

Chapter One

Introduction

1.0 Background:

One of the regular bilingual practices, which is experienced among the bilingual speakers all the time is code switching. Before thinking about code switching first the research conductor ought to realize what bilingualism is. Distinctive linguists have characterized bilingualism in an unexpected way, as Per Wald (1974), Bloomfield described bilingualism as local control of the two dialects.

On the other hand, Haugen, (1987), a large portion of students has received a wide definition conceded as a bilingual one who had some information and control on the syntactic structure of the second dialect. A bilingual individual must have the capacity to comprehend the meaning while perusing or composing or listening or talking in the second dialect in distinctive circumstances or settings in which the two dialects are utilized. For instance, a bilingual corporate official can utilize his mother tongue, while having a discussion with the relatives in his/her home and can utilize second language (English) while giving a formal presentation in his/her office or a bilingual student can utilize his/her mother tongue while talking with his/her companions in the college grounds and can utilize second language (English) while introducing something before the class. In the same way, when a local speaker takes in an outside

dialect and he/she can interpret diverse focuses by interpreting those focuses in that remote dialect, then that individual is additionally thought to be a bilingual individual. Every one of these activities performed by a bilingual individual are called code switching.

As per Heredia & Altarriba, (2001), Code switching, or code blending, happens when a word or an expression in one dialect substitutes for a word or expression in a brief moment dialect.

1.1 Statement of the problem:

The study explores why do Hausa students use Code Switching and Code Mixing in Their discourse? And what are the factors that motivate the students to use such kind of Switching and Mixing.

1.2 Objectives of the study:

This study aims to:

- 1- Find out the different factors that motivate code switching/mixing among Hausa English bilingual students in International University of Africa.
- 2- Investigate linguistic factors that motivate code switching/mixing among Hausa English bilingual students.
- 3- Explore the social and situational factors that motivate code switching/mixing.

1.3 Research questions:

1. What are the linguistic factors that motivate code switching/mixing among Hausa English bilingual students in International University of Africa?

2. What are the social factors that motivate code switching/mixing among Hausa English bilingual students in International University of Africa – Sudan?

3. What are the situational factors that motivate code switching/mixing among Hausa English bilingual students in International University of Africa – Sudan?

1.4 The hypotheses:

1- Linguistic factors that motivate Code Switching and Code Mixing among Hausa English students are clarifying message, communicate effectively and ease communication.

2- Social factors that motivate Code Switching and Code Mixing among Hausa English students are showing group identity, establishing good will and support, some concepts are easier to express in one of the languages and you want to exclude another person from dialogue.

3- Situational factors that motivate Code Switching and Code Mixing among Hausa English students are capturing attention, expressing group solidarity, dealing with the audience and wishing to negotiate with the greater authority.

1.5 Significance of the study:

This study is important to the students who study Sociolinguistics to differentiate between Linguistic factors and Social factors that motivate Code Switching and Code Mixing among different bilinguals.

1.6 Methodology:

In this study, the researcher will use the quantitative approach which requires a survey to collect the necessary data from the participants. The basic purpose of this research is to find out the factors which Motivate code switching/mixing among Hausa English bilingual students at university level in International University of Africa.

1.7 Limits:

This study will discuss the factors that motivate code switching/mixing among Hausa English bilingual, and will be limited to the students who study in International University of Africa.

Chapter Two

Literature review and previous studies

2.1 Introduction:

This chapter presents a general view of Factors Motivating Code Switching and Code Mixing. It attempts to build a conceptual background for Code Switching and Code Mixing. In addition, the chapter reviews the previous studies conducting on this study perceptively.

2.2 Background:

Hausa is the most widely spoken language in West Africa and Africa apart from Kiswahili. The language is categorized as a member of a Chadic group of languages within the Afrosiatic language families. The

language is closely related to Arabic and Hebrew more than any other language of the Afroasiatic phylum in Sub-Saharan Africa Jaggar, (2011). It is largely established in the Northern part of Nigeria and the Republic of Niger. Recently, Hausa language has been estimated the mother tongue (first language) of approximately eighty to one hundred million people, and relatively over one hundred million non-native speakers who demonstrate a varying degree of aptitude in the language Yusuf,(2011). Actually, Languages must come into contact with one another, since language cannot grow in isolation. Through this interaction one language usually exercised its influence over another. By coming into terms with other languages, Ahmed and Daura, (1970) named the language as classical Hausa and modern Hausa. *The classical Hausa* represents the Hausa language and literary styles which have been prominently influenced by Arabic and Islamic faith; contrary to *the modern Hausa*, which have been evidently inclined to western civilization and values via the activity of the English language.

In the same way, the multilingual setting of the present Nigeria, the status of English in the teaching and learning environment, as well as the growing trend in globalization and technology is contributing immensely in the impact of English language over Hausa language. In due course, a number of language contact phenomena such as borrowing, diaglossia, interference, code switching are constantly establishing within the speech exchanges of

Hausa bilinguals in Nigeria and in the diaspora to the extent that they (bilinguals) can hardly maintain a conversation without shifting back and forth between Hausa, English and other languages.

2.3 Definition of Code Switching:

Code switching is the ability to recognize that different scenarios require a change in speech among multilingual groups. A person must identify that a change in a social situation has occurred in order to switch codes. Codes refer to different contexts of speech, such as formal vs. informal language or Spanish vs. English. Students who are bilingual or who come from different cultural backgrounds are noted for their ability to code switch. Since standard English is not their primary language, it takes these students added efforts to speak according to the standard. Some are able to code switch fluently from one language to another, while some are unable to switch back and forth with ease. Unless a proper understanding of when and how to code switch is attained by the student, a lack of understanding will sometimes translate to a lack of knowledge. Wheeler, (2008) For African-American students this lack of knowledge means “persistent over-representation in special education and remedial basic skills classes to under-representation in honor classes, to lagging SAT scores, to low high school graduation rates” Wheeler, (2008).

2.4 Reasons for Code mixing:

There are a number of possible reasons for the **switching** from one language to another and these will now be considered, as presented by Crystal, (1987). The first of these is the notion that a speaker may not be able to express him/herself in one language so switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. An example of such a situation may be two people in an elevator in a language other than English. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation.

As Skiba,(1997) comments that on Crystal's discussion that, code switching is not language interference on the basis that it supplements speech. Where it is used due to an inability of expression, code switching provides continuity in speech rather than presenting interference in language. The socio-linguistic benefits have also been identified as a means of communicating solidarity, or affiliation to a particular

social group, whereby code switching should be viewed from the perspective of providing a linguistic advantage rather than an obstruction to communication. Further, code switching allows a speaker to convey attitude and other emotive using a method available to those who are bilingual and again serves to advantage the speaker, much like bolding or underlining in a text document to emphasize points. Utilizing the second language, then, allows speakers to increase the impact of their speech and use it in an effective manner.

In some situations, code switching is done deliberately to exclude a person from a conversation. It is seen as a sign of solidarity within a group, and it is also assumed that all speakers in a conversation must be bilingual in order for code switching to occur. Bilinguals do not usually translate from the weaker language to the stronger one, and is used most often when a word doesn't "come". Code switching is not language interference based on the fact that it supplements speech. It provides continuity in speech rather than presenting interference when used because of an inability of expression. Code switching can be used in a variety of degrees, whether it is used at home with family and friends, or used with superiors at the workplace.

2.5 Types of Code Switching:

Code switching can be classified as follows:

2.5.1 Inter-sentential Code Switching:

In inter-sentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers. For example: *If you are late for the job interview, işe alınmazsın.*

2.5.2 Intra-sentential Code Switching:

In intra-sentential code switching, the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift. Different types of switch occur within the clause level including within the word level. Some researchers call it also code mixing. For example: *You are sleepy coğu zaman, because you spend a lot of saat in your bed.*

2.5.3 Extra-sentential Code Switching:

There is an insertion of a tag from one language into an utterance which is from another language. For example: Turkish students use some boundaries like *ama* (but), *yani* (I mean) while speaking English.

2.6 Review of Previous Studies in Code Switching:

Several researchers have studied the functions, characteristics, determining factors and effects of code-switching in a wide range of linguistics domains. In a seminal work by Gumperz, (1982) he identifies six functions of code switching which are: Quotation, Addressee specification, Repetition, Interjection, Message qualification and Personification.

In a study by Sert, (2006) about the possible applications of code switching in educational contexts in bilingual community, he finds its function is to bring an authenticity to conversation and to help the reader better deduce the ideas being

Communicated. In this study further factors that determine Code Switching among students include: Equivalence, Floor holding, Reiteration, and Conflict control.

Auer, (1998) identifies eight functions whereas Baker, (2000) lists 12. Auer admits that such functions are 'ill-defined' and they are actually a "mixed bag" of different dimensions such as linguistic form, conversational structure and function. Furthermore they ignore community specific norms which motivate code switching Chan, (2003).

According to some scholars of linguistics, as quoted in Ayeomoni ,(2006), the factors of code switching are: intra-group identity, poetic creativity and the expression of modernization. Reyes, (2004) writes that children switch codes when they do not know the word in the acquired or target language. Other research findings have indicated that one of the major factors of code switching is that elements of the other language convey the meaning of the intended idea more accurately Gumperz, (2004).

Researchers have observed that code switching among Spanish-English bilinguals focus on 'lexical items', Turkish-Danish bilinguals focus on 'power-wielding purposes' and French-English bilinguals focus on 'competence and performance.

Chapter Three Methodology

3.0 Introduction:

In this research the researcher uses the quantitative approach which requires a survey to collect the necessary data from the participants. The basic purpose of this research is to find out factors motivating code switching/mixing among bilingual Hausa students at university level in International University of Africa.

3.1 Population:

In this research, the target population is the university level bilingual Hausa students in International University of Africa.

3.2 Sample:

In this research, the research conductor chooses the students from International University of Africa as a sample. .

3.3 Study Instrument:

The study instrument for the data collection is the questionnaire. The research conductor uses questionnaire, because it has a unique advantage and properly constructed and administered, it served as a more appropriate and useful data gathering device in the particular research report.

The questions that the research conductor designs for their questionnaire are based on the literature review of the research. The researcher distinguishes the factors of code switching /mixing in their questionnaire which is elaborated or discussed by the supervisor.

3.4 Procedure for Data Collection:

Data will be collected through a survey conveniently from the students of International University of Africa.

3.5 Procedure of Data analysis:

Data will be analyzed by coding it in numerical form in software SPSS to get the result.

3.5 Validity:

The supervisor of the study the head of English Language Department enquired whether the researcher could further consult reference material to sustain a consolidated diagram according to the observation.

3.6 Reliability:

The consistency of this questionnaire was check list piloted at first by the researcher. The researcher piloted the questionnaire in International University of Africa to the Hausa students. It took only a day to collect the data.

Chapter Four

Data analysis of the results and discussion

4.1 Introduction:

This chapter deals with the analysis and interpretation of data. The topic of this study" factors

motivating code switching/mixing among bilingual Hausa students at university level in International University of Africa".

The instrument used to collect data was close-ended Questionnaires. Software SPSS (Statistical Package for Social Science) was used to analyze data in the form of Frequencies, and Percentages.

4.2 Linguistic Factors:

Table (1) shows clarifying message.

Options	Response s	Percentag e
Agree	16	54.7%
Disagree	7	23%
Neutral	7	23%
Total	30	100%

.

Figure (4.1)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to clarify message are 54% and those who disagree are 23% while those who are neutral are 23%.

Table (2) shows communicating effectively.

Options	Response s	Percentag e
Agree	14	46.7%
Disagree	15	50%
Neutral	1	3.3%
Total	30	100%

Figure (4.2)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to communicate effectively are 46% and those who disagree are 50% while those who are neutral are 3%.

Table (3) shows easing communication.

Options	Responses	Percentage
Agree	8	26.7%
Disagree	12	40%
Neutral	10	33.3%
Total	30	100%

Figure (4.3)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to ease communication are 26% and those who disagree are 40% while those who are neutral are 33%.

Table (4) shows having a short of vocabulary.

Options	Responses	Percentage
Agree	12	40%
Disagree	12	40%
Neutral	6	20%
Total	30	100%

Figure (4-4)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they have a short of vocabulary are 40% and those who disagree are 40% while those who are neutral are 20%.

Table (5) shows clarifying misunderstanding.

Options	Response	Percentag
---------	----------	-----------

	s	e
Agree	17	56.7%
Disagree	8	26.7%
Neutral	5	16.6%
Total	30	100%

Table (4-5)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to clarify misunderstanding are 56% and those who disagree are 26% while those who are neutral are 16%.

Social factor: You move between Language because... 4.3

Table (6) shows showing group identity.

Options	Response s	Percentag e
Agree	7	23.3%
Disagree	20	66.7%
Neutral	3	10%
Total	30	100%

Figure (4.3.1)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to

show group identity are 23% and those who disagree are 66% while those who are neutral are 10%.

Table (7) shows establishing good will and support.

Options	Responses	Percentage
Agree	14	46.7%
Disagree	9	30%
Neutral	7	23.3%
Total	30	100%

Figure (4.3.2)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want establish good will and support are 46% and those who disagree are 30% while those who are neutral are 23%.

Table (8) shows some concepts are easier to express in one of the languages.

Options	Responses	Percentage
Agree	12	40%
Disagree	9	30%
Neutral	9	30%
Total	30	100%

Figure (4.3.3)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to show that some concepts are easier to express in one of the languages are 40% and those who disagree are 30% while those who are neutral are 30%.

You have to appeal to the illiterates. Table (9) shows

Options	Responses	Percentage
Agree	11	36.7%
Disagree	9	30%
Neutral	10	33.3%
Total	30	100%

Figure (4.3.4)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they have to appeal to the illiterates are 36% and those who disagree are 30% while those who are neutral are 33%.

You want exclude another person from the dialogue. Table (10) shows

Options	Responses	Percentage
Agree	11	36.7%
Disagree	12	40%
Neutral	7	23.3%
Total	30	100%

Figure (4.3.5)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want exclude another person from the dialogue are 36% and those who disagree are 40% while those who are neutral are 23%. See the diagram below:

Situational factors: You move between Languages because... 4.4

Table (11) indicates capturing attention.

Options	Responses	Percentage
Agree	13	43.4%
Disagree	10	33.3%
Neutral	7	23.3%
Total	30	100%

Figure (4.4.1)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to capture attention are 43% and those who disagree are 33% while those who are neutral are 23%.

Table (12) shows expressing group solidarity.

Options	Responses	Percentage
Agree	8	26.7%
Disagree	14	46.6%
Neutral	8	26.7%
Total	30	100%

Figure (4.4.2)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they wish to express group solidarity are 26% and those who disagree are 46% while those who are neutral are 26%.

Table (13) shows dealing with the audience.

Options	Responses	Percentage
Agree	13	43.3%
Disagree	9	30%%
Neutral	8	26.7%
Total	30	100%

Figure (4.4.3)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they have to deal with the audience are 43% and those who disagree are 30% while those who are neutral are 26%.

Table (14) shows some activities have only been expressed in one of the languages.

Options	Responses	Percentage
---------	-----------	------------

Agree	9	30%
Disagree	12	40%
Neutral	9	30%
Total	30	100%

Figure (4.4.4)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they want to show that Some activities have only been expressed in one of the languages are 30% and those who disagree are 40% while those who are neutral are 30%.

Table (15) shows wishing to negotiate with the greater authority.

Options	Responses	Percentage
Agree	11	36.7%
Disagree	11	36.7%
Neutral	8	26.6%
Total	30	100%

Figure (4.4.5)

From the table and the figure above it is clear that those who agree the statement that shows bilingual Hausa students move between languages because they wish to

negotiate with the greater authority are 36% and those who disagree are 36% while those who are neutral are 26%.

Chapter Five

Conclusions, Recommendations and Suggestion for Further Studies

5.0 Introduction:

This chapter gives a summary, conclusion and presents some recommendations based on the current study. It also displays some suggestions for further studies on this study.

5.1 Summary:

The results of this research have shown the major factors that motivate code switching/mixing among bilingual Hausa students at university level in International University of Africa. The major linguistic factors are: clarifying message, communicate effectively, ease communication, clarifying misunderstanding, and a short of vocabulary. The major social and situational factors are: some concepts (Religious, Social and Cultural) are easier to understand in one of the languages, to deal with the audience. Some activities (Religious, Social and Cultural) have only been experienced in one of the languages, to

establish goodwill and support, to close or minimize status gap and to negotiate with authority.

Comparing the results of this research with the previous researches the researcher would like to begin with Gumperz, (1982) point of view, he distinguishes six elements of code, switching/mixing which are: Quotation, Addressee particular, Repetition, Interjection, Message capability and Personification. But the factors of this research mentioned at the start are very much different from the research of Gumperz. Only two factors of Gumperz research somehow (addressee particular and message capability) resembles with this research while the rest of the factors are different. The reason might be the development of technology with the passage of time in the world because as the world progressed the people are now familiar with most of the languages in Code switching/Mixing.

5.1.1 The findings of the results in terms of hypotheses and the research questions.

Research Question 1" What are the linguistic factors that motivate code switching/mixing among Hausa English bilingual students in International University of Africa?" Hypothesis 1" Linguistic factors that motivate Code Switching and Code Mixing among Hausa English students are clarifying message, communicate effectively and ease communication".

Research Question 2" What are the Social factors that motivate code switching/mixing among Hausa English

bilingual students in International University of Africa? Hypothesis 2" Social factors that motivate Code Switching and Code Mixing among Hausa English students are showing group identity, establishing good will and support, some concepts are easier to express in one of the languages and you want to exclude another person from dialogue".

Research Question 3" What are the situational factors that motivate code switching/mixing among Hausa English bilingual students in International University of Africa - Sudan?" Hypothesis 3" Situational factors that motivate Code Switching and Code Mixing among Hausa English students are capturing attention, expressing group solidarity, dealing with the audience and wishing to negotiate with the greater authority".

Based on the above questions and hypotheses the results and the findings of this study proved the following. 60% of the students switch/mix due to linguistics factors, 20% of them due to Social factors and 20% of them switch/mix due to Situational factors. It is clear that Students switch/mix more due to linguistic factors as compared to social and situational factors

5.2 Conclusion

In conclusion, this study depicts that every particular country has its own constitution and laws regarding its state language and other language issues of the country. There are always some social, economic and political factors that lead a society to switch/mix from

using one language to using another. However, if the student of a minority group is conscious enough of the importance of their language and believes that their language is an imperative symbol of their group's identity, it is likely to resist the language switch/mix.

This study shows that there are three categories (Linguistic, social and situational) which define the factors involved in code switching/mixing among bilingual students at university level in International University of Africa.

5.3 Recommendations

The researcher just wants to recommend that:

Research on Language based switching/mixing can be conducted.

To investigate in depth, qualitative or mix-method approach can be used.

Switching/mixing can be investigated on the basis of mother tongue.

More factors of code switching/mixing can be investigated in different regions.

Code switching/mixing in ELT class rooms can also be investigated.

5.4 Suggestions for further studies.

The study was an attempt to find the major factors that motivating code switching/mixing among bilingual Hausa students in International University of Africa. The study recommends that further studies are needed in this field first because there are no sufficient studies done on

this field and second because study though it is important, yet neglected.

References

- Amuda, A. A. (1994). Yoruba/English Conversational Code-Switching as a Conversational Strategy. *African Languages and cultures*, 7 (2), 121-131. Retrieved from <http://www.jstor.org/stable/1771808>
- Ayeomoni, M. (2006). Code-switching and code-mixing: Style of language use in childhood in Yoruba speech community. *Nordic Journal of African Studies*, 15 (1), 90-99.
- Chan, B. (2003). Conversational code switching and relevance theory. *International Pragmatic Association Journal*, 12 (3), 34-8.
- Faltis, C. (1984). A Commentary on Krashen's Input Hypothesis. *TESOL Quarterly*, 18, 352-357. Retrieved from <http://www.jstor.org/stable/3586705?origin=JSTOR-pdf>
- Gumperz, J. J. (1982). Conversational Codeswitching. In *Discourse Strategies*. Cambridge, England: Cambridge University Press.
- Code switching/mixing 47 Haugen, E. (1987). *Blessings of Babel: bilingualism and language planning: problem and pleasures* (2nd ed.). New York: Mouton de Gruyter.
- Heredia, R. R. & Altarriba, J. (2001). Bilingual Language Mixing: Why Do Bilinguals Code-Switch? *Current Directions in Psychological Science*, 10 (5), 164-168. Retrieved from <http://www.jstor.org/stable/20182730>
- Hudson, R. (1996). *Sociolinguistics* (2nd ed.). Cambridge: Cambridge University Press.

- Malik, L. (1994). *Sociolinguistics: A Study of Codeswitching*. New Delhi: Anmol.

- Nilep, C. (2006). "Code Switching" in Sociocultural Linguistics. *Colorado Research in Linguistics*, 19, 1-8.
Retrieved from
http://www.colorado.edu/ling/CRIL/Volume19_Issue1/paper_NILEP.pdf

- Nunnally, J. C. (1978). *Psychometric theory*. New York: McGraw-Hill.

- Paolillo, J. C. (2011). "Conversational" codeswitching on Usenet and Internet Relay Chat. *Language@Internet*, 8, 3, 1-2. Retrieved from
<http://www.languageatinternet.org/articles/2011/Paolillo>
Code switching/mixing 48

- Wald, B. (1974). Bilingualism. *Annual Review of Anthropology*, 3, 301-321. Retrieved

- Sert, O. 2006. The factors of code switching in ELT classrooms. *The Internet TESL Journal*. Retrieved March 4, 2008 from <http://iteslj.org/Articles/Sert-CodeSwitching.html>

APPENDICES

Sudan University of Science and Technology
College of Graduate Studies
A questionnaire on: Factors Motivating Code
Switching and Code Mixing among Hausa English
Bilingual Students

Dear Sir.

Please tick (☐) the appropriate answer from the following alternatives given below. Your cooperation would highly be appreciated.

No	The statement	agr ee	disagr ee	neutr al
(A)	Linguistic Factors: (You move between languages, because...)			
1-	You want to clarify message.			
2-	You want communicate			

	effectively.			
3-	You want to ease communication.			
4-	You have a short of vocabulary in one of the Languages.			
5-	You want to clarify misunderstanding.			
(B)	Social Factors: (You move between languages, because...)			
1-	You want to show group identity.			
2-	You want establish good will and support.			
3-	Some concepts are easier to express in one of the Languages			
4-	You have to appeal to the illiterates.			
5-	You want exclude another person from dialogue.			
(C)	Situational Factors: (You move between languages, because...)			
1-	You wish to capture attention.			
2-	You wish to express group solidarity.			
3-	You have to deal with the audience.			
4-	Some activities have only been experienced in one of the languages			
5-	You wish to negotiate with greater authority.			