

Dedication

To my parents with deep love, to my sisters Zamzam, Manal and Salwa. To my brothers Abdalrahman, Nour Eldin, Saeed and Bashir. To my future wife.

ACKNOWLEDGMENTS

First and foremost I want to thank Allah Almighty, who gave me knowledge and opportunity to complete this research project and His Prophet Mohammad, who spread the light of knowledge.

I would like to say a lot of thanks to my beloved parents, whose love, prayers and selfless effort motivate me to complete this study. I also want to thank my families, friends particularly the sincere friend Mohammad El Mamoon and relatives, whose support and help is always there with me.

I want to express my deep gratitude and thanks to (Supervisor) of this research project. It has been an honorable experience to work under his kind supervision. We want to thank our member and all the teachers who taught us, they are the real source of inspiration for me in my research project.

Thanks to every one who stay blessed all. May Allah Almighty bless all of them with All His blessings and always make them helpful and encouraging for others.

Abstract

The aim of this study is to find the major factors that motivating code switching/mixing among bilingual Hausa students in International University of Africa. These factors are divided into the categories of linguistic, social and situational factors. In this study the difference between these factors are also explored. The researcher used a quantitative research approach in that the researcher used close ended questionnaire and data was collected from the students of International University of Africa. Data has been analyzed by use of software SPSS. Data analysis showed that there is a significant difference between linguistic, social and situational factors. The Students switch/mix more due to linguistic factors as compared to social and situational factors. The researcher recommends that Switching/Mixing can be investigated on basis of mother tongue. Also Code Switching /Mixing in ELT class rooms can be investigated.

المستخلص

تهدف هذه الدراسة إلى تقصي العوامل التي تشجع على الخلط و التناوب اللغوي لدى ثنائي دارسي اللغة الإنجليزية من طلاب الهوسا ثنائي اللغة بجامعة إفريقيا العالمية. هذه العوامل تنقسم إلى فئات، منها العوامل اللغوية والعوامل الإجتماعية والعوامل الظرفية. نجد في هذه الدراسة أوجه الاختلاف بين العوامل الثلاثة. في هذه الدراسة إستخدم الباحث المنهج الكمي والإستبانة أداةً لجمع المعلومات من طلاب الهوسا الذين يدرسون في جامعة إفريقيا العالمية ثم تحليلها بإستخدام برنامج التحليل الإحصائي. من خلال هذه الدراسة نجد أن تحليل البيانات أظهر فرقاً شاسعاً بين العوامل اللغوية مقارنةً بالعوامل الإجتماعية والظرفية. يوصي الباحث في هذه الدراسة بأن الخلط والتناوب اللغوي يمكن أن يُبحث فيه إستناداً علي اللغة الأم، أيضاً يمكن أن يُبحث في تدريس اللغة الإنجليزية داخل حجرات الدراسة.

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