Code Switching in the Private Universities of Bangladesh

by

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Student ID: 2012-2-92-002

A dissertation

Submitted in partial fulfillment of the requirements for the degree of

MASTERS OF ARTS IN

ENGLISH LANGUAGE TEACHING (ELT)

at

Department of English

East West University, Dhaka

August 2014

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Acknowledgment

I express my gratefulness from the bottom of my heart to God, whose mercy has enabled me to complete this dissertation.

I would like to thank my supervisor, Bijoy Lal Basu, for his patience and guidance throughout my research. His extraordinary mentorship and encouragements led to the completion of the research work.

I am immensely grateful to all the students who have participated in this study and co-operated with me with their valuable data. Without their wholehearted co-operation, this study would not have been possible. I also acknowledge my debt to all scholars, researcher and critics whose opinions I have used in my dissertation and quoted extensively   for completing this study.

Abstract

Code switching has become a common phenomenon as our exposure to the English language in our discourses has been increased nowadays. People mix Bangla and English, and sometimes Hindi, together in a conversation in Bangladesh. There are a number of factors which are responsible for the occurrence of this phenomenon. Now-a-days, a variety of speaking styles are seen among those young people, which involve mixing of Bangla, English and Hindi. They are used to switch their code in their academic as well as domestic lives. This paper, in particular, examines the reasons behind code switching by the students as well as their attitudes towards the phenomenon in their academic lives. The data has been collected through a survey questionnaire where fifty students participated. Also, an interview has been taken with fifteen students to obtain their opinions more deeply. The data collected for this study reveals different factors underlying their practice of switching code as well as their different attitudes towards this common sociolinguistic phenomenon of present day.

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Chapter 1

Introduction

1.1 Background

English is a foreign language in Bangladesh. The importance of this language is increasing rapidly in this country. Since the British rule, English language has been given special emphasis in this country. Almost every sphere of education as well as job market is English oriented. English is taught as a compulsory subject from class I to XII in Bangladesh. In addition, the country has experienced quick growth of English Medium schools in the recent time. Fifty two private universities have added a new dimension in the educational system in Bangladesh. Most of the private universities use English as the medium of their instruction as well as provide at least two basic English language courses to the students (Rahman, 2005.. p. 3-4). The emergence of another language in a largely monolingual country like Bangladesh is influencing the style of language use in our everyday communication. Now-a-days the young people of Bangladesh are adopting a new variety of language while speaking with their friends, especially, in private universities, where all the classes are conducted in English and speaking fluent English is encouraged. The students of private universities use English in the classroom to talk with the teachers and their friends. When they are in informal situation, there is a tendency to mix both Bangla and English in their conversation. Besides, different Hindi channels have become popular in Bangladesh. Today's young people are fond of Hindi Movies and TV serials. A lot of exposure of different Hindi channels has affected their speaking style. They frequently use Hindi words

and sentences in their conversation. This attitude affects their normal language use and helps them to form a habit of code switching in their everyday speech.

1.2 Definition of Code Switching

In linguistics, code-switching occurs when a bilingual speaker uses more than one language in a single utterance. Multilinguals— speakers of more than one language—sometimes use elements of multiple languages when conversing with each other. It refers to a universal language in a contact setting where the grammars and structures of two languages work simultaneously. This shift from one language to another may be from one language to another, from one dialect to another, or from one style to another for many different reasons. (Wardhaugh p. 100-102)

The term "code-switching" is broadly discussed and used in linguistics and a variety of related fields. Some scholars of literature use the term to describe some literary styles which include elements from more than one language, as in novels by Chinese-American, Anglo-Indian, or Latino writers. In popular usage, there are different forms of code switching where two or more languages are mixed together, such as Spanglish, Franponais, Banglish, Chinglish, Denglisch, Dunglish, Englog, Greeklish, Hinglish, Konglish, Manglish, Maltenglish etc.

1.3 Code switching as Code mixing

The distinction between code switching and code mixing is one of the most puzzling debates in the study of code alternation. Some scholars use the terms "code-mixing" and "code-switching" interchangeably, in the context grammatical elements of the languages, such as syntax, morphology etc. While many linguists have worked to describe the difference between code-switching and code borrowing, the term code-mixing may be used to cover both types of

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language behavior. While the term code-switching emphasizes a multilingual speaker's shift from one grammatical structure to another, the term code-mixing suggests a hybrid form, drawing a distinct grammar in which two languages are mixed together in such a form where the mixture of more than one languages gives birth of a new version of language. In other words, code-mixing emphasizes the formal aspects of language structures where it is seen as linguistic competence, while code-switching emphasizes linguistic performance.

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 (Bokamba,1989).

There are some linguists who were primarily interested in making differences between code switching and code mixing, now they have little interest in it; some sociolinguists have gone to great lengths to differentiate the two phenomena. For these scholars, code-switching is associated with particular pragmatic effects, discourse functions, or associations with group identity. In this tradition, the term code-mixing is used to describe more stable situations in which multiple languages are used without such pragmatic effects.

1.4 Types of Code-switching

Scholars use different names for various types of code switching. John J. Gumperz and Jan-Petter Blom (1972) described two types of code switching: **Situational and Metaphorical code switching**. Situational code switching means the tendency of switching from one language to another according to different social situations. According to this, the speaker use one language in one situation and another in different one where the topic would be the same. On the other hand, Metaphorical code switching means switching code to discuss a topic which refers to another conversational domain where the change of topic is needed.

In this regard, there is another type, which is called **Conversational code switching**, refers to the situation where a bilingual talking to another bilingual switches language without changing the situation. Here, speakers balance the two languages with borrowing some words from one language and some other from another language.

Additionally, Myers- Scotton (2002) distinguishes between two other types, namely between **Classic and Composite code-switching**. Classic code-switching occurs when the speaker follows the morphosyntactic rules of only one language during code switching, which reflects that the speaker has fully acquired the morphosyntactic patterns of only one language. On the other hand, Composite code switching refers to the acquisition of the speaker of the morphosyntactic rules of the both languages.

However, four major forms of code-switching are identified by the scholars- tag switching, intra word switching, inter-word switching and intra-sentential switching.

1. **Tag switching:** This type of switching happens when one word from a different language is added in the end of the sentence as a tag form. For example, You called me yesterday, *tai na*?

2. **Intra-word switching:** It occurs with a word boundary such as a morpheme boundary. It can be in two types:

    a. **English root word, Bangla suffix:** For example, /concept-*ta*/ (article), /help-*tai*/ (emphatic), friendship-*er* (possessive), /vacation-*e*/ (preposition), /assignment-*gula*/ (plural). Here Bangla inflections have been used with English words.

    b. **Bangla root word, English suffix:** In the word /bhabist/ (the meaning is moody) the combination is made by the use of Bangla abstract noun bhab (mood) with English suffix (-ist). This kind of mixing is in vogue among the younger generation.

3. **Inter-sentential switching:** This type of code switching occurs outside the clause and sentence boundary. It is sometimes called extrasentential switching. Here the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language. For example, Where were you been last night? *Amra tomar jonno opekkha korchilam.* (We were waiting for you.)

4. **Intra-sentential switching:** This switching occurs within a sentence or a clause (inserting English word or phrase in Bangla sentences or utterances). For example, *Amra kono* response *pachhina.* (We are not getting any response), *Tomake* promise *korte hobe je tumi amake* help *korbe*. (You will have to promise that you will help me).

1.5 Reasons for Code-switching

Scholars mentioned some factors that are responsible for code switching. These are described below:

1.5.1 Bilingualism and Multilingualism

By bilingualism or multilingualism, we understand the ability of a person to speak in more than one language. Being a bilingual means when a man can use two distinct languages in his daily life where he uses one code to maintain the communication within his community and another is outside the community. On the other hand, multilingualism occurs when a man uses different languages (more than two) in different contexts, where one is at home, another is at workplace, another is for purpose of trade and another is for communicate with villagers. Bilinguals and multilinguals are not rare in this world. These types of attitudes are closely related to code switching and mixing. People, who are bilingual or multilingual, can shift from one language to another without any hesitation and can access into wider social or political organizations very easily (Wardhaugh 1992). They are competent in different languages; use it for different purposes, in different situations and with different speakers. Bilingual and multilingual speakers often switch codes or varieties within a language and thus they acquire a command of different types of languages. So, they have a great influence on code switching (page 96-99).

1.5.2 Diglossia

In linguistics, Diglossia means a situation where two dialects or two closely related languages are used by a single language community. Diglossic languages are usuallay described as consisting of two varieties that coexist in a speech community, where the languages are ranked in

a hierarchy from highly valued (H) to less valued (L). L variety is usually used in informal conversation, guiding the workers etc. and H variety is used in formal speaking, literature, in political and religious speech etc. Usually, the H variety is considered as more prestigious than the L variety. Here, also, the speakers have a tendency to change the two varieties in their conversation which results in code switching. (Wardhaugh 1992).

1.5.3 Other factors

According to Suraiya Alam (2006), there are some other factors for code switching. These are:

1. **Drawing the attention of others:** People are used to code switch to draw other's attention in an educated and sophisticated atmosphere, so that they can acquire demand and prestige and get special image which separates him from others. Sometimes they use some interjections of another language for this purpose.

2. **Talking about a particular topic:** There is a common tendency among people to feel free and comfortable to talk about a particular topic in a different language than their everyday language. They think that the other language has a better word or phrase to express the particular idea.

3. **Impressing for professional purpose:** Some people switch their code to impress their clients and customers.

4. **Quoting somebody else:** Sometimes a man change language to refer a famous expression or proverb or any saying of well known figure from different language.

5. **Showing expertise:** Sometimes we code-switch as a communicative tool, including to exclude someone or to show expertise.

6. **Clarifying something:** Sometimes, speakers of bilingual societies use both the language they master to clarify something for the better understanding of the hearers.

7. **Emphasising something:** Sometimes speakers switch codes to put an emphasis on something. They think that using different language will increase its significant.

8. **Softening or strengthening request or command**: Sometimes speakers switch codes to make a command more powerful as the speaker has the ability to use languages he knows even that are unknown to others.

9. **For lexical need:** Sometimes the words people code-switch is the only ones they have or they are more readily available in the other language. It occurs when there is no suitable lexis in one language. In that case, speakers have to switch codes to use appropriate lexical item of another language that help them to express that particular topic better.

1.6 Social Motivation

Code-switching relates to social-group membership in bilingual and multilingual communities. Some sociolinguists describe the relationships between code-switching behaviors and class, ethnicity, and other social positions. Some scholars suggest that code switching is a means of creating, not only reflecting, social situations.

The *Markedness Model*, developed by Carol Myers-Scotton (1983) is one of the theories of code-switching motivations. According to this theory, human being chooses a language to speak which reflects the markedness of their prospective choices. The speaker decides either to follow or reject the normal model. When there is no unmarked language choice, speakers explore to possible language choices by switching codes.

According to *Conversational analysis*, code switching is managed and structured in

conversational interaction. So, 'How it occurs?' is more important than 'Why code switching occurs?'. Auer's 1984 Bilingual Conversation presented a pioneering study of interaction and code switching. Whatever language a speaker chooses to use for a conversational turn, and the ways the language alternations happen, both are described by conversational analysis. This study seeks to understand the way in which language figures in everyday interaction and cognition.
Identity and Code switching shows the close observation of the interaction, where functions of language variations in social interaction can be understood richly. This study illustrates the place of code switching in particular social and historical settings.

However, when speakers tend to switch codes, they emphasize or minimize the social differences between himself and the other person(s) in conversation (Howard Giles 1973). According to him, when a man seeks an approval in a social situation, he intends to converge his own speech to that of the hearer. However, speakers might also engage in divergent speech, in which an individual person emphasizes the social distance between himself and other speakers. This theory is called *The Communication Accommodation Theory (CAT)*.

1.7 Problem Statement

Here, the main concern of this study is to unravel how code-switching is used in private universities of Bangladesh and how the uses of this version of language make the class lectures in Bangladeshi private universities effective.

1.8 Objective and Hypothesis Development

To find out the solution of the above mentioned problem, it is necessary to develop hypothesis and compare these hypothesis with primary data collection data.

H1: Code-switching has negative impact on learning proper native language.

H2: Code-switching helps expressing thoughts more clearly.

H3: Code-switching facilitates understanding vocabulary of other languages.

1.9 Research Motivation

In Bangladesh English is taught, in primary, secondary, higher secondary and tertiary levels, in all three categories of education system: Bangla Medium, English Medium and Madrasa system. At university levels, though there is a scope to choose the Bangla medium in public universities, in private universities the medium of instruction is English. So it is natural that students from all these categories have varied ranges of proficiency in English.

As English is not our native language, most of the students are unable to pay full attention to university lectures since they lose interest in English medium lectures if it continues a long time. Consequently, they prefer lectures where both English and Bengali languages are involved. (Hasan SM Mehdi). However, this scenario is not always true. It depends on the quality of admission tests in Bangladeshi private universities.

It has been noticed that students at tertiary level practice code-switching more frequently. This have negative impact on our culture in the sense that citizens from today's generation are not

using our mother tongue precisely. If the trend of using code-switching continues from generations to generations then it will affect our culture in greater extent. Children from our upcoming generation may be deprived from learning our mother language accurately. In addition, code-switching works as obstacle in learning proper Bengali or English with accurate grammar and vocabulary of corresponding languages. Therefore, it is necessary to figure out the key factors or motivations that make students to use code-switching.

This research aimed at students of private universities in Bangladesh and tried to identify the motivations of using code-switching by both students and teachers in the universities. By identifying those factors, the research adds value to effectiveness of lectures in Bangladeshi private universities and hence to develop the lecture delivery strategy in Bangladeshi private universities.

1.10 Limitation of the research

- Limited access: As the writer is a student, she has no access to all faculties of all private universities in Bangladesh. So, the scope of interviewing faculty members has a small boundary.
- Inadequate budget: As the writer is student, she has got the limited budget to spend to carry out this research.
- Partial survey: As it is quite impossible to make a survey on all students of private universities in Bangladesh, the survey has not provided accurate output as it has not cover every private universities of Bangladesh.

Chapter 2

Literature Review

Language is the most important aspect of all human beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. It allows us to know what is happening around the world. Our thoughts transform into language during our communication with each other. In some ways, it is surprising that languages change with the alternation of time. After all, they are passed down through the generations reliably enough for parents and children to communicate with each other. In a world, where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered (Jean Aitchison). Language change is a common phenomenon nowadays which was, ages before, an unobservable matter. With the advancement of sociolinguistics, generation by generation, language is changing. The rate of change varies, but whether the changes are faster or slower, they build up until the "mother tongue" becomes arbitrarily distant and different. This "language change" gives birth of the new version of conversation, especially by the young, code switching and mixing. Many scholars have provided their opinions about code switching differently.

One of the earliest definitions of code switching was provided by Weinreich's (1953) description of bilingualism as "the practice of alternately using two languages." (as cited in Moinzadeh p.32).

Hymes (1974), defines Code Switching as a common term for alternative use of two or more languages, variety of languages or even speech styles (as cited in Ayemoni 2006). Myers-Scotton (2006) suggests code switching is the use of two languages varieties in the same conversation (as cited in Alenezi p.3). Hudson (1991) conceptualizes code-switching as a situation whereby a single speaker uses different language varieties at different times, a consequence of the existence of registers. (as cited in Mareva and Mapako 2012). Akmajien, Demer, Farmer and Harmish define code-switching as "a situation in which a speaker uses a mixture of distinct language varieties as discourse proceeds." (as cited in Mareva and Mapako 2012).

Salman Al-Azarni (2005) thinks that Code Mixing refers to the transfer of linguistic elements from one language to another. In other words, Code Mixing is a process whereby a word or a phrase of a second language is used in the syntax of a language. He also states that, code switching is not simply mixing words and sentences of two distinct languages, rather the speakers need good knowledge over the languages they mixes. According to Gumperz, code switching is "juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems" (as cited in Alenezi p.3).

Now, through some earlier researches, we will see the impact of code switching and mixing on the social and academic lives of human being.

2.1 Earlier Research

It is a common tendency on the part of educated people to mix and switch codes nowadays. It affects our sociolingual behavior academically, socially as well as professionally. This sociolingual tendency tends to give birth of numerous studies on code switching and code mixing.

Ayeomoni (Obafemi Awolowo University, Ile-Ife, Nigeria), in his study, reflected the style of language use in childhood in Yoruba speech community. He portrayed code switching and mixing in the Ikale speech community where the average child of the community starts to become bilingual from the primary school stage of his education. For this research, he followed some earlier studies on CS and CM that have investigated the causes, functions, characteristics and effects of those phenomenons. The **causes** are bilingualism, status, integrity, self-pride, comfortability, prestige, modernization, westernization, efficiency, professionalism and social advancement. Some **functions** are intra-group identity, poetic creativity and the expression of modernization. One of the major **characteristics** of both phenomena is their imposition as the norm of language use in the most bilingual communities. Some **effects** are undermining of certain traditional values, innovations in the structure of one of the other of the languages code-switched and code-mixed and making one language to be more dominant than the other, thereby causing the individual to switch always to the dominant language.

The research had been conducted in the Ikale in Irele and Okitipupa Local Government Areas of Ondo State where Yuroba is L1 for most of the people and other major towns include Okitipupa (the headquarters), Ode-Aye, Ode-Erinje, Iju-Odo, Ilutitun, Igbotako, Ikoya and Ode-Irele. The

researcher divided male and female ratio as 30:20 where their qualification was First University Degree where more male were graduated than female. According to him, before attaining school, most of the children have the MT: Yuroba. At the primary school stage, English starts to play as an important role in communication lives when Yuroba is still L1. Within this Yoruba-speaking community, especially in the urban centers, there are special private schools where the only language of instruction and the only language taught the pupils is English. At the primary school stage, children use both Yuroba and English in speeches and therefore, become bilingual. Code-switching and code-mixing can be seen in the child's linguistic performance right from his early age. In pre-primary school stage, Yuroba is mainly used. In primary school stage, Yuroba-English is balanced where former is used in outside classroom and latter is in classroom. In secondary school stage, English is predominant. In this stage, English becomes dominant in classroom as language of instruction and Yuroba is forbidden. Thus, English replaces Yuroba.

Salman Al-Azami, in his article, portrayed the changes in natural form of Bengali language among the Bangladeshi community in Manchester. For the purpose of his research he had divided the Bengali spoken group into two sub divisions, namely, first generation Bengali speakers and second generation Bengali speakers. He had undergone a comparative study of the changes in linguistic behavior between these two groups of speakers and analyzed the linguistic manipulations done by these both generations in their code-mixed and code-switched expressions. According to him, first generation speakers are the main bilinguals among the Bengali community in Manchester. Since younger speakers lose fluency in their native language and the dominant language becomes their first language, bilingualism among second generation Bangladeshis is moving towards 'language shift'. His research had focused on three linguistic

levels: phonological, lexical and syntactical. His finding reflected that the phonological changes are mostly found among the second generation. In contrast, first generation speakers have retained their original phonological system. Similarly, there is a significant change in the lexical level among the second generation compared to that of the original Bengali in Bangladesh. Due to the influence of English, the difference is sometimes at the vocabulary level and sometimes at the level of morphological construction. In the context of code mixing, he found that first generation non-Sylheties are the ones who use code-mixing very frequently. In other words, first generation speakers use English words or phrases almost in every sentence they utter. In contrary, the second generation does exactly the opposite. They use Bengali words in English sentences while code-mixing. At the syntactic level of his findings the only and the obvious manipulation found was code-switching. The approaches towards code-switching were different among the two generations. The first generation use English clauses or sentences while using Bengali, whereas the second generation uses Bengali sentences in their English expressions. Again, the second generation tends to base their conversation in English and use a clause or a sentence in Bengali in between while speaking to first generation. Another major finding of his research was that the Sylheti second generation know Sylheti quite well and do not need the help of English to communicate as much as non-Sylheties do. It is the non-Sylheties who are the actual code-mixers and code-switchers among the next generation.

Suraiya Alam, in her study, revealed a picture of the use and interest of the English language in BD from a long time ago. According to her, due to the political, social and educational demands, English is used very frequently in this country. It is considered as a language of prestige, honor and a good way for getting a job. As a result, the people of this country speak in English along

with Bangla, as a means of Code switching and mixing. The objective of this article is to find out the causes and patterns of code-mixing among the target group. The data has been taken from officers of multinational and private companies and NGOs, engineers, researchers and journalists on age, sex, education, occupation, and the ethnic membership of the speakers studied. The findings show that in official environment, 60% people use CS where 35% do this sometimes and 5% never do this. In office, the employees do CS to give any expression or to give too much importance and seriousness to a matter. She showed some reasons behind this: spontaneous, to draw the attention of others, to show off, to impress for professional purpose, to impress the opposite sex, to alienate a particular group/to take the advantage of knowing a separate language, lack of translation equivalent, medium of education or training in English and euphemism. She showed that people use CS in every situation of their lives such as social and official party, clubs, shopping center, chatting, writing SMS and family party. They use English with Bangla with their parents, siblings, relatives, colleagues, and friends and even with the outsiders. Their language alternation types are based on words, sentences and whole passage where they do this in the case of words in most of the time. But their treatment in reaction to CS differs where 33% people criticized and 57% did not do this and rests of them were confused. 40% people feel very happy with this conversational version where 13% are not and 47% are confused. There are a number of patterns of CS: 1. Intra word, in one hand of which English root word and Bangla suffix and on the other hand Bangla root word and English suffix 2. Inter word, where inserting English word or phrase in Bangla sentence. People mix English with Bangla because they seem English as a language of solidarity and upper class. However, some people are against it as they think it may undermine the level of prestige of Bangla.

Md. Didar Hossain has discussed the origin of English language in the Indian subcontinent and in Bangladesh. He portrayed different ways of using English as a language by students in Bangladesh. His analysis mainly focused on students of Jahangirnagar University where he studied the perception of students about their use of English language and the impact of it. The general objective of the author was to provide an overview of English language teaching and learning at tertiary level in the universities in Bangladesh with a focus on the problems that the students face in the process of learning the four skills of English language namely writing, speaking, reading and listening. In addition, the author also investigated if English language has any impact on a person's daily life such as eating habit or dressing taste. Moreover, he also showed interest in finding out the influence of English language on Bangladeshi culture, i.e., if it is harming the local culture or not.

According to his research, Hossain believed that language is directly related to culture. He also stated that in the eyes of Wardhaugh there should be some kind of relationship between the sounds, words, and syntax of a language and the ways in which speakers of that language experience the world and behave in it seems so obvious as to be truism. Wardhaugh also added that the structure of a language determines the way in that the speakers of that language view the world. The impact of the English media and language can result in various forms as code mixing, code switching, code borrowing. Hossain's research also pointed that in early days Bengalis were motivated to learn English for high status in the society and government jobs. They learnt English to survive basic conversations which resulted in weak base. Consequently, they were found to overuse English mixing with Bangla. In present days, the English language learning syllabus and curriculum are examination oriented in our country which prevent students from

acquiring the language competence.

The author analyzed the data based on 200 participants' response from Jahangirnagar University of Bangladesh. He found that almost all the students in some ways speak English with their friends and teachers in the campus or at least they try to speak. However, majority of them do not practice English at home. They are not comfortable enough to speak in English instead of mother tongue at home. In addition, a large number of participants feels that there are some course in their academic syllabus that helped them in learning English. About three fourth of the respondents believed that English is never more prestigious than Bangla. It may help in job sector but it was not meant for prestige. Surprisingly, two third of the respondents thought that speaking in English in class rooms and with other people increased their status. In contrast, nearly 90% of the respondents thought that English language has nothing to do with dressing style of our country. In other words, speaking in English has no influence over Bangladeshi dressing taste. Furthermore, they felt their eating habits were not influenced by English language and culture. Nearly equal proportion of participants was found who agree/disagree that they could express their feelings completely in English. However, majority of them prefer English over Bengali while writing examinations. In contrary, 98.5% respondents agreed that Bangladeshi University students usually think in Bengali before speaking in English. However, almost equal percentage of respondents agreed/disagreed that it is possible to speak in English by Bangladeshi University students as a native English speaker.

According to Hossain, similar to Radio Jockeys in FM radio, students of Jahangirnagar University use a language which is a mixture of Bangla and English (BANGLISH) when they

speak. They make use of both code-mixing and code-switching. The author recommended that English language must be used up to a limit. "Using English more or less than it is needed is a bad tendency" – he added. He suggested that teachers should put equal importance on all four language skills (reading, writing, listening and speaking) while teaching. He also recommended that students should be aware of negative impact of English on their own culture and language.

Nargis Chowdhury, in her paper, focused on identifying the reasons for teachers' code switching in the classroom which they practice due to ease of communication, explanation, maintaining discipline in the classroom, translation of unknown terms etc. She also examined attitude of teachers and students towards classroom code switching attempted by teachers. To come to a conclusion, she conducted a survey among English language teachers and undergraduate students from different universities.

Codes switching in regular social context and code switching in language learning classroom have separate and distinct functions. According to the author, during first two decades after liberation existence of classroom code switching was not properly analyzed or viewed. In those days students ESL/EFL were obliged to use the target language in the classroom for any means of communication. However, in 1990s classroom based research started to evolve which resulted in raise in classroom language interaction. Consequently, classroom code switching started to gain importance in language learning classes.

In her survey, the author found that a number of language teachers and policy makers felt code switching in EFL classes serves as a tool for transference of meaning. In contrast, others

considered it as the mother tongue interference which obstructs learning environment. Researches have showed that students become less interested in listening to the target language and gains low proficiency when teaches in the classroom make use of code switching in regular interval. In our country, English is a compulsory course in the syllabi designed for school, college and university level. In the private universities teachers and students are ought to use English as a mandatory language for the means of communication in the classroom, whereas, in most of the public universities the medium of communication is both English and Bangla in many departments. This indicates that bilingual environment is created in the university classrooms. One of the major reasons responsible for code switching in the classroom could be that a large number of students come from the Bangla medium background who at their secondary and higher secondary levels had very little chance to use English. Therefore, teachers in the classroom may feel to use the mother tongue to ease the explanation process.

The author conducted a survey both on English language teachers and students from different private and public universities to recognize the reasons responsible for the teachers' classroom code switching. The survey also covered how teachers and students perceived code switching. She used two different sets of questionnaire for teachers and students.

The survey portrayed that majority of teachers think code switching is necessary to maintain discipline in large sized class. According to them sometimes it helps in drawing students' attention. In addition, more than half of the teacher respondents agreed that they switch codes more often in large sized class compared to small sized class. They justified their response by saying that in a large group the level of English among the students varies significantly. They

also added that code switching in this context not only saves time but also helps students with low English proficiency to catch up with the ones with high proficiency level.

Furthermore, the surveys also pointed out that three-fourth of the students in a classroom are from Bengali medium background. Their English knowledge is confined in only a few contemporary text books which offer a little scope for real life English practice. As a result, they face a lot of difficulties to follow the class lectures in English which tends the teachers to switch codes to make the lesson easier for those majority students. A large number of teachers felt that code switching helps in explaining complex topics in the class. In other words, the teachers often employ code switching to communicate more effectively with the students. They also thought that it helps in explaining unfamiliar terms, words or expressions.

In addition to the above reasons, teachers also expressed that they habitually switch code between Bengali and English spontaneously and often subconsciously. They also use code switching in explaining English grammar and vocabulary, because giving the Bengali translation of English words help student in understanding the meaning more easily. During the counseling hours, teachers use code switching more than ever. According to them, it helps in building a decent bond between teachers and students. Moreover, it is found that students are more comfortable to speak in native language during counseling hours.

In analyzing the attitude of teachers towards code switching, it was found that nearly three-fourth of respondents switched codes concisely in the classroom. Just above half of the teachers possessed negative attitude towards classroom code switching. They justified their answer by

saying that code switching interferes and hinders students' language learning. In addition, they did not encourage code switching initiated by either students or teachers in the classroom. The study revealed that although many teachers possess a negative attitude towards classroom code switching, they cannot deny the positive impact of code switching in the EFL classes.

In analyzing students' attitude toward code switching performed by teachers in the classroom, it was found that majority of the students responded positively where they think teachers' code switching reduces as students become senior. In other words, for the junior level students teachers usually take help of code switching and as they become seniors and as their proficiency level advances, teachers reduce the rate of code switching. Out of no surprise, almost all students responded that teachers' code switching facilitate learning. They also said that teachers never encourage code switching in the classroom. Majority of students perceived frequent code switching negatively because it can hamper and impact their language learning.

In short, the findings portrayed that although teachers considered code switching an effective role in successful EFL learning, they did not want to accept code switching as a positive phenomenon. However, students were more open and positive towards code switching because they thought it as an easier and helpful way to gain access to a foreign language like English.

Chapter 3

Research Design

This chapter contains the research methodology that was followed by the researcher to conduct the research. The methodology used to do this research includes significance of the study, research approach, sampling, instruments, data collection method, data analysis, ethical consideration

3.1 Significance of the study

Young people always have a tendency to adopt new style of language. This research will show how the students of private universities are changing their style of speaking as a result of code switching and mixing. It presents an insight of students' perspective on the effect of code switching on Bangla language.

3.2 Research approach

There are mainly two research approaches for data collection method: Inductive and Deductive. In inductive approach researcher tries to establish a theory after the data is collected and analyzed. On the other hand, in deductive approach, theory is first set up based on prior knowledge and research results, and then researcher tests the theory with collected data to confirm the theory. This research has followed a deductive approach as the related hypothesis for problem statement has already been established.

3.3 Sampling

The toughest job in this research is to find out the appropriate sampling frame. This is the limitation of the research. It is still undecided to set the sample size. However, the researcher believes a set of at least 50 respondents from Bangladeshi private universities is sufficient to draw decision about whether code-mixing and switching in university class lectures is effective.

3.4 Research instruments

A research can be qualitative and quantitative or mixture of both. As this research is based on fact finding and seeks to answer specific question, therefore, it is a mixture of both qualitative and quantitative research. As this is a mixture of both qualitative and quantitative research, survey is the most appropriate method which is done by designing a questionnaire. Moreover, five participants were interviewed with the help of semi-structured list of questions. Therefore, the main sources of information of this research are (i) Questionnaire (see appendix 1) and (ii) Interview (see appendix 2).

3.4.1 Questionnaire

The questionnaires included 14 multiple choice questions consisting of 3 options. In some questions, students were free to choose more than one option. Some questions are designed as a form of statement what also contain options.

3.4.2 Interview questions

The questions of the semi-structured interviews were for collecting some specific information about different aspects of code switching among the private university students that was not

possible in the survey questionnaires. As a result, there were five open ended questions for the interviewees.

3.5 Data collection method

Data has been collected from both primary and secondary sources. Secondary data has been collected from recent articles, journals and books on the subject matter. Primary data has been collected from survey. Researcher may go with the online survey if necessary. The survey questionnaires were distributed among the randomly selected students of different departments. Fifteen students among the participants were interviewed to collect their in depth opinion on code switching.

3.6 Data analysis

A mixed method of data analysis comprising both qualitative and quantitative methods has been followed to collect data for this research. Collected raw data were analyzed by Microsoft Excel 2007. Later on, the percentages of the data were arranged in several charts in Microsoft Word 2007. The qualitative data have been analyzed based on the answers provided by the participants.

3.7 Ethical consideration

Author is well informed about ethical consideration. In any part of this research, there is no requirement of asking any private information which can be sensitive of any respondents.

3.8 Obstacles Encountered

The lack of support from the students had created a problem to collect data. There were few instances where respondents were not submitting their survey on time. Several request had to make to get their response. In some cases respondents did not hand over their survey. Hence, I had to look for new respondents in order to meet my goal of using 50 respondents. This led to delay in gather data. Additionally, some of the students were not willing to provide information about them.
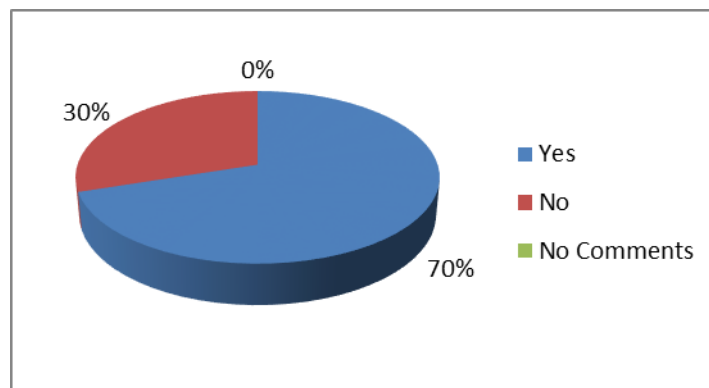
Chapter 4

Data Analysis

This chapter analyses data which were collected by using a set questionnaire provided to students from different private universities in Bangladesh. An interview session was also organized for a number of interviewees. The interview sessions were held at the same time when the interviewees were surveying the questionnaire. This helped obtaining respondents' in depth reaction towards code-switching in Private Universities of Bangladesh.

4.1 Findings of the questionnaire

The first question in the questionnaire was "Do you mix any other language with your mother language in conversation?" Following figure illustrates that 35 out of 50 respondents, in their daily conversation, mix their mother tongue with some other language. Only 30% of the respondents avoid mixing their mother language with any other language.

The second question in the questionnaire tried to figure out how frequently students make attempt of switching code. It was found that majority of them practice code switching more frequently. Nearly one third of the interviewees mentioned that they perform code switching rarely. Only 14% of them agreed that they never switch code during conversations.
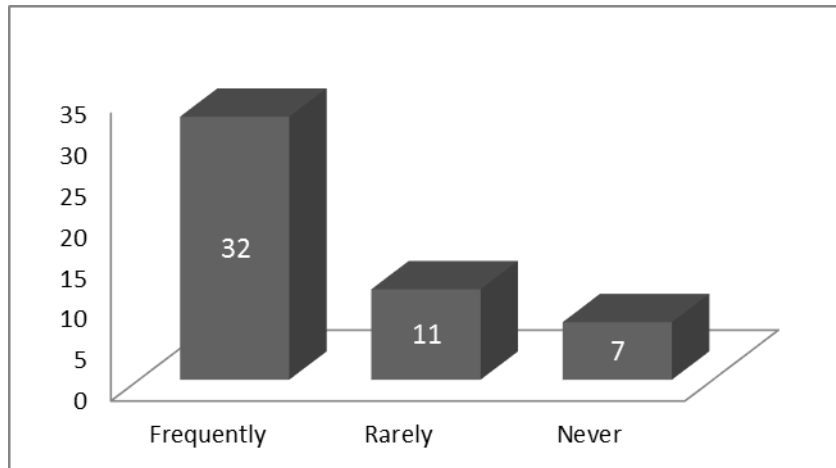

Fig. 2: Response to how frequently interviewees switch code.

Third question in the survey was "With whom do you switch code more frequently?". Out of no surprise it was revealed that more than three-fourth of the respondents practice code switching when they are in conversations with friends. Only a small portion of them use code switching with relatives. A decent number of them use code switching at home with parents and siblings. This group constitute of 18%.
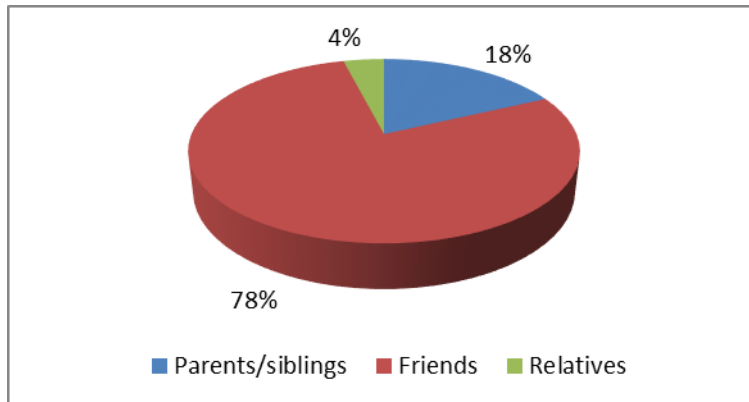
*Fig. 3: Response to the partners that were chosen for code-switching.*

The fourth question tried to identify if the students of private universities in Bangladesh make use of code-switching in subconscious mind. More than half of them responded that they do it subconsciously, whereas, little less than 50% said that they do it consciously. Minority of them chose not to make any comments on this question.
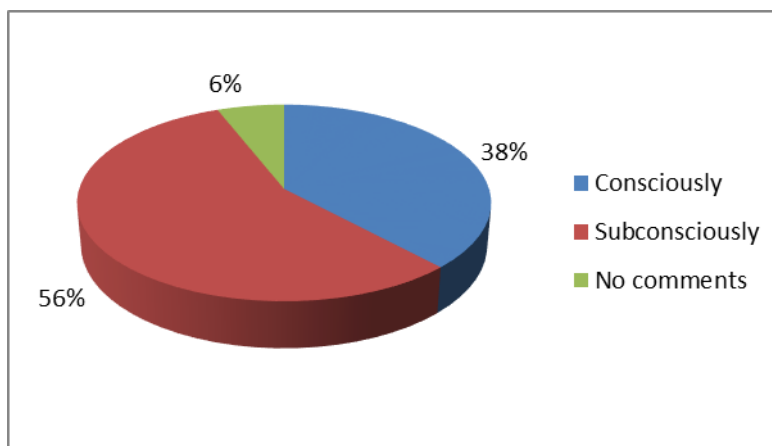
*Fig. 4: Response to if code-switching is used subconsciously.*

Following chart illustrates the response of fifth question which was meant to figure out if the respondents themselves initiate code-switching. According to the chart majority of them thought

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both parties (respondent and the other party which whom he/she carries conversation) initiate code-switching. Just above one-third of them felt that it is the other party who initiate code-switching in the conversation. A minor group of the respondents, which constitute of 20%, agreed that they themselves initiate code-switching.
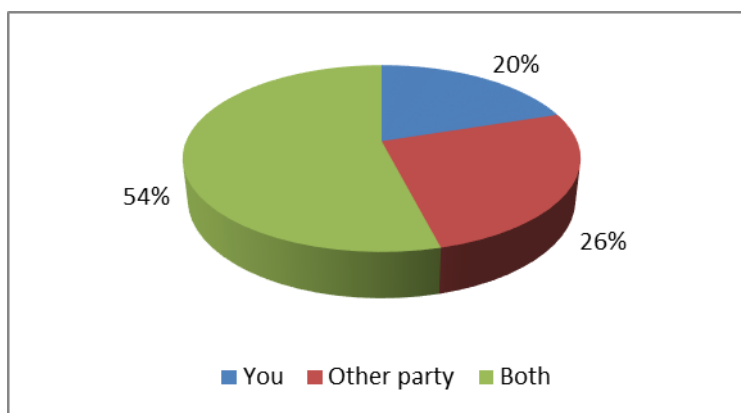

Fig. 5: Percentage of party that initiate code-switching.

The sixth question of the questionnaire was designed to find the languages that were frequently used in code-switching. The survey portrayed that English is mostly used for code-switching. A fraction of respondents said that they use Hindi while practice code-switching. In addition, 10% of the interviewees, in conversation, use both English and Hindi along with Bengali.
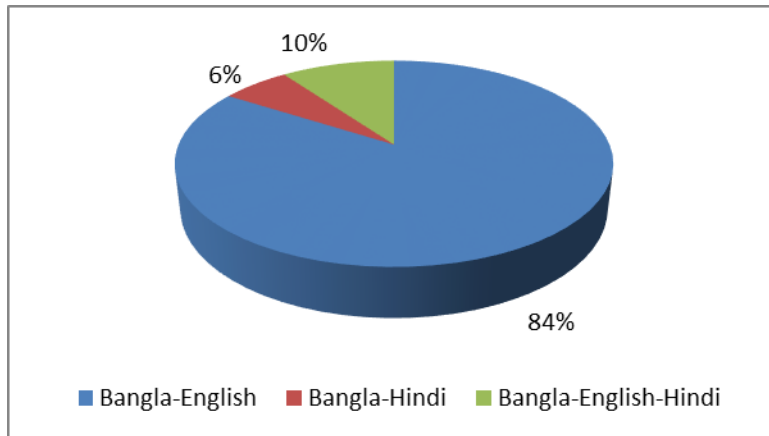
*Fig. 6: Languages mostly used in code-switching.*

The seventh item in the survey helped to point out if students in private universities of Bangladesh use code-switching in written format. Little over three-fourth of the respondents were found who use code-switching even in writing. Slightly below one-third of respondents do not practice code-switching while writing.
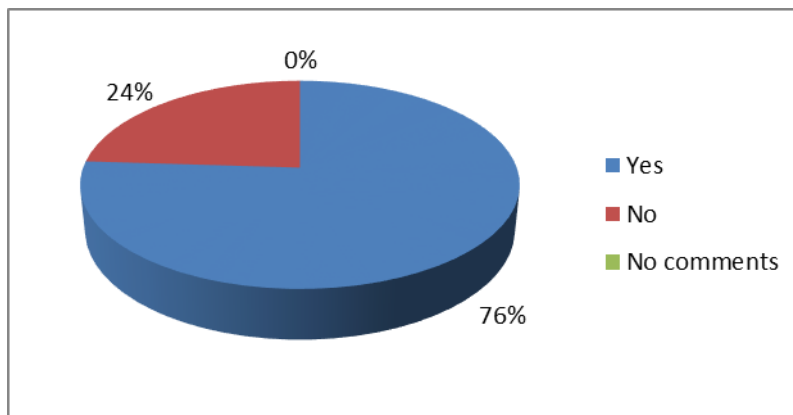
Fig. 7: Percentage of respondents that use code-switching in writing.

As a follow up previous question, the eighth question in the survey was used to point out the format of writings that were affected by code-switching. The good sign is that none of

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respondents use code-switching in format writing. They practice it while chatting in Facebook or sending text in the form of mobile SMS. Most of them use code-switching while they send SMS to friends. About 32% of them use it during chatting session conducted in Facebook.
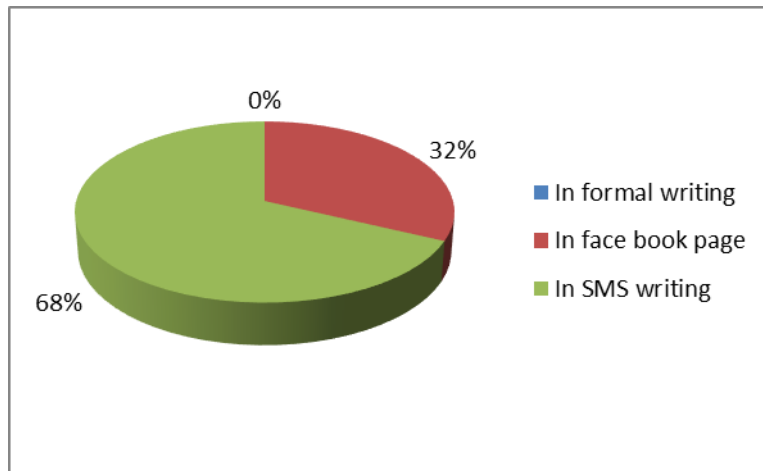

Fig. 8: Code-switching used in different format of writing.

Following chart provides us an idea about proportion of teachers that use code-switching in classroom. A major portion of respondents, which constitute of 58%, revealed that teachers in classroom sometimes practice code-switching. A small number of students mentioned that their teachers make use of code-switching frequently, whereas, one-third respondents felt that their teacher never uses code-switching.
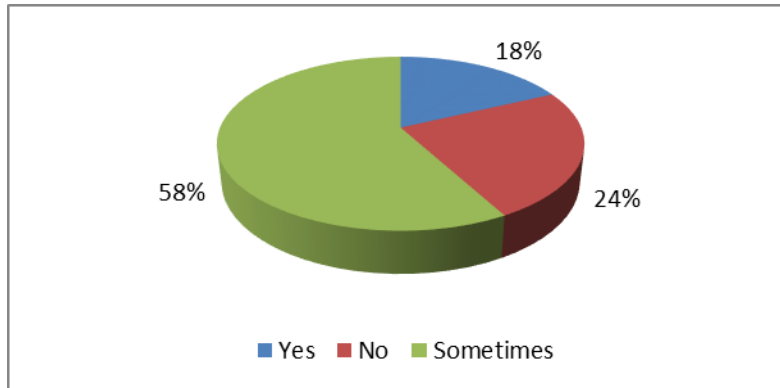
Fig. 9: Response to if teachers use code-switching.

From the survey it was revealed that majority of the students feel that code-switching works as a helpful tool in expressing thoughts clearly. However, quite a few them disagreed with this thoughts, whereas, a small number of them were not sure about this hypothesis. Following figure provides a clear picture of it.
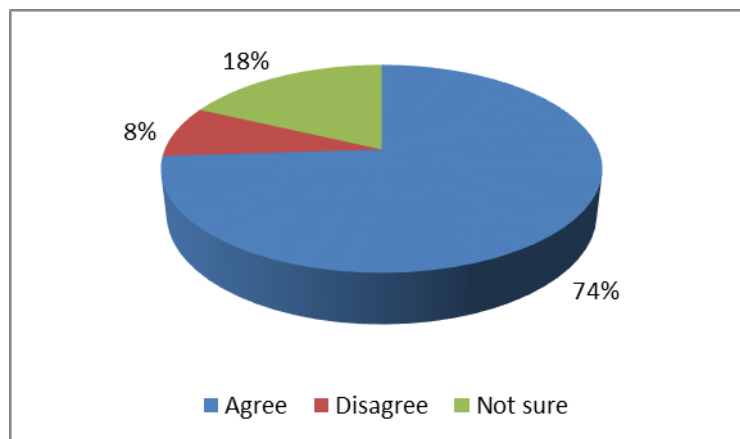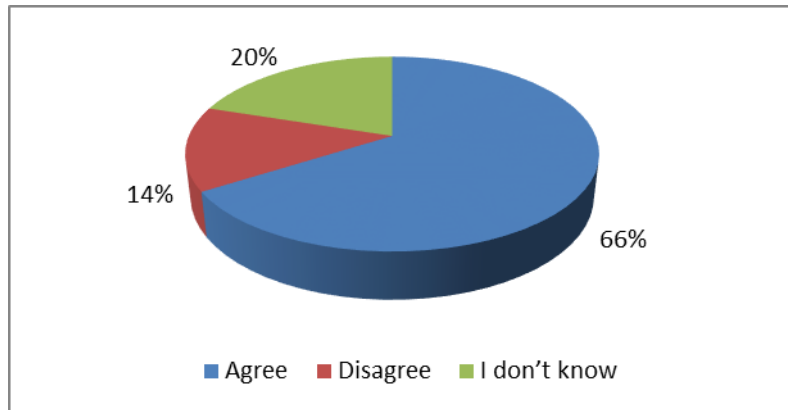

Fig. 10: Response to whether code-switching helps in expressing thoughts.

Question number 11 of the questionnaire was asked to figure out whether the students agree that code-switching is used to explain terms that are unknown to them in Bengali. Large number of

interviewees agreed with this fact. Minority of them refused to agree with it, whereas, less than one-third of them had no clue about the query.

Fig. 11: Response to whether code-switching helps in understanding unknown terms.

From the response of twelfth question it was found that most the students feel mixing languages in conversation help in attracting attention of others and are fashionable. Only a minor number of them disagreed with this concept. In addition, a decent number of agreed with the fact to some extent.
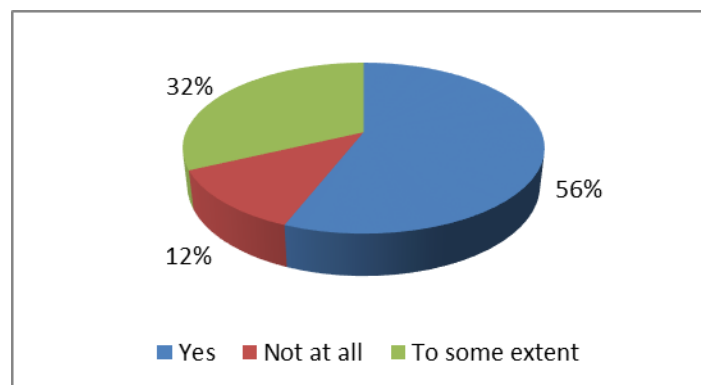
Fig. 12: Response to whether speaking in mixing languages is fashionable and catches others

attention.

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Out of surprise, majority of the interviewees were not sure whether code-switching has negative impact on our native culture and language. Only 34% of the respondents felt that practicing code-switching has negative impact on our own culture. Minority of them that composed of 12% disagreed with this fact.
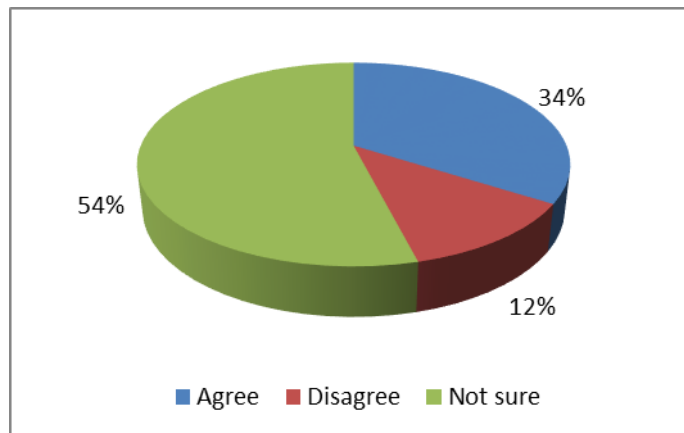
Fig. 13: Percentage of respondents felt that code-switching has negative impact on our native language and culture.

As expected, most of the respondents felt that code-switching is creating a new type of language in Bengali. The proportion of respondents that disagreed (23%) and that are not sure (25%) about this hypothesis are nearly identical.
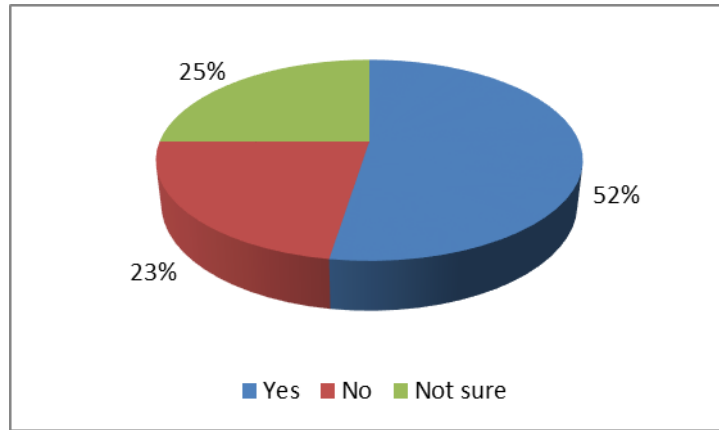
Fig. 14: Response to whether code-switching creating new type of language in Bengali.

4.2 Findings of the interviews

Out of 50 respondents, 30% of them were chosen for interview along with participating in the survey. The interview provided more in depth knowledge about their point of view towards code-switching. Different factors were made into consideration in choosing the interviewees. One of the key factors was their education background. Interviewees came from both Bengali and English medium educational background. This gave the opportunity to determine whether students from different background have different thoughts on code-switching. The interview questions were designed based on the questionnaire such that it made easier to observe if the respondents' perception towards code-switching was same during interview session as it was in the questionnaire. From the interview it was revealed that almost every interviewee thinks code-switching helped expressing thoughts more easily. They initiate code-switching when they find it difficult to figure out appropriate words in Bengali to format a precise sentence in conveying their emotions. They felt that they have more command on English vocabulary which makes them more comfortable in expressing their thoughts through code-switching. Every three out of four interviewees have shown serious concern on code-switching. They fear that increasing use

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of English words in present day's conversation is restricting them from learning Bengali vocabulary. Consequently, practicing proper Bengali language would disappear in near future, they added. They also stated that their unconscious use of English gradually generating a new form of Bengali language which is a barrier for our next generation in learning our own language precisely. On the other hand, 20% of the interviewees sensed no danger from code-switching to our native language. This group of interviewees came from English educational background. In fact they prefer using more English words than Bengali words while speaking. After analyzing all the interviews it was found that almost all interviewees expressed their point of view towards code-switching in the same way as they did while surveying the questionnaire.

Chapter 5

Conclusion and Discussion

The dissertation has provided an in depth knowledge about private university students' point of view towards code-switching. Students from both English and Bengali medium educational background were chosen for the survey. It was found that code switching has been a close companion in their daily lives. In a conversation, they are used to switching code where the phenomenon occurs mostly between Bangla and English. They usually switch code with their friends. Even this behavior can be found in their writings where they write for example, 'Ami *ok* achi. *What about you?'* in their SMS or Facebook chat. It was found that students switch code mostly subconsciously where some of them do this consciously considering some factors.

One of the main goals of the dissertation was to identify the vital reasons behind practicing code-switching. The most common reason recognized was the ease of expressing thoughts. Almost all the participants agreed that code-switching helped them in expressing thoughts more easily. It looked like lack of adequate Bengali vocabulary triggers them in doing so. Another reason for using code-switching that was found is that comfort of understanding vocabulary of other language. Most of them thought that switching code is a fashionable trend of using language where they can upraise their status. They can draw others' attention as well as they can be benefited in professional purpose. As a result, code switching has become a tool of showing off for them. Majority of the interviewees felt that code-switching is a threat to our mother tongue.

Code-switching restricts us from having proper command on Bengali vocabulary. As a result we are deprived from practicing proper Bengali language. According to them, code switching is destroying the natural richness of our native language, Bengali by establishing a new version of language which is fond of people nowadays. Among them, some accepted to the fact that one day this new version of language would vanish the norm of our native language. On the other hand, some students that have come from English medium educational background sensed no danger from code-switching to our native language. It happened like they have put more emphasis on English from their childhood.

The gradual increase of code-switching in past few years is threatening our beloved mother tongue. Students of today's generation hardly practice our mother tongue accurately. Moreover, after analyzing the data it was found that there exist a decent number of students who have no awareness about the threat. It is our duty to take effective steps so that there is a rise of enough awareness in us about the kind of negative effect code-switching has on our hard achieved Bengali language at the cost of many lives. We should not allow abandon our mother tongue for any reason. The study also revealed that students fail to express their emotion properly due to lack of enough Bengali vocabulary. The authorities at elementary school level can facilitate students with extra curriculum activities which would enrich students' Bengali vocabulary from their childhood. Reading Bengali newspaper or participating in Bengali debate in the school can be some kind of extra curriculum activities that may help students in enhancing their knowledge in Bengali and thereby avoiding practice code-switching.

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Appendix 1

<u>Questionnaires</u>

Educational background in tertiary level

a. University: _____

b. Department: _____

c. Years Completed: _____

Educational background in secondary level

A. SSC/HSC   B. O level/A level

(Generally, Code switching means mixing two languages in a conversation. For Example,

***Hurry up!* Amader akhoni ber hote hobe. Ei *exam* e valo *result* kora *impossible*.)**

1. Do you mix any other language with your mother language in conversation?

A. Yes   B. No   C. No comments

2. How frequently do you switch codes?

A. Frequently   B. Rarely   C. Never

3. With whom do you switch code more frequently?

A. Parents/siblings   B. Friends   C. Relatives

4. Do you switch code consciously or subconsciously?

A. Consciously   B. Subconsciously   C. No comments

5. Who initiates Code switching first?

A. You   B. Other party   C. Both

6. What are the codes that you frequently mix?

A. Bangla-English   B. Bangla-Hindi   C. Bangla-English-Hindi

7. Do you mix code in your writing?

A. Yes   B. No   C. No comments

8. What are the types of writings where you mix code?

A. In formal writing   B. In face book page   C. In SMS writing

9. Do your teachers in the class switch codes?

A. Yes   B. No   C. Sometimes

10. Code switching works as a helpful tool in expressing thoughts clearly.

A. Agree   B. Disagree   C. Not sure

11. Code switching is used to explain terms which is unknown in Bangla.

A. Agree   B. Disagree   C. I don't know

12. Do you think speaking in two languages is fashionable and catches others attention?

A. Yes   B. Not at all   C. To some extent

13. Code switching has a negative impact on our native language and culture.

A. Agree   B. Disagree   C. Not sure

14. Do you think code switching is creating a new type of language in Bangladesh?

A. Yes   B. No   C. Not sure

Appendix 2

Interview Questions

1. Why do you mix any other language with Bangla in your conversation?

2. In what situations do you mix codes? Why?

3. Do you feel comfortable to express your thoughts through switching code? How?

4. Do you think code switching has brought a new style of using language? If yes how?

5. Is code switching seems to be a threat to our mother tongue? Why or why not?