Utilizing of Codeswitching in English Language Classrooms in Sudanese Schools: Teachers' Perspectives

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Abstract—This paper aims to examine the Sudanese teachers' Viewpoint on using code-switching (CS) in Sudanese English language classrooms. The researchers have applied an analytical and descriptive approach. A questionnaire for teachers of the English language has been employed as the principal instrument for gathering the data related to the research paper. Then, qualitative and quantitative instruments are used. The researchers find out that most teachers have positive attitudes regarding the usage of code-switching. Considering these results, the investigators propose that the teachers employ it as a technique in English language classes since they have encouraging attitudes regarding the usage of code-switching in English language lessons.

Index Terms—Sudanese schools, EFL, teacher's attitudes, codeswitching, teachers' perspectives

I. INTRODUCTION

The living conditions changes, which result from phenomena like civil wars around the world, globalization, and economic crisis, are one of the reasons behind the different types of people migration, resulting in multilingual societies. The result of this matter is a situation in which both learners and educators are essentially linked in their relationship, and for these reasons, individuals have started investigating plans to deal with these issues in certain schools. The study includes many various aspects including education and development, material development, teacher, and methodology.

Several social complications are observed. For example, numerous code-switching (CS) is greatly possible. From an educational point of view, it is noticed that language learners and teachers switch their codes in the classroom. Code-switching may happen for several reasons. For example, "*a person might shift to a different language to show the listener that he is a member of his group and that he is sharing with him/her the same origin*". Language is a transporter of culture and racial identity in such a situation. This leads to multiculturalism even inside the classroom.

Lately, great attention has been given to studying the relationship between code-switching and teaching the English language in multilingual classrooms. For what is stated above this research will be about the viewpoint of Sudanese teachers toward using code-switching in ELT in multilingual classrooms.

A. Methodology

The researcher follows the analytical descriptive method. A random sample of thirty English-language teachers was chosen to represent the study population; the teachers are working in Sudanese schools. They responded to the questionnaire which investigates their opinions and views. Then, an analysis is made based on the data obtained. Finally, the data is evaluated quantitatively and qualitatively using the SPSS program.

B. Participants

The sample of this research is 30 Sudanese English language teachers teaching at Sudanese schools. They are 20 male and 10 female teachers from Kassala State, Darfur State, and Northern State, with experience that ranged from 1 year up to more than 10 years. The teachers' qualifications are 3 BA, 25 MA, and 2 Ph.D. holders.

C. The Question of the Study

This research plans to answer one question: What are the viewpoints of Sudanese English language teachers toward using code-switching regarding ease of use, usefulness, behavioral intention, and subjective norms in addition to their attitudes towards it?

D. Hypotheses

The researchers assume that:
- EFL teachers have a positive viewpoint toward utilizing Code-Switching in their classroom.
- Using Codeswitch in English language classes makes teaching easy and useful.
- Students prefer teachers who code-switch in classes.
- Teachers and learners have positive attitudes toward using codeswitch in classes.

E. Significance of the Study

This investigation is important because it concentrates on the use of code-switching in teaching English in multilingual classrooms. Unsatisfactory research attempts are being made in Sudan to get some solid assumptions as to the significance of the role of code-switching in improving the skills of the students in the language; much of the studies focused on the reasons for the problems of language learning. Thus, this research is an application of a code-switching approach that supports learners to develop better interaction skills.

F. Objectives

This paper aims to identify the teachers' viewpoint toward using code-switching in multilingual classrooms in Sudanese schools regarding ease of use, usefulness, behavioral intention, and subjective norms in addition to their attitudes towards it.

II. LITERATURE REVIEW

This study is entitled *"Using of Codeswitching in English Language Classrooms in Sudanese Schools: Teachers' Perspective"*, therefore, it is reasonable that this part is restricted to the theoretical part with reverence to the research topic which constitutes the general framework of this paper. This part is the backbone of the paper that clarifies the concept of code-switching.

The term *code* is a neutral term that is used to describe the way of communication between two or more persons. The reasons behind the use of a certain code at a certain time are interesting. For example, some individuals prefer to use one code instead of another, and according to Ali (2021):

They (the persons) sometimes choose to utilize a code developed from two other communication systems by shifting back and forth between the two or mixing them. Moreover, the different options will have different social meanings affected by the factors that lead to the choices people make.

The following is a concise discussion of some sorts of bilingual situations in which code-switching is regarded as an issue that needs considerable clarification.

A. Philosophical Dimension

According to Bokamba (1989), "code-switching emphasizes a bi/multilingual speaker's use of language from one grammatical system to another. Code-switching refers to the combination of internal utterances in unintegrated linguistic forms from two or more languages".

Gluth (2008) thinks that "some grammatical constraints govern using codeswitching related to the languages that are used and that it does not take place merely at any point of the sentence". Therefore, the ease of the bilingual speaker is assessed largely by his accurate use of the two languages' rules of grammar.

Code-switching, also called code-mixing, has different types in conversation like inter-sentential (between sentences) and intra-sentential (in one sentence). Code-switching can rise from personal preference; besides, it can be used as the main indicator of identity for several speakers who need to use more than one language. Gal (1988) claims that "codes switching is a strategy used to destroy group, to establish or to cross boundaries; to change, evoke, or create interpersonal relations with their obligations and rights".

B. Code-Switching as a Tool for Expressing Solidarity

Zentella (1981) describes code-switching as: "*The ability of bilinguals to alternate between the languages in their linguistic repertoire is generally referred to as code-switching"*. Romaine (1995) sees code-switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems". Fallis (1981) describes code-switching as: "Code-switching may be defined as the alternating use of two languages at the word, phrase, clause, or sentence level". While Van Lier (2015) thinks that "code-switching is neither meaningless nor random; besides it does not necessarily reflect a language deficit".

Scholars have various viewpoints about code-switching. For instance, Blom and Gumperz (1972) examined code-switching concerning social relationships between speakers, but Rayfield (1970, p. 56) explains the occurrences of code-switching "as a personal rhetoric device which is used both to add color to the speech and to emphasize a given statement". According to Fallis (1981), code-switching has various purposes, for example, it can also indicate that they react to changes in their setting, or they mark their identities. It may be used as a means of reflecting social information. According to him "code-switching can perform to express solidarity or intimacy between bilingual speakers". For Romaine (1995) code-switching is "a communicative option available to a bilingual member of speech community on

much the same basis as switching between styles or dialects is an option for the monolingual speaker". This shows the co-incidence of the definition of Weinreich (2003) who examines various reasons for lexical innovation in L1. Auer (1995), supporting Romaine, describes code-switching "as a robust discourse strategy where code-switches (at least for skilled bilinguals) can indicate the change of participant, parenthetical comments, or topic shift, along with other discourse features". This is the reason for Blommaert's (1992) point of view that the study of code-switching is "a type of social historiography, in which the object of inquiry is fundamentally historical in nature, and we cannot hope to explain code-switching behavior purely in linguistic terms".

In these definitions, code-switching is counted as a personal rhetoric device, communicative options of bilinguals, and the ability of bilinguals. It has not been thought of as meaningless or random; in the past, it has been considered a matter of competency in one or both languages.

C. Rate of Code-Switching

Code-switching largely happens in bilingual/multilingual societies where languages met like in Sudanese society. It is essential in a study on code-switching to differentiate between pragmatic and conceptual factors of code-switching.

D. Code-Switching Practices

Gumperz's (1972) study distinguished between two types of code-switching practices: situational and metaphorical.

(a). Situational Code-Switching

According to Gumperz, "It is the type of switching that results from the change of the participants, the situation, and the activity type in addition to the change of the setting which leads to the change of the language".

(b). Metaphorical Code-Switching

It is a form of linguistic behavior in which the speaker switches languages to reach a certain effect of communication, though the setting and the participants do not change.

After discussing some aspects of code-switching the following part will be the discussion of the data obtained through the questionnaire.

III. DISCUSSION

This part presents the discussion of the data from the questionnaire that is distributed to thirty Sudanese English-language teachers. The teachers are in Sudanese schools in different parts of Sudan. The questionnaire items are analyzed statistically to determine the teachers' attitudes toward the phenomenon.

The analysis of the questionnaire will be divided into five parts, the first part concerns (the easy usage of codeswitching) which is the subject matter of statements 1- 4, and the second part concerns the Usefulness of Code-switching (CS) in statements 5 – 8, the third part concerns Behavioral intentions of Code-switching in statements 9 – 12, part four concerns Subjective norms of Code-switching (CS) in statement 13 – 17, and the last part concerns (An attitude towards the code-switching (CS)) in statements 18 – 22.

The below tables support the discussion.

TABLE 1
EASY USAGE OF CODE-SWITCHING (STATEMENTS 1-4)

	Statement	SA	A	N	DA	SDA
1	It is easy for multilingual students to interact through CS	3	14	3	6	
		10%	47%	10%	20%	13%
2	The implementation of the multilingual style of teaching is easy in an EFL classroom.	13	10	3	2	2
		44%	33%	10%	6.5%	6.5%
3	CS is an easy way of explaining in a multilingual classroom.	18	10	1	1	0
		60%	34%	3%	3%	0%
4	CS is an easy way to explain scientific information to students.	17	10	2	1	0
		57%	33%	7%	3%	0%

Statement 1: It is easy for multilingual students to interact through CS.

The table shows that 3 participants (10%) choose *strongly agreed* with the idea '' It is easy for multilingual students to interact through CS''; 14 participants (47%) *agreed* with the statement; 3 participants (10.0%) were *not sure*; 6 participants (20%) *disagreed,* and 4 participants (13%) *strongly disagreed.*

Statement 2: The implementation of a multilingual style of teaching is easy in an EFL classroom.

It is clear from the table that 13 participants (44%) *strongly agreed* with '' The implementation of a multilingual style of teaching is easy in EFL classroom.", 10 participants (33%) *agreed* with the statement, 3 participants (10.0%) were *not sure*, 2 participants (6.5%) *disagreed*, and 2 participants (6.5%) *strongly disagreed.*

Statement 3: CS is an easy way of explaining in a multilingual classroom.

It is observed from the table that there are 18 participants (60.0%) who *strongly agreed* with CS is an easy way of explaining in a multilingual classroom", 10 participants (34%) *who agreed* with that, and 1 participant (3%) who were *not sure*, 1 participant (3%) who *disagreed,* and 0 participants (0%) who *strongly disagreed.*

Statement 4: CS is an easy way to explain scientific information to students.

It is noticeable from the table that there are 17 participants (57%) who *strongly agreed* with "CS is an easy way to explain scientific information to students ", 10 participants (33%) *who agreed* with that, 2 participants (7%) who were *not sure*, 1 participant (3%) who *disagreed,* and 0 participants (0%) who *strongly disagreed.*

TABLE 2
THE USEFULNESS OF CODE-SWITCHING (STATEMENTS 5-8)

	Statement	SA	A	N	DA	SDA
5	CS enhances teaching performance.	15	13	1	1	0
		50%	44%	3%	3%	0%
6	CS allows the teacher to accomplish teaching assignments efficiently.	10	12	4	3	1
		33%	40%	10%	13%	3%
7	The use of code-switching can enhance the student's understanding	10	12	3	4	1
		33%	40%	10%	13%	4%
8	CS increases the communicative process efficiency of the multilingual/bilingual teacher.	6	12	3	8	1
		20%	40%	10%	27%	3%

Statement 5: CS enhances teaching performance.

It is quite clear from the table that 15 participants (50%) *strongly agreed* that "Code Switching enhances the teaching performance", 13 participants (44%) *agreed* with that, 1 participant (3%) was *not sure*, 1 participant (3%) *who disagreed,* and (0) participant (0%) *who strongly disagreed.*

Statement 6: CS allows the teacher to accomplish teaching assignments efficiently.

From the table, it is found that there are 10 participants (33%) *strongly agreed* with 'CS allows the teacher to accomplish teaching assignments efficiently.", 12 participants (40%) *agreed* with the statement, 4 participants (14%) were *not sure*, 3 participants (10%) *disagreed,* and 1 participant (3%) *strongly disagreed.*

Statement 7: The use of code-switching can enhance the student's understanding.

From the table, it is noted that 10 participants (33%) *strongly agreed* with the statement " The using of code-switching can enhance the student's understanding'', 12 participants (40%) *agreed* with the statement, 3 participants (10%) who were *not sure*, 4 participants (13%) who *disagreed*, and 1 participant (4%) who *strongly disagreed.*

Statement 8: CS increases the communicative process efficiency of the multilingual/bilingual teacher.

From the table, it is noticeable that there are 6 participants (20%) who *strongly agreed* with" CS increases the communicative process efficiency of the multilingual/bilingual teacher.", 12 participants (40.0%) *agreed* with the statement, 3 participants (10%) were *not sure*, 8 participants (27%) *disagreed,* and 1 participant (3%) *strongly disagreed with the statement.*

TABLE 3
BEHAVIORAL OBJECTIVES OF CODE-SWITCHING (STATEMENTS 9-12)

	Statement	SA	A	N	DA	SDA
9	Code-switching must be used for teaching in EFL classrooms.	10	8	3	8	1
		33%	27%	10%	27%	3%
10	The bilingual teacher must make an aware attempt to code-switch in the classroom.	10	16	2	1	1
		33%	53%	7%	3.5%	3.5%
11	The Code-Switching behaviors must be supported among the students.	6	15	3	4	2
		20%	50%	10%	13%	7%
12	Purposeful Code Switching must be encouraged in multilingual classroom speech.	8	8	3	8	3
		27%	27%	10%	26%	10%

Statement 9: Code-switching must be used for teaching in EFL classrooms.

From the table, it is observed that there are 10 participants (33%) of the sample *strongly agreed* with " Code-switching must be used for teaching in EFL classrooms.'', 8 participants (27%) *agreed* with that, 3 participants (10.0%) were *not sure*, 8 participants (27%) *disagreed*, and 1 participant (3%) *strongly disagreed.*

Statement 10: The bilingual teacher must make an aware attempt to code-switch in the classroom.

In the table, it is clear that 10 participants (33%) *strongly agree* with "The bilingual teacher must make an aware attempt to code-switch in the classroom. ", 16 participants (53%) *agreed* with that, 2 participants (7%) were *not sure*, 1 participant (3.5%) *disagreed*, and 1 participant (3.5%) *strongly disagreed.*

Statement 11: Code-Switching behaviors must be supported among the students.

From the table there are 6 participants (20%) *strongly agree* with " The Code-Switching behaviors must be supported among the students'', 15 participants (50%) *agreed* with the statement, 3 participants (10%) were *not sure*, 4 participants (13%) *disagreed,* and 2 participants (7%) *strongly disagreed.*

Statement 12: Purposeful Code Switching must be encouraged in multilingual classroom speech.

In the table, it is realized that 8 participants (27%) *strongly agreed* with "Purposeful Code Switching must be encouraged in the multilingual classroom speech ", 8 participants (27%) *agreed* with the statement, 3 participants (10%) were *not sure*, and 8 participants (26%) *disagreed* 3 participants (10%) *strongly disagreed.*

TABLE 4
SUBJECTIVE NORMS OF CODE-SWITCHING (STATEMENTS 13-17)

	Statement	SA	A	N	DA	SDA
13	CS is a needed practice in the EFL classroom speech.	3	14	3	6	4
		10%	47%	10%	20%	13%
14	Students do agree with bilingual conversational patterns.	13	10	3	4	0
		44%	33%	10%	13%	0%
15	The first language assists in accomplishing communicative skills in the EFL classroom.	6	12	3	8	1
		20%	40%	10%	27%	3%
16	Using Code Switching makes students proficient in bilingual/ multilingual situations.	17	10	2	1	0
		57%	33%	7%	3%	0%
17	Students believe that bilingual instructors can increase their motivation for learning English.	10	16	3	1	0
		33%	53%	10%	4%	0%

Statement 13: CS is a needed practice in the EFL classroom speech.

It is clear from the table that there are 3 participants (10%) who *strongly agree* that 'CS is a needed practice in the EFL classroom speech.", 14 participants (47%) *agreed* with the statement, 3 participants (10%) were *not sure*, 6 participants (20%) *disagreed*, and 4 participants (13%) *strongly disagreed*.

Statement 14: Students do agree with bilingual conversational patterns.

It is clear from the table that there are 13 participants (44%) *strongly agreed* with the idea that "Students do agree with bilingual conversational patterns", 10 participants (33%) *agreed* with the statement, 3 participants (10%) who were *not sure,* 4 participants (13%) who *disagreed*, and 0 participants (0%) who *strongly disagreed.*

Statement 15: The first language assists in accomplishing communicative skills in the EFL classroom.

It is clear from the table that 6 participants (20%) *strongly agreed* with the idea that " The first language assists in accomplishing communicative skills in the EFL classroom.", 12 participants (40%) *agreed* with the statement, 3 participants (10%) were *not sure*, 8 participants (27%) *disagreed*, and 1 participant (3%) *strongly disagreed.*

Statement 16: Using Code Switching makes students proficient in bilingual/ multilingual situations.

It is noticeable from the table that there are 17 participants (57%) *strongly agreed* with the statement that " Using Code Switching makes students proficient in bilingual/ multilingual situations.", 10 participants (33%) *agreed* with the statement, 2 participants (7%) were *not sure* that, 1 participant (3%) *disagreed*, and 0 participants (0%) *strongly disagreed.*

Statement 17: Students believe that bilingual instructors can increase their motivation for learning English.

From table No. 4, it is noticeable that there are 10 participants (33%) who *strongly agreed* with "Students believe that bilingual instructors can increase their motivation for learning English.", 16 participants (53%) *agreed* with the statement, 3 participants (10%) were *not sure*, 0 participants (0%) *disagreed*, and 1 participant (4%) *strongly disagreed.*

TABLE 5
AN ATTITUDE TOWARD CODE-SWITCHING (STATEMENTS 18-22)

	Statement	SA	A	N	DA	SDA
18	Knowing the motives for Code-Switching in the multilingual classroom discussion is essential.	7	11	5	3	4
		23%	37%	17%	10%	13%
19	It is essential to encourage CS among students.	3	10	6	5	4
		17%	33%	20%	17%	13%
20	It seems sociable when the learner mixes up languages in the classroom.	5	8	6	7	4
		17%	27%	20%	24%	13%
21	It is effortless to understand students when they mix up languages in English language classes	5	8	6	6	5
		17%	27%	20%	20%	16%
22	It is an enjoyable experience to teach students from multilingual backgrounds.	5	7	4	8	6
		17%	23%	13%	27%	29%

Statement 18: Knowing the motives for Code-Switching in the multilingual classroom discussion is essential.

It is noticeable from the table that there are 7 participants (23%) *strongly agreed* with " It is essential to know the motives for Code-Switching in the multilingual classroom discussion.", 11 participants (37%) *agreed* with that, 5 participants (17%) were *not sure* that, 3 participants (10%) *disagreed*, and 4 participants (13%) *strongly disagreed*.

Statement 19: It is essential to encourage CS among students.

It is noticeable from the table that there are 5 participants (17%) *strongly agreed* with " It is essential to encourage CS among students", 10 participants (33%) *agreed* with that, 6 participants (20%) were *not sure*, 5 participants (17%) *disagreed,* and 4 participants (13%) *strongly disagreed.*

Statement 20: It seems sociable when the learner mixes up languages in the classroom.

It is obvious from the table that there are 5 participants (17%) who *strongly agreed* with " It seems sociable when the learner mixes up languages in the classroom.", 8 participants (27%) *agreed* with that, 6 participants (20%) were *not sure*, 7 participants (23%) *disagreed*, and 4 participants (13%) *strongly disagreed.*

Statement 21: It is effortless to understand students when they mix up languages in English language classes.

It is noticeable from the above table that there 5 participants (17%) *strongly agreed* with the statement "It is effortless to understand students when they mix up languages in English language classes", 8 participants (27%) *agreed* with the

statement, (6) participants (20%) who were *not sure*, 6 participants of 20% *disagreed,* and 5 participants (16%) *strongly disagreed.*

Statement 22: It is an enjoyable experience to teach students from multilingual backgrounds.

In the above table, 5 participants (17%) *strongly agreed* with the statement "It is an enjoyable experience to teach students from multilingual backgrounds ", 7 participants (23%) *agreed* with the statement, and 4 participants (13%) were *not sure,* 8 participants (27%) *disagreed,* and 6 participants (20%) *strongly disagreed*.

IV. FINDINGS

In this study, the teachers are asked to respond to the statements concerning their use of code-switching in the classes of English language. The results show that many Sudanese teachers have positive attitudes toward CS use in the classroom.

The results also show that the teachers are satisfied with the use of CS in ELT classes; they think that using code-switching is easy, useful, necessary, increases the motivation of the learners, and increases proficiency in bilingual multilingual situations; they, also, think that their students understand English better when they code switch to their mother tongues in the classroom, and the students prefer their teachers do this in all their English classes. The teachers, also, think that very few numbers of students think that switching codes in English classes prevent their students from learning English.

V. RECOMMENDATIONS

From what is said above the researchers think that it is important for the teachers of English classes to switch to their mother tongues in some situations because it helps in building a good relationship with the students, in addition to that it motivates the learners and encourages them for more participation and expression of their feeling and ideas when they feel to do this in English.

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