



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**

# **Exploring Students' Attitudes towards Utilizing Code-Switching in Bilingual Classroom**

استكشاف توجهات الطلاب حول استخدام التناوب اللفظي في قاعة الدراسة ثنائية اللغة

(A Case Study of Third Year Students at Omdurman Islamic  
University, Faculty of Pharmacy)

دراسة حالة لطلاب الصف الثالث بجامعة ام درمان الاسلامية-كلية الصيدلة

**A Thesis Submitted in Fulfillment of the Requirements for  
the degree of PhD in English Language (Applied Linguistics)**

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## **Dedication**

**To *the soul of my parents* (my *Allah* rest them in peace and accepted them) Fad Elmula Mohammed & Asia Ahmed & To my sisters & To my husband Saeed & To My Son Mahmoud & TO My daughters Fatima and Alea**

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## **ABSTRACT**

This study aimed at exploring students' attitudes toward utilizing code-switching in bilingual classroom. The researcher adopted the descriptive analytical method. Two instruments were used as primary tools for collecting data relevant to the study, namely a questionnaire to students at Omdurman Islamic University, Faculty of Pharmacy and a written interview to experts in the field of linguistics. The study sample of questionnaire comprises (50) students and the written interview for (15) teachers. The researcher applied a Chi- squared Test to analyze and verify the hypotheses. The results showed that students heavily use code-switching to translate and clarify new words. Moreover, students also use code-switching to even joke with each other. On the other hand, a teacher who used to code-switch negatively affects student's oral communication in English. Using a mixture of both English and Arabic languages leads to weakness of students in English language. After all the study recommended that teacher should teach in English to increase student's knowledge of medicine terms. Furthermore, Student should be convenient when speaking with his teacher in English. Some suggestions are also proposed for further studies.

## المستخلص

### (Arabic Version)

هدفت هذه الدراسة إلى استكشاف توجهات الطلاب حول استخدام التناوب اللفظي في قاعة الدراسة ثنائية اللغة . و اتبع الباحث المنهج التحليلي الوصفي ، و استخدم اثنين من الأدوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة في استبيان صمم خصيصاً لطلاب كلية الصيدلة بجامعة ام درمان الاسلامية وأيضا مقابلة مكتوبة لخبراء في مجال علم اللغة. قد تم اختيار عينه بحجم (50) بالنسبة لأداء الدراسة الأولى وعينه بحجم (15) ستاذا للمقابلة المكتوبة. وطبق الباحث برامج اختبار كاي لتحليل وتأكيد الفرضيات .واتضح جلياً من خلال نتائج الدراسة ان الطلاب يستخدمون التناوب اللفظي لترجمة وتوضيح المفردات الجديدة. بالإضافة إلي ذلك يستخدمون الطلاب التناوب اللفظي ليمزحون حتى مع البعض الاخر. ومن ناحية اخرى ، الاستاذ الذي يستخدم التناوب اللفظي يؤثر سلباً على التخاطب الشفهي لدى الطلاب. استخدام الانجليزية بالعربية يؤدي الى ضعف الطلاب في اللغة الانجليزية . وخلصت الدراسة لعدد من التوصيات أهمها على الاستاذ ان يدرس بالانجليزية لالمام معرفة الطلاب بالمصطلحات الطبية. بالإضافة الى ذلك يجب ان يكون الطالب مرتاح عند تحدثه مع استاذه باللغة الانجليزية. وأيضا قدمت بعض المقترحات للدارسات المستقبلية.

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# **CHAPTER ONE**

## **INTRODUCTION**

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the Study

Human beings existence is anchored on communication which facilitates mutual interaction among human beings. Communication is the exchange of information between two or more people. It takes place everywhere in the community, at home, the market, in the church, at school, business centres, on the farm and everywhere there is a forum for it to take place Afe (2007, p.2) Sinclair(1992, p.17) considers communication as the activity or the process of giving information to other people or living things. Mother tongue is the first language (L1) that is acquired by a child ashe grows up within a speech community. This language is not learn but naturally acquired from the child's environment and it constitutes one of the indigenous languages of any community. Additional acquisition of other languages makes the individual a bilingual Bilingualism is a situation whereby an individual speaks two different languages or a society uses two different languages while multilingualism is a term given to the linguistic situation where two or more languages co–exist within the bounds of a society. It involves balanced native-like command of all the languages. The difference in competence in the various languages often range from the command of a few lexical items, formulaic expressions, such as greetings and rudimentary conversational skills, to the excellent command of the different repertoires. Sridah (1996), cited by Wardhaugh (2006, p.96), affirmed that a result of multilingualism is the dialectical variation which is determined by an individual's level of education, as it affects the variety of language adopted bilingualism confers linguistic advantages on children and abilities in the two languages are significantly related or interdependent.

Code-switching appears to be a common practice of bilingual or multilingual, 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 Omdurman Islamic University, Faculty of Pharmacy when using code-switching in classroom setting, using English as a medium of instruction in all science subjects. The investigation highlights the learners' language attitude, including their perceptions towards the effects that reflect learners' academic performance in the science subjects.

### **1.1 Statement of the Study Problem**

It has been noticed that many of third year students at Omdurman Islamic University, Faculty of Pharmacy tend to use code-switching during their working hours; they can interact formally or informally. One of the major issues that are being encountered in the classroom concerns the language development of students using code-switching. While some teachers are flexible or even indifferent, others believe that students should only speak in the target language in the classroom. Many multilingual speakers believe that code-switching is a sign of linguistic weakness or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classroom. This phenomenon has prompted the researcher to investigate this area. For example, why students use code-switching and sometimes code-mixing instead of communicating directly in English or Arabic?

## **1.2 Objectives of the Study**

This study sets out to achieve the following objectives:

- 1- To investigate students' attitudes towards using code-switching in bilingual classroom when they communicate orally.
- 2- To highlight the causes of students' attitudes in utilizing code-switching in the classroom.
- 3- To find out the attitudes of students towards teachers' uses of code-switching inside the classroom.

## **1.3 Questions of the Study**

This study sets out to answer the following questions:

- 1- To what extent do students at Faculty of Pharmacy use code-switching correctly when communicating in English orally?
- 2- What are the causes of students' attitudes in utilizing code-switching in the classroom?
- 3-What are the attitudes of students towards teachers' uses of code-switching inside the classroom?

## **1.4 Hypotheses of the Study**

This study sets out to test the following hypotheses:

- 1- Students at Faculty of Pharmacy use code-switching correctly when communicating in English orally.
- 2-There are the causes of students' attitudes in utilizing code-switching in the classroom.
- 3-There are the attitudes of students towards teachers' uses of code-switching inside the classroom.

## **1.5 Significance of the Study**

The significance of this study stems from its attempt to bring up new insight into issue pertaining to explore the notion of students' attitudes in utilizing code- switching in bilingual classroom. This study covered the

area of sociolinguistics. Code-switching has been perceived as being of lower status; strategy used by weak language performers to compensate for language deficiency, and by avoiding it, students will develop their occupational experience. It will help the students at Faculty of Pharmacy to avoid the points of weakness.

So, it is hoped that the results arrive at the future will help the curriculum designers to take the right decisions with regards to promoting the students in using oral communicative competence, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

### **1.6 Scope of the Study**

This study was limited to explore the notion of students' attitudes in utilizing code-switching in bilingual classroom. It hoped that will tentatively cover the period from (2017-2020). It was conducted at Sudan University of Science and Technology, College of Languages, and study sample was exclusively drawn from third year students at Omdurman Islamic University, Faculty of Pharmacy.

### **1.7 Methodology**

The researcher has adopted the descriptive analytical methods. Questionnaire and interview are used as primary tools for data collection. A questionnaire was distributed to third year students at Omdurman Islamic University, Faculty of Pharmacy in checking their point of view in terms of this issue. An interview was distributed to teachers who have experience in this field.



## **1.8 Summary of the Chapter**

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research

**CHAPTER TWO**  
**LITERATURE REVIEW AND PRVIOUS**  
**STUDIES**

## **CHAPTER TWO**

### **LITERATURE REVIEW AND PRVIOUS STUDIES**

#### **2.0 Introduction**

This introductory paragraph displays the relevant literature review on investigating the role of students' language attitudes towards using code-switching in bilingual classroom .This chapter is called chapter two which is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

#### **Part one: Theoretical Background**

##### **2.1 Various Definitions of Code Switching**

Skiba (1997) states that 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.

Lipski (1985) points out that 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 is known as code changing, it can be distinguished by fluent intra-sentential shift, 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.

The reasons for code switching are primarily social. Olmedo (1981) describes 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 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-William's conclusion that students code switch less in formal situations.

## **2.2 Definitions of Code-Switching**

In common, code switching can be defined as switching from one language code to another during a single communicative event. It's also comprised of alternation between one and more languages or dialects in 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) point out 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 has chosen to use Schedule and Wright's definition of code-switching. They defined code-switching as 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 demonstrate 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 codes witching to include not only language, but speech styles as well.

*According to Gross (2006:144) states:*

*“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."*

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) demonstrates 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) asserts 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) reports 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), Milory and Muysken (1995) also have seen that 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.

So, all the above- mentioned scholars and educationists come to define that, code switching can be defined as switching from one language code to another during a single communicative event. Whereas, one defines code switching as, “the juxtaposition within the same speech, and exchange of passages of speech belonging to two different grammatical systems or subsystems. Furthermore, it 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 notions of definitions are the

same to some extent, as researcher point of view code switching is the act of shifting from one language to another in a conversation. Eventually, the area of sociolinguistics is so difficult for both teaching and learning. It needs to be focused on, so as to avoid confusion.

### **2.3. Code Switching Forms**

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 (Socarraz-Novoa, 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; ZainalAriff, 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; ZainalAriff, 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-SententialCode- switching.

#### **2.3.1. Inter-Sentential Code Switching**

Myers-Scotton (1993) points out that inter-sentential code switching 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. 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 conversation.

### **2.3.2. Intra-Sentential Code Switching**

The term intra-sentential code switching refers to all cases where lexical items and grammatical features from two languages appear in one sentence (Muysken, 2000). 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 (Rabia, 2005).

Dayang (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. Code Switching and its Functions**

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 (اسف), 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
- f .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 Relevant to 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.

Skiba(1997) justifies that 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 lesson in one language, and then switch to another language, while making the students comprehend both languages.

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 Roles 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 Manand Lu found that teachers in Hong Kong schools use codes witching 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 stopgap 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. Language Interference Related to Code Switching**

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. Code Switching and Students' Attitudes**

Eagly and Chaiken(1993:1) defines that attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. 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 Stateet-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-makingresources (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 Types of Code Switching**

CS can occur in different ways and with different purposes. Borrowing, claque and inter-sentential are the three major types of code mixing. The table below explains each one of these concepts.

### **1. Borrowing**

It refers to the use of a single word from a language different than the primary language, which is similar in grammatical usage, but is a term that is not available in the target language.

### **2. Calque**

Translating an expression from another language without the use of appropriate syntax.

### **3. Intersentential**

Interjecting and entire sentence or phrase from one language into the target language. This may serve to emphasize a point made in the other language; to signal a switch in the conversation participants; to indicate to whom the statement is addressed. Also, is usually used to dictate or command something.

(Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006)

## **2.12 Some Researchers against Code Switching**

Historically, code switching has been discouraged in the educational system and society at large because of concerns that CS will influence one or both of the languages and lead to language decay (Aitchison, 1991 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

In the United States and around the world, English has been the language symbol of power. Although the United States does not have a national official language due the multicultural background that created the nation, English has been the formal language used in governmental agencies and when used to communicate across the country. For many people in the United States, speaking a language other than English creates a sense of separation. As a new nation in comparison with others in the world, for many Americans it is important to create a sense of identity, and English gave them that comfort. As a result, even some bilingual programs in the United States pushed for moving students towards English and the traditional policy that most school districts have employed has been the eradication of the original language or culture and assimilation into the majority language and culture (Salluzzo, 1994 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

Palmer (2009) claims that given that students in two way classrooms are all expected to develop bilingualism and biliteracy, and given the extent to which English serves as the language of power in the United States, it does seem that options are limited in terms of encouraging students to maintain and deepen their hold on the minority language.

Due to the influence in business that the English language has across the world, many multilingual speakers believe that CS is a sign of linguistic weakness or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms (Palmer, 2009). This perspective is in many ways due to the opposition from the purists of the language, who have opposed the interfusion of two languages. Fundamentally, traditions of language alternation became known with the ban on the use of the learners' first language (L1) in foreign language teaching (L2) and it was introduced with the Direct Method at the end of

the nineteenth century. For example, some linguists argue that an open view towards CS may lead to an overuse/injudicious use of CS by teachers (Cook, 2001 as cited in Gulzar, 2010).

Also, some researchers attribute that the code change is negative for the emergent student. They argue that the purpose for which people use code change is to compensate for the lack of knowledge and that they do not fully know either language L1 or L2 (Grosjean, 1982 as cited in Heredia & Altarriba, 2001).

Most of the problems attributed from CS in the literature are related to language proficiency:

**a.** Weakness in the memory of language by the low frequency of use of a word or phrase.

**b.** Not understanding of the change in grammatical structure of a language to another:

Example: In English the adjective comes before the noun.

(e.g., “I want a green tomato”)

Adj. N

N Adj اريد الطماطم الخضراء

**c.** Language proficiency is not well defined:

Example: A student may dominate Spanish conversation because the language is mostly used to interact but may have difficulty in reading and writing in Spanish if their formal education has been in English (Heredia & Altarriba, 2001).

In the past, many researchers advocated and favored the exclusiveness of the use of the target language. Now, those perceptions are losing

popularity. There is an increase in people who support the use of the mixture of language in the classroom. Allowing CS or translanguaging in the classroom is important. Teachers often are lacking an awareness of the process of code switching and increased training should be sought to increase linguistic awareness of the possibility of giftedness among new English speakers. If teachers were aware of the challenges and requirements of CS as evidence of intellectual behavior, then this perspective could change (Harris, 1993).

### **2.13 Literature says about the Benefits of Code-Switching**

Switching rather than reflecting the traditional view of a disadvantaged and semiliterate background actually reflects an intellectual advantage (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006). An example of L1 being an advantage to learn L2 is when students are able to identify the changes in grammar from one language to another. Those children who can operate smoothly between two languages seem to be especially good on subtests that require mental manipulation and reorganization of visual patterns (Patillo, 1999 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006). In a conversation, students may insert a word from L1 in their L2 conversation or vice versa without affecting the syntax patterns of the sentence. The students are definitely applying the syntax rules of the language but using another language in parts of the conversation without altering the meaning (Roseberry, 2012).

When CS it is used due the lack of linguistic expression, tranlanguaging provides continuity in speech rather than presenting interference in language. Bilingualism is present in practically every country of the world, in all classes of society, and in all groups of people. Not only is

bilingualism worldwide, it is a phenomenon that has existed since the beginning of language in human history (Saville-Troike, 2006).

Research on code-switching demonstrates that fluent bilinguals use code-switching as they may use many other linguistic resources, drawing on both (or all) of the codes available to them in patterned and structured ways in order to express their meanings (Chung, 2006; Clyne, 2000; Myers-Scotton, 1995; Poplack, 2000 as cited in Palmer, 2009). Additionally, CS serves users to claim membership and affiliation in multilingual communities. In an examination of young Spanish/ English bilingual students' patterns of code switching, (Reyes, 2004) found that for children just as for adults code-switching was to communicate competence and about maintaining a sense of control in a conversation, not about lack of language proficiency (Palmer, 2009).

The translanguage phenomenon has become very handy for teachers with students from diverse cultures. In a study published in "Science and Education Center Canadian"

Fakeye (2012) states that it is recommended that parents and teachers should have a positive attitude towards code switching and it should not be seen as a sign of linguistic incompetence but valuable in the classroom with the intention of:

- a.** Providing essential meaning to create lessons across the curriculum and work with texts that are mostly written in English
- b.** learning new vocabulary in the classroom
- c.** establishing a relationship with students or asserting the authority of the teacher.

Additionally, an article from the United Kingdom mentioned that there is a pedagogic potential behind CS. These include increasing the inclusion, participation, and understanding of pupils in the learning process, developing less formal relationships between participants, conveying ideas more easily, accomplishing lessons and, contributing to a “teachable” pedagogic resource (Creese & Blackledge, 2010).

Garcia (2008:154) demonstrates that how being flexible in the classroom and allowing can help the students to make progress in L2. In a fourth grade bilingual class, a recently arrived Spanish speaking girl writes a sophisticated Spanish essay in September. But during English as a Second Language (ESL) class, she can only copy simple English language sentences that she illustrates in child-like ways – “I see a teacher”, “I see a student”, “I see a clock”. But when the teacher gives her the option to write in any language she wants, the student immediately tries to incorporate new English words and phrases into her Spanish essays.

## **2.14 Students and Code Switch?**

Acquisition of the mother tongue starts at home. Once the emergent learner enters into contact with L2 and people from different culture backgrounds, code change starts occurring.

*“Research on code switching shows that people fluent in two languages use the same code change used by many other linguistic resources, using both (or all) of the codes available to them in many ways modeled and structured, to express their meanings and also as a way to claim membership and affiliation in multilingual communities”*

(Chung, 2006; Clyne, 2000; Myers-Scotton, 1995; Poplack, 2000, as cited in Palmer, 2009, p.42).

Perez and Torres-Guzman (2002) stated that the reasons children most often switch to a given language are the following:

a. The child uses the language most frequently used by the adult in interactions between them. For example, a child might speak Spanish to an aunt who constantly addresses and responds to the child in Spanish.

b. The child associates the use of a language with a particular person because this person is perceived to be more fluent in that language. Also, Hammink (2000) includes that the emergent student is most likely to change from a language to another:

c. Before and after tags. For example, “You are almost done with school, verdad?” instead of “You are almost done with school, right?”

d. Before predicate adjectives. For instance, “It’s really cute”.

e. And, between clauses. Perhaps, “

“That is the lady who has four children” (as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006, p. 13).

Students code switch in two different environments. It occurs during socialization between two bilinguals (Gulzar, 2010). Sometimes, changing codes works as a way for an emergent student to establish himself/herself as a member of a particular group or as a way of identifying his/her own peer group. Students use CS as a manifestation of a strong integration of two or more cultures (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

## **2.15 Why do teachers Code-Switch?**

Teachers are generally the principal speaker who guides the lessons and bilingual teachers in multicultural classroom have more tendencies to

switch their speech from one language to another when the situation requires it. “The motivation for using the L1 in language instruction ranges from the perceived need to accommodate students in their native tongue”.

(Chavez, 2006 as cited in Jones, 2010, p. 11) “to offering explanations of L2 concepts that do not exist in the L1”. The speaker shifts to the second language in order to capture students thinking processes or to reflect the inadequate understanding of the other person. This type of CS is most likely considered strength when it is used as a sociolinguistic tool to aid the understanding of another person who is not facile in both languages. In the classroom, CS may have very specific functions:

- a. for translations,
- b. as a “we code” which is used for establishing and maintaining solidarity and group membership,
- c. for giving procedures and directions,
- d. for clarifications especially when introducing new vocabulary words,
- e. and as a check for understanding (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006) Fennema-Bloom (2009) concurred that investigations of the CS phenomenon in the classroom suggest that teachers’ code-switching, whether in teacher-led classroom discourse or in teacher-student interaction, serves many pedagogical purposes:

- a. Code-switching is employed in more subtle and diverse ways in bilingual classroom communication. Teachers and learners exploit code contrast to demarcate different types of discourse, to negotiate and renegotiate joint frames of reference and to exchange meaning in the spur of the moment.



- b. At the informal level, code-switching performed a role of administration or management.
- c. In the formal level, it was formally used in order to do functions like introducing, explaining, commenting, practicing, the target language, and so forth (Gulzar, 2010).

We can summarize that for teachers in general, CS can be helpful to reach Students' background knowledge and help them acquire L2 in a less stressful and a biliteracyvaluable way: translating, using we code form, understanding procedures and directions, clarifying, and checking for understanding.

## **2.16 The Benefits of Using Code Switching in the Classroom**

English language learners learn best when their needs are meet (Ovando & Carols, Students, 2012). The flexibility of the teacher in the classroom in terms of code-switching can support that the language literacy occurs. Also, it is important to be culturally sensitive and aware. Supporting code-switching as a tool to acquire a second language enables teachers to increase those “aha moments” in the students. Additionally, it can promote a positive environment in the classroom. By allowing students to learn new words, phrases or terms while feeling that their previous knowledge in their mother tongue is valuable and is a part of them can help them to succeed in a the new environment. There is a large increase in people who support the use of combination of language (CS) in the classroom. For teachers, it is important to ensure that when they are using quotes students understand the message and, therefore, in many cases in order to help students understand quotations, the insertion of words or direct translations is required. Fakeye (2012) recommended that parents and teachers have a positive attitude towards the code switching and it

should not be seen as a sign of linguistic incompetence. The code change should be utilized and is beneficial in bilingual classrooms:

- a. to provide essential means to create successful lessons across the curriculum and work with texts that are mostly written in English,
- b. to learn new vocabulary in the classroom, and
- c. to establish a relationship with students or assert the authority of the teacher .

Becker (2001) indicated that CS storytelling provides students the opportunity to gain experience with the linguistic, psycholinguistic, and social-communicative aspects of two languages and to signal meaning by shifts. Teachers should consider CS as a viable academic phenomenon and explore ways for bilingual students to use this activity to enhance verbal skills and reading development

De Mejía (1998) investigated two Colombian preschool teachers use of code switching in storytelling sessions. Her research suggested that preschool teachers 'code-switch story telling with students' interaction can facilitate comprehension and narrative skill development that are critical to school related activities with literacy development (as cited in Becker, 2001).

Shin and Milroy (2000) investigated CS as a contextual cue in the sequential development of conversational interaction among elementary Korean-English children in classroom activities including story telling. In this research, CS appears to be an additional resource to achieve particular linguistic goals. For example, it helped to accommodate other participants' language competencies and preferences such as organizing conversational tasks such as turn-taking, emphasis marking, and clarification (as cited in Becker, 2001).

CS can be a useful technique in classroom interaction, especially if the goal is to clarify and convey the information to students in an efficient way. Better understanding of CS and bilingualism has had positive impacts on the planning for bilingual education. Program developers and policy makers should bear in mind that in the case of language, first we develop understanding and then we develop language (Moghadam, Samad, & Shahraki, 2012).

### **2.17 Teachers and Knowledge of Code-Switching**

Due to the increasing multicultural population in schools, teachers should be prepared to attend to the needs of the emergent students. That implies certain flexibility in language use in the classroom. Recent literature about language development in emergent students suggests “that public school classroom teachers need to be much more knowledgeable about the learning needs of emergent bilingual children and English learners” (Gándara, Maxwell-Jolly, & Driscoll, 2005; Wright & Sung, 2012 as cited in Faltis, 2013, p. 18)

Teaching a second language, whether in a monolingual or bilingual setting, necessarily raises questions of methodology; among these questions is one concerning language distribution issues and the role of L1 in second-language acquisition. Moore (2002) said that teachers should know how to approach the use of a second language in the classroom, because it is definitely a tool that a bilingual student has to communicate and put in practice all their knowledge. Language forms a large part of students’ culture. Teachers should know that students respond better if they can identify their culture in the literature.

*“The findings show that culturally relevant books facilitate culturally responsive teaching in bilingual classrooms. Participants responded positively to children’s literature that was representative of their culture. Children identified themselves with cultural traditions portrayed in the books and with the characters’ identities and personalities”*

(Rodríguez, 2014, p. 2).

Teachers should know that “CS is for the development of the students in the learning process and should not be taken for granted. Overall, it does not show their competence or lack of competence in L2. CS should rather be seen and used as a tool that serves to several functions that facilitate both learning and teaching.” (Horasan, 2014, p. 42).

Based on the survey conducted at EMHCS and what the literature said about CS, it is important that educators receive a professional development presenting information concerning why CS is an important phenomenon in the classroom, and how it can be beneficial for students to use it.

## **2.18 The Markedness Model (MM)**

The MM claims that all linguistic choices, including CS, are indications of the social negotiation of rights and obligations that exist between participants in a conversational exchange (Kamwangamalu, 2000: 61; Mandubu, 1999: 8; Myers-Scotton, 1993a: 75). This implies that a linguistic choice made for a conversational exchange is determined by what is prominent about the situational exchange. This could be the status of the participants in the conversational exchange, the topic they are discussing, or even the place in which the conversational exchange is taking place (Kamwangamalu, 2000: 61). It is the combined effect of the situational features as well as the individual speaker’s considerations that

determine the type of linguistic choice that is regarded as appropriate for a given conversational situation or topic. The MM allows CS to perform three main functions, namely CS as an unmarked choice, a marked choice and an exploratory choice (Kamwangamalu, 2000; Mandubu, 1999; Myers-Scotton, 1993a). First, when CS is an unmarked choice in a given Conversational situation, it is the expected choice. It is employed as a communicative strategy in a given linguistic exchange so as to serve a particular communicative function, usually that of inclusion. There are two sub-types that fall under this category of CS – CS as a sequence of unmarked choices or CS as an unmarked choice. The former occurs as a result of a change in the situational factors during a conversational exchange. In the latter, situational factors hardly change during a conversational exchange (Myers-Scotton, 1993a: 114). Second, CS as a marked choice occurs when it is an unexpected choice to indicate the social distance among the participants in a given conversational situation. In such a case, CS is used to exclude deliberately some members present in a conversational situation. The speaker switches to a language that he / she know will only be understood by a certain section of the audience. However, depending on the situation, CS as a marked choice may be used also to "include" other members of the audience present. For instance, Kamwanagamalu (2000: 62) cites instances during political gatherings or diplomatic meetings when CS is used to express oneness and solidarity with a minority section of the audience; for example Kofi Annan (the former UN Secretary General)'s use of French-English CS at the UN to "include" Franco-phone countries, Nelson Mandela (former and first democratically elected President of the Republic of South Africa) and Margaret Thatcher (former and first female Prime Minister of Britain)'s English-Afrikaans CS at meetings with the Afrikaners of South Africa.

Third, CS as an exploratory choice implies that the speaker initiates a conversation in one language, and if the party being addressed does not fully understand, CS takes place. The speaker switches to the most likely language that is intelligible to both parties. CS as an exploratory choice is used where there is some degree of uncertainty about the choice of a mutual language.

The MM was criticized for some shortcomings (Finlayson & Slabbert, 1997 c: 132-133; Kamwangamalu 2000: 63-64; Slabbert & Finlayson, 1999). It does not, for instance, explain why the speakers engaged in CS exchange would not conform to the societal norms or why a speaker would want to increase or decrease the social distance between him / her and the other speaker described the MM as ‘static’ regarding its functions in multilingual communities and that the premise on which it was based (negotiation of identities, rights and obligations) was too narrow to account for the social functions of CS in the African context. He further argued that not all CS involved the negotiation of identities, rights and obligations; and that, at times, CS can be used to achieve political gains as observed by Heller (1992;1995, in Kamwangamalu, 2000: 64).

In a classroom situation, the objective is not to exclude any learner from the learning process, but to include him / her. Therefore, CS as an unmarked choice (not CS as a sequence of unmarked choices) appears to be applicable, but CS as a marked choice in a learning process seems an unlikely occurrence. Again CS as an exploratory choice seems possible because the objective is to use the language that learners understand better. The applicability or non-applicability of the MM to the present study will be examined against the data that will be collected

## **2.19 Code-Switching and Code-Mixing**

Gardner-Chloros(2009:11) emphasizes that code-switching (CS) and Code-Mixing (CM) are most important features and well studied speech

processes in multilingual communities. Definitions vary, but both utilize the term “code” which was adopted by linguists from the field of communication technology, it's referring to “a mechanism for the unambiguous transduction of signals between systems”, analogous to what switching of language signifies a system used by bilingual speaker-hearer in everyday communication. Therefore, term “code” is frequently used nowadays by the linguists as an “umbrella term for languages, dialects, styles etc”.

Further, term “switching” refers to alternation between different varieties used by the bilingual/bidialectal during the conversational interaction. This phenomenon can be examined from various angles, but the important part of this study is to illustrate the conscious and unconscious patterns of such language behavior and the motivation behind it. On the other hand, code-mixing refers to “embedding of various linguistic units such as affixes (bound morphemes) words (unbound morphemes, phrases and clauses that participants in order to infer what is intended, must reconcile what they hear with what they understand (Bokamba, 1989).

Code-switching and code-mixing have been used interchangeably throughout literature, however in this study they will be separately defined and used to signify two very different patterns of code utilization by the subjects studied.

Code-switching will be applied to the patterns described by Gumperz(1982:59) as the “juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems”. It is important to note that the usage of a different code in this case ties semantic structure of the conversational act, not to be equated with diglossi, as described by Ferguson (1972), where utilization of two codes have specific function within a social context employing the two codes separately. Even though the

similarity between code-switching and diglossia is evident in the fact that the speaker must know and utilize two codes, diglossia represents one-to-one relationship between codes, whereas code-switching ties the sentence or the conversation together. Accordingly, one of the important aspects of code-switching discussed in the study will focus on describing it as a dynamic

discourse strategy (Romaine, 1989:111).

The formal categorization, according to Poplack (1980:605)-, defines three types of CS:

- Tag-switching
- Inter-sentential switching
- Intra-sentential switching

Tag-switching refers to insertion of tags such as you know and I mean in sentences that are completely in the other language.

According to Romaine (1995), tags are “subject to minimal syntactic restrictions”, therefore the insertion into a monolingual utterance does not violate syntactic rules. This implies that inter-sentential and intrasentential switching reflects higher language proficiency, unlike in the case of tag switching. This pattern was common occurrence with both subjects from the study. They would tag-switch in both languages, most commonly in English with the tag “you know” when explaining events. Inter-sentential switching “involves switches from one language to other between sentences: a whole sentence (or more than one sentence) is produced entirely in one language before there is a switch to the other languages” (Myers-Scotton 1993:3).

On the other hand, Intra-sentential switching occurs “within the same sentence or sentence fragment”. This type of switching will be considered most frequently for the analysis of the language behavior in the study due to the consideration of morpho-syntactic patterns (Myers-Scotton 1993:4).



## **2.20 Theoretical Models to Code-Switching**

One of the approaches that will be applied to this study is sociolinguistic approach. One of the main questions regarding the patterns of CS and MS is why they occur in the first place. What is the motivation or the driving factor(s) behind bilingual language behavior. Hence, the sociolinguistic approach will be considered applying two models. The first one, proposed by Gumperz(1982), will aid distinguish between two types of code-switching:

- Situational switching
- Metaphorical switching

The situational code-switching is driven by a particular situation where a speaker uses one code for one situation and another code for another situation. On the other hand, in metaphorical code-switching, the topic is the driving factor in determination of which language will be used, e.g. a speaker will use two different languages for two different topics.

This direct correlation between languages and the social situation, as mentioned by Gumperz, signifies the “definition of each other's rights and obligations” (1982: 424). Additionally, he argues that the relationship between the language and the social context is quite complex and that “participants immersed in the interaction itself are often quite unaware which code is used at any one time” (Gumperz1982:61).

Another model relevant for the study under consideration was proposed by Myers-Scotton (1993:75), known as the Markedness Model, in which he notes that a bilingual individual has a sense of markedness(1993:75), in regard to the relationship with the interlocutor who essentially the one choosing the code in the conversation. In such situation, the speaker is

perceived as a rational actor who can make the unmarked choice, the more secure and the more expected choice, often used by the speakers, or the marked choice which is generally unexpected in interaction (Myers-Scotton 1993:75). Nevertheless, it is essential to mention at this point that the concept of the social importance of language choice should be applied with a dose of caution to the speech of children in general as they do not play the same role in society as adult speakers. Thus, this model will be interpreted later in the research paper according to the specific pragmatic needs of the children who are examined in the data.

In contrast to Gumperz's claim that bilingual speakers are most often not aware when they code-switch, Myers-Scotton argues that generally speakers are aware of the effect of their switch, e.g. what the consequence of making the marked and the unmarked choice is (1993:75). Even though both of these models can be applied to the data with the respect of different situations, Myers-Scotton's remark is perhaps more appropriate to the subjects studied since generally they seemed not to be aware of their code-switching or code-mixing. As rational actors, their pragmatic needs seem to dictate switching accordingly.

Archan (2000:28) indicates that conversational approach will appropriately be considered in this study as well. Considering that the data has been collected during informal conversations between family members and children, the role that code-switching and code-mixing play in it is quite important and it is often "employed by discourse participants to achieve rhetorical, stylistic and other pragmatic effects".

Even though Gumperz (1972) was the first linguist to research and define conversational functions of code-switching, Peter Auer's approach will be more adequate for the discourse analysis conducted in this study.

According to Auer (1998:3) the two main approaches to code-switching are, as already discussed, sociolinguistic approach which defines code-switching as the symbol “of group membership in particular types of bilingual speech communities”, and the grammatical view which regards “syntactic and morph syntactic considerations which may or may not be of a universal kind”. Though he mentions these two views, he adopts yet a different perspective in the analysis of code-switching, arguing that these two leave a gap since “local processes of language negotiation and code selection” are disregarded (1998:3). Therefore, in his view code-switching is considered as a part of verbal action, being a part of both the communicative and social function (1998:1). In this context, patterns of code-switching are seen as a conversational event and as “alternating use of two or more codes within one conversational episode” (1998:1), which in essence brings light to participant's interpretation as well as the “use of code-switching to organize the conversation by contributing to the interactional meaning of particular utterance” (1998:4). In other words, the close correlation exists in a conversation where two or more codes are used with the alternation of those codes and this pattern performs a particular function in discourse. Additionally, discourse-related switching of codes reflects pattern that goes “beyond the sentence” since it is related to wider contexts and cultural factors which usually influence discourse (1998:3). Hence, bilingual participants in conversation have an extra-conversational knowledge, and consequently an established pattern of code-switching, defined as preference-related switching. During this study, a high relevance to this pattern has been noted during conversational interactions between participants, reflecting the influence of their linguistic preferences. Accordingly, language preferences allude to the “interactional processes of displaying and ascribing predicates to individuals”, reflected individually and socially (1998:8). In conclusion,

according to Auer, language preferences of bilingual individuals regarding code-switching in discourse largely depend on the “wider social, political and cultural context of the interaction at hand” (1998:8).

## **2.21 Social and Cultural Factors to CS and CM**

Analogous to Gumperz’s notion of We Code/ They Code, a conversational function of crucial importance that is ethnically specific, a minority language serves usually as “we code” and is “associated with in group and informal activities” (Gardner-Chloros, 2009:56). He argued that correlation between patterns of linguistic and non-linguistic context is not direct. It is quite rare that one code is solely appropriate, and “elsewhere a verity of options occur, and as with conversations in general, interpretation of messages is in large part a matter of discourse context, social presuppositions and speakers’ background knowledge” (Gumperz, 1982:66). Since the main goal of this research is to analyze particular aspects of spoken discourse within two family domains, it is important to include the effect of “we code” and “they code” during the language interactions and its motivational factor for code choice. Respectively, the code choice of the bilingual speaker is not only determined by linguistic, but also by extra linguistic elements, such as cultural and social factors. In the examples used, Gumperz assigns “we code” to the corresponding language used in the family domain where it functions as the group loyalty, solidarity and intimacy (1982:73).

In contrast, the “they code” corresponds with the more formal language use, e.g. in the public domain and the communication with the “outsiders”, coming from other speech communities. Additionally, according to Gumperz, switch can occur in parts of speech like quotations or reported/direct speech, addressee specifications and interjections (1982:75), providing that the “we code” passages are often

perceived as personalized, on contrary to the “they code” which stand for objectification (1982:83). The level of the influence of mentioned code choice dynamics is considerably high not only during conversations between the family members and the children but the children themselves. In the case of the boy's family, it would be useful to extend this notion to a micro level allowing better understanding of code differentiation between the mother and the child and the father and the child accordingly. More specifically, motherland child established more intimate relationship from birth and on not only because of the nature of their relationship but also because of the amount of time spent together, adopting “we code” for the basic care needs and intimate home setting conversations. To achieve the same effect the father usually code-switched to Arabic with a small amount of phrases familiar to him. On the other hand, English was used when conversations were more formal reflecting “they code” dynamics. It is reasonable to state that the code choice designation is dynamic itself, e.g. pattern changed overtime notably several times. The first change came when the boy started school and “we code” almost fused with “they code” by preference of English language. However, when the boy's grandmother came to live with the family, the strong “we code” was reestablished marking Serbian to be intimate (home) language. It is reasonable to say that Arabic language represents the language of solidarity and bonding between the mother and the child, especially when exposed to the English speakers. Furthermore, English is “we code” in the relationship between the mother and father since that is the only mutual language both can utilize considering the father is a monolingual English speaker. He, as mentioned previously, is only familiar with very few phrases he learned after the child was born. For the girl's family “we code”/“they code” had a clearer, more static pattern since both parents speak the same language. During the home

setting from birth and up, Arabic represented “we code” and English “they code”. During the first 2.10years girl was not often exposed to English language in conversational interactions as she was spending most of her time with her mother and father at home or in company of the other family studied, mostly around the boy and the mother who all conversed exclusively in Arabic language.

Finally, the English language is the dominant language in the Wichita speech community, and now that children are proficient in English functions as “we code” respectively, reestablishing their bicultural identity. Parallel to Hofer's findings (2005:8), the preliminary results of the study show how complex the realization of the we code/they code principle can be. As previously mentioned, the fuzzy border between these two factors is created due to the influence of the specific role relations between the family members studied and their code choice. In order to apply this concept of we code/ they code vis-a-vis the spoken discourse of the family, it is necessary to divide the conversations between family members and the child and children themselves into sub-groups, e.g. dyads which will allow better understanding of the function of the two languages in their everyday language use. Additionally, this will expose which language is used as the language of intimacy and which as the language of power and control within the home setting, and consequently, describing the position of the two languages in the family, with regard to the particular role relation as well.

## **2.22 Motivational Factors to Code-Switching and Code-Mixing**

The next major question posed in this study is: why this pattern of switching occurs, what is the motivation behind it, and is there a

difference between the language behavior of the boy and the language behavior of the girl? Combining different approaches will allow better understanding of motivation for code-switching and code-mixing.

The first approach appropriate for consideration is proposed by Appel and Muysken (1987), who used Jakobson's (1960) and Halliday's (1964) work as their basis. This approach acknowledges six different functions where code appropriate switch occurs and is quite useful for the analysis. These are defined as follows:

1. The referential function, according to which a switch occurs because of the lack of knowledge of one language or lack of facility in that language on a certain subject.

2. The directive function" involves the hearer directly", hence a participant in a conversation can be excluded/included by employing the language familiar/unfamiliar to the speaker.

3. In the case of the expressive function, discussed by Poplack (1980), the speakers switch code in order to express their "mixed identity".

4. The "change of tone of the conversation" may be explained by the phatic function, also known as the metaphorical function, which has already been discussed in this paper.

5. Metalinguistic code-switching is usually employed when the speaker makes direct/indirect comments on the languages used in conversation, usually to "impress the other participants with a show of linguistic skills".

6. Finally, the poetic functions involved in "switched puns, jokes", etc .Another prolific explanation for code-switching is defined by Wardhaugh(2002:103). His approach to the motivation for switching represents an essential factor in the code choice and that "solidarity with

listeners, choice of topic, and perceived social and cultural distance” all together plays an important role in the speaker's choice. Furthermore, it can be argued that participants in interaction appear as “rational actors” who additionally “engage in code-switching as an intentional act to achieve certain social ends” (Gross 2000:1283).

Gross (2000:1284) furthermore argues that “individuals negotiate positions of power through their linguistic choices. How they do this is not necessarily a conscious act, but what emerges from such interactions is a social hierarchy that depends on the interaction between the participant's personal statuses and linguistic skills.” Since the conversations studied are spontaneous ones recorded in the home domain, the focus will be on interactional power.

According to Gross (2000:1284) asserts:

*“the markedness of an utterance depends upon the specific social frame created by the interaction. The properties of this frame depend upon a number of variables including the interaction relationship, the setting, the topic and the purpose of the interaction”.*

This notion of interactional power will be analyzed throughout the data collected in order to see by whom and in which particular situation and setting this occur. The fact that a speaker makes a marked choice as a part of an “interactional act that has social consequences” (Gross 2000:1284) including the “audiences ability to identify the speaker's intentions” (2000:1284), brings to conclusion that each speaker participant is quite aware of who has the power in an interaction and who does not. Hence, the interactant who has the interactional power also has the power to “determine the outcome of an interaction by controlling the floor, by setting the agenda, or by highlighting one's expertise and experience” (2000:1285). Therefore, the speaker who has interactional power also has



the power when it comes to the code choice, in which case the participants in the conversation (hearers) may accept that choice either to identify with the dominant “powerful” speaker, or to show solidarity dimension(Wardhaugh 2002:110).

According to Gross, the linguistic skills might serve a speaker as a tool for establishing the control in case they do not enjoy enough status full power(2000:1285), stating that persons who are less powerful exploit their linguistic expertise to control the interaction by using marked code choices. CS as a marked choice is precisely the kind of linguistic resources available to the fluent bilingual with little status full power”.

Another important factor, due to the nature of this study and the participants age, it is the concept of face-threatening act (FTA), proposed by Brown and Levinson (1987).Body language, in this case facial expressions, is just another way of taking control in the interaction, hence establishing the code choice. The face, accordingly, has abstract notion and it has two basic aspects: positive and negative, leading to the conclusion that each participant has a positive and negative face(1987:13). If the speaker wants to be accepted, approved and positively viewed by others he/she will use a positive face. In contrast, if the speaker wants to be “unimpeded” in his/her “actions”, he/she will use the negative face(Brown and Levinson 1987:13).

The use of positive/negative face notion was clearly observable during the research sessions. The power was not in the same hands at all time, however different linguistic skills of the informants seem to have special importance in power shift, in other words some of the family members use their language skills to assert power, although their interactional power is usually weak. Accordingly, interactional power does not belong to the same interactant at all time. Additionally, the power shifting the

case of the interactants from this study depends on the language skills of the speaker and the actual situation in which he/she decides to use their dominant language. To illustrate this, both mothers and the girl's father use Arabic when they want to insert power to exercise authority or give order to their children, e.g. to use etiquette at the table or clean up their playroom. In other words, some family members from the corpus use face-threatening acts by making a marked code choice in order to achieve various goals in their conversations with the other participants. Turning to the relation between code-switching and topic change, Fishman (1986) notes that topic should be perceived as a “regulator of language use in multilingual settings, arguing that the change of topic frequently leads to the change of code in bilingual conversations (1986:439). He states that “certain topics are somehow handled “better” or more appropriately in one language than another or that a bilingual will just spontaneously develop a habit of utilizing one code for one topic and another for another topic (1986:439). This is observable in the data analyzed as both children developed a habit, for example, to speak in English when they talk about school and Serbian when it comes to their family trips to Serbia/ Republic of Serbia. This is just one example of many instances where this pattern is recorded. This reflects Fishman's claim that “each domain can be differentiated into role relations that are specifically crucial or typical of it” (1986:443). One of the aspects in the study is to make a connection regarding simultaneous change of the code and the topic in spontaneous conversations. Also analysis will include the function that the two languages fulfill in the role relations between the members of the family and, the analysis to determine whether or not two families differ in the pattern of code choice and what is the reason behind this pattern.

Finally, considering the fact that the two participating families have different linguistic background, and the fact that children acquired languages at the different times, it is appropriate to discuss grammatical analyses of code-switching. This approach has been developed independently of sociolinguistic and pragmatic/conversational analytic models and has not been the primary focus of the code switching studies (Gardner-Chloros, 2009:10). However, as Gardner-Chloros mentions, this approach has been one of the most prolific one in study of code switching. The patterns of speech quite accurately reflected what Muysken (1995) states that “when sentences are build up with items drawn from two lexicons, we can see to what extent the sentence patterns derive from the interactions between these two lexicons” (1995:178). The weight of this research will fall mostly on this approach since the variance of the speech patterns of the boy and the girl seems to be most reflected in their CS and CM choice. To be more specific, there is a clear difference between their syntax, e.g. the boy's code switching reflects English grammar and syntax, adapting Serbian to English in which case Serbian seems as a vulnerable language. On the other hand, the girl frequently code-mixes and uses English words which are then adjusted to the poetic functions involved in “switched puns, jokes”, etc .Another prolific explanation for code-switching is defined by Wardhaugh(2002:103). His approach to the motivation for switching represents an essential factor in the code choice and that “solidarity with listeners, choice of topic, and perceived social and cultural distance” all together plays an important role in the speaker's choice. Furthermore, it can be argued that participants in interaction appear as “rational actors” who additionally “engage in code-switching as an intentional act to achieve certain social ends” (Gross 2000:1283).

Gross (2000:1284) furthermore argues that “individuals negotiate positions of power through their linguistic choices. How they do this is not necessarily a conscious act, but what emerges from such interactions is a social hierarchy that depends on the interaction between the participant's personal statuses and linguistic skills.” Since the conversations studied are spontaneous ones recorded in the home domain, the focus will be on interactional power.

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approach has been a controversial one for several reasons but most importantly, because code-switching and mixing is variable and the definition of grammar that the speaker is using

can be highly subjective. Gardner-Chloros brings up three potential problem areas when it comes to defining “grammar” and “language” in a context of code

### **22.1.1-Witching and code mixing:**

1)First, the inability to apply grammatical rules to the analysis of the spontaneous speech,

2)The issue of “Base” or “Matrix” Language (Gardner-Chloros, 2009:92) , as stated “a misplaced faith in the role of the Matrix Language underlies the failure of many grammatical proposals to account fully for CS data”,

3)The assumption that a bilingual person is switches from one language to another in some meaningful way between two different set of rules of these languages. Disregarding the difficulties proposed regarding the grammatical approach, it is nevertheless observable and undeniably present in the data collected. Besides many variations of grammatical models, the one of interest is described by Poplack (1980) where she analyzed the free morpheme constraint where switch can occur and more frequently reflects the girl's patterns of speech. She proposed that two constraints dictated switch patterns, first the free morpheme constraint and, second, the equivalence constraint. The first one deals with a universal predictability of phonologically modifying a word in order to blend it with the language in use, e.g. adding suffix to English word, past tense “to sleep”

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According to Gross (2000:1284) asserts:

*“The markedness of an utterance depends upon -designating female gender).* According to Poplack, if this did not occur, switch would not be prohibited.

The latter one is with regard to the switch not being able to occur if “the surface structures of the two languages differ” (in Gardner-Chloros, 2009:96). The applicable example for this would be when word order is acceptable by one language but not by the other, therefore adjustment would be necessary.

## 2.23 Language and Bilingualism

As a unique medium for expressing our thoughts, ideas, and emotions, language reveals various aspects of human existence, and it opens the door to the anthropological analysis of many biological and cultural phenomena. Many linguists have described language and its processes based on monolingualism, or the utilization of only one language, which has been erroneously thought of as a dominant form that exists in everyday communication of many communities around the world. This controversial and fractional view dominated in studies from the beginning of 19<sup>th</sup> to the middle of the 20<sup>th</sup> century when a great number of linguists viewed bilingualism / multilingualism, utilization of two or more different Languages, as having a “detrimental effect on human being's intellectual and spiritual growth” (Wei, 2000:1). This theoretical approach served well to justify then prevalent nationalistic notions of organic unity of nation-states and the anticipation of, among other things, the cultural and Linguistic homogeneity. Bilingualism, seen as a threat to nations and their boundaries, notably of the Romantic languages, was greatly neglected by many sciences (Hobsbawm, 1990).

In the early 1960's, influential work from Weinreich (1953), Mackey (1968), Ferguson (1964), Fishman (1968), Gumperz (1964), et al., marks a radical change and sets the stage for a more positive view. Nowadays, a holistic view is more commonly accepted and, as reflected in the statement of Grosjean's (1982:1) arguing that:

*“Bilingualism is present in practically every country of the world, in all classes of society, and in all age groups. In fact, it is difficult to find a society that is genuinely monolingual. Not only is bilingualism worldwide, it is a phenomenon that has existed since the beginning of language in human history. It is probably true that*

*no language group has ever existed in isolation from the language groups, and the history of languages is replete with examples of language contact leading to some form of bilingualism.”*

Today, an abundant amount of research explores bilingualism and its manifestations both in spoken language and in written texts (Adams et al. 2002), and most researches focus on the significant feature of bilingualism code-switching and code-mixing. These phenomena has been researched by many on a societal level using examples of multilingual speech communities switching between languages, which mostly focused on the role and effects of languages on the socio-political organization. On the other hand, numerous authors examined code-switching and code-mixing on the individual level pursuing to produce knowledge on language switch as a strategy to achieve certain personal goals in everyday communicative needs. The present study will focus on the latter pursuit, examining two five-year-old bilingual children and their families living in the Wichita community in Kansas, and their use of two languages in everyday communication. They employ both English language, which is the official, dominant language of the environment, and Serbian language, minority language in this case and a mother tongue of certain participants.

The holistic view proposed by Grosjean (2008:13) will serve as frame of reference, which posits that “bilingual is an integrated whole which cannot easily be decomposed into two separate parts”. Hence, subjects will not be viewed as two monolinguals combined, rather as a unique structure with its unique features who adopts linguistic strategies to accommodate the communicational needs. Moreover, bilinguals adapt to the changing communicative environment, which has direct impact on the competence in main language (L1), in this case Arabic, or second



language (L2), representing English, but it does not affect their language interactive skills in general. Studies have shown that person's degree of bilingualism or proficiency in L1 or L2 can change, even have a complete shift to one language forgetting the other, based on the needs of the communication (Grosjean, 2008:16). However, a bilingual will never entirely be communicatively incompetent towards the requirements of the environment. An analogy from physical fitness and muscle tonus can aid explaining this situation. Physical fitness has to be achieved through constant physical exercise. The more active the person is the better muscle tonus is present. As the physical activity decreases the muscle tonus decreases, but one will never lose the muscle entirely. It will adjust to the given environment and physical activity needs. As stated by Grosjean (2008) bilinguals, like monolinguals, have innate capacity for language, and are, by essence communicators; they will develop competence in each of their languages to the extent needed by the environment. In order to pursue discourse on code-switching and code-mixing patterns, it will be necessary to adopt an appropriate definition of bilingualism.

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goals in everyday communicative needs. Additionally, due to the specific goal of understanding the differences in speech patterns, notions such as degree of bilingualism, and the domain of language use will be discussed in detail as used by Zivkovic (2006) in a study on CS patterns which this study is framed after. Lastly, the language acquisition strategies are considered as they play a significant role for the dynamics of linguistic behavior between the two subjects respectively. Definitions and descriptions of Bilingualism It is acknowledged throughout the literature that defining and describing bilingualism has been quite a challenging and controversial issue for decades. Considering factors such as proficiency or function of bilingualism set the stage for viewing bilingualism “in terms of categories, scales and dichotomies such as ideal v. partial bilingual, coordinate compound bilingual etc.” (Romaine, 1989:10).

Consequently, the attempts to define the proficiency of a bilingual speaker range from one end of the spectrum to the other. Several definitions suggest what resembles Bloomfield's “native-like control of two or more languages” (1933:56). Along these lines, Beardsmore argues that a bilingual is “the person who is capable of functioning equally well in either of his languages in all domains of activity and without any traces of the language in his use of the other” (1982:7). This idealistic scenario of a bilingual person would be somewhat of a mono linguistic approach, however it would exclude majority of bilingual speakers who are usually more dominant in one language over another (Huttner 1997:8). On the other hand, Haugen argues that bilingualism is present “at the point where the speaker of one language can produce complete, meaningful utterances in the other language” (1956:10). If this was the case, many of the

Monolingual societies would consider themselves to be bilingual even if they could only utter a few words in another language and their communicative needs inadequate. Even though this view has been characterized as “too inclusive” (Huttner 1997:8), it would serve as starting point for the analysis of the beginning stages of second language acquisition (Mackey 1968:555).

The middle ground point, as reflected in Mackey's discussion on bilingualism, is that bilingualism is considered to be completely relative to each case, since there is such difficulty to determine firm and clear borders. He defines bilingualism (including multilingualism) simply as the alternation of two or more languages. This definition along with the holistic view of bilingualism, proposed by Grosjean(1995), will serve well for the purpose of this study in a sense that every bilingual has a specific and unique configuration, blending the knowledge of two different languages and adjusting to different communication environments.

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interactive skills in general. Studies have shown that person's degree of bilingualism or proficiency in L1 or L2 can change, even have a complete shift to one language forgetting the other, based on the needs of the communication (Grosjean, 2008:16). However, a bilingual will never entirely be communicatively incompetent towards the requirements of the environment. An analogy from physical fitness and muscle tonus can aid explaining this situation. Physical fitness has to be achieved through constant physical exercise. The more active the person is the better muscle tonus is present. As the physical activity decreases the muscle tonus decreases, but one will never lose the muscle entirely. It will adjust to the given environment and physical activity needs. As stated by Grosjean (2008) bilinguals, like monolinguals, have innate capacity for language, and are, by essence communicators; they will develop competence in each of their languages to the extent needed by the environment. In order to pursue discourse on code-switching and code-mixing patterns, it will be necessary to adopt an appropriate definition of bilingualism.

Today, an abundant amount of research explores bilingualism and its manifestations both in spoken language and in written texts (Adams et al. 2002), and most researches focus on the significant feature of bilingualism code-switching and code-mixing. These phenomena has been researched by many on a societal level using examples of multilingual speech communities switching between languages, which mostly focused on the role and effects of languages on the socio-political organization. On the other hand, numerous authors examined code-switching and code-mixing on the individual level pursuing to produce knowledge on language switch as a strategy to achieve certain personal goals in everyday communicative needs Additionally, due to the specific

goal of understanding the differences in speech patterns, notions such as degree of bilingualism, and the domain of language use will be discussed in detail as used by Zivkovic (2006) in a study on CS patterns which this study is framed after. Lastly, the language acquisition strategies are considered as they play a significant role for the dynamics of linguistic behavior between the two subjects respectively. Definitions and descriptions of Bilingualism It is acknowledged throughout the literature that defining and describing bilingualism has been quite a challenging and controversial issue for decades. Considering factors such as proficiency or function of bilingualism set the stage for viewing bilingualism “in terms of categories, scales and dichotomies such as ideal v. partial bilingual, coordinate compound bilingual etc.” (Romaine, 1989:10).

Consequently, the attempts to define the proficiency of a bilingual speaker range from one end of the spectrum to the other. Several definitions suggest what resembles Bloomfield's “native-like control of two or more languages” (1933:56). Along these lines, Beardsmore argues that abilingual is “the person who is capable of functioning equally well in either of his languages in all domains of activity and without any traces of the language in his use of the other” (1982:7). This idealistic scenario of a bilingual person would be somewhat of a monolingualistic approach, however it would exclude majority of bilingual speakers who are usually more dominant in one language over another (Huttner 1997:8). On the other hand, Haugen argues that bilingualism is present “at the point where the speaker of one language can produce complete, meaningful utterances in the other language” (1956:10). If this was the case, many of the

monolingual societies would consider themselves to be bilingual even if they could only utter a few words in another language and their communicative needs inadequate. Even though this view has been characterized as “too inclusive” (Huttner 1997:8), it would serve as starting point for the analysis of the beginning stages of second language acquisition (Mackey 1968:555).

The middle ground point, as reflected in Mackey's discussion on bilingualism, is that bilingualism is considered to be completely relative to each case, since there is such difficulty to determine firm and clear borders. He defines bilingualism (including multilingualism) simply as the alternation of two or more languages. This definition along with the holistic view of bilingualism, proposed by Grosjean(1995), will serve well for the purpose of this study in a sense that every bilingual has a specific and unique configuration, blending the knowledge of two different languages and adjusting to different communication environments.

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## **Part Two: Previous Studies**

According to Algarin-Ruiz (2014) stated that there has been a tremendous growth of the Hispanic population in the United States leading to a large population of Spanish heritage speakers in our schools. Language diversity in the United States has been maintained primarily because of continuing immigration from non-English speaking countries (Gollnick & Chinn, 2009). Many school districts have adopted several types of programs to educate this growing population. One of the major issues being faced in the classroom concerns language development of learners using code switching. “Code switching, or the alternation of two languages within a single clause, sentence or turn is a complex, rule-governed use of language which offers a unique opportunity for studying some of the more complicated aspects of bilingual speech” (Dearholt & Valdes-Fallis 1978). While some teachers believe that students should only speak in the target language, others are indifferent or flexible with regard to the language students’ use in the classroom. Many of these teachers do not know to handle the situation or haven’t received adequate training to understand this process. This research project investigated the teachers’ knowledge about code switching and how they deal with it in the classroom with the purpose to identify the need of further information about Code Switching and how to use it to their advantage in the classroom.

The method used to investigate this topic consisted of a questioned survey given to teachers of Grades K-8 from Eugenio María de Hostos Charter School. The survey consisted of the following questions: What is your definition of code switching? When do students code switch? Why do you think students code switch? What are your beliefs about code switching in the classroom? From 1 to 5 what are your feelings about

students code-switching in the classroom? In what subject areas do you find students code switching? In what subject areas do you find yourself code switching? Do you perceive a higher success in students' achievements?

When they code switch? What professional development would you like to see about code switching?

The results of this research have two implications. The first implication from this thesis project would be how educators can enhance instruction to use code switching as language enhancement. The second implication would help educators identify the content areas where students need language instruction to build the vocabulary in the target language.

Relevantly, Jianjun (2014) point out the study examines interviews with 58 undergraduates to explore if participants with different language proficiency view code-switching primarily as a) a necessary means because of a lack of words of the target language, or b) a hindrance as a result of interruption in the course of the target language learning. For many decades, bilingual teaching has been dominated by the principle that teachers should use only the target language and avoid using the mother tongue. However, reports show that code-switching is a common phenomenon both in China and abroad. So it is meaningful to study the students' attitudes toward this phenomenon in order to make this course more effective. Bilingual education is one of the compulsory courses in universities according to the curriculum standard issued by the Ministry of Education in China mainland. It is one of the key points in the Target Evaluation System of School-Running Level for assessing the newly upgraded universities. So accounting English is one of the major courses in the newly upgraded financial university in Hunan province. But bilingual education is not the same as that in the western countries such

as those in North America for integrated purposes in the target language society. Students as well as teachers don't speak the target language in daily lives after class. It is just one of their professional knowledge and competence in case it may be used in future jobs. So, code-switching cannot be avoided, and the students' attitudes toward this should be studied. This report describes several aspects of attitudes from affect, cognition and behaviorist perspectives. It includes attitudes to the code-switching and the bilingual linguistic competence development line. Attitude and linguistic behavior theory was used. This is a working theory. While some teachers believe that students should only speak in the target language, others are indifferent or flexible with regard to the language students' use in the classroom. Many of these teachers do not know to handle the situation or haven't received adequate training to understand this process. This research project investigated the teachers' knowledge about code switching and how they deal with it in the classroom with the purpose to identify the need of further information about Code Switching and how to use it to their advantage in the classroom.

The method used to investigate this topic consisted of a questioned survey given to teachers of Grades K-8 from Eugenio María de Hostos Charter School. The survey consisted of the following which is based on the idea that one linguistic variety is comparable to another, revealing something of the cognitive component of their attitude. It is characterized by the mentalist approach and behaviorist current. The methods used in our study are known as qualitative and quantitative studies such as interviews, questionnaires and classroom observations. The informants were chosen from the students in three grades in the university majoring in accounting. Detailed information has been processed by the author using SPSS. The studies we have performed showed that bilingual

linguistic competence is not acquired in a linear order, it is a curve line. In conclusion, we state that the students' attitudes vary a lot and the mother tongue is their crutch in their immature stage.

Accordingly, Khalid (2015) demonstrates that multilingual classrooms such as in Pakistan most of the individuals have the knowledge of two or more languages, the linguistic phenomenon of combining languages is quite frequent. "A common term for alternative use of two or more languages, varieties of a language or even speech styles" is called code-switching (Hymes, 1974). The present article investigates the students' attitudes to Urdu code-switching (CS) used by teachers in English as a Second Language classes at University of Management & Technology Lahore. A sample of 30 students studying at undergraduate level has been taken. Quantitative approach of data analysis has been used to investigate the responses. A 10-item questionnaire was developed and distributed among the students. The closed questions of the questionnaires were analyzed statistically by using the SPSS program. The results display that students have positive attitude towards teachers' code-switching in ESL class-rooms and teachers' code-switching is an effective teaching strategy when teaching English in Pakistani scenario.

Dewaele and Wei (2013) investigate that inter-individual variation (linked to personality traits, multilingualism and sociobiographical variables) in attitudes towards code-switching (CS) among 2070 multilingual. Data were collected through an on-line questionnaire. We found that high levels of Tolerance of Ambiguity and Cognitive Empathy, and low levels of Neuroticism are linked with significantly more positive attitudes towards CS. Knowing many languages had a marginally positive effect. A more fine-grained analysis revealed that participants with mid-range global proficiency values were less positive

towards CS than those at the lower and higher end of the scale. Participants who grew up in a bilingual family and in an ethnically diverse environment, and currently worked in an ethnically diverse environment had significantly more positive attitudes towards CS. Female participants and those with the lowest and highest levels of education appreciated CS most, and participants in their teens and twenties appreciated CS less than older participants. The findings thus show that the attitudes towards CS are linked to personality, language learning history and current linguistic practices, as well as some socio biographical variables.

AUCKLE (2015) focuses on a series of multiparty recordings carried out between the months of October and March 2012 and drawing on a theoretical framework based on work of linguists such as Auer (1999), Backus (2005), Bakker (2000), Maschler (2000) and Matras (2000a and 2000b), this thesis traces the evolution of a continuum of language alternation phenomena, ranging from simple code-switching to more complex forms of 'language alloying' (Alvarez-Càccamo 1998) such as mixed codes and fused lects in multilingual Mauritius. Following Auer (2001), the different conversational loci of code-switching are identified. Particular emphasis has been placed upon, amongst others, the conversational locus of playfulness where, for instance, participants' spontaneous lapses into song and dance sequences as they inspire themselves from Bollywood pop songs and creatively embed segments in Hindustani within a predominantly Kreol matrix are noted. Furthermore, in line with Auer (1999), Backus (2005) and Muysken (2000), emerging forms of language mixing such as changes in the way possessive marking is carried in Kreol and instances of semantic shift in Bhojpuri/ Hindustani words like *nasha* and *daan* have been highlighted and their pragmatic

significance explained with specific reference to the Mauritian context. Finally, in the fused lect stage, specific attention has been provided to one key feature namely phonological blending which has resulted in the coinage of the discourse marker *ashe* and its eventual use in the process of discourse marker switching. In the light of the above findings, this thesis firstly critiques the strengths and weaknesses of the notion of the code switching (CS) continuum (Auer 1999) itself by revealing the difficulties encountered, at the empirical level, in assigning the correct label to the different types of language alternation phenomena evidenced in this thesis. In the second instance, it considers the impact of such shifts along the language alternation continuum upon language policy and planning in contemporary Mauritius and advocates for a move away from colonial language policies such as the 1957 Education Act in favour of updated ones that are responsive to the language practices of speakers.

Mehl (2014) investigates what attitudes and opinions can influence the teachers' decision to either utilize or avoid codeswitching in the English learner classrooms in Norwegian schools. The study is based on observations and semi-structured interviews of three 10<sup>th</sup> grade teachers and three VG1 teachers in the counties Oslo, Akershus and Buskerud. In addition to this, two group interviews with VG1 students were conducted to scrutinize their opinions on the issue. The theoretical framework is based on different theories about how codeswitching is either helpful or damaging for the students' degree of input and language learning. This was viewed in light of the terms plurilingualism and English as an International Language. The interviews were conducted to investigate whether the teachers had different attitudes and opinions about language choice in the classroom and to determine what factors could explain their attitudes towards code-switching. During the observations the codes-

witching situations were coded and analyzed, but were essentially made to check whether the teachers' opinions coincide with their utilization. The findings between the two levels were then compared. The findings of this study demonstrate that there is great variation between the individual teachers' attitudes, opinions and utilization of code-switching. The variation is first and foremost found between the individual teachers and not between the levels. Factors influencing the teachers' language choice seem to be connected to their perceptions of the students' proficiency level and the teachers' teaching philosophy and their own experiences from teaching languages. In the discussion I argue that if code-switching is used ineffectively and unsystematically it can prevent teachers from demonstrating other useful communication strategies that the students need to acquire in an increasingly globalized world. However, using code-switching as a learning tool can be beneficial for the students' language learning as long as it is not overused. Code-switching used systematically is therefore not necessarily a sign of low proficiency level, but rather a tool to enhance learning.

Ling (2013) Malaysian classrooms are culturally-diverse and used to the practice of switching from one language to another. This practice is known as code-switching. Code-switching takes place not only among students' communication but also among educators in order to facilitate students' learning process. The factors of educators code-switching in class has been an area of study frequently explored by scholars. Nonetheless, not many have looked at it from the students' perspectives in response to what they think about their teachers' code-switching practice. Therefore, the researcher took the opportunity to look into students' reaction towards lecturers code-switching in class. A survey was distributed to 27 students of B. Sc. (Hons) in Software Engineering

to investigate their lecturer's code-switching in relevance to their affective reaction and their learning success. The aim of this research was to find out whether these students react positively or negatively to their lecturer's alternation from English to other languages while teaching.

The poetic functions involved in "switched puns, jokes", etc .Another prolific explanation for code-switching is defined by Wardhaugh(2002:103). His approach to the motivation for switching represents an essential factor in the code choice and that "solidarity with listeners, choice of topic, and perceived social and cultural distance" all together plays an important role in the speaker's choice. Furthermore, it can be argued that participants in interaction appear as "rational actors" who additionally "engage in code-switching as an intentional act to achieve certain social ends" (Gross 20 the poetic functions involved in "switched puns, jokes", etc .Another prolific explanation for code-switching is defined by Wardhaugh(2002:103). His approach to the motivation for switching represents an essential factor in the code choice and that "solidarity with listeners, choice of topic, and perceived social and cultural distance" all together plays an important role in the speaker's choice. Furthermore, it can be argued that participants in interaction appear as "rational actors" who additionally "engage in code-switching as an intentional act to achieve certain social ends" (Gross 2000:1283).

Gross (2000:1284) furthermore argues that "individuals negotiate positions of power through their linguistic choices. How they do this is not necessarily a conscious act, but what



emerges from such interactions is a social hierarchy that depends on the interaction between the participant's personal statuses and linguistic skills.”Since the conversations studied are spontaneous ones recorded in the home domain, the focus will be on interactional power.

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“the markedness of an utterance depends upon 00:1283).

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**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter has discussed the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study has adopted the descriptive analytical method. Two tools were used as data collecting methods in this study (questionnaire for students, written interview for teachers).

### **3.1 Research Tools**

The researcher has adopted two tools to collect the information of this study. The first tool includes the questionnaire which was given to 50 students of English language at some Sudanese Universities whom were selected randomly. The second tool was written interview which was given to experts of English at some Sudanese Universities.

#### **3.1.1 The First Tool (Questionnaire)**

The first tool is a questionnaire which was distributed to the students from both sexes. This questionnaire has included a covering page which introduces the topic of research identifies the researcher. It uses likert 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire was designed based on the questions of the study. The questions of the study were turned to statements that provide suggested answers from the students at university level were supposed to select the option which correspond to their believes.

#### **3.1.2 The Second Tool (Written Interview)**

The second tool was an interview which contained five questions. The questions correspond directly to the questions of the study. The interview

was distributed to experts of English at some Sudanese Universities. The aim of written interview is to check the teachers' opinion of view. The researcher himself distributes interview to the experts of English so as to collect the responses.

### **3.2: Population of the First Tool (Questionnaire)**

The populations for this study are third year students of pharmacy at Omdurman Islamic University. The researcher used the simple random sampling to select the population of the study. The following table and figure show the number of distributed questionnaire, the number of received questionnaire with full-required information and percentages.

### **3.3The Sample of the First Tool (Questionnaire)**

The study sample respondents differ according to the following characteristics:

- The respondents according to Sex (Male, Female).
- The respondents according to faculties of graduation (Education, Arts, Other).
- The respondents according to Academic qualifications (Bachelor, Master, Ph.D).
- The respondents according to their experience years (1-5 years, 6-10 years, 11-15 years, above 15 years).

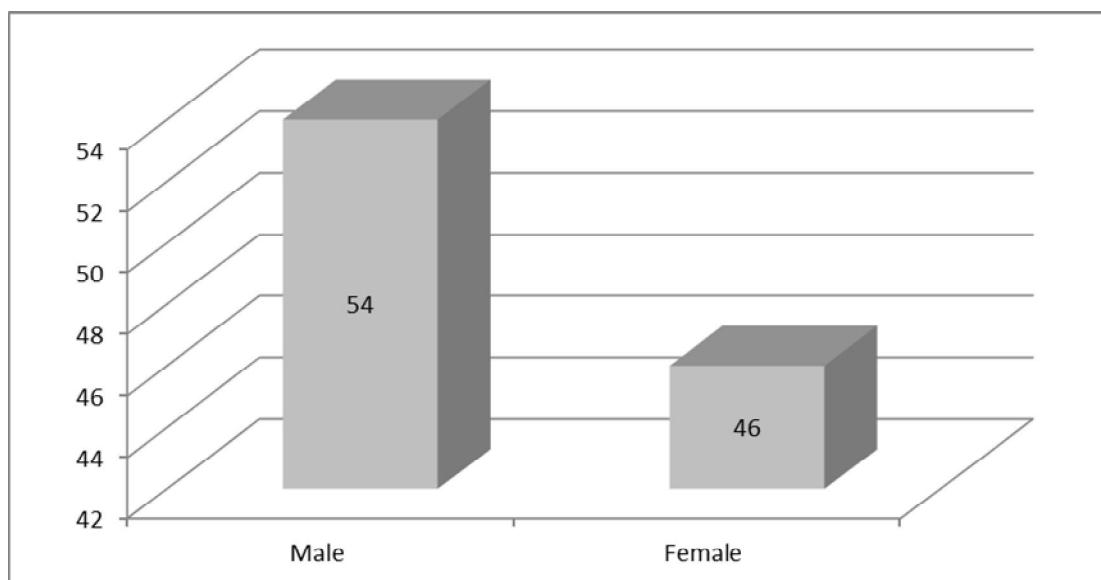
The following is a detailed description for study sample individuals according to the above characteristics:

- The respondents were either from faculties of Education or Arts.

## The gender

**Table No (3.1 )The Frequency Distribution for the Respondents’  
Answers according to their gender**

Gender	Frequencies	Percentage
Male	27	54%
Female	23	46%
<b>Total</b>	<b>50</b>	<b>100</b>

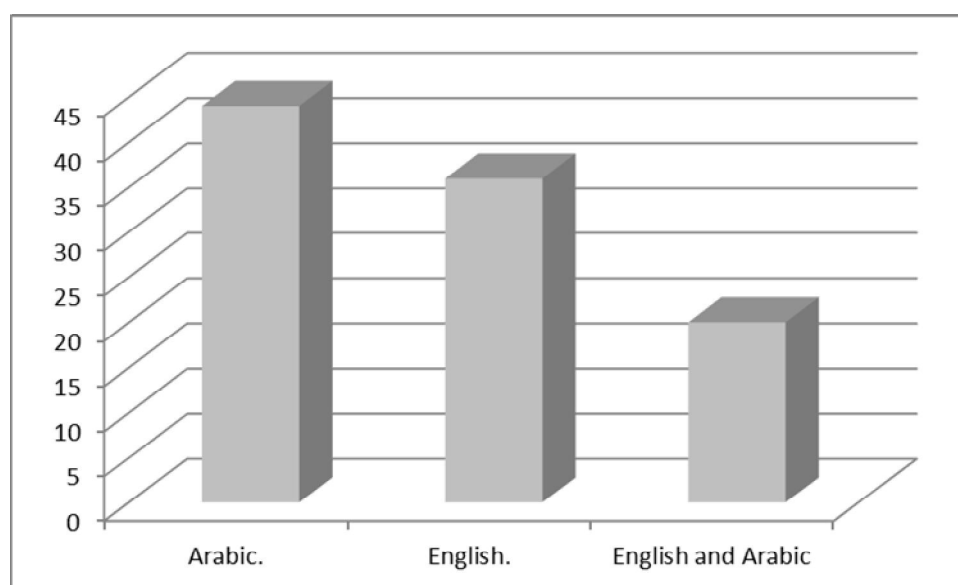


**Figure No (3.1 )The Frequency Distribution for the Respondents’  
Answers according to their gender**

From the above table it's clear that the number of male is (27) with percentage 54% and the number of female is 23 with percentage 46%

**Table No (3.2 ) The Frequency Distribution for the Respondents’  
Answers of Question (In what language(s) have you been mostly taught  
in your previous schooling? )**

<b>Valid</b>	<b>Frequencies</b>	<b>Percentage</b>
Arabic.	22	44
English.	18	36
English and Arabic	10	20
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (3.2 ) The Frequency Distribution for the Respondents’  
Answers of Question**

### **3.4 Population of Second Tool (Written Interview)**

the test were carried out with fourth year students of English at Sudan University of Science and Technology, College of Education.

### **3.5 Sample of the Second Tool(Written Interview)**

Fourty four students of English at Sudan University of Science and Technology. Who are responded to the test questions, they were only four

questions which directly relate to the research.

### **3.6 Pilot study**

A pilot study for the test was conducted before collecting the results of the sample. It provides a trail run for the test, which involves testing the wordings of question, identifying ambiguous question, testing the techniques used to collect data, and measuring the effectiveness of standard investigation to respondents. In order to achieve these purposes, two different instruments used: oral diagnostic test and questionnaire. To ensure these tools validity and reliability, the reseacher has conducted deliberately chosen sample for oral diagnostic test which is consists of (10) subject. For questionnaire, the reseacher randomly shosen sample which is cosists of (20) subject.

### **3.7 Validity and Reliability of the Research Tools**

#### **3.7.1 Validity of the Questionnaire**

Byexamining the validity for the study questionnaire and validation of its statements according to the layout and illustrations, the questionnaire was judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire was reasonable in terms of items . In thiscase , the researcher revised all amendments, and some ofotyping mistakes on his questionnaire have been corrected.

#### **3.7.2 Statistical Reliability and Validity of Questionnaire**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable.

In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

**Reliability Statistics**

Cronbach's Alpha	Number of Items
.87	15

**3.7.3 Validity of Written Interview**

The validity of interview was conducted by consulting two groups of the same experts. The first was requested to evaluate and identify whether the test agreed with the scope of the items and to what extent these items reflect the concept of the research problem. The other group was



requested to evaluate the instrument used is valid statistically and whether the interview was designed well enough to provide relations between the variables. The two groups of experts did agree that the test was valid and suitable enough to measure the consisting with some amendments.

### **3.7.4 Reliability of Written Interview**

**Reliability Statistics of the interview**

<b>Cronbach's Alpha</b>	<b>Number of Questions</b>
<b>.89</b>	<b>5</b>

The above table shows the reliability of the interview which was 0.89. That means if we redistribute the test again the percent of finding the same results is 89%

### **Summary of the Chapter**

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tool, including population, sample, validity and reliability of each tool.

**CHAPTER FOUR**  
**DATA ANALYSIS, RESULTS AND**  
**DISCUSSIONS**

# CHAPTER FOUR

## DATA ANALYSIS, RESULTS AND DISCUSSIONS

### 4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 50 respondents who represent the students' community in Omdurman Islamic University, College of pharmacy and interview which was given to 5 respondents who represent experts of English who specialize in the field of sociolinguistics at some Sudanese Universities.

### 4.1 THE RESPONSES TO THE QUESTIONNAIRE

The responses to the questionnaire of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

### 4.2 Analysis of Students' Questionnaire

The researcher distributed the questionnaire on determined study sample (50), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

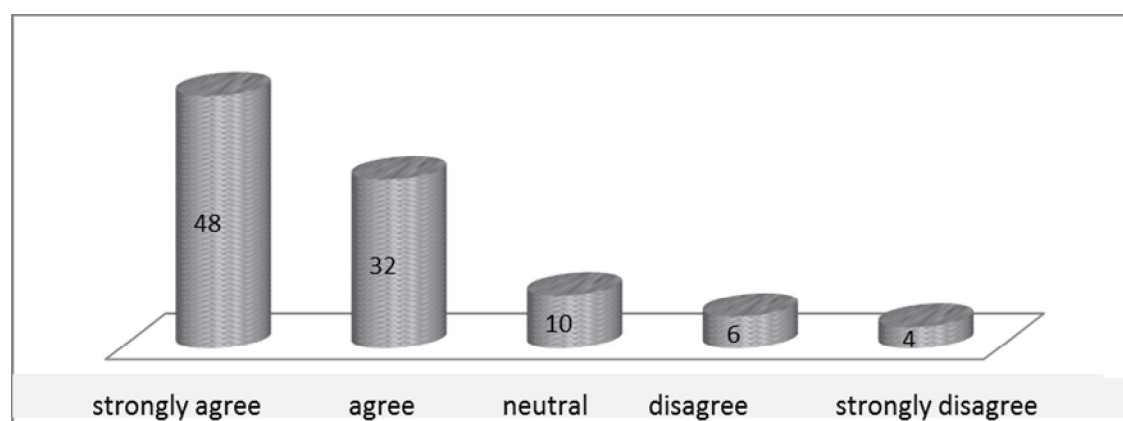
**Hypothesis (1): Students at Faculty of Pharmacy use code-switching when communicating in English orally.**

**Statement (1): Utilizing English and Arabic languages in communication are eligible to me.**

**Table No (4.1)**

**The Frequency Distribution for the Respondents' Answers of item (1)**

<b>Valid</b>	<b>Frequencies</b>	<b>Percentage</b>
Strongly agree	22	44
Agree	18	36
Neutral	6	12
Disagree	2	4
Strongly disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.1)**

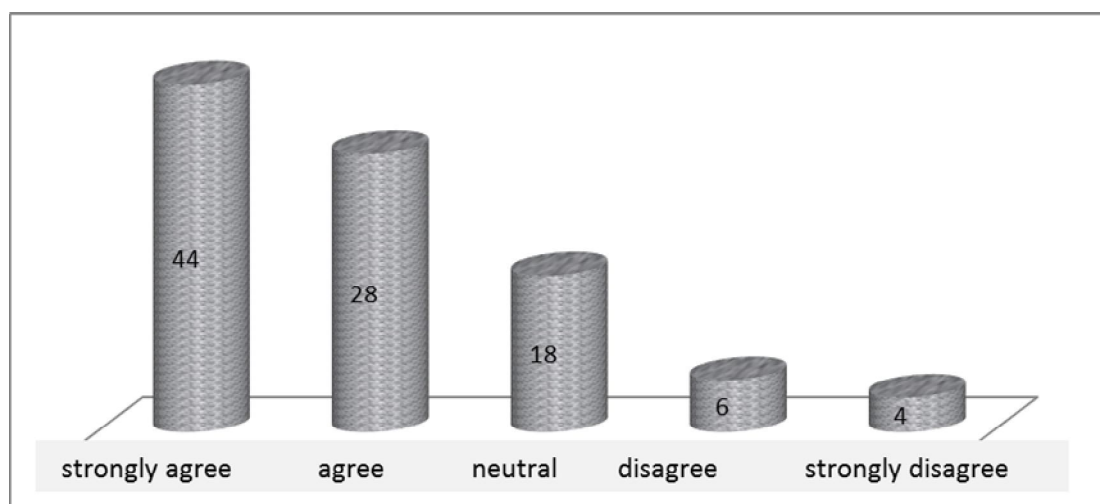
**The Frequency Distribution for the Respondents' Answers of item (1)**

It is clear from the above table and figure (4.1) show that there are (22) participants in the study sample with percentage (48.0%) strongly agreed with "Utilizing English and Arabic languages in communication are eligible to me." There are (18) participants with percentage (36%) agreed with that and (6) participants with percentage (12%) were neutral and (2) participants with percentage (4%) disagreed. Whereas (2) participants with (4%) are strongly disagreed. This demonstrates that students used to communicate with English and Arabic effectively.

**Statement (2):** Teacher who used to code-switch will negatively affect my oral communication.

**Table No (4.2) The Frequency Distribution for the Respondents' Answers of item (2)**

Valid	Frequencies	Percentage
Strongly agree	22	44
Agree	14	28
Neutral	9	18
Disagree	3	6
Strongly disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>



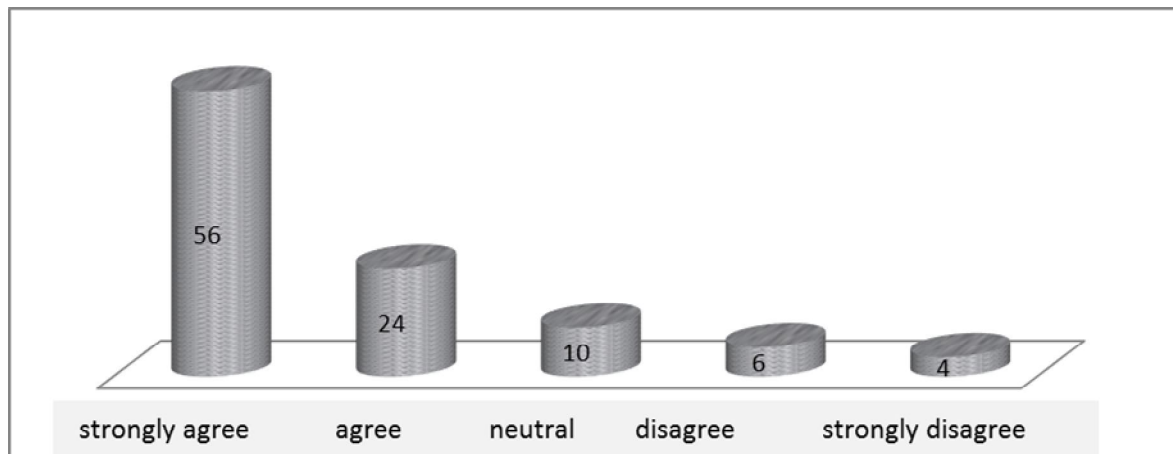
**Figure No (4.2) The Frequency Distribution for the Respondents' Answers of item (2)**

It is noticed from the above table and figure (4.2) display that there are (22) participants in the study sample with percentage (44.0%) strongly agreed with "Teacher who used to code-switch will negatively affect my oral communication." There are (14) participants with percentage (28%) agreed with that, and (9) participants with percentage (18%) were neutral, and (3) participants with percentage (9%) disagreed. While (2) participants with (4%) are strongly disagreed. This justifies that teacher can passively influence students' verbal communication.

**Statement (3):** Using a mixture of both English and Arabic languages lead to weakness of my English.

**Table No (4.3)The Frequency Distribution for the Respondents’  
Answers of item (3 )**

Valid	Frequencies	Percentage
Strongly agree	28	56
Agree	12	24
Neutral	5	10
disagree	3	6
Strongly disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>



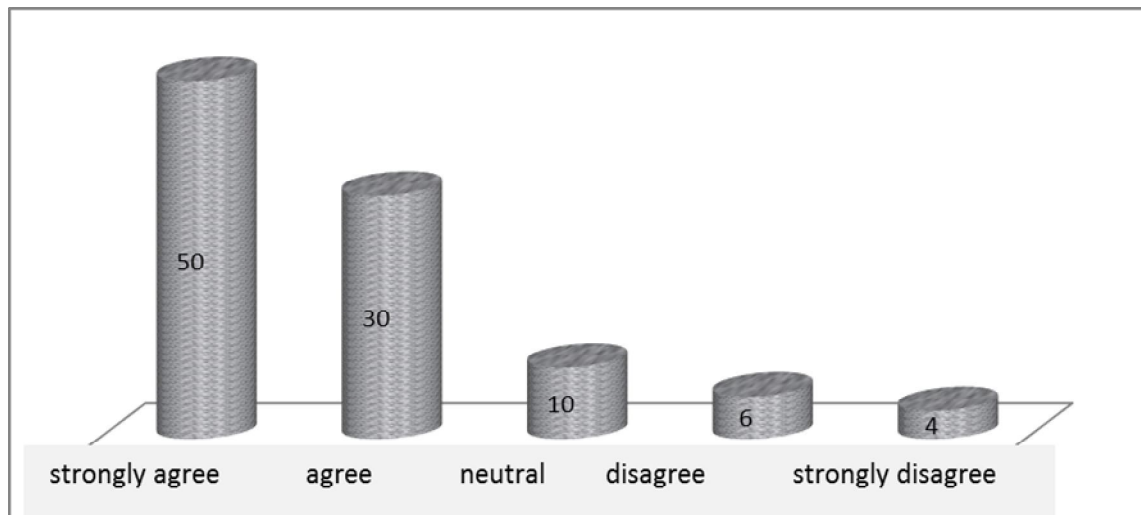
**Figure No (4.3)The Frequency Distribution for the Respondents’  
Answers of item (3 )**

It is obvious from the above table and figure (4.3) point out that there are (28) participants in the study sample with percentage (56.0%) strongly agreed with "Using a mixture of both English and Arabic languages lead to weakness of my English". There are (12) participants with percentage (24%) agreed with that, and (5) participants with percentage (10%) were not sure that, and (3) participants with percentage (6%) disagreed. while (2) participants with (4%) are strongly disagreed. This proves that utilizing mixed English and Arabic languages can weakened students' performance in English.

**Statement (4)** Teacher who always teaches in Arabic and English is disturbing me.

**Table No (4.4)The Frequency Distribution for the Respondents’  
Answers of item (4 )**

<b>Valid</b>	<b>Frequencies</b>	<b>Percentage</b>
Strongly agree	25	50
agree	15	30
Neutral	5	10
disagree	3	6
Strongly disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.4)The Frequency Distribution for the Respondents’  
Answers of item (4 )**

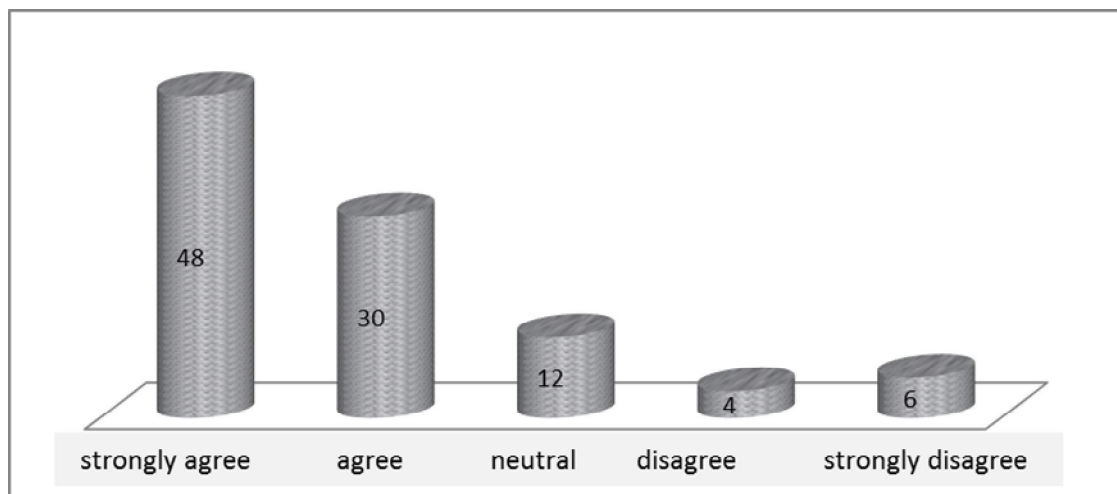
It is observed from the above table and figure (4.4) show that there are (25) participants in the study sample with percentage (50.0%) strongly agreed with "Teacher who always teaches in Arabic and English is disturbing me". There are (15) participants with percentage (30%) agreed with that and (5) participants with percentage (10%) were neutral, and (3) participants with percentage (6%) disagreed. Whereas (2) participants

with (4%) are strongly disagreed. This indicates that instructor who used to teach in English and Arabic negatively confuses students' performance.

**Statement (5):** Teacherwho teaches in Arabic influences my pronunciation of words in English.

**Table No (4.5)The Frequency Distribution for the Respondents' Answers of item (5 )**

Valid	Frequencies	Percentage
Strongly agree	24	48
agree	15	30
Neutral	6	12
disagree	2	4
Strongly disagree	3	6
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.5)The Frequency Distribution for the Respondents' Answers of item (5 )**

It is clear from the above table and figure (4.6) display that there are (24) participants in the study sample with percentage (48.0%) strongly agreed with "Teacherwho teaches in Arabic influences my pronunciation of words in English". There are (15) participants with percentage (30%) agreed with that and (6) participants with percentage (12%) were neutral and (2) participants with percentage (4%) disagreed. While (6)



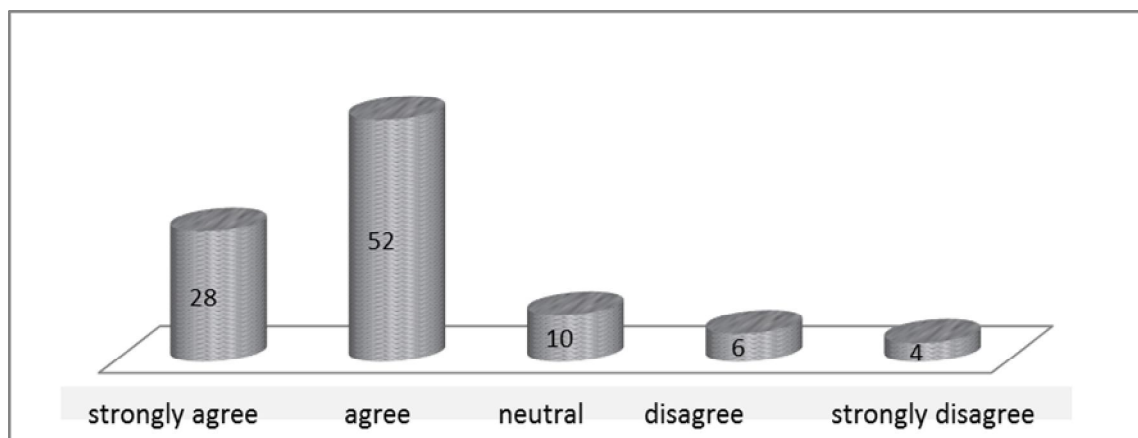
participants with (12 %) are strongly disagreed. This confirms that students' pronunciation affected by teacher who used to teach in Arabic.

**Hypothesis (2): There are the causes of students' attitudes in utilizing code-switching in the classroom.**

**Statement (6):** Students use code-switching to express their emotions.

**Table No (4.6)The Frequency Distribution for the Respondents' Answers of item (6 )**

Valid	Frequencies	Percentage
Strongly agree	14	28
agree	26	52
Neutral	5	10
disagree	3	6
Strongly disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.6)The Frequency Distribution for the Respondents' Answers of item (6 )**

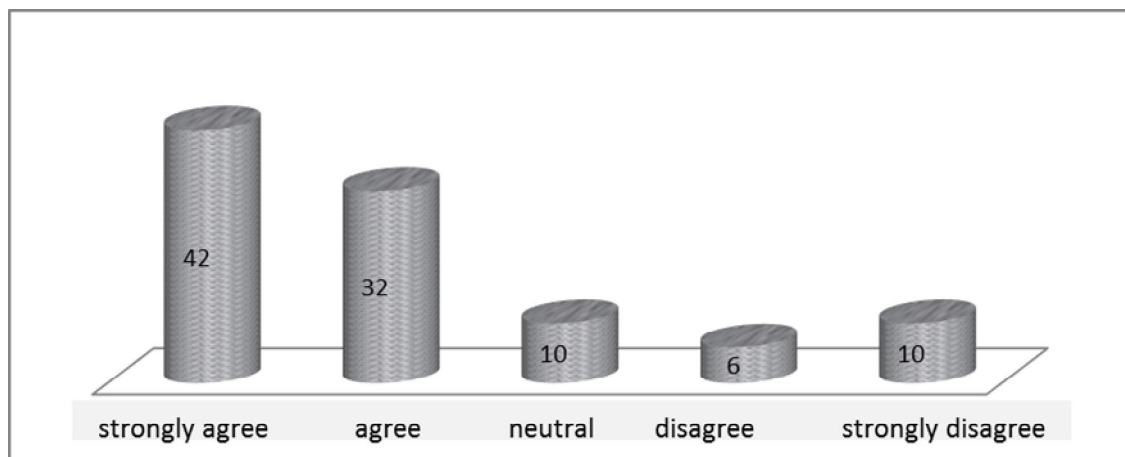
It is noticed from the above table and figure (4.6) show that there are (14) participants in the study sample with percentage (28.0%) strongly agreed with "Students use code-switching to express their emotions". There are (26) participants with percentage (52%) agreed with that and (5) participants with percentage (10%) were neutral, and (3) participants with percentage (6%) disagreed. While (2) participants with 4 % are strongly

disagreed. This demonstrates that students utilize code-switching to boost their emotions.

**Statement (7):** Students use code-switching to translate and clarify new words.

**Table No (4.7)The Frequency Distribution for the Respondents’  
Answers of item (7)**

Valid	Frequencies	Percentage
Strongly agree	21	42
agree	16	32
Neutral	5	10
disagree	3	6
Strongly disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.7)The Frequency Distribution for the Respondents’  
Answers of item (7)**

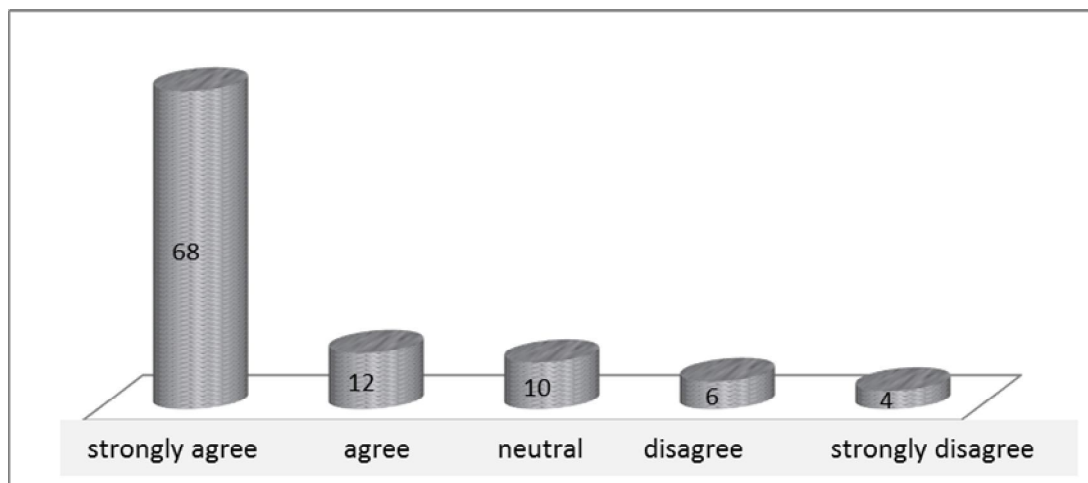
It is clear from the above table and figure (4.7) display that there are (21) participants in the study sample with percentage (42.0%) strongly agreed with "Students use code-switching to translate and clarify new words". There are (16) participants with percentage (32%) agreed with that and (5) participants with percentage (10%) were neutral and (3) participants with percentage (6%) disagreed. Whereas (2) participants with (4 %) are

strongly disagreed. This demonstrates that the cause of using code-switching to explain new words.

**Statement (8):** Students use code-switching to create a sense of belongings.

**Table No (4.8)The Frequency Distribution for the Respondents’  
Answers of item ( 8)**

Valid	Frequencies	Percentage
Strongly agree	34	68
agree	6	12
Neutral	5	10
disagree	3	6
Strongly disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.8)The Frequency Distribution for the Respondents’  
Answers of item ( 8)**

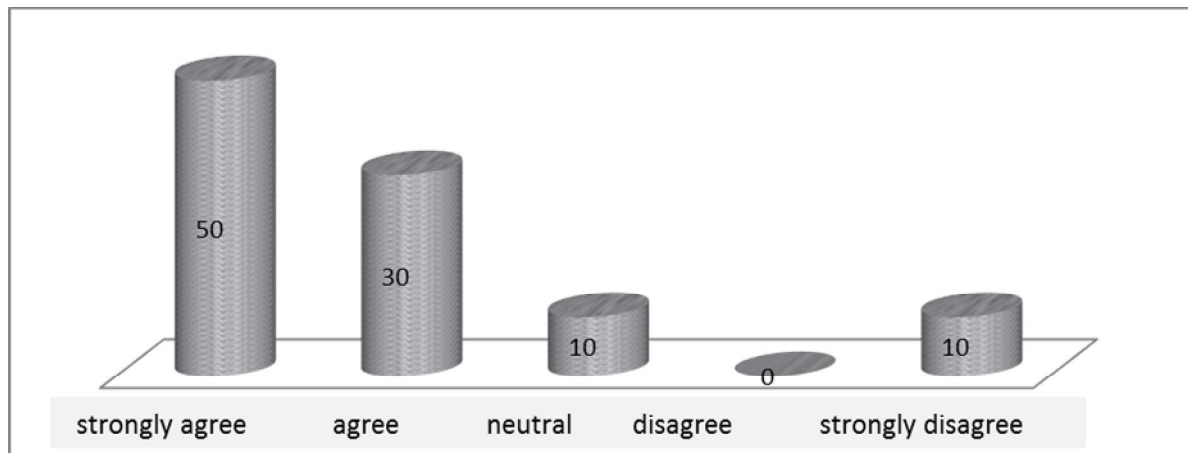
It is obvious from the above table and figure (4.8) show that there are (34) participants in the study sample with percentage (68.0%) strongly agreed with "Students use code-switching to create a sense of belongings". There are (6) participants with percentage (12%) agreed with that and (5) participants with percentage (10%) were neutral and (3) participants with percentage (6%) disagreed. and (2) participants with (4 %) are strongly

disagreed. This justifies that utilize code-switching to sense of belongings.

**Statement (9):** Students use code-switching to joke with each other.

**Table No (4.9)The Frequency Distribution for the Respondents’  
Answers of item (9)**

Valid	Frequencies	Percentage
Strongly agree	25	50
agree	15	30
Neutral	5	10
disagree	0	0
Strongly disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>



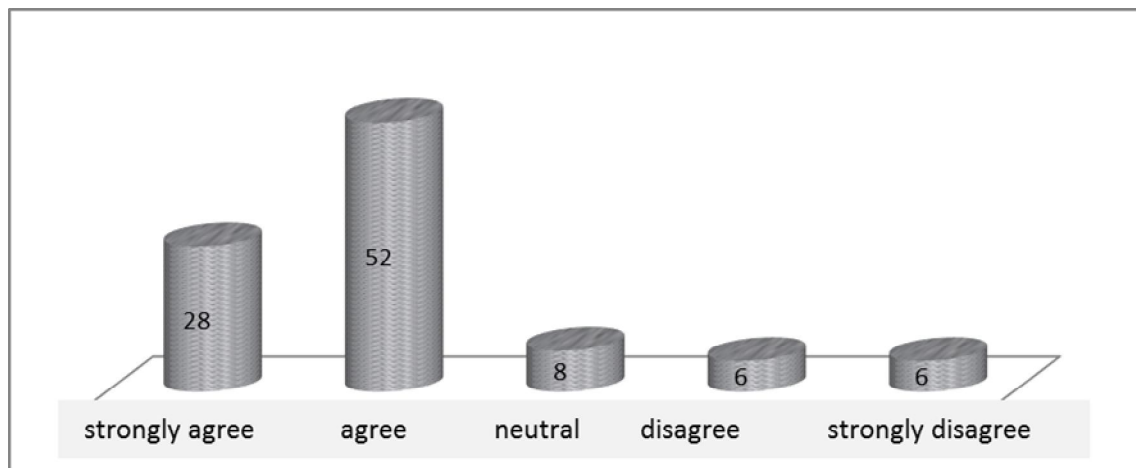
**Figure No (4.9)The Frequency Distribution for the Respondents’  
Answers of item (9)**

It is observed from the above table and figure (4.9) display that there are (25) participants in the study sample with percentage (50.0%) strongly agreed with "Students use code-switching to joke with each other". There are (15) participants with percentage (30%) agreed with that and (5) participants with percentage (10%) were neutral. While (5) participants with (10 %) are strongly disagreed. This demonstrates that students used to code switch so as to joke with other inside classroom.

**Statement (10):** Students use code-switching when teacher gives them tasks.

**Table No (4.10)The Frequency Distribution for the Respondents' Answers of item (10)**

Valid	Frequencies	Percentage
Strongly agree	14	28
agree	26	52
Neutral	4	8
disagree	3	6
Strongly disagree	3	6
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.10)The Frequency Distribution for the Respondents' Answers of item (10)**

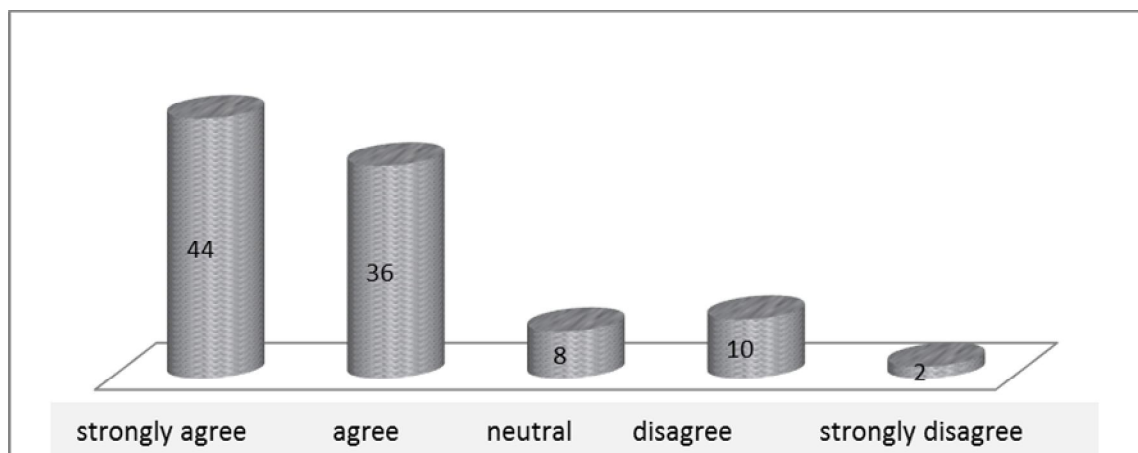
It is noticed from the above table and figure (4.10) show that there are (14) participants in the study sample with percentage (28.0%) strongly agreed with "Students use code-switching when teacher gives them tasks". There are (26) participants with percentage (52%) agreed with that and (4) participants with percentage (10%) were neutral, and (3) participants with percentage (6%) disagreed. Whereas (3) participants with (4 %) are strongly disagreed. This indicates that students utilize code-switching when instructor gives them activities.

**Hypothesis (3): There are the attitudes of students towards teachers' uses of code-switching inside the classroom.**

**Statement (11): I like teacher who teaches courses in English.**

**Table No (4.11)The Frequency Distribution for the Respondents' Answers of item (11)**

Valid	Frequencies	Percentage
Strongly agree	22	44
agree	18	36
Neutral	4	8
disagree	5	10
Strongly disagree	1	2
<b>Total</b>	<b>50</b>	<b>100</b>



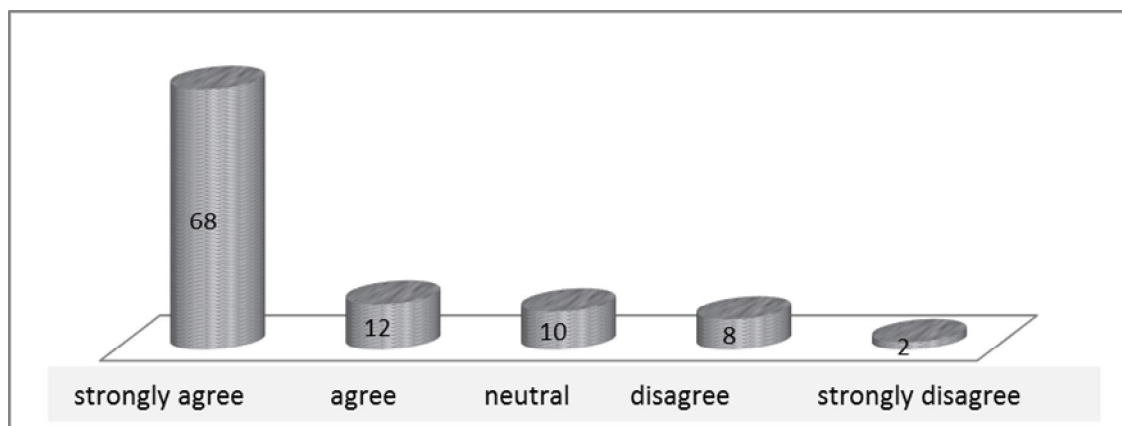
**Figure No (4.11)The Frequency Distribution for the Respondents' Answers of item (11)**

It is clear from the above table and figure (4.11) display that there are (22) participants in the study sample with percentage (44.0%) strongly agreed with "I like teacher who teaches courses in English". There are (18) participants with percentage (36%) agreed with that and (4) participants with percentage (8%) were neutral and (5) participants with percentage (10%) disagreed. and (1) participants with (2 %) are strongly disagreed. This justifies that students prefer instructor who teaches subjects in English.

**Statement (12):** I favor teacher who teaches courses using variety of other languages.

**Table No (4.12)The Frequency Distribution for the Respondents’  
Answers of item (12)**

Valid	Frequencies	Percentage
Strongly agree	34	68
agree	6	12
Neutral	5	10
disagree	4	8
Strongly disagree	1	2
<b>Total</b>	<b>50</b>	<b>100</b>



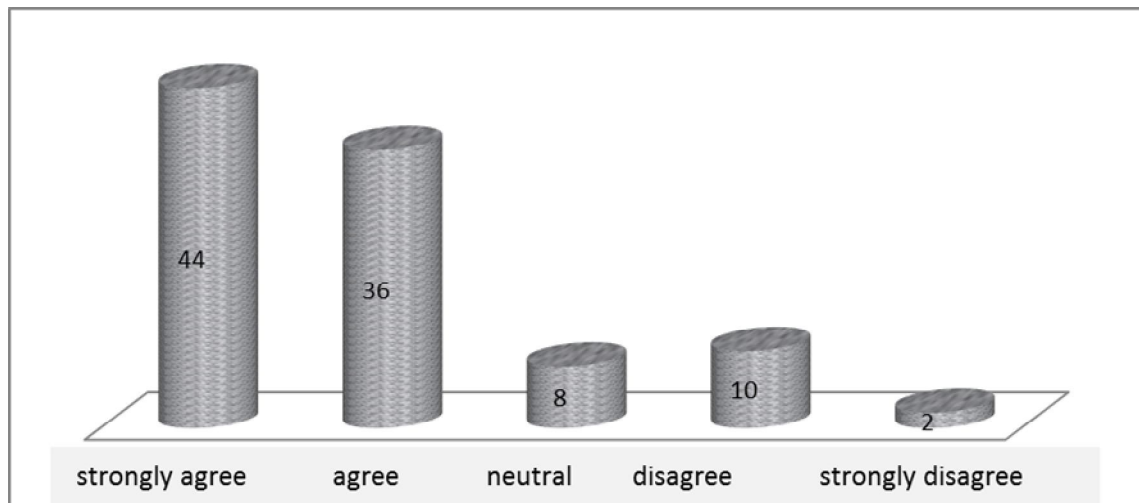
**Figure No (4.12)The Frequency Distribution for the Respondents’  
Answers of item (12)**

It is clear from the above table and figure (4.12) display that there are (34)participants in the study sample with percentage (68.0%) strongly agreed with "I favor teacher who teaches courses using variety of other languages". There are (6) participants with percentage (12%) agreed with that and (5) participants with percentage (10%) were neutral and (4) participants with percentage (10%) disagreed. While (1) participants with (2 %) are strongly disagreed. This proves that students like instructor who teaches courses using many languages.

**Statement (13):** I recognize more comfortable when communicating with my teacher in Arabic.

**Table No (4.13)The Frequency Distribution for the Respondents’  
Answers of item (13 )**

Valid	Frequencies	Percentage
Strongly agree	22	44
agree	18	36
Neutral	4	8
disagree	5	10
Strongly disagree	1	2
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.13)The Frequency Distribution for the Respondents’  
Answers of item (13 )**

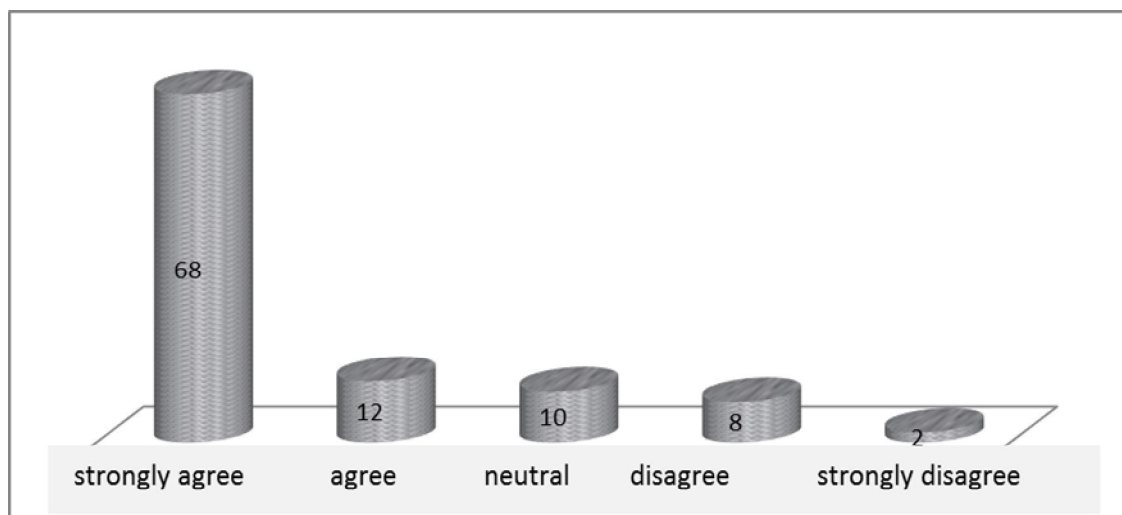
It is observed from the above table and figure (4.13) display that there are (22) participants in the study sample with percentage (44.0%) strongly agreed with "I recognize more comfortable when communicating with my teacher in Arabic". There are (18) participants with percentage (36%) agreed with that and (4) participants with percentage (8%) were neutral and (5) participants with percentage (10%) disagreed. While (1) participants with (2 %) are strongly disagreed. This demonstrates that student feel comfortable when he communicate with instructor in Arabic.



**Statement (14):** I realize more convenient when speaking when speaking with my teacher in English.

**Table No (4.14)The Frequency Distribution for the Respondents' Answers of item (14)**

Valid	Frequencies	Percentage
Strongly agree	34	68
agree	6	12
Neutral	5	10
disagree	4	8
Strongly disagree	1	2
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.14)The Frequency Distribution for the Respondents' Answers of item (14)**

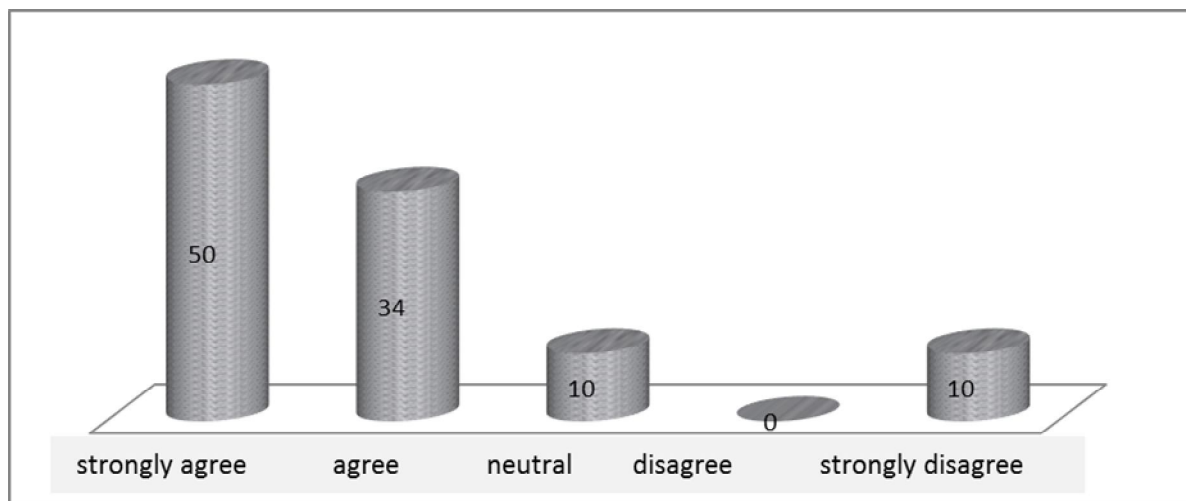
It is noticed from the above table and figure (4.14) that there are (35) participants in the study sample with percentage (70.0%) strongly agreed with "I realize more convenient when speaking with my teacher in English". There are (6) participants with percentage (12%) agreed with that, and (5) participants with percentage (10%) were neutral, and (4) participants with percentage (8%) disagreed. While (1) participants with

(2%) are strongly disagreed. This confirms that students become more motivated when he speaks with instructor in English.

**Statement (15):** Teacher who teaches in English increases my knowledge of medicine terms.

**Table No (4.15)The Frequency Distribution for the Respondents’  
Answers of item (15 )**

Valid	Frequencies	Percentage
Strongly agree	25	50
agree	15	30
Neutral	5	10
disagree	0	0
Strongly disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>



**Figure No (4.15)The Frequency Distribution for the Respondents’  
Answers of item (15 )**

It is clear from the above table and figure (4.15 ) display that there are (25) participants in the study sample with percentage (50.0%) strongly agreed "Teacher who teaches in English increases my knowledge of medicine terms". There are (15) participants with percentage (30%) agreed with that and (5) participants with percentage (10%) were neutral. Whereas (5) participants with (10 %) are strongly disagreed. This justifies

that instructor who used to teach in English increases students' knowledge of terms.

### **4.3 Test of the Study Hypotheses**

To answer study questions and check its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problems “exploring the notion of students' attitudes in utilizing code-switching in bilingual classroom”. To do that, we will give five degrees for each answer “strongly agree”, four degrees for each answer “agree”, three degrees for each answer “neutral”, two degrees with each answer “disagree”, and one degree for each answer with “strongly disagree”. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about study hypotheses.

#### **Results of the First Hypothesis:**

The First Hypothesis in this study States the Following:

**“Students at Faculty of Pharmacy use code-switching when communicating in English orally.”**

The objective of this hypothesis is to investigate students' attitudes towards using code-switching in bilingual when they communicate orally. To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

**Table (4.16) testing the first hypothesis of the study**

No	Statement	mean	SD	Chi square	p-value
1	Utilizing English and Arabic languages in communication is eligible to me.	2.4	0.7	26	0.000
2	Teacher who used to code-switch will negatively affect my oral communication.	2.4	0.5	24.9	0.000
3	Using a mixture of both English and Arabic languages lead to weakness of my English.	2.3	0.8	24	0.000
4	Teacher who always teaches in Arabic and English is disturbing me.	2.9	0.6	24.4	0.000
5	Teacherwho teaches in Arabic influences my pronunciation of words in English.	2.6	0.4	26	0.00

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Utilizing English and Arabic languages in communication is eligible to me.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Teacher who used to code-switch will negatively affect my oral communication..

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using a mixture of both English and Arabic languages lead to weakness of my English.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Teacher who always teaches in Arabic and English is disturbing me.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Teacherwho teaches in Arabic influences my pronunciation of words in English.

### **Results of the Second Hypothesis:**

The second hypothesis in this study States the following:

**“There are the causes of students' attitudes in utilizing code-switching in the classroom.”**

The objective of this hypothesis is to highlight the causes of students' attitudes in utilizing code-switching in the classroom.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions.

We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

This indicates that our first hypothesis is accepted.

**Table (4.17) Testing the Second Hypothesis of the Study**

No	Statement	mean	SD	Chi square	p-value
1	Students use code-switching to express their emotions.	2.6	0.8	27	0.00
2	Students use code-switching to translate and clarify new words.	2.4	0.9	25.7	0.001
3	Students use code-switching to create a sense of belongings.	2.4	0.5	35	0.008
4	Students use code-switching to joke with each other.	2.4	0.7	25	0.00
5	Students use code-switching when teacher gives them tasks.	3.0	0.8	27	0.00

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students use code-switching to express their emotions".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students use code-switching to translate and clarify new words.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students use code-switching to create a sense of belongings.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Students use code-switching to joke with each other.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (27.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Students use code-switching when teacher gives them tasks.

### **Results of the Third Hypothesis:**

The third hypothesis in this study States the following:

**“There are the attitudes of students towards teachers' uses of code-switching inside the classroom.”**

The objective of this hypothesis is to find out the attitudes of students towards teachers' uses of code-switching inside the classroom.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

This indicates that our second hypothesis is accepted.



**Table (4.18) Testing the Third Hypothesis of the Study**

No	Statement	mean	SD	Chi square	p-value
1	I like teacher who teaches courses in English.	2.7	0.6	24	0.00
2	I favor teacher who teaches courses using variety of other languages.	2.5	0.4	22	0.00
3	I recognize more comfortable when communicating with my teacher in Arabic.	2.4	0.7	26	0.000
4	I realize more convenient when speaking with my teacher in English.	2.4	0.5	24.9	0.000
5	Teacher who teaches in English increases my knowledge of medicine terms.	2.3	0.8	24	0.000

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (23.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement I like teacher who teaches courses in English.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (12) question was (22.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondent who agreed with the statement I favor teacher who teaches courses using variety of other languages.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (13) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement I recognize more comfortable when communicating with my teacher in Arabic.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (14) question was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement I realize more convenient when speaking when speaking with my teacher in English.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (15) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Teacher who teaches in English increases my knowledge of medicine terms.

This indicates that our third hypothesis is accepted.

## **4.4 Analysis of Written Interview**

### **The teachers' general opinions on code-switching**

Five teachers held the same idea concerning code-switching when teaching English, namely that Arabic does not belong in the English classroom. However, they all provided somewhat various clarifications as to why they held that opinion. First, second and third interviewees reacted with confirm No! Arabic should not exist in the English classroom! This was their direct reaction to code-switching in the classroom. The fourth interviewee explained that:

English is the target language and I normally tell the students that when they enter the classroom English is the only language allowed.

The third interviewee made it obvious that he only allows English in his classroom and explained that some students find it hard but that he usually explains to them that they can speak Arabic during breaks and in all other classes. He tells his students that in his classroom they have to speak English. This rule is like a law with no exceptions besides translation exercises.

The fifth interviewee, who was the most positive towards code-switching, not gives an immediate answer as to what her general viewpoint of code-switching was but illustrated that:

English should of course be articulated as much as possible but the fact is that it is not my first language. Neither is it the students' mother tongue. Therefore, it is my point of view that you cannot be as clear in your second language as you can be in your first.

Consequently, the first four interviewees' opinions of code-switching were that it should be avoided; while the fifth interviewee answer was more of an illustration as to why he would code-switch. What made his

differ from the rest of the teachers was that his attitude towards code-switching was much more open and he code-switched for social reasons to a much larger extent than the other teachers.

### **When and why do the students code-switch?**

The students also gave their thoughts on when and why they code-switch which displayed that their code-switching habits are connected to what is being taught. Their code-switching has to do with lack of efficiency in their learning and how to understand what they are learning. The first interviewee's reasons for code-switching often seemed to originate in the fact that she never quite felt that she could be herself when she taught. She illustrates that courses was taught in English and therefore students always communicated with them either second or first language. Sometimes students code-switched in order to fully feel that they were being themselves:

Students of pharmacy used to code-switch because they find it difficult because sometimes they feel never quite themselves. They try to speak English but it often feels as if they have to press themselves to switch too much.

All students' code-switch is chatting with each other, even though three of them initially said that Arabic doesn't belong to English classroom. This can indicate that they look at Arabic as functional in some situations but that they try to avoid code-switching in general. Interviewee tells us that when students learn medical terms they will only speak Arabic. Students' reasons for code-switching when instructor gives them tasks , functions of English are very much alike those in Arabic and they wants to make use of all the knowledge and terminology that the students hopefully possess in their mother tongue. If teaching medical courses were conducted in English the students would for example have to learn a

completely new set of terminology. One of interviewee is the only who is very clear that all students' code-switching is well prepared and their switching to Arabic only occurs in three specific situations. When they learn English, explains the content and purpose of the syllabus and also when they give instructions to the national test since she thinks that this is the best way to make sure that all students understand. If they need to switch to Arabic at any other point in their learning, maybe to explain terms, even though they are not learning explicitly at that moment, they always start with the phrase I am going to switch to Arabic now and then they continues the explanation in Arabic.

Students' code-switching when they try to say everything first in English and then in Arabic to make sure that everyone has understood. They sometimes code-switch when using terms that the students seem to struggle with; otherwise they do not have any specific topic areas where they deliberately code-switch. None of the teachers who initially said that Arabic does not belong in the English classroom realize that they are contradicting themselves as the interviews run along. It seems as if they look at code-switching in two different ways: one sort of code-switching that should be banished from the English classroom and one sort that fills an important function. Only one interviewee does not share the other teachers' code-switching habits. He has focus on social functions and his code-switching is often done for his own sake rather than to make it clearer for the students. The Arabic national agency for education says that teachers can include Arabic in their teaching when and if they find it beneficial for the students but unique interviewee's switching seems to be more for his own convenience.

## 4.5 Discussion

This is a descriptive and analytical study which is aimed at exploring the notion of students' attitude in utilizing code-switching in bilingual classroom. Findings of the present study clearly justify students' strong tendency toward learning and teaching that is English/Arabic code switching. The results show that teacher who used to code-switch will negatively affect student's oral communication in English.

When comparing the students' attitude towards utilizing one language (either English or Arabic) in teaching to English /Arabic code switching teaching, the findings indicate a strong tendency in using one language as a medium of instruction than code switching. 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. It is significance to note here that although students appreciate monolingual teaching to enforce their linguistic competence in English, they perceive code switching as a means of strengthening their comprehension in the science courses, as indicated by one of the comments "When [the] teacher teaches in English and explains in Arabic, [then] I can understand very easily and this improves my language." Similar comments came from most of the participants regardless of the language of their background schooling.

When examining in more detail Students use code-switching to translate and clarify new words, students stated that the code switching does not weaken the L1 (42.0% strongly agreed), while the responses to whether using code switching could weaken the L2 led to a relatively high percentage of the participants strongly disagreeing representing 4 % of the participants, with 6% saying that they disagreed. However, by comparing

the previous two items, one can see the students' perception of the code switching effects is not the same on L1 and L2. It appears that the code switching has more negative effect on L2 than L1. In supporting the previous items, students use code-switching to joke with each other, with 30% agreeing and 50% strongly agreeing that code switching will have strengthened their grasp of language. The findings of the previous items show a wide agreement among participants that code switching does not have a negative impact on L1 and L2, although a lesser number of participants think it might weaken the L2. On the other hand, there is a wide agreement among participants of the positive effects of code switching in strengthening the L2, which is a desirable effect amongst foreign students as expressed by one student: it "makes us understand future references about the subjects; however difficult concepts should be explained in Arabic". None of the students portrayed any concerns about the negative effects of code switching on L1, but there is always a reference to the positive effects of code switching on strengthening the L2.

Not only does the students' language attitude towards the language of teaching have a variety of effects on L1 and L2, but it also has an impact on students' attitudes toward the image of the instructor, in which 64% of the students agreed that they respect the instructor more who is using code switching in teaching, while only 29% agreed on respecting the instructor more when he/she is teaching only in Arabic. Moreover 47% disagreed in their response as to whether they respected the instructor more when he/she is only teaching in Arabic. 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 a higher status amongst the students,

which highlights how powerful code switching could be in redefining the quality of teaching and teachers.

In the effects of code switching on students' academic performance, students' responses to whether teaching the course in Arabic will increase the chances of passing the course exams were divided, with 35% agreeing and 47% disagreeing. However, 47% of the students agreed that teaching in English would increase their chances of passing exams. But when the teaching is delivered in Arabic/English code switching, the responses were the highest, in which 64% of the participants strongly agreed and almost 30% agreed that it had a positive impact on increasing their chances of passing their course exams. Therefore, the students' language attitude toward code switching in teaching has a great impact on their academic performances as it is seen as an influential teaching tool to facilitate learning and therefore helps increase student involvement. One of the students explained the effect of not having sufficient exposure to code switching had on his academic performance as "because in exams and essay questions we know the answers but we don't know how to write it in a way so the teacher understand what we mean". Therefore, he suggested code switching should be adopted as a medium of instruction.

The anticipated preference of language used in teaching is monolingual teaching, since the majority of the participants had a monolingual teaching experience in their schooling, in which 8 students had only Arabic, two students had only English and seven students had bilingual (Arabic and English) schooling. However, 14 out of the 17 students strongly agreed in their preference of using code switching (CS) as a medium of instruction.

This shows that the language of previous schooling does not affect the students' preference of the medium of instruction within higher study.



When comparing the students' attitude towards utilizing one language (either English or Arabic) in teaching to English /Arabic code switching teaching, the findings indicate a strong tendency in using one language as a medium of instruction than code switching. 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. It is significance to note here that although students appreciate monolingual teaching to enforce their linguistic competence in English, they perceive code switching as a means of strengthening their comprehension in the science courses, as indicated by one of the comments "When [the] teacher teaches in English and explains in Arabic, [then] I can understand very easily and this improves my language." Similar comments came from most of the participants regardless of the language of their background schooling.

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This shows that the language of previous schooling does not affect the students' preference of the medium of instruction within higher study.

## **Summary of the Chapter**

This chapter has covered the data analysis of the study which is about exploring the notion of students' attitudes in utilizing code-switching in bilingual classroom. This is done through a questionnaire to the teachers and oral diagnostic test to the second year students. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results. The objective of this hypothesis is to investigate students' attitudes towards using code-switching in bilingual when they communicate orally. To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers of the study.

**CHAPTER FIVE**  
**MAIN FINDINGS, CONCLUSIONS,**  
**RECOMMENDATIONS AND SUGGESTIONS**  
**FOR FURTHER STUDIES**

# **CHAPTER FIVE**

## **MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

### **5.0. Introduction**

Code-switching has been described as the most difficult aspects of EFL learners to avoid this phenomenon; instructors and students are responsible for this issue so as to communicate with native speakers effectively. This study sheds light on code-switching which is considered to be one of the crucial topics in the field of Sociolinguistics. Code-switching varies regarding to its patterns intra-Sentential, inter-sentential and extra-Sentential code-switching. Obviously, code-switching is overlapped in general. The researcher attempted to outline a roadmap to explore the notion of students' attitudes in utilizing code-switching in bilingual classroom. To fulfill the purpose of the study, the researcher applied two tools, namely questionnaire and interview. When one diagnoses area of difficulties, it becomes easier to cure the remedy as soon as possible by using the best strategy and technique. This chapter includes the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

### **5.1. Main Findings**

The results of this study explore the notion of students' attitudes in utilizing code-switching in bilingual classroom. The results indicated that these attitudes vary regarding the code-switching patterns. Researcher has summarized following findings:

- 1- Teacher who used to code-switch will negatively affect student's oral communication in English.
- 2- Using a mixture of both English and Arabic languages lead to weakness of students in English.
- 3- Teacher who always teaches in Arabic and English is disturbing me.
- 4- Teacher who teaches in Arabic influences student's pronunciation of words in English.
- 5- Students use code-switching to translate and clarify new words.
- 6- Students use code-switching to joke with each other.
- 7- Student realizes more convenient when speaking with his teacher in English.
- 8- Teacher who teaches in English increases student's knowledge of medicine terms.

## **5.2 Conclusion**

One of the purposes of the present study was to investigate notion of students' attitudes towards using code-switching in bilingual classroom when they communicate orally. The results demonstrate that most of the code-switching done by the five teachers who experts in the field of linguistics, this study is both well prepared and has a clear purpose. Teacher who teaches in Arabic influences student's pronunciation of words in English. It is not very likely that their code-switching pattern is due to them having read this study but it does display that the teachers' experiences conform that they mainly switch for social reasons or due to their shortcomings in second language proficiency. When it came to the students, they preferred a combination of Arabic and English in situations such as explaining medicine terms and test instructions. Moreover,

students tended to want their teacher to make them speak more English. There was a consensus of views between the teachers and the students when it came to what areas the student's codes switched. A noticeable fact though, is that none of the teachers claimed to ask the students about what language they prefer in different situations.

In spite of experience is an important asset when being a teacher, much can be learnt by asking the students what they prefer and taking their opinions into account when planning to use code-switching in one's teaching.

The area of code-switching in Colleges of Pharmacy can indeed be researched further. It would be interesting to investigate the amount of unintentional code-switching among students at Colleges of Pharmacy and to see the extent to which their code-switching activities are planned ahead. It would also be interesting to study the students who are non-native speakers of English and how they code-switch. This can be done by a combination of classroom observations and interviews.

### **5.3. Recommendations**

This study has explored the notion of students' attitudes in utilizing code-switching in bilingual classroom. It has established that CS is a common occurrence in the classroom and that its largely use is due to a lack of proficiency in English among the learners. Therefore, the teachers use it and allow its use to address a language deficiency problem that negatively affects teaching and learning. The study has also established that the excessive use of CS in the classroom inadvertently breeds a problem of language development. While CS facilitates teaching and learning, it does not promote a proficiency in English among the learners.



In the light of the results of the present study, the following recommendations are presented. Those seem to be relevant to EFL students, English teachers and university stakeholders:

1. Teaching of English should be revised to address the problem of a lack of proficiency in English among the students.
2. Revision of the language in education policy should also be taken on board the more effective teaching of English, so that an adequate proficiency in it is realized if students are to employ effectively in an environment that needs the use of English.
3. The degree of CS use in the lecture halls of Omdurman Islamic University and its effects should also be investigated. The same should be done in other tertiary institutions in Sudan.
4. Students should be encouraged by teachers so as to use internet and communicate with English native speakers and to be exposed to different authentic materials.

#### **5.4. Suggestions for further Studies**

The researcher can provide some suggestions to minimize code-switching. Firstly, the instructors can illustrate and clarify new vocabulary and terminology by giving definitions and synonyms in English. It will make the students get used to only-English and not to expect translation. In opposite case, the students may learn to expect that the teachers would translate vocabulary and they will not pay attention to the English instructions.

It also will make them not to code-switch, as they tend to follow their teachers. In addition, the teachers can use visual aids to make materials and their speech more comprehensible. The researchers can propose the discussion of new issues regarding the field of sociolinguistics. It should

be observed that not much study has been done in the issue of code-switching in the educational policy in Sudan. This study is tried to make exploration the notion of the students' code-switching in the classroom and attitudes toward it and requires further investigation. In order to gain more findings, the further study on this issue may include increasing the sample population and conducting individual interviews. The same may include the different ages, proficiency level and various speech communities. A further study can investigate the impact of code-switching on students' English proficiency level.

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# **APPENDICES**

## **Appendix (1)**

### **Teachers' Written Interview**

Male ( ) Female ( )

What are your subject(s) beside English?

How many years have you been teaching?

1. What do you think about utilize of Arabic in the English classroom, in general?
2. In what situations do you choose to speak Arabic?
3. Are there times and situations when you always speak Arabic? When and why?
4. Are there disadvantages when students switch to Arabic when you speak?
5. Are there situations when you encourage students to speak Arabic?

## Appendix (2)

### Students' Questionnaire

**Dear / student**

This questionnaire is designed to find out your honest views about the exploring the notion of students' attitudes in utilizing code-switching in bilingual classroom. Please respond to all the questions below carefully and honestly. This is not a test and there are no rights 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.

**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

<b>O</b>	<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	Utilizing English and Arabic languages in communication is eligible to me.					
2	Teacher who used to code-switch will negatively affect my oral communication.					
3	Using a mixture of both English and Arabic languages lead to weakness of my English.					
4	Teacher who always teaches in Arabic and English is disturbing me.					
5	Teacher who teaches in Arabic influences my pronunciation of words in English.					

6	Students use code-switching to express their emotions.					
7	Students use code-switching to translate and clarify new words.					
8	Students use code-switching to create a sense of belongings.					
9	Students use code-switching to joke with each other.					
10	Students use code-switching when teacher gives them tasks.					
11	I like teacher who teaches courses in English.					
12	I favor teacher who teaches courses using variety of other languages.					

13	I recognize more comfortable when communicating with my teacher in Arabic.					
14	I realize more convenient when speaking when speaking with my teacher in English.					
15	Teacher who teaches in English increases my knowledge of medicine terms.					

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**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?

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English.

English and Arabic

<b>O</b>	<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
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Please, answer the following questions.

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Female.

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English and Arabic

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English.

English and Arabic

<b>O</b>	<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	Utilizing English and Arabic languages in communication is eligible to me.					
2	Teacher who used to code-switch will negatively affect my oral communication.					
3	Using a mixture of both English and Arabic languages lead to weakness of my English.					
4	Teacher who always teaches in Arabic and English is disturbing me.					
5	Teacher who teaches in Arabic influences my pronunciation of words in English.					

6	Students use code-switching to express their emotions.					
7	Students use code-switching to translate and clarify new words.					
8	Students use code-switching to create a sense of belongings.					
9	Students use code-switching to joke with each other.					
10	Students use code-switching when teacher gives them tasks.					
11	I like teacher who teaches courses in English.					
12	I favor teacher who teaches courses using variety of other languages.					

13	I recognize more comfortable when communicating with my teacher in Arabic.					
14	I realize more convenient when speaking when speaking with my teacher in English.					
15	Teacher who teaches in English increases my knowledge of medicine terms.					