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Essay:- The Impact of Code-switching in ELT Classroom in Sudan

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Introduction

Code- switching (CS) can be effectively employed as a strategy in teaching and learning of a new and or foreign language by alternating between one language and another. In the teaching and learning of English, it helps in improving the understanding and promoting the learning process. Code-Switching can be employed in a speech where a speaker uses one language and then changes to the next language different from the first language previously used. In conversations, it can also be used in the scenario where one speaks to the other in a particular language and the addressee responds in another language different from that used by the addresser. In these two contexts, (CS) could be employed for various reasons. For instance, a case where the speaker has little understanding about a given a language; to stress a point in a language easily**.**

Teachers' CS and its impact on the vocabulary

This essay serves to establish the aspect of CS in the classroom ELT teaching of English in Sudan. Enhancing the teaching and learning of English through Code-Switch as established in this work forms part of the aims for the planning of this discussion. Teachers' use of Code Switch during teaching has been shown to improve meaningful interactions necessary in the teaching and learning of a new language in this case English (Malik, 2014, p. 56). This was especially an instrumental tool in explaining and understanding of new vocabularies in English. Through enhancement of meaningful interactions, the learning of vocabularies was made simple and captivating to the learners thus helping in developing an interest in the learning process.

Teachers' CS to the Arabic language in ELT

Arabic language widely used in code switching in ELT by the teachers helps in the understanding of concepts in Sudan. The language has a wide scope of coverage among the Sudanese and thus its effectiveness as a tool in teaching and learning. In this context, the Arabic language plays the role of first language and a medium through which complex concepts in the English language explained learning process. The use of Arabic speaking and learning tool among the Sudanese helps in promoting relations and addressing cultural concerns in a new language. comprehended by the audience; to give meaning to new vocabularies among others.

Code Switching and English language teaching

At the intermediate level of study such as secondary schools, CS technique can be employed in the teaching and learning of English to enhance understanding and promote meaningful interactions within the learning environment (Malik, 2014, pp. 56-68). This becomes an important tool for both the learners and the teachers as it helps in explaining concepts learnt. Complex vocabularies in the English language at times make it necessary for the use of Code Switching for them to be understood effectively. Deeper understanding is, therefore, enhances the learning process.

Reasons for the failures in ELT teaching in Sudan

ELT teaching in Sudan had some problems and challenges that account for failure in the full realization of an effective learning model. This may be attributed to several obstacles such as lack of the target language environment, inappropriate teaching materials, families' low income, and underqualified teachers. Other difficulties result from improper teaching methods and psychological factors (Mona, 2015, p. 143) . From the identified factors, the greatest challenge is on the lack of the target language environment at the enhances and facilitates the learning process.

Lack of Target Language Environment

Sudan provides a little opportunity for learning and speaking English .This is because of the few native English speakers hence the environment is less likely to encourage spoken English. The society is not well informed on English language English which pose a challenge to efforts aimed at learning the language   in the classroom environment.

The function of   Teachers Code Switching

(CS) in teaching and learning is a common occurrence among students and teachers in ELT classrooms in Sudan. CS in ELT classroom performs many functions in learning and teaching in schools. It helps in creating a social identity and understanding the incorporation of English and Arabic in the classroom. Teachers code switch unconsciously when teaching students, which sometimes promote a beneficial learning environment. Code switching plays an important function for teachers, which include being repetitive, effective, and topic switch.

Teachers CS according to the topic in expounding on what entails the study. Teachers, topic switch to allow students to participate in the main grammar points and acts a bridge from native language (Arabic) to foreign (English) helps in a better translation of the new meaning and content clearly. CS performs a repetitive function for teachers (Sert, 2005, pp2-4). They CS to clarify and emphasize the importance of understanding English comprehensively. This helps students in understanding teacher's teaching context in English. Additionally, code switching plays an effective function where teachers are able to express their emotions and create a language solidarity from the cultural identity of the students. Which enhance an environment that is language supportive. Students code switch in classroom unaware of the outcomes and functions it may play in linguistic. The functions of student CS include; flood holding, equivalence, conflict control, and reiteration.

Students shift language for flood holding where they want to fill the gaps in the Arabic language due to lack of fluency and problems with remembering the structure of the English language. Eventually, this may lead to deteriorating of fluency in the target language. They also CS for equivalence function when they have no idea of what equates to the lexical item hence shift to a more familiar language. This enables learners to continue communicating in ELT classroom. CS performs a reiteration function for students when trying to clarify and emphasize on what they mean to the teacher (Sert, 2005, p.1-5). This can be in a repetitive manner, while CS because transferring statement may have a different meaning in both languages. Moreover, students code switch to control conflict, which may arise if there is no equivalence item from Arabic to English or the intended meaning may vary. This is necessary to avoid misunderstanding in ELT classroom.

Code-Switching is an Interactive tools for ELT classroom

(CS) expands the interaction between students and teachers in ELT classroom. It creates a sociolinguistic and applied linguistics environment. The environment helps in extensive learning of foreign language while incorporating the native, which is unavoidable in a multilingual society. CS is used as a teaching strategy, in secondary and tertiary schools. It is used in explaining the meaning and illustrating the grammatical rules in English. This encourages interaction in the classroom between the teachers and students. Teachers use transmission of the lesson as an interactive tool. They code switch when teaching the students on the content of the lesson and in explaining new vocabularies and their meaning, in so doing they get to interact at different levels (Abdel, 2013, p. 31-34).

Organizing classroom acts as an interactive tool in the classroom, the teacher is able to guide students through code switching enhancing students in acquiring new vocabulary. Additionally, code switching is used in encouraging and correcting students. The teacher may

encourage students on completion of English task by using Arabic, motivating the other students to learn English in comprehension, as well as correcting a mistake made.

The pivotal role of (CS), in increasing meaningful interactions in ELT teaching in Sudan.

Code-Switch in ELT teaching in Sudan plays a pivotal role in increasing meaningful interactions among the learners and their teachers (Abdalla & Mustafa, 2015, p. 43). English poses several challenges to the learners in conceptualization making Code Switch a necessary tool and strategy in promoting learning. Teacher- student and student- student interaction through CS in communication greatly enhance the teaching and learning process (Abdell, 2013, p. 1). It helps the subjects appreciate the learning within the classroom set up and improving their interpersonal relations. Further, this work establishes the use and effectiveness of Code Switch in ELT classroom in Sudan.

ELT and learning situations in Sudanese Universities

The learning process involving English language at Sudanese universities has improved with the inception of English as an official language together with Arabic by the national government and in higher institutions of learning Nur and Mohammed (2012) . English has then changed from being a foreign language and now perceived as a second language in Sudan. Professional life and academic requirements for the use of English language has also greatly promoted in English within the Sudanese universities. Beginning 1998 to date, English has been taught as a required subject with the rest of other subjects, Nur and Mohammed (2012). The department of English, which was formerly known as English Servicing Unit, is mandated with the administrative role in the English taught. The hours for the learning and teaching of English have been distributed as 45 hours in the first year and another 45 in the second year summing up to 90 hours in total. Further, there is the first and second year of the course description. Learning skills such as listening, speaking, reading, and writing is developed within the first year course.

Further, the learners learn the use of resources such as the library in their studies. In addition, translation from English to Arabic is enhanced in the students. English for specific purposes oriented, writing, reading, speaking skills are done in the second year of study. It also focuses on the phonetics and grammar.

Analysis of the survey results of Code Switching classroom in Sudan.

Survey Studies show the use of native language in CS as a way of teaching and learning of new language may as well be effective as it is ineffective (Alkhresheh, 2015, pp. 1-4). In Sudan ELT teaching classroom, applying CS in classes where learners are multilingual and share not the native language becomes ineffective in the teaching and learning of English in schools. Issues of marginalization are likely to arise especially among learners from the minority language group when CS using native language not known to them is used. To solve this problem it may become necessary to have all the learners speak a common native language.

The implication of CS during Teaching and Learning Framework

Code switching affects teaching and learning positively or negatively. The positive impacts include it promotes learning lesson comprehensively and avail an opportunity for learners to participate in the learning process. The teacher raises questions in Arabic and asks them to answer in English or vice versa. It also promotes vocabulary expansion through the creation of new words that translate to the meaning of a cultural item .This enhances student's communication in class since they have sufficient vocabulary.

The negative implication of CS comprises of, some teachers may neglect foreign language and emphasize on native language when teaching hindering knowledge acquisition for the learners (Modupeola and O.R, 2013, p.92). Code switching may create a habit where the teachers are unable to teach in one language, which may influence the learning and communication of students. It may also lead to lack of fluency among students when they learn and communicate

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code switching. Additionally, Code switching may limit student's engagement in the classroom. When they are not able to communicate in the target language, they would deter making an effort because the teacher will eventually translate into Arabic (Modupeola and O.R, 2013, p. 92-94).

Problems of Teaching and Learning spoke English in Sudan.

The teachers are under qualified to teach the English language. They neglect class activities such as discussion in English that may otherwise boost their speaking confidence. Also, they do not emphasize on speaking and listening skills that are essential in learning spoken English. Schools in Sudan use inappropriate teaching materials and techniques. The textbooks used do not outline the listening and speaking skills. There are inadequate materials for teaching spoken English, which is fundamental in knowing the language.

The students are not exposed to oral skills but rather teaching is focused on grammar and writing. In addition, traditional methods of the choral drill are used and teachers are more involved as compared to students (Abdalla et al., 2015, p. 43-50). The low income among many families in Sudan is a problem in learning spoken English. Most families strive to acquire basic needs and children work to contribute to the livelihood hence have less time to concentrate on education. Moreover, anxiety arises among students in learning the foreign language. They have negative evaluation where they fear English and lacks confidence in pursuing it in detail.

Code-Switching and speaking fluency of learners

Code-Switching especially to first language as a way helping learners understand concept eventually affects the leaners' fluency in speech. The learners through the experience from their tutors develop the habit of switching from one language to another thus hampering the consistent use of one language fluently without alternating. This negatively affects the speaking of the new language in a fluent manner when needed for instance in an official setting. This eventually affects the flow of thought contents as expressed in spoken word. Distortion of the information may result, for example in a case where a need arises for interpretation of the meanings implied by the code switch.

Teaching spoken English at schools, private Education, tertiary level

Many schools have insufficient learning materials and teachers use improper teaching techniques. The schools neglect the listening and speaking skills, which should be applied in teaching techniques. Hence, spoken English is less familiar in those schools unlike in private education where there is interactive environment idealizing the spoken English image. Private education has visual teaching aid such as pictures, CDs, and shows (Modupeola and OR, 2013, p.94) that develops on learning spoken English. They promote classroom activities such as dialogue and discussion, which improves on spoken English. In tertiary level, English is perceived as an isolated course where students only learn sounds and vowels in the first year. They are advised to master the English basic structure on their own and apply it in real life situations.

Pedagogical Implication of Arabic Language usage in EFL Classroom

Arabic language anchors concepts that should be illustrated in a foreign language, which helps in the comprehensive understanding of the content. The use of Arabic language may deter the learning process in EFL classroom because students will tend to use Arabic more and neglect the use of English. It can also create foreign language anxiety when the students have a tendency

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of using Arabic in the classroom every time (Rukh et al, 2015, p .2277).Moreover, pedagogical in Arabic lower filters that may otherwise be useful in the English language.

Solutions of excessive use of code switching in ELT classroom

To reduce CS and increase a wide range English communication, there are certain measures that should be undertaken include; teachers should minimize on code switching while teaching which may challenge students to learn English and increase the English learning time giving students more exposure (Sert, 2005, p. 5). The teachers should be offered English courses in an English country, the curriculum should be reviewed utilizing the help from English native speakers to fit with the Sudan culture, students should be offered a course in English before joining the university, and students should hold class discussions and reward or punishment given to those who code switch.

In conclusion, the essay has managed to attain its aim of evaluating the different aspects of CS in Sudan. It has evaluated the current learning and teaching of code switching, its functions, problems faced, and solutions. There is also elaborate articulation of the CS impacts for both teachers and students in the classroom and the best practices that would reduce CS.

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