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Research Proposal

Title: Impact of Code-Switching in an ELT Classroom at University of

Khartoum, Sudan

MA ELT

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Title: The Impact of Code-Switching in an ELT Classroom at University of Khartoum (Sudan)

Introduction

This research aims to investigate the interference between English language and Arabic language in the English language teaching classroom in Sudan. Namely, Khartoum University and the ability to communicate students and teachers (using code-switching). A mixed method approach will be used to prepare this research, teachers and students perception and their strategies will be taken into consideration throughout the research. Moreover, to examine the degree of using code-switching during classroom and to explore longitudinally the impact of code-switching. Bilingual communities more likely use code-switching to make communication. So code-switching would be more effective and meaningful. Phenomena of code-switching, it can be observed that, in foreign language classrooms or second language acquisition in ELT.

Outline and Context

The concept of code switching has been described as the constant interaction and coexistence of two languages, producing a complete language system for the bilingual (Yevudey, 2013). Simasiku (2016) has elaborated the analogy of code switching as drawn from athletics, comparing the functionality of the high huddler to that of the bilingual student. The high huddler combines the jumping skills with the sprinting; implying that overlooking one of the skills eliminates the capacity of the huddler to compete (Simasiku, 2016). In the same manner, information transference for the bilingual student is dependent on both sets of language understanding. The degree to which the instructor can effectively adapt code switching is expected to influence the learning process (Lin, 2008).

With this background. Therefore, the specific influence of code switching on students becomes a point of interest. It is common consensus that code switching is bound to have an effect on the process of learning, but the perceived impact may vary contextually (Yevudey,

2013). Therefore, this study should specify the context and seek to establish specific impacts. It is upon this background that the main research question is formulated below:

Research questions

What is the impact of code-switching in an ELT classroom at University of Khartoum (Sudan)?

In order to address this primary research question, the study will also rely on some support questions. These are inclusive of:

1. To what degree is Arabic applied by the instructors in this ELT classroom?
2. What is the reaction of instructors to switching between English and Arabic by the students in this classroom?
3. How does the prevention of using Arabic affect the levels of participation of students in this classroom?
4. When is code switching best applied in the ELT classroom?

These set of questions assess both the perspectives of the learner and those of the teacher towards code switching within this classroom context.

Literature Review

The implementation of the literature review will rely on the main research concepts expected to guide the study development. For this reason, it will base on three main questions that address code switching in the classroom and perceived impact on students. The questions are outlined here:

1. What is code switching within a theoretical framework?
2. How do the beliefs of the teacher influence code switching within classrooms?
3. How is the identity of the student and the teacher defined by code switching?
4. What impact does the application of code switching have on learner knowledge acquisition and teaching practice?

Research Method and Procedures

The study will aim to explore the impact of code switching within an ELT classroom. Due to the exploratory nature of this study, a mixed-methods approach will be applied to the processes of data collection and analysis. The mixed methods approach makes use of both qualitative and quantitative methods of data collection (Saunders, et al., 2012). The main research questions all focus on the “how” of the situation, implying interest in the motivations and opinions explaining the observable behaviour among students and teachers in this context. The set of research questions will enable the development of tools for data collection that best address the study needs.

Based on existent literature on the subject, three predictions are presented as the basis for the research and the focus of testing in the study. They include:

- Teachers applying code switching welcome the same among students to explain concepts.
- Code switching between Arabic and English increases student participation in the ELT classroom.
- Code switching is best applied when students are experiencing difficulties understanding concepts presented only in English.

The study will make use of observation and interviews as the primary methods of data collection. The questionnaires and interviews will require the preparation of a schedule:-
Questionnaires will be issued to the participants to test in their points of view use over time.

Time (July 2018 at the end of the term at University of Khartoum)

Consequently, in that time, questionnaires and interviews will be carried out for both (teachers and students) questionnaires and semi-structures interviews as well as causal communications will be taken into consideration.

Which will be administered to both students and teachers. At the same time, the researcher will observe a recorded classroom session to assess the behaviours of the students in response to language switching. The participants will all be part of an ELT class in the University of

Khartoum in Sudan. Previous permission will be required in administrative capacities to enable collection of data and the use of participants within this context. It means ethical approval from both universities De Montfort University (DMU) in England and university of Khartoum in Sudan.

It may be necessary to explore the work of Liu et al (2004) on the supportive and opposing views on the use of L1 and L2 in teaching. At the same time, the perspectives of Macau (2005) will facilitate understanding the basis for code switching as a learning strategy. However, most of this is expected to be addressed within the literature review.

Data analysis

The analysis of data will also present the qualitative and quantitative techniques. Here, the quantitative data will be assessed using t-tests or descriptive statistic equivalents capable of depicting the patterns of code switching in the classroom as shown in the observation. On the other hand, qualitative analysis will be applied to the assessment of data from the interviews in a deliberate thematic analysis. The combination of the two data forms should enable the accomplishment of a comprehensive overview of the incidence of code switching, teacher responses to the same, and student behaviour resulting from its occurrence.

Risks

Potential risks to the research include physical limitations to the collection of data. It is possible that access to this classroom may be denied. Where accepted, the physical distance may present a hindrance to the researcher, who may have to incur physical travelling expenses. The researcher could solve this problem through requesting a video recording or a live session of the classroom, where they can conduct the observation. Interviews could be administered using Skype. If the researcher failed to travel, because he would like to be there (Sudan) in person.

Interpretation

The research is expected to address issues emanating from the central research questions as well as those that guide the review of literature. Following the analysis of data, the

conclusion should objectively state the impact that code switching between English and Arabic has within this classroom. This impact will be presented in the form of teachers' performance, student participation, as well as the overall learning process.

References

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