Factors Determining Code-Switching amongst Tutors of Preparatory Year English Language Programme

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Abstract:

This study sets out to investigate the factors determining Code-Switching to Arabic in EFL classroom at the preparatory year in three universities in Khartoum.To investigate this issue, the researcher used two data tools: questionnaire and observation. About 30 teachers and 301 students at preparatory year in six colleges were involved in this study. Data was collected and analysed quantitatively and qualitatively. The findings of this study ensure that lack of appropriate vocabulary makes tutors switch to Arabic in EFL classroom. It also recommends that using some Arabic affects the interaction in EFL classroom positively.

Key words: Code-Switching, Tutors of Preparatory Year English Language Programme

INTRODUCTION

Research into code switching has traditionally been carried out from one of two perspectives, namely a grammatical perspective or a sociolinguistic perspective. A sociolinguistic approach is concerned with the role of social factors in the occurrence of code switching, the aim being to determine patterns of

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occurrence of code switching and how these may be affected by social factors such as context and speakers' role relationships. A grammatical approach focuses on the structural aspects of code switching, the aim being to determine the syntactic and morphological characteristics of code-switched constructions.

The term code-switching refers to the use of two (or more) languages within the same utterance or during the same conversation. One more thing to consider, code-switching must be distinguished from borrowing. Muysken (1995:189) referred to borrowing as "the incorporation of lexical elements from one language in the lexicon of another language". According to Muysken (1995:190), three levels may be distinguished in the process.

Regarding borrowing between English and Afrikaans, if one takes borrowing simply to entail the regular use throughout a speech community of a particular word from language A in language B, the South African Concise Oxford Dictionary (2000) confirms that the Afrikaans word *braai* ("barbecue") is an established loanword in South African English, as illustrated in (11). The Handwoordeboek van die AfrikaanseTaal (2000) confirms that *tjek*("cheque") is an established English loanword in standard Afrikaans, as in (12). With regard to nonce loans, it is generally more common to encounter such ad hoc loans from English into Afrikaans than vice versa, and the practice is generally considered acceptable to all but the language purist.

Since code switching is studied from so many perspectives, this paper will necessarily seem to omit important elements of the literature. Much of the work labeled "code switching" is interested in syntactic or morphosyntactic constraints on language alternation (e.g. Poplack 1980; Sankoff and Poplack 1981; Joshi 1985; Di Sciullo and Williams 1987; Belazi et al. 1994; Halmari 1997 inter alia). Alternately, studies of language acquisition, second language acquisition, and

language learning use the term code switching to describe either bilingual speakers' or language learners' cognitive linguistic abilities, or to describe classroom or learner practices involving the use of more than one language (e.g. Romaine 1989; Cenoz and Genesee 2001; Fotos 2001, inter alia). These and other studies seem to use *code* as a synonym for *language variety*. (Alvarez-Cáccamo 2000) argues that this equation may obscure certain interactional functions of such alternation.

Code-switching performs several functions (Zentella, 1985). First, people may use code-switching to hide fluency or memory problems in the second language (but this accounts for about only 10 percent of code switches). Second, code-switching is used to mark switching from informal situations (using native languages) to formal situations (using second language). Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group). Code-switching also 'functions to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships' (Johnson, 2000, p. 184)." (William B. Gudykunst, *Bridging Differences: Effective Intergroup Communication*, 4th ed. Sage, 2004)

"The role of **CS**, along with other symptoms of contact, in language change is still a matter of discussion. On the one hand the relationship between contact and language change is now generally acknowledged: few espouse the traditional view that change follows universal, language-internal principles such as simplification, and takes place in the absence of contact with other varieties (James Milroy 1998). On the other hand, some researchers still downplay the role of CS in change, and contrast it with borrowing, which is seen as a form of convergence." (Penelope Gardner-Chloros, "Contact and Code-Switching." *The Handbook of Language Contact*, ed. by Raymond Hickey. Blackwell, 2010)

It should be noted that not all authors make this same distinction between code switching and code mixing. Muysken (2000), for example, uses the term "code mixing" to refer to what is called "code switching" here. McCormick (1995: 194), on the other hand, suggests that code switching involves the "alternation of elements longer than one word", while code mixing involves "shorter elements, often just single words". Such a definition of code mixing appears to overlap to some extent with the definition of borrowing above, further complicating the issue, and emphasizing the importance of defining terminology clearly and applying it consistently.

BACKGROUND OF THE STUDY

Continuous research in the field of English as a foreign language (EFL) shows that code switching (hereinafter, CS), viewed as an interactive tool in EFL classrooms, aids the process of language acquisition and learning.

This study explorers the interaction in EFL classrooms when teachers switch to Arabic (classical or colloquial) from English, the target or second language (L2) to help manage the classroom or more importantly to explain the meaning of a word, a phrase or a sentence in the target language(TL). The study further explores how this process helps to contextualize the difficult word or meaning in the first language of the students' L1 to raise consciously the students' understanding and speeds up the pace of interaction in the classroom. It also discusses how CS among other factors, contribute to the adequate foreign language teaching.

There are several definitions of CS. For the purpose of this study CS is defined as "the alternation of two languages at the word, phrase, clause, and sentence' levels'. (Valdes- Fallis 1997).

The traditional methods such grammar- translation method called for switching to L1 to illustrate EFL, to help L1 students learn the meaning of words, phrases and sentences patterns of lists to be learnt by heart. Yet, this method of teaching uses translation as an aid in itself. Switching to L1 was considered as an explicit means to illustrate forms and meanings of EFL.

STATEMENT OF THE PROBLEM

Modern methodologies, such as communicative language teaching (hereinafter CLT), tend to overlook the use of L1 (Atkinson 1997; Harmer 1983 in cole 1998). Swan (1985 p.123) claims that L1 use in EFL classes will restrict EFL acquisition and goes far to favor direct translations.

CS to L1 has been considered as wasting valuable class time which would better be spent on the TL. Further, one of the main critiques to the grammar translation method of teaching is that switching to L1 inhibits thinking directly in EFL as it is wedged between the concept and the way it is expressed in the EFL (River and Temperly, 1978). This intermediate process is called interference which has been seen as a negative aspect.

Though it's a natural phenomenon to switch from a language to another and mix between two languages is common among the bilingual speakers. But the process of measuring the factors that influence code-switching and the results of code-switching on the process of teaching is not well defined or clear-cut, so long as these factors differ from code-mixing and borrowing.

In Sudan, Where this study will be conducted, hardly ever the social aspects of code-switching have been explored. The researcher, in the present study will give special attention to this aspect as well as to the question of bilingualism, as a phenomenon so powerfully connected with the issue in

question. The study aims to come up with empirical findings to be used in classroom settings.

There is generally little doubt that the phenomenon of code switching is as old as that of language contact leading to bilingualism. Argenter (2001), for example, discusses code switching between Hebrew and Catalan in texts from the 14[th]and 15[th]centuries. Formal interest in the phenomenon of code switching can be traced back to the early 20[th]century, when Espinoza (1917) reported on code switching between English and Spanish in New Mexico and southern Colorado, USA. Espinoza (1917) focused on the influence of English on Spanish, the L1 of the majority of the region's population at the time, suggesting that this was due largely to the perceived superiority of English in the commercial and political spheres (Espinoza 1917: 410).

According to Espinoza (1917: 415), such code switching was not governed by any detectable laws or limits. Some five decades later, Weinreich (1963: 73) suggested that the "ideal bilingual switches from one language to another according to appropriate changes in the speech situation …, but … certainly not within a single sentence", reflecting the structuralist preoccupation with language integrity. Following this early interest in code switching as one of many language contact phenomena, a number of researchers have presented evidence to the contrary, suggesting that there are indeed rules according to which codes may be switched within sentences. Constraints on code switching in terms of both social factors and grammatical structure have been proposed. What follows is a discussion of a number of these suggestions.

RESEARCH OBJECTIVES

This study mainly aims at describing and investigating the factors behind code-switching amongst English languages

tutors in SUST. The hypotheses that will be mentioned include (1) presence of variance in tutors' code-switching due to technical factors (2)   presence of variance in tutors' code-switching due to social patterns (3) the lack of appropriate vocabulary.

RESEARCH QUESTIONS

The following questions will be addressed in this study.
(1)How does CS affects EFL classrooms in terms of interactions between teachers and students at the preparatory year in the universities of Sudan?
(2) To what extent does the size and lack of appropriate vocabulary may result in code- switching?

THE HYPOTHESES OF THE STUDY

Now, the questions will be formed into hypothetical statements.
(1)CS affects EFL classrooms in terms of interactions between teachers and students and between students themselves.
(2) The size and lack of appropriate vocabulary may result in code- switching.

METHODOLOGY

This study follows the descriptive analytic method. It collects its primary data from male and female tutors in SUST delivering six random sessions. Secondary data is collected from hardware and software publication, data collected will be statistically processed and discussed. A questionnaire will be distributed to be filled by tutors. The questionnaire involves data that will help investigating the different factors that influence code-switching.

THE EMERGENCE OF CODE SWITCHING

Code-switching research has started for the first time, in socio-cultural linguistics by the works of Blom and Gumperz's (1972) "Social meaning in linguistic structures" (e.g. Myers-Scotton 1993; Rampton 1995; Benson 2001). This work has the merit of introducing what was held as situational and metaphorical switching. However, it does not solely derive its importance from that occurrence. By 1972 "code-switching" was recurrently appeared in the literature that quite a number of studies in linguistic anthropology and sociolinguistics prefigured later code switching research in sociocultural linguistics. Below, I survey some important early work. The history of code switching research in sociocultural linguistics is often dated from Blom and Gumperz's (1972) "Social meaning in linguistic structures"(e.g. Myers-Scotton 1993; Rampton 1995; Benson 2001). This work is certainly important and influential, not least for introducing the terms *situational* and *metaphorical switching* (see below). However, by 1972 the term "code switching" was well attested in the literature, and several studies in linguistic anthropology and sociolinguistics prefigured later code switching research in sociocultural linguistics. Below, the researcher surveys some important early work.

DEFINITION OF CS

There are many definitions of CS in view of the objective of each study. Hudson (1992) attributed CS to the move starting with one linguistic framework then onto the next and favors the expression "variety" not 'code'. The possibility of evident etymological frameworks of the distinctive varieties that comprise of language, language or register has been expressed by Gumperz (1982). He characterizes CS as "the juxtaposition

inside the same discourse of passages of discourse having a place with two diverse linguistic frameworks or subsystems" (Gumperz 1982:5). This early definition concentrates on the conversational CS more than the situational or figurative ones.

On the contrary, to Hudson (1992), Wardhaugh (1992:89) favors the expression "code" since it is more unbiased and characterizes it as "any kind of system that two or more people employ for communication". CS is seen broadly, as a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations" (Wardhaugh 1992:103).

The practical definition of CS, is refered to in Trudgill (1995: 107) as "to influence or define the situation as they wish, and to convey nuances of meaning and personal intention". There are more profound implications and inserted aims that this wide definition incorporates.

Nilep (2006) endeavors to locate a far-reaching definitions of the term CS in the recently instituted term "Socio-social Linguistics" for socio-social investigation. It is characterized by him as "the act of choosing or adjusting etymological components so as to contextualize talk in cooperation. This contextualization may identify with neighborhood talk practices, for example, turn determination or different types of sectioning, or it may make pertinent data past the present trade, including learning of society and differing personalities" (Nilep 2006: 1).

Moreover, Linguistics and other related disciplines have received and examined the term CS. Be that as it may, scholars don't share a meaning of the term. This is maybe unavoidable, given the distinctive worries of formal etymologists, psycholinguists, sociolinguists, logicians, and anthropologists. The work which is marked "CS" is keen on syntactic or morpho-syntactic imperatives on language change (e.g. Belazi et al

1994; Di Sciullo and Williams 1987; Halmari et al1997; Poplack 1980 Sankoff and Poplack 1981 in Nilep 2006).

Essentially, studies of language acquisition, second language acquisition, and language learning, utilize the term CS to depict either bilingual speakers' or language students' subjective phonetic capacities, or to portray classroom or students' works on including the use of more than one language (F otos 2001). These and different reviews appear to utilize code as an equivalent word for language variety. Alvarez-Caccamo (2000) argues that this equation ambiguate certain interactional elements of such variation.

Practically, all works that identified with CS or evolving codes, has been founded on a strict identification between the ideas of "code" and " linguistic variety," regardless of whether in field of a language , vernacular, style, or prosodic enlist. In any case, this auxiliary concentration falls flat to convincingly clarify certain conversational wonders with respect to the importance or centrality (or absence of relevance) of variations between contrasting varieties (Alvarez-Caccamo 2000: 112).

Most likely, the investigation of language shift has been productive over the previous many decades .Much work in sentence structure, morphology, and phonology has been propelled through perceiving different limitations, however now and then dubious. An auxiliary center has been spoken to in useful for creation models or as confirmation for syntactic hypothesis. In any case, this auxiliary concentration has made unsuccessful endeavors to answer fundamental inquiries of why switching happens. Consequently, Auer (1984) cautions, "Syntactic restrictions on code-witching are yet essential conditions", and they are most certainly not adequate to depict the explanation behind or capacity of a specific switch.

The discipline of socio-social phonetics, is a developing way to deal with semantics, that looks past formal interests; to the social and social capacities and implications of language

utilize (cf. elements of the CA - 2.5). Prior language specialists like Sapir (1929) approached etymologists to consider language inside its more extensive social setting. Socio- social semantics is in this manner recommended as a more extensive term to incorporate sociolinguistics, semantic human studies, talk examination, and human science of language. It moreover contains social brain research, fables thinks about, media examines, scholarly hypothesis, and reasoning of language. The historical backdrop of CS research in socio-social semantics is frequently dated from Blom and Gumperz's idea of "social importance in etymological structures" (Myers-Scotton 1993 :42).

Greene and Walker (2004) argue that CS may incorporate the shift between two unique language s, two tonal registers, or an argumentative move inside the same language, for example, Standard English and Black English. This comes somewhat with Ervin-Tripp's (1964) thought that limits CS to just expressive shift between speakers to represent distinctive social parts. They likewise declare that CS is a phonetic apparatus and an indication of the members' familiarity with option open traditions. Moreover, CS has been depicted as a methodology at arranging power for the speaker and reflects culture, character and advances solidarity.

Numan then Carter (2001) deliver brief definition in accordance with the term CS as like "a phenomenon of switching from one language to another in the same discourse" (2001:275). According to that definition, "discourse" desire is adopted as much the students' yet teachers' herbal prevalence about language makes use of lecture room surroundings at some stage in it study. Moreover, the languages within which shuffle is celebrated are the regional sound about the students, then the foreign languages so much students are expected after attain dexterity in.

Consequently, CS is a linguistic term that refers back to the simultaneous use of multiple language or language variety in conversion. Those multilingual audio systems who communicate a couple of language might also every so often use elements of a couple of languages in communicating with each other. On this definition, CS refers back to the syntactical and phonological proper use of a couple of linguistic variety.

The simple definition of CS is using as a minimum languages or types of one language with the identical discourse (as in EFL school rooms). as an instance, if a bilingual (or multilingual) speaker starts off evolved a sentence in English, and receives a response from any other speaker in Arabic, this could be known as CS, if the two events understood every other or avoided a communication breakdown. On this experience, it serves as a supporting element in communication of facts and in social interplay. Further, CS consequently serves for communicative functions in the way that it's miles used as a device for transference of meaning.

The present study receives the definitions presented by Richards et al (1992). Richards et al (1992:58) characterize CS as "a change by speaker (or writer) from one language or language variety to another. CS can occur in a discussion when one speaker utilizes one language and the other speaker reactions in an alternate language. A man may begin talking one language and after that change to another one amidst their discourse, or some of the time even amidst the sentence." It is an indisputable definition about both talking distinctive language s furthermore, varieties of one language in various discussions. This definition too incorporates what is going on in EFL classrooms as it occurs between instructors what's more, students in the IRF (start from educators, reaction from students and input from educators) talk structure (cf. 2.3). A relative and the sky is the limit from their particular definition has been given by Valdes-Fallis (1976 in Abalhassan and

Alshalawi 2000: 180-181) as "the variation of two language s at the word, expression, statement, and sentence levels.

CS is presently considered as an ordinary and characteristic result of connection between bilinguals and multilinguals. CS is likewise not quite the same as other language contact marvel like credit interpretation, pidgins, creoles, exchange and impedance. Notwithstanding, there is a contrast amongst CS and CM (code blending) despite the fact that they both demonstrate an adjustment in variety and the connection between the phonetic frame and language use in a social practice. They happen in the discourse of bilinguals around the world. The term CM is the mixing of two language s and that's only the tip of the iceberg. It alludes to the use of various outside words notwithstanding the L 1.

CM occurs at the intra-sentential level, which is the switch that happens inside the word limits inside the sentence utilized. A case of this is to use, for occurrence, a word from Arabic in an English sentence, for example, 'I'm exceptionally ta'ban' (tired).This CM occurs without utilizing the English word first and afterward embeddings the Arabic comparable as in CS. It is a CM amongst English and Arabic. This case is a case of CM as intra-sentential switching . This procedure happens in Muysken's (2000:3) definition "code-blending is imagined as ... the inclusion of an outsider lexical ... into a given structure".

Richards et al (1992:57) agrees with the previous definitions of CM in that mixing is of two unique language s without changing the point as a typical marvel in bilingual and multilingual groups. It is regularly an indication of solidarity between the two gatherings in a casual circumstance. Such sort of blending can include the phonological, morphological, lexical and syntactic structures of the language. It is a decision by one of the questioners of the sort of the language embedded in the sentence of another language , imagining that it is more fitting

for what they need to express in that condition, as in ta 'boycott above. It might be impedance by means of switching a semantic unit, for example, a word, from one language to another that influences the linguistic structure of the sentence, for example, blending of the word ta' boycott.

For sociolinguists, CM is utilized to portray more circumstances where various languages are utilized without down to business impacts. In this way, CM does not satisfy the commonsense or talk situated capacities, for example, clarifying importance, reviling and reducing the mental stun in L2 classrooms. Assist,

CM has no particular importance in the neighborhood setting. CM is a formative procedure that uncovers the children's' (and grown-ups') blending of expressions of two language s and more without clear segregation. It doesn't really incorporate the important use of various languages as in CS.

Expectedly, CS happens in a between sentential mode that is crosswise over sentence limits. The accompanying illustration clarifies this:

> An: Ahmed, is this your kitab (book)? (English-Arabic CS) - B: La'a(no). In any case, that is my defter (journal).

The case utilizing kitab, La'a, defier for 'book', "no" and 'journal', appears there is a switch crosswise over sentences expressed by questioners, including switches amongst Arabic and English. CS, then, is related with specific practical impacts, talk works, and is identified with gathering character. Along these lines, CS is not a matter of blending language s, yet rather an intentional use of bilingual and multilingual codes for specific reasons.

From these particular definitions of CM and CS, plainly CM is a Sign of creating through acing more than one language as bilingual and multilingual students experience this period in which they move from one language to another without

obvious separation. Then again, CS is Or maybe a profound social and syntactically proper use of utilizing various assortments of language s. Such a point is specified metal determinedly by Bokamba (1989 in Ayeomoni 2006:91), affirming the previously mentioned thought that CM occurs at the intra-sentential level (between sentences), while CS occurs at the between sentential level (between parts of the sentence): Code-switching is the blending of words, expressions and sentences from two particular linguistic (sub) frameworks crosswise over sentence limits inside the same discourse occasion [...] code-mixing is the inserting of different semantic units, for example, additions (bound morphemes), words (unbound morphemes), expressions and conditions from a co-agent action where the members, keeping in mind the end goal to deduce what is proposed, must accommodate with what they hear with what they get it.

Language specialists likewise have tried huge endeavors toward characterizing the distinction between getting (loanword use) and CS. For the most part, getting is said to happen in the dictionary, while CS happens at either the grammar level or the expression development level - the talk level. Gumperz (1982: 12) draws a reasonable refinement between them where acquiring occurs at the word and statement level and CS concerns conversational translations influenced by the logical and social presuppositions. This demonstrates the unique circumstance and aims of the code-switcher condition the procedure of CS itself. In CS, speakers characterize the circumstance the way they like. In this sense, CS is done purposively and purposefully, which is the center of Markedness hypothesis. This hypothesis has been produced by Myers-Scotton (1993) as one of the more entire hypotheses of CS inspirations. It sets that language clients are normal, and pick (talk) a language that plainly marks their rights and commitments, in respect to alternate speakers, in the

discussion and its setting. At the point when there is no certain, unmarked language decision, speakers hone CS to investigate conceivable language decisions. Nonetheless, numerous sociolinguists protest the Markedness Model's proposition that language decision is altogether objective.

Be that as it may, Myers-Scotton (1993) gives a thorough definition expressing that "code-switching is the choice by bilingual/multilingual of structures from an inserted language in expressions encircled by a grid language amid the same discussions." This definition sheds lights on various sorts of CS in the concerned setting that prompt the 'arranged standard' and the Markedness Demonstrate created by this researcher. With the end goal of this review, the scientist will subscribe to the definition given by Valdes-Fallis (1976 in Abalhassan and Alshaalawi, 2000:180-181) as "the variation of two language s at the word, expression, statement, and sentence levels.", consolidated with that of Ri chards et al (199258), said above. While putting the wonder of CS in setting, the elements of CS will be presented in different angles: full of feeling, socio-social, ideological and instructive.

4. PRESENTATION:

Dimensions	No of items	Cronbach's Alpha based On Standardized items	Cronbach's Alpha (Internal validity)
Interaction	4	0.79	0.89
Size and lack of appropriate vocabulary	3	0.81	0.90
Educational reasons	7	0.83	0.91

According to findings in the Table above Alpha reliability factor for first dimension = (Cronbach's Alpha based On Standardized items)**: 0.79, thus** Internal validity = (Squire Radical of Alpha reliability factor) = **0.89.**

Alpha reliability factor for second dimension = (Cronbach's Alpha based On Standardized items)**: 0.81, thus** Internal validity = (Squire Radical of Alpha reliability factor) = **0.90.**

Alpha reliability factor for third dimension = (Cronbach's Alpha based On Standardized items)**: 0.83, thus** Internal validity = (Squire Radical of Alpha reliability factor) = **0.91.**

As it has been evident from the data above , it is valid to answer the questions of the current study**.**

FINDINGS

From the primary and secondary sources of the study the researcher concludes to the following:

1. The lack of appropriate vocabulary makes tutors of preparatory year switch to Arabic in EFL classroom.
2. Using Arabic in EFL classroom affects interaction between students and teacher and between students themselves.

RECOMMENDATIONS:

The researcher recommends that tutors need to enrich their vocabulary and accordingly use little Arabic in EFL classroom for some pedagogical reasons in order to strengthen interaction between him/her and students and between students themselves.

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