



## CODE-SWITCHING AND CODE-MIXING IN THE ENGLISH AS A FOREIGN LANGUAGE TEACHING AND LEARNING PROCESS (A SOCIOLINGUISTIC ANALYSIS)

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### **Abstract:**

In the context of EFL teaching and learning processes, the study sought to: (1) characterize the form of code switching; (2) characterize the causative factors of code switching; (3) characterize the form of code mixing; and (4) characterize the causative factors of code mixing (a sociolinguistic analysis). Year two semester two for students pursuing Bachelor of Arts with Education in Kibogora Polytechnic took part in this study. Data cards and recording devices were employed as research instruments. Recording and transcription techniques are used in the data collection process. The study's findings showed that code-switching occurs in EFL teaching and learning processes when students convert from Kinyarwanda to English (external form) and from English to Kinyarwanda (internal form). On the other hand, word, phrase, and sentence-level code mixing occurs. The speaker's objectives and purpose, the speech environment, the presence of a third party, changing the subject, and the speaker's personality are the elements that cause code-switching. In the meantime, limited code usage, habits, function and purpose, and elements about speakers' multilingualism are what lead to code-mixing.

**Keywords:** EFL instruction and learning, code-mixing, code-switching, causative factors

### **1. Introduction**

Humans and language are inextricably linked during interactions; language is a vital tool for communication (Hutajulu and Herman, 2019). Speakers can employ many languages throughout a conversation. When speaking to a foreign visitor, for instance, a Rwandan person would use English; yet, if one of his friends is also from Rwanda, he would use Kinyarwanda (Jendra, 2010). Intense contact between two or more materials in a bilingual

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or multilingual setting, like in Rwandan society, leads to language phenomena, particularly code-switching and code-mixing. This condition typically occurs in bilingual or multilingual communities.

A similarly related multidisciplinary science that blends sociology and linguistics is called sociolinguistics (Hernandez, 2014). Based on the topic of earlier studies, Rezeki and Sagala (2021) looked at the use of code-switching and code-mixing by Kinyarwanda celebrities in their Instagram captions. His study focused on several artists who utilized the Instagram app to write captions that combined parts of code-switching and code-mixing while ignoring reciprocal exchanges. The researcher is interested in carrying out the current study, which will concentrate on reciprocal relationships between teachers and students in the classroom, based on earlier research. Then, particularly in the English education sector, might be helpful in teacher studies.

The researcher is doing this study to understand more about the forms and contributing elements of code-switching and code-mixing in EFL instruction for students pursuing a Bachelor of Arts with education in Kibogora Polytechnic.

## **2. Method**

### **2.1 Research Design**

A qualitative research design was used. The study will incorporate the researcher's talk on "Forms and Factors Causing Code-Switching and Code-Mixing Occurs between Students and the Teacher" during the EFL teaching-learning processes in year two semester two for Students pursuing Bachelor of Arts with education in Kibogora Polytechnic. The school has sixty-two students and is situated in Nyamasheke District, Western Rwanda.

### **2.2 Research Instrumentation**

As study aids, a voice recorder and a data card will be used. Data about code-switching and code-mixing is recorded on the data card. In year two semester two for Students pursuing a Bachelor of Arts with education in Kibogora Polytechnic, the voice recorder is also used to view and analyze all of the teacher-student conversations.

### **2.3 Method of Data Collection**

The following strategies and procedures are employed to gather primary data during field research:

#### **2.3.1 Recording**

By using this method, prospective researchers will record conversations from students in year two pursuing a Bachelor of Arts with Education in Kibogora Polytechnic. This will make it easier for the researcher to identify code-switching and code-mixing by listening to the recorders' output.

### **2.3.2 Transcript**

This method is used to document data that is relevant to and in line with the goals and objectives of the study. Since the data collected using the aforementioned methods are not arranged logically, it is imperative to group or organize the data.

## **2.4 Methodology for Data Analysis**

### **2.4.1 Data Gathering**

Two types of field notes are utilized to document information gleaned from the documentation.

There are two types of notes that the researcher keeps: descriptive notes, which describe what the researcher saw, heard, and experienced firsthand; and reflective notes, which include the researcher's thoughts, opinions, and interpretations of the results (Huberman and Miles, 1992).

### **2.4.2 Data Diminution**

Data reduction is employed to select relevant data. Next, highlight important findings and their implications while methodically organizing and distilling the information. During the data reduction process, only data results or findings related to research issues are reduced. However, information unrelated to the research question was removed.

### **2.5 Information Display**

Data presentation aims to combine data to describe the situation that occurred. Whether the facts are to be understood in their entirety or in the specifics of the research findings, the researcher must create narratives to help them master the information or facts.

### **2.6 Drawing Conclusions**

Preliminary conclusions are drawn after enough data has been gathered, and conclusions are drawn once all the data has been gathered. The results were at first hazy, unclear, and tentative, but they were eventually confirmed by gathering more information from the research as a whole as well as from the recording of data. Research should be conducted to clarify and validate the conclusions.

## **3. Outcomes**

The sociolinguistic theory, which addresses the forms and causal elements of code-switching and code-mixing, provides the foundation for the study's findings. The following is a range of information gathered from Students pursuing a Bachelor of Arts with Education year two semester two in Kibogora Polytechnic. It includes formative elements as well as causal factors related to code-switching and code-mixing.

### 3.1 Types of Code-Switching in EFL Instruction and Learning

The translation of Kinyarwanda into English (external form) or English into Kinyarwanda (internal form) is known as a language change. This time, the code change will be referred to as follows:

#### Code Switching © Changes Made © Types of Code

For instance:

First Code Swapping – a

Descriptions:

- "01", "02", "03",... denotes the number of code-switching changes that fall under the purview of just one of two forms.
- The terms "a" and "b" denote the forms of code-switching, specifically the external form "a" or the Internal form "b."

Code-switching and code-mixing are the two categories of code changes. The quantity of data refers to the number of changes. According to Extract 2, there was a code-switching between Kinyarwanda and English. The teacher asked the class to "act the word they have got" in Kinyarwanda at first, and they responded in that language. After that, the instructor switches back to English.

### 3.2 Internal Switching of Codes

One kind of code-switching is "internal code-switching" which occurs when a person transitions from a foreign language to their native tongue (Saleh dan Mahmudah, 2006:85).

#### Extract 13:

Teacher: *"Right now, what is Rafi up to?"*

Learner: *"He's erasing the board."*

Teacher: *"Do you have any other words besides erasing?"* (Switching Code 07-b)

Learner: *"He's wiping down the whiteboard."*

Extract 13 states that when there was code-switching between English and Kinyarwanda, the teacher first asked the class to "guess what the students were doing."

### 3.3 The Causative Elements of Code Swapping in the EFL Instruction and Learning Procedures

#### 3.3.1 The Character of the Speaker

There are occasions when a speaker purposefully gives the speech partner the code. For instance, going from an official to an informal setting or the other way around. The following recording's results are used to describe how personal speakers use code-switching to switch between English and Kinyarwanda (underlined).

**Extract 8:**

Instructor: *"Maybe get up or do something else."*

(The teacher was startled to see a different student on the door.)

Teacher: *"Is Mushema still alive today?"* (Switching Code 01-b).

According to Extract 8, when the teacher asked the students who had attended class to do something, there was a code switch from English to Kinyarwanda.

### 3.3.2 Modification of the Speech Circumstance

**Extract 21:**

Education: *"Hello, I'm from year two. I found this. I'm going to talk to you on the phone."*

Teacher: *"Alright, focus please. Have you looked at your score?"* (Switching Code 17-a)

Learner: *"Finally, sir."*

In some circumstances, the speaker will use a different language, particularly if the other person is in a different location. Similar to Extract 21, the speaker spoke to the caller in Kinyarwanda. The teacher then speaks in English to the students who are directly in the hearing.

### 3.3.3 The Third Person's Presence

Between the first and second speakers, there is a speech event; a third speaker then appears. Similar to Extract 17, there is a speech event involving the first and second speakers, followed by the appearance of a third speaker. The teacher granted the students' request to use the lavatory after they expressed their need in words. However, a student asked to go with a friend out of the blue. The teacher substituted Kinyarwanda for English and 'forbade him'.

**Extract 17:**

Student 1: *"Sir, please let me use the loo."*

Teacher: *"Two minutes."*

Student 2: *"I agree, sir."*

Student 1: *"Uri hehe?"*

Teacher: *"I don't think you understand what I'm saying."* (Code Switching 13-b)

### 3.3.4 Modification of Subject Matter

A speaker's choice of language code depends on several factors, including the topic of the conversation. The reason the subject or topic of conversation is dominating the conversation is because the speaker cares about what is being said, and frequently the language shifts to a different topic of discussion.

**Extract 18:**

Teacher: *"I appreciate your time, and I'll see you later."*

Scholars: *"See Kamali."*

Teacher: *"Oh, my goodness, who is it that hasn't kurya today?"* (Switching Codes 14-b)

In the discourse surrounding Extract 18, the instructor concluded class in English, but as time, he became aware that he had neglected to verify the students' attendance and inquired of them once more in Kinyarwanda.

#### 4. The Goal and Objective

The simultaneous use of two different languages is known as "code-mixing," and it is done to increase linguistic variety or style. In other words, speakers' native language has had parts of another language added to it. Words, phrases, or clauses can be included in these elements. This time, the code change will also be referred to as follows:

##### 4.1 Performance

The following illustrates how teaching and learning processes can interact with code-mixing at the word level (underlined).

**Extract 24:**

Student: *"Sir, I can say that I can."*

*"Gashosi, please do it immediately."* (Code Mixing 03-a).

**Extract 28:**

Student: *"Sir, Turabikoravubanabwangu."*

Education: *"Actually, Mushema is not Gashosi."* (Code Mixing 07-a).

##### 4.2 Addition of Components in the Script Form

A phrase is a grammatical unit that resembles a collection of words that are used to make predictions or to complete one of the syntactic functions in a sentence. An illustration of phrase-level code-mixing in the context of the teaching and learning processes is provided below (underlined).

**Extract 31:**

Student: *"What's up, sir?"*

Education: *"I appreciate your time sir!"*

Because roles (speakers and responders) interact reciprocally, code-mixing happens. This suggests that depending on their social background, speakers choose specific kinds of code-mixing to support specific functions.

### 4.3 Restrictions on the Use of the Code

The code limitation factor arises when speakers mix up words, phrases, or clauses in the basic language they use because they do not comprehend their equivalents.

**Extract 26:**

Student: *"Excuse me, sir. I need to use the umusarani."* (Code Mixing 06-a).

Instructor: *"20 minutes."*

When the student in Extract 26 asked to use the umusarani, she was unsure of what the English term for "toilet" meant.

### 4.4 Habits

Owing to the context, it frequently happens in settings with low formality, such as casual conversations where a speaker incorporates vocabulary from a different language into their native tongue.

**Extract 37:**

Instructor: *"Alright, that's a good response. Based on the diagram, it appears that the code (Code Mixing 04-c) has already been completed."*

Learner: *"When the ship struck the iceberg, she was looking through binoculars."*

Teacher: *Alright, that's a good response. Based on the diagram, it appears that the code (Code Mixing 04-c) has already been solved."*

In Extract 37, a student attempted to respond to a question posed by the teacher; the teacher acknowledged the right response and encouraged the student to try again to reaffirm by combining the codes that it was the right response.

### 4.5 Objective and Role

When language is used to convey concepts for things like giving directions and other things, it serves a purpose.

**Extract 35:**

Students: *"How can we proceed today, sir?"*

Instructor: *"Take action right away, as the lesson time has already passed."* (Code Mixing 03-c)

Pupil: *"Iya, sir."*

Extract 35 demonstrates that there was a code-mixing incident at the Clause level, moving from English to Kinyarwanda. This is evident when a teacher gives a task to the class to complete right away. This was due to the speaker's intention to command or issue orders through the code-mixing that takes place.

## 4.6 The Proficiency of Speakers in Dual or Multiple Languages

Speakers of two languages are frequently encountered in everyday conversations; they communicate by generating a sentence in each language in turn.

### Extract 33:

Teacher: *"Alright, I'll give you an assignment where you have to match up the words that each group member says."* (Mixing Code 01-c)

Scholars: *"Okay, sir."*

According to Extract 33, code-mixing incidents take the shape of clauses. Code-mixing is evident in the teacher's speech, where she inserts "I will give an activity" into a sentence that was previously in Kinyarwanda. It resulted from speakers' capacity to switch between two languages.

## 4.7 Conversation

The following is how this study formulates the primary issues it looks at in the EFL teaching and learning processes in year two semester two in Kibogora Polytechnic involve the following: the forms of code-switching, the forms of code-mixing, the causative factors of code-switching, and the causative factors of code-mixing.

## 4.8 Code-Switching Structures

### 4.8.1 The Factors That Cause Code-Switching

The study's findings support the theory advanced by Hymes (1974), cited in Suandi, 2014: 136–1399). These factors are as follows: the speaker's personal factor, which involves switching from formal to informal settings or vice versa; the transitional topic of conversation factor, which involves changing the topic of conversation to another topic; the arrival of a third-person factor; and the language of the speech situation factor. In the meantime, the speaker's goals and intentions align with the findings of Rhosyantina's (2014) research.

Similarities between this study and Rhosyantina's earlier (2014) research include demonstrating the type of code-mixing that takes place at the word and phrase levels; however, this study also demonstrates a type of code-mixing that occurs at the clause level.

### 4.8.2 The Factors That Cause Code-Mixing

Three factors one related to limited code use, one related to function and purpose, and one related to habits are supported by the study's findings and Suandi's (2014: 143–146) opinion. However, according to research by Rhosyatina (2014), the capacity of speakers to use two or more languages is consistent with the factors that lead to code-mixing.

Then, Extract 37, page 12, provides evidence of a habitual factor that causes code-switching based on research based on Suandi's (2014) theory. Then, for the evidence of habitual factors that cause code-switching from this research based on the theory by



Suandi (2014) can be found in Extract 37, page 12. The results of previous research conducted by Rhosyantina (2014) have shown the factors that lead to code-mixing, namely 1) limited mastery of the code, where speakers do not understand the equivalent words, phrases, or clauses in the basic language used; 2) the habit of using the regional language as the mother tongue when communicating; and 3) mixing other language codes to reinforce speech.

## 5. Conclusion and Recommendations

It is possible to draw the following conclusions and recommendations from the study's findings:

- 1) In the EFL teaching and learning processes at Kibogora Polytechnic in Year two semester two students pursuing a Bachelor of Arts with education, code-switching takes the form of sentences and clauses with the transition from Kinyarwanda to English (external form) and from English to Kinyarwanda (internal form).
- 2) In the EFL teaching and learning processes in Kibogora Polytechnic in year two semester two, the personal of the speaker factor, the language of the speech situation, the presence of a third person component, the shift in subject matter, and the speaker's aim and purpose are the causes of codeswitching.
- 3) In year two of Kibogora Polytechnic code-mixing happens at the word, phrase, and clause levels during the EFL teaching and learning processes.
- 4) During the teaching and learning process of EFL, at Kibogora Polytechnic, code-switching and code-mixing should occur in the speaker's utterance for well clarification of meaning.

### Conflict of Interest Statement

The authors declare no conflicts of interest.

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