

Investigating Teachers' Attitudes towards Using Code- Switching in Teaching Oral Skill

ROMYSA SAMIR
MOHAMMED BAKRI ALHADEEDY
ALSADIG OSMAN MOHAMMED
Sudan University of Science and Technology

Abstract

This paper aims at investigating the teachers' attitudes towards 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 English in different Sudanese secondary schools. The data were analyzed by SPSS programme. The study concluded that secondary school teachers have negative attitudes towards using code switching in teaching oral skill.

Key Words: Code Switching, Attitudes.

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. Also Code-switching means 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, it 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 teachers' attitudes towards using code -switching in teaching oral skill. The scope is limited to different Sudanese English schools in karari locality.

LITERATURE REVIEW

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 added 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) referred 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 learners to explore their ideas. They argue that without the use of code switching, some students' alternate conceptions would remain unexposed. (Cited in Setati et al

2002). The recognition to switch codes goes beyond switching between languages; it also recognizes the value of using the vernacular which believes to allow students to draw on useful sense- making resources.

Skiba, (1997) states that using code switching in the classroom as a “legitimate strategy” and no matter how it might be disruptive during a conversation to the listener, it still provide an opportunity for language development. However, historically, strong stigmatic believes about code switching existed in many countries. 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.

Reasons Speakers Use Code Switching

There are a number of possible reasons for switching from one language to another, and these will now be considered, as presented by Crystal (1987).

The first of these is the notion that a speaker who may not be able to express him/herself in one language switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner.

Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who does not speak the second language. An example of such a situation may be two people in an elevator in a language other than English. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation.

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

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

In some situations, code switching is done deliberately to exclude a person from a conversation. It is seen as a sign of solidarity within a group, and it is also assumed that all speakers in a conversation must be bilingual in order for code switching to occur. Bilinguals do not usually translate from the weaker language to the stronger one. Code switching is used most often when a word doesn't "come".

Code switching can be used in a variety of degrees, whether it is used at home with family and friends, or used with superiors at the workplace.

Types of code-switching:

Code-switching can be classified in accordance with two different classifications namely grammatical classification and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches. According to Milroy and Muysken (1995) CS is classified into two different types: *inter-sentential* when the speaker code switches between sentences, in contrast, the *intrasentential* CS is when the speaker switches within the same sentences (as cited in Boztepe (2000-2001) p.4).

Recently, Liu Jingxia (2010) comes detailing more CS through mentioning three maintypes: *tag-switching*, *inter-sentential switching* and *intra-sentential switching*. He explains his classification as the following: the tag-switching is concerning adding a full phrase from the native language to the second language, for instance greeting phrases or parting phrases. The inter-sentential is when switching is appears

at the clause or sentences boundaries .Intra-sententialCS occurs within clauses and sentences when it is considered as the most complex CS type (Jingxia, 2010, p.11)

Poplack in Romaine (1994: p.178) divides the code switching based on the grammatical classification into three types:

MATERIALS AND METHODS

The sample of the study composed of (50) teachers whom are teaching English 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 English in different Sudanese secondary schools. The data were analyzed by SPSS programme.

RESULTS AND DISCUSSION

The researcher has designed a questionnaire to investigate the teachers' attitudes towards using code-switching in teaching oral skill. 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 have positive attitude towards using Code-Switching in teaching oral skill.

Statement (1): Basic schools teachers have negative attitude towards using code-switching in teaching.

Table (1) Attitude towards using code switching

Answer	Number	Percent
Strongly Agree	12	24.0
Agree	27	54.0
Undecided	8	16.0
Disagree	2	4.0
Strongly disagree	1	2.0
Total	50	100.0

According to the table above the result show that there are (12) respondents in the study's sample with percentage (24.0%) have strongly agreed with the statement. There are (27) respondents with percentage (54.0%) have agreed on that and (8) respondents with percentage (16.0%) have undecided about that, and (2) respondents with percentage (4.0%) have disagreed about that, while only one person with percentage (2.0%) has strongly disagreed about that. This indicates that the majority of the respondents have negative attitude towards using code-switching in teaching oral skill.

Statement (2): Code-switching can affect positively to improve students speaking skill.

Table (2) positive effect of code switching

Answer	Number	Percent
Strongly Agree	12	24.0
Agree	30	60.0
Undecided	6	12.0
Disagree	2	4.0
Total	50	100.0

It is noticed from the above table and figure that there are (12) respondents in the study's sample with percentage (24.0%) have strongly agreed with the statements. There are (30) respondents with percentage (60.0%) have agreed on that, and (6) respondents with percentage (12.0 %) have undecided about that, and (2) respondents with percentage (4.0%) is disagree about that. This indicates that the majority of the respondents think that Code-switching can affect positively to improve students speaking.

Statement (3): Code switching motivates basic school learners to participate orally.

Table (3) motivating learners

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	24	48.0
Undecided	7	14.0
Disagree	2	4.0
Total	50	100.0

According to the table and figure above the result show that there are (17) respondents in the study's sample with percentage (34.0%) have strongly agreed with the statements. There are (24) respondents with percentage (48.0%) have agreed on that, and (7) respondents with percentage (14.0%) have undecided about that, and (2) respondents with percentage (4.0%) is disagree about that. This indicates that the majority of respondents support the statement.

Statement (4): Code- switching enhance basic school learners acquisition

Table (4):learners'acquisition

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	27	54.0
Undecided	4	8.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

It is noticed from the above table and figure that there are (17) respondents in the study's sample with percentage (34.0%) have strongly agreed with the statement. There are (27) respondents with percentage (54.0%) have agreed on that, and (4) respondents with percentage (8.0%) have undecided about that, and only one respondents with percentage (2.0%) have disagree about that, while only one person with percentage (2.0%) have strongly disagree about that. This indicates that the most of the respondents support the statement.

Statement (5): Code-switching helps basic school learners to understand the teacher when the uses more than one language in the class.

Table (5) Using more than one language in the class

Answer	Number	Percent
Strongly Agree	16	32.0
Agree	20	40.0
Undecided	12	24.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

The table and the figure above show that there are (16) respondents in the study's sample with percentage (32.0%) have strongly agreed with the statements. There are (20)respondents with percentage (40.0%) have agreed on that, and (12) persons with percentage (24.0%) have undecided about that, and only one respondents with percentage (2.0%) have disagree about that, while only one person with percentage (2.0%) have strongly disagreed about that. This indicates that the most of the respondents support the statement.

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 have negative attitudes towards using code-switching in teaching oral skill.

REFERENCES

- 1. Boztepe. E. (2001) *Issues in Code-Switching: Competing Theories and Model*. TeachersCollege, Columbia University.
- 2. Crystal, D. (1987). *The Cambridge Encyclopedia of Language*. Cambridge University Press: Cambridge.
- 3. Jingxia, L. (2010) Teachers’ Code-Switching to the L1 in EFL Classroom. Three Gorges University, China *The Open Applied Linguistics Journal*, 3, 10-23

4. Muysken, P. 2000. "*Bilingual speech: a typology of code mixing*". Cambridge: Cambridge University press.
5. Poplack, S. 1980. "Sometimes I'll start a sentence in English y termino en espanol" Toward a typology of code-switching". *Linguistics*, 18, 581-616.
6. Skiba, R. (1997). Code Switching As a Countenance of Language Interference. The Internet TESL Journal. Vol. III. No: 10.