990). Other researchers like Myers-Myers-Scotton (1993) and Gardner-Gardner-Chloros (1991) adopt the same criterion viewing CS as just alternation between languages and dialects as well.

Code- Mixing and Code-Switching: Inseparable boundaries

The clear line between CM and CS is still a disputable case. Some researchers think that the distinction between them should be based on the place where the alternation takes place. CM maybe defined as a mixture of different linguistic units such as morphemes, words, clauses and phrases from two different grammatical systems within a sentence (E. Kim). Some place it in what is the so-called inter-sentential CS (Ibid) others distinguish CS from CM in that the first one takes place only above sentence level. On the other hand, Myers-Scotton (1990) sees that all kinds of alternations from one code to another can be viewed as CS.

Code-switching and Borrowing

Before going on, there should be an explicit criterion to distinguish between lexical-borrowing and code-switching because this will pave the way to maintain objectivity in dealing with a thorny issue like this. Common perspective views the two concepts as separate and distinctive excluding Lexical-borrowing from CS. Then, if this is so, the core question is then what distinguishes between them? (Boztepe, 2003); Haddican, Newman, Cutler, and Tortora (2021) suggests that the whole matter is centralized on what is so-called 'transition problem' because the formation of languages in itself is but a diachronic process in which words ceaselessly travel from one language to another. Then, no one can determine at what point in time those lexical items became loanwords in the recipient language. The second problem is that language change in bilingual communities makes it difficult for researchers to examine it synchronically. They do not distinguish between the loan and native lexemes used in a conversation (Boztepe, 2003). So, there have been two approaches used to distinguish between the two terms. One of them adopted by Poplack (1980) who suggest that the morphosyntactical and phonological integration of the loan words into the recipient language is the most dependable criterion for drawing clear line between them. Eventually, Poplack et. al. think that the two concepts are inseparable because they depend on different mechanisms (Poplack, 1980). Moreover, recent researches made in Puerto Rican in New York City have proposed three mechanisms to determine whether the materials used are native or nonnative. These include whether or not the lexical items taken from the so called a donor language are phonologically morphologically and syntactically integrated into the base language (Boztepe, 2003). On the other hand, the second approach chosen by Myers-Myers-Scotton (1993) and Behtahila and Ware Jr, Snyder, Wright, and Davies (1983) rejects morphosyntactic integration as a criterion to distinguish between the two concepts because they are "universally related processes such that both concepts are part of a single continuum" (Boztepe, 2003). Instead, they focus on the concept 'frequency' as the best criterion in which the loan lexical items would merge into the recipient language. They also reject the idea that bilingual speaker always tends to borrow certain items to fill the gap in his mental lexicon which is related to the recipient language. Hence, they distinguishes between two kinds of borrowing; cultural borrowing and core borrowing where the first one occurs to meet the new cultural items that haven't indexed into the recipient lexicon yet. The second borrowing is utilized because the loan items have a more prestigious state than those of the recipient language especially when the donor language is politically and economically dominant in one's land (Kluczewska, 2021). Therefore, the social prestige gained due to using the borrowed items motivates bilingual speakers to going on using them in their daily talks. They wittingly pronounce the loan items as closely as the originals to look as an educated, brilliant and modern personality. Then, borrowing either a single-word or multiple-words stays as two forms of code-switching rather than two distinctive kinds of linguistic behavior (Ibid). The researchers have the same attitude because the essence of code switching is to borrow items from a language to another. Then, they have one mutual existence or specifically it is a two-faceted phenomenon.

Types of Code Switching

This research focused on code-switching identified by Shana Poplack in her outstanding work *Code-Switching* showing three types of CS, namely, tag-switching, inter/ intra-sentential switching (Poplack, 1980).

Tag-switching is to use a short phrase or a complete sentence or even a word at the end of a sentence totally uttered in another language. So, it does not break syntactic rules of the preceded sentence. This involves inserting interjections, idiomatic expressions and some short proverbs such as “alright”, “ok?”, “as possible as I could” et cetera (Hamers & Blanc, 1989). Notice here one of Iraqi students talking to his colleague saying:

- سوف نأتي الى الكلية غدا، OK؟
- We shall come to the college tomorrow. OK?

Another example is that an Iraq doctor in a hospital talks to another doctor mixing Iraqi dialect with English language saying:

- المريض في حالة صعبة، right؟
- The patient is in a bad condition. Right?

Seemingly, in the first example, the student adds “ok” to make question by raising his tone. This technique has turned into a habit by the passage of time among most Iraqi students especially when the tag involves only one word like “ok” alright”. As for a short phrase like “as possible as I could”, “Oh my God/Gush” “what a pity” or “Good Heaven!”, they are normally used only among Iraqi students who study English language at colleges and among some politicians who want to look educated, superior and able to assimilate with modernity, secularism and a newly democratic orientation. It is clear that this kind of CS among the Iraqis is a result of the successive British and American occupations to their country who brought about their English words to be merged into Iraqi dialect (Tian et al., 2015).

Inter-Sentential Switching

In this type of code-switching alternation takes place within the boundaries of one sentence where on clause uttered in one language and the next is uttered in another one. it may also occur between speakers turns where one participant says a sentence in one language whereas the other responses in another language and vice versa. This entails that bilingual speakers could easily follow the semantic and syntactic rules of the two languages (Eldin, 2014). Notice the following example where an English teacher begins speaking English and then turning suddenly into Arabic to make his students understand well:

-You have to put into consideration that the present perfect tense has no equivalent in Arabic. هذه هي المشكلة

Translation: You have to put into consideration that the present perfect tense has no equivalent in Arabic. This is the problem.

Intra-Sentential Switching

Poplack illustrates that this kind of code-switching is the most complex type because it takes place within a sentence, clause and even a word. The best example displaced by Poplack “Sometimes I’ll Start a Sentence in English Y termino en espanol. Translation: Sometimes I’ll Start a Sentence in English and finish it in Spanish” (Tian et al., 2015). An Iraqi doctor, for example say: Diabetes requires patience لتسيطر عليه: translated as: Diabetes requires patience to control. Another example is that a doctor converses with another doctor referring to a patient who has just been diagnosed: Unluckily, there is something suspicious in his liver. دعنا نتأكد ثم نحكم Translated as: Unluckily, there is something suspicious in his liver. Let us make sure and then take a decision.

In the class where a teacher teaches how to regret using some fixed English expressions like “Woe to me”, “damn it”, “If only I had not told him the whole story”, he says: If only I had studied well, ما كنت لأفشل في الامتحان النهائي. Its translation is : If only I had studied well I would not fail in the final examination. In the above cases, after saying a complete clause in English, the doctors and teachers added complete Arabic clause uttered either to ease teaching process and spread humorous feeling among learners or, as for the doctors, because English is more expressive

especially when one talks about diseases, drugs, analysis and so on. Though it seems deliberate shift from one code to another, it is still a disputable phenomenon due to the fast automatic alternation between two different languages with different structural, semantic and phonetic features. Besides, there are various problems appear when sentences linked with this type of CS, one of them is syntactical word order whereas the second problem lies in the differences of grammatical categories, phonological features, morphology and so on. However, bilingual speakers can avoid these complexities by neglecting what is considered incompatible in the recipient language (Smelser & Balthes, 2001).

Causes of Code-Switching

A speaker sometimes code-switches to express his ethnic identity with an addressee and though he is not fluent, he uses some brief phrases or short sentences for achieving this purpose (Buulolo, Subagia, & Christie, 2021). Others believe that bilingualism in itself is but an ongoing process of code-switching from one language to another in accordance with the linguistic and social changes of the conversational contexts (Eldridge, 1996). In fact, bilingualism does not necessarily mean that bilingual speaker always masters his two languages equally because in some cases, there exists unstable or imperfect forms of bilingualism where one language takes over certain aspects of language use at the expense of the other. This means that deficiency in the command of one language may give rise to borrowing the structural, phonological and lexical levels of the other or moving completely to the fully-mastered language (Nuñez, Villarreal, DeJulio, Harvey, & Cardenas Curiel, 2021). Some linguists suggest that linguistic knowledge deficiency can be a minor cause if compared with the social motivations. Participants innately take in to account all kinds of social changes taking place during their conversations. Assuredly, they know the effect of the social distance between themselves in shifting from a dialect into a standard form of the same language or from one language to another (Buulolo et al., 2021).

Sometime, speakers choose another language to communicate their ideas easily and evidently to others because it is difficult for them to remember the equivalent lexemes in their native language or because the words are technically widespread in a certain domain like medical or engineering terms to the extent they get familiarized with as if they were part of their native language (Holmes & Wilson, 2017). Besides, Psychological reasons can also be very significant when one talks about CS. For example, in Iraqi society speaking English viewed as a sign of civility and elegance. Geoffrey Craig in his work *How does Prime Minister Speak?* Suggests that most politicians, actors, and intellectuals tend to use English expressions in their talks in reality and in mass media to look as enlightened and educated personality (Craig, 2013).

Educational reason is another motivation to code-switch from English to Arabic and vice versa. This is adopted by most English teachers to make their students with varied efficiency understand the subject better and encourage them to increase discussion about various issues (Boztepe, 2003). Then, instead of taking a long time to illustrate the meaning of *courage* through dramatization, it is better to directly use the first language equivalent because it is an abstract word and it cannot normally be grasped without doing so (Naeimi & Foo, 2015).

Furthermore, writing an academic essay or delivering a scientific lecture requires quotations said or written in a foreign language. They should be conveyed objectively in the same language, style and tone (Grosjean, 1982). Bilingual speaker also code-switches when it is easier for him to use one language in a certain social situation especially when the other participant is monolingual. However, "alternation between codes is the norm rather than the exception in many communities around the world today" (Boztepe, 2003). In Diyala, Mosul, and Kirkuk the Iraq provinces, Kurdish people code-switch to Arabic when they talk to Arabs because the latter do not know Kurdish. The same can be applied to bilingual Arabs who also shift from their native to Kurdish for the same reason (Sallo, 2008).

Secure causes have their own participation in code-switching especially in provinces that witnessed sectarian tensions after the fall of the last regime that governed Iraq before American occupation in April 2003. In this case, people may be compelled to change their accent or dialect to assimilate with the language forms that dominates in the provinces under the sectarian tension because "Language is an integral part of a person's identity" (J. Kim, 2021). But extremists know that differences between religions and ethnicities assuredly shed light on the linguistic features. Then, language or dialect cannot be easily altered even though the victims practice severely for a long time pronouncing certain words, phrases and sentences (Goldstein-Sabbah, 2021). Hence,

people can be easily recognized through the connection between their religion and ethnicity with their language form (González, 2008). Additionally, the majority of Iraqi translators who worked for the benefit of American forces began decreasing due to the threats directed to them and to their families by extremists who saw them as traitors helping the enemies (Thompson, 2007). So, facing the reduction of them, American soldiers were forced to code-switch using some Arabic words and expressions but with American accent when they deal with Iraqi people to win their hearts and minds (Juvinal, 2013). For example, they say السلام عليكم /Assalamu Alaykum/ which means 'peace be upon you', or شكرا /Shukran/ which means 'thank you'. Sometimes they use a complete sentence like: هل يوجد لديك بندقية؟ /Hal Youjad Ladaykka Bundukiyah/ which is translated as: Do you have a rifle?

Methodology

Teachers, Doctors: Arabic-English CS

The researcher chose 20 English teachers from Directorate General of Education in Diyala aged between 30 to 55 in different schools. They have a good experience in teaching English language according to the high marks their students gained in the final examinations. The same number of doctors have also been chosen to be observed in their natural fieldwork; hospitals and private clinics alike. The doctors were not informed of being linguistically observed because observation was systematically designed through interacting with them as a patient afflicted with Corona disease or as a companion of others who were actually patients.

The first complexity arisen here is that it is not easy to get teachers' permission to attend their classes due to psychological reasons. Some of them said; "It makes me nervous when I am watched by others". Nevertheless, 80% of them agreed to give the researcher a permission to attend their lectures. Others preferred utilizing another technique; the direct interview. As for the rest involving doctors there was no need to take a permission because the observation was naturally done in their fieldwork.

The second complexity lies in what is so-called "the observer paradox" which refers to a situation in which the existence of the observer unwittingly affects the phenomenon being observed (Cukor-Avila, 2000). In fact, the researcher recognizes the effect of this concept viewing a linguistic research as just a tool used to picture the real world and to show how people naturally talk when they are not being observed in a systematic investigation (Mesthrie, 2021). Therefore, he should not be present in the fieldwork as a researcher in the eyes of the speakers but as a common person participating in their daily conversations. This is because collecting linguistic data on natural speech is undermined when the speaker becomes aware that his speech will be a subject of a scientific research. He would automatically fabricate his language form and adopt a formal register. If this is so, the result will be undependable because it does not represent the speaker's typical and natural speech (Cukor-Avila, 2000). One of the best mechanisms used by the researcher to avoid the observer paradox was to ask the English teachers about how to control their class while in reality he wanted to examine how they code-switch during their lessons. In this kind of questions, the researcher draw the subjects' attention to another point to guarantee the speakers' spontaneity in the investigated area.

Mechanisms of Data Collecting

-Direct Interview and Systematic Observation

The direct observation grants the researcher a good opportunity to portrait how the process of code-switching occurs in the natural environment. Social life is a model laboratory in which linguistic experiments occur spontaneously and need nothing but a systematic observation based on a scientific theory (Mesthrie, 2021). Interviews should also be designed to extract linguistic data in a way the observer paradox is automatically avoid. For example, when a researcher wants to see how Iraqi people pronounce the English phoneme /r/ he should not ask them to pronoun this phoneme in a direct way. He may ask them to say the past form of the verb "write" or "read" or the past participle of the verb break so as to stimulate the speaker to utter the sound /r/ in the mentioned verbs in a natural way. But in case the speaker was asked how to pronounce this phoneme, he would assuredly modify his /r/ to assimilate with American or British pronunciation of

the phoneme. As a result, to get a natural speech it is advised to utilize what has been lately known as the danger of death question according to which the emotional tension assuredly indicates that the speaker has no longer paid attention to artificialize his language form (Mesthrie, 2021). Concerning code-switching, the teacher were asked to explain how English speakers express their regret or how they show surprise or they are asked to compare between English tenses. The teacher therein will not pay attention to the real intention of the investigator so he would not undermine the tested area. As for the doctor and other subjects, the task of the investigator was to listen and recode without drawing their attention to him.

-Classification of Data

The responses provided by the subjects of this study were processed to extract the functions that Iraqi doctors aim to achieve through CS from Arabic to English. These functions were later classified based on the models proposed. Simple calculations were performed to come up with frequencies and percentages of the instances where each one of the functions appeared. Accordingly, rank order of these functions was made to identify the most and the least important among these functions. Later on, only the functions that were indicated by the respondents of this study were included in the analysis.

After collecting the linguistic data the stage of classifying them begins according to code-switching frequencies and their percentage among doctors, English teachers and common people. Then seeing the functions of code-switches of each subjects' categories. What the functions ETs aim to get from code-switching is also studied accompanied with the types of code-switches they use more than the others. What about the doctors' CS why is it used by them?

-Examples of CS used by ETs and Doctors

Examples of Inter-Sentential CS

1- Like father like son. هذا مثل انكليزي

Like father like son. This is an English proverb.

2-It is a matter of an acoustic hallucination وليس اتصالا ماورائيا

It is a matter of an acoustic hallucination not a metaphysical communication.

-Examples of intra-sentential CS

1- How long تستخدم للزمن و how far تستخدم للمسافة

How long is used for time and how far for distance.

2- Hyperkalemia يسبب arrhythmia, Nausea and vomiting.

Hyperkalemia causes arrhythmia, nausea and vomiting

Examples of tag switching used by ETs and Doctors

1- سوف نجري العملية- a possible as I could

We will have the operation as possible as we cloud.

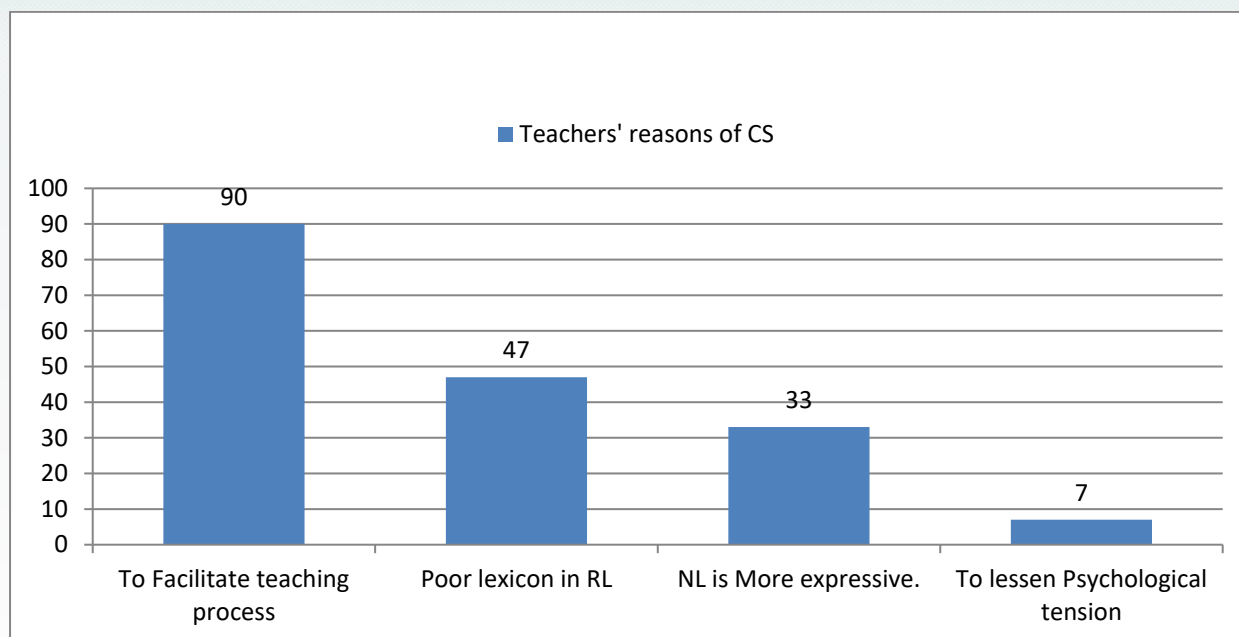
2- Oh my God تعال غدا ولا تتأخر

Oh my God. Come tomorrow and do not be late.

-Rates and Accounts

90% of English teachers code-switch from English to Arabic and vice versa to facilitate the teaching process especially when their students' levels are relatively medium or low. It is difficult for those students to learn English without using their native language to know the meaning of words and to understand some aspects of grammar. 47% code switch to Arabic because they are not sufficient enough to use English fluently though they have been teaching for more than ten years. This is due –as they do say- to the lack of the opportunity to interact with the native speakers in their ideal speech community. In Iraq, it is almost impossible to mix with English native speakers due to secure reasons. Most of them came to Iraq as soldiers with American and British forces who occupied Iraq in April 2003. Therefore, Iraqi ETs lack the social interaction which is the main factors that help master English. Nevertheless, one should not give up because there is another way to interact with English native speakers (NL) through The Internet by direct discussions in mass media like Facebook, WhatsApp, Twitter or using YouTube channels dedicated to teach English. However, 30% attribute their CS to Arabic to the fact that their native language (NL) is more expressive than recipient language (RL). Then, it is not a matter of sufficiency or insufficiency in English. Even though the teacher has a good fluency in English, yet, he finds it is easy for him to

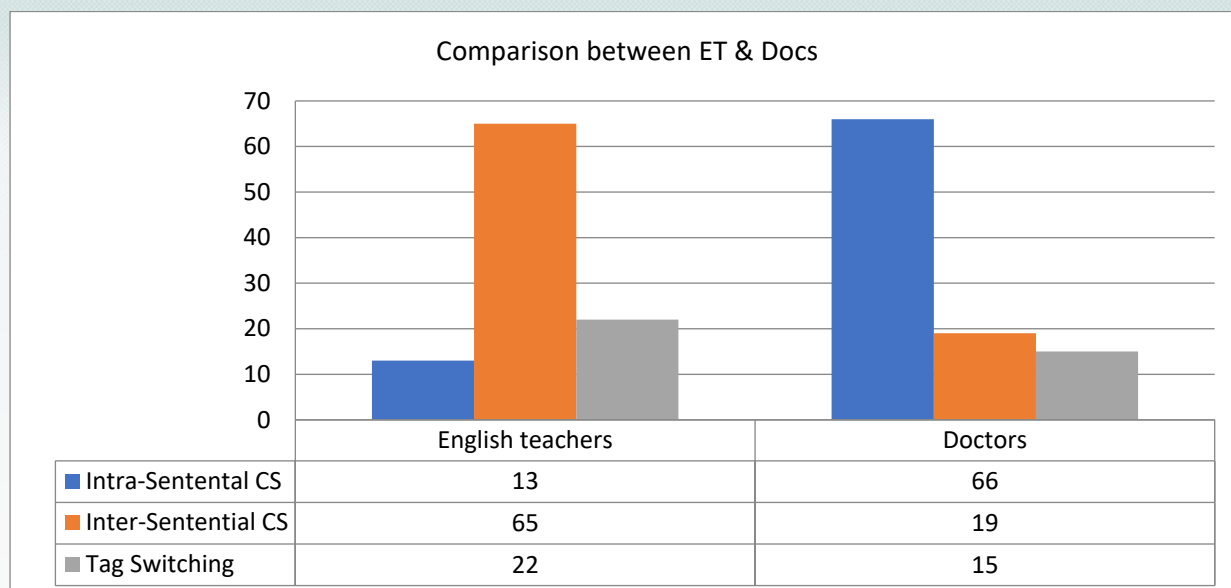
express himself in his NL. Nevertheless, only 7% of the observed ETs say they do CS to reduce the psychological tension in the class because the teaching process should be done under a relax environment.



13% use intra-sentential CS whereas 65% use inter-sentential and 22% use tag CS. Some ETs use CS out of schools to practice because, in Iraq, there is no opportunity to mix with the native speakers like British or American. So they depend on The Internet to develop their listening comprehension and enrich their lexicon through chatting with English native speakers.

Unlike teachers, doctors use English because it is more expressive than Arabic. Medicine, in Iraq, is taught in English and all terminologies are of English-Latin mixture. So, it is difficult for them to find Arabic equivalents to name diseases or to prescribe drugs. For example, when an oculist wants to write a prescription to a patient afflicted with Glaucoma, he/she has to write in English kinds of drugs like Timolol or Latanoprost to reduce intraocular pressure in patient's eyes (Mansberger et al., 2012). For the same reason, doctors cannot also use Arabic when they talk about Nephrotic Syndrome which comes to be a result of damage in micro blood vessels in kidneys and other related terminologies like proteinuria, albuminuria and glomerulonephritis (Earley, Havel, Hopper Jr, & Grausz, 1971). Some doctors illustrate they prefer using English so as to hide some unnecessary information about the patient conditions. This happens when there are two or more doctors in the same room discussing about the danger of a certain case in the presence of a diagnosed patient. For instance, when doctors talk about corona virus which is mainly transmitted when an infected individual coughs, sneezes or exhales (Lima, 2020), they sometimes do not tell the patient some information they know about the case in front of the diagnosed patient to psychologically support his resistance system. One can grasp some terms like: ache, pain, sore throat, diarrhea and so on (Ibid).

In some cases, some doctors use English to show superiority and to gain prestige among their society. Needless to say that doctors do not pay a lot of attention to the structural and phonological aspects of language. They concentrate on the medical terms and sometimes Arabicize those terms as saying in Arabic: "أريد ان أتور". Translated as: I want to tour. Or هل تريدني أن أجيئك؟ translated as: Do you like me to Check you heart? Besides, Iraqi doctors normally tend to use intra-sentential CS because It does not require grammatical and phonological knowledge in contrast with inter-sentential CS which requires a good proficiency in English. Though they use Intra-sentential CS, they face real linguistic challenges because the inserted words or phrases should be used correctly to create a well-formed sentence. They do not have a necessary knowledge related to semantics, pragmatics, phonology as well as syntax. So, they frequently use literal meaning of words in their sentences and misuse tenses, phrasal verbs and prepositions. However, 19% of doctors tend to use Inter-sentential CS whereas only 66% use intra-sentential CS but 15% use Tag CS. The comparison below illustrates statistically the difference between their two uses of CS.



Conclusions

Code-switching is a wide-spread linguistic phenomenon among teachers and doctors. Though they have in common, their reasons of CS differ in the two categories. Teachers code-switch to Arabic/English either to ease the teaching learning process in accordance with their students levels or to fill their lexical gap or to borrow structures and certain expressions like proverbs and some collocation words from their native. Some English words can be taught by referring to the physical entities in the outside world like a horse, mountain, house, trees...etc. some other words can be conveyed by dramatization especially verbs like drinking, eating, smoking and running but abstract nouns like courage, generosity, faithfulness and loyalty require direct translation from English to Arabic to brief time in conveying their meaning to learners and it is difficult show their meaning by any other means of communication. In a word, the aim of English teacher is to teach English and to enable students to get high marks in the final exam. Though the communicative approach is adopted by Iraqi Ministry of Education which concentrates on speaking skills, final examinations still consider that high marks in their written skills is the only criterion of their assessment. So the teachers use their native language to facilitate the whole teaching process. Some of them prefer using English in chatting with the native speakers in the Internet especially Facebook, Twitter, Telegram and Instagram to develop their vocabulary items and to read just their pronunciation. Moreover, Ets use inter-sentential CS more than other types of CS because they have a huge knowledge about grammar, syntax, semantics and pragmatics. This is enable Ets to generate well-formed sentences and extended meaningful coherent texts to express about almost anything they want to convey to others. Finally, it is easy for them to use other types of CS like intra-sentential or tag switching but they use them less than the first one.

As for doctors, They use intra-sentential CS because they do not have efficiency at English and they do not know much about English grammar, semantics and pragmatics as well as stylistics. In addition, the majority of them use English because it difficult for them to find Arabic counterparts to name diseases and drugs. This is because medicine study in Iraq is in English so all terminologies are in the same language. Some doctor use English to keep patients from hearing what hurts them psychologically and exasperates their illness. Very few announce without hesitation that of the reason is to elevate their social status and keep their superiority among others. The aim of the research is depict reality in an objective way not to ethically criticize some linguistic behaviors.

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