

## **A Study of Kurdish EFL University Learners' Comprehension of Implicatures**

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### **ABSTRACT**

In the recent years, a large number of universities and institutes across Kurdistan region of Iraq adopted English as a medium of instruction. Since classroom is a language contact instance, codeswitching between English and Kurdish is highly likely to occur. One aspect of this phenomenon, the attitudes students have of teachers who codeswitch between English and Kurdish in the classroom has not been addressed to the best of the author's knowledge. In this study, this issue is addressed and implicit attitudes towards teachers who codeswitch in the classroom are expressed. This sheds light on the phenomenon of classroom codeswitching between English and Kurdish. Forty-two participants studying at the department of English at a private technical institute in Duhok took part in a matched guise test to determine the implicit attitudes. After data collection, a repeated T-test was conducted to determine the results. The results indicate that in terms of teacher's codeswitching or not codeswitching in classroom, there are no significant differences. In other words, the phenomenon of codeswitching between English and Kurdish in the classroom, for the study's participants, is not an important matter and therefore more data is required to study this area more extensively.

**KEY WORDS:** udes, Codeswitching, Teachers, EFL.

### **1. Introduction**

Kurdistan region of Iraq (KRI henceforth) has had multiple changes in language policies for education. When Kurdistan region was ruled by the Ba'ath regime, students, whose native language is Kurdish, at different academic levels, had to study in Arabic (Saeid, 2014). In 1992 and onwards, Kurdistan region began experimenting with language policies. The Arabic that was predominant in schools was replaced with the Sorani dialect of Kurdish. This had its own issues; nonetheless, the region's government was in the phase of experimentation. The situation at college level was not much different. For a start, most of humanities offered lectures in Arabic. The language policy at university level was not seriously considered as universities in the region were still being established. There were some attempts to standardize the language policy, but all attempts were timid. Post 2003, after the fall of the Ba'ath regime, serious efforts were exerted to regulate the language policy and by 2010, most universities and colleges, including humanities adopted English as a medium of instruction. Adoption does not mean implementation as teachers were still using what they thought was more conducive. As mentioned earlier, the majority of colleges of humanities' staff had formal education at Iraqi universities which offered education in Arabic; hence, lecturers at KRI universities were faced with a few difficult tasks. While some of those lecturers have had some education in English, the majority had not. This forced lecturers to resort to linguistic techniques to

either compensate for their English language proficiency or to help students better understand the subjects, depending on the situation. This is because students have also been educated in Kurdish in their primary education. This situation of lecturers having studied in Arabic and students having studied in Kurdish, and now the medium of education at university is English, lead to both university lecturers and students to resort to language facilitating methods, case in point, codeswitching (CS henceforth) between English and Kurdish. Majority of studies, e.g. (Baker, 2006); (Duran, 1994); (Hornberger, 2005), among others, list the functions and aspects of CS, its importance and how CS can enhance the learner's ability to improve in any given language. Therefore, while everyone recognizes the existence of this phenomenon across universities in KRI and its importance, what has been neglected is the attitudes students have of this phenomenon. Researching the attitudes is important as it helps lecturers adjust their teaching practices to suit the needs of the students and to make the classroom more effective. It also helps making educators understand the role CS has in the classroom. For these reasons and other reasons, this study tries to answer the following question: what do KRI university level students think of teachers who use CS between English and Kurdish in the classroom? Since this is an attitude study, direct and indirect methods exist to collect data; the most appropriate of all methods are the ones that indirectly reveal attitudes towards a linguistic phenomenon, and thus those

methods are promptly selected.

**Theoretical Background**

**2. Literature Review**

Bilingual education focuses heavily on the topic of CS. In other words, CS is, in a way, the part and parcel of studies in bilingualism (Cf. Milroy, 1995). Speaking of which, bilingual societies, Iraqi’s included, witness this phenomenon. What is more interesting are how these linguistic varieties come to be perceived by individuals differently on different scales, i.e. culturally, educationally, etc. To address this, CS is broadly defined and studies in attitudes towards this linguistic phenomenon in the classroom context is reviewed.

**2.1 Definition of Code-switching**

CS is a speech style utilized by a bilingual speaker which involves switching from one language to another during their speech with other speakers who share the same bilingual identity (Trousdale, 2010), (Bullock and Toribio, 2012). Code, as suggested by Ayeomoni (2006), is any language component that ranges from a morpheme to the larger aspects of the language system. Moreover, code can be a variety of a language (Mesthrie and Asher, 2002). Bilingual speakers often use CS to demonstrate their bilingual identity (Trudgill, 2000), (Fromkin, V., Rodman, R. and Hyams, N., 2018). Context, language contact instances, is seen as the primary motivation for the production of CS, in other words, when there are two languages being utilized, CS is a natural occurrence (Cf. Fromkin et al., 2018; Denham and Lobeck, 2013). Essentially, CS is the act of alternation between two languages, or language varieties by bilingual speakers in a bilingual setting.

**2.2 Medium of Instruction in Iraqi Kurdistan**

The medium of education in a number of Kurdistan region’s universities and higher education bodies is English (Borg, 2016). Because of the systematic process of Arabization imposed by the Ba’ath regime during Saddam Hussein’s reign of Iraq and prior to that era as well (Saeid, 2014), few academic departments in humanities to this day offer lectures in Arabic or Kurdish depending on the taught subjects. The ministry of higher education in Iraqi Kurdistan has recently, post 2003 era, introduced language policies which require the use of English as a medium of instruction at university level (Cf. Borg, 2016). In Iraq, the constitution recognizes two official languages, namely, Arabic and Kurdish (Zebari, 2014), and therefore, English is a foreign language. As a consequence, due to the fact that the first language of almost all of the students at universities in Kurdistan region is Kurdish and the fact that the medium of instruction at most university level education is English, CS between English and Kurdish is most likely resorted to in the classroom context as it is a language contact instance (Cf. Bullock and Toribio, 2012). While it is true that medium of instruction is English at many Kurdistan region’s universities, many teachers opt out the use of English. Keong, Y., Sardar, S., Mahdi, A., & Husham, I. (2016) demonstrated that, in primary education classrooms in Kurdistan region, CS between English and Kurdish exists, therefore, it is intuitive that CS occurs in classrooms at university level in Kurdistan region. Cook (2001) points out aptly that CS, in classrooms, is fairly a common phenomenon (Cook, 2001).

| Institution                      | EMI (Yes/No) | % EMI    | EMI Staff   | EMI Students |
|----------------------------------|--------------|----------|-------------|--------------|
| Duhok Polytechnic University     | Yes          | 50%      | 152         | 1268         |
| Erbil Polytechnic University     | Yes          | NR*      | NR          | NR           |
| Garmian University               | Yes          | 25%      | 61          | 610          |
| Hawler Medical University        | Yes          | 100%     | 525         | 2298         |
| Koya University                  | Yes          | 50%      | 194         | 2450         |
| Raparin University               | Yes          | 25%      | 63          | 956          |
| Salahaddin University            | Yes          | NR       | NR          | NR           |
| Soran University                 | Yes          | 10%      | 20          | 200          |
| Sulaimani Polytechnic University | Yes          | 75%      | 326         | 2784         |
| University of Duhok              | Yes          | NR       | NR          | NR           |
| University of Halabja            | Yes          | NR       | 24          | 400          |
| University of Sulaimani          | Yes          | 50%      | 196         | 4405         |
| University of Zakho              | Yes          | 50%      | 187         | 1500         |
| <b>Total</b>                     | <b>13/13</b> | <b>-</b> | <b>1748</b> | <b>16871</b> |

Chart 1: English as a Medium of Instruction across Kurdistan region’s institutions (Borg,2016: 5). Note: NR stands for not registered.

### **2.3 Language Attitudes**

In simple terms, the concept "attitude" involves the opinions and dispositions of individuals stemming from their beliefs and presuppositions that can have an effect on the behavior of said individuals (Ma, 2014). Languages, dialects, styles, etc. play a role in the formulation of people's attitudes; in other words, people have attitudes towards languages, dialects, varieties and accents. Attitude towards languages or language varieties are important to study as they not only expose what attitudes people have towards language but also the speakers of such language styles. This in turn reveals the language ideology of the people (Trousdale, 2010). Attitudes are either explicitly stated or implicit in nature (Levy, 2014). The attitudes people express towards CS, therefore implicitly and explicitly, could be either positive as in Alenezi (2010) and Montes-Alcalá (2000), or negative as in Ramirez et al. (1978); Diaz (2004); Bassiouney (2009).

### **2.4 Attitudes towards Code-Switching**

As mentioned earlier, CS, like any other language phenomenon, has been differently viewed by individuals across linguistic communities. For instance, a study looking at classroom Spanish to English CS was conducted by Ramirez, Arce-Torres and Politzer (1978). The study had a comprehensive scope that included 279 students and 18 teachers. The researchers used a matched guise test to collect data and to elicit attitudes. Upon evaluating the teachers' attitudes, Ramirez et al. (1978) concluded that teachers believed, in the classroom context, CS is not appreciated and is considered unfavorable. In addition, students who frequently codeswitched were thought, by their teachers, to likely fail in their educational career. The student participants, on the other hand, suggested that CS is the preferred style as it facilitates comprehension, specifically, topics that are difficult to understand. The participants also believed that CS does not impair the students' level of English, on the contrary, it was viewed as an aid in the learning of the English language.

Montes-Alcalá's (2000) study looked at people's attitudes towards CS between English and Spanish utilizing a number of data-collection methods, i.e., a matched guise test and a questionnaire. Of the ten participants whose ages ranged from 19 to 27, the majority showed, generally, positive attitudes towards CS. CS was not involved with identity loss rather conversely, it was an identity marker. It was also not viewed as an indication of the speaker's lack of proficiency. While the study is certainly important, the issue with Montes-Alcalá's (2000) was the small number of the participants and the ages of the participants, mainly being young adults.

More specifically, on a classroom scale, CS has similarly attracted negative and positive attitudes. Alenezi (2010) studied students' attitudes towards classroom CS between English and Arabic. Alenezi used a questionnaire which included open and close ended questions. Seventeen students at the Allied Health Science College/ Kuwait University participated in the study. While overall results were mixed, the participants preferred CS over non-CS citing reasons related to better clarification of the topic discussed. Alenezi & Keble (2018), similarly to Alenezi (2010), investigated the attitudes of 230 medical students towards CS to English, which was the medium of instruction for the educators and participants. The participants who participated in this study were studying at a university in Saudi Arabia. After collecting data from the participants using a questionnaire, the participants expressed that they preferred CS and believed that CS aids in comprehension of the topics discussed. The participants also showed that the teachers who codeswitch in the classroom are highly valued and respected and that CS did not cause confusion regarding the topic discussed.

Alenezi's study, while valuable, had few issues which would have led to different results, possibly, if they were taken care of. For one, the number of the participants was small and hence the results cannot be generalized. Secondly, the number of questions was also limited and did not cover areas like teacher's CS as a practice. Both Alenezi (2010) and Alenezi & Keble (2018) used questionnaires to determine the attitudes of the participants towards CS. Other methods may have been better at determining attitudes than a direct method as the questionnaire.

Yao (2011) collected data from 52 English language teachers and 100 Uyghur secondary school EFL students using a four-section questionnaire in addition to interviews regarding the functions of CS and attitudes towards CS. Yao (2011) was particularly interested in inspecting the reasons and attitudes EFL teachers have for CS in classroom. Like Alenezi's (2010) study, both students and teachers expressed positive attitudes towards classroom CS. It might have been more appropriate to use other data collection methods instead of the ones Yao (2013) had used. Self-reported data are not always reliable, in particular, when politics is at play (Cf. Dwyer, 2005).

Borlongan, Lim, & Roxas R. (2012) also looked at classroom CS between English and Tag-log. The study collected data from 96 university students who were bilingual Tag-log and English speakers. The researchers, for data collection, used a questionnaire

and a matched guise test. The findings suggest that students positively viewed classroom CS between English and Tag-log. Yet, interestingly, students believed that CS for teachers is fine however not for the students, as suggested by Borlongan et al. (2012) this inclination in abstaining from the use of CS is related to mastering English in which CS is perceived of as a hindrance. As to the results of the matched guise test, no significant differences between the CS guise and the non-CS guise were observed.

Chen and Cao (2013) used a matched guise test to see the attitudes of 220 Uyghur college students towards classroom CS between Uyghur and Chinese and English. On the whole, the results showed that the Uyghur guise received more positive attitudes in contrast to the other guises on the test. This is because Uyghur is the participants' native language and identity; identity is an important factor in the formulation of attitudes, as was the case with participants from Diaz (2014). Using a matched guise test, interviews and a questionnaire to gauge 98 Spanish/Galician - English bilinguals' attitudes towards CS, Diaz (2014) came to the conclusion that CS is viewed by his studied population to have negative associations. The participants, in particular old-aged, thought of the person who resorts to CS as having problems with identity, i.e., the participants saw those who codeswitch neither Spanish/Galicians nor English. Moreover, they were seen to have problems with language proficiency and competency with both of the languages for which CS occurred. Other participants believed that CS occurs haphazardly and is not bounded by any language rules, i.e., why people use CS or the process of it are unknown. However according Chen and Cao (2013), the three guises, Uyghur, Chinese and English were all seen positive as per the participants' attitudes. In other words, the other languages for which CS was produced in the class were not negatively perceived of. But it is important, as mentioned earlier, to take research on linguistic aspects of the Uyghur people carefully because of the marginalization of the Uyghurs by the Chinese government (Cf. Cabras, 2014; Dwyer, 2005). More to come on this in the discussion section.

Al-Ahdal (2020) conducted a study investigating the attitudes 60 EFL students have towards classroom code-mixing using a questionnaire. As the results indicated, most participants viewed classroom code-mixing positively and associated it with advanced proficiency, brevity of speech, social belongingness and so on. Since Al-Ahdal's (2020) study used a

convenience sample, it comes with disadvantages in that results cannot be generalized or the results are either under or over representative of the population (cf. Ehrenberg, A.S. and Bound, J.A., 1993)

#### **Research Question:**

Based on the literature above, the research tries to answer the following question:

- How do students implicitly perceive of teacher's classroom CS between English and Kurdish?

#### **Research Hypothesis:**

- It is hypothesized that students neither positively nor negatively view teachers who resort to classroom CS between English and Kurdish.

### **1. Methodology**

#### **3.1 Participants**

Forty-two English language department students at Ararat private technical institute in Duhok participated in the study. Based on the students' interactions and reciprocation in the classroom, the majority had beginner level language competency and few students had upper intermediate/advance competency. First, the participants were briefed about the study, the matched guise test they were about to undertake and were asked for consent. They were also informed to express their true opinions to all of audio recordings. However, they were not told that for the purpose of this study, only the data for the two guises will be used. After the consent and explaining the process, the students, one by one, partook in the procedure. The students, after finishing with the test, were informed that they could withdraw at any time during which this research took place.

#### **3.2 Procedure**

To collect data for the current research, a matched guise test (Cf. Lambert, Hodgson, Gardner, & Fillenbaum, 1960) was utilized. The matched guise test is used when studying implicit behaviors and attitudes towards a linguistic phenomenon. Since CS can be of different perceptions explicitly and implicitly, the study aimed at the later as a problem to be investigated. For this reason, the matched guise test was used. It is important to note that the current study has modified the matched guise test that is usually used in (Cf. Lambert, Hodgson, Gardner, & Fillenbaum, 1960), (Chen and Cao, 2013) and Diaz (2014). The modifications were introduced to make the matched guise test classroom oriented.

| Likert Scale |   |   |   |   | The Traits: Saloxet  |
|--------------|---|---|---|---|--|
| 1            | 2 | 3 | 4 | 5 | <b>Sareza / Pisporiyê</b><br>شارهزا په<br><b>Expert</b>                          |
| 1            | 2 | 3 | 4 | 5 | <b>Ji xwe bawere</b><br>باوهری بخو ههیه<br><b>Confident</b>                      |
| 1            | 2 | 3 | 4 | 5 | <b>Jêhatî / Xwdansîyan</b><br>خودان شیانه<br><b>Competent</b>                    |
| 1            | 2 | 3 | 4 | 5 | <b>Bitecrûbe</b><br>خودان تهجرویهیه(خبیر)<br><b>Experienced</b>                  |
| 1            | 2 | 3 | 4 | 5 | <b>Zane</b><br>زانایه (دبایهتی)<br><b>Knowledgeable</b>                          |
| 1            | 2 | 3 | 4 | 5 | <b>Calak</b><br>بێ چالاکه (نهکتیغه)<br><b>Active</b>                             |
| 1            | 2 | 3 | 4 | 5 | <b>Hevaldost / Civatsêne</b><br>ههفال دوسته، جفاکیه (اجتماعی)<br><b>Sociable</b> |
| 1            | 2 | 3 | 4 | 5 | <b>Fêmkere</b><br>فیمکیره (متفهم)<br><b>Understanding</b>                        |
| 1            | 2 | 3 | 4 | 5 | <b>Kêfdare</b><br>کهیفداره، دلغهمکیره (مسلی)<br><b>Easy-going, Fun</b>           |
| 1            | 2 | 3 | 4 | 5 | <b>Serdest</b><br>سهردهسته، واتن کونترول دکهت<br><b>Controls the class</b>       |
| 1            | 2 | 3 | 4 | 5 | <b>Jer Fshara Derwnya</b><br>ژیر فشارا دهرونیه (قلق، متوتر)<br><b>Anxious</b>    |
| 1            | 2 | 3 | 4 | 5 | <b>Zman Rehwane</b><br>زمان رههواته (طلق)<br><b>Fluent</b>                       |

Figure 2: The modified matched guise test used in the current study.

The way, the matched guise test is conducted, is there are five speech sample audios, two of which are the two guises where the linguistic features are expressed and the rest serve as fillers, i.e., distractors. It is important to note that both guises were produced by the same person; hence the name matched guise. The length of every audio recording was approximately fifty seconds and the topic that was discussed in the audio recording for the two guises was identical, word for word. Fillers were also from lecturers from different departments who were recorded resorting to CS in the classroom. The duration of the fillers was also approximately fifty seconds. Students are given questionnaires which have individual traits, e.g. (expert, confident, competent, experienced, knowledgeable, active, etc.), and a five-point Likert scale, in which 1 corresponds to strongly

disagree and 5 corresponds to strongly agree. The procedure follows a protocol of listening to the audio recordings and evaluating the speakers in the audio clip on the five-point Likert scale in relation to the individual traits in the questionnaire. Data collection for this study went as follows: students first listened to a filler audio, followed by the first CS guise, followed by three more fillers and finally the Non-CS guise. Once the test was over for every participant, the test papers where responses are provided, were taken from the participants. Only the data for the two guises was used for the purpose of this study.

### 3.3 Ethical Considerations

No personal information was obtained from the participants except for the gender which was initially meant to be used to be controlled for but later was not



used in the study. No participant was forced to take part in this study and the participants were given the right to withdraw from the study the moment they wished.

### 3.4 Data Analysis Method

For data analysis, a repeated t-test to analyze the data

| The Two Guises |   | Std. Deviation | Sig. (2-tailed) |
|----------------|---|----------------|-----------------|
| Pair 1         | Intelligent Non-CS – Intelligent CS             | 5.89915        | 0.887           |
| Pair 2         | Fluent Non-CS – Fluent CS                       | 8.33667        | 1.000           |
| Pair 3         | Confident Non-CS – Confident CS                 | 14.43260       | 0.607           |
| Pair 4         | Competent Non-CS – Competent CS                 | 5.61249        | 1.000           |
| Pair 5         | Experienced Non-CS – Experienced CS             | 3.42053        | 0.902           |
| Pair 6         | Knowledge Non-CS – Knowledge CS                 | 1.41421        | 1.000           |
| Pair 7         | Active Non-CS – Active CS                       | 6.81909        | 1.000           |
| Pair 8         | Sociable Non-CS – Sociable CS                   | 1.87083        | 1.000           |
| Pair 9         | Understanding Non-CS – Understanding CS         | 5.47723        | 1.000           |
| Pair 10        | Entertaining Non-CS – Entertaining CS           | 3.53553        | 1.000           |
| Pair 11        | Controlling class Non-CS – Controlling class CS | 4.79583        | 1.000           |
| Pair 12        | Anxious Non-CS – Anxious CS                     | 5.43139        | 1.000           |

Figure 3: Repeated T-test results for the Matched Guise Test

As apparent from the chart above, for all of the traits that were studied to determine the differences in attitudes towards the two guises, there was no statistical significance, i.e., students do not view teachers who CS or do not CS in the classroom between English and Kurdish either positively or negatively. The only traits which had a tendency towards significance, still by no means statistically significant, were intelligent and confident traits. This could mean that in case of having more participants, a significance between the two guises in relation to the traits could be observed, or possibly not.

### 3. Discussion

The results showed that there is no statistical significance between teachers who CS and those who do not CS in the classroom. Other researchers, like (Al-Ahdal, 2020), (Chen and Cao, 2013) and Diaz (2014) have found differences in this regard. In this section, current results in relation to other studies are discussed and possible reasons are explained as to why other studies gauged different attitudes towards classroom CS or non-CS and why the current one did not yield any significant results in relation to teachers' classroom CS or non-CS.

Unlike Chen & Cao's (2013) study, the present study did not find any significant differences between the two guises used in the study. In Chen's study, participants who were Uyghurs expressed positive attitudes towards the three guises used in the study, i.e. Uyghur, English and Chinese guises. Yet, Chen & Cao's (2013) noted, that the Uyghur guise was the favorite of the three guises, which could be an indicative of participants marking their identity. The

quantitatively was performed using IBM's SPSS data analysis application.

### 2. Results:

After data analysis was performed, results were as follows:

reason why the Uyghur guise was the most positively perceived of guises could be explained in terms of the political tension present in China and the socio-cultural policies against the Uyghur people. It could be argued by some that the Chinese guise was also perceived positively, notwithstanding this; the positive attitudes that were associated with the Chinese guise could be explained in terms of fearing the oppressor; the fear of the consequences of viewing it negatively and hence the positive attitude. In recent years, the Chinese government has been systematically introducing Chinese language policies in addition to systemic relocation of Han Chinese people to areas where Uyghurs are majority or were once majority (Cabras, 2014).

In the context of the present study and how it is connected to the aforementioned, i.e., as to why there has been no statistically significant differences between the Kurdish and English guises, it could be argued that the results might be due to the fact that the participants do not see a threat in the English language towards their identity therefore the perception of neutrality towards the only English guise. To put it aptly, the study does not tackle any dimensions of the identity of the participants, and the situation with Kurdish students with regards to using English in the classroom is different than the participants mentioned in the studies of (Diaz, 2014; Chen & Cao, 2013; Montes-Alcala, 2000). There could have been different attitudes if an Arabic guise or CS to Arabic was used in the study instead or in addition to the English one. This is because identity plays an important role, as stated earlier, in the shaping of attitudes and prejudices, and Arabic being once the language used by the Ba'ath

oppressing regime for educational purposes (Cf. Saeid, 2014), consequently, negative attitudes could have been expressed. However, this requires rigorous research to prove or disprove.

Although participants positively viewed classroom CS and the teachers who resort to CS in (Alenezi, 2010; Alenezi & Keble, 2018; Yao, 2011), contrary to what is present in the current study, a number of points should be raised here. First, Alenezi (2010); Alenezi, & Keble, (2018) ; Yao (2011) used questionnaires and interviews to collect data regarding attitudes towards classroom CS. In social sciences one major drawback of questionnaires, including interviews, is the notion of social desirability bias (Cf. Charles & Dattalo, 2018). Social desirability bias is when participants do not express their true and accurate responses, via questionnaires or interviews, due to the cognitive biases that influence their responses (Charles; Dattalo, 2018). For the reason of social desirability bias, Alenez (2010); Alenezi & Keble, (2018) ;Yao's (2011) studies should be dealt with a little carefully because the researchers in the above studies used questionnaires and interviews. This is not to discredit the results, but if participants were explicitly asked about a linguistic phenomenon that their teachers constantly attend to, chances are the participants will provide answers that are appropriate and that do not portray their teachers in any negative manners. This also shows that in questions pertaining to attitudes, other methods of data collection, such as the matched guise test, could produce far more reliable data. For this reason, the current study utilized a matched guise test to elicit attitude data and also to avoid social desirability. It is not farfetched that in case the present study included a questionnaire to gauge the attitudes of students, there could have been differences of opinions. Although no comprehensive surveys have been conducted to see if questionnaires tend to have participants positively view classroom CS, the impression is that the majority of studies investigating students' attitudes towards classroom CS using a direct method, e.g. a questionnaire, tend to show a positive perception of classroom CS. Al-Ahdal's (2020) study is another good example on students, via questionnaires, perceive of code-mixing positively.

Another worthy of mentioning point to be raised here is that in (Alenezi, 2010; Alenezi, & Keble, 2018; Yao, 2011), the participants were not majoring the English language. It is counterintuitive to suggest that students who have an instrumental motivation for learning English perceive of CS other than positively. In addition to instrumental motivation, the students who took part in the current study had an integrative motivation. This is because in the present study,

students were majoring the English language, unlike Alenezi's (2010) and Alenezi & Keble, (2018) participants who were majoring health sciences and medicine. In addition, the participants of this study, studied English literature, speaking and listening, reading and writing and translation, etc. and some enrolled the department of English as they were soon moving to English speaking countries or were planning to move to English speaking countries. The reason why, possibly, both guises were not perceived to be different could be due to the fact that students, in questions of learning English and the motivation behind enrolling the department of English, the teachers' CS or non-CS are of little importance, hence, it is possible as shown in the study that students may not view the teacher who codeswitch in classroom any difference than the teacher who does not resort to classroom CS. It is true that the study is not tackling the aspect of motivation, however, the above are only possible reasons as to why the participants might express positive attitudes. This is because motivation can influence attitudes (Liu, 2014).

The participants of the current study did not express any prejudices towards CS in the classroom the way the participants in Ramirez et al. (1978) did. Although there were mixed results in Ramirez et al. (1978), with teachers negatively viewing the phenomenon and students positively, teachers went further suggesting that students who CS in the classroom are at a higher risk of failing. This could be due to teachers' previous experience with students who codeswitch in the classroom or it might be a matter of prejudice in that it may imply that teachers think of students who codeswitch in the classroom as lacking intelligence, knowledge, or the linguistic capacity to produce the target language effectively. In the current study, on the other hand, students did not find either of the two guises as lacking intelligence, knowledge, or competency simply because of CS in the classroom or no CS. Although in Ramirez et al. (1978) it was teachers' attitudes towards students' and in the current study it is the students' attitudes towards the teachers' that is researched. However, in both studies, the same phenomenon is of interest.

There were no statistical significant differences between the two guises used in Borlongan et al.'s (2012) study and the current study also could not find any statistically significant differences. While there were no statistically significant differences between the two guises in the matched guise test used in Borlongan et al. (2012), there were few positive answers to the questionnaire with regards to classroom CS. What was interesting about Borlongan's study is that students approved of teachers CS in the classroom, nonetheless,

students also opined that CS should be avoided by students as it impeded learning the English language; a matter which teachers in Ramirez et al. (1978) shared similar opinions. One could argue that in Borlongan et al.'s (2012) study, there were some glimpses of positive attitudes attached to teachers who resort to classroom CS, as mentioned above. However, the answer again may lie in the desirability bias mentioned earlier as all the positive answers were expressed in the questionnaire and not in the test. It is natural to think the following: if participants were asked directly about a matter, responses might be tailored to suit what is considered the norm or what is socially acceptable in a context. Furthermore, in the current study, one too can find a possibility of statistical significance with more data since there were some traits in the English only guise which showed a tendency towards statistical significance. For instance, the P-value for intelligent trait was (0.8) and for the confident trait was (0.6). There would have been statistically significant results, in theory, if more participants were included in the study, or maybe the other way around. However, these are mere speculations and science does not work this way. The evidence clearly shows that in the context of the present study, teacher's CS or not CS in the classroom will unlikely be of impact on the students' perceptions.

Furthermore, there are potential causes as to why there were no significant differences between the two guises as opposed to other studies, e.g. (Ramirez et al., 1978), (Yao, 2011), etc., that arrived at different conclusions. Some potential causes may be related to the data collection method and the protocol used. For instance, the length of the audio recordings, especially for the two guises, was fifty seconds. Albeit not too short, one could argue that the length of the audio clips was not long enough which might have caused difficulties for students to make distinguishable judgments with regards to the two guises. However, the reason as to why the audio clips were short was for the sake of saving time. The students had to listen to all of the audio recordings, and fill in all the test forms, had the audio recordings including the fillers been too long, it would have negatively impacted the participants' choices and responses.

More so, it is worthy to advise future researchers in this area to look into or resort to using a modified or a single guise test as it might lead to more definitive results, though the single guise test has shortcomings of its own as is the case with any data collection method. Reason being is since the matched guise test uses speech samples that are identical in content of the speech; consequently, this may influence the participants' responses as some can feel the composite

nature of the audio clips. This is why using two guises but with different content may be more practical as it is more distracting and, potentially, more realistic to a real-life classroom situation.

Another point, which should be clarified here, and may have played a role in the results, is the students' low levels of proficiency in the English language as observed during classroom interactions. It might be that the students' level of proficiency and understanding were a barrier for viewing either of the guises differently. It is true, hypothetically, students who have a low level of proficiency in a language would more likely positively perceive of CS in the classroom as CS aids in language comprehension and production (cf. Zainuddin, 2016) but again, hypothetically, since English is the international language of prestige (Francis & Ryan 1998), participants could, due to prestige, perceive of the English only as equally valued as CS.

The above are only considerations to what might have been possible reasons why the results yielded to no statistical significance between teachers who codeswitch and those who do not CS in the classroom. This implies, as said earlier, CS between English and Kurdish in the classroom for the participants is not an affective factor in the learning process. However, this cannot be generalized to other students who are studying at institutions that offer lectures in English as a medium of instruction in KRI. As a consequence, other researchers, who are interested in studying CS in Kurdistan region, are encouraged to undertake the task of finding more data either to support or negate the results arrived at in this study.

#### **4. Conclusion**

As more and more universities in Kurdistan region adopt English as the medium of instruction, phenomena like CS, take place in the classroom as classrooms are language contact instances. This study shed light on the attitudes students have towards teachers' classroom CS between English and Kurdish using a matched guise test. The results demonstrated that students have neutral attitudes towards teachers who CS between English and Kurdish and those who do not CS in the classroom even if the students are English department majors. This suggests that classroom CS or non-CS has little to no impact on students' attitudes towards teachers who resort to CS between English and Kurdish in the classroom and those who use English only as per the study's data. It is advised that further research in this area consider other methods of data collection, e.g. questionnaires, interviews, and single guise test which could result in different outcomes than the one arrived at in this study.



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