

## Code-switching in Daily Conversations among Iraqi Students in Malaysia

**Saka Sally Sardar**

School of Language Studies and Linguistics  
Faculty of Social Science and Humanities, Universiti Kebangsaan, Malaysia

**Alsamrayee Ahmad Ali Mahdi**

School of Language Studies and Linguistics  
Faculty of Social Science and Humanities, Universiti Kebangsaan Malaysia

**Yasin Mohamad Subakir Mohd**

School of Language Studies and Linguistics  
Faculty of Social Science and Humanities, Universiti Kebangsaan Malaysia

### Abstract

Code switching is the process of shifting from one language to another one in the same conversation. It is a generally observed phenomenon in bilingual or multilingual speakers' interactions. It occurs more commonly in the informal contexts where participants of the conversations are among friends, family members or acquaintances. Code-switching (CS) is common among Arabic speakers so they regularly switch codes from English to Arabic in their utterances too. Iraqi students are not an exception so they frequently use English-Arabic code switching. This paper intends to examine code switching behavior of Iraqi speakers and the types of code switching used by them. Furthermore, it seeks to explore the causes and consequences of code switching phenomenon on Iraqi students' target language proficiency. To achieve the objectives of the study, the researchers conducted a case study using a survey questionnaire and audio taping a 35-minutes conversation among six Iraqi students in a Malaysian university. The findings of the study indicate that Iraqi students use various types of CS mostly to assert the group identity and as a result of lack of vocabulary in English (L2).

**Keywords:** code mixing in Malaysia, conversation analysis, English-Arabic code switching, Iraqi students in Malaysia, Language use in Malaysian universities

**Cite as:** Sardar, S.S., Mahdi, A.A.A., & Mohd ,Y.M.S. (2015). Code-switching in Daily Conversations among Iraqi Students in Malaysia. *Arab World English Journal*, 8 (3). DOI: <https://dx.doi.org/10.24093/awej/vol6no3.20>

## Introduction

Code switching refers to the use of more than one language in a conversation which occurs mostly unconsciously. This phenomenon can be seen regularly among speakers in bilingual or multilingual societies or among the learners of a second language. Code switching is also known as code mixing and code shifting, mostly occurs in informal conversations when one has a conversation with a friend, neighbor, classmate or family members. Prior to defining code switching phenomenon, the term 'code' should be defined. Bernstein (1971) defines code as any system of signals, such as numbers and words that conveys concrete meaning. Wardhaugh (2000) considers code as a neutral concept which represents the system that is employed by two or more speakers in the conversation.

Over the past few decades, particularly from 1980s, several scholarly research have been conducted to investigate code switching phenomenon in order to "shed light on our understanding of bilingual speech behavior" (Jingxia, 2010). Consequently, several definitions have been offered by various scholars such as Fishman (1970), Gumperz (1982), Heller (1988), Bokamba (1989), Eastman (1992), Jacobson (1997) and Crystal (2003) to define the concept of code switching (CS). Bokamba (1989) defined code switching as "the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within a speech event". Later in 1995, Muysken pointed out that CS is "the alternative use by bilinguals (or multilinguals) of two or more languages in the same conversation". Numan and Carter (2001) referred to CS as "a phenomenon of switching from one language to another in the same discourse". More recently, Yao (2011) defined code switching as the phenomenon of switching two or more languages within a conversation. However, this study relies on Cook's (2013) definition that considers code-switching as the process of shifting "from one language to the other in mid-speech" when all of the speakers involved in the conversation know the same languages.

Jamshidi & Navehebrahim (2013) argue that in code switching process 'code' can be "any systems of signals which can be used for sending a message, a term which is used instead of language, speech variety, or dialect" (186). However, in the code switching phenomenon, 'code' converting can occur in various scopes such as between languages (Azuma, 2001), dialects (Alfonzetti, 1998), and styles and registers (Farris, 1992). In the current study, the scope of code is between two different languages, English as the second language (L2) and Arabic as the first language (L1). It attempts to investigate code switching from English to Arabic among Iraqi students who study at the postgraduate level at Universiti Kebangsaan Malaysia (UKM). To be more specific, this paper explores code switching occurrence among Iraqi students and the reasons, factors, consequences and effects on the students L2 proficiency.

Before delving deeper into the subject, it is essential to refer to the various types of code switching. There are several categorizations of code switching types such as Gumperz's (1982) classification which involves in two categories of situational CS which refers to the alteration in participants and/or strategies, and metaphorical CS that refers to the alteration in topical emphasis. Auer (2013) considers two types for CS phenomenon entitled discourse-related alternation and participant alternation. In the following year, Lin (1990) offered two types of code-switching and known as alternational and insertional code-switching. However, this study employs Poplack's (1980) categorization of CS.

Poplack (1980) categorized code switching into 3 types known as tag-switching or extra-sentential, inter-sentential switching and intra-sentential switching. Tag-switching, refers to the insertion of a tag phrase from a language into a statement from another language. Inter-sentential code switching involves in a change occurring at a clause or sentence level, where each clause or sentence is either in one language or the other. Inter-sentential CS requires high proficiency in both L1 and L2 compared to tag-switching CS as it involves in the clause or sentence change. Lastly, intra-sentential which is perceived as the most complicated type of code switching that occurs within the clause or sentence boundary. Although intra-sentential CS is the most frequent type of CS in conversations, however, most of the proficient bilingual or multilingual speakers avoid using intra-sentential CS as it contains the highest syntactic risk.

Relying on Poplack's categorization of the CS phenomenon, this paper intends to investigate the speech behavior and particularly the code switching phenomenon among Iraqi students who use English as their second language. The main objective of the study is to identify the types of CS which is frequently used by postgraduate Iraqi linguistics students and the factors leading to CS in their utterances. Furthermore, this paper examines the consequences and effects of CS on the students' L2 (English language) proficiency.

### ***Statement of the problem***

According to Al-Hourani & Afizah (2013), the majority of the postgraduate students who use English as the second language (L2) for the medium of the instruction at a university level encounter the phenomenon of CS in their daily conversations with other speakers of the same first language (L1). However, most of them are not aware of the negative consequences of the frequent use of CS on their L2 proficiency as well as their future career. According to Kalong & Zakaria (2010), code switching which happens regularly among less proficient L2 speakers might be due to the speakers' limited knowledge of the target language or their difficulties in recalling "the suitable structure or lexicon" of L2 which is English in this study. Sert (2005) argues that the frequent use of CS will have a long term undesirable influence on the speakers' L2 acquisition since it may cause loss of fluency in L2. Therefore, the more frequently L2 learners use code switching, the higher chance for them to encounter fluency loss in learning the target language, English in this case. As a result, learners might encounter demotivation and lack of confidence in learning the target language. Sert (2005) highlights that recurrent use of code switching leads the students to lose their interest in acquiring the target language since they know that there is always a chance to code switch when they have difficulties in the target language so they will not try to master the target language proficiently.

On the other hand, Sert (2005) states that code switching might be a useful system for the speakers to fully express themselves so it can be perceived as "a way of modifying language for the sake of personal intentions" (2). Trudgill (2000) also claims that "speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention (105)". Thus, code switching can help the speakers in their self-expression among a group of speakers who have common L1 and L2. In addition, CS will assist the speakers to create intimate interpersonal relationships with other members of a bilingual community. Hence, CS can be considered as a method for "creating linguistic solidarity especially between individuals who share the same ethno-cultural identity" (Sert, 2005).

Based on the aforementioned functions of CS, it can have both positive and negative effects on the speakers. Iraqi students, who constantly switch code from English as L2 and Arabic as L1 in their daily conversations, will encounter the effects and consequences of code switching in their speech. Such effects can be either positive or negative. This paper examines the code switching behavior of Iraqi students to identify the causes and factors that lead to CS phenomenon as well as influences of CS on their L2 learning process and their future career.

### ***Research questions***

According to the above mentioned introduction, this paper seeks to find the answers to the following research questions.

1. What are the most common types of code switching among Iraqi students?
2. What are the common factors that lead to code switching from English as the target language (L2) to Arabic as the first language (L1) in Iraqi students' utterances?
3. What are the impacts of code switching phenomenon on L2 proficiency of the Iraqi students?

### ***Research objectives***

This paper intends to achieve the following objectives:

1. To identify the types of CS which are frequently used by Iraqi students.
2. To explore the factors leading to code switching from English to Arabic in conversations among Iraqi students.
3. To examine the consequences and effects of English-Arabic code switching on the Iraqi students' L2 (English) proficiency.

In order to obtain a better insight about CS phenomenon among Arabic speakers, it is significantly crucial to have a review of the previous researches conducted on the subject matter. The following section will provide a brief literature review on the previous studies about CS among Arabic speakers.

### **Literature review**

English-Arabic code-switching is considered as a commonly observed phenomenon among Arab speakers. Several studies have proved the frequent use of English-Arabic CS among Arabic speakers. Abal Hassan & Alshalawi (2000) highlighted the recurrence of CS among Arab speakers in the United States by declaring that "without exception, all respondents switched into Arabic to some degree" (183).

Al-Hourani & Afizah (2013) investigated the English-Arabic CS behavior and its occurrence among Jordanian speakers in Malaysia. They found that the major causes of CS among Jordanian speakers are "familiarity among respondents, the setting, change of topics in discussion and their ages". The findings of their research showed that Jordanian speakers tend to code switch when they are familiar with their co-respondents particularly when the co-respondents are from friends or family members. According to Al-Hourani & Afizah (2013) there is another factor that leads to CS is the setting as the majority of their research respondents expressed their tendency to switch code when they are at home rather than an educational setting. They also considered change of topics as another factor that result in CS. Finally, they referred to the minor role of age in the occurrence of CS phenomenon.

Although various researches have been conducted on code switching phenomenon among Arab speakers, but there are limited studies on this phenomenon among Iraqi students and their speech behavior. Therefore, this paper intends to shed lights on the Iraqi speakers' use of code switching in order to provide a vivid picture of their CS behavior in their daily interactions. It is hoped that by exploring the types, causes and consequences of CS phenomenon among Iraqi students, this research will assist the Iraqi English as a foreign language speakers to improve their proficiency of the English language.

## **Methodology**

### ***Participants***

This research is a study of six Iraqi students who study in the MA in Linguistics at Universiti Kebangsaan Malaysia (UKM). The age range of the participants varies from 25 to 35 years old and all of them have the same first language which is Arabic and almost similar level of proficiency in the target language (L2: English language) according to their IELTS score (6.0). All of the selected participants of the study are classmates and friends. The rationale behind choosing 6 participants is that if the number of participants increases, the context will be more formal so students will be more cautious and reserved about their speech and consequently their natural code switching behavior cannot be analyzed. According to Waris (2012), "bilingual people come to be very self-conscious about their language change and try to avoid it in talking to strangers or on formal occasions" (127). Therefore, the researchers selected 6 participants who are friends and in their third semester of MA program in order to create an informal and friendly environment to prepare a ground for the participants to have natural speech behavior. Moreover, the setting (discussion) takes place in university library's discussion room where participants regularly gather to discuss about their projects. Three of the selected participants are male and three of them are female and their L2 proficiency level varies between pre-intermediate to intermediate level. The justification for choosing participants equally from both male (n=3) and female (n=3) genders is to provide a context in which participants do not feel marginalized. Furthermore, the researchers intend to analyze the role of gender in code switching behavior of Iraqi students in another study but it is not elaborately discussed in the current research as it is beyond the scope and objectives of the study.

### ***Research instruments***

In order to obtain a general and reliable representation of Iraqi students' code-switching behavior, both qualitative and quantitative research methods were used, involving of a conversation among the participants and a survey questionnaires. In qualitative level, this study was conducted by recording a 35-minutes conversation among the participants. The topic of conversation was mostly involved in the participants' personal and education life in Malaysia. The recorded conversation was later transcribed and the transcription was used by the researchers to analyze code switching behavior of the participants. More precisely, the researchers examined the occurrence and the types of code switching that were used by the participants in their utterance.

In addition, for quantitative analysis, the participants were given a questionnaire which required them to choose the factors that lead them to use code switching in their conversation. The questionnaire provided a list of the common factors that lead speakers to switch codes in their speech. The participants were asked to tick the factor or factors that cause code switching in

their conversations. The obtained data were statistically processed by statistical package for the social science (SPSS) software and then interpreted by the researchers, which is presented in the result and discussion sections.

## Results

The transcription analysis has shown that all three types of earlier explained Poplack's (1980) categories of code switching namely tag-switching, inter-sentential switching and intra-sentential switching were used by the participants in the recorded conversation. However, the frequencies of using these types of code switching were different. As illustrated in Table 1, the total number of code switching in the (35-minutes) recorded conversation by all of the participants was n=49 cases. Nevertheless, as shown in Table 1, the use of intra-sentential switching was most frequent as n=21 cases of switches (42.85%) from English to Arabic was intra-sentential. The second common type of CS was inter-sentential code switching (n=16) as 32.65% of the switches fall under this category. Finally, the least common type of CS among Iraqi students in the recorded conversation was tag code switching with 24.48% (n=12).

**Table 1. Participants' feedback on types of code switching**

	Tag code switching	Inter-sentential code switching	Intra-sentential code switching	Total
Frequency (n)	12	16	21	49
Percent (%)	24.48	32.65	42.85	100.0

By analyzing the transcript of the conversation, the researchers of the study found out that CS phenomenon among the research participants occurs due to several factors and reasons. For instance, in a part of the conversation, students were talking about the reasons that they have chosen Malaysia for further studies. One of the participants mentions that he has selected Malaysia "because it's a very peaceful country and there is no حرب or اصوات طلقات here unless the sound of ناربه العاب which makes everyone happy by its light and sound". In this sentence, the speaker intends to say that his reason of choosing Malaysia is that it's a peaceful country with no war and sound of gunshots. He continues by stating that the only explosion sound that can be heard in Malaysia is the sound of fireworks which makes people happy. According to the audio recorded from the conversation, the speaker pauses in his utterance to recall the words in English but due to his lack of vocabulary he cannot complete his sentence in English language so unwillingly he switches to Arabic. Instead of saying war, sound of shotguns and fireworks, he uses corresponding Arabic terms حرب, اصوات طلقات and ناربه العاب. Other instances of CS in the conversation prove that there are several underlying factors that lead to CS.

In order to identify the influential factors in CS occurrence, the researchers provided a list of the probable factors that lead the speakers to switch code from L2 to L1. Consequently, they provided a questionnaire to identify the causes of CS in the participants' speech. The questionnaires were distributed among the participants and they were inquired about their personal reasons of CS. A list of factors including; 'to signify the group identity', 'age', 'to emphasize and elaborate details to the other speakers', 'to fill a gap', 'lack of proficiency in L2', 'lack of L2 vocabulary' and 'privacy' were provided in the questionnaire and students were asked to tick the factor/s that leads them to switch code from English into Arabic. The feedback from the survey questionnaire proved that from the presented factors in the questionnaire 'to signify group identity' and 'lack of vocabulary in L2' were the major causes of CS occurrence.

Table 2 presents the data collected from the survey questionnaire (Appendix A) which are then analyzed by SPSS version 16 for statistical description. Six participants of the survey are presented by letters A-F and their responses are illustrated in Table 2. Respondent A considers 'signifying group identity', 'emphasizing and elaborating the details', 'filling the gap', 'lack of vocabulary in the target language' and 'privacy' as the factors that lead him/her to switch from English (L2) to Arabic (L1). Respondent B mentions 'signifying group identity' and 'privacy' as the two causes of code switching occurrence. On the other hand, respondent C highlights 'signifying group identity', 'highlighting and elaborating the details', 'filling the gap', 'insufficient proficiency in the target language (English)', 'lack of vocabulary' and 'privacy' as the influential factors leading to CS. Respondent D refers to 'signify group identity', 'emphasize and elaborate the details', 'fill the gap', 'lack of proficiency in L2', and 'lack of L2 vocabulary' as the features that lead the speaker to switch from English to Arabic. Respondent E points out 'to signify group identity', and 'lack of L2 vocabulary' as the underlying causes that result in code switching occurrence. Lastly, respondent F identifies 'to emphasize and elaborate the details', 'to fill the gap', lack of proficiency in L2, and 'lack of L2 vocabulary' as the influential factors that cause CS in the speaker's utterance.

**Table 2. Factors leading to code switching**

Factors Participants	Age	Signify group identity	Emphasize and elaborate the details	Feeling worried	Fill the gap	Lack of proficiency in L2	Lack of vocabulary	Privacy
A	×	√	√	×	√	×	√	√
B	×	√	√	×	×	×	×	√
C	×	√	√	×	√	√	√	√
D	×	√	√	×	√	√	√	×
E	×	√	×	√	×	√	√	×
F	×	×	√	×	√	√	√	×

The presented feedback and data from the participants were analyzed by SPSS software and the obtained data is presented in Table 3. The data shows, that the lack of vocabulary (n=5) and signifying the group identity (n=5) are the major factors that result in CS phenomenon among Iraqi students by 19.23%. The second important criteria that lead to the occurrence of CS phenomenon are 'emphasize and elaborate the details' (n=4), 'fill the gap' (n=4), and 'lack of proficiency in L2' (n=4) by 15.38%. Privacy (n=3) and feeling worried (n=1) are the other factors that lead to CS in the Iraqi students utterances with 11.53% and 3.84% respectively. In contrast, none of the participants consider age as an influential factor on the occurrence of CS phenomenon.

**Table 3. Frequency and percentage of the factors that cause code switching**

Factors	Age	Signify group identity	Emphasize and elaborate the details	Feeling worried	Fill the gap	Lack of proficiency in L2	Lack of vocabulary	Privacy	Total
Frequency (n)	0	5	4	1	4	4	5	3	26
Percent (%)	0	19.23	15.38	3.84	15.38	15.38	19.23	11.53	100.0

### Discussion

The data from the three tables show that Iraqi students use all three categories of code switching known as tag-switching, inter-sentential switching and intra-sentential switching in their daily conversations. However, the majority of switches fall under the category of intra-sentential code switching (42.85%). Regardless of the type of CS Iraqi students use in their interactions, there are some common factors that lead to CS occurrences. For Iraqi students, the major causes of CS occurrences indicate that group identity as the main reason of CS as the speakers share the same culture and background identity, while the lack of vocabulary knowledge in target language is also a very important reason for code switching. Other factors such as ‘particularizing and elaborating details to the co-speakers’, ‘filling a gap in the conversation’, ‘lack of proficiency in target language’, ‘keeping the group privacy’ and to a lesser extent ‘feeling worried about their English (L2) proficiency’ also play important roles in Iraqi students’ code switching from English to Arabic.

After analyzing the types and causes of CS occurrence among Iraqi students, it is crucial to examine the impacts and consequences of this phenomenon on the students L2 proficiency and ultimately on their future career life. Although, CS helps Iraqi students signify their group and national identity and express solidarity with the co-speakers in the group, it happens mostly due to the speakers’ limited command of English. Accordingly, if the occurrence of CS in the interaction is limited and for the sake of keeping the group privacy and solidarity, it can be perceived as a positive phenomenon that has positive impacts on the speakers. Otherwise, frequent use of CS in the conversation will lead the students to lose their confidence in the use of L2. Consequently, students should be aware of the negatives impacts of frequent use of CS in their interactions which becomes a barrier for their L2 improvement.

### Conclusion

In linguistics Code-switching refers to the use of more than one language in conversation among the sparkers who share the same first and second language. English-Arabic code switching is a common phenomenon in Iraqi students’ daily interactions. English-Arabic tag code switching, inter-sentential code switching and intra-sentential code switching are the kinds of CS that occurs due to several reasons and has various impacts on the Iraqi speakers. Limited use of CS in daily interactions, leads Iraqi students to indicate the solidarity with co-speakers in the conversation. However, frequent use of CS will have negative effects on the students’ confidence and proficiency in the use of target language (English).

**About the authors:**

**Mohamad Subakir Mohd Yasin, PhD** is a researcher and lecturer at the School of Language Studies and Linguistics, Universiti Kebangsaan Malaysia, where he researches and teaches in English syntax, gender studies and language use. He has an extensive research background in the Middle East region where he and his team of researchers have been awarded a research grant by the Qatar Foundation in the recent years.

**Sally Sardar Saka** is a master student at Faculty Social Sciences & Humanities, School of Language Studies and Linguistics, University Kebangsaan Malaysia. She has a bachelor degree at English Department, Faculty of languages, University of Salahaddin, Erbil, Kurdistan Region, Iraq.

**Ahmad Ali Mahdi** is a master student at Faculty Social Sciences & Humanities, School of Language Studies and Linguistics, University Kebangsaan Malaysia. He has a bachelor degree in English language at Faculty of Human science, Diyala University, Iraq.

**References**

- Abalhasan K.M., & Alshalawi, H.G. (2000). Code-switching Behavior of Arab Speakers of English as a Second Language in the United States, *Intercultural Communication Studies*, 10, (1), 179-188.
- Alfonzetti, G. (1998). The Conversational Dimension in Code-switching between Italian and Dialect in Sicily, *Code-switching in conversation: Language, Interaction and Identity*, 180-210.
- Al-Hourani A. & Afizah, T.N. (2013). Code-switching in daily conversation, *International Journal of Social Science and Humanities Research*, 1, (1), 40-43.
- Auer, P. (2013). *Code-switching in Conversation: Language, Interaction and Identity* (rev. Ed.). London: Routledge.
- Azuma, S. (2001). Functional Categories and Code-switching in Japanese/English, *Trends in Linguistics Studies and Monographs*, 126, 91-104.
- Bernstein, B. (1971). *Class, Codes and Control (Volume 1): Theoretical Studies towards Sociology of Language*. London: Routledge and Kegan Paul.
- Bokamba, E.G. (1989). Are there syntactic constraints on code-mixing?, *World Englishes*, 8, (3), 277-292.
- Cook, V. (2013). *Second Language Learning and Language Teaching Fourth Edition*. London: Routledge.
- Crystal, D. (2003). *A Dictionary of Linguistics and Phonetics*. Malden, MA: Blackwell.
- Eastman, C. M. (1992). *Code-switching*. Clevedon: Multilingual Matters.
- Farris, C.S. (1992). Chinese Preschool Code-switching: Mandarin Baby Talk and the Voice of Authority, *Journal of Multilingual and Multicultural Development*, 13, (1-2), 187-213.
- Fishman, J.A. (1970). *Sociolinguistics: A Brief Introduction*. Rowley: Massachusetts.
- Gumperz, J. J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.
- Heller, M. (1988). *Code-switching: Anthropological and Sociolinguistic Perspectives* (rev. Ed.). Berlin: Walter de Gruyter.
- Jacobson, R. (2001). *Codeswitching Worldwide II* (rev. Ed.). Berlin: Walter de Gruyter.

Jamshidi A. & Mahdieh N. (2013). Learners [sic!] Use of Code Switching in the English as a Foreign Language Classroom. *Australian Journal of Basic and Applied Sciences*. 7, (1), 186-190.

Jingxia, L. (2010). Teachers' Code-switching to the L1 in EFL Classroom, *The Open Applied Linguistics Journal*, 3, 10-23.

Lin, A.M. (1990). Teaching in Two Tongues: Language Alternation in Foreign Language Classrooms. *Hong Kong city polytechnic, department of English*. Available at <http://eric.ed.gov/?id=ED399799>

Nunan, D., & Carter, R. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages* (rev. Ed.). Cambridge: Cambridge University Press.

Poplack, S. (1980). Sometimes I'll Start a Sentence in Spanish y Termino en Espanol: Toward a Typology of Code-switching. *Linguistics*, 18(7-8), 581-618.

Sert, O. (2005). The Functions of Code-switching in ELT Classrooms. *Online Submission*, 11(8). Available at <http://iteslj.org/Articles/Sert-CodeSwitching.htm>

Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society*. London: Penguin.

Wardhaugh, R. (2000). *An Introduction to Sociolinguistics*. Beijing: Foreign Language Teaching and Research Press.

Waris, A. M. (2012). Code-switching and Mixing (Communication in Learning Language), *Tabligh*, 13,(1), 123-135.

Yao, M. (2011). On attitudes to teachers' code-switching in EFL classes, *World Journal of English Language*, 1, (1), 19-28.

Zakaria, M. H., Kalong, S., & Ida, R. (2010). Code-switching in Informal Interaction among a Group of 4<sup>th</sup> Year TESL Students of UTM, *Unspecified*, 1-8.

**Appendix A: survey questionnaire**

Name:

Age:

Gender:

What are the factors that lead to code-switching in your speech? Tick the factors from following table that you find powerful and if there are any other factor/s specify, please.

Factors	Age	Signify group identity	Emphasize and elaborate the details	Feeling worried	Fill the gap	Lack of proficiency in L2	Lack of vocabulary	Privacy
Participants								

Tick the correct factor/s								
---------------------------	--	--	--	--	--	--	--	--

Please, specify other factor/s (if there) .....

Thanks for your cooperation