

Inability of Using Code Switching in Teaching Oral Skill

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Abstract

This paper aims at investigating the inability of using code switching in teaching oral skill. The researcher has adopted the descriptive and analytical methods. The population of the study was drawn from different Sudanese English schools in karari locality. A questionnaire was used as a tool for data collection. The sample of the study composed of (50) teachers whom are teaching in different Sudanese secondary schools. The data were analyzed by SPSS programme. The study concluded that secondary school teachers do not use code switching in teaching English language. The researcher recommended that EFL teachers should be well trained in using code switching in teaching oral skill.

Key Words: Code Switching, Teaching English.

INTRODUCTION

Code –switching is defined as an alternation between two or more languages varieties, in the context of a single conversation so multilingual speakers of more than one language, sometimes use elements of multiple languages when conversing with each other. According to Homes (2013:34) "Code-switching is to move from one code to another during speech for a number of reasons such to signal solidarity, to reflect one's ethnic identity, to show off, to hide some information from the third party or to achieve better explanation of a

certain concept". Additionally, Numan and Carter (2001:275) state that code - switching means that "a phenomenon of switching from one language to another in the same discourse".

Code switching can be used in a variety of degrees, whether it is used at home with family and friends, used with superiors at the workplace or in learning process, also it can be done in different positions e.g. at sentence boundaries. This is seen most often between fluent bilingual speakers. The shift can be done in the middle of the sentence, in this case the speaker is usually unaware of the shift. Also the speaker can insert or tag from one language into an utterance that is in another language.

AIMS AND SCOPE OF THE STUDY

This study aims at investigating the inability of using code switching in teaching oral skill. The scope is limited to the different Sudanese English schools in karari locality.

LITERATURE REVIEW

Definition of code switching

Code-switching has been defined in different ways by different researchers, depending on the views of their studies. Romaine (1992:110) states that code switching is defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations.

It is assumed in Bokamba (1989) that CS emphasizes a bi/multilingual speaker's use of language from one grammatical system to another. CS refers to the juxtaposition of the internal utterance in un-integrated linguistic forms from two or more languages.

In order to understand the phenomenon of code switching, it is important to define the concept and some of key terms. Many linguistic and sociolinguistic scholars have studied the phenomenon of code switching using interlocutors of a speech event and have offered a number of definitions for the phenomenon that depend on the nature of their studies (Erman, 2002; Gross, 2006; Poplack, 1980; Sichyova, 2005; Wardhaugh, 2010). In general, code switching can be defined as switching from one language code to another during a single communicative event. It also is comprised of alternation between one or more languages or dialects in the middle of a conversation between

people who have more than one language in common (Sichyova, 2005; Wardhaugh, 2010).

Code- mixing

Code-mixing is the change of one language to another within the same utterance or in the same oral/ written text. It is a common phenomenon in societies in which two or more languages are used. Studies of code-mixing enhance our understanding of the nature, processes and constraints of language (Myers-Scotton, 1993a; Boeschoten, 1998; Azuma, 1998), and of the relationship between language use and individual values, communicative strategies, language attitudes and functions within particular socio-cultural contexts. (Auer, 1998; Jacobson, 1998; Myers-Scotton, 1993b; Lüdi, 2003)

Code-switching vs. code-mixing

According to Winford (2003:105) the two terms code-switching and code-mixing in some cases are used as complementary terms, in the sense that code-switching is reserved for language alternation between sentences and code-mixing for the language alternation of two languages within a sentence. Sometimes as Lauttamus (1990) says the term code-change is also used when referring to switching between sentences . However, according to Pandit ([1990] as cited by Kov'acs2001:62) both code-switching and code-mixing may also be used as cover terms, that is, they are used for any type of alternation. Auer (1995, 1998) in turn, uses the term code-alternation to refer to code-switching. Accordingly the linguists usually use the term code-mixing to refer to code-switching.

Code switching involves the movement, whether psychologically or sociologically motivated, from one discrete code (language or dialect) to another within a communicative event. Code mixing, on the other hand, means the blending of two separate linguistic systems into one linguistic system. A very helpful analogy to clarify the differences between code switching and code mixing comes from chemistry. Code switching is similar to the phenomena of suspension where the material is mixed into a suspended medium wherein the parts eventually separate and settle out of the mixture. Code mixing is comparable to the phenomena of asolution where a type of bonding occurs that prevents the mixedelements from separating. Obviously, an intra-sentential mixture ofcodes in the course of discourse output is a

little bit more complex than when a definite switch is made between two languages in the course of moving from one language to another in course of providing two different sentences.

Cod-switching vs. Lexical borrowing

Holmes (2013:43) states that it is obviously important to distinguish this kind of switching (lexical borrowing) from switches which can be accounted for by lack of vocabulary in a language. When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of vocabulary. People may also borrow words from mother tongue to express a concept or describe an object for which there is no obvious word available in the language they are using. Borrowing of this kind generally involves single words-mainly nouns – and it is motivated by lexical need. It is very different from switching where speakers have a genuine choice about which words or phrases they will use in which language.

MATERIALS AND METHODS

The sample of the study composed of (50) teachers whom are teaching in different Sudanese secondary schools.

TOOLS OF THE STUDY

The researcher used a questionnaire as a tool to gather the data of the study. The questionnaire was delivered to (50) teachers whom are teaching in different Sudanese secondary schools. The data were analyzed by SPSS programme.

RESULTS AND DISCUSSION

The researcher has designed a questionnaire to investigate the inability of using code-switching in teaching English language. This questionnaire is an opening part seeking information about the targeted teachers who were requested to indicate their answers by ticking (√) one of the five options:” strongly agree, agree, undecided and disagree”.

THE ANALYSIS OF THE QUESTIONNAIRE IN RELATION TO THE HYPOTHESIS:

H: Basic schools teachers don't use Code Switching in teaching oral skills.

Statement (1): I am aware of the term code switching.

Table (1) The awareness of code- switching.

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	1	50.0
Undecided	7	14.0
Disagree	25	50.0
Total	50	100.0

It is clear from the table that there are (17) persons in the study's sample with percentage (34.0%) have strongly agreed with " I am aware of the term code switching ". There are (25) persons with percentage (50.0%) have agreed on that, and (7) persons with percentage (14.0%) have not sure about that, and only one person with percentage (1.1%) is disagree about that. This indicates that most of the teachers are not aware of the term code-switching.

Statement (2): I use code switching in oral skill.

Table (2) Using code switching.

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	4	8.0
Undecided	5	10.0
Disagree	24	48.0
Total	50	100.0

It is clear from table no.(3-4) and figure (3-2) that there are (17) persons in the study's sample with percentage (34.0%) have strongly agreed with " I use code switching in oral skills ". There are (4) persons with percentage (8.0%) have agreed on that, and (5) persons with percentage (10.0%) have undecided about that, and (24) persons with percentage (48.0%) is disagree about that. This means that the majority of the teachers do not use code-switching in teaching oral skill.

Statement (3): I don't use code switching due to the large number of students.

Table (3) Using code switching due to the large number of students.

Answer	Number	Percent
Strongly Agree	16	32.0
Agree	3	6.0
Undecided	12	24.0
Disagree	15	30.0
Strongly disagree	4	8.0
Total	50	100.0

It is clear from table no. (3-5) and figure (3-3) that there are (16) persons in the study's sample with percentage (32.0%) have strongly agreed with " I don't use code switching due to the large number of students ". There are (3) persons with percentage (6.0%) have agreed on that, and (12) persons with percentage (24.0%) have undecided about that, and (15) persons with percentage (30.0%) have disagree about that, while (4) persons with percentage (8.7%) have strongly disagree about that. This means that the majority of the teachers do not use code-switching in teaching oral skill due to the large class.

Statement (4): I often switch from English to Arabic.

Table (4) Switching from English to Arabic

Answer	Number	Percent
Strongly Agree	16	32.0
Agree	1	2.0
Undecided	3	4.0
Disagree	30	60.0
Total	50	100.0

It is clear from table no.(3-6) and figure (3-4) that there are (16) persons in the study's sample with percentage (32.0%) have strongly agreed with " I often switch from English to Arabic ". There are only one person with percentage (2.0%) have agreed on that, and (3) persons with percentage (6.0%) have undecided about that, and (30) persons with percentage (60.0%) is disagree about that. This indicates that most of the teachers do not switch from English to Arabic.

Statement (5): Basic school teachers' weakness is due to the lack of knowledge of code switching.

Table (5) The lack of knowledge of code switching.

Answer	Number	Percent
Strongly Agree	18	36.0
Agree	7	14.0
Undecided	4	8.0
Disagree	21	42.0
Total	46	100.0

It is clear from table no.(3-7) and figure (3-5) that there are (18) persons in the study's sample with percentage (36.0%) have strongly agreed with " Basic school teachers weakness is due to the lack of knowledge of code switching ". There are (7) persons with percentage (14.0%) have agreed on that, and (21) persons with percentage (42.0%) have not sure about that, and (4) persons with percentage (8.0%) is disagree about that. This means that the majority of the teachers do not use code-switching due to the lack of knowledge.

REPORT DISCUSSION

The data collected were analyzed in relation to the hypothesis of the study. The data were collected by the questionnaire which has been distributed to secondary school teachers in Karary locality. After analyzing and comparing the results with the main hypothesis, the results have shown that secondary school teachers do not use code-switching in teaching oral skill.

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