

**The Motivations of Code-Switching of International Bilingual Students'
Conversations at the University Level
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دوافع التغيير الشفوي في محاورات الطلبة الذين يتحدثون لغتين عالميتين في المستوى الجامعي

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قسم اللغة الانكليزية / كلية التربية / جامعة القادسية

الخلاصة

أحدى الظواهر التي تستخدم من قبل المجتمعات ثنائية اللغة هي "تبديل اللغة". تبدل اللغة هو استخدام لغتين أو أسلوبين أصناف أو نمطين، تلاحظ في الغالب في كلام المتحدثين بلغة ثانية أو الأجنبية. ركزت العديد من الدراسات على ما هو تبدل اللغة وكيفية استخدامه من قبل المتحدثين من نفس الجنسية في المدارس، ولكن لم تقوم أي من هذه الدراسات بدراسة لماذا تستخدم بين الطلاب الاجانب ثنائي اللغة. ولذلك ، تهدف الدراسة الحالية إلى استكشاف مختلف الدوافع والأسباب لاستخدام تبدل اللغة من قبل الطلاب الاجانب ثنائي اللغة داخل وخارج قاعات المحاضرات في جامعة العلوم الماليزية. ويتحقق الهدف من الدراسة من خلال مقابلة منظمة واستبيان تم تقديمه إلى ٢٠ مشاركا بلغتين غير الناطقين باللغة الإنجليزية من مختلف الجنسيات والبلدان. ويظهر تحليل البيانات أن جميع الطلاب يغيرون لغتهم الأم مع اللغة الإنجليزية داخل وخارج قاعة المحاضرات لنفس الأسباب تقريبا من بينها الأكثر شيوعا هي استخدام مصطلحات لملء الجملة، وإيصال رسالة، والتأكيد على نقطة أو فكرة إلخ. وكشفت الدراسة ستة أسباب جديدة التي قد يستخدم ثنائي اللغة تبدل اللغة من اجلها.

الكلمات المفتاحية: رموز الساحرات، المتحدثين بلغتين، اللغة الإنجليزية كلغة ثانية، الطلاب الدوليين

Abstract

One of the phenomena used by bilingual communities is "code-switching" (henceforth CS). CS is the use of two languages, varieties, or styles observed mostly in the speech of the second or foreign language speakers. Many studies concentrated on what is CS and how it is used by the speakers of the same nationality in schools, but none of them investigates why it is used among bilingual international students. Thus, the current study aims at tackling the various motivations and reasons behind using CS by international bilingual students inside and outside the lectures halls at Universiti Sains Malaysia. This is achieved via a structured interview and a questionnaire that was presented to 20 bilingual participants who are non-native speakers of English from different nationalities and countries. The data analysis shows that all of the students switch their native languages with the English language inside and outside the lectures hall for almost the same reasons among which the most common are the interjection to fill the sentence, the elaboration of a message, and emphasizing a point or idea etc. The study detected new six reasons for which the bilingual may use CS.

Keywords: codes-witching, bilingual speakers, English as second language, international students.

1. Introduction

Persons who have learned two languages reveal an interesting phenomenon during their communication which is "code-switching" by blending words or phrases from the two tongues together. A 'code' refers to a language or a dialect. CS is an alternation of words, phrases, and sentences between two languages or dialects. It is a natural and systematic phenomenon that normally occurs among bilingual or multilingual speakers who speak the same language. It is a communicative situation in which the speakers alternate between the different languages that they speak (Brown & Attardo, 2005); Hudson (1996). Luna and Peracchio (2005); Scotton and Ury (1977) have explained

that code switching is the utilise of two linguistic items in the same context and discourse by the speakers who shift codes mid-speech. According to (John J Gumperz, 1982), CS is a "...juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". MacSwan (2000) considers CS as a "speech style in which fluent bilinguals move in and out of two (or conceivably more) languages". Whereas (Aitchison, 1999) considers it as a change in the actual language spoken or it is to (D. Hymes, 1974) the change in the speech styles as well as the languages. It is obvious that CS refers to language switches, dialectical variations, and stylistic variations as well; and it may be revealed in written language as well as spoken language. However, the focus of the current study is on CS between English and other languages in their spoken form rather than varieties or styles of either of the two languages and does not consider CS in writing. CS has attracted attention over the years due to "a strong expectation that only one language should be used at any given time" (Heller, 1988), whereas speakers can speak any number of languages and they would switch between those languages. Some factors like cultural background, events of conversations and social events must be taken into consideration for a better comprehension of how and why speakers switch codes (Auer, 1999). CS has been tackled by researchers from different points of view and in different languages such as the factors that affect CS in Spanish and English (Poplack, 2000), English and Swedish (Bolander, 2008), Arabic and French (Bentahila & Davies, 1983; Redouane, 2005) Arabic and English (Al Masaeed, 2013; Alhazmi, 2015; Bista, 2010; Eldin, 2014; Ibrahim, 1986). Moreover, some studies investigate CS deeply that they tackle the factors, the types, the reasons , the functions, and the syntactic constraints of functions that CS may fulfill among speakers of particular dialects of Arabic such as Iraqi (Abu Haidar, 2013; Adbul-Zahra, 2010; An-Nasralla, 2012; Muslih Shwaysh Ahmed, 2016), Jordanian (Abu Mathkour, 2004; Badir, 1995; Farghal & Masoud, 1999; Hlaihil & Bader, 2001; Riyad Fayez Hussein & Shorrab, 1993), Egyptian (Hamouda, 2015), Tunisian (Baoueb, 2009), and Saudi Arabic (Safi, 1992). These studies look at CS from Arabic to English while others looked at switching to English from Arabic such as (Al-Khatib & Sabbah, 2008; Riyad F Hussein, 1999; R. A. A. Mustafa & Hussein, 2011; Z. Mustafa & AL- KHATIB, 1994). CS has been studied in Malaysia also Jdetawy (2011), M. Al-Hourani and Qasim (2016), Sardar, Mahdi, Ahmad, Mohd, and Mohamad (2015) and A. AL-Hourani and Afiza (2013) tackle Arabic-English CS factors and behaviour among Arab students. Concerning Malay David (2003) investigates the role and functions of CS Malay-English. The alternation between languages in the form of CS is a widely observed phenomenon among foreign language speakers. Bilingual speakers commonly shift code during their daily conversation. Many educated persons who are fluent in English as their second language (L2), often employ CS by inserting English words, sentences or phrases into their communications. Although they may perform this unconsciously, there are always some reasons behind the occurrence of CS.

In spite of the fact that CS has been examined in previous studies, researchers have not focused on the bilingual international students talking English in universities. Reyes (2004) noted the absence of such studies. Thus, this paper explores the reasons that stand behind using code switching among non-native speakers of English at the university level. In this paper, CS is studied to reveal why people who are competent in two languages make alternates in words or phrases in a particular situation. The study presents an sociolinguistic investigation and exploration of why speakers from different nationalities who share the same language in this case (English) switch codes into different languages.

a. 1.1 Code-switching and Other Phenomena

CS should be distinguished from other language contact phenomena such as borrowing, pidgins, and code mixing.

Code-switching and borrowing: CS takes place in individual utterances. It is shifting or alternation of languages within the same utterance or speech event. Therefore, the alternated words are not incorporated into either of languages or become part of the lexical inventory of the second language. Whereas borrowing is the introduction of single or short words, frozen, and idiomatic phrases from one

variety into the other. It influences the lexicon, the words that make up a language and it is incorporated into the grammatical system of the borrowing language. Thus, it is treated as part of the other language lexicon, take on its morphological characteristics, and enter into its syntactic structures. Therefore, CS differs from borrowings since it occurs unpredictably whereas borrowing often occurs in any place where languages are involved (John J Gumperz, 1982; Milroy & Muysken, 1995; Poplack, 2000; Poplack & Sankoff, 1984).

Code-switching and pidgins: Speakers practice CS when they are fluent in both languages. On the other hand, speakers form and establish a pidgin language when they do not speak a common language form an intermediate, third language. The creation of pidgins is similar to the use of code-mixing, but a pidgin is generated across groups that do not speak a common language, while code-mixing may occur within a multilingual setting where speakers share different languages (Clyne, 2000; Genesee, 2000).

Code-switching and diglossia: Although the terms code-switching and diglossia are used to describe a person's ability to shift from one dialect to another and to examine how people speak in different situations, CS is thought of as a more neutral way of expressing dialect. Diglossia is seen as a kind of bilingualism in a society in which one of the languages has a high prestige, and the other has low prestige. In a diglossic situation, some topics and situations are better suited to the use of one language over another. The difference between CS and diglossia is that diglossia is thought to be a more intentional changing of dialect due to situation and CS is perceived as a more subconscious change (Blom & Gumperz, 2000; Holmes, 2013; Reyes, 2004).

Code-switching and code mixing:

The usage of the terms code-switching and code-mixing varies, but code mixing is a thematically related term. Some scholars use the two terms interchangeably to denote the same practice, particularly in studies of morphology, syntax, and other formal aspects of language. Others apply code-mixing to denote the formal linguistic properties of language -contact phenomena and CS to denote the actually spoken usages by multilingual persons. Some scholars have given specific definitions of code-mixing, but these definitions may be different in various subfields of linguistics, education theory, communications, etc. CS is a shift from one symbol to another, whereas code-mixing is the mixing of two or more languages or varieties in communication and the use of elements or linguistic knowledge of one language when speaking the other. Moreover, mixing can be remarkable in bilingualism, but the transformation may frequently appear in the case of older persons (Hoffmann, 2014; Muysken, 2000; Myers-Scotton, 2005).

However, many scholars have considered CS to be a substandard use of language; they have regarded it as a normal, natural product of multilingual and bilingual language use. In popular usage, CS is sometimes used to refer to relatively stable informal mixtures of two languages. Both in popular usage and in the sociolinguistic study, the term CS is sometimes used to refer to switch among dialects, styles or registers. This form of switching is practiced by speakers as they move from less formal to more formal settings. Such shifts, when occurring in public figures' speech such as politicians, are sometimes criticised as signalling in authenticity or insincerity (Goldstein & Kohnert, 2005; Kanngieser, 2012).

b. 1.2 Types of Code-switching

Scholars tend to employ different names to classify for various types of CS. John J Gumperz (1972); (John J. Gumperz, 1977; John J Gumperz, 1982) classifies CS into "situational", "metaphorical," and "conversational". The situational CS is the tendency to use different languages or varieties in different social situations or to switch varieties to mark a change in the situation. It occurs only when a speaker uses one language in one situation and another in a different situation. It includes a change in participants and strategies. Whereas the metaphorical CS is the tendency to switch codes (language or language variety) in a conversation to discuss a topic that would normally fall into another conversational domain and it includes a change in topical emphasis. An important distinction between the two is that in the situational switching, the alternation between varieties redefines a situation, being

a change in governing norms, while in the metaphorical switching, the alternation enriches a situation, allowing for the allusion to more than one social relationship within the situation. The conversational CS is a face-to-face bilingual conversation implies metaphorical switching, rather than situational switching. It refers to the juxtaposition of passages of speech belong to two different grammatical systems or subsystems within the same exchange. In this type of CS the alternation takes the form of two subsequent sentences, as when a speaker uses a L2 either to reiterate his message or to reply to someone else's statement. The communication occurs fluently, maintaining an even flow of talk with no pauses, hesitation or changes in sentence rhythm, intonation contour or pitch level mark the shift in code (D. H. Hymes & Gumperz, 1972). According to (MYER & SCOTTON, 1998) there are two types of CS "marked" is unpredicted language choice that departs from the norm, and "unmarked" is predicted language choice that adheres to the norm. The main components of this CS are the speakers and the social context. The speakers make a choice to switch or not, based on their evaluation of which code will offer them the maximum benefit. When there is no clear, unmarked language choice, the speakers practice CS to explore possible language choices. Poplack (2000) divides CS types into three types: the "emblematic" which includes individual nouns, tag-questions, interjections and idiomatic expression CS, e.g., Oh my God, You know, and I mean. The second type is the "intrasentential" switching which includes arguably, the greatest syntactic risks, and may be avoided by all but not the most fluent bilinguals. The third type is the "intersentential" switching which includes changes at the sentence boundary. The familiar classification of CS that most of the scholars agree about is:

Intersentential switching: occurs unconsciously outside the sentence or at the end or beginning of sentences (i.e. at sentence or clause boundaries). It is sometimes called "extra sentential" or "mechanical" switching, and it is seen most often between fluent bilingual speakers e.g. CS from Iraqi Arabic to English (Fikirtak an hatha elwalad, **I think it is wrong**.) → (Your idea about this boy, I think is wrong.)

Intrasentential switching: occurs within a sentence or a clause where the constituents from two languages occur within a single sentence. No interruptions, hesitations, or pauses indicate the shift. It is called "code changing". It is conscious, intentional, and fluent shift focus from one language to another. It is motivated by stylistic and situational factors. It has greatest syntactic risk because of the difficulty of integrating two or more linguistic systems e.g. CS from Iraqi Arabic to English (ya'ni wahid lazim yesawi **good control** ala nafsa.) → (I mean one should make good control on himself.)

Intraword switching: occurs within the word itself, such as at a morpheme boundary where a bound morpheme of one language is attached to a root (free morpheme) in another language and is not a borrowed item e.g. CS from Iraqi Arabic to English (lazem **tsave** elsoora wa baden **tshareha**) → (You have to save the picture then share it)

Tag switching: is the switching of either a tag phrase or a word, or both, from one language to another. It includes the insertion of a tag or a short expression like discourse markers or fillers (such as 'you know' or 'I mean') in one language into a sentence which is otherwise in the other language. Such insertion can be easily done without a violation in the syntactic structure of the matrix language (the language being used in the conversation) e.g. CS from Iraqi Arabic to English (ma ahibha, **you know**) → (I do not like it,

you know) (John J Gumperz, 1982; Hall, 1989; Lipski, 1985; McClure, 2001; Myers-Scotton & Jake, 2009; Poplack, 2000; Roy, 2011; Winford, 2003).

c. 1.3 The Functions and Reasons of Code-switching

The functions and reasons of CS have been studied by several researchers in a wide range of linguistics domains. John J Gumperz (1982) specifies six main functions of CS which are: quotation, addressee specification, repetition, interjection, message qualification, and personification. He indicates that one of the major reasons of CS is that the elements of the other language transfer the meaning of the intended idea more accurately. Crystal (1997) indicates that the speakers use CS for some reasons like the deficiency, expressing solidarity, and conveying attitude. (Sert, 2005) proposes four functions

of CS to bring an authenticity to the conversation and to help the speaker better deduce the ideas being communicated. These functions include equivalence, floor holding, reiteration, and conflict control. Reyes (2004) discusses a variety of CS functions like imitation a quotation, turn accommodation, question shift, emphasis, insistence, situation switch, clarification or persuasion, person specification, topic shift, and discourse marker. She states a major reason that speakers switch codes when they do not know the word in the target language. According to (Ayeomoni, 2006) there are three functions of CS: intra-group identity, poetic creativity and the expression of modernization. According to (Myers-Scotton, 1995; Myers-Scotton & Jake, 2009; Scotton & Ury, 1977) CS is used for a variety of functions which are: strengthening solidarity, showing seriousness and authority, adding aesthetic effects, playing with words, requesting the meaning of vocabulary and expressions, asking for accommodation, and bridging a communication gap. Auer (1999) proposes five functions of CS which are: quotations and reported speech, reiteration, selection of the addressee, language play, and language negotiation. Hall (1989) refutes the notion of a universally applicable basic form of a language, and John J Gumperz (1982) finds that CS can reflect one's ethnic identity, while Bailey (2000) and ALMANSOUR (2010) find that speakers use CS in order to draw the boundaries of their ethnic groups. Hence, it is a tool that can signal a speaker's affiliation with certain sociolinguistic communities.

2. Methodology of the Study

The qualitative data concerning the CS phenomenon in this study aims at investigating the motivations behind the use of this phenomenon by the international students in their conversation at the university level. The participants of this study are 20 international students of different nationalities with different cultural and linguistic backgrounds from 9 different countries they are Iraq, Nigeria, Iran, Pakistan, China, Malaysia, Indonesia, India, and Jordan. The participants are 16 postgraduates, and 4 undergraduates total 20 students who are studying in different schools at USM. For all the participants, the first language (L1) is their national language, and the second language (L2) is English. This study is supported by structured interviews with students to collect qualitative and quantitative data. To gather the data of this study the students have answered a questionnaire consists of two parts the first part includes 19 close questions investigate their use of CS and the reasons behind this use. The second part includes 3 open questions one of them concerns their own reasons other than those presented in the first part of the questionnaire. The other two questions concern the advantages and the disadvantages of using CS. In the first part of the questionnaire Q1 is used to gather the data about whether the students use CS or not, Q2 and Q3 are used to gather the data about where they use CS, Q4 is about which of the students' two languages (L1, L2) is used more in CS, and Q5 – Q19 are used to gather the data about the reasons of using CS. All these questions have been answered with YES or NO, and then the questionnaire ends with the two open-ended questions as it is illustrated in (Table 1). Finally, after the students answered the total number of 15 questions of the questionnaire, the data has been collected, and all the questions have been reported as valid. Eventually, the information has been analysed and the findings have been discussed. The questionnaire is built in terms of the above mentioned functions and reasons of CS, and the reasons have been examined according to sociolinguistic approaches which are the markedness, the situational, and the conversational approaches.

Table 1: The Questions that are Presented to the Students to Collect the Data

No.	Reasons for code-switching
1	Do you use code-switching in your communication?
2	Do you use code-switching inside the lectures halls?
3	Do you use code-switching outside the lectures halls?
4	Do you switch code from your native language to the second language more than from the second language to your native language?
Specify for any of the following reasons you may use code-switching from one language to another	
5	For the deficiency i.e. you may not be able to express yourself in one language.
6	For affection i.e., you may use code-switching when you are upset, tired, distracted, happy, excited, angry, or sad.
7	You wish to express solidarity or affiliation with a particular social group

8	You wish to exclude others from a conversation.
9	You wish to convey attitude using a method available to those who are bilingual or monolingual and serve to advantage the speaker.
10	As a quotation to report someone's utterance.
11	For an addressee specification i.e. to address a particular person among several addressees present within the situation.
12	For interjection, i.e., you may use some words from different language as a sentence filler like using English words in your speech e.g. OK, yes/no, please, thank you, already, may be, hi, bye.
13	For clarification to clarify the message using reiteration in the other language.
14	To elaborate the message using qualification of the preceding utterance in the other language to give more information.
15	For personalization i.e. to give your statement or message more authority.
16	To change the topic in the conversation e.g. switches between scientific and non-scientific talk.
17	To distinguish that you are a well educated person who is competent in two languages or even more.
18	For emphasis to indicate your insistence on a specific idea.
19	When you have a question.

The open-ended questions:

- Do you have other reasons for using code-switching in your conversation? If yes, what are these reasons?
- Do you think that using code-switching helps you in developing your and others communication? If yes, then why?
- Do you think that using code-switching is effective and useful in your study? If yes, then why?

3. Results and Discussion of the Study

The analysis of the collected data depending on the participants' responses which are illustrated in (figure 1) reveals that all the 20 international students use CS in their conversations. This is what resulted from their responses to (Q1). The participants use CS in their conversations with each other inside the lectures hall as well as outside it, and their responses to (Q2) & (Q3) emphasize that 63% of them use CS in outside the lectures hall while only 37% of them use it inside the lectures hall as it is shown in (figure 2). The students' answers to (Q4) reveal that 80% of them switch code from their native languages (L1) to their second language (L2) as it is shown in (figure 3). The students' responses to questions from (Q5) to (Q19) prove that almost all the international bilingual students switch their languages nearly for the same reasons as illustrated in (figure 4). Investigating 20 samples of responses shows that 100% of the students use CS for interjection and elaborating a message. In the case of interjection they use some expressions in English like may be, please, I think, etc. to complete and fill the sentence. The case of elaborating a message means that they try to give additional information to an utterance using qualified words in another language. The second highest percentage of CS reasons goes for emphasis which motivates 90% of the students to use another language in their speech. They do this when they want to emphasise a point or an idea and may be to end an interaction. The deficiency is the reason that motivates 80% of the students to use CS in their communication this is because they may not find the suitable or qualified vocabularies in the language they speak with to express their idea. Expressing solidarity or affiliation to a certain group is the reason for which 80% of the students use CS, and they may want to share ethnicity with an addressee, to share the same social group or a peer group. 80% of the students tend to convey their attitudes to others using CS. To clarify a message, 80% of the students use reiteration of the same sentence in the other language. The results show that 60% of the bilingual students prefer to use CS in their speech to affect others and to express certain feelings and attitudes. This means, when the speakers are in a good mood they can find the appropriate word or expression in the base language. They often know exactly the word in both the languages, but when they are in a disturbed mood, they may switch to the other language which is more available at the point of that time. Thus, CS for affection can be used by the speakers to express happiness, excitement, anger, sadness, and many other feelings. The other side of this reason is that the speakers use CS in

order to either attract others attention or to persuade an audience. and then, they will be more capable of reaching their goals. The same number of answers (60%) reveals that the students tend to quote or to report someone's utterance using CS to other languages. This is achieved when the speakers speak in one language and convey a message in another language. CS occurs because the quotations are more effective if cited in the language which is originally used. CS also takes place in an addressee specification that 60% of the students do this to send a message to a particular person presents in the situation or sometimes to alert or warn a certain person. In order to give their speech an authority, 60% of the students switch to another language to achieve personalization. Changing the topic seems to be another important reason that leads the bilingual speakers to switch code in their conversation. So, 60% of the students may use more than one language within one same utterance according to the topic e. g. to discuss a particular topic switches between scientific and non-scientific talk using different languages. The results show that 60% of the students employ CS in asking questions. Half of the students 50% agree that they switch their codes when they wish to exclude some persons from a conversation for certain reasons. The least percentage 40% of the participants' answers reveals that they want to show their personality. This means that they tend to use different languages to imply a certain social status or to distinguish themselves from other social classes. Thus, CS is sometimes used to reflect persons' social class, to reveal that they are well educated persons who are competent in two languages or even more CS can be looked upon as a hidden prestige which is made explicitly by attitude. According to the data analysis of the open-ended questions, the results in the first question show that 60% of the participants use CS for other reasons rather than those above mentioned. Among these reasons is that they do CS to the other language due to the lack or the paucity of equivalents and vocabularies that can fulfil the intended meaning in the language they speak within their conversation. The other reason is that they tend to use CS when they want to talk about taboo and bad expressions or when they want to talk about personal affairs. They switch to another language because they feel more comfortable with some persons in some events. They also switch code to create funny situations and to tell jokes. Concerning the second question, 90% of the students agree that CS is helpful in developing their communication because it gives them the chance to communicate with each other easier than communicating in one language. CS makes their speech and ideas understandable by all the surrounding persons. Some of the students think that by using CS their messages will be delivered more accurately. Another reason is that CS encourages them to develop their proficiency in different languages. Also, it helps them to bridges the gaps in their information in different subjects. Regarding the answers to the third question in the open-ended part, 70% of the students agree that CS is useful in developing their study for many reasons. The reasons that are declared by them like CS make them able to share and obtain more information from different persons. By using CS in their study, they can give more clarity to some thoughts, ideas, and terms. Some of the subject matters can be more understandable and comprehensible when they give farther explanation in another language.

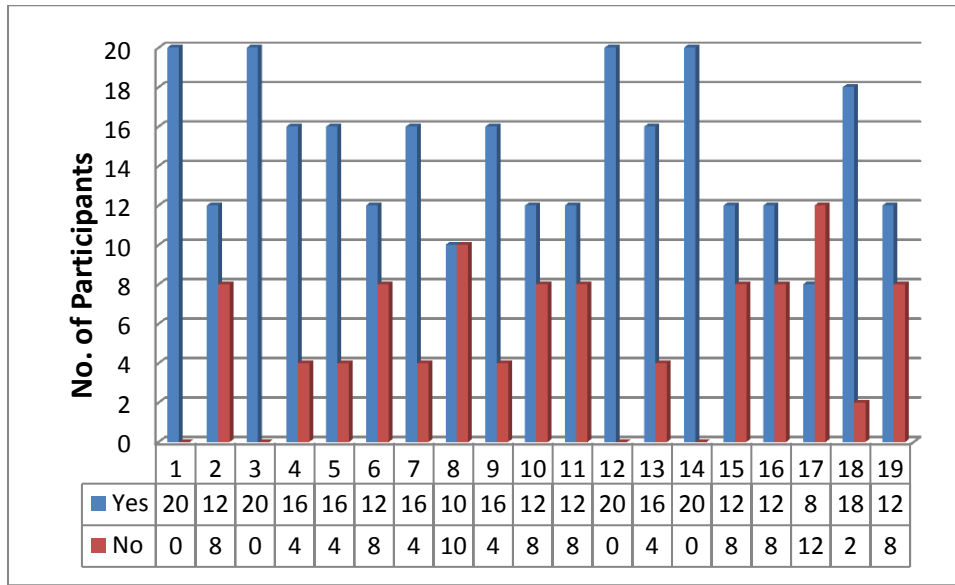


Figure 1: Participants' Responses to Each Question

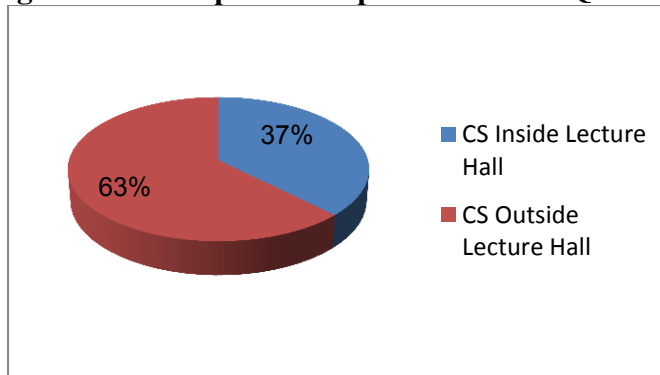


Figure 2: The Use of CS Inside and Outside the Lectures Hall

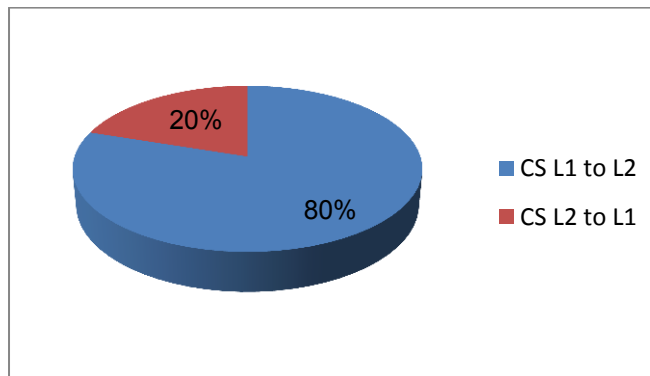


Figure 3: CS Between L1 and L2

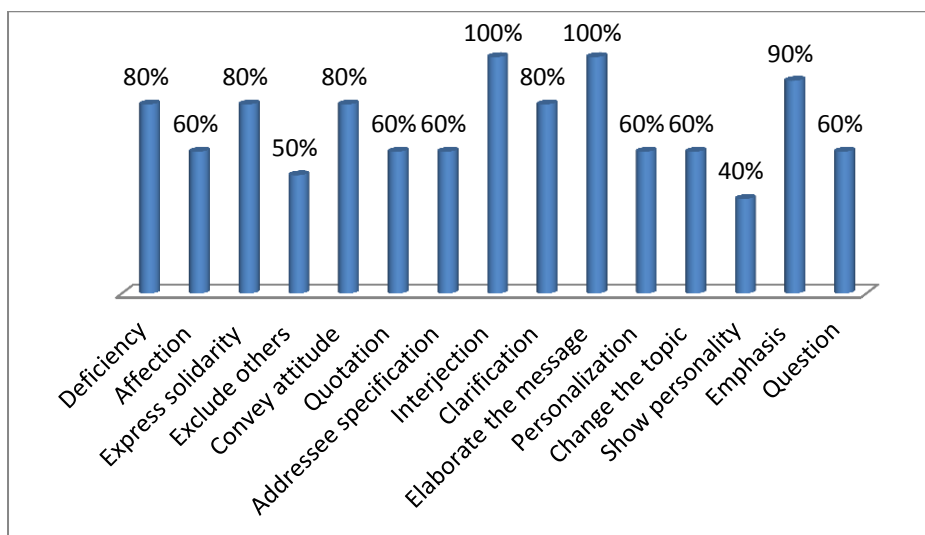


Figure 4: The Reasons for Using CS

4. Conclusions

According to the data analysis of structured questionnaire and interview presented in this study, the results prove that there is a correlation between the participants' reasons behind using CS and their beliefs towards it. In general, the participants' points of view have revealed that CS is a natural procedure and a linguistic behaviour. The occurrence of CS in the learner's utterances highlights its value as a communicative resource in the multilingual interaction and it is used to achieve communicative goals among international bilingual speakers in different fields at USM. CS is a natural phenomenon that facilitates the students' acquisition of languages, new information, and knowledge. They consider it a very useful device to develop their communication with others and to share thoughts, ideas, and information in their study more easily, clearly, and comprehensibly. Thus, CS affects communication and learning processes positively. It has been proved that all of the bilingual students who participated in this study switch their languages almost for the same fifteen reasons among which three are the most common reasons among all the students which are for the interjection to fill the sentence, for the elaboration of a message, and for emphasizing a point or idea. Many reasons for using CS are agreed about by 80% of the students which are represented in the deficiency, expressing solidarity, conveying attitudes, and clarifying a message by reiteration. The less widespread reasons for using CS by the students are the affection on others, the quotation of others' utterances, the specification of an addressee, the personalization, changing the topic, asking questions, excluding some persons from a conversation, and distinguishing oneself. The study raises new six reasons for which the bilingual may use CS these are because of the lack or the paucity of equivalents and vocabularies, they want to talk about taboo and bad expressions, they want to talk about personal affairs, to feel more comfortable with some persons in some events, and they want to create funny situations and to tell jokes. Some of the students declared that they sometimes switch from their native language to the English language as a kind of respect to encompass the persons who do not speak their language in the conversation.

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