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Title: Impact of Code-Switching in ELT Classroom at the University of Khartoum, Sudan

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Master of Arts/ English Language Teaching

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Dedication

This effort is dedicated to my mother, I wish her full health, prosperity and long life, and to my father, who passed away in 1997, my ceaseless Dwa for him. He was very enthusiasm and keen to complete my educational journey. Great dedication to everyone who taught me a single word in my life. Especially, my first English teacher Rawoda Tarbush, who taught me at Nirtaata southern elementary school for boys, at Jabaal Marra district, Sudan. She attracted me to love the subject from the outset…..NOVICE…!

Profound gratitude to my great Uncle Adam Nour Abugarda a retired teacher, but (still teaching). He supported my educational journey, since I was young to all aspects of success from academic support to emotional and navigate me, as well as guide me into right direction tirelessly and made me cringe. Excessive thank to a prominent leader the chairman of Liberation and justice party my Uncle Bahar Idriss Abugarda, current federal minster of the heath Republic of Sudan as buddy, uncle and advisor. He supported me financially and encouraged me to carry on studying from an early age. Without these two gentlemen, I wouldn't expect, I will reach this destination easily. Therefore, I owe them a formidable debt in my life. Despite, both of them my father`s youngers siblings.

I have to dedicate my beloved wife Afaf Osman and my lovely daughter Jood for their patience. They are away. While, I was studying. Perpetuating my thanks to Abdrahman Alrasheed elementary School for boys in Nyala city. The School succeed me to the secondary school. Thanks to Nyala high secondary school for boys, where I had admitted to the university from there. Special appreciations to the University of Alfashir, Sudan. I am so proud of it. Where I awarded (BA) English Language degree (faculty of education). My dedication to the Institute of centre Almona for awarding me a diploma qualification in French language (Djemena city) the Republic of Chad, and thanks Leicester adult education college for qualification of ECDL (abbreviations table, p. 88). Moreover, I must pay tribute to all my lecturers at the University of Huddersfield-England, where I graduated BA (Hons) Accountancy and finance degree, I had heydays with it. A lot of thanks to the University of Khartoum, Sudan for approving my data collection request to complete MA dissertation in code-switching. Thanks administration and participants too.

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Eventually, a positive reflection prerequisite to the city of multi-culture, diversity, sport, science, peace, justice and welcoming. Embracing three universities, several colleges, institutes, and schools. Besides, king power stadium of the football club and national space centre. Historic and friendly city, locating heard of England. *Its Leicester city.* **Date, 09/09/2018**

Contents

Abstract

Code-switching is a phenomenon observed in populations with either bilingual or multilingual capacities. The review of literature addresses the issues in code-switching as applied by teachers and students in the language classroom. A focus on the theoretical framework allows the identification of multiple application contexts of code-switching. Teachers classify the concept as a necessary evil, required for learning but unsuitable to advance the target language. Teacher practices are deemed more effective and student understanding more achievable using the code-switching, specifically due to the capacity to perpetuate discussion and concept exploration. Considering the evidence of these trends from main studies in the Sudanese context, the projection is of the possibility of similar outcomes being achieved from the data collected and analysed in this research.

This study a case study design to investigate, what is the impact of code-switching at Sudanese universities and specifically university of Khartoum, Sudan. The study focused on faculty of Arts English language department, second year. Also, the study included 65 students from department, which 60 questionnaires papers distributed to students and 5 students taken to semi-structured interview duration of 10 to 15 minutes recorded. 6 teachers interviewed as well 15 to 20 minutes, so over all participants in this study 71. Whereas total number of second year students 85. In terms of methodology the research adopted mixed method data analysis qualitative and quantitative method. The study lead to a number of recommendations regarding to findings results.

Keywords: *Code-switching, bilingual, multilingual, target language*

Chapter one

1.1 Introduction

Code-switching refers to the application of more than one language within the same topical sentence (Ferguson, 2003). Over time, the application of the practice as an approach to teaching the second language has gained prominence both in research and the actual classroom (Macaro, 2014). The practice is identified as serving multiple purposes, especially in the class teaching English as a foreign language, TEFL. Code-switching ensures that learning the new language occurs simultaneously with the learning of content (Ahmad & Jusoff, 2009). It also creates the opportunity for the teacher to clarify content, which means that it is not only limited to the language classroom (Ariffin & Husin, 2011). Nevertheless, questions emerge in research on the consistency of the positive impact of code-switching. The discussion on the practice centres about the focus on code-switching as an approach to improve fluency and understanding, with different positions emerging among scholars and practitioners on the positivity of the approach. This study founds on the pursuit of clarification of the positive and negative impact that code-switching may have on learning. It specifically focuses on the case of an English classroom in the University of Khartoum, allowing the production of outcomes that should guide future pedagogical practices in this institution.

1.2 Aims and Objectives

The primary aim of this study is to determine the impact of code-switching in an English classroom at the University of Khartoum.

- *The specific objectives include:*

1. Determining the prevalence of code-switching among the students and teachers within the classroom in the University of Khartoum.

2. Assessing the attitudes held by the teachers and the students towards CS in the university classroom.

3. Determining (positive or negative) of impact following the use of CS in learning within the English classroom in the University of Khartoum.

1.3 Research Question

The research question for this study is: *What is the impact of code-switching on learning within the English classroom at the University of Khartoum?*

1.4 Problems of Language

The context of research for this study is in Sudan. Consistent evidence suggests that the proficiency of English in this country has been on a constant decline (Abdel-Magid & Mugaddam, 2013), necessitating the adoption of approaches to improve both fluency and understanding. The decline is perpetuated by the consistent emphasis on the use of Arabic as the official language of communication, diminishing the opportunities to increase this proficiency outside the classroom (Abdel-Magid & Mugaddam, 2013). As such, classroom contexts teaching English to become the only Opportunities for increases in proficiency, which then requires approaches like CS to accomplish positive outcomes. There are indications in the literature that the adoption of code-switching may be used for purposes beyond the proficiency in one language. The assumption of low language proficiency as the basis for the adoption of code-switching is true for the learners of a second language (Ariffin & Husin, 2011). These individuals are exhibited as demonstrating semi-bilingualism, which could refer to either knowing only one of the languages well or having only partial proficiency in both languages

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(Ja'afar & Maarof, 2016). Regardless, the alternative functions as identified in Gumperz (1982) remove the semi-lingual proficiency as the sole basis for the application of code-switching.

1.5 Impact of Context and Multiple Languages

Code-switching falls into the context of understanding the definition of student and teacher identity as more than simply a language problem (Setati, et al., 2002). Instead, it is a linguistic strategy that should facilitate both the expression of verbal content as well as emotions that are suitable to the context. The maintenance of the second or target language in instruction, as a result, limits the capacity of either of the participants in the development and definition of pedagogy to be fully influenced by the cultural and structural features of the wider society and the school (Freese, 2006). The study by Freese (2006) draws these results from a 2-year observation of teacher development, identifying the multiple complexities that determine the approach to teaching. The context also plays a critical role in the definition of identity, making CS critical to the pursuit of this process. The variation suggests that in the face of fewer vernacular connections with the language teaching in the classroom, the identity of the teacher is less likely to depend on the choices they make regarding the code-switching for content delivery (Beauchamp & Thomas, 2009). As such, the student as the audience has the opportunity to engage with the teacher as they deliver content, creating connections associated with their linguistic preferences. Instance, the pedagogical objectives as they manifest in the classroom both from the perspective of the teacher's practices and the students' understanding of content are easier to meet in the presence of code-switching by the student or the teacher (Lee, 2010).

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Chapter Two

2.1 Literature Review

The review of literature focuses on the areas identified by the research objectives and the questions for this study. Alike, this review will critically explore the CS within a theoretical framework, teacher beliefs and their influence on code-switching, the influence of code-switching on teacher and student identity, and the effects of code-switching on teaching practices and student education effectiveness. The review also attempts to connect the findings in previous literature to the context of this research. The researcher believes that none of previous researchers had done research same topic at the same university, so he would like to discover the degree of code-switching whether positive or negative and is it possible to eliminate or mitigate. What is consequences of second languages acquisitions? For many reasons chosen code-switching as vital topic in Sudan.

2.2 What is code-switching?

The multiple perspectives to understanding code-switching become prominent in literature efforts to define 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). The same perspective reflects in the definition of the term by Gumperz (1982, p.59) where code-switching refers to "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems".

There is, hence, relative consistency in the understanding of code-switching as an element of language reflected by the change from one language to another in the course of communication. However, there are uncertainties on the existence of a rule defining the transitions from one language to the other. The adoption of a clear rule regarding code-switching has the potential to different situations when the speakers adopt switching as a mechanism to facilitate communication and when they apply borrowing due to their own shortcomings in one or both languages (Mesthrie, et al., 2000). Efforts to create a distinction between the perfect bilingual and the imperfect bilingual in literature lack any substantiated differences or clear rules on communication in more than a single language (Antaki, et al., 1996). Rules have the capacity to enhance the legitimacy of the use of CS in communication and especially in the learning context (Awad El Karim, 2003). In the absence of clear rules, the general presumption is that code-switching lacks any systematic rules and the mixture takes place in an irregular manner within the distinct systems (Mesthrie, et al., 2000).

2.3 Theoretical Framework

The action of code-switching requires that the speakers have functional abilities in more than one language. Bilingual people will usually make use of their internal idioms for the execution of communication within the group, only applying the common language choices when they are interacting with the perceived outsiders (Mesthrie, et al., 2000). The capacity of mastering language will often vary depending on the nature that makes the person either bilingual or multilingual. The bilingual individual may be so by means of membership such as in the use of French by European aristocrats, education as in the case of students in countries like Indonesia and Sudan, or

administration on the basis of the second language being the official language (Wardhaugh, 2006). So, depending on the nature or degree of requirement for either language in determining their communication effectiveness, the mastery of language among individuals and their dependence on code-switching will usually vary (Milroy & Muysken, 1995).

The concept of code-switching relates closely to code-mixing, which also involves the application of more than one language in one sentence. The mixing of code has been specifically identified as the change of language intra-sentences, making its occurrence prominent at the lexical level (Wardhaugh, 2006). Yet, code-switching can take place in the form of single words or phrases, such as would manifest in the use of a different language as an exclamation or question tag at the end of a sentence. In the same manner, code-switching varies in the type (Gumperz, 1982). The use of situational CS may manifest where the switching is a result of the situation, such as discomfort emanating from the topic and those present. On the other hand, metaphorical code-switching occurs where there is a topic change compelling continuation of the discussion in the second language (Holmes, 1992). Nonetheless, understanding of CS is more common along the lines of tag switching, inter-sentential switching, and intra-sentential switching (Wardhaugh, 2006).

2.4 The functions of code-switching

The functions of code-switching in the current theoretical literature vary. According to Gumperz (1982), some of the functions include quotation or addressee specification. Quotation refers to the need to express a sentiment that is clearer in the choice of

language beyond the one in which the prior communication was taking place. Furthermore, addresses specification refers to the demand to include the participant in the conversation, especially where they may have different perceptions or capacities in one of the languages (Gumperz, 1982). Interjection serves as an alternative function, such as in the inclusion of an exclamation that is a better expression of emotion that would be in the other language. Reiteration and message qualification are the additional code-switching functions (Gumperz, 1982).

Message qualification implies that switching to the other language will make the main point clear, while reiteration refers to an element of clarification that would be impossible if repeated in the original language of conversation; a perspective that has been supported in the additional literature on the area including in Milroy & Muysken (1995).To end with, Gumperz (1982) makes reference to the application of code-switching for personalization or objectification. Zentella (1997) refers to personalization in CS among bilingual speakers as the use of language code-switching to specify the expertise that the individual may have regarding a topic or degree of involvement. For instance, casual communication may be made in English, switching to a native language may be more effective to reflect the degree of concern the individual expresses.

2.5 Beliefs of the Teacher and the Influence on Code-Switching

According to Awad El Karim (2003), CS is an effective strategy in discourse due to the capacity to facilitate the flow of conversation. The acceptance of code-switching within normal student conversation in the study by El Karim (2003) influences the

approach to this study due to the presumption that the same code-switching is likely to be transferred to the learning context. The evidence of code-switching is prevalent in a second language classroom, with students applying it even in classes where it is prohibited as part of the institutional effort to maintain the use of the school's official language (often English). (Ahmad & Jusoff, 2009). The study by Ahmad & Jusoff (2009) focuses on 257 learners within a low proficiency English learning context in Malaysia, which could have potential implications for the degree to which L1 is applied. There are variations to the degree to which teachers perceive the use of CS as a negative feature. These variations also extend to the necessity of the feature as part of the learning process. Among many instructors appearing in research studies, such as in Ferguson (2003), code-switching is necessary for effective learning. Resulting in, this necessity collides with the notion that its application is unfortunate within classrooms or among instructors determined to preserve the purity of the second language during learning (Ferguson, 2003). This paper by Ferguson (2006) reviews multiple kinds of literature in post-colonial contexts, giving special attention to the fact that the native languages form the L1 and the dominant approach to communication. As such, the reluctance of the teachers to adopt code switching or encourage the L1 can be understood as part of the effort to teach a foreign language that may be the official language.

There is constant justification among teachers on the use of code-switching as emanating from the need to respond to the needs of the classroom (Lee, 2010). This study by Lee (2010) applied 47 teachers as respondents, which explains its capacity to offer the teacher's perspective on code-switching. The degree of code-switching within one classroom and the next differs. This difference hinges on the belief that the chosen

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approach to instruction requires tailoring in a manner that reflects the learning need of the students (Ellis & Shintani, 2013). Where the grasp of the second language within this classroom is extensive, that is, the students have more than average levels of understanding of L2, the necessity for CS diminishes. In this context, instruction becomes deliverable in the second language exclusively as opposed to the need to switch to the first language for purposes of personalization (Milroy & Muysken, 1995). The variation in the levels of understanding the L2, in this case being English, will take place along a spectrum in the context of the UofK. The students on whom the current study will focus are likely to exhibit at least some grasp of English, which would most likely reduce the need for the teacher or students to use code-switching except for emphasis or clarification.

The beliefs, attitudes, and practices of teachers are important features for the understanding of the educational processes as they manifest in the classroom. There are strategies teachers apply to overcome the challenges of delivering instruction (Ariffin & Husin, 2011). As such, the beliefs of the teachers surrounding code-switching are perceived as critical determinants of the strategies they will apply for the delivery of instruction in second language classrooms. Results have been that the use of CS in the Arabic/English classroom is likely to complement the process of teaching (Ellis & Shintani, 2013). However, the concerns regarding the core beliefs, such as the need for specific tailoring based on student needs (Ellis & Shintani, 2013), of teachers indicate a difference in perspective regarding the necessity and suitability of the approach to perceiving CS (Cook, 2001). According to Ellis and Shintani (2013), the dominant perception among teachers is that the use of code-switching has minimal cognitive

benefits to the learner during the process of second language acquisition. The minimal belief in the capacity of any additional benefits emanating from the use of code-switching persists in other studies, with teachers in Malaysia indicating that they perceive using CS as necessary but not necessarily valuable (Lee, 2010). The perspective of this study is similar to that of Fergusson (2003) and Ellis and Shintani (2013), implying the commonality of this belief among teachers regarding the use of code-switching being only a necessary evil. This "necessary evil" refers to the fact that teachers acknowledge the necessity of CS in second language learning, but some have the perception of its being negative and potentially infringing on the rate of learning the second language.

Despite the negative sentiment that seems to accompany most of the use of CS in the second language classroom, the belief of this approach being necessary compels the adoption of code-switching for multiple tasks. The teacher that believes in the necessity of code-switching uses L1 Arabic for the explanations of concepts that are otherwise difficult to explain in the second language and the provision of effective support (Ahmad & Jusoff, 2009). The perspective by this study reflects on the earlier views of Gumperz (1982) regarding CS being essential to the accomplishment of effective roles or the communication of feeling in a manner that would be difficult to accomplish using the second language. Above that, it remains clear that the belief in the necessity of code-switching is ineffective in transforming the beliefs regarding the suitability of the same within the classroom. Ariffin and Husin (2011) report that the teachers remain convinced that the exposure to the second language is critical to the efficiency of their learning process, as opposed to the use of the original or initial

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language. This study by Ariffin and Husin (2011) is particularly notable in the form of contributions it makes to the literature, due to its use of both teacher and student perspectives. A total of 6 teachers and 163 students were used as participants, making use of self-completed questionnaires and interviews. Although, the perspective of the teachers as reported in the current review draw from self-reports as opposed to derived outcomes. Teachers that apply the Arabic frequently, therefore, will usually exhibit feelings of guilt due to the perception of their approach being less acceptable as a means to create understanding for the students (Ariffin & Husin, 2011). With the persistence of the negative sentiments regarding the use of the first language and code-switching for the delivery of instruction, the tolerance towards its application is likely to decline in the classroom (Ariffin & Husin, 2011).

Regardless, Cook (2001) provides a framework along which the beliefs of the teachers can be transformed to improve the application of code-switching in the classroom. According to this study, it becomes critical that the teacher understands they are teaching the student in the use of two languages and not necessarily the target language only (Cook, 2001). It is this perspective that has allowed the use of CS to manifest as not only a normal but also essential tool to the learning process (Mesthrie, et al., 2000). Teachers with these beliefs not only take advantage of the switching to ensure reinforcement of the message, then again for the purposes of the topic switch and the repetitive functions (Ellis & Shintani, 2013). With regards to the reports found in Ahmad & Jusoff (2009) of teachers being against the use of code-switching due to the perceived absence of value, the justification for the use of CS in Cook (2001) based on the tendency of students to translate the second language into the original language.

Considering the student already does this translation in their minds to better understand concepts as they are presented in the classroom, the application of the same in the spoken form is bound to be effective for the understanding of the second language (Cook, 2001).

2.6 Code-switching in a definition of the student and teacher identity

The assumptions of this study feature the possibility that code-switching in the English class in Sudan plays a role in defining the teacher and student identities. Pavlenko & Blackledge, (2001) perpetuate the idea that identities are formed and negotiated through the use of language. The outcome is the occurrence of multiple and different identities, contingent on the situation of occurrence or interaction. Ultimately, the choice of language becomes central to the process of negotiation towards particular social identities or away from the identity (Antaki, et al., 1996). The literature on identity definition recognizes that society defines these multiple identities, allowing people to work towards aligning them or misaligning with them (Antaki, et al., 1996). The process also features interaction with other individuals who are also involved in their own processes of identity definition (Pavlenko & Blackledge, 2001). Thus, while the person does not change, it is possible to have multiple identities within the individual (Antaki, et al., 1996). The sentiment that code choices can fashion a new person out of the speaker. Clearly, is inaccurate with the more accurate perspective being that the code choices reiterate old identities while either accepting or rejecting imposed ones to create new identities in the same context (Antaki, et al., 1996).

Understanding the identity of the teacher and the student in second language teaching relies on factors beyond the instruction context. There are implications stemming from the self, as well as the beliefs and choice strategies applied in teaching. According to Beauchamp and Thomas (2009), the understanding of the identity of the teachers first requires the understanding of the teacher's self. To elaborate this perspective in the context of code-switching and second language instruction: "Evidently, the inextricable link between the personal and professional selves of a teacher must be taken into account in understanding teacher identity. Some of the complex factors involved in this link are the interplay of emotion as a part of the self and identity, the narrative and discourse aspects of the self and the shaping of identity, the role of reflection in understanding the self and identity, and the connection between identity and agency" (Beauchamp and Thomas, 2009, p. 180).

2.7 Code-switching on student`s identity

The definition of student identity owing to code-switching most critically refers to the choices of language use and language maintenance. 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). The underlying premise is that the participation in a practice is a reflection of identity, as would be non-participation as a reflection of an alternate identity. While, when languages are in contact, the usage of these languages by people differs due to their use of the languages as resources for communication (Zentella, 1997). The consideration of this aspect implies that CS will likely delimit the identities of students and teachers in the social context. The decision to abandon one's language is a reflection of the new identity of the student as well as the

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change in the status of the vernacular (Ariffin & Husin, 2011). Although, CS and application of the vernacular both in learning and social interaction imply a reflection of the status of the language as well as the association of this language esteem with the student's identity (Ellis & Shintani, 2013).

A significant aspect to understanding the role of code-switching for the second language class in the UofK (for the current study) in defining the identity of the learner and the teacher is through consideration for systematic application of CS. A typical application of CS involves random switching, most of which may not always be beneficial to the learning process (Ellis & Shintani, 2013). As opposed to the application of this perspective, the systematic approach refers to following the student, making the identity of the teacher as a mirror role to that of the learner (Zentella, 1997). The deliberate application of CS, hence, ensures that the identity of the teacher conforms to that of the student to such degrees that they can address their learning needs (Milroy & Muysken, 1995). The teacher not only provides direction and permission for the use of CS but also personalizes the content to such degrees that the student can associate with the identity this communication approach creates. This dimension removes the barrier that could potentially be created by the inconsistencies in understanding or teaching process due to the language difference (Milroy & Muysken, 1995).

Likely, there have been concerns over the application of CS for the development of the dual identity that the second language teaching is intended to accomplish, specifically in Arabic/English contexts (Abdel-Magid & Mugaddam, 2013). Constant and random switching to the majority language increases its dominance, weakening the role of the minority language in the life and identity of the student (Ahmad & Jusoff, 2009).

This identity modification is especially likely to manifest in the use of intra-sentential switches as opposed to inter-sentential switches (Ellis & Shintani, 2013). The latter enables the reinforcement and review of content without overtly affecting the development of the dual language identity of the student, but the former is likely to reinforce the dominance of a single language identity and hinder the development of the target language (Milroy & Muysken, 1995). Despite the desire to connect emotionally with the learner, deliberate CS choice is essential to prevent the infringement on the development of beneficial student identities (Cook, 2001).

Previous studies have demonstrated the process of identity creation as dependent on the landscape in which the student or the teacher functions. The teacher identity has a professional capacity, which makes it crucial that they balance the social perspective of their interaction with the student with their capacity for the delivery of instruction (Antaki, et al., 1996). It is also important to consider the implications of code-switching on teachers who are also non-native target language speakers (Freese, 2006). The teacher is likely to perceive it as more natural for the students to turn to Arabic in their communication or learning process, encouraging understanding of the curriculum instead of the rigid emphasis on using English (Awad El Karim, 2003). With the application of these perspectives, code-switching gives the student more control over the decision to accept or remove the imposed identities that would be associated with the use of the target language (Modupeola, 2013). The shared common identity of the Arabic teacher of English with the student in Sudan is instilled, implying deeper implications of the code-switching for the development of student identities that would be possible in the alternative of classroom learning (Abdel-Magid & Mugaddam, 2013).

2.8 Impact of code-switching on knowledge acquisition and teaching practice

In a study on code-switching as an interactive tool in ESL classrooms, Abdel Magid and Mugaddam (2013) elaborate the doubts that manifested regarding the suitability of Arabic in English classes at the secondary and tertiary levels. The application of CS by teachers has been subject to controversy due to its automatic application as opposed to its use as an intentional strategy for teaching language (Losey, 2009). Irrespective, indications from previous research are that the use of code-switching has positive influences on the effectiveness of teaching instruction and the understanding of students. The primary basis for the improvement of both teaching practices and the student understanding stems from the ability of CS to encourage student participation in discussion (Seidlitz, 2003). The classroom that receives CS has the participants engaged in "creative, pragmatic, and safe practices… between the official language of the lesson and a language to which the classroom participants have a greater access" (Martin 2005, p.89).

Whilst, the fact that students gain the opportunity to engage the learning process using a language with which they are familiar transforms this technique into a strategy for linguistic teaching (Martin, 2005). Students typically apply their vernacular in social discourse, which is Arabic in Sudan, especially where they all share the same language and cultural backgrounds (Setati, et al., 2002). The use of a second language such as English for the delivery of content is highly dependent on the learning context, the skills and perceptions of the teacher, and the attitudes they have towards the capacities of the learners (Setati, et al., 2002). Understanding the realities as they manifest in the classroom, results from the framework for understanding the impact that code-switching

has on the learner and the teacher. From the perspective of Setati, Adler, Reed & Bapoo (2002), the application of local language for the delivery of second languages like English should ease the constraints created by the barrier of the minimal application of this second language in the social context. It is this perspective that further develops the application of Fergusson (2003) on CS accomplishing multiple impacts especially from the perspective of the teacher, including the management of classroom discourse, interpersonal relations, and curriculum access.

Code-switching by the teacher may be applied to elicit a topic change. The switch in language ensures that the attention of the student shifts to the new knowledge. In this topic switch, the teacher is exploiting the previous knowledge of the L1 among the students to allow learning of L2. Nevertheless, this topic switch featuring the language switch requires integration with the general approach to teaching. According to Prahbu (1992). But, the social perspective involves the recognition of the teacher having the role of the provision of the required inputs and this effort by the student comes off as unnecessary and unfair (Ariffin & Husin, 2011). Considered, before requiring that the student's study and grasp concepts in the English language, the teacher should probably consider the choices they make in their transitioning the students from the dominant use of Arabic in the learning context.

Students switch to the use of codes to identify unknown words in the English language as they would be in the native language, such as Arabic for the context of the University of Khartoum. This aspect may simply be applied to the effort to keep a conversation going, but more importantly, it may take place to overcome deficiencies in language towards understanding the delivered content in the process of learning (Milroy

& Muysken, 1995). The students' reverting to the first language may be more to the benefit of the teacher than that of the student, specifically owing to the capacity to explain to the teacher clearly what they have derived from the delivered content (Ahmad & Jusoff, 2009). In this perspective, the use of code-switching by the student serves to demonstrate their understanding while also validating the practice applied by the teacher (Setati, et al., 2002).

2.9 Use of code-switching facilitates the learning process

According to Abdel Magid and Mugaddam (2013), the use of code-switching facilitates the learning process through providing encouragement to students and facilitating their clarification of difficult concepts in a study conducted in the University of Khartoum. Following a series of interviews and recordings of classroom sessions, the study by (Abdel-Magid & Mugaddam, 2013) produced results indicating 87% support for the fast learning of new words due to the use of L1. The use of code-switching also impacts the student's knowledge process through the provision of an opportunity for the students and the teachers to share in pedagogical perspectives (Macaro, 2014). Students also gain the opportunity for exploratory talk, a chance that would otherwise be surpassed by the emphasis on the use of the target language (Lee, 2010). Such as, the use of code-switching among students not only ensures the chance to better understand the new language but also provides the opportunity for the development of the weaker language (Seidlitz, 2003). At the same time, the student education eases from the use of code-switching owing to the capacity to make associations of the learning process with links to the home and enhance student cooperation (Losey, 2009). The student in the second language classroom is likely to be more involved in

the choice learning processes where the instruction allows constantly slipping into their comfort zone as opposed to the rigid instruction in the target language (Seidlitz, 2003). This perspective should also reflect positively on the teaching practices as they are applied in this classroom within the University of Khartoum.

2.10 Conclusion and Research Gap

The main research gap emerging from the literature is the uncertainty on the suitability of code-switching within the language classroom as a tool for cognitive value addition. The theoretical framework postulates the applicability of code-switching in multiple perspectives, ranging from the simple use of tags for emphasis to the intra-sentence usage and the same inter-sentence. Later elements of the literature indicate that the intra-sentence use of code-switching by teachers may be unregulated and unplanned, which may prove detrimental to the performance of the student in the target language. This aspect is resolvable through the deliberate application of student following to facilitate the systematic use of the technique effectively. From the review, it emerges that the perspectives of teachers on the suitability of code-switching are mixed with a relative belief of its necessity coupled with sentiments against its suitability. Nonetheless, this uncertainty can be resolved through the application of further research addressing these areas. This need for further understanding of the usefulness and suitability of code-switching that inspires the implementation of the current research.

Chapter Three

3.1 Methodology

This section details the manner in which the data used for this study was collected as well as the characteristics of participants and the process of their selection. The primary purpose of the research was to determine the impact of code-switching in an English-as-a-second-language classroom at the University of Khartoum, both qualitative and quantitative method approaches to reach accurate results and sufficient information. Therefore, these approaches were selected for the process of data collection. The choice of study participants was also deliberate, seeking to ensure that the data they provided was relevant to the research. The section also explores some of the pertinent ethical issues emerging in the course of research.

3.2 Data Style

The collection of data for this research focused mainly on primary research. Primary research allows for objectivity, eliminating the possible bias of the original researcher that could be present in secondary sources (Bailey & Burch, 2017). While the secondary research provided adequate literature background into the topic, the researcher required primary responses due to the contextual conclusions required as part of the research objective. Afterwards, the study made use of responses from both teachers and students within the University of Khartoum. At the same time, the data took both the numerical and verbal forms, which was necessitated by the tools of data collection as well as the required analytical approaches. Both of these dimensions are explored further in the course of this chapter.

The research participants for this study were both teachers and students. All of them were from the University of Khartoum, located in the city of Khartoum, Sudan. All the teachers taught English and all the students were also taking an English course at the time of research. 6 teachers and 5 students were interviewed, while 60 respondents within the same demographic received questionnaires on the same area of study. Both the students and the teachers spoke Arabic as the first language and all Sudanese, except one teacher English native from (New Zealand) lecturer at the university. The study making English the second language for which data was collected.

3.3 Research approach

The study adopted a mixed methods approach. The mixed methods approach to research allows the incorporation of multiple tools of data collection and analysis, as well as diversification of the forms of data collected and the source respondents. Researchers frequently follow either the qualitative approach or the quantitative approach (Saunders, et al., 2012). The former allows for the collection of in-depth data and the creation of inferences on the phenomena based on the opinions or positions of the participants (Dörnyei, 2007). The quantitative approach, on the other hand, relies on the numerical components of data to create conclusions regarding trends and relationships as they manifest in the data (Saunders, et al., 2012). The use of the mixed methods approach ensures the strengths of both approaches are maximised in the study, while also allowing for each to compensate for the weaknesses of the other. However, this design could prove complicated in the analytical phases (Burns, 2000). Retaining the mixed methods to a minimum should sufficiently reduce the perceived complexity emanating from the use of this approach in the study (Burns, 2000).

3.4 Data collection

The research design created for the use of more than a single tool for the collection of data. The style of data also concentrated on primary data, limiting the tools for data collection to those applied in primary data collection. Primary data collection tools include the use of observation, interviewing, questionnaires, and focus groups (Creswell & Creswell, 2017). The study made use of both interviewing and questionnaires. These tools have specific benefits as well as limitations, which then determine their suitability for the study. The use of the interview for the collection of data enables the acquisition of in-depth information from the respondents. Interviews allow the clarification of questions from the interviewer, as well as the clarification or confirmation of responses (Dörnyei, 2007). The interviewer can also assess the accuracy of the responses they receive, especially due to the implications of non-verbal cues like gestures and facial expressions (Saunders, et al., 2012). On the other hand, questionnaires enable the collection of quantitative data and handle large numbers of respondents. Close-ended questionnaires, for instance, provide limited responses from which the respondents can select, making the analytical process easier (Bailey & Burch, 2017). Their fact that the presence of the researcher is not needed for the process of data collection also means multiple questionnaires can be administered simultaneously (Bailey & Burch, 2017).

However, the questionnaire limits the range of responses that the researcher can achieve from the participants and prevents its applicability for in-depth data collection. As a result, the use of these methods for the collection of data in this study satisfied the required data forms. The application of the interviews to both the students and the teachers ensured that they provided their opinion unhindered by limitations in

responses. The interviews, despite the constraints of physical distance, were administered face to face data collection, as the researcher travelled from Britain to Sudan duration of four weeks commuting at central campus of the University of Khartoum for data collection. The participants selected the most convenient time and location for the engagement, with the researcher making adjustments to suit their schedule and preferences. Albeit, some of the interviewees had to be contacted repeatedly to make time for the data collection. At the same time, the questionnaire facilitated the acquisition of quantitative data that supported the otherwise quantitative findings derived from the interviews. These questionnaires were also administered physically, with the researcher collecting them after their completion. The process of data collection using these methods took place within the same time, enabling the beginning of analysis for both data sets simultaneously.

3.5 Quantitative Data Analysis

The process of data analysis, due to the data forms collected, features a quantitative analysis. This analysis mainly focuses on the numerical data, using it to create descriptions relating to the responses provided by participants (Hinkel, 2011). Besides, the quantitative analysis applies descriptive statistics, allowing the presentation of data in the form of percentages and means (Saunders, et al., 2012). The statistics allow the identification of the application of L1 in the L2 context, noting the trends in its acceptance as well as deviations in views on its impact. The analysis also predominantly makes use of tables and charts, which facilitate easy comparison and aid the consequent explanations of results. In detail, the researcher have used the qualtrics data analysis system (online survey software). Instead of, Statistical Package for the

Social Sciences (SPSS) software widely used at DMU for data analysis. It can be stated that the questionnaires survey done through papers and used the qualtrics system for data analysis.

3.6 Qualitative Data Analysis

The main approach to the analysis of qualitative data was through interpretive analysis. The approach seeks to make sense of how an individual makes sense of a given situation (Creswell & Creswell, 2017). The approach involves the transcription of interviews, of which 6 were administered to the teachers and 5 to the students. These data sets are transferred in their original conversational form, preserving the authenticity of the actual interviews into the context of analysis. The analysis includes both noting the dominant themes from these transcribed interviews as well as including some of the words in the actual report. The analysis, for that reason, is expected to be sufficiently elaborate to allow the incorporation of excerpts from the transcripts into the data. Note that, teacher's interview done in English as their choice except one in Arabic. Whereas, students interview done in Arabic, but used code-switching both researcher and students.

3.7 Ethical approach

At first step, it could confirm that ethical approach at University of Khartoum representing on ahead department of English was warmly welcomed researcher, but have requested proof either from DMU or researcher's supervisor confirming that he is MA student. Then, he had submitted a letter from supervisor as well as the data collection request letter written by writer himself. At that point, researcher have received

data collection consent on the spot, been signed by both head department of English and Dean of the faculty of Arts Khartoum university. Find in appendices attached request letter and consent letter translated from UofK (Translation and Arabicization unit).

On the other hand, Wray and Bloomer (2006) provide several ethical issues for consideration in the process of data collection within the context of linguistics research. According to Wray and Bloomer (2006), the participation of the respondents should be voluntary. Such as, none of the participants in this study was coerced, with their consent forms being presented before they engaged in the research. Moreover, the researcher reminded all the participants of the voluntary nature of their participation at the beginning of the interviews (Hinkel, 2011). This reminder also came with the assurance of their ability to withdraw from the research at any point before the process of analysis began, without any consequences on their part. The research process also emphasized confidentiality for the participants. This dimension closely relates to the safety of the participant and the data as it relates to the research context (Dörnyei, 2007).

Furthermore, the researcher must ensure that the responses are well protected and not directly connected to the identity of the participant. In order to ensure this outcome, all the participants were not required to give their names or any form of unique identity. None of the reporting sections features the identity of respondents. The researcher also has the obligation to protect the participant, either from physical harm or any other negative occurrences that could emanate from their participation in the study (Saunders, et al., 2012). In order to meet this ethical requirement, the process of interviewing was held in times and locations that the interviewee felt were safe. The

responses to the questionnaires were also stored securely, with the eventual original data being destroyed following the completion of the analysis.

The study makes use of the analysis process to enable the final presentation of the findings. The findings are presented in the form of subsections, with each considered to be addressing an area pertinent to the current research. The findings from the quantitative and qualitative data are presented separately, especially because they address a different element of the study question. The quantitative element makes use of elaborate numerical analysis tools, including tables and charts, while the qualitative analysis synthesises text from the transcripts. However, these findings will be integrated into the consequent chapter where a discussion of these results and their relationship with the current literature is explored.

The chapter details and processes of data collection and analysis. It attests to the use of the interviews and questionnaires among both students and teachers as part of the mixed methods approach for this study. The chapter also justifies the choice of these methods, noting their capacity to acquire quantitative data as well as generate an in-depth understanding of this data. There is also a brief discussion on the ethics of research in this context touching on the matters of confidentiality and voluntary participation as crucial to the maintenance of research integrity. The section concludes with some details on the presentation of the finding, allowing adequate background for the findings section as it begins in the next chapter.

Chapter Four

4. *Data Analysis: Findings*

### *4.1 Biographical information*

This section presents the outcomes of the analysis of data collected from the study participants who are all of them Sudanese students and teachers, except one teacher from New Zealand. English native teacher, who went from London to Sudan volunteer programme to teach voluntarily at University of Khartoum faculty of arts English language department. Participants, a total number of 65 students participated in this research as follow 60 students participated in questionnaires survey and 5 students involved in the semi-structured interview. Aged between 18 to 23, they taught different schools before university (private and public schools) in Sudan and Sudanese curriculum ESL. Above all, 6 teachers participated in the semi-structured interview as well from the same department. Duration of interview 10 to 15 minutes for students and 15 to 20 minutes for the teachers audio recorded. The findings first subsection provides the participants background, featuring the gender and languages spoken. In the subsequent parts, the presentation is of the quantitative and qualitative data obtained from the analytical process.

4.2 Participant Characteristics -Gender

The participants' distribution along the gender lines featured a predominantly female sample. This aspect was created by the nature of the class at university the majority of them were female as seen below chart 82% against 18%. The distribution was relatively uneven. Likely, it was thought to be inconsequential to the study as the

choices of code-switching and the possible impact has not been evidenced in any of the previous literature as having any dependence on gender. The students who participated in this data collection are all Sudanese and taught Arabic language as first language and English as a second language.

Chart 1: Gender Distribution of Participants
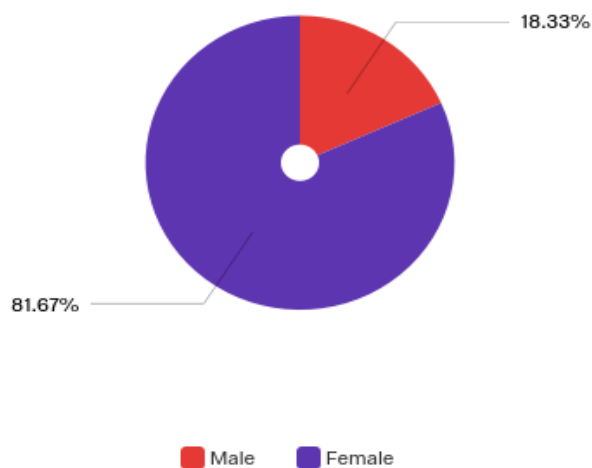
No	Answer	Percentages	Participants
1	Male	18.33%	11
2	Female	81.67%	49
3	Total	100%	60

4.3 Number of Spoken Languages

The study also sought to determine the number of languages in which the participants of the study exhibited proficiency. This aspect was relevant, especially due to implications from previous research suggesting that the skills in the L2 is a

determinant of the use of code-switching and its impact on the students (Ahmad & Jusoff, 2009).

Chart 2 -Number of Spoken Languages
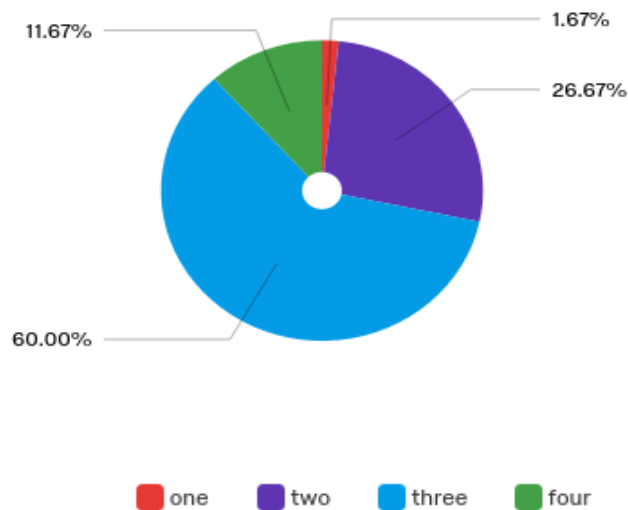
Table (1) How many languages do you speak?

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

From the study, the majority of the respondents spoke three languages 60%. Only a minimum of 1 spoke a single language which representing 1.67%, suggesting that the orientation towards bilingualism or multilingualism in this context is high. This prevalence in multilingualism is bound to highly influence communication patterns, both among students in social contexts and within the classrooms.

4.4 Use of L1 in the Class among Students

The study sought to determine the degree to which the L1 Arabic was used in the classroom context. The use of the language was assessed both among the teachers and the students, under the assumption that the alternation of the language is among both groups. But, below table assessed student's responsible use of Arabic in ELT class

Table (2)

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

From the data, there is an uncertain trend regarding the student use of Arabic in the English classroom. About half of the students reported using the Arabic language in the English class 48%, but the other half report not using it 52%. The aspect implies reluctance among the students to frequently apply the language in their English class as part of their learning process. This finding is especially intriguing within the classroom context, considering the responses in the qualitative perspective regarding the use of L1. The students reported: *"There are no foreign students so we frequently use Arabic among ourselves"* Student Interview Respondent 3

On balance, the evidence supports the view of the above respondent. "*The main reason why teacher using code-switching, because of not understanding from some students in the class"* student interview respondent 2. Researcher would suggest that why not using simple English to explain.

The response suggests that they limit their choice of code-switching to contexts beyond the classroom, preferring to maintain English through their learning. This preference also manifests in their opinions about the teachers' use of code-switching. The indications from the quantitative data are that the use of code-switching among teachers in the English classroom is high, even higher than among students.

4.5 Code-Switching among Teachers

Table (3)

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

Contexts of Code-Switching, teachers are likely to revert to the use of Arabic in multiple contexts, including interpretation and the explanation of new vocabulary, 65% responded yes as above table teachers using code-switching against 35% no. Majority of the respondents indicated that teachers using code-switching. It can be understood as a form of interpretation of content. Any subject matter presented in the classroom, according to the respondents, that proved difficult to interpret in simple English was presented in Arabic. According to the qualitative data collection, some of the respondents elaborated that the phrase "ya'ani" (meaning/ it means) was common in the classroom discourse as part of the interpretive effort of the teacher.

4.6 Use of Arabic to facilitate understanding

Table (4)

No	Answer	Percentages	Counts
1	Yes	54.24%	32
2	No	45.76%	27
3	Total	100%	59

As a result, the use of code-switching in contexts where students have a limited understanding of new vocabulary was dominant. The majority of 54% reported that the use of Arabic has been instrumental in facilitating understanding new vocabulary within the English classroom and 46% reported no. This aspect was frequent in the application, considering the qualitative reports of the backgrounds of the majority students having exceedingly weak backgrounds in the English language. Normally, the contexts where the use of Arabic was applied by the participants included the overall effort to negotiate new concepts in the L2.

Notably, 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 distinction in the form of English applied is not overly crucial, but it did pose some issues of proficiency and influence the learning of new vocabulary where the accent, words or spelling differed in the British and American context.

4.7 Attitudes towards Arabic Use and Methods of Teaching

In the course of the data collection, it was also important to assess the attitudes that the teachers and the students have towards code-switching. In order to determine this attitude, the participants responded to questions on the desirability of the use of the Arabic language as part of the English lesson.

4.8 Desirability of Arabic in Teaching/ Learning English

Table (5)

No	Answer	Percentages	Participants
1	strongly disagree	10.53%	6
2	Disagree	35.09%	20
3	agree	40.35%	23
4	strongly agree	14.04%	8
5	Total	100%	57

Majority of the respondents 40% agreed with the sentiment that the use of Arabic in the learning and teaching of English was desirable to them. This was supported by 14% who indicated strong agreement, overall agreed and strongly agreed is 54%. Comparatively, only 46% either disagreed or disagreed strongly. As such, there is a strong orientation towards the need to use Arabic as part of the overall learning process in the English classroom. This finding was peculiar compared to the responses regarding the beneficial nature of teaching English in one language. There was a majority support 58% for the position that teaching English in one language is beneficial *(table 6),* which should be an indication of the unwillingness to apply Arabic as part of this learning process.

4.9 Teaching English in One Language is Beneficial to me

Table (6)

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

This seeming difference in the consistency of outcomes posed a conundrum in the analytical process, propagating questions on the possible difference in desirability relative to benefits. Is it possible that the teacher or student may wish to code-switch but find it more beneficial to retain the use of English through the lesson? Under this circumstances, 58% agreed would support one language in teaching (that's mean only use English in class) and strongly agreed 27% against 12% disagree only, looking more closely, it's apparent that only 3% strongly disagree, teaching the course in one language is beneficial. Obvious differences exist between agreed and disagreed, particularly the fact that 77% of students admitted code-switching is helpful (refer to appendix 1, Q7) in questionnaires survey.

The study lacked the capacity to explore this aspect any further, resorting to the qualitative data for clarification of the position of the respondents regarding their attitudes towards code-switching. The qualitative data suggest that code-switching may not be as popular as it is necessary for the English classroom in the University of Khartoum. From the responses, the students would prefer the use of simple language

for explanations or clarification as opposed to code-switching. Also, its opposing

quantitative data`s survey sometimes like code-switching. It's fluctuating indeed.

"We have had foreign teachers who explained concepts in simple English and

pictures; they did not revert to the use of Arabic. Most of our problems are in writing; not

speaking…this is only because we lack materials such as books" Student Interview

Respondent 5

This perspective persisted in most of the research, with the students holding the view

that the use of Arabic as part of the code-switching practice was both undesirable and

detrimental to their learning process. Besides, some teachers seemed convinced that in

their capacities and contexts, the use of code-switching was essential as part of the

learning process. Only above student complain about writing, the rest 4 out of 5

students complain about listening and speaking in a semi-structured interview. It's likely

that teacher's interview supporting problems of the listening and speaking, except one

teacher supporting writing problems. No doubt, the researcher strongly believe that

there`s writing problems available as English a second language. If believe to be

problems available in GB -Great Britain visibly among students.

"The syllabus is based on the grammar-translation method and that's why

students are very weak in communication and some graduate students not speaking

fluently" Teaching assistant`s Interview Respondent 1.

Head department states that *"I use it for low-level students if they deserve it, but I*

call L1 and L2 and not code-switching. I use code-switching most of the time in

My classroom". *The lack of proficiency among students necessitates the switch*

to L1 in some cases to enable learning". Teacher Interview Respondent 6.

The teacher's approach to teaching English yielded evidence of minimal updates. For instance, the qualitative interviews showed that the teachers still applied traditional methods of teaching deteriorating L2 acquisition. All the interviewed teachers indicate that terms presentation, practice and production (PPP) methods, new terminology for them. This aspect potentially limited the efficiency of their overall teaching strategies as well as the perception of efficiency as held by the students. PPP is a paradigm or method to teaching foreigner language. The teacher offerings the target language. Then students are asked to practice it, in well-controlled activities, then in freer activities. Later students are permitted to produce. The process starts with the input and output. What happens in between practice? (Theme, 2018).

There is some agreement on the areas of weakness presented by the students, with the majority acknowledging problems in speaking and listening. The students reported that "*their poor speaking was due to their minimal access to practical activities*". Student Respondent 5.

It is proved that *"in no language skill is the fear of error production more acute than speaking. Writing offers an opportunity for correction, but speaking is immediate and usually face-to-face. The potential for embarrassment is considerable (Campbell, 1995, p. 245)".* The teachers also noted that low-level students have severe constraints in speaking to content in the English class. As such, the students can admit to this weakness but they feel that the use of Arabic in teaching the English class is inadequate for the improvement of their areas of weakness. On the other hand, the majority of teachers are convinced that code-switching within this context between English and Arabic is absolutely necessary for the students exhibiting low proficiency

levels. However, teacher`s interview 4 has opposed *"I would prefer to use simple English rather than code-switching"* A teaching assistant who speaks a perfect American accent (semi-native) states. Moreover, native English teacher supported the above statement in interview 5 by *saying "I will use simple English and weak students using google translations or mobile dictionaries"*. Despite, he is able to use some Arabic words. A detail examination shows, majority of students would prefer simple English for delivery of explanation in the place of Arabic follow (appendix 1, Q10) 72% respondents would prefer simple English against 2% only love Arabic, opposing to 77% of students state code-switching is helpful. Refer to appendices for more comparisons, how dodgy is it.

Therefore, some discord regarding the views of the teachers and students on code-switching within the classroom. This discord is enunciated in the view held by several respondents in the teacher interviews (Teacher 1 and Teacher 2), that the students would prefer the complete application of code-switching in all learning contexts. This position contravenes strongly with the views held by some students, with the latter opposing reverting to Arabic as an approach to enabling understanding. It explains some of the uncertainty emerging in the quantitative data, which integrates the findings from the teachers and students into one. Any effort to further comprehend this data pattern will be addressed in the discussion chapter, allowing the incorporation of previous findings in this context such as by Abdel-Magid & Mugaddam (2013) code-switching an interactive tool in ESL classroom.

4.10 Impact of Code Switching

The assessment of the impact of code-switching was the central focus of the process of data collection and analysis of the research, therefore, began by exploring the beliefs the respondents have on the influence of code-switching on students.

4.11   Code-Switching increases Understanding

Table (7)

No	Answer	Percentages	Participants
1	strongly disagree	10.53%	6
2	Disagree	21.05%	12
3	agree	49.12%	28
4	strongly agree	19.30%	11
5	Total	100%	57

The majority 49% of participants were reported agreement that the use of code-switching facilitated understanding of new concepts, against 21% disagreement. It's necessary to consider that 19% strongly agreed, opposing to only 11% strongly disagree. This agreement was particularly elicited among students with low proficiency in the English language, with perceptions of this being supported by the qualitative view of the teachers.

"For students with low proficiency we switch to L1… the mother tongue has a strong ability to facilitate understanding concepts in L2" Teacher Interview Respondent 6

Therefore, the study identified the facilitation of understanding of concepts in the second language as one of the positive impacts of the use of code-switching in the English classroom. From a large perspective, this position was largely unchallenged

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due to 32% either disagreeing or disagreeing strongly. Whereas, 68% either agreeing or agreeing strongly. So overwhelmingly, participants agreed on code-switching increase understanding. Which opposing *(table 6)* teaching in one language is beneficial to them score of 85% agreeing and strongly agreeing 58%+27%.

There were also indications, entirely from the qualitative dimension, that the use of code-switching increases participation. According to the respondents, code-switching enables the inclusion of students with low English proficiency in discussions in the classroom in a manner even simple L2 could not accomplish. The students reported multiple aspects that support this aspect including the position that code-switching is common outside the classroom and often came easy in the class when it is allowed. *"Code-switching is useful when students do not know the new words or vocabulary. So mixing Arabic and English is a part of our habits and normal in our culture, the use of code-switching is positive, but if too much will be negative".* Student Interview Respondent 2

"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.

The teachers also exhibited similar support for the use of code-switching as a way to enhance interaction and increase student participation. Where the students have low ability, they will usually be less willing to answer the questions presented for discussion. On the other, there is still some reluctance among the students to fully embrace the practice especially when they have a notable ability in more than one language. The study also assessed the impact of the use of code-switching on the perception of the teacher by the student. Such as, the process sought to determine any possible

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variations in the degree of respect for teachers that apply code-switching in the classroom or otherwise.

4.12   Teacher Respect increases with code switching

Table (8)

No	Answer	Percentages	Participants
1	strongly disagree	15.79%	9
2	Disagree	40.35%	23
3	agree	35.09%	20
4	strongly agree	8.77%	5
5	Total	100%	57

The indications from the respondents were that the use of code-switching fails to increase the level of respect the students have to their teachers. This was demonstrated by the disagreement of the respondents with 40% disagreeing and another 16% indicating strong disagreement. In contrast, 35% of participants agreed that they held respect their teacher even if using CS and 9% only strongly agreed. Nevertheless, in retrospect, it was unclear on whether the use of Arabic diminished the level of respect or appreciation the students have for the teacher; or if its use had no effect on the level of appreciation. This dimension was clarified through the qualitative dimension of the study, whereby it seemed the students had a preference for teachers who did not make use of code-switching or Arabic within the English classroom. The respondents indicated.

"Most of our teachers are teaching assistants, very few academic PhD holders at the university. So a first year and second-year students teach by teaching assistants…We

had foreigner teachers, but using simple English and body language (we happy and understand easily) even if no code-switching" Student Interview Respondent 3.

The students seem to hold the perception of some teachers being teaching assistants, which could explain the possible negative attitude they have towards low-level tutors. This perception suggests the association of well-qualified staff attempts by the teacher with their limited knowledge and the outdated syllabus, much reflecting the implications of literature such as in code-switching being frowned upon by proficient individuals in a multilingual society (Abdel-Magid & Mugaddam, 2013). The people may also tend to perceive it as an indicator of poor language proficiency (Lee, 2010).

4.13 Code Switching Weakens L2 Acquisition

Table (9)

No	Answer	Percentages	Participants
1	strongly disagree	14.55%	8
2	Disagree	30.91%	17
3	agree	38.18%	21
4	strongly agree	16.36%	9
5	Total	100%	55

Perhaps most controversial was the final outcome demonstrated by the results as an impact of the use of code-switching. According to the respondents, CS seems to have a detrimental impact on learning as well as the acquisition of the second language. The qualitative data suggested that the use of L1 among the students beyond the classroom context is sufficient, eliminating its need for application in the classroom.

"There are no foreigner students in the class, so we use L1 more than L2 among ourselves…also, no debates or English clubs where we can practice and improve our spoken English" Student Interview Respondent 3

The quantitative data also supported the perception that the use of L1 Arabic in the classroom was unnecessary and only served to hinder acquisition of the second language. Majority of the students reported that the use of Arabic while learning English did not increase their acquisition of the second language. This is probably due to the minimal need to acquire new words with which to express meaning or due to the alternative switching to L1 when encountering unfamiliar concepts as in Lee (2010). The position is strengthened by further questions in the area, with 38% agreeing and 31% disagreeing and 15% strongly disagreeing as well as 16% strongly agreeing. Respectively, that code-switching weakens their acquisition of English. Considering the other barriers to L2 acquisition as provided by the qualitative research including poor syllabus development and limitations on materials, the notation of the use of Arabic as another barrier should be quite significant.

4.14 Teaching English in both English and Arabic eases Understanding

Table (10)

No	Answer	Percentage	Participant
1	strongly disagree	10.34%	6
2	Disagree	20.69%	12
3	Agree	48.28%	28
4	strongly agree	20.69%	12
5	Total	100%	58

It is notable that, the impediment to L2 acquisition is not a hindrance to understanding. In fact, the majority participants 48% indicated their agreement with that the use of Arabic and English in the classroom increases their understanding. Although, strongly agreeing increased by 21%, against strongly disagree 10% only, so it's clear that agreement increases over 50% opposite to disagreement in all cases *(able10).* The qualitative data also supported this dimension, including the position by teachers that they would prefer to teach in English but this would reduce understanding among the students.

"We teach mostly in the English language during lecture, but students if not understood, we will use Arabic as code-switching or mixing" Teacher Interview Respondent 1. Likely to Teacher's Interview 3 *"we use CS when the majority of students not following you or not understanding".*

The impacts are diverse. The negative impacts appear more prominent among the students sometimes and swiftly fluctuating between like and dislike. While the majority of teachers perceive the use of code-switching as positively impacting the students understanding. While this chapter explores some of the possible reasons for this difference, it is only in the subsequent chapter that the details are discussed and integrated with literature to develop a more comprehensive understanding of this data.

Chapter Five

5.1 Discussion: Interpreting data

The qualitative and quantitative results from the analysis provide a framework for understanding the use of code-switching and its impact in the English classroom at Sudan. While it is recognised that the phenomenon of CS is universal in most multilingual countries, Alkhresheh (2015) elaborates that the reasons and impact for the practices differ among the individual countries. The nature of this study and the current data range allows for analysis of the trend within the context of the University of Khartoum and the generation of a discussion linking the specific study results to theoretical positions in current literature.

5.2 Discussion of findings

The findings from the study are of a prevalent use of L1 Arabic in the context of learning, both within the English classroom and outside. The prevalence of this language use is associated with the fact that the entire population speaks Arabic efficiently. Nur & Mohammed (2012) suggest there is an unmistakable global trend currently, where former colonies emphasis the local language as the official language as opposed to the use of the foreign language. Therefore, the use of Arabic in Sudan is prevalent, which has caused the decline in the use of the English language especially at the tertiary level (Nur & Mohammed, 2012). While this is not the only reason for the decline (Karimian & Mohammadi, 2015), it here manifests as a significant basis for the use of L1 within the English classroom and in the social context of the University of Khartoum's student interactions.

A peculiar trend, though, does manifest through the entire set of findings. Indications are that the use of code-switching is higher among the teachers than it is among the students.

This aspect becomes critical to understanding the motivations for the use of code-switching in the English classroom. Is it merely because it is convenient as would be suggested by the students noting the predominant absence of foreign students and native English teachers? The responses of the teachers in this analysis suggest otherwise. The indications are that code-switching prevalence from the perspective of the educators is perceived as highly necessary. These findings are akin to those of previous scholars including Liao (2006), Schweers (1999), and Karimian and Mohammadi (2015) on the use of CS being a necessary tool for educators. The necessity is especially manifest among new students whose grasp of the English language may be limited. Nevertheless, this latter dimension relates to the predominant use of Arabic in the society which means interaction before this classroom in the university takes place in L1 and limits the knowledge of English.

5.3 Some students would be less inclined to make use of code-switching

Even then, the study creates the need to identify the reason some students would be less inclined to make use of code-switching while the practice is predominant among their teachers. After all, considering the shortcomings in language among the students are the basis for the practice, should it not manifest more prominently among students? This study, suggests that the students with some proficiency in the English language have a negative attitude towards the practice of code-switching. This is not a peculiar trend, as Abdel-Magid & Mugaddam (2013) have previously indicated the tendency of

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multilingual individuals with proficiency in the L2 to frown upon the practice of CS in conversation. In this study, it emerges that the students perceive teachers relying on code-switching for the explanation of concepts as unable to use alternative approaches. This attitude is further exacerbated by the fact that some foreign teachers have not had L1 Arabic as an approach to the explanation of new concepts. Alternatively, using simple English (highly favourite at UofK), picture or body language either.

With the differential in the attitudes and context of CS, the focus becomes on the impact that the practice has on the classroom. There is a prevalent emphasis on the use of code-switching increasing participation. While the students' earlier attest to not liking the use of code-switching in normal cases. Despite, they note it is part of the cultural communication beyond the classroom and would naturally create a more participative environment. Previous studies have reported this influence of the cultural context on the application of code-switching in the classroom, with the utterance of Beja and Arabic in the same sentence being common practice in areas like Port Sudan (Vanhove, 2006). Hence, uttering words in both Arabic and English should seem normal to the students and increase their willingness to participate in the classroom. Indications are that students with lower proficiency in English will make more contributions where they are aware they could switch to Arabic words when they hit a barrier in complete English communication. The evidence in previous studies in the area also perpetuates the same outcomes, emphasising the use of CS as a tool for overcoming language limitations (Dar, 2016).

At the same time, the study concurs on the beliefs of code-switching increasing understanding among the students. This increase in understanding is most visible

among students whose proficiency in the English language is low and it's very clear in finding chapter, a lot of participants reported agree and strongly agree CS increases understanding. It is notable that the belief of the use of CS increasing understanding is consistent among the students and teachers; despite previous indications of students not preferring the application of the approach. Part of the indications from the study was that enhancing understanding depends heavily on translation, with the application of the word Ya'ani (meaning) being adopted before specific words are phrased in the Arabic language. As such, in this dimension the study supports the findings of previous research (Abdel-Magid & Mugaddam, 2013) (Jingxia, 2010) (Hughes, et al., 2006) on the value of code-switching as a basis for the increase in understanding among learners of English as a foreign language, it's very volatile indeed between like and dislike.

The findings confirm CS is accepted as increasing understanding, therefore, brings into question previous studies that oppose the practice as a basis for the pursuit of the second language in learning. The L1 is, in these contexts, believed to interfere with the acquisition of concepts in the second language (Karimian & Mohammadi, 2015). Note that this study accepts the position that the L1 may infringe on the acquisition of proficiency in English; while still facilitating understanding and it's changeable the same participants view from positive to negative as in tables in findings. Potentially, this means that students understand what they have learned but they may find it hard to express the same in English or understand it in the future when presented in the same language. Students continue thinking in Arabic, as opposed to English, which interferes with their fluency in English, especially in conversation. The finding supports the position that L1 infringes on the accuracy of expression in the L2. While

more studies in literature continue affirming the use of the first language as beneficial to L2 acquisition (Hughes, et al., 2006), this study supports the position that L1 does, in fact, pose a barrier to acquiring the second language.

Liao (2006) has emphasized the importance of assessing the attitudes of students towards code-switching or their perceived impact. In this study, the attitude of the students towards teachers following the use of code-switching was largely negative in normal cases, but acceptable in difficult words or vague terminologies, this according to semi-structured interview and students comments in questionnaire papers. Participants suggested that the application of simple concepts is sufficient as an approach to developing explanations. Instead of, resorting to the use of CS. This attitude has significant implications of the applicability of code-switching in the University of Khartoum. Suggestions from previous research are that beliefs of learners are likely to affect the effectiveness of strategies (Gulzar, 2010), implying that the use of CS could be hindered in effectiveness by the preconceptions of these learners towards the approach.

5.4 The degree of code-switching among teachers and students

The degree to which the teachers and students are able to articulate the positive effects of code-switching on English learning presents significant progress in the perception of the practice within the pedagogy of English as a foreign language. Evidence from previous research has been that previously, teachers have been reluctant to adopt the use of code-switching to L1 within the English as a foreign language classroom (Olmo-Castillo, 2014). At the turn of the century, the pedagogical practice was against the use of the native language in teaching the second language

(Lin, 2013). This belief caused discomfort among many teachers in the use of L1 for classroom teaching, but recently more teachers have reported more inclination towards this practice (Mabule, 2015). The transformed practice has been induced by the persistence of evidence supporting the effectiveness of CS in increasing the understanding of students within these classrooms (Alkhresheh, 2015).

This progress as observed in the attitudes of teachers over time presents potentially positive transformations to the current attitudes held by students towards CS, whereby the possibility of their transforming their current attitude remains viable once they understand the positive impact of the practice. As such, it should support any concurrent recommendations associated with the transformation of the attitudes of the students towards CS in an effort to elicit positive outcomes.

Nevertheless, while the use of CS in this study may have emerged as potentially infringing on proficiency, there are other factors at play. Reports in the study are that the students have severe constraints in materials for learning, limiting the opportunities for self-development. Hamad (2014) also notes this challenge as the basis for difficulties teaching English in Sudan, alongside other issues such as crowded arrangements that limit the ability to use other learning or communication tools. Where this factor interacts with the already weak background in the English language, it becomes clear that perhaps CS may not be the only reason why fluency becomes difficult for the learners. The teachers also affirm this challenge as facing the students, which suggests they are aware of the difficulties the students may have to practice learning English away from the classroom. Where these challenges combine with the low competence of teachers

especially for the introductory levels of learning, it becomes clear that the students' proficiency in English may remain severely constrained in the future.

The findings suggest a focus on the details of the learning outcomes as the basis for determination of the suitability of CS in the context of the Sudan. Code-switching will improve the participation and understanding of students, but it will also hinder the acquisition of fluency in English among the students. The sheer size and lack of vocabulary necessitate the use of code-switching, as implied by previous studies from Sudan and in the specific context of interactive tool (Abdel-Magid & Mugaddam, 2013; Mohamed & Elhadi, 2015).

Thus, it may remain more a matter of necessity than suitability in this context, with the limited grasp of the language in the environment of learning to leave fewer options as approaches to learning. There are also questions on the use of simpler concepts to explain issues that students fail to understand in more complex English. However, the findings emphasize that the severe limitations of some of the students make this option impossible in the learning process. Consequently, it becomes important to consider the implications these findings have on the teaching process at the University of Khartoum, and potentially most Sudanese universities.

5.5 Implication of teaching

Considering the findings of this study and the resulting discussion, several positions are manifest. Primarily, code-switching is a necessity considering the grasp of English among the majority of students. On the other hand, code-switching is perceived unfavourably by some students but more favourably among the majority of teachers at the University of Khartoum according to students and teachers Semi-structured

interviews. The practice also improves understanding and participation, while limiting the rate at which the students acquire fluency or proficiency in English. These positions regarding code-switching have significant implications for teaching in this university. Considering trends in the English language in Sudan, it is unlikely the necessity of CS will wane soon. Several efforts to improve the language have been pursued, but literature indicates the situation is only becoming worse (Mohamed & Elhadi, 2015). Even though, based on the premise that teacher's use of code-switching due to the low proficiency of students, especially in the first year of university, they may have to continue the practice in the future. As the proficiency in the language declines, the chances of alternative approaches like simpler concepts being applied reduce (Jingxia, 2010). The students, in this case, would be unfamiliar with these concepts currently considered simpler, leaving only the use of Arabic as the manner in which to facilitate their understanding of the items to which they are introduced.

At the same time, the controversy over the impact of the practice presents a conundrum to the teacher. To what degree should the pursuit of understanding compromise the pursuit of fluency or proficiency? The findings suggest that the positive influence of code-switching on understanding and participation, but a negative influence on the acquisition of the second language, answering research question. This controversy is not only in the current study but also in previous literature where CS and the use of translation are subject to questions as proper approaches to learning a second language (Liao, 2006). Translation is perceived as hindering thinking in the target language, which then limits fluency both in speech and in writing (Karimian & Mohammadi, 2015). Nevertheless, despite there being limited research supporting this

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position (Liao, 2006), it is important to consider the reduction of the practice in classes where fluency is the primary objective based on the findings in this study.

Perhaps the resolution to this uncertain position emerging from the findings is the clarification of learning objectives within the language classroom, both in the University of Khartoum and other learning contexts. Where the primary focus of the learning process is on increasing knack in the second language, then the use of CS should be reduced to facilitate the elimination of L1 interference in learning. Yet, where there is a keen prioritisation of understanding, such as in classrooms teaching other subjects but in English, the use of CS can be increased to facilitate understanding and participation. The same may be applicable in the English classroom where the areas under study require comprehension. This delineation of objectives may facilitate the proper contextualisation of the use of CS, eliminating instances when the practice hinders learning of diminishes the efficacy of the process for both the teachers and the students.

However, it is also important to consider the implications of the additional factors in the learning environment that hinder the levels of understanding or proficiency among the students especially at the University of Khartoum and generally in Sudan. Evidence of crowded classrooms in Sudan, poor materials, and low qualifications among the educators may be factors that hinder the process (Hamad, 2015). Therefore, that CS hinders aptitude could be true but the interaction with other factors compounds the implications of this practice. The eventual outcome is that changing the use of CS may only achieve minimal effects as long as other factors in the learning or teaching environment remain unaddressed (Lin, 2013). A comprehensive approach to change

the teaching practices and environment may be required if an improvement to the proficiency of students is to be observed within the Sudanese Universities.

From a less prominent perspective, CS may have an influence on the dynamic between the teachers and the students. The dynamic among students and teachers is critical to facilitating proper approaches to learning as well as eliminating any interference in the communication process (Mohamed & Elhadi, 2015). Is valid, considering the students have previously experienced learning without the use of CS, it may be important to engage them in constant discussions regarding the role of the practice in the learning process. This engagement will be a deviation from the provisions of the learning process or curriculum, but it will be essential to the transformation of their attitudes both towards the practice and towards the teachers (Dar, 2016). Considering the role of preconceptions suggested in previous research, the adjustment may be a crucial determinant of their future performance outcomes in the classroom.

5.6 University of Khartoum

The University of Khartoum was established in 1899 to the honour of General Gordon of the British army during colonisation. Gordon was general governor of the Republic of Sudan at the time, he was killed during the Mahdi's uprising in 1885. Then, established Gordon Memorial College as a first high educational institute in Sudan. The college was built between 1899 and 1902 as part of the Lord Kitchener's wide-ranging educational reforms within British Empire and entitled honour of Gordon. In 1924 the college was developed with the new Khartoum University and named the Kitchener

School of Medicine. Who we are? Gordon Memorial College Trust Fund (2018). Then, the year of independent 1956, become University of Khartoum.

The University of Khartoum based in the capital city of Sudan (Khartoum city) and took its name. The second to none, top university in Sudan so far and none of any Sudanese universities equal to Khartoum University in terms of admissions regulations and had best teaching staff producing high academic quality performances. The outcomes of this study highlight specific conclusions regarding the University of Khartoum, especially from the pedagogical dimension. These are conclusions regarding the levels of application of CS and the suitability of the practice for the specific context.

From the research, there are some pedagogical shortcomings that face the classroom at the University of Khartoum. Some students display a negative attitude towards the quality of teaching staff they have and the approaches applied by these instructors in the context. At the same time, there is concurrence on the quality of the curriculum and learning materials being insufficient to meet the learning needs of this level of education. Already, a negative attitude towards given practices has been shown to potentially be detrimental to the learning process and its effectiveness in literature. Therefore, the interaction between the attitude of the students and the quality of materials or learning intended to improve their understanding and proficiency elicits results below the required level. These dimensions explain the persistently low proficiency levels teaching materials within the university, which in this case can only be blamed on the lack of listening materials and absence of speaking podium, here visibly answering research question. Nevertheless, awareness of the influence of alternative factors highlights the necessity to adjust more than just the use of code-switching for the

accomplishment of better learning outcomes. The University of Khartoum is located in a context whereby the focus is on the use of Arabic as the dominant language. Evidence from the discussion highlights the fact that the English language is continuously deteriorating in Sudan due to the emphasis on Arabic as the official language of communication. Hence, more or fewer students that join this university are expected to continue displaying low levels of knack and necessitating the deliberate choice of approaches in teaching that will facilitate their understanding and skills. Consequently, it is very likely that in order to facilitate understanding, the instructors within this university will find it necessary to persist in the use of code-switching especially among new students with low ability in English. In upper levels, such as the 4th year of learning, the practice may be reduced significantly and replaced with alternatives like the use of simpler words to explain new concepts.

Lastly, the study concludes that while the impact of code-switching in the University of Khartoum is critical as a learning practice to improve participation, it may require a contextual application. This aspect requires deliberate structuring of the curriculum, whereby the delineation of learning objectives should facilitate determination of the context of the application of code-switching. In the English classroom, lessons intended to focus on understanding new concepts should more dominantly make use of code-switching. However, where the focus is on gaining new vocabulary or proficiency communication in English, this practice should be severed and replaced with alternatives like easier concepts. This redefinition of objectives is on the basis of the conflicting outcomes of the application of code-switching and the implication that the pursuit of participation and understanding may limit fluency in English.

5.7 Limitations of research

Several limitations manifested in the course of this research and their elimination could potentially improve the outcomes of a future study in the same area. The limitations are primarily in the approach to the collection of data and the choice of participants, as well as the approach to analysis. So the study was limited to faculty of Arts, English language department, University of Khartoum second-year, number of participants 65 from the total number of 85. So the research aimed to the second-year faculty of arts only. Vulnerable to use code-switching or code-mixing during English class and causal communications among both teachers and students as English a second language in Sudan.

Above all, both questionnaires part are categorised and analysed (not exhaustive). Also, one of the limitations was in the application of a single context for the conduct of the questionnaire survey as states, 60 students surveyed and 5 students selected for semi-structured interviews as well as 6 teachers' participated in the interview, all recorded (semi-structured). The choice approach limited the source of data to one university and one class, eliminating the possibility of generating comparative results. The possibility of more than one class or even one university for the collection of data could have probably provided different trends, allowing the comparison of the amount of CS applied in the classrooms and the differences in the degrees of fluency exhibited by the students. The approach, for this reason, would have eliminated some of the inconsistency perceived from the results suggesting code-switching as improving understanding while also diminishing fluency or proficiency in the same classroom.

The approach also limits the capacity to generalise these findings to all classrooms where English is taught as a second language. The study also has the limitation of the application of the questionnaire as the primary basis for the collection of the data. While it has its advantages, it is limited in the provision of proper insights into the behaviour of preferences. The interviews were added into the study in an effort to overcome this shortcoming. Furthermore, while they enabled understanding of the motivation behind some of the answers such as in the form of attitudes of students towards code-switching, there are also some areas that remain unclear. The use of self-reporting also potentially compromises the authenticity of results in this research. Therefore, the use of observation for this study may have improved the accuracy of outcomes and eliminated any possibility of bias emanating from self-reporting. The researcher would also have had a clearer set of assumptions on which to base the discussion and conclusions, especially due to the clarity on the exact degree of CS used in this classroom.

Similarly, there is a slight limitation emanating from the use of descriptive analysis. The approach provides numbers as the basis for the presentation of results, while not quite elaborating on the relationship between the data. As a result, the approach diminishes the outcomes of the study to mere numbers, only minimally achieving proper insight into the trends through the qualitative data. A more qualitative analysis could have succeeded in the elaboration of the responses provided by the participants. On the other hand, the use of a correlation analysis would have successful the ensured the capacity of this study to articulate the degree to which the different levels of code-switching affect the understanding of students as well as the attitudes

towards the practice. This latter approach has been reflected in the recommendation for a different approach in the future study, with the comparison for correlation or causation being an integral element to the process.

5.8 Findings outline

This chapter outlines the findings from this study and their interaction with the previous provisions of literature. From the discussion, it becomes clear the differences in perceptions that may exist towards the use of code-switching and the specific impacts of the practice in this context. The discussion also elaborates on areas where the findings have specific implications for learning practices within the University of Khartoum and where these results are generalizable to the entire spectrum of English as a second language. The discussion also details the pedagogical implications of the study outcomes. It outlines the need for curriculum adjustment along specific objectives, allowing the judicious application of code-switching depending on the intended learning goals. It seems, there is an emphasis on the need to engage in the specific adjustment of student attitudes with the focus on ensuring they understand the positive effects of CS as a learning practice. The implications also feature an emphasis on adjusting elements of curriculum delivery, ensuring that proper materials are available to encourage individual learning and facilitate more pursuit of efficiency. The dimension is articulated alongside the need to revise the specific contexts of application of CS within the classroom teaching English as a foreign language.

5.9 Recommendations and future studies

There are multiple recommendations developed for practice and for further research based on the outcomes of this study. These recommendations include:

1. The use of code-switching should be based on context, being adopted in situations when it is a necessity and reduced as the proficiency of students increases. Indications from this study have been that students proficient in more than one language have negative attitudes towards the practice in the classroom. In addition, the evidence has suggested that CS may limit know-how in English as the target language. Nevertheless, the same study also provides evidence that the practice is a necessity for students experiencing significant challenges to the level of proficiency in the English language. As such, teachers must continue treating code-switching as a necessity, especially for new students. However, based on the current study and previous literature (Lehti-Eklund, 2013), the selective application of the practice should ensure that it is reduced according to need in order to provide the opportunity for the students to improve their fluency. This aspect should diminish any possible interference that the native language imposes on the process of learning and the pursuit of proficiency in the second language, in this case being English.

2. For the future, strongly it is recommended that British government representing by the British embassy in Khartoum, had better to support education system in Sudan and fund teaching materials to train ELT tutors through British council or coordinate Sudan and Britain to train teachers in Britain to revive British English, almost vanishing nowadays in Sudan, especially (phonetics and phenology). Taken-over American English in most aspects, if not all. Despite, well-known Sudan is one of the famous

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British colonies in Africa in an 18th and 19th century. The criticism of the case, researcher taught in British English during his degree time at the University of Alfashir, Darfur region in Sudan 2003 graduation group. The researcher doesn't believe to keep all British legacy whether good or bad, but he believes origin of English language positive legacy to be remain in Sudan besides our own languages.

3. Researcher confidently recommend that this recommendation should be enacted as soon as possible not the University of Khartoum only, but also the whole English language teaching system in Sudan (adoption of PPP teaching methods) presentation, practice and production, it's very important methodology in ELT. Regardless of its criticism (pros & cons).

4. Researcher's recommendation after he has spent four weeks at University of Khartoum for data collection in June 2018, (University`s teachers and teaching assistants are excellent and lenient treatment towards their students) keep it up, please, which he impressed and admired that policy.

5. In the specific context of the University of Khartoum, particular changes to practice are essential for the efficiency of teaching and learning in the English classroom. The environment of learning requires adjustment, allowing the introduction of new resources and updates to the curriculum in a manner that ensures access to materials and opportunities for practice. In this manner, students have more extensive opportunities for the improvement of their fluency away from the interaction with the teachers; diminishing any negative influence that code-switching may have on the pursuit of their proficiency. Considering the indications that the external cultural environment is a large influence on the language proficiency of students in this university (Mohamed & Elhadi,

2015), and the lack of any means to influence this environment, it remains up to the university to improve the learning conditions. Moreover, to support the specific adjustments to teaching practices including the strategic application of CS, the administration requires improving access to materials, especially listening, speaking as well as writing and reading by and large, and the nature of the curriculum as part of the pursuit for better performance outcomes in English.

6. Future research should explore the degree to which code-switching negatively affects aptitude in English among learners with relatively average fluency in the same. This study has suggested that CS reduces the knack among learners. However, this conclusion is entirely on the basis of self-reported experiences of teachers and students. While previous studies have also implied the same, evidence supporting the position remains limited. A more extensive study may be able to compare classroom contexts whereby CS is applied predominantly and those where the practice is subdued. The comparison of levels of fluency between multiple points in time could potentially act as evidence in support of or against the negative influence of the practice in the English classroom.

5.10 Conclusion

The use of the first language in the context of learning English as a second language is one of the most notable issues in the current pedagogy. This study sought to establish the impact that code-switching has on learning within the English classroom at the University of Khartoum specifically, and in Sudan commonly. The conclusions surrounding this study. Accordingly, based on the knowledge that the university context is one where the spoken language is predominantly Arabic. So, challenges to

communication and learning in English are some of the assumptions that guided the analysis, the discussion, and the consequent conclusions of this research. The views of teachers from this study are in support of the use of code-switching as a technique for teaching English. Not only is the acceptance of the use of the L1 Arabic acceptable, but it is also necessary for a context where the proficiency in English is low.

At the same time, there is also an unequivocal acceptance that the use of the language makes the learning easier for students and the delivery of the English content easier for the instructor. Reveals, while the students may indicate doubts on the need for the use of the first language and the practice CS in this context, it remains evident that the teachers agree on the benefits of the approach to teaching. This progress from the past when most teachers may have expressed discomfort with the use of the first language in the context of teaching English as a foreign language especially at the tertiary level. The concurrence, is that the use of code-switching is necessary for this learning context, even when it may not be considered ideal by the students or the teachers.

The study also concludes that the use of code-switching improves the levels of understanding and participation in the classroom. The judicious application of the practice facilitates improvement in the capacity of students with low levels of English expertise to grasp concepts as they are introduced in the learning environment. In addition to, the use of the L1 enables the students that would otherwise be limited by their low grasp of English to take part in classroom discussions. The impacts imply that the teachers may have to selectively apply CS and limit it to contexts where they specifically are dealing with students whose ability in language is low. Its excessive

application in later years within the learning institution may be frowned upon especially by students whose proficiency in the language has improved significantly.

This research also concludes that code-switching limits the fluency of students in the second language. There is a consensus that while the practice improves understanding and participation, it interferes with proficiency in the target language. This limitation is induced by the cognitive process, where the students' thinking in the L1 potentially hinders their capacity to communicate effectively in the second language. Where the use of CS in the classroom coupled with limitations in reading materials, an outdated syllabus, and seemingly untrained teachers, the result is that the fluency of these students is severely constrained. Subsequently, in the face of minimal opportunities for practice in receptive or productive skills either, code-switching may do more harm than good in the pursuit of proficiency in English as a second language.

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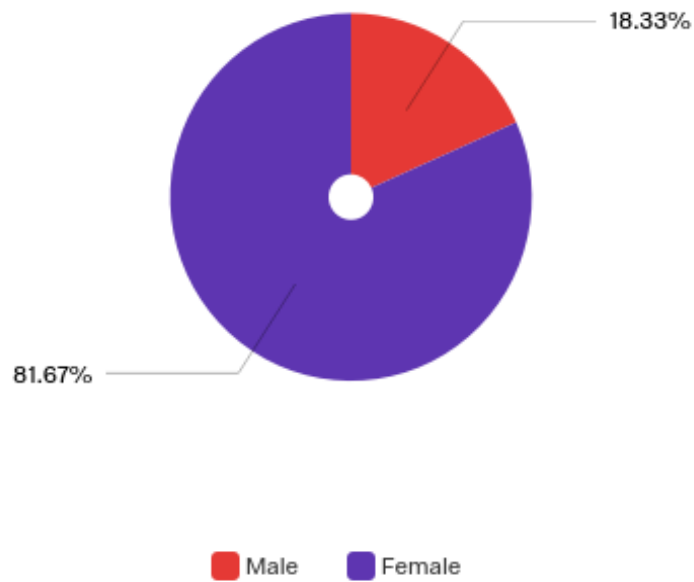Zentella, A., 1997. *Growing up bilingual.* MA: Blackwell.

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Appendix 1

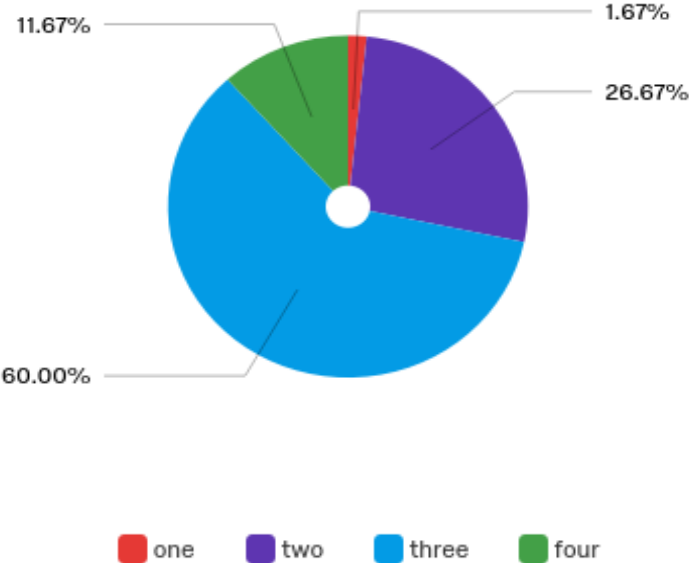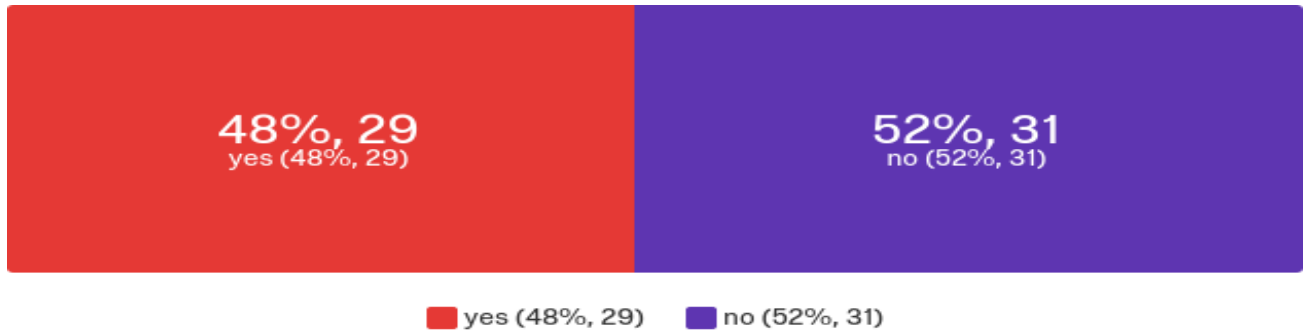**Code-switching student`s survey ELT classroom at University of Khartoum**

(Sudan)

Q1 - Gender?

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

Q2 - How many languages do you speak?

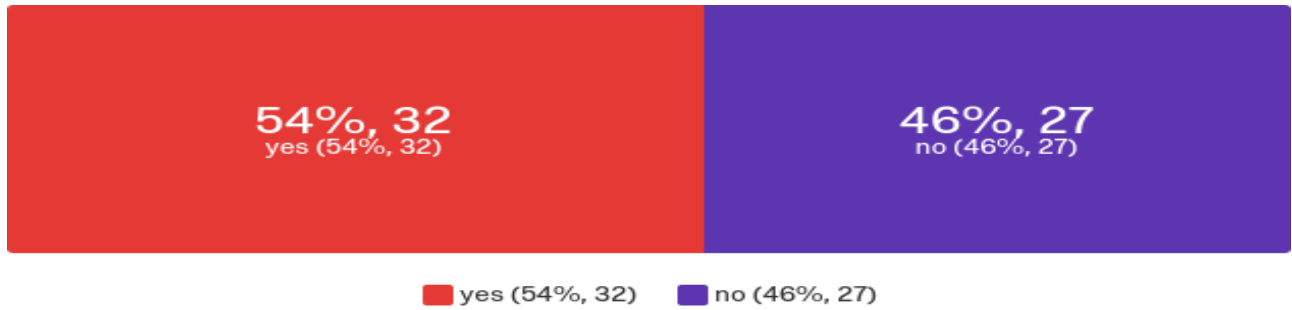| No	Answer	Percentages	Participants
1	one	1.67%	1
2	two	26.67%	16
3	three	60.00%	36
4	four	11.67%	7
5	Total	100%	60

Q3 - Do you speak Arabic in English class?

yes (48%, 29)   no (52%, 31)

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

Q4 - Is the English teacher using Arabic in the English classroom?

yes (65%, 39)   no (35%, 21)
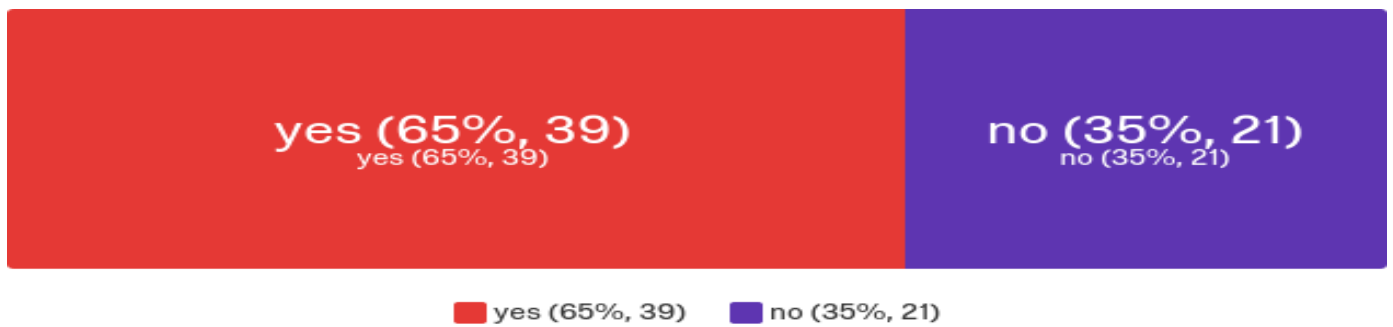
No	Answer	Percentages	Participants
1	yes	65.00%	39
2	no	35.00%	21
3	Total	100%	60

Q5 - Do you think Arabic language can help to learn English language?

	Answer	Percentages	Counts
1	yes	54.24%	32
2	no	45.76%	27
3	Total	100%	59

Q6 - Do you think code-switching is kind of interpreting?
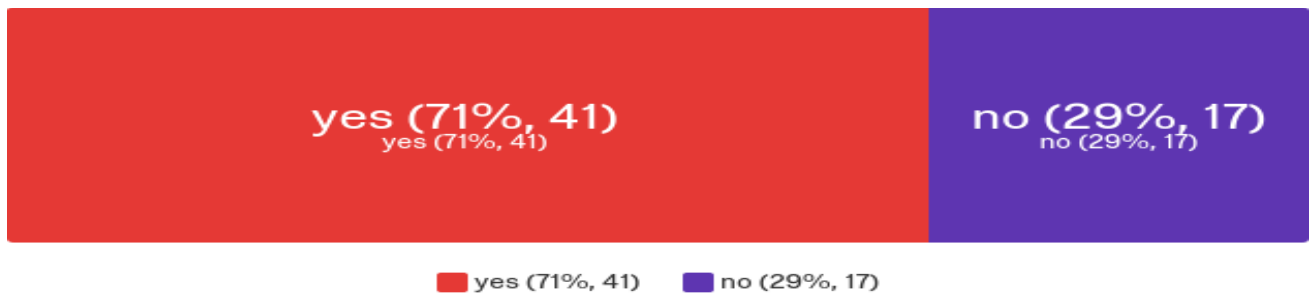
No	Answer	Percentages	Participants
1	yes	70.69%	41
2	no	29.31%	17
3	Total	100%	58

Q7 - Do you think code-switching is helpful?
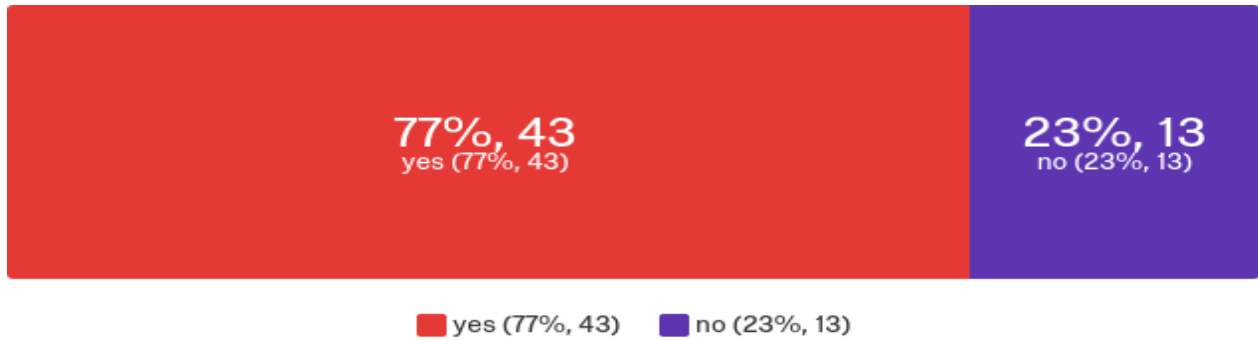
No	Answer	Percentages	Participants
1	yes	76.79%	43
2	no	23.21%	13
3	Total	100%	56

**Q8 - What language (s) do you normally use to communicate with your classmates in English class?**
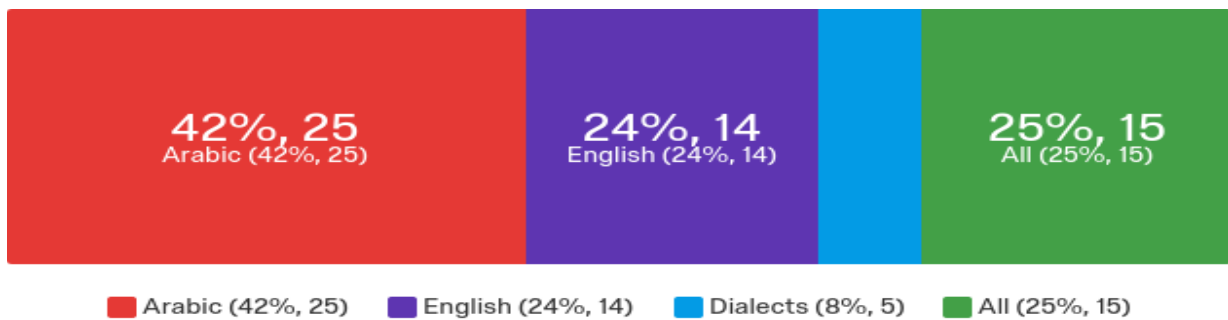
No	Answer	Percentages	Participants
1	Arabic	42.37%	25
2	English	23.73%	14
3	Dialects	8.47%	5
4	All	25.42%	15
5	Total	100%	59

Q9 - What is the reading instructions in the English class?

Arabic (3%, 2)   English (76%, 44)   Dialects (9%, 5)   other (12%, 7)
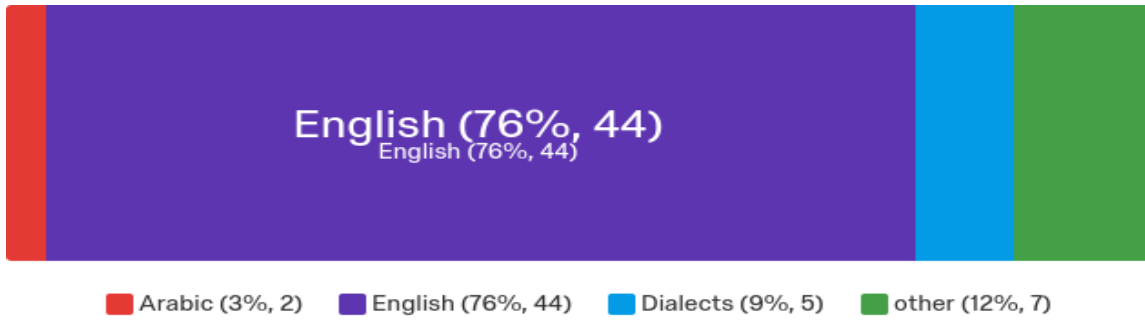
No	Answer	Percentages	Participants
1	Arabic	3.45%	2
2	English	75.86%	44
3	Dialects	8.62%	5
4	other	12.07%	7
5	Total	100%	58

Q10 - Which of the following is the best way to explain the complex English language sentence?
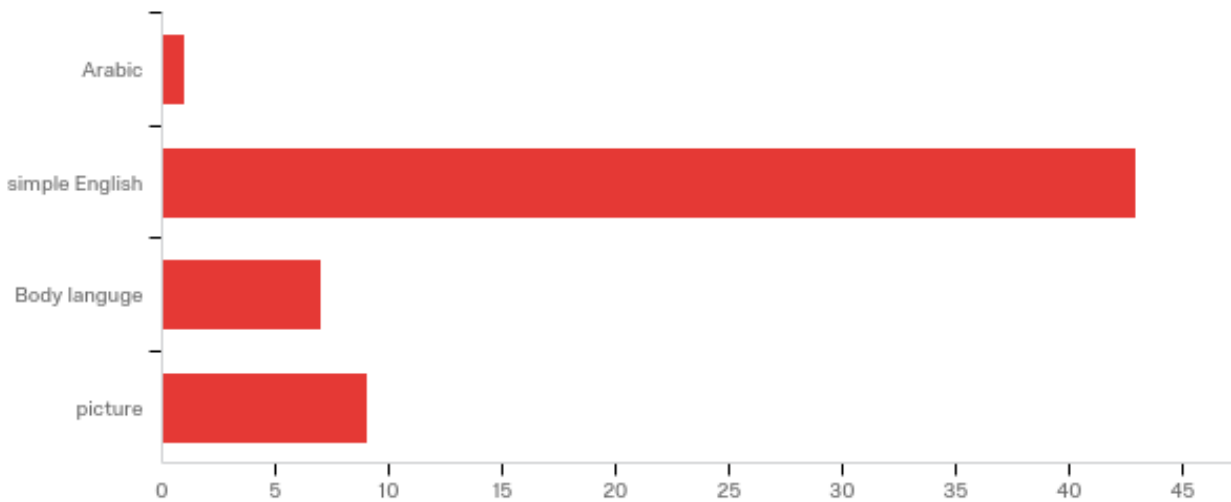
No	Answer	Percentages	Participants
1	Arabic	1.67%	1
2	simple English	71.67%	43
3	Body language	11.67%	7
4	picture	15.00%	9
	Total	100%	60

Q11 - Which situation for teacher's session, do you evaluate the best in English teaching?
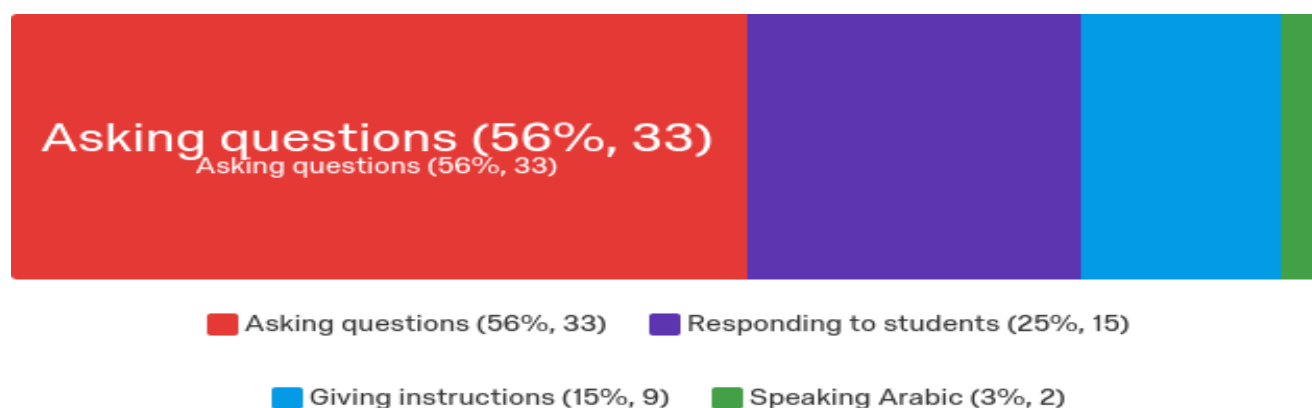
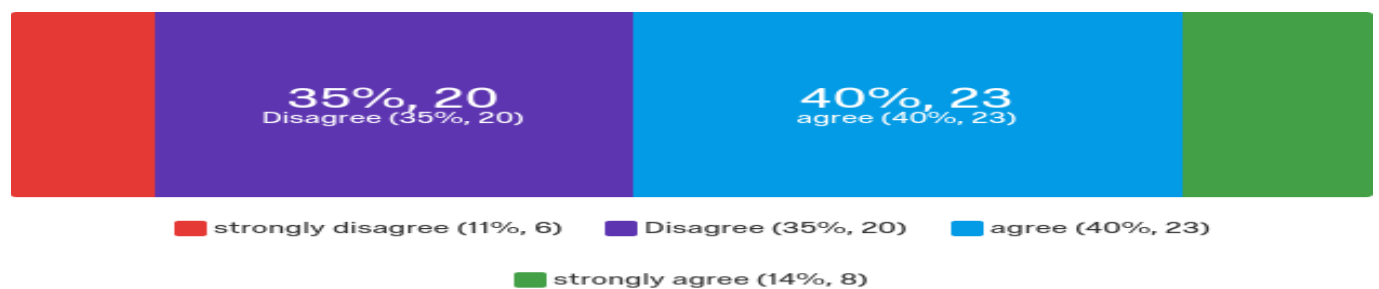| No	Answer	Percentages	Participants
1	Asking questions	55.93%	33
2	Responding to students	25.42%	15
3	Giving instructions	15.25%	9
4	Speaking Arabic	3.39%	2
5	Total	100%	59

Questionnaire part two, breakdown charts and tables.

**Q1 - Teaching the course only in one language is beneficial to me.**
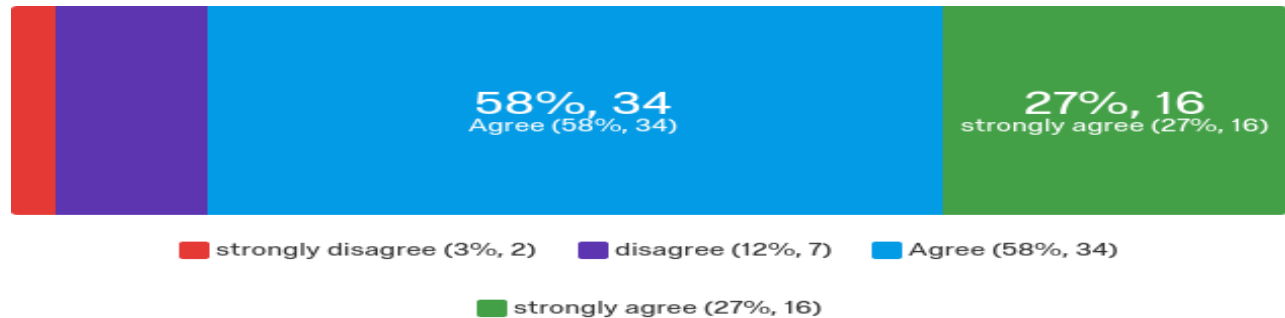
No	Answer	Percentages	Participants
1	strongly disagree	3.39%	2
2	disagree	11.86%	7
3	Agree	57.63%	34
4	strongly agree	27.12%	16
5	Total	100%	59

Q2 - Teaching the course in Arabic and English is desirable to me.

No	Answer	%	Count
1	strongly disagree	10.53%	6
2	Disagree	35.09%	20
3	agree	40.35%	23
4	strongly agree	14.04%	8
5	Total	100%	57

Q3 - Teaching the course in Arabic and English make easy for me to understand.
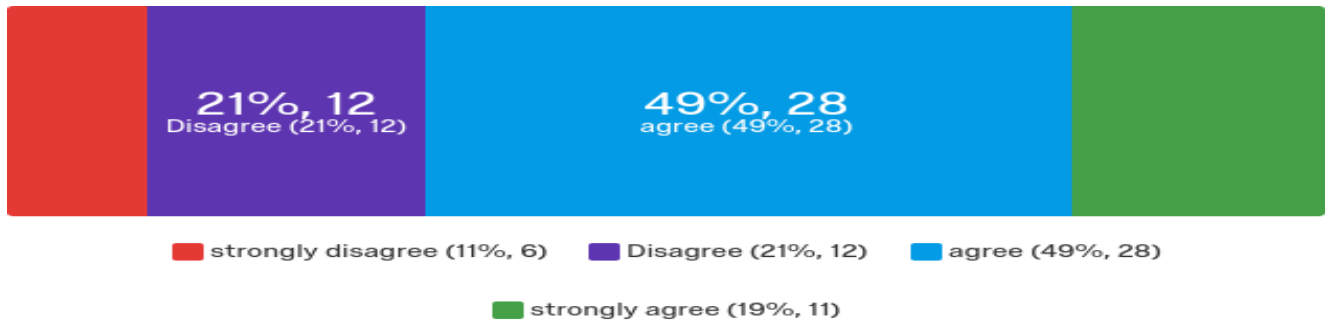
No	Answer	Percentages	Participants
1	strongly disagree	10.53%	6
2	Disagree	21.05%	12
3	agree	49.12%	28
4	strongly agree	19.30%	11
5	Total	100%	57

Q4 - It confuses me when the course instructor teach in Arabic and English at the same class period.
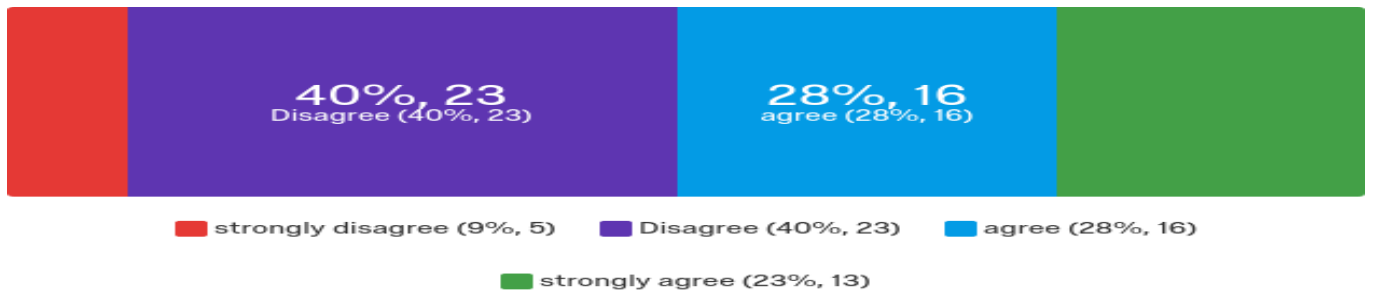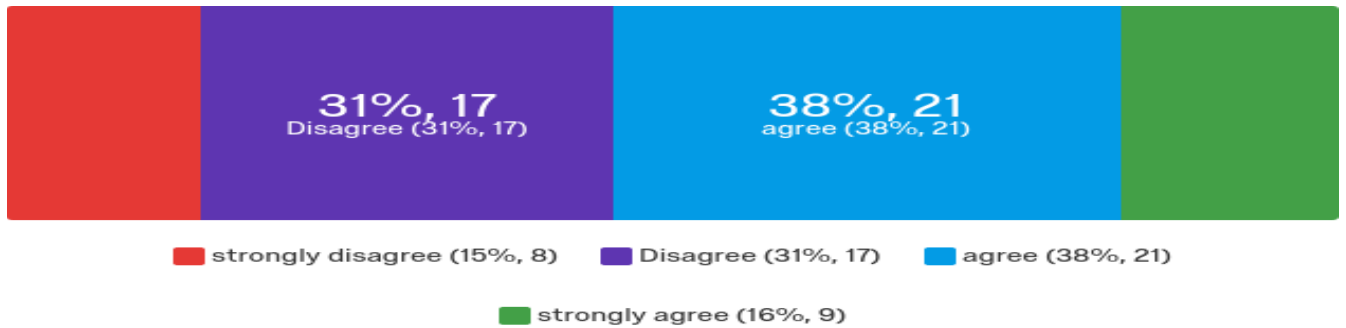

No	Answer	Percentages	Participants
1	strongly disagree	8.77%	5
2	Disagree	40.35%	23
3	agree	28.07%	16
4	strongly agree	22.81%	13
5	Total	100%	57

Q5 - Mixing of Arabic and English leads to the weakness of my Arabic.
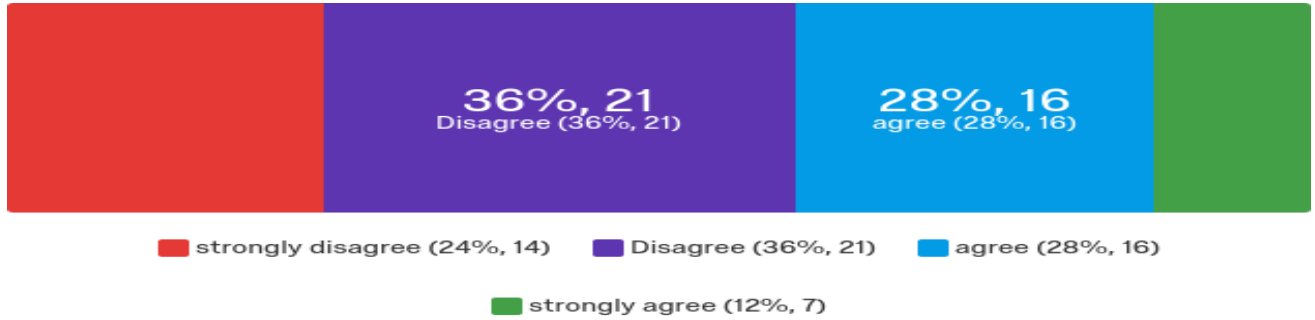
No	Answer	Percentages	Participants
1	strongly disagree	24.14%	14
2	Disagree	36.21%	21
3	agree	27.59%	16
4	strongly agree	12.07%	7
5	Total	100%	58

Q6 - Mixing of Arabic and English leads to the weakness of my English.

No	Answer	Percentages	Participants
1	strongly disagree	14.55%	8
2	Disagree	30.91%	17
3	agree	38.18%	21
4	strongly agree	16.36%	9
5	Total	100%	55

Q7 - Mixing of Arabic and English strengthens my English.
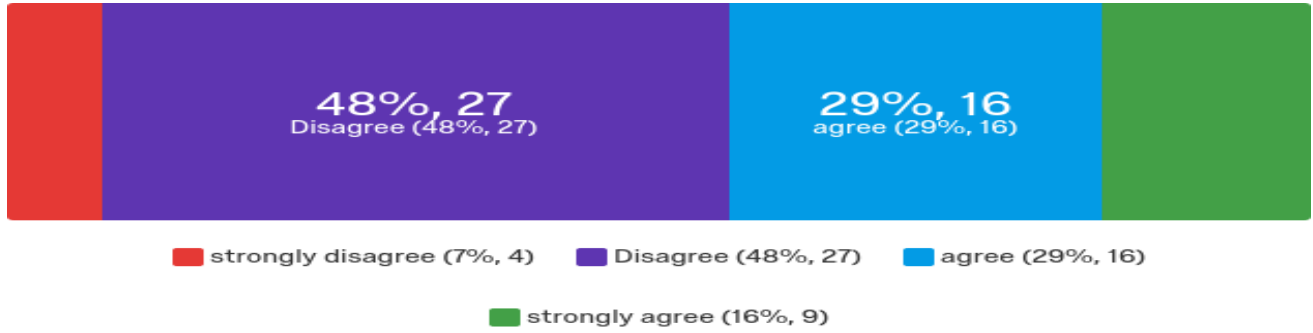
No	Answer	Percentages	Participants
1	strongly disagree	7.14%	4
2	Disagree	48.21%	27
3	agree	28.57%	16
4	strongly agree	16.07%	9
5	Total	100%	56

Q8 - I respect the instructor more when teaching in Arabic and English.
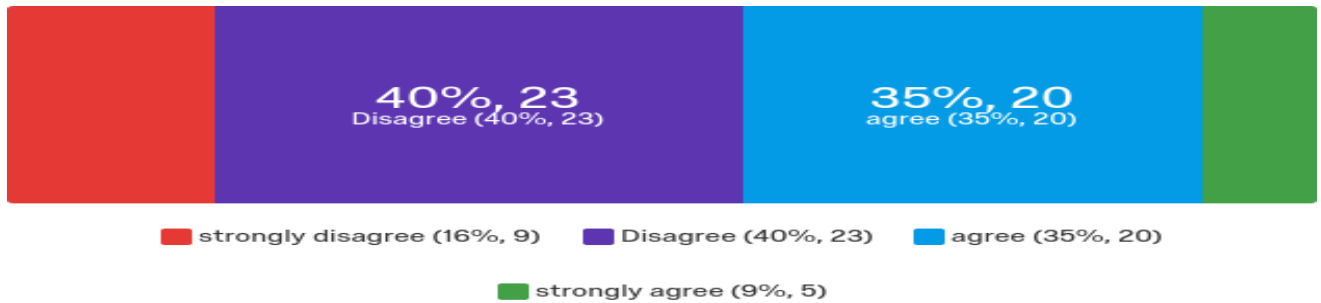
No	Answer	Percentages	Participants
1	strongly disagree	15.79%	9
2	Disagree	40.35%	23
3	agree	35.09%	20
4	strongly agree	8.77%	5
5	Total	100%	57

Q9 - I respect the instructor more when teaching in Arabic.
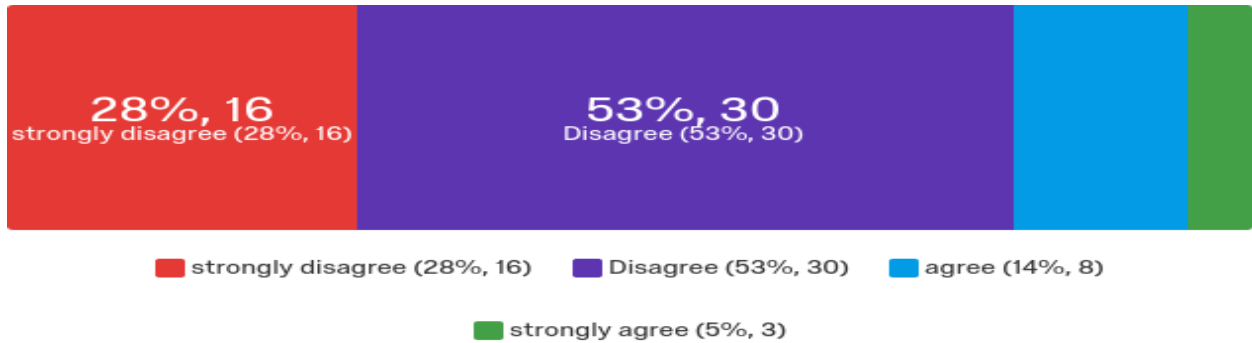
No	Answer	Percentages	Participants
1	strongly disagree	28.07%	16
2	Disagree	52.63%	30
3	agree	14.04%	8
4	strongly agree	5.26%	3
5	Total	100%	57

Q10 - I respect the instructor more when teaching in English.
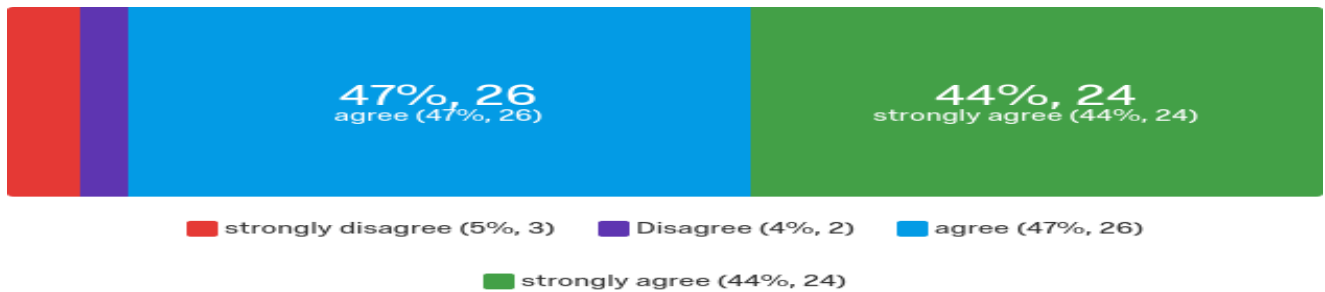
No	Answer	Percentages	Participants
1	strongly disagree	5.45%	3
2	Disagree	3.64%	2
3	agree	47.27%	26
4	strongly agree	43.64%	24
5	Total	100%	55

Q11 - Teaching the course in Arabic increases my chances of passing the exams.
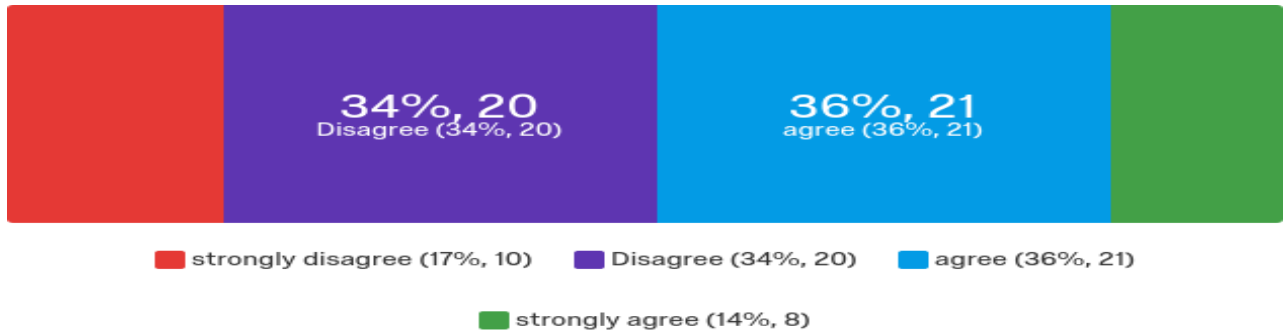
No	Answer	Percentages	Participants
1	strongly disagree	16.95%	10
2	Disagree	33.90%	20
3	agree	35.59%	21
4	strongly agree	13.56%	8
5	Total	100%	59

Q12 - Teaching the course in English increases my chances of passing the exams.
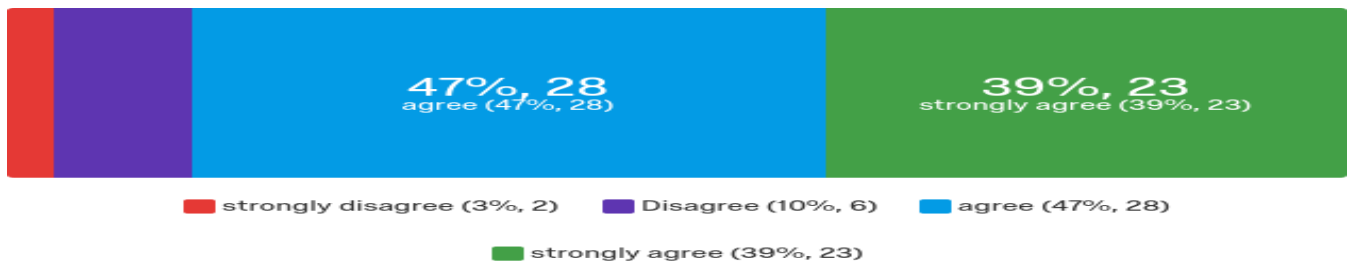
No	Answer	Percentages	Participants
1	strongly disagree	3.39%	2
2	Disagree	10.17%	6
3	agree	47.46%	28
4	strongly agree	38.98%	23
5	Total	100%	59

Appendix 3

Abbreviations table

No	Abbreviation	Meaning
1.	UK	United Kingdom
2.	GB	Great Britain
3.	DMU	De Montfort University
4.	CS	Code-switching
5.	ESL	English as a second language
6.	MA	Master of Arts
7.	ELT	English Language Teaching
8.	TEFL	Teaching English as foreigner Language
9.	SPSS	Statistical Package for the Social Sciences
10.	L1	First Language
11.	L2	Second Language
12.	UofK	University of Khartoum
13.	BA	Bachelor of Arts
14.	Hons	Honours
15.	ECDL	Europe Computer Driving License
16.	"et al".	And others
17.	P	Page
18.	ESOL	English for speakers of Other languages

De Montfort University, Leicester

Faculty of Arts, Design and Humanities

Sociolinguistics

The researcher has designed this questionnaire to discover the honest learners points of view at university of Khartoum regarding to the impact of code-switching in English classroom, there`s nothing right or wrong, and its voluntary filling, students responses will be retained highly private and confidential, and will be used for the purpose of this research and your answers will not bias you in any occasion.

Survey using code-switching ELT classroom at University of Khartoum, Sudan.

Please answer the questionnaire completely by selection the options apply to you by circling a letter A, B, C or D from (1-12). As section one.

Age………..

1. Sex

 A-Male   B-Female

2. How many languages do you speak?

   A- One
   B- Two
   C- Three
   D- Four

3. What is reading instructions in English class?

         A- Arabic   B- English   C- Dialects   D- Others

4. Do you speak Arabic in English class?

         A- Yes   B- No

5. Is English teacher using Arabic in English class?

   A- Yes   B- No

6. Do you think Arabic Language can help to learn English language?
   A- Yes   B- No

7. Which of the following is the best way to explain the complex English language sentence or vocabulary?

A- Arabic   B- Simple English

C- Body language   D-pictures

8. Which situation for teacher`s session, do you evaluate the best in English teaching?

A- Asking questions   B- Responding to students

C- Giving instructions   D- Speaking Arabic

9. Do you think codes-witching (some kind of interpreting?

   A- Yes   B- No

10. Do you think codes-witching is helpful?

   A- Yes   B- No

11. What language(s) do you normally use to communicate with your classmates in English class?

   A- Arabic
   B- English
   C- Dialects
   D- All

12. Do you think the frequency of code-switching depend on course type?

   A- Yes   B- No

Appendix 5, Questionnaires section 2, please read each of the following statements very carefully and tick the answer which best describes your degree of agreement or disagreement, questions (1-12). The following terms are used:

(1) Strongly disagree; (2) disagree; (3) Agree; (4) Strongly agree.

The researcher has adopted this questionnaire from (Alenezi, 2010.p, 22) its supporting my project to find out the impact of code-switching among Sudanese students (Arabic/English, mixing)

NO	Item description	(1) Strongly Disagree	(2) Disagree	(3) Agree	(4) Strongly Agree
1.	Teaching the course only in one language is beneficial to me.				
2.	Teaching the course in Arabic and English is desirable to me.				
3.	Teaching the course in Arabic and English makes it easy for me to understand.				
4.	It confuses me when course instructor teaches in Arabic and English at the same class period.				
5.	Mixing of Arabic and English leads to the weakness of my Arabic.				
6.	Mixing of Arabic and English leads to the weakness of my English.				
7.	Mixing of Arabic and English strengthens my English.				
8.	I respect instructor more when teaching in Arabic and English.				
9.	I respect instructor more when teaching in Arabic.				
10.	I respect instructor more when teaching in English.				
11.	Teaching the course in Arabic increases my chances of passing the exams.				
12.	Teaching the course in English increases my chances of passing the exams.				

1. Please, explain your answer, if you want to do so…!

…………………………………………………………………………………

………………………………………………………………………………….

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2.   Any additional comments?

   ……………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Thank you for your cooperation.
The author is a master student, English Language teaching course at De
Montfort University, Leicester, England/ United Kingdom. He graduated BA
faculty of Arts and education English language department degree from
University of Alfashir, Sudan and graduated BA (Hons) accountancy and
finance degree from University of Huddersfield, England/ United Kingdom. If
you would like to reach him. Please, find below emails as well as his personal
website.

University email, P17230626@alumni365.dmu.ac.uk

 Personal email, osmanonline20@yahoo.co.uk

  His personal website for ESOL learners, below is URL link

             http://dmu17elt.weebly.com/

University of Alfashir, North Darfur, Sudan

University of Huddersfield, West Yorkshire, England, United Kingdom

Appendix 6, Participants consent form

DE MONTFORT UNIVERSITY LEICESTER

Participant Consent Form

Dissertation

This agreement is made in regard to the recorded interview(s) which took place on 03 July 2018.

In consideration of my participation in the research and other valuable consideration provided by the De Montfort University ("**University**"), I declare the following:

Declaration:

- I confirm that I have read and understood the participant information sheet for this study
- I have had the opportunity to ask questions if necessary and have had these answered satisfactorily
- I understand that my participation is voluntary and that at any time, I am free to withdraw without giving any reason
- If I withdraw, my data will be removed from the study and will be destroyed
- I understand that De Montfort University Ethics Committee has reviewed and approved this study
- I give permission to the University and those authorised by the University to take images of and/or record me for the above project and/or video/film and/or sound recording ("**Recordings**")
- I grant to the University the right and right to authorise others to make the Recordings available across all platforms and in all media (in whole or in part, transcribed or otherwise) in perpetuity throughout the world for educational, research, commercial and promotional purposes at the University, such uses include but not limited to print and online publication and broadcast
- I agree to taking part in the above study and recording, and hereby assign to the University all copyright in my contribution for use in all work resulting from this project and future projects
- I agree that my data may be managed, stored and archived at the University in accordance with the UK Data Protection Act 1998 http://www.dmu.ac.uk/research/research-support/research-data-management.aspx, and that the University may store electronically the information and Recordings outside the European Economic Area (EEA)
- I understand that my responses will be kept strictly confidential, that all my personal and sensitive data will be anonymised in any reports or publication and my name will not be identified in any reports or publication
- I understand that sensitive personal data may be collected during this interview. This may include information relating to race or ethnic origin, political opinions, religious beliefs, physical/mental health, trade union membership, sexual life or criminal activities
- I understand that the research will be written up as a dissertation by Osman Nour
- I give permission to other researchers and regulatory authorities to have access to my data in relevant future research
- I understand how to raise any concerns or complaints about this study
- I am aware that there are no compensation arrangements
- I will inform the researcher should my contact details change
- This consent form shall be governed in all respects by English law and the English courts

Name, signature and date:

Name of participant...Osman...Nour...   Date......09/06/18............Signature......Osman

Postal address/phone/email: - *******, Leicester. LE* *LN. Phone, ****74**42****

Email, p17230626@my365.d.u.ac.uk,

A copy of the signed and dated consent form and the participant information leaflet should be given to the participant and retained by the researcher to be kept securely on file.

Participant Consent Form – LSO 2016 – v1

Appendix 7, Participant information sheet, page 1

DE MONTFORT UNIVERSITY LEICESTER

Template

Participant Information Sheet

The Impact of code-switching English Language classroom in Sudan (Khartoum University)

Please take some time to read this information and ask questions if anything is unclear.

Contact details can be found at the end of this document.

What is the purpose of this study?

This study aims to explore code-switching ELT classroom in Sudan at University of Khartoum.

Who is organising this research?

The research for this study is being undertaken by Osman Nour who is a master student in Arts, Design and Humanity] at De Montfort University, United kingdom.

De Montfort University Research Ethics Committee has reviewed and approved this research.

Why have I been chosen?

By using the interview this project helps me to know why Sudanese's people using code-switching. I aim to interview 11 participants from the age of 10 to 70.

Do I have to take part?

Participation in this study is voluntary and you may ask the researcher questions before agreeing to participate. However, we believe that your contribution will assist in me to get better understanding of code-switching among Sudanese students.

If you agree to participate, you will be asked to sign a consent form. However, at any time, you are free to withdraw from the study and if you choose to withdraw, we will not ask you to give any reasons.

What will happen to me if I take part?

If you agree to take part in this study we will interview you/ audio recording interview.

The interview will be conducted by Osman Nour and will last approximately 40 minutes each interview.

We may ask you to participate in a follow-up interview, though participation in this is optional.

What are the possible benefits of participating?

The study aims to enable teacher's use code-switching better understand ELT classroom in Sudan.

What are the possible risks of taking part? See separate attachment

While we hope that your experience will be pleasant the distance travelling or request someone to help to collect data, may make you uncomfortable. At any time during the interview you can choose to withdraw.

How will my interview be used?

Possible to publish dissertation data. Published in your dissertation?

On the consent form we will ask you to confirm that you are happy to assign your (or where relevant, adult in your legal charge) copyright for the interview to us, which means that you consent to the researcher using and quoting from your interview.

What will happen to the results of the project?

Participant Information Sheet   LSO 2016 – v1

Appendix 7, Participants information sheet page 2

DE MONTFORT UNIVERSITY LEICESTER

Template

All the information that we collect about you during the course of the research will be kept strictly confidential. You (or where relevant, your child or vulnerable adult in your legal charge) will not be identified in any reports or publications and your name and other personal information will be anonymised.

What happens to the interviews collected during the study?

Interviews will be transcribe audio and stored digitally, managed by the researcher for the duration of the project. Only the researcher and supervisor will have access to the interviews and personal information.

What happens at the end of the project?

If you agree to participate in this project, the research will be written up as a dissertation. You may request a summary of the research findings by contacting the researcher. On successful submission of the dissertation, it will be deposited both in print and online at De Montfort University, to facilitate its use in further research. The digital online copy of the dissertation, Will be deposited with De Montfort Open Research Archive ("DORA") and will be published with open access meaning that it will be available to all internet users. At the end of this project, the audio and digital data collected from interviews with participants will be deposited at the UK Data Service for use by future researchers.

What about use of the data in future research?

If you agree to participate in this project, the research may be used by other researchers and regulatory authorities for future research.

Who is funding the research?

This research is not funded by any institute or organisation.

What should I do if I have any concerns or complaints?

If you have any concerns about the project, please speak to the researcher, who should acknowledge your concerns within ten (10) working days and give you an indication of how your concern will be addressed. If you remain unhappy or wish to make a formal complaint, please contact Dr Jie Liu, my supervisor by Email, Jie.liu@dmu.ac.uk

Or post address: CELL, Room 3.10, Vijay Patel Building, De Montfort University

Fair Processing Statement

This information which you supply and that which may be collected a part of the project will be entered into a filling system or database and will only be accessed by the researcher and supervisor involved in the project. The information will be retained by De Montfort University and will only be used for the purpose of research, statistical and audit and possibly commercial purposes. By supplying this information you are consenting to us storing your information for the purposes above. The information will be processed by use in accordance with the provisions of the Data Protection Act 1998. No identifiable data will be published.

Many thanks

Name, Osman Nour

Email. P17230626@my365.dmu.ac.uk

Date: 06/06/18

Participant Information Sheet – LSO 2016 – v1

Appendix 8, Confirmation letter from student`s supervisor to university of Khartoum.

To whom it may concern

I am writing to confirm that Osman Nour, one of our MA student, is going to collect data for his MA dissertation at University of Khartoum in Sudan. I would be thankful if you could give him permission to do this.

Kind regards

Dr Jie Liu

08/06/2018

Programme Leader of MA ELT

Centre for English Language Learning

Faculty of Arts, Design & Humanities

De Montfort University

Room: 3.10 (Vijay Patel Building)

Tele: +44 (0)1162506419

Email: jie.liu@dmu.ac.uk

Appendix 9, A Researcher`s request letter for data approval to UofK in Arabic

بسم الله الرحمن الرحيم

جامعة الخرطوم

كلية الآداب — قسم اللغة الإنجليزية

التاريخ: 2018/6/27م

السيد/ سعادة البرفيسور — عميد كلية الآداب

اسلام عليكم ورحمة الله تعالى وبركاته،،،،

حفظكم الله

أتقدم لسعادتكم بطبي هذا و الذي أفيدكم فيه بأني طالب ماجستير قادم من جامعة

(De Montfort University , Leicester) ، المملكة المتحدة — إنجلترا لإجراء مشروع

بحث لنيل درجة الماجستير في تدريس اللغة الإنجليزية وذلك بغرض جمع البيانات (Data collection)

من جامعتكم المروقه تحت عنوان The Impact of Code – Switching English

language Teaching Classroom at University Of khartoum

نلتمس تفهمكم ودعمكم للمجهود دوماً في خدمة العلم والمعرفة.

ولكم فائق الشكر والعرفان،،،،،،

مقدم الطلب:—

عثمان علي نور أبوقردة

رقم الهاتف:—

0124046209

توقيع:—

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Appendix 10, A Researcher`s request letter for data approval to UofK translation

University of Khartoum
Faculty of Arts
TRANSLATION AND ARABICIZATION UNIT
Khartoum – Sudan – P.O.Box : 921   Tel : 0153986188

جامعة الخرطوم
كليـــــة الآداب
وحـــــدة الترجمـــــة والتعريب
الخرطوم – السودان – ص.ب: ٩٢١ – تلفون: ١٥٣٩٨٦١٨٨

Translation in conformity with the original in Arabic.

University of Khartoum
Faculty of Arts - Department of English

27.06.2018.

Her Excellency/ Prof. Dean of the Faculty of Arts;
Dear Mme'
May Allah Keep you;

Please note that I'm a student registered for the MA program at the De Montfort University, Leicester, UK. I have come for Data Collection from your notable and eminent university required for conducting a research project for the obtainment of MA degree in Teaching English, titled as (The Impact of Code-Switching English Classroom at the University of Khartoum).
I'm looking forward to having your ever known support for knowledge.

Gratefully appreciate your support and help.

Signed by: Osman Ali Nour Abugarda,
                                      Applicant.
                                 Tel: 0124046009.

-       To Dr. Elsadig
        For your information.
        28.06.2018.
        (Signature).

With the stamp of the Dept of English, Faculty of Arts- UofK.

-       No objection.
        28.06.2018.
        (Signature).

This translation is certified, true, correct and in conformity with the original text presented to us. (A. Sh.).

**University Of Khartoum
Faculty Of Arts**

18 . K . 2018

**Translation And
Arabicization Unit**

Appendix 11, Approval request letter from head department to Dean of faculty in

Arabic language

بسم الله الرحمن الرحيم

University of Khartoum
Faculty of Arts
Department of English
P.O. Box 321   Khartoum
Postal Code: 11115

جامعة الخرطوم
كلية الاداب
قسم اللغة الإنجليزية
ص.ب: 321   الخرطوم
الرمز البريدي: 11115

2018/7/1

الدكتورة/عميدة كلية الاداب

السلام عليكم ورحمة الله وبركاته

الموضوع: دراسة الطالب عثمان نور ابوقردة

اشير الى توجيهكم بالافادة حول طلب الطالب/ عثمان نور ابوقردة، بخصوص رغبته في الحصول على بيانات لبحثه من طلاب القسم.

ارفق لسعادتكم خطاب المشرف على الرسالة بخصوص ذات الموضوع، ولا مانع لدينا من التعاون معه حال موافقتكم على ذلك.

وتقبلوا احترامي وتقديري،،،

الصادق يحيى عبدالله عزة

رئيس القسم المكلف

Appendix 12, Approval request, head department to Dean of faculty, translation

University of Khartoum
Faculty of Arts
TRANSLATION AND ARABICIZATION UNIT
Khartoum Sudan - P.O.Box : 321 - Tel : 0153985188

جامعة الخرطوم
كليــــة الآداب
وحـــدة الترجمـــة والتعريب
الخرطوم - السودان - ص.ب : ٣٢١ - تلفون : ١٥٣٩٨٥١٨٨

Translation in conformity with the original in Arabic.

University of Khartoum
Faculty of Arts
Department of English
P O Box: 321- Khartoum.   Postal Code: 11115.

01.07.2018.

Dr. Dean of Faculty of Arts;
Dear Sir or Mme

Subject: the Study of the Student/ Osman Nour Abugarda

With reference to your request for information on the application of the student/ Osman Nour Abugarda in respect of his desire to collect data for his research from the students of the Dept of English; I herewith attach the letter of the supervisor of the thesis in respect of the subject, and i assure you that we have no objection to act in cooperation with him as soon as you give your consent.

Signed by: Elsadig Yahya Abdalla Izzat,
                              Head. Dept of English.
                              01.07.2018.

- With the stamp of the Dept of English, Faculty of Arts- UofK.

-       No objection, with thanks.
        (Signature)- 01.07.2018.

This translation is certified, true, correct and in conformity with the original text presented to us. (A. Sh.).

University Of Khartoum
Faculty of Arts
18 - 7. 2018
Translation And
Arabicization Unit

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