

UK Sudanese Graduates Conference (SGC-UK)
Sudan Knowledge

University of East London

University Square Stratford, London

[Presentation]

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***Title: The impact of code-switching in ELT classroom at at
Sudanese universities,***

***University of Khartoum as Example
Master in English language teaching***

The impact of code-switching ELT at the University of Khartoum

- ***Aims and Objectives:-***

Duration 10-15mints

- ***The primary aim of this study is to determine the impact of code-switching***
- ***Determining the prevalence of code-switching among the students and teachers.***
- ***Determining the direction (positive or negative) of impact following the use of CS in learning within the English classroom in the University of Khartoum.***
- ***Recommendations and future studies***

Definition of code-switching

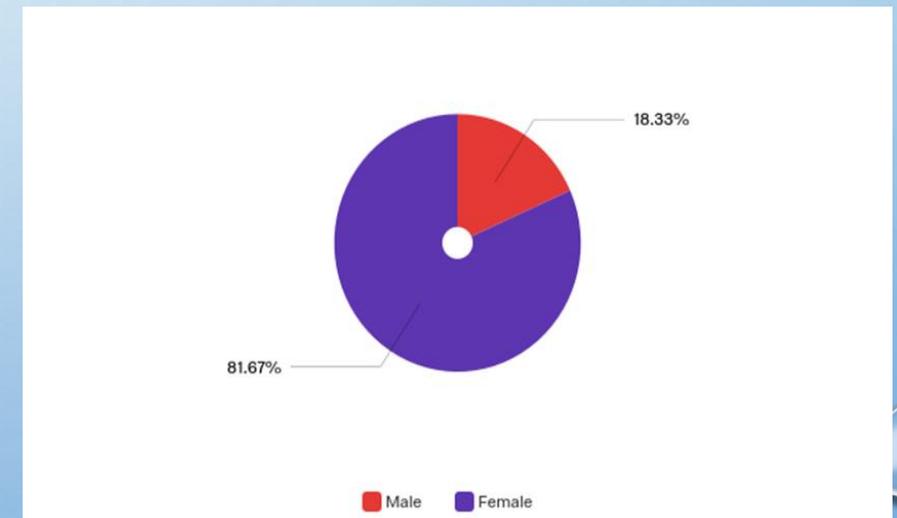
❖ **What is Code-switching?**

- ❖ **Code-switching has been referred to as “the alternative use by bilinguals of two or more languages in the same conversation” (Milroy & Muysken, 1995, p. 7).**
- ❖ **The switching may take place in between sentences or within sentences depending on the speaker and the context of the language (Holmes, 1992).**
- ❖ **Code-switching lacks any systematic rules and the mixture takes place in an irregular manner within the distinct systems (Mesthrie, et al., 2000).**

Data Analysis (Findings)

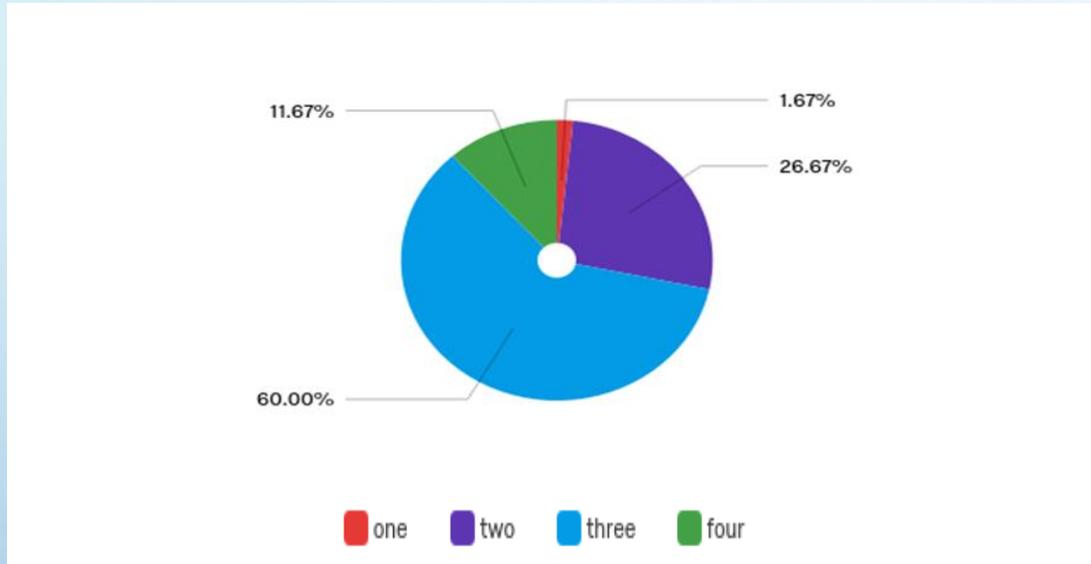
- **Biographical information**
- **This section presents the outcomes of the analysis of data collected from the study participants who are all of the Sudanese students and teachers.**
- **Quantitative Data Analysis** (This analysis mainly focuses on the numerical data, using it to create descriptions relating to the responses provided by participants (Hinkel, 2011))
- **Participant Characteristics –Gender**

No	Answer	Percentages	Participants
1	Male	18.33%	11
2	Female	81.67%	49
3	Total	100%	60



The impact of Code-switching in Multilingualism

Number of Spoken Languages

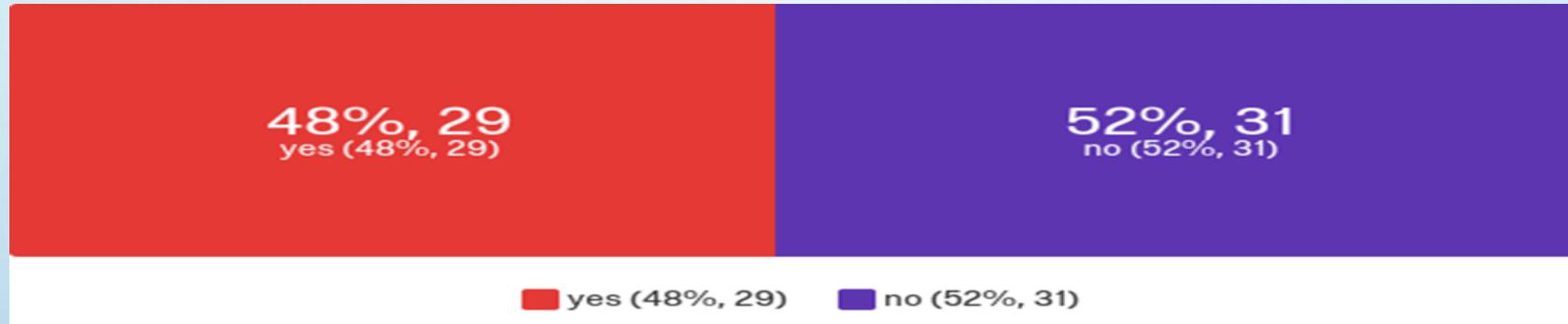


No	Answer	Percentages	Participants
1	One	1.67%	1
2	Two	26.67%	16
3	Three	60.00%	36
4	Four	11.67%	7
5	Total	100%	60

“Multiple issues surround the application of code-switching, which reflects the adoption of the first language in the context of learning the second language” (Modupeola, 2013)

Use of L1 in English Class among Students

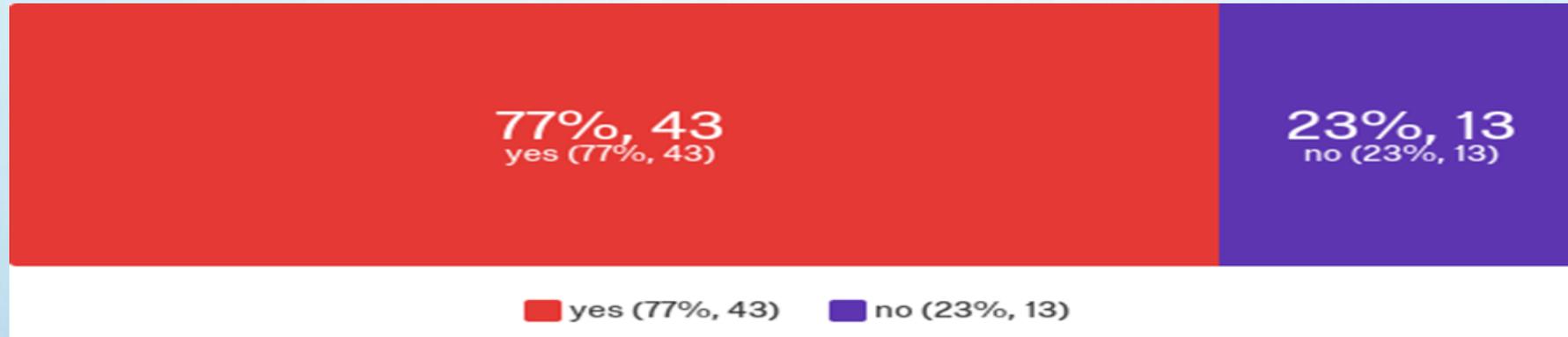
Q- Do you speak Arabic in English class?



No	Answer	Percentages	Participants
1	yes	48.33%	29
2	no	51.67%	31
3	Total	100%	60

Qualitative Data Analysis states that,
"There are no foreign students so we frequently use Arabic among ourselves" Student Interview Respondent 3

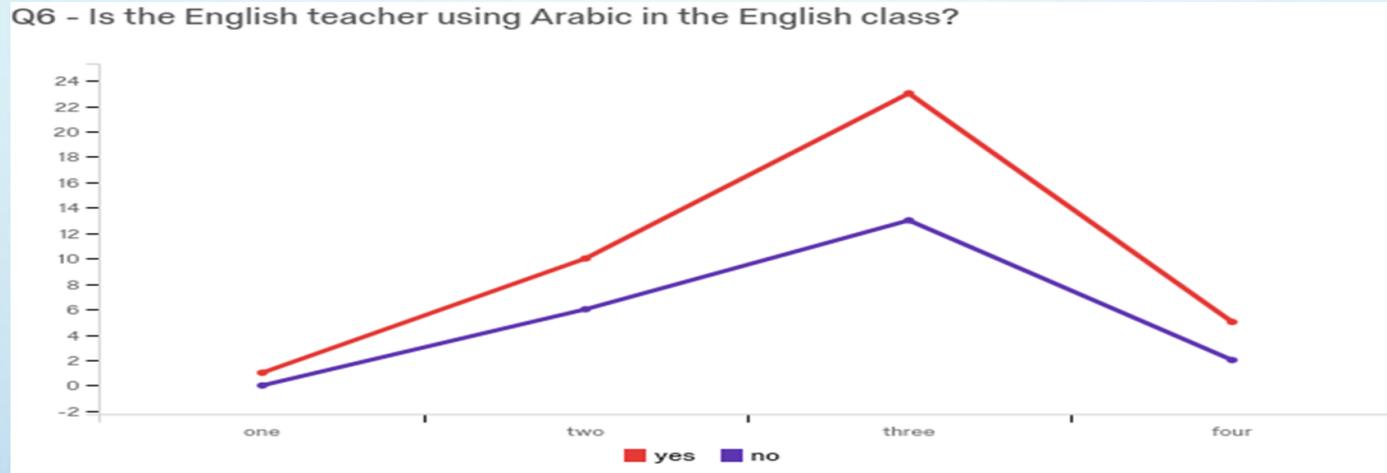
Q - Do you think code-switching is helpful?



No	Answer	Percentages	Participants
1	yes	76.79%	43
2	no	23.21%	13
3	Total	100%	56

“I will use simple English and weak students using google translations or mobile dictionaries”. Native teacher`s interview 5

Is the English teacher using Arabic in the English classroom?

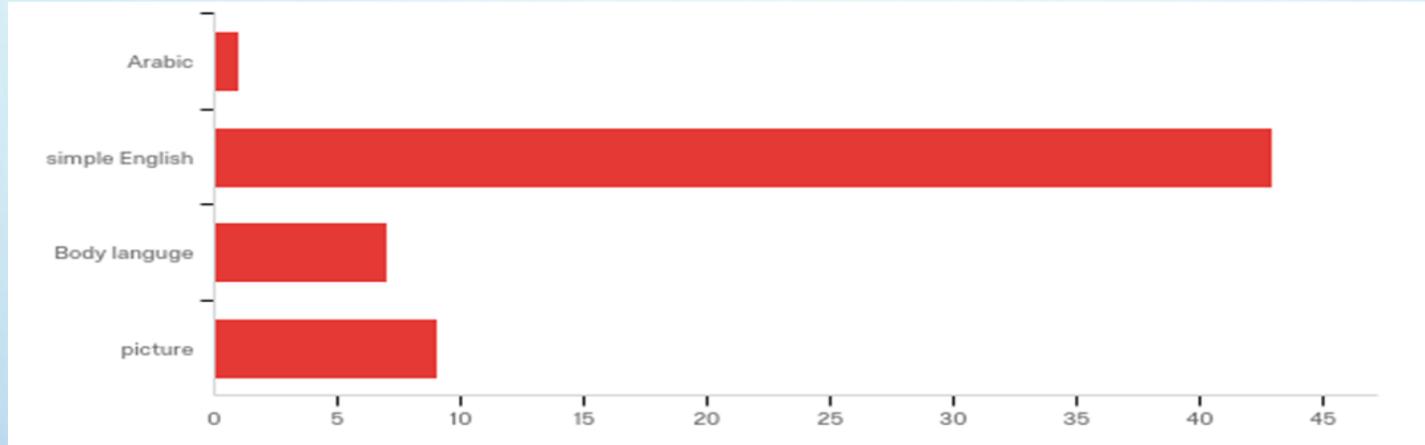


No	Answer	Percentages	Participants
1	yes	65.00%	39
2	no	35.00%	21
3	Total	100%	60

“The main reason why teachers using code-switching, because of not understanding from some students in the class” student interview respondent 2

“I use it for low-level students if they deserve it, but I call L1 and L2 and not code-switching” Teachers interview 6.

Which of the following is the best way to explain the complex English language sentence?



No	Answer	Percentages	Participants
1	Arabic	1.67%	1
2	simple English	71.67%	43
3	Body language	11.67%	7
4	picture	15.00%	9
5	Total	100%	60

“For students with low proficiency we switch to L1... the mother tongue has a strong ability to facilitate understanding concepts in L2” Teacher`s Interview Respondent 6

Quantitative Data Analysis

Q-Teaching the course only in one language is beneficial to me.

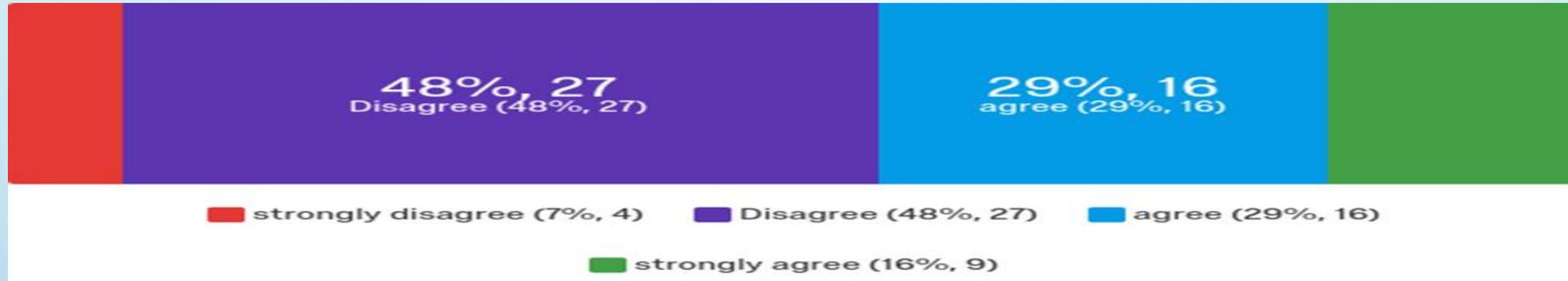


No	Answer	Percentages	Participants
1	strongly disagree	3.39%	2
2	disagree	11.86%	7
3	Agree	57.63%	34
4	strongly agree	27.12%	16
5	Total	100%	59

“All the interviewed teachers indicate that terms presentation, practice and production (PPP) methods is missing in their teaching sessions, and might be new terminology for them.

“The process starts with the input and output. What happens in between practice? (Theme, 2018, P.1)”.

- **Q-Mixing of Arabic and English strengthens my English.**



No	Answer	Percentages	Participants
1	strongly disagree	7.14%	4
2	Disagree	48.21%	27
3	agree	28.57%	16
4	strongly agree	16.07%	9
5	Total	100%	56

“Teachers interactions and asking questions are very useful to me, but some students like the use of the Arabic language in the English class” Student Respondent 3.

British English and American English at University of Khartoum

- **The qualitative data also suggested a strong emphasis on American English as opposed to the British version.**
- **The dominance of this form of English was due to the support of the American embassy for the University of Khartoum**
- **Whereas, the involvement of the British embassy in the activities of the university is imperceptible**
- **The University of Khartoum was established in 1899 to the honour of General Gordon of the British army during colonization**

Recommendations and future studies

- **1. Strongly recommended that British government should support education system in Sudan and revive British English.**
- **2. Teachers and teaching assistants are excellent and lenient treatment towards their students, keep it up, I have impressed and admired that policy.**
- **3. . Future research should explore the degree to which code-switching negatively affects aptitude in English among learners with relatively average fluency in decrease.**
- **4. It would recommend that, listening and speaking activities deserve increasing at University of Khartoum.**
- **5. the syllabus should cover all four skills equally and adopt PPP method.**

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Thank you for listening...!

