

CHAPTER ONE

INTRODUCTION

1.0. Background of the study

As human beings we tend to express our thoughts, ideas, and emotions through language. Although we use non verbal gestures to communicate these human expressions, but without language, it would have been difficult to understand mankind but with language there are all kinds of things to understand. Thus, language plays a crucial role in our lives but we do not always live in a society which uses only one particular language to communicate among themselves. As more and more people embark on travelling across countries and pursuing further education, they are also exposed to other cultures. So, in multilingual societies such as Sudan, speakers tend to share a range of common languages. Therefore, they are also more vulnerable to mix these common languages within their conversation. The phenomenon of switching two or more languages within one's conversation is known as code switching (Yao, 2011).

Code switching appears to be a common practice of bilingual or multilingual communication; it may have developed as a result of the speakers' habit and may be for specific purposes. Gumperz (1982) states that code switching was not entirely random. He stated that this phenomenon tends to take place at certain purposes within different interactions.

This study is an investigation into the language attitudes among students at the Nursing Science College in Bahri University towards code switching in classroom setting, using English as a medium of instruction in all of the science subjects except the Arabic Language and the Islamic Studies for the nursing major. The investigation highlights the learners' language attitude, including their perceptions

towards the effects that differing language attitudes can have on the learners' academic performance in the science subject.

The study is a case study which investigates students' language attitudes towards Arabic and English code switching as a medium of instruction during a science class of Nursing Science at the Nursing Science College in Bahri University. It also explores the effects of such language attitudes on students' academic performance. Both quantitative (questionnaire) and qualitative (open ended questions) research approaches were used to collect data. The data collected was then analyzed to measure the differences in the students' language attitudes towards each of the languages being taught, and the effects of such attitudes on learning a science subject at college level.

1.1. Statement of the Study Problem

It has been observed by the researcher that many of the college students of Nursing Sciences at Bahri University tend to use the code-switching during their working hours interactions formally and informally. This phenomenon has prompted the researcher to investigate this area for instance, why they use code-switching and sometimes code- mixing instead of communicating directly in English or Arabic?

So this study investigates this area because the medium of instruction in more than 70% of nursing colleges in Sudan is English.

1.2. Objectives of the Study

This study aims at:

- 1- Investigating student`s attitudes towards using code switching in classroom.
- 2- Exploring the root causes of code switching.
- 3- Examining the extent to which the use of code switching can affect student`s academic performance.

1.3. Questions of the Study

This study sets out to answer the following questions:

- 1- To what extent do the students of the Nursing Science College use code-switching?
- 2- Why do the students of Nursing College use code-switching instead of using one language either English or Arabic for interaction?
- 3- To what extent does the use of code switching by academic staff can significantly affect students' academic performance?

1.4. Hypotheses of the Study

In order to answer the study questions, the researcher proposes the following hypotheses:

- 1- Students of the Nursing Sciences College do use code switching widely.
- 2- The use of code switching can be attributed to a number of reasons, as deficiency, expressing solidarity...etc.
- 3- The use of code switching by academic staff can significantly affect student's academic performance, positively or negatively.

1.5. Significance of the Study

- 1- The significance of this study stems from the fact that code-switching has often been perceived as being of lower status; strategy used by weak language performers to compensate for language deficiency, and by avoiding it the student will develop his learning experience.
- 2- The study will investigate the attitudes of using code-switching among university students and their abilities to communicate orally. This can help syllabus designers to address the main reasons behind code switching and then come up with a new syllabus.

3.5. Limits of the Study

The study was limited to one class of third year students in the Nursing Science College in Bahri University. The study aimed at students who are enroll in a Nursing Science College where English is the medium of instruction.

The target group is students of the Bsc degree at third year second semester of (2016-2017). They should be good at using the English language for communication.

Another reason for choosing the college was because of its accessibility.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0. Introduction

This chapter presents the literature related to code switching. It is divided into nine sections. The first section is a discussion of the various definitions for code switching and the definition adopted. The second section is an overview of code switching patterns. The third section talks about the differences between the Code switching and code mixing. The fourth section talks about the reasons for Code Switching. The fifth section looks at the Code Switching as a Language Interference, the sixth section looks at code switching functions for teachers and students, the seventh section is about the attitudes about Code Switching, eight section showing the Language education policies in Sudan and the last section ends with Pervious investigations.

2.1. What Is Code Switching?

Code switching is the communicative exchange between two language codes among people who contribute to those specific codes. In this exchange, a number of social and linguistic factors direct the way code switching manifests itself. In natural conversations between two bilinguals, CS includes eighty-four percent single word switches, ten percent phrase switches, and six percent clause switching (Skiba, 1997).

Code switching occurs in many types. The first type of language switching is called mechanical switching, which appears unintentionally. This type of code switching is also known as code mixing. Code mixing happens when the speaker cannot remember an expression, but can recall it in a different language. Another type of code switching, known as code changing, is distinguished by fluent intra sentential shifts, altering focus from one language to another. It is motivated by

situational and stylistic factors, and the purpose behind the switch between two languages is important (Lipski, 1985).

The reasons for code switching are primarily social. Olmedo-Williams (1981) describe nine categories of code switching from her study of language mixing in classroom settings. These categories include emphasis, sociolinguistic play, clarification, accommodation, lexicalization, attracting attention, regulating behavior, and miscellaneous switches. She believes that lexicalization and clarification are related to the ability to express oneself better in the other language on a given topic. Code switching is also influenced by the setting and by the activity. In informal situations, students are more likely to code switch. Moreover, Goodman and Goodman (1979), in a study on writing in bilingual classrooms, found that students often use language switching in spoken language, but rarely in written language. Since spoken language is less formal than written language, this seems to support Olmedo- Williams' conclusion that students code switch less in formal situations.

2.2. Definitions of code switching

In general, code switching can be defined as switching from one language code to another switching code during a single communicative event. It also is comprised of alternation between one or more languages or dialects in the middle of a conversation between people who have more than one language in common (Sichyova, 2005; Wardhaugh, 2010). Erman (2002) view code switching as a device used in a functional context in which a multilingual person makes alternate use of two or more languages.

The definition of code-switching is complex as Gardner-Chloros (2009, p.11) notes that it is problematic to define code-switching, as she mentioned that code-switching can have several different meanings and refers to whatever we want it to mean. With that complexity in mind, The researcher have chosen to use Schendl and Wright's definition of code-switching. They defined code-switching as the

ability to “alternate between languages in an unchanged setting, often within the same utterance” (Schendl and Wright, 2011).

Gumperz(1982) defines code switching as, “the juxtaposition within the same speech, exchange of passages of speech belonging to two different grammatical systems or subsystems”(p.59). Similarly, Poplack(1980) states that, “Code switching refers to the mixing by bilinguals (or multilingual) of two or more languages in discourse, often with no change of interlocutor or topic, such mixing may take place at any level of linguistic structure, but its occurrence within the confines of a single sentence, constituent or even word, has attracted most linguistic attention” (p.1).

The definitions above illustrate that code switching is the act of shifting from one language to another in a conversation. It is a normal everyday practice among people used for various reasons and it is usually an unconscious activity (Moghadam,Hamad, &Shahraki, 2012). Poplack (1990) further defines code switching as “the juxtaposition of sentences or sentence fragments each one is internally consistent with the morphological and syntactic rules of its lexifier language” (p. 200). Mesthrie, Swann, Deumart , and Leap (2000) defined code switching as the “switching back and forth of languages on varieties of the same language, sometimes within the same utterance” (p. 14).

Furthermore, Wong (1979) notes that code switching is the alternate use of two or more distinct languages, varieties of a language or even speech styles within the same conversation by the same speakers. She broadened the meaning of code switching to include not only language, but speech styles as well.

According to Gross (2006) “Code switching is a complex skilled linguistic strategy used by bilingual speakers to convey important social meanings. This occurs in order to conform to the interlocutor or deviate from him/her. The interlocutor usually determines the speaker’s choice of language variety, i.e. either to gain a sense of belonging or to create a clear boundary between the parties involved.” (p. 144). Code switching is also seen as a boundary-leveling or boundary-maintaining

strategy (Wei, 2003). According to Wei, the interlocutors share an understanding of the communicative resources from where the code is drawn so that the communication is meaningful. Code switching normally occurs in bilingual community settings during sociolinguistic interactions. For example, a family who has just migrated to a new country or setting where the primary language is different from their native tongue (L1) may switch languages when communicating or alternate between LI and the new language. Switching is common depending on the subject of discourse or the sociolinguistic settings, for a number of definable reasons.

Suan (1990) emphasizes that code switching can originate from genetically unrelated languages to two styles of the same language. For instance, a person would be unlikely to use similar words or phrases that they would use with their friends in less formal situations when speaking to their bosses. This implies that a speaker may also be in possession of two different registers of a language depending on who there are interacting with. Chad Nilep (2006) claims that code switching is a communicative strategy used by speakers within a linguistic situation where two or more languages co-exist within the confines of one society. The speaker switches from one communicative code to another under specific situations and conditions that may be linguistic, psychological, social, or pragmatic in nature.

Since code switching is also seen as an instance of language alternation, Auer (1984) suggests that as a common occurrence, code switching can be viewed from three perspectives: the grammatical, the interactional, and the sociolinguistic. The grammatical perspective refers to a switch that shows a change in grammatical structure. The grammatical perspective is related to the interactional and sociolinguistic perspectives that were the most relevant to that study, which was concerned with code switching in conversational interactions. Auer (1998) defines

the term, “code switching” as “code alternation” because code switching is the alternating use of two or more codes within the same conversation.

Like Auer (1998), Milroy and Muysken (1995) also saw code switching as the alternative use of two or more languages in the same conversation by bilinguals. They stated that sometimes a switch may occur between turns of different speakers in the conversation, sometimes between utterances within a single turn, and sometimes even within a single utterance. In multilingual settings, code switching is a central part of bilingual or multilingual discourse (Zuraidah, 2003). Thus, with reference to the above review of the definitions of code switching, it is obvious that there are various ways of looking at the code-switching and this is not surprising, considering that the occurrence is so prevalent.

2.3. Code Switching Patterns:

Code switching is part and parcel of a bilingual's repertoire. Bilingual speakers use several patterns when they code switch from one language to another (Socarráz-Nova, 2015). Iqbal (2011), however, stated that it is necessary to point out that speakers should be aware of their code switches, whether at word, phrase, clause, or sentence level. It is necessary for bilinguals to be able to know how to code switches strategically to enhance their strategic competence (Moodley, 2010; Zainal Ariff, 2012).

Being aware of how strategic code switching can help bilingual speakers expedite and economize expressions, enhance explanations, and bridge the gap between the speakers (Iqbal, 2011; Moodley, 2010; Poplack, 1980; Zainal Ariff, 2012). There are two major code switching patterns according to Myers- Scotton (1993b). They are inter-sentential code switching and intra-sentential code switching, besides the extra-sentential code switching.

2.3.1. Inter-Sentential Code Switching

Inter-sentential switch occurs between sentences at the sentences boundaries, which serve to highlight a particular point uttered in the other language. The switch helps indicate to whom the speech is addressed and it provides a direct quote from another conversation (Myers- Scotton, 1993b). According to Myers-Scotton, inter-sentential switching happens at the clausal or sentential level where each clause or sentence is in one of the two languages. Occurring within the same sentence or between speaker turns, this pattern of code switching requires its speaker to be fluent in both languages in order to conform to the rules of the languages. In the other words, inter-sentential switching takes place at a clause or sentence boundary by triggering a clause or sentence from the other language. It can also occur during turn taking in a conversation.

2.3.2. Intra-Sentential Code Switching

Muysken (2000) uses the term intra-sentential code switching to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Rabia (2005) asserts that intra-sentential code switching involves a switch within the clause or sentence boundary that may also include mixing within word boundaries; for example, switching of noun phrase, verb phrase, prepositional phrases, nouns and adjective phrases.

Dayang Hajjah Fatimah (2007) defines intra-sentential code switching as the shift of smaller units, usually words or idiomatic expressions. In other words, intra-Sentential code switching involves the mixing of affixes, words, phrases, and clauses from more than one language within the same sentence and speech situation. Grammatical rules from all the languages involved are integrated into the discourse.

2.3.4. Extra-Sentential Code Switching

There is an insertion of a tag from one language into an utterance that is in another language.

2.4. Code Switching and Code Mixing:

Several scholars have attempted to define code-switching and code-mixing. Among them are Amuda (1989), Atoye (1994) and Belly (1976). For instance, Hymes (1974) defines only code-switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles” while Bokamba (1989) defines both concepts thus:

Code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event... code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand.

2.5. Functions of Code Switching

Code-switching is usually anticipated to be a sign of language knowledge insufficiency in bilingual speakers. Nevertheless, many researchers have argued that Code-switching is usually utilized by bilingual speakers to accomplish specific communicative intentions in their conversations with others (Shin, 2010).

Functions of Code-switching can be understood within the framework of three major functions. These functions revolve around the social, linguistic and psychological motivations. Auer (2013) and Hawazen (2012) explain that the social motivations are the main cause for Code-switching. Speakers code switch

because they negotiate a change in social distance between themselves and other participants in a conversation. So the social conditions determine the use of certain languages in certain communities (Myers-Scotton, 1997).

Code-switching is a type of skilled performance with communicative intent i.e. speakers use other languages for the purpose of communication to convey the message easier and faster. When speakers are unable to remember the information or the words in their native language, they will take the foreign words instead, sometimes because these foreign words are widely spread and used in their society more than the equivalent words in L1 (Heredia & Altarriba, 2001). This can be attributed to the rare use of this information by the bilingual speakers, not to their lack of proficiency. This kind of Code-switching is used by people who are proficient or fluent in both languages, and who code switch for purposes of communicative efficiency.

Speakers may employ Code-switching for psychological reasons. A psychological aspect of Code-switching is not always mentioned when dealing with motivations of Code-switching, yet it is very significant in explaining the use of Code-switching, particularly when talking about Arab People in the Arab society frequently use English to avoid an embarrassing situation. Arabs prefer to say sorry instead of saying (أسف), a word people find difficult to say as they believe it affects the way they value themselves and others value them. Similarly, an insincere gratitude is expressed using the English word (thank you) rather than the Arabic word (شكرا).

The reasons for Code-switching have been extensively examined from numerous linguistic perspectives.

According to Hoffman, (1991), there are ten functions of Code-switching:

1. To talk about a particular topic.
2. To quote somebody else.
3. To provide emphasis about something.

4. To make an interjection.
5. To repeat in order to clarify.
6. To express group identity.
7. To show intention of clarifying speech content for interlocutor.
8. To soften or strengthen a request or command.
9. To meet a real lexical need or to compensate for lack of an equal translation.
10. To exclude others when a comment is intended for an exclusive audience.

A functional model for Code-switching has been proposed by Appel and Muysken (2006) which states that Code-switching is used to achieve different functions in social interactions. As suggested by Hoffmann (1991), the ultimate reason for Code-switching is to achieve effective communication between the speaker and receiver. It can be concluded that people code-switch from one language to another in a certain situation on purpose. These purposes vary according to the situation and the type of interlocutors involved.

2.6. Code Switching and Bilingual Education

When learning a new language, most students code switch in the native language as they acquire new vocabulary in the second language. This language behavior may be puzzling for those who are responsible for placing these students in an appropriate educational setting. Although CS is considered as one of the involving features of bilingual speech, still some people think it is a disparaged form of conversation (Boztepe, 2005). An effort should be done to find out what causes CS and how it affects academic achievement while studying using L2.

Teachers can use Code-switching in different activities to teach a second language. For instance, students can form two –member groups and switch languages intentionally in dialogue; it helps them to learn each other’s language. Teachers can start a lesson in one language, and then switch to another language, while making the students comprehend both languages (Skiba, 1997).

Usually teachers' beliefs and attitudes influence Code-switching. Apart from their personal understanding of Code-switching, the educational policies affect teachers' language use (Liu & Ahn, 2004). The functions of teacher Code-switching are recognized as topic switch, affective functions, and repetitive functions. In topic switching, the teacher alters his or her language considering the topic being taught. This usually occurs in teaching grammar, while students focus on the new knowledge. Affective functions are important in the declaration of emotions, and forming a relationship between the teacher and the student. In repetitive functions, CS is used to clarify the meaning of a word, while stressing on the content for better comprehension (Sert, 2005).

The functions of student CS are known as equivalence, repetition, and conflict control. Equivalence enables the students to convey information in spite of lack of proficiency. Repetition helps them get mastered in language they are trying to learn, and conflict control is used to prevent misunderstanding in communication (Sert, 2005).

2.7. Code Switching Functions for Teachers and Students

Code switching has a variety of functions which vary according to the topic, people involved in conversation and the context where the conversation is taken place. Baker (2006) discusses the topic of code switching from a sociolinguistics perspective, in which he listed twelve main purposes of code switching, which are relevant to bilinguals' talks in general. Some of these functions can be observed in classroom environment and in relevance to teachers and students interactions.

According to Baker, code switching can be used to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humor into a conversation, and in some bilingual situations, codes witching occurs when certain topics are introduced. In the substituting a

word in another language, Man and Lu (2006) (cited in Baker, 2006) find that in Hong Kong schools both teachers' and students' major reason for code switching was that there was no direct translation of words between English and Cantonese, additionally, the same study of Man and Lu found that teachers in Hong Kong schools use code switching also to ease tension and inject humor in to conversations.

The second purpose of code switching is for floor holding which is a technique used by bilingual students during conversing in the target language to fill in the stop gap with words in native language in order to maintain the fluency of the conversation.

The third purpose of reiteration, as it implies it is emphasizing and reinforcing a message that has been transmitted firstly in the target language but the students rely on repeating the message in first language to convey to the teacher that the message is understood.

The last function is conflict control, which is used to eliminate any misunderstanding when the accurate meaning of a word is not known in the communication.

In a previous study, Eldridge (1996) (cited in Sert, 2005) list four purposes in which student code switching as equivalence, floor-holding, reiteration and conflict control. Equivalence which is a strategy that bilingual used to find the equivalent of the unknown lexicon of the target language in the speakers' first language to overcome the deficiency in language competence in second language.

2.8. Code Switching As Language Interference

In the classroom, code switching can be seen as language interference. Students may see code switching as an acceptable form of communication in society, and may feel comfortable switching languages in everyday normal conversation. This would put those who are not bilingual at a disadvantage, because they would not be able to communicate effectively. Therefore, code switching can be both beneficial and a possible language interference, depending on the situation and the context in which it occurs.

2.9. Students' Attitudes towards Code Switching

Another theory, which is relevant in this study, is "attitudes" which is defined by Eagly and Chaiken as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993, p.1). Furthermore, attitude is the result of perceptions experienced collaboratively.

Consequently, each individual's judgment is inherent and is affected by surrounding factors such as behavior, culture and belief.

2.10. Attitudes about Code Switching

Within the world of languages use, code-switching has often been perceived as being of lower status, a strategy used by weak language performers to compensate for language deficiency. This view of code-switching and bilingual talk in general is more normatively based than research-based as pointed by Lin(1996) who adds that such a view conveys little more than the speaker or writer's normative claims about what counts as standard or legitimate language.

An extensive body of literature studies reported that code switching in classrooms not only just normal but useful tool of learning. Cook (2001)

refers to code switching in the classroom as a natural response in a bilingual situation. Furthermore, in the same study, Cook considered the ability to go from one language to another is highly desirable among learners. Moreover, in eliciting teachers reflections to their classroom teachings, Probyn(2010) noticed that most notable strategy that teachers used was code switching to achieve a number of communicative and metalinguistic ends. Cook's studies were mainly in the second language classroom context. Rollnick and Rutherford's (1996) study of science classrooms found the use of learners' main languages to be a powerful means for learner's to explore their ideas. They argue that without the use of code switching, some students 'alternate conceptions would remain unexposed. (Cited in State *et-al* 2002). The recognition to switch codes goes beyond switching between languages; it also recognizes the value of using the vernacular which believes to allow students to draw on useful sense- making resources (Amin, 2009).

Researchers see using code switching in the classroom as a "legitimate strategy" (Cook, 2001, p.105) and no matter how it might be disruptive during a conversation to the listener, it still provide an opportunity for language development (Skiba, 1997). However, historically, strong stigmatic believes about code switching existed in many countries, which made Ferguson (2003) to conclude that ideological and conceptual sources of suspicion all often attached to classroom code-switching, suggesting that deep rooted attitudes may not be easy to change.

2.11. Language Education Policies in Sudan:

Language educational policy can be defined as "mechanism used to create de facto language practices in educational institutes, especially in centralized educational system" (Shohamy, 2006 p.76). It is these policies, especially in a

centralized system, that represent a language manipulation of what kind of language or languages should be used as a medium of instruction and to what degree that usage is acceptable.

The language policy that is followed in some departments at Bahry University stresses considering the usage of English as a language of teaching and learning, and among these departments is the College of Nursing Sciences. This is demonstrated for example in the language policy at the Nursing College at Bahri University. The importance of this study is that the breakdown of the language policy desired by the school in one hand and learners' preferences of medium of instruction in the other hand. Additionally, it explores the language attitude and believes of some students in all science courses that are taught at the University except Arabic and Islamic sciences.

In the context of Sudan formal education is started in 1898 during the British colonial administration. At that time, English language was the medium of instruction not only for education but even for the official policy in the country. From that time English language has played an important role in Sudan educational system; all the subjects were taught through English language except for two subjects Arabic and religion. In 1965 Arabicization of high schools took place where English language continued to be medium of instruction only in tertiary level. The sequence of applying Arabicization in high schools was that, some new students came to universities with a very poor command of English language to the point that they could not cope up with their course subjects which are written and delivered in English language. That situation called universities administration in Sudan to establish a body called English Language Units (ELU). Its main object was to teach English for Specific Purposes (ESP) to help student scope up and raise

their standard of English language. That situation continued till the emergence of what was known as the Higher Education Revolution in 1990. This was considered one of the features of the new political regime in Sudan. Accordingly, a new academic body named as the Higher Authority of Arabicization was established in 1999. The purpose of forming that committee was to in pursuance to a political decree stipulating that Arabic language should be the language of teaching and scientific curriculum at the Sudan higher education institutions. In addition, the new policy entrusted with the implementation of the Arabicization policy. In the light of this brief background, the higher education in Sudan can be classified into two main periods, education pre-Arabicization and post-Arabicization.

2.12. Previous Studies

As noted in the introduction, studies have been conducted on code-switching and researchers are not in agreement on whether or not code-switching is beneficial and when it is supposed to be used. On one hand it is argued that the TL is to be preferred as it maximizes students' exposure to the L2 (Xiaoil, 2013), on the other hand Macaro (2005) discovers, through classroom observations, that teachers' and students' code-switching in the language classroom can be considered to be a helpful language strategy. This would be in line with Ahmad (2009) investigation who, through a questionnaire based on 257 participants, studied how low proficiency learners were influenced by teachers' use of code-switching in the language classroom. The study suggested that teachers' 'code-switching in the language classroom is a valid asset for low proficiency learners and that teachers' code-switching is connected to learners' support. However, Xiaoil's (2013) questionnaires and interviews suggested that if the teacher frequently code -switch in the

classroom this will lead to a risk of students limiting their use of the TL In a study where the setting is non-Arabic in nature.

Abu Mathkour (2004) investigates the functions of Arabic-English codes switching by reviewing six hours of tape-recorded speech of speakers of Jordanian Arabic (JA) on Jordan Television. The study examined the effect of the speakers' gender on the frequency of the functions. The participants included 33 Jordanians (15 males, 18 females) from a mixture of programs who provided 82 instances of code switching. The findings indicated that quotation; interjection; reiteration; message qualification, and personification vs. objectification were functions that code switching fulfilled in these conversations. The interjection function was the most common code switching function used by JA speakers, especially by females.

In bilingual classrooms worldwide, using code switching is a frequent practice. Extensive research has been carried out on using code switching in the classroom as a contextualization cue, as Martin-Jones (2000) points out that such contextualization cue range from phonological, lexical and syntactic choices to different types of code switching and style shifting.

This study focuses on the student's attitudes towards code-switching in connection to oral language development in the study classroom. Code-switching is a phenomenon which has been investigated widely in foreign language classrooms. The topic has been examined and discussed from different approaches and a conflict concerning code-switching exists. For instance, Meiring and Norman (2002) show, by distributing a questionnaire to 45 language teachers that teachers tend to use the target language (TL) more extensively if the pupils are at a higher level. In Macaro's (2001) case

study it is suggested that code-switching is a language strategy that needs to be acquired since it is a natural form of communication. On the other hand, Xiaoil (2009) proposes, through a quantitative research, that maximum exposure of the TL is important.

Koziol (2000) investigates the function of code switching by categorizing and quantifying the various circumstances and functions of this linguistic practice. She presented most of the major functions that code switching can serve in discourse these functions are: personalization, reiteration, designation, substitution, emphasis, clarification, objectification, aggravating messages, interjections, parenthesis, quotation, and topic shift.

Othman (2006) investigates the language choices of first generation Arabic-English bilingual individuals in Manchester, England. This study set out to determine if the language choices made by Arabic bilinguals represented the maintenance of the status of Arabic or represented its role as a minority language in Manchester. Othman surveyed 16 families originally from different Arabic countries, including Egypt, Libya, Jordan, and Syria who showed signs of Arabic maintenance. Code switching was observed in the participants' speech in contexts including their homes, conversations between friends, at work, and at university. Othman argued that code switching was used among the participants as a communication strategy. This current study had a similar goal as it attempted to understand the functions of Arabic-English code switching among Jordanian speakers in another non-Arab setting (i.e. in Malaysia).

As discussed earlier, researches on the phenomenon of code switching has been conducted by many researchers in several countries. Many of the studies

were conducted in inner circle countries where one of the official languages was spoken in the settings being researched, for example, studying Arabic-English code switching in an Arabic setting (Abu Mathkour, 2004; Khuwaileh, 2002; Zerg, 2006). Limited studies have been conducted in outer circle countries. (Abd elbadie and Al-Khatib, 2003; Othman, 2006).

Sampson (2012) explores how code-switching functions in the language classroom. During classroom observations of two Spanish monolingual groups studying English, Sampson (2012) declares that code-switching has several different functions. For instance, code-switching is used by both teachers and students to ensure that everyone in the group understood what has been said. Therefore; this study was conducted inside circle country to fill this gap in the literature.

It was observed that all the studies on the phenomena reviewed so far above are silent on the implication of phenomena have on the attitudes of code switching among the students of science whom studies English as a medium of instruction in which they focus only on ESP .

But a Kuwaiti researcher A. Alenezy (2010) conducted a research investigated the phenomena among Kuwaiti science students, It is this area that this study focuses and investigate in order to verify what the situational implications are in respect of the attitude of code switching among the students.

CHAPTER THREE

THE METHODOLOGY

3.0. Introduction

The focal objective of this chapter is to describe the research methodology which is employed in this study. First, the chapter describes the population on which the empirical part of the study has been applied. Second, it provides description of the measuring tools (one Tool had been used (questionnaire) .Third; it states the procedures for collecting the data of study, and finally the limitation of the study which will take place in Bahri University.

This study combined both qualitative and quantitative research approaches in an effort to obtain accurate outcomes and sufficient information from the respondents. In order to measure the students' language attitudes towards the language of teaching, a student questionnaire based on the students' experiences of studying Nursing was administered to the students as a tool of data collection.

The final data analyzed using percentages to measure the differences in the performance and attitudes of the participants and the results then reported.

3.1. Participants

This exploratory study examines aspects of code switching through quantitative and qualitative analysis of questionnaire. Questionnaire includes written open and close ended questions and it was answered by the students of Nursing Science at one of the Sudanese universities, namely University of Bahri .The students were at the third year level at the second semester of (2016-2017) session. The sample of the study was composed of (40) students; including about (10) males and (30) females out of 48 ticked out by using

the simple random sample technique. Table (3.1) shows the distribution of these subjects.

Table (3.1). The Distribution of the Subjects

University of Bahry –Nursing Sciences College	Population		Selected Sample	
	male	female	male	female
	12	36	10	30

3.2. Data Collection Procedures

The researcher obtained approval from the dean of the Nursing Science major to distribute the questionnaire. The researcher also obtained verbal approval from the participants.

The questionnaire administered to the students after a brief introduction that talk in which the completion procedure explained to the students.

3.3. Study Design and Instruments

To measure students' attitudes towards code switching, the questionnaire consisted of three different sections: A, B, C, which described as follows;

- 1- Biographical information of the participants.
- 2- A-Students' views about using code switching.
- 3- B- Open ended questions which will demonstrate students' preferences for the language of instruction.
- 4- C- Open ended questions which will demonstrate students' preferences for the language of instruction by the teaching staff.

The questionnaire comprised both structured (closed) and unstructured (open ended) questions.

5- Students were requested to give their honest views as follows;

Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree

CHAPTER FOUR

DATA ANALYSIS, RESULTS & DISCUSSION

4.0. Introduction

The aim of this chapter is to analyze and discuss the results of the data that have been collected. There were three questions which were asked at the beginning of this study beside the biographical information. Three hypotheses were derived from them, were built to collect data, the analysis of the data in this chapter will be implemented in accordance with the hypotheses stated in chapter one. The subjects on whom the questionnaire was applied were 40(30 females and 10 males) students. These students were third year students from one of the Sudanese universities.

4.1. Analysis of the Results

In the present study, there were three hypotheses which corresponded to the study questions. The researcher will analyze them one by one in an effort to solve the study problem and answer its questions.

4.1.1. Biographical Information

The students who participated in this study came from the Nursing Science College at Bahri University. A total number of 40 students participated in the study, comprising 30 females and 10 males.

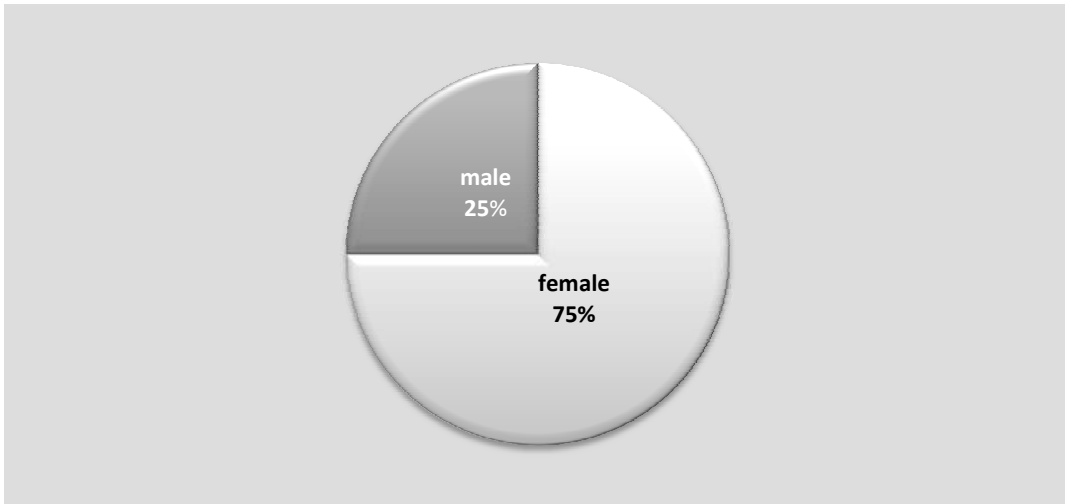


Figure 4.1: Biographical Information

female	75%
male	25%

Figure (4:1) above shows the participants gender.

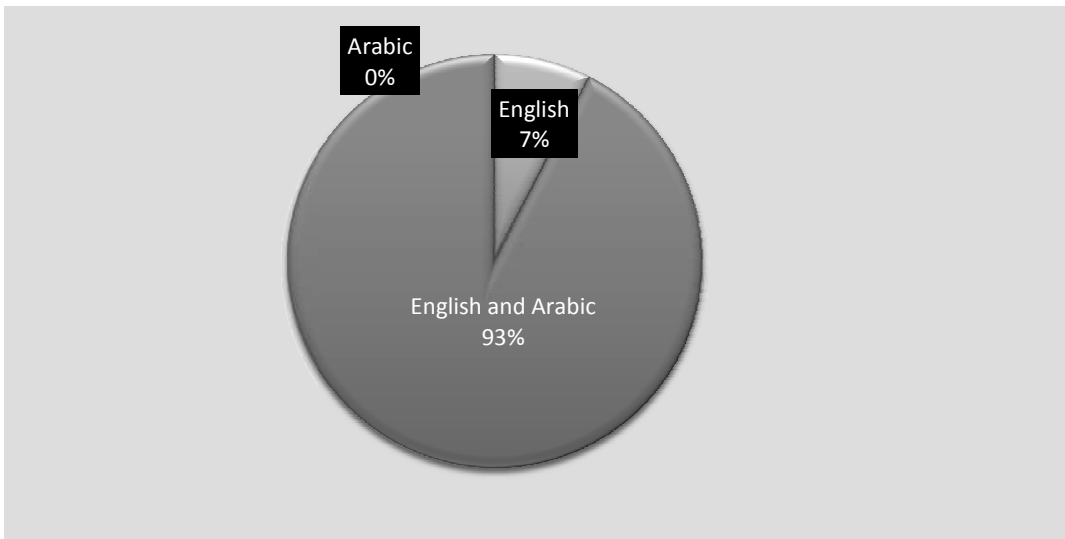


Figure 4.2: pre-learning Information

Arabic	0%
English	7.5
English and Arabic	92.5

In figure (4:2) above, shows the data concerning the language (s) of which the students had been taught in their previous schooling in primary and secondary schools.

Section B elicited and investigated the students' views about hypothesis one which suggested that the students of the Nursing Sciences College do use code switching widely.

The students' views about that were assessed by designing a questionnaire using a

NO	Item description	SA	AG	N	DA	SD
1.	Speaking only in one language is beneficial to me	20 50.0%	17 42.5%	3 3%	0 0%	0 0%
2.	Using Arabic and English in communication in the lecture room is desirable to me.	22 55.5%	11 27.5%	0 0%	0 0%	7 17.5%
3.	Using only English in communication in the lecture room is desirable to me.	13 32.5%	22 55%	0 0%	2 5%	3 7.5%
4.	Mixing of Arabic and English lead to the weakness of my Arabic.	0 0%	4 10%	0 0%	27 67%	9 22.5%
5.	Mixing of Arabic and English lead to the weakness of my English.	19 47.5%	12 30%	0 0%	5 12.5%	4 10%

close ended statements consisting of 5 statements. On each question, students indicated their level of agreement or disagreement with the given statements related to hypothesis one. Table One below is showing the percentage.

Table (4.1.1)

Students of the Nursing Sciences College do use code switching widely.

Table (1) displays the students’ responses (which are converted into percentages for the purpose of this study) towards using one language or two languages in code switching as a medium of instruction and communication. From the table above it is clear that 50% of the participants strongly agreed that it was beneficial to them to speak in one language while 42.5% agree, and 7.5% set neutral. The next item / question indicates that 55% of participates disagreed that it was desirable to code switch between Arabic and English in communication, and17.5% strongly disagreed. In addition, 55 % of the participants agreed that using only English inside the lecture` room is desirable to them, and 32.5% strongly agreed with this statement. In a higher percentage, 27% agreed that mixing of Arabic and English lead to weakness of their Arabic while 47.5% strongly agreed it will weak their English.

Table (4.1.2)

The use of code switching can be attributed to a number of reasons, such as deficiency, expressing solidarity...etc.

No	Item description	SA	AG	N	DA	SD
1.	Using some English terms when speaking in Arabic makes my statement more understandable.	22 55.%	12 30%	4 10%	2 5%	0 0%

2.	Using some Arabic terms when speaking in English makes my statement more understandable.	24 60%	11 27.5%	3 7.5%	2 5%	0 0%
3.	The message cannot be meaningful and clear unless I switch to English language.	31 77.5%	7 17.5%	0 0%	2 5%	0 0%
4.	Using scientific English terms in Arabic conversation let me feel I am a real nurse and full of experience.	36 90%	3 7.5%	1 2.5%	2 5%	0 0%
5.	I often use to switch when it's difficult to explain a certain expression.	37 92.5%	3 7.5%	0 0%	0 0%	0 0%

In responding to the questions regarding of why do students of Nursing College use code-switching instead of using one language either English or Arabic for interaction?, 55% strongly disagreed when asked if the using of some English terms when speaking Arabic make their statement more understandable while almost only 5% disagreed. This is illustrated in table (2). The next item looked at the using of some English terms when speaking Arabic make their statement more understandable. The responses demonstrated that 60% strongly agreed and 27.5% agreed while only 5% disagreed and the rest sat neutral. Yet, 77.5% of the participants agreed and 17.5% strongly agreed that the message cannot be meaningful and clear unless they switch to English. When they asked if the using of scientific English terms in Arabic conversation let them feel they were real Nurses and full of experience, 90% strongly agreed and 7.5% agreed .finally

92.5% strongly agreed, and 7.5% agreed when the item of their using of code Switch when it's difficult to explain a certain expression was fulfilled.

Table (4.1.3)

The use of code switching by academic staff can significantly affect students' academic performance, positively or negatively.

No	Item description	SA	AG	N	DA	SD
1.	The instructor who always code switches will affect my oral fluency.	32 80%	6 15%	0 0%	1 2.5%	0 0%
2.	The instructor who teaches in Arabic affects my pronunciation in English.	37 92.5%	3 7.5%	0 0%	0 0%	0 0%
3.	The instructor who teaches in English enriches my technical vocabulary.	38 95%	2 5%	0 0%	0 0%	0 0%
4.	The instructor who teaches in Arabic and English is confusing to me.	2 55%	7 17.5%	4 10%	3 7.5%	2 5%
5.	Teaching in English and Arabic increases my chances to pass the exam.	31 77.5%	6 15%	0 0%	3 7.5%	0 0%

In table (4) the focus of the questionnaire items was on the use of code switching by academic staff can significantly affect student's academic performance, positively or negatively. 80% of the participants strongly agreed the instructor who always code switches will affect their oral fluency, and 15% agreed. The table also shows that 92.5% strongly agreed that the instructor who teaches in Arabic affects students' pronunciation in English. However, on the other hand, 7.5% agreed. And 95% strongly agreed that the instructor who teaches in English enriches students'

technical vocabulary and 5% agreed.55% strongly agreed, 17.5% agreed that it did, 4% sat neutral, 3% disagreed and 7.5%strongly disagreed when asked if the instructor who teaches in Arabic and English is confusing to some students. At the end of table (3) the students asked whether the Teaching in English and Arabic increases their chances to pass the exam, in which 77.5% strongly agreed and 15.5% agreed, but 7.5% disagreed.

4.2.Discussion

This is a case study which is aimed at investigating the students' language attitudes towards using code switching in a nursing science class and the effects of such phenomena on students' perceptions to their academic performance. Findings of the present study clearly indicate students' strong preference toward a specific medium of instruction that is Arabic/English code switching. The results show that students' positive and negative language attitudes towards code switching have been consistently supported through all the data.

When comparing the students' language attitude towards using one language (either Arabic or English) in teaching or communication in the lectures' room, the findings indicate a strong preference in using one language than using code switching as a medium of instruction. Although the majority of the students strongly agree that using one language is beneficial to them, they find it more desirable and believe that it makes the course easy to understand if code switching is utilized. In addition, the vast majority of the students dismissed any confusion that might result out of using code switching in teaching.

The students' language attitude towards the language of teaching have positively variety of effects on L1 and L2, in which 80% of the students strongly agreed and 15% agreed that the instructor who is using code switching in teaching is affecting their oral fluency, while 92.5% agreed on the instructor who is teaching only in Arabic affected their pronunciation in English. Moreover 95% agreed that teaching in English enriches their technical vocabulary. When asking if mixing Arabic and

English in teaching confused the students, 55% strongly agreed and 17.5% agreed, but 77.5% strongly agreed and 15% agreed that mixing of the two languages increases their chances to pass the exam. The results are reflections of the student's attitude toward the role that language of teaching plays in symbolizing a positive or negative identity for the teachers. The teacher who is using code switching has an important role among the students, which highlights how powerful code switching could be in redefining the quality of teaching and teachers.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMONDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

This chapter is comprised of a summary of the study, conclusions, and recommendations and suggestions for further studies.

5.1. Summary of the Study

The present study attempted to investigate a very common, intricate and crucial aspect of using English as a foreign language, that is the attitudes of code switching among the university students. Few attentions have been given to this phenomenon. The researcher tackled this topic through applying both descriptive and analytical methods.

The study is comprised of five chapters. The subjects of this study were university students at level three. These students were, from one Sudanese university, namely University of Bahri.

To investigate the problem of the study the researcher raised three questions. These questions were as follows:

- 1- To what extent do the students of the Nursing Science College use code-switching?
- 2- Why do students of Nursing College use code-switching instead of using one language either English or Arabic for interaction?
- 3- To what extent does the use of code switching by academic staff significantly affect students' academic performance?

Based on these questions. Three hypotheses were put. These hypotheses were as follows:

- 1- Students of the Nursing Sciences College do use code switching widely.
- 2- The use of code switching can be attributed to a number of reasons, as deficiency, expressing solidarity...etc.
- 3- The use of code switching by academic staff can significantly affect student's academic performance positively or negatively.

To test the truth of these hypotheses, the researcher used a questionnaire. The questionnaire was designed to investigate the phenomena among the students with five questions to each hypothesis.

The analysis of the data of this study focused on three main statement according to the hypothesis. The five categories of each level discussed in chapter four should be emphasized as one systematized integrity.

The results presented in chapter (4) which described the students' attitude about using code switching inside the lectures room , the reasons of using code switching , and the effect of using code switching by the academic staff in the lectures` room. It reflected a very serious deficiency in the linguistic level of the student. The students have shown up positives and negatives attitude toward the use of code switching among them and with the teachers.

5.2. Conclusions of the Study

As related to the first hypothesis, which states that, the students use code switching widely. The results showed that this hypothesis is true according to the percentage of the students in the questionnaire. So the first hypothesis was confirmed and was accepted.

The second hypothesis states, the use of code switching can be attributed to a number of reasons, such as deficiency, expressing solidarity...etc. According to the results obtained from the students' questionnaire, their use of code switching was appropriated to the reasons. In addition, the percentage of the categories of code switching reasons varied greatly. Thus the second hypothesis is confirmed.

As for the third hypothesis, states, the use of code switching by the academic staff can significantly affects students' academic performance, positively or negatively.

The results obtained from the analysis of the questionnaire of the Students of this university indicated that the students negatively and positively agreed with the hypotheses. Thus the hypothesis was confirmed.

Accordingly, the main findings of this study were:

1. The weakness of the Sudanese university students of nursing fluency can be attributed to their use of code switching widely.
2. Sudanese nursing university students cannot speak fluent English unless they avoid code switching during study time.

3. Although the use of code switching has a positive usage inside the class room, but avoiding its use is beneficial to the students in fluency acquisition.

5.3. Recommendations

In the light of the findings of the study, the researcher has made the following recommendation:

The present study has several implications for language policy makers, classroom teachers, educators, and researchers.

Firstly, Science colleges are only using English as a language of teaching and learning, and this is demonstrated in the language policy held at the Nursing Science College at Bahri University. Whilst English is the medium of textbooks, assignments and examinations, in reality and from the researcher's observation, Arabic/ English code switching is the dominant medium of classroom communication. As a large difference exists between language policy and students' preference of medium of instruction, decision makers should revise their language policy in order to reach the desirable goal of learning, in which code switching could be included in the planning of syllabi.

Secondly, educators and teachers of science subjects at nursing colleges where English is used as a medium of instruction might want to consider the students' language preferences and attitudes towards medium of instruction. Teachers should be encouraged to make adequate use of code switching in classrooms when explaining concepts to students so that the students will be able to actively participate in classroom lessons.

Thirdly, researchers can help identify the correct level of utilizing code switching as a language of instruction to promote the discussion of newly raised issues related to the effective teaching language, which

will eventually contribute to facilitating the advancement of classroom teaching and learning.

5.4. Suggestions for Further Studies

The study attempted to investigate students' attitude towards using code switching as a medium of instruction in the Sudanese nursing science learners'. Thus further researchers and more investigations should be made in this area. The researcher suggests that, this kind of study should be applied also on post graduate students.

Although no enough previous studies had been done at the undergraduate level but the post graduate students are most important, because they will be teachers in the nursing colleges and this helps in somehow. Moreover, the researcher suggests that, these aspects should be investigated more on sciences colleges where English is a medium of instruction and where English is taught for special Purposes (ESP). Then a comparison should be made with those who are majoring in English. All the previous studies Concentrated on the students who have used English as a medium of instruction, so it is better if some studies will be done on those who not used English as a medium of instruction.

Bibliography

- Amin, T. (2009). Language of instruction and science education in the Arab World: Toward a situated research agenda. *The world of science education: Arab states*. S. B. a. Z. Dagher. Rotterdam, the Netherlands, Sense Publishers.
- Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism*, Multilingual Matters LTD.
- Cook, V. (2001). *Second Language Learning and Language Teaching*. London, Arnold.
- Ferguson, G. (2003). Classroom code switching in post-colonial context. *Africa and Applied Linguistics*. S. M. Makoni, U. Amsterdam, John Benjamins. 16: 38 -51.
- Gardner-Chloros, P. (2009). *Code-switching*. Cambridge: Cambridge University Press.
- Halasa, N-H., & Al-Manaseer, M. (2012). The Use of the First Language in Second Language Learning Reconsidered. *College Student Journal*, 46, 71-81.
- Gemperz, J. (1982). *Discourse strategies*. Cambridge, Cambridge University Press.
- Heredia, R., & Altarriba, J. (2001). Bilingual language mixing: Why do bilinguals codeswitch?. *Current Directions in Psychological Science* 10(5), 164-168.
- Hoffman, Ch. (1981). *An Introduction to bilingualism*. London: Longman.
- Klavans J L 1985 .The syntax of code-switching: Spanish and English. In: King L D, Maley C A (eds.) *Selected Papers from the XIII th Linguistic Symposium on Romance Languages..*
- Lin, A. M. (1996). "Bilingualism or linguistic segregation? Symbolic domination, resistance and code switching in Honk Kong schools." *Linguistics and Education* 8(1): 49 -84.
- Martin-Jones, M. (2000). "Bilingual classroom interaction: A review of recent research." *Language Teaching* 33(1): 1-9.
- Muysken, P. (2000). *Bilingual Speech: A typology of Code-mixing*. Cambridge, Cambridge University Press.

- Myers-Scotton, C. (1993). *Social motivations for code switching*. Oxford, Clarendon Press.
- Myers-Scotton, C. 1993. "Comparing codeswitching and borrowing". *Journal of Multilingual and Multicultural Development*. 13(1-2): 19-39.
- Myers-Scotton, C. 2006. "Natural codeswitching knocks on the laboratory door". *Bilingualism: Language and Cognition*, 9(2), 203-212.
- Schendl, H., & Wright, L. (red.) (2011). *Code-switching in early English*. Berlin: De Gruyter Mouton.
- Setati M., A. J., Reed Y., Bapoo A. (2002). "Incomplete journeys: Code switching and other language practices in mathematics, science and English language classroom in South Africa." *Language and education* 16(2).
- Shin, Y. (2010). The functions of Code-switching in a Korean Sunday School. *Heritage Language Journal* 7(1), 91-116.
- Shohamy, E. (2006). *Language Policy: Hidden agendas and new approaches*. Suffolk, Routledge.
- Simon, D-L. (2001). towards a new understanding of code switching in the foreign language classroom. *Code switching Worldwide II*. R. Jacobson. Berlin, Mouton de Gruyter.
- Skiba, R. (1997) *Code switching as countenance of language interference*. 3. University, K. (2009). *Kuwait University Handbook*. Kuwait, Kuwait University Press. *Language Parsing: Psychological, Computational and Theoretical Perspectives*. Cambridge University Press, Cambridge, UK, pp. 190–204
- Wu, Y. (1985). Code-mixing by English-Chinese bilingual teachers of the People's Republic of China. *World Englishes*, 4 (3), 303-317.
- Yao, M. (2011). On Attitudes to Teachers' Code-switching in EFL Classes. *World Journal of English Language*, 1 (1), 19-28. [Online] Retrieved March 25, 2011, from <http://www.sciedu.ca/journal/index.php/wjel/article/view/199/87>.

Appendix

Investigating Students' Language Attitudes Towards Using Code-Switching in Classroom Setting

(A case Study of Students of Nursing Science College at Bahry University)

Students' Questionnaire

This questionnaire is designed to find out your honest views about your attitude towards using code switching as a medium of instruction in your current level. Please respond to all the questions below carefully and honestly. This is not a test and there is no right or wrong answers. Your responses will be kept strictly confidential, and will only be used for the purpose of this study. Your answers will not prejudice you in any way.

1-Biographical information

Please, answer the following questions.

1. What is your gender?

() Female.

() Male.

2. In what language (s) have you been mostly taught in your previous schooling?

() Arabic.() English.() English and Arabic.

2-Section (A)

Please; read each of the following statements carefully and then tick the answer which describes your degree of agreement or disagreement.

The following abbreviations are used: **SA** - Strongly Agree; **AG** - Agree; **N** neutral; **DA** Disagree; **SD** -Strongly Disagree.

Hypothesis One:

Students of the Nursing Sciences College do use code switching widely.

NO	Item description	SA	AG	N	DA	SD
6.	Speaking in only one language is beneficial to me					
7.	Using Arabic and English in communication in the lecture room is desirable to me.					
8.	Using only English in communication in the lecture room is desirable to me.					
9.	Mixing of Arabic and English lead to the weakness of my Arabic.					
10.	Mixing of Arabic and English lead to the weakness of my English.					

2/Section (B)

Please; read each of the following statements carefully and tick the answer which describes your degree of agreement or disagreement.

Hypothesis Two:

The use of code switching can be attributed to a number of reasons, such as deficiency, expressing solidarity...etc.

No	Item description	SA	AG	N	DA	SD
6.	Using some English terms when speaking in Arabic makes my statement more understandable.					
7.	Using some Arabic terms when speaking in English makes my statement more understandable.					
8.	The message cannot be meaningful and clear unless I switch to English language.					
9.	Using scientific English terms in Arabic conversation let me feel I am a real nurse and full of experience.					
10.	I often use to switch when it's difficult to explain a certain expression.					

3/ Section (C):

Please; read each of the following statements carefully and tick the answer which describes your degree of agreement or disagreement.

4- Hypothesis Three:

The use of code switching by academic staff can significantly affect students' academic performance, positively or negatively.

No	Item description	SA	AG	N	DA	SD
6.	The instructor who always code switches will affect my oral fluency.					
7.	The instructor who teaches in Arabic affects my pronunciation in English.					
8.	The instructor who teaches in English enriches my technical vocabulary.					
9.	The instructor who teaches in Arabic and English is confusing to me.					
10.	Teaching in English and Arabic increases my chances to pass the exam.					

Thank you for cooperation