



Investigating EFL Students' and Teachers' Attitude and Practice of Code-switching: Mekelle University in Focus

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A Thesis Submitted to the Department of Foreign Languages and Literature in Fulfillment of the Requirements for the Degree of Doctor of Philosophy in English Language Teaching (ELT)

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Approved by Board of Examiners

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Abstract

Whether or not to code-switch in the teaching and learning process of EFL classes is one of the controversial issues. This dissertation is, thus, conducted to investigate EFL students' and teachers' attitude towards code-switching and their practice. To achieve this objective, data were collected from 109 students and 50 teachers of English major at Mekelle University. The participants were chosen using available sampling. In this study, the descriptive research design was employed. Data for this study were gathered using classroom observation audio records, questionnaires, and interviews. The gathered data were analyzed both quantitatively and qualitatively. The quantitative data were analyzed using frequency counts, percentages, Kruskal Wallis H test, Mann Whitney U test, and ordinal logistic regression. The results indicate that the teachers' attitude towards code-switching was more positive than their students, and the difference was significant. It is also found that the teachers code-switched more frequently than the students though the difference was not significant. The results disclose that the students' code-switching practice increased as their class year increased. Regarding the dominant pattern of code-switching, first year students employed intra-sentential while both second year and third year students practiced inter-sentential pattern of code-switching. The teachers of all class years, too, frequented inter-sentential pattern of code-switching more dominantly. Besides, the obtained results show that students of all class years and their teachers used code-switching for curriculum access purposes dominantly. The results also disclose that there existed a statistically significant relationship between students' demographic factors such as class year, mother tongue, type of school, parents' educational status, Amharic language speaking skill, and attitude towards code-switching and their code-switching practice. Furthermore, a statistically significant relationship was found between teachers' code-switching and their demographic factors like educational status, teaching experience, multilingualism, training on code-switching, and attitude towards code-switching. Based on the findings, it is concluded that the students' and teachers' code-switching usage was excessive. An excessive usage is abhorrent in multilingual classes where there are students who know little or no Amharic. Therefore, though a cautious and judicious use of code-switching has a lot of advantages, an over use of it diminishes students' practice and exposure to the foreign language. This leads both students and teachers to be less competent in English language. In light of the findings of the study and the conclusions reached, recommendations to EFL students, EFL teachers, language policy planners, universities, the Ministry of Education, and researchers are made.

Dedication

This is dedicated to my beloved father who passed away on October 08, 2015 at Adigrat Hospital whom I didn't give him due care in his illness since I was in Addis Ababa University, taking my PhD entrance exam.

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List of Abbreviations and Acronyms

CS: Code-switching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FDRE: Federal Democratic Republic of Ethiopia

FL: Foreign Language

HPR: House of Peoples' Representative

L1: First Language

L2: Second Language

MOE: Ministry of Education

MT: Mother Tongue

N: Number of participants of the study

NL: Native Language

TEFL: Teaching English as a Foreign Language

TL: Target Language

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

We live in a multilingual society; however, one of the most spoken languages around the world is English that has official status in at least seventy-five countries with a total population of over two billion. English has become key for global communication (Ferguson, 2003) as most of the information on the Internet is found in this language. This is to mean that English has become the preeminent language of the 21st century in various areas all around the world. Given that English is the language of globalization that includes cultures, economics, and education; the need to learn it is growing constantly. Owing to its increscent use as an international language, more and more people have inevitably begun to learn English as a second language (ESL) or as a foreign language (EFL). As a result, each day, the number of nonnative-speakers increases, and speakers of ESL or EFL probably outnumber those who speak it as a first language¹ (Harmer, 2001). However, people who learn EFL in a non-native speaking environment do not only need to know ‘words’, but they also need to know communication strategies (Cook, 2001).

The strategy of interest in this particular inquiry is that of code-switching (here after CS). Code-switching² is defined as: “...the alternation between two codes (languages and/or dialects), between people who share those particular codes. Choices about how CS manifests itself are determined by a number of social and linguistic factors” (Horasan, 2013, p.18). This linguistic phenomenon is frequently presented in the ESL/EFL classrooms. “CS comes into use either in the teachers’ or the students’ discourse” (Sert, 2005, p. 1). CS could be referred to as “a communicative strategy, just like literal translation, appeal for assistance, mime, paraphrase, or avoidance” (Macaro, 2001, p. 537), and also as “an achievement strategy that learners resort to, in order to compensate for their lack of language competence of the foreign language” (Littlewood and Yu, 2011, p. 67).

¹ As in any research field, terminology can often confuse and obscure the real issue. ‘Mother tongue (MT)’, ‘first language (L1)’ and ‘native language (NL)’, are essentially all the same though it is possible to argue that there are instances when they mean different things (Miles, 2004). Due to this, these words are used interchangeably.

² Code-switching (CS) can be written in three forms. These are codeswitching (Yletyinen, 2004), code-switching (Horasan, 2013), and code switching (Bista, 2010). In this research, the spelling code-switching is adopted as it is the one most frequently found in the consulted references.

1.1.1 English Language Teaching in Government Schools of Ethiopia

When we look at the history of English language teaching in Ethiopia, it started during the introduction of the modern school in Ethiopia during the reign of Emperor Menelik II in 1908 (the then Menelik II School and today Menelik II Preparatory School which is found in Addis Ababa). At that time, English was taught as a subject in addition to Italy while French was the medium of instruction (Tamiru, 2013). This condition stayed till the removal of Italy from Ethiopia in 1941. When Emperor Haileselassie I exiled to Britain in 1936, due to the invasion of Italy, Ethiopia started a good relation with Britain (McNabb, 1989). With the help of Britain and the Ethiopian patriots, Italy withdrawn from Ethiopia. Beginning from that time, English holds the place of French.

When the status of French was replaced by English, it was taught as a subject beginning from grade one and as medium of instruction beginning from grade three (Ismael, 2015; and Kidist, 2012). Amharic was the medium of instruction for grades one and two. According to the policy ratified in 1958, in order to reduce children's burden and to achieve national unity (because the students have varied mother tongue), the language of instruction (English) in primary classes (grades 1-6) was replaced by Amharic. Thus, English continued to be taught as a subject from the earliest grade, but with a transfer to medium of instruction in the first year of junior secondary school (grade 7). For many Ethiopians, English language is a third or even a fourth language which could be seen as disadvantage unlike to Amharic native speakers to whom it was the second (Tamiru, 2013). For this reason, many students failed and others dropout their education (MOE, 1994). As a result of this, in 1990, the starting stage for learning English as a subject was delayed to grade three, but its usage as medium of instruction remained unchanged (Dereje, 2015).

The 1994 education and training policy decrees that English should be given as a subject beginning from grade one onwards, and be used as medium of instruction from grade nine up to tertiary level. It also revealed that, "Primary education will be in the medium of nationality language of the region. This will also be the medium of instruction for teacher training institutes of kindergarten and primary education" (MOE, 1994, p. 23).

Though the policy recommends regions of the FRDE to follow this rule, it gives them freedom to use their own starting grade for using English as medium of instruction depending on their

region's situation. Due to this, some regions like Oromia, Somali, and Tigray use English as medium of instruction at grade nine; Amhara uses English as medium of instruction for science and mathematics subjects at grade seven while its usage as medium of instruction for the other subjects starts at grade nine; the Addis Ababa city Administration uses English as medium of instruction for all subjects at grade seven, whereas the Gambela and the SNNP of Ethiopia use English as medium of instruction for all subjects at grade five (Berhanu, 2009; Teshome, 2007).

1.1.2 English Language Teaching in Non-government Schools of Ethiopia

Majority of the non-government schools are mission, international community, and privately owned schools. Even though these schools are required to function within the general framework of the national curriculum which is prepared by the Ministry of Education, they do not go accordingly (Abebe, 1997). For instance, the 1994 ETP declares students to start learning English at grade one, however, non-government schools start teaching English at nursery. Moreover, the country's education policy states that students have to learn their primary education using their mother tongue. Contrary to this, many non-government schools use English as medium of instruction at grade one. The other difference between the government and non-government schools is with regard to teaching English as a subject. In the government owned schools, there is only one English subject from grade one up to grade twelve. But in many of the non-government schools, there are many English subjects like English Grammar, English Reading, Spoken English, English Literature, English Hand Wiring, English Composition, and Scholastic Aptitude. To encourage students' English language speaking and writing, there are prizes for best penmanship of the week and best English speaker of the week every Friday. With regard to reading, students are obligated to read at least one English novel per three weeks.

Abebe (1997) summarizes the characteristics of the majority of the non-government schools as follows. These schools have small number of students ranging from 25 to 35 students per class, which is three times less than the government run schools. This enables the students to interact using the target language as the teacher can follow them and control them since they are small in number. These schools are also staffed with experienced Ethiopian teachers and native speakers of English. Besides, the text books are different from the ones that are prepared for the government schools. Furthermore, a high rate of passes and the highest score in English of the Ministry of Education prepared exams are scored by these students every year. To sum up,

English language teachers and students at universities believe that students who come from these schools are more fluent in English than those who come from the government run schools.

In conclusion, English language is given more attention in the non-government schools than in the government schools. Due to this, students who attended their education in the non-government schools are more fluent in English than those who attended in the government schools.

1.1.3 English Language Teaching at Ethiopian Universities

Ethiopia is one of the most linguistically diverse countries in the world. Though the country is endowed many ethnicities and languages, the previous governments couldn't give recognition to the varied ethnicity and languages (Getachew & Derib, 2006). Beginning from Emperor Tewodros II, Amharic got the momentum to move one step up from a mere lingua franca to a literary language over the other languages of Ethiopia. Such kind of Amharic language domination continued till the regime of the Dergue with the intention of unifying the country. The Dergue pronounced that there came the time for all nations, nationalities and ethnicities to enjoy the freedom of maintaining, using and developing their language. But there was no other Ethiopian language given any official status nor there was any implication in the constitution that other Ethiopian languages could be used for official purposes (McNabb, 1989; MOE, 1994; and Getachew & Derib, 2006). So, Amharic remained the main language that was used in the formal education, judiciary, administration, and the media.

Later, the EPRDF came to power and introduced the federal system of administration and changed the country's language policy. This time, all nations and nationalities were given the right to use their language (MOE, 1994; and Getachew & Derib, 2006). The country has more than 80 languages and these languages get equal status (Ngatu, 2013). Article 5(1) of the FDRE constitution declares, "All Ethiopian languages shall enjoy equal state recognition (HPR 1995, p. 5)." The Ethiopian education and training policy (MOE, 1994) states that all nations have the right to learn using their mother tongue in the primary schools. It also states that they should have to learn Amharic and English as a subject. It adds that in regions where there are many mother tongue languages, the language with the majority of speakers shall be the medium of instruction. As a result, over twenty nationality languages have been used as a medium of instruction in primary schools in different regions of the country (Ngatu, 2013).

The 1995 FDRE Constitution states that Amharic is the federal working language. Because students have no more exposure to Amharic due to the ethnicity-based form of federal state structure, though they learn it as a subject, it faced them difficulty of understanding Amharic language when they get a chance to federal institutions. For example, after the students have completed their preparatory schools and joined universities, they are observed having difficulty of communication with their colleagues and teachers especially those who came from villages. Amharic is a mother tongue for those who come from the Regional State of Amhara, Addis Ababa City Administration, and Dire Dawa City Administration, but a second language for the other students even though it is an official working language of three regional states (the Southern Nation, Nationalities, and Peoples of Ethiopia; the Benshangul Gumuz; and the Gambela) of the FDRE (Eshetie, 2011, Teshome, 2007; and Getachew & Derib, 2006).

In Ethiopia, there are 47 government universities. These higher education institutions are governed by the federal government (HPR, 2009). Consequently, students are assigned to universities from all corners of the country whether they learn at government or non-government schools by the ministry of education. For this reason, it is obvious to get more than one language in the university students' classroom. As stated before, English is the medium of instruction in the Ethiopian universities. In majority of the Ethiopian universities, there is an English Language and Literature Department where students are admitted to specialize in the English language. On top of this, every undergraduate student, whatever field of study he/she joins, has to take at least two English courses namely the Basic Writing Skills and the Communicative English Skills.

But though the students have attended English as a subject at least for twelve years and as medium of instruction at least for four years, researches showed that students have poor performance of English. Tamene (2012) stated that Ethiopian students have difficulty of expressing themselves both in writing and speaking. This time, teachers will have difficulty of communicating with their students. For one thing, the students are poor in English. So, the teachers' teaching without common understanding with their students could bring nothing. Secondly, the students have varied mother tongue. This is a great challenge (McNabb, 1989) for EFL teachers to check whether the teaching and learning is going on smoothly or not. Because, had the students and teachers had the same mother tongue, they could have used L1 to compensate their target language/English deficiency in their communication (Horasan, 2013).

1.2 Statement of the Problem

There has been a longstanding debate over whether CS in the EFL classes should be avoided or welcomed (Duff and Polio, 1990). During the grammar translation method, the use of L1/CS in EFL classes was regarded as a tool to help the teaching and learning of English language (Kavari, 2014). However, this good attitude towards CS did not stay long. The next methods of English language teaching such as the direct method, the audio-lingual method, and the communicative language teaching methods tend to ban the students' native language in the EFL/ESL classes. During these approaches to language teaching, students and/or teachers who code-switch were regarded as guilty and lazy (Mart, 2013; and Bhooth et al, 2014).

Krashen (1985) states that for students who learn EFL, it is the classroom only that exposes them to the target language. So, CS in EFL classes is prohibiting the students' exposure to the target language. Because of this, the use of students' native language/CS in the EFL classroom was treated as a taboo (Atkinson, 1987), a source of guilty (Auerbach, 1993), a symptom of teachers' weakness to teach properly (Cook, 2002), and wastage of time (Krashen, 1985). Nation (2003) also warns that CS in the EFL classroom reduces the amount of input and the opportunity of practice for the target language. As a result, the English only approach has been an influential and often assumed to be the hallmark of a good language teaching around the world (Atkinson, 1993; and Mouhanna, 2009).

Contrary to this, Song (2009), Timor (2012), Paker and Karaagac (2015), Blackman (2014), and Cook (2001) stated that CS in the EFL/ESL classroom facilitates the target language learning. They added that the use of only the target language is unfashionable to the 21st century of language learning and impractical in the actual classroom. Littlewood and Yu (2011) identified that there is still a lack of agreement on whether the students' native language has a place in the classroom or, if it does, what that role is.

In the context of Ethiopia, many private schools forbid the use of mother tongue both in the EFL classroom and throughout the school compound even at the elementary levels of education. "Use English all the time. The use of any local language other than English in the school compound (in the classroom, playground, cafeteria, and staffroom) is strictly forbidden and leads both teachers and students for punishment (Gibson, 2011, p. 4)." As we can understand from this, let alone CS in the EFL classes and using students' L1 as medium of instruction, the students'

mother tongue is not allowed to enter the school gate. This practice is against the country's education and training policy (MOE, 1994). Because the policy states, "Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages (MOE, 1994, p. 23)." Though the policy says nothing about CS in the EFL classroom, it allows students' mother tongue usage in the classroom other than the English classes.

In spite of the fact that the country's policy and the private schools' actual practices are different, many parents and students are seen favoring private schools than the government schools for reasons stated under 1.1.3. Contrary to the private schools, in the government schools, the mother tongue is used not only in the school compound and other subjects (as medium of instruction) but also in the EFL classes. This indicates that there are two opposite practices on the use of mother tongue in the EFL classrooms, one that allows the use of L1 and another one which condemns its usage.

Generally, throughout history, there have been methods that encouraged teachers and students to use the first language and some that did not allow it. As a result, both teachers and students followed different principles to address this issue. Not having one opinion on how to address it has made it even more confusing to the students to either use it or not as they come through different teachers who either encourage or prohibit it.

Because of such controversial results and practices, many local researches have been conducted on the use of students' L1 in the EFL classrooms. Ngatu (2013), for example, revealed that the use of students L1 facilitates EFL learning. Similar to this finding, Nuru (2008), Kenenisa (2003), Abiy & Mohamed (2010), Jemal (2012), Dereje & Abiy (2015), and Abiy (2012) found that teachers and students have a positive attitude towards L1 use in the EFL classroom and found them (the students and teachers) using more than they believe it has to be used. Based on their findings, they conclude that judicious and cautious use of students' L1 plays a significant role in the EFL teaching and learning. They underlined that the overuse of students' mother tongue affects the teaching and learning of English language negatively. From this, we can conclude that the idea of translating English in to students' mother tongue becomes one of the common classroom activities although the existing Ethiopian Educational and Training Policy

(MOE, 1994) did not officially endorse the issue of using students' first language in the target language classroom.

Though many researches have been conducted on the use of mother tongue, none of these researches looked at CS with heterogeneous students. Tafesse (1988) conducted the use of vernacular in teaching English at four junior secondary schools of Addis Ababa. His study intends to determine the proportion of L1 (Amharic) to L2 (English) and the attitude of teachers and students towards L1 use in L2 classes. His participants were native speakers of Amharic. His result shows that the students and their teachers had positive attitude on L1 use in the L2 classroom, and he found 71% of L2 to 29% L1. Kenenisa (2003) examined the use of Oromo language in the English classroom at Adama Teachers' College. The participants of this study were first year English major diploma students and their English language instructors. Abiy and Mohamed (2010) also studied the use of Amharic in teaching English at Bahirdar general elementary schools. Jemal (2012) also explored the use of Oromo language in EFL classrooms of Jimma Teachers' College. Ngatu (2013) tried to explore the use of L1 (Hadiyyisa language) in English classes of elementary schools at Hadiya zone. Dereje and Abiy (2015) explored male and female secondary school EFL teachers' CS to Amharic in their classes. Abiy (2012) investigated the impact of L1 use (Amharic) on students' English writing. All participants of these researchers used the specified language as their mother tongue.

This study differs from the above researches in many ways. For one thing, this study was conducted at university level where the aforementioned studies were at different levels of education which were from elementary to college level. Secondly, the previous researches were conducted on the use of MT (Amharic language, Hadiyyisa language, and Oromo language) where both the students and the teachers had the same mother tongue. This study, however, was conducted on students' and teachers' CS in the EFL classroom where the students and/or teachers had different mother tongues. Cook (2001) and Sert (2005) stated that the use of CS in the EFL classes shouldn't be oversimplified if the students and the teacher share the same mother tongue. How about if the students have different L1? What about if the students and the teacher have varied L1? This was a gap that the former researchers have not investigated.

As to Cook (2002) and Blackman (2014), the practice of CS depends on the students' and teachers' target language competence, the country's/school's language policy, students' sitting

arrangement, grade level and age of the students, content and type of the lesson, the teachers' teaching experience, and the students' multilingualism. Sert (2005) and Alenezi (2010) stated that the functions of CS and the factors for doing so in the EFL classroom varies depending on the above listed criteria. So, the aforementioned local researches were conducted at a lower grade level and age of the students, lower English language performance compared to the university students, with students and teachers who share the same L1, at an easy lesson content compared to that of the university lesson, and with teachers who had a maximum of BA degree in English and a very rare MA degree holders. University teachers, however, are MA degree and PhD degree holders with a few BA degree holders. Therefore, as the students and/or teachers were multilingual (with different linguistic background) and were at a higher level, their attitude, practice, and functions for CS could be different from the previous ones. So, this was a new area which needs a thorough investigation.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the attitude and practice of both teachers' and students' CS in the EFL classroom.

1.3.2 Specific Objectives

The specific objectives of this study were:

- To investigate if there was significant difference in attitude among students of the different years of study towards CS
- To explore if there was significant difference in attitude between students and teachers towards CS
- To find out if there was significant difference on the frequent use CS among students of the different years of study
- To examine if there was significant difference on the frequent use CS between teachers and students
- To determine the dominant CS pattern that students of the different class years employed
- To determine the dominant CS pattern that teachers employed
- To explore the purposes that students of the different years of study used CS
- To investigate the purposes that teachers used CS

- To find out if there was significant relationship between students' demographic factors (gender, age, class year, mother tongue, multilingualism, place, school, parent education, parent economy, Amharic listening skill, Amharic speaking skill, and attitude) and CS
- To explore if there was significant relationship between teachers' demographic factors (gender, educational status, teaching experience, mother tongue, multilingualism, training on CS, Amharic listening skill, Amharic speaking skill, and attitude) and CS

1.4 Research Questions of the Study

In order to achieve the above listed objectives, the following research questions were drawn.

- Is there a statistically significant difference on the attitude of CS among students of the different years of study?
- Is there a statistically significant difference on the attitude of CS among students and teachers?
- Is there a statistically significant difference on the frequent use of CS among students of the different years of study?
- Is there a statistically significant difference on the frequent use of CS among students and teachers?
- What is the dominant CS pattern that students of the different years of study employ?
- What is the dominant CS pattern that teachers employ?
- For what purposes do students of the different years of study code-switch?
- For what purposes do teachers code-switch?
- Is there a statistically significant relationship between students' demographic factors (gender, age, class year, mother tongue, multilingualism, place, school, parent education, parent economy, Amharic listening skill, Amharic speaking skill, and attitude) and CS?
- Is there a statistically significant relationship between teachers' demographic factors (gender, educational status, teaching experience, mother tongue, multilingualism, training on CS, Amharic listening skill, Amharic speaking skill, and attitude) and CS?

1.5 Hypothesis

- ✓ H₀: There is no significant difference on the attitude of CS across the different grade levels of students.
- ✓ H₀: There is no significant difference on the attitude of CS among students and teachers.

- ✓ H0: There is no statistically significant difference on the frequent use of CS across the different grade levels of students?
- ✓ H0: There is no significant difference on the frequent use of CS among students and teachers.
- ✓ H0: There is no statistically significant relationship between students' demographic factors (gender, age, class year, mother tongue, multilingualism, place, school, parent education, parent economy, Amharic listening skill, Amharic speaking skill, and attitude) and CS.
- ✓ H0: There is no statistically significant relationship between teachers' demographic factors (gender, educational status, teaching experience, mother tongue, multilingualism, training on CS, Amharic listening skill, Amharic speaking skill, and attitude) and CS.

1.6 Significance of the Study

This study is significant for a number of reasons. This is said as there is no agreement between the previous researchers on whether CS should be used or avoided in foreign language learning and teaching. For example, Krashen (1985) argued that CS limits learners' exposure to the target language and their practice of using it, whereas different scholars like Cook (2001) argued that CS plays an important role, and it is not a random phenomenon, but it is a discourse strategy. Therefore, it is significant to investigate the phenomenon of CS in university students and teachers which would help to further strengthen or disprove the argument claiming that CS plays a significant role in enhancing foreign language teaching and learning. This means, the decisions about whether or not to code-switch are among the most common dilemmas that university teachers and students face in the teaching and learning of English language classroom. Due to this, the findings of this study are expected to be helpful to the following stakeholders.

Firstly, it will enable English language teachers to be aware of their students' attitude towards CS, their students' CS practice, and their own CS practice in the teaching and learning of English language and reexamine their foreign language teaching methodology. Secondly, English language teachers could use them as an input to prepare modules and/or design activities that consider students' CS need. Thirdly, material writers and syllabus designers may use the findings while preparing teaching materials and designing the syllabus. Besides to this, it will help teacher training institutions to make their trainees aware of when to code-switch in the EFL classrooms.

Furthermore, it might stimulate language teaching methodology researchers to conduct further research in the area which may open the way to the development of a new English language teaching method and techniques that work to incorporate or ban CS in the EFL classroom. Finally, it may enable educational personnel to recognize the actual practices of using English as medium of instruction, so that solutions can be found to alleviate the problem. More importantly, it will fill the gap in the literature of CS with different linguistic background students and teachers and/or multilingual participants especially at university level.

1.7 Scope of the Study

This study looks at CS, one great concerns of ELT, in the EFL classrooms of Mekelle University. Though every student in the specified setting takes at least two English courses, this study focused on all English major students and their major course teachers. During the teaching and learning process, teachers use different methods of teaching such as lectures, group discussions, pair works, and presentations. As it was difficult to record and manage the noises of students in the pair work and group discussions, these ways of teaching and learning were not recorded. Again, during presentations, students may never or very rarely code-switch for the fear of negative evaluations. Due to this, the main focus of this study was lecture.

CS refers to the switches occurred between two or more languages. As the students had varied L1 and were multilingual, they could switch to and from the different languages. Looking at these all languages is very difficult and unmanageable. Therefore, in this study, CS refers to the switch from Amharic into English or the vice versa. The reason for confining the study on CS between Amharic and English was that the objective of the study was to examine the attitude of the students and teachers towards CS between Amharic and English, to find out the patterns of CS, to explore the functions of CS, and determine the relationship between teachers' and students' demographic factors and their CS in the ELT classroom where there were students who could speak little or no Amharic (the federal's official working language).

English major students were selected as the students were smaller than the other department students in number. This is due to the Higher Education Proclamation and the University's Legislation which states language classes to have smaller class size than the other departments as language classes demand more participation and student-student and/or student-teacher interaction that requires smaller number of students (HPR, 2009; and Mekelle University, 2012).

The rationale behind selecting all batches of the department was to see if there was any variation of attitude and practice in these different class years as they had varied competence of Amharic language and the target language. Finally, the study was delimited with English major teachers only, as there are common course teachers (like civics, logic, entrepreneurship, statistics, psychology, and computer) since they took various courses related to language learning and acquisition and the different methods of ELT that has a direct linkage with CS.

1.8 Limitations of the Study

This study is not free of limitations. For instance, there are 47 governmental universities in Ethiopia. These universities are categorized as first generation, second generation, third generation and fourth generation universities. Due to time and financial constraints, this study took place at one of the first-generation universities. So, it would have been better had it included other universities especially from the second generation, third generation and fourth generation universities. The researcher believes that the result obtained would have been proved to be more comprehensive and reliable if the samples of the study had been taken from more than one university. Therefore, as this research is confined to only Mekelle University, the findings of this research cannot be generalized beyond the selected sample, or the other universities which are found in the country may not be represented.

The most common limitation in relation to classroom observations is perhaps the observer effect, which is concerned with the changes in the behavior of participants when they know that they are being observed. The researcher's presence as an observer during the lessons may have affected the authenticity of classroom talk. This may have resulted in some form of behavior alteration by the teacher. Teachers might have felt self-conscious of their code choice and unintentionally deviated from their usual CS practice. Likewise, the researcher's presence may have also affected the students' classroom behavior. During the lessons, particularly when students were called on to answer the teacher's questions, some students appeared shy and reluctant to provide responses. Though different mechanisms were used to unearth the exact CS practice of the participants, they might have made special preparation beforehand in such a way that the teachers and their students can do without Amharic, thereby making the classes seem ideal. As a result, the data may not be typical.

Another limitation of this study is the observation period. The researcher observed the classes for only a month during which the researcher audio recorded the participants communicative events to investigate the functions and patterns of CS. Recording communication events for a period of one month was enough to spot the CS functions and patterns in these communicative events audio recordings although it would be more valuable if the observation period was over a year or more to enhance the credibility of the research result.

The study involved EFL teachers and their students as participants with different forms of data gathering tools. However, other sources of information, for example from university management bodies and the ministry of education authorities, could have helped to generate a better understanding of the targeted area of study. Specifically, such further sources could have provided more information on the issue of classroom language policy.

Although the study sought to investigate CS by both the teachers and students, the utterances made by the students were limited. This is because the lessons were generally teacher centered. The teachers were the main speakers while the students were passive participants. There was minimal students' participation in the development of the lessons even when the teachers tried to engage the class by posing questions. Perhaps, teaching that involved learner centered activities such as pair work and group work rather than the traditional lecturing method should be used more in an effort to uncover the learners' CS practice.

The exclusion of open-ended questions in the questionnaires is the other limitation of the study. The set of answers for the questionnaires were based on a rating scale, which limits the students' responses to specific sets of answers. The developed close-ended questions of the questionnaires restricted the participants' opportunities to answer the questions in their own way.

During the classroom observation audio record, there were many students who refrained from participating in the class. Due to this, results of the transcribed CS practices may not represent those who were silent though these students' attitudes were included through the interview and the questionnaires.

Finally, regardless of the aforementioned limitations, this study is believed to add knowledge and pave way for other researchers to conduct further research on CS in different settings.

1.9 Operational Definitions of Key Terms

Bilingualism refers to the use of two or more languages (Amina, 2017). In this study, bilingualism is used to refer to the ability of students' and teachers' use of two or more Ethiopian languages.

Code-switching is defined as the alternation of two or more languages within the same conversation. In this research, it refers to the switch from English to Amharic or vice versa in the teaching and learning of English language.

Code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, and clauses) within the sentence (Muysken, 2000). In this case, it refers to the mixing of Amharic into the target language or the vice versa within the sentence while teaching and learning of English.

Frequency is defined as the extent, degree, amount, proportions, or coverage of something (Tamiru, 2013). In this research, it is used to refer to the amount of English used in relation to the local language (Amharic).

Medium of instruction (MOI) also called language of instruction is the language used for teaching and learning of the curriculum (Kavari, 2014). In this study, medium of instruction refers to the English language in which lessons are conducted for teaching and learning of the curriculum of the educational system.

Use is defined as the act of using something: employ, make use of, put into practice or operation, practice, utilize, exercise, bring into play, say, utter, or speak (Tamiru, 2013). In this study, the word use is employed to refer to the teachers' and students' practice of of the target language (English) against the local language (Amharic) in their classroom oral interaction.

Target language (TL) is defined as the language that someone is learning or aiming to acquire it either as a second language, foreign language, or for specific purposes such as translation or interpretation. It refers to the language that is the focus of study or practice. In this study, it refers to English language where the learners are required to master it.

Foreign language (FL) is a language that is not native or commonly spoken in a particular region or country. In this case, foreign language refers to English language.

Second language (L2) refers to the language that a person learns in addition to his/her native language (mother tongue) and uses it regularly. Unlike foreign language, second language may play a significant role in the speaker's daily life, such as for work, education, or social integration. Throughout this paper, the words TL, FL, and L2 are used interchangeably; and they refer to English language.

Mother tongue (MT) is defined as the language in which an individual is most fluent and comfortable, often associated with his/her cultural identity and upbringing. The mother tongue is also known as native language (NL) or first language (L1). In this study, the words MT, NL, and L1 are used interchangeably; and they refer to the language that the teachers and students are proficient in using it.

1.10 Conceptual Framework of the Study

Code-switching refers to the practice of alternating between two or more languages or dialects within a conversation, context, or discourse. In an EFL context, this usually involves switching between English and a local language, such as Amharic, depending on the situation. The role of code-switching can vary depending on student and teacher attitudes, teaching practices and learning practices (Yletyinen, 2004). This practice exists in the class by the students and/or the teachers. The CS practice in the classroom; however, is viewed differently. This leads students and teachers to have either a negative or positive attitude. Consequently, there are students and teachers who employ local language in a foreign language teaching and learning while there are others who do not employ.

The students and teachers CS frequency (extent) varies depending on the interlocutors' attitude towards CS and the mastery level of the target language though there are instances where the students and teachers do it as a habit. Whatever the extent it is used, both students and teachers use local language for different purposes such as for curriculum access, classroom management and interpersonal relations (Ferguson, 2003).

As Jingxia (2010) stated teachers and students use different patterns of CS (inter-sentential CS, intra-sentential CS, and tag switching) which are done both intentionally and unintentionally. The different patterns of the CS are performed for different purposes which are mentioned in the above paragraph. The interlocutors' CS practices are associated with their bilingual

capability. If someone is capable of speaking the two languages fluently, he/she used inter-sentential CS while the others who are not proficient in both languages produce intra-sentential CS (Dereje and Abiy, 2015).

Many variables or factors affect CS practices. This varies depending on the practitioners' role. Teachers' CS practice is influenced by their attitude towards it; the teaching context (such as the classroom environment, the students' proficiency level, and the subject matter); language proficiency (their own proficiency in English and the local language), their exposure to trainings related to CS, their experience of teaching the foreign language, and their academic status (Tamiru, 2013). On the students' side, CS practice is affected by factors such as the grade level they are attending, the mother tongue they speak, whether they attended at government or private school, their parents' educational status, their ability of speaking the country's lingua franca, and their attitude towards CS (Paker and Karaagac, 2015).

Figure 1.1 below will present the relationship between the students' attitude towards CS and their practice. It also presents the teachers' attitude and practice of CS. The figure also shows how the participants' (teachers and students) demographic factors are associated with their CS behavior.

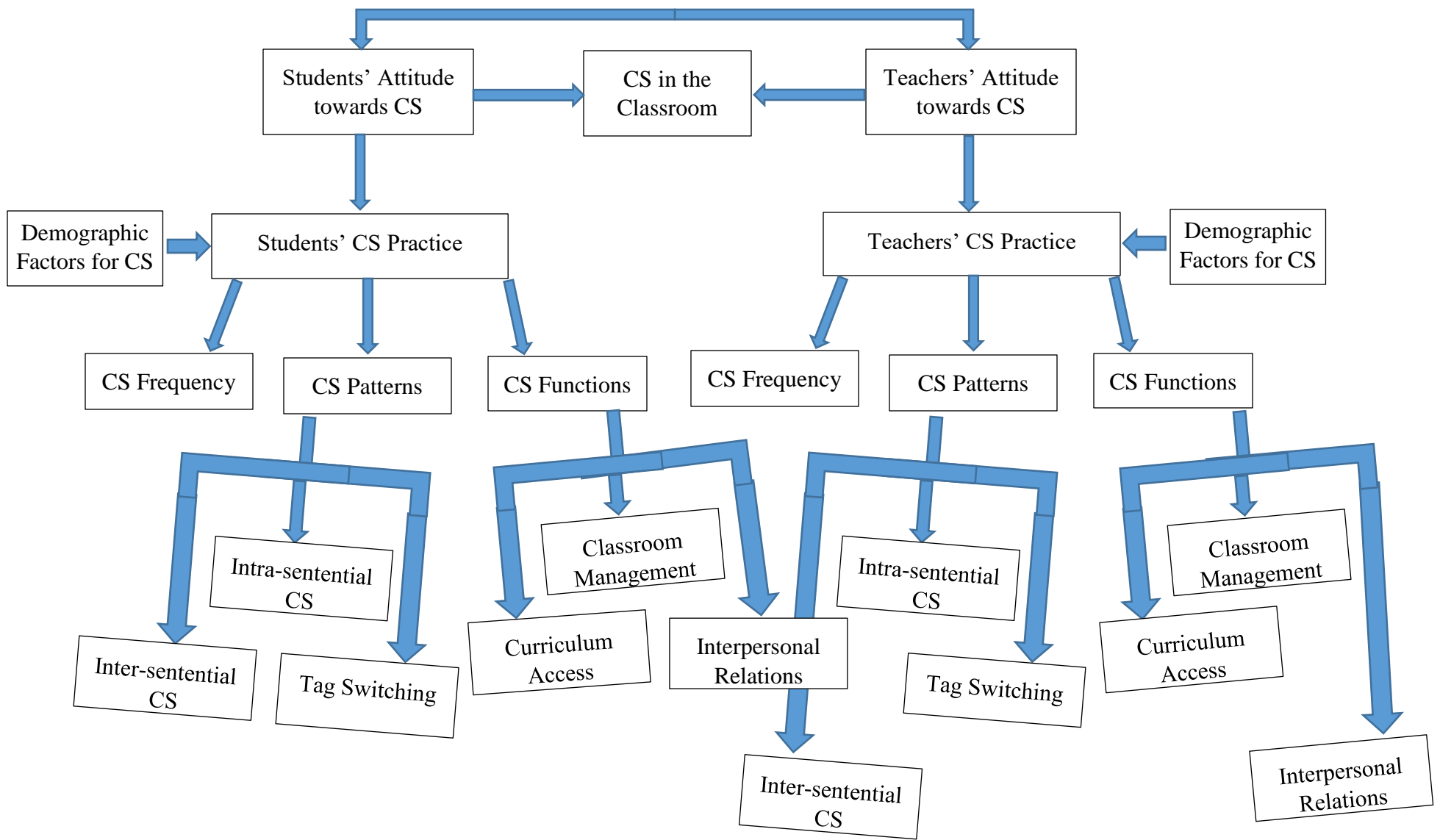


Figure 1.1: Model of the relationship between teachers' and students' attitude towards CS and demographic factors with their CS practice as adapted from Jingxia (2010)

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Bilingualism

A brief overview of bilingualism is essential because CS is viewed as a bilingual phenomenon. Bilingualism is difficult concept to define. Bilingualism means the ability to use two or more languages (Bishop, 2006; Cassie, 2012; and Amina, 2017). But is bilingualism the ability to write, to speak, to listen, to read, or the combination of all skills? Its detail will be presented below.

When defining bilingualism, there are three terms which are labeled based on the bilingual's linguistic capability (Alvarez, 1979; Lopez, 2010; and Amina, 2017). These are balanced bilingual, asymmetric bilingual, and passive bilingual. As to Rezaeian (2009), balanced bilingual is the speaker's native like control of the two languages. But asymmetric bilingual refers to a bilingual who has more abilities in one language than the other languages he/she can speak (Amina, 2017). Passive bilingual, on the other hand, refers to a person who has receptive abilities in one of the languages but has limited abilities in other key language areas (Rezaeian, 2009; and Amina, 2017).

The means by which the speaker acquired his or her languages is another issue in defining bilingualism (Mahsain, 2014). Accordingly, there are simultaneous bilinguals and successive bilinguals. This distinction is drawn between speakers who have acquired the languages more or less from birth (simultaneous bilinguals) and speakers who acquired their second language later in their development (successive bilinguals). One of the main questions raised in simultaneous bilingual is the child's ability of the languages. Researches like Bishop (2006), Cassie (2012), Rezaeian (2009), Mahsain (2014), and Amina (2017) show that a child's ability of the languages can be affected by many factors which result in to develop fully in one of the languages, but possesses passive skills in the other language. It is also possible that through a bilingual's lifetime, his dominant language may change and become recessive bilingual (Mahsain, 2014). In contrast to this, additive bilingual is used to refer to someone who has learned a second language at no cost to the first language (Rezaiean, 2009).

The ability to use two or more languages (bilingualism) is the result of several factors such as colonization (Amina, 2017), intercultural marriage (Jamai, 2008), cultural interaction (Davidiak, 2010), education (Nguyen, 2013), and many other reasons. Whatever the cause is, bilingualism is defined differently by different scholars. For example, according to Casa (2008), a bilingual is a person who has a minimal competence in one of the four language skills: listening, speaking, reading, and writing. Contrary to this, Pert (2007) believes that the bilingual should have native like control of the languages. Due to this, distinction is made between balanced bilinguals (ones who use both languages equally in all contexts) and unbalanced bilinguals (those who do not have equal competence in both languages where their competence is higher in one of the two languages). Amina (2017) stated the ones with the ability to understand, speak, read, and write are called active bilinguals; and the other ones with the exclusive ability to understand both languages are called passive bilinguals.

The other distinction of bilingualism is societal bilingualism and individual bilingualism (Al-Hourani, 2016). According to him, societal bilingualism occurs when individuals master only one language among other language of the country, but individual bilingualism occurs in the case of a monolingual country having bilingual speakers like immigrants or some educated persons. In the context of Ethiopia, it is societal bilingualism as there are many languages in the country and there are individuals who speak only one language.

In this paper, bilingualism refers to the participants' minimal competence of Amharic in listening and speaking. According to the four language skills, as Auckle (2015) classified bilinguals are categorized as productive bilinguals (those who are good at speaking and writing) and receptive bilinguals (those who are good at listening and reading). Again, according to Bilgin (2015), they can be classified as oracy bilinguals (those who listen and speak) and literacy bilinguals (those who can read and write). This classification is made because there exist people who are able to speak a language and also have the ability to read or write it. Yet, others with the ability to understand perfectly and also read, but with no ability to speak or write in that language (Amina, 2017; and Bilgin, 2015). As bilingualism is the ability to use two or more languages at the same time, it is studied under CS.

2.2 Defining Code-switching

Code-switching (CS) is defined differently by different scholars. Jamai (2008), for example, defines that CS is a linguistic feature whereby interlocutors use two or more varieties of the same language so as to fulfill a communicative purpose in a conversation. This indicates that CS is the use of formal and informal expressions or dialects of one language. Mahsai (2014), however, defines CS as a speaker's alternation from one language to another language in a single conversation. According to this definition, if CS is to take place there should have to have at least two different languages. It delimits the definition of CS at a single sentence level. In line to this, Rezaeian (2009, p. 5) says, "CS is the use of two languages in the same clause". Contrary to Jamai's definition which states CS occurs in monolinguals, Mahsai (2014) and Rezaeian (2009) believe CS occurs in bilinguals³.

CS is the alternation of two or more languages at a word, phrase, or sentence level (Yletyinen, 2004). In this sense, CS can occur at sentence level and beyond. This seems similar to Myers-Scotton's (1993) definition of CS where she states it is the alternation of two languages among bilinguals where one of the languages is matrix (host language) and the other one is embedded (guest language). According to her, matrix language is the language that determines the grammatical structure of the sentence whereas embedded language is the language that is mixed to the grammatically dominant language. She also explained that CS is switching from one language to another language which occurs between sentences, utterances, and turns. In this case, if one person speaks in "language A" and the other one responds him/her in "language B", it is CS.

Mokgwathi (2011, p. 23) defines, "CS refers to a situation in which linguistic forms of a language/language variety are replaced by forms from another language/language variety in a single communicative event, be it spoken or written". As it is mentioned in the above definitions, CS is either the use of two different languages or different varieties of the same language in an utterance or a conversation. In the context of foreign language classroom, CS refers to "the alternate use of the native language and the target language, a means of communication by language teachers and students when the need arises" (Jingxia, 2010, p. 10). Unlike the previous definitions, this researcher places the term CS in the foreign language teaching field. Therefore,

³ Bilingualism is the ability to speak and/or listen two or more languages.

this research is carried out based on this CS definition. From this onwards, CS (CS when abbreviated) is the alternate use of two different languages (Amharic and English) by the teachers and/or students in the English language classroom.

2.3 Code-switching, Code-mixing, and Borrowing

Many people use these terms as if they are similar. Scotton (1993), for example, used these terms interchangeably. However, they are different. Code-mixing refers to the insertion of one language into another language. Contrary to this, CS refers to an alternation where elements from one language might be alternated with others from another language respecting rules of both grammars. According to Muysken (2000), insertion is the occurrence of a single lexical item such as nominal phrase from one language into the structure of another language. Alternation, however, refers to elements of one language being replaced by the other and sometimes related to long stretch of CS. CS entails the ability to switch from code A to code B. In this case, the alternation of codes is determined by the function, the situation, and the participants. This is to mean that CS refers to categorization of one's verbal repertoire in terms of functions and roles. Code-mixing, on the other hand, entails transferring linguistic units from one code into another.

Amina (2017) puts three differences between CS and Code-mixing. First, CS does not require the grammatical rules of the two languages involved in the speech event whereas code-mixing does. Secondly, CS refers to the most advanced degree of bilingualism to the extent that it requires considerable competence in the simultaneous processing of the grammatical rules of the two languages. In other words, only highly proficient speakers can be well engaged in CS production and this refers to the degree of bilingualism involved in the production of CS sentences. Thirdly, code-mixing is the use of two languages at the same time while CS does not. Regardless of the number of languages involved in the discourse, the language that provides the grammatical structure into which elements are inserted is referred to as the host language while the other is termed the guest language (Scotton, 1993).

Code-mixing is also distinguished from borrowing in that the latter is used to fill lexical gaps by speakers while the former one is employed at every level of a lexical and syntactic structure by bilinguals. Besides, borrowings are completely assimilated to the borrowing language whereas mixed elements always retain features of the donor language. CS occurs frequently in balanced

bilinguals while code-mixing appears in non-balanced bilinguals (Amina, 2017). Code-mixing is highly motivated by the need to fill gaps in the linguistic competence of the speaker.

Example: ijwa **a part ca** rik yaja (this is an Algerian Arabic and French)

English: Well, apart from that you are doing well. (Amina, 2017)

In the code-mixing example above, the speaker uses the French expression “**a part ca**” because he does not find an equivalent Algerian Arabic for the time being, but it has an Algerian Arabic synonym (Amina, 2017). All in all, borrowing refers to the items from one language being part of another language system by being integrated phonologically, morphologically, and even syntactically. This means CS and code-mixing involves bilingualism while borrowing does not. In other words, borrowing refers to the new lexical elements brought abruptly to the culture of the base language which can be used even by monolinguals. However, CS and code-mixing refers to words that already have an equivalent in the recipient language. Code-mixing involves two grammars whereas CS and borrowing involve only one (Mokgwati, 2011). Borrowed words are usually adapted to the speaker’s L1, and they are pronounced and used grammatically as if they were part of the speaker’s L1.

Generally, in borrowed words, though the words are taken from another language, they are considered as words of native language. Technologically produced materials or ideas such as television, remote, condom, mobile, etc. are borrowed words, but they are used as words of the native language phonologically, morphologically, and syntactically. That is why they are said they have one grammar. Code-mixing, on the other hand, are used as a result of the speaker’s competency in the two languages though they have an equivalent word. As the mixing occurs within a sentence, it has two grammars, the native language and the target language. So, this is another name of intra-sentential CS. CS, however, is one sentence in one language and another sentence in another language. Due to this, each sentence follows the grammatical rule of the stated language. This indicates, the grammar involved is one language. This occurs mostly unconsciously as the speaker has balanced competency of the two languages. And it is similar to inter-sentential CS.

2.4 Patterns of Code-switching

There are different patterns of CS. But the very commonly mentioned ones are three. These are intra-sentential CS, inter-sentential CS, and tag switching or extra-sentential CS (Poplock, 1980). Their detail is presented below.

2.4.1 Intra-sentential Code-switching

Muysken (2000) uses the term intra-sentential CS to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. As to Muysken (2000), Amina (2007), and Cassie (2012), insertion is another name for intra-sentential CS. Bilgin (2015) also asserted that intra-sentential CS involves a switch within the clause or sentence boundary that may also include mixing within word boundaries; for example, switching of noun phrases, verb phrase, prepositional phrase, nouns, and adjective phrases. Al-Hourani (2016) defined intra-sentential CS as the shift of smaller units, usually words or idiomatic expressions.

Looking at these definitions, we can conclude that intra-sentential CS involves mixing of affixes, words, phrases, and clauses from more than one language within the same sentence and speech situation. Grammatical rules from all the languages involved are integrated into the discourse.

The example below is an intra-sentential CS of Malay⁴ (the bolded words) and English.

Example 1: This morning, I **hanter** my baby **tu dekat** babysitter **tu lah**.

This morning, I took my baby to the babysitter. (Zahra, 2010, p. 13)

Example 2: “*siSwati*⁵: *Kule conversation yabo ba-address-a liciniso concerning le-situation.*

Literal translation: In conversation theirs they truth concerning the truth.

English: In their conversation, they address the truth concerning the situation.” (Mokgwathi, 2011, p. 25). In example 2, the constituent structure of English language is violated while the structure of siSwati is followed. According to the English grammar, when forming a noun phrase, a determiner or adjective precedes a head noun, but in siSwati, a determiner or adjective follows a noun phrase. For example, in siSwati, it is correct to say “**conversation yabo**” which it means “**conversation theirs**” when translated literally which is wrong according to the English

⁴ Malay is an official language of Malaysia, Indonesia, Brunei, and Singapore. It is also spoken in Philippines. It has more than 300 million speakers.

⁵ siSwati (also known as Swazi or Swati) is one of the eleven official languages of South Africa. It is also an official language of Swaziland. It is believed to have more than five million speakers.

grammar. Because the correct word order for English is “**their conversation**” (Mokgwathi, 2011).

From a structural perspective, intra-sentential CS involves one dominant or base (matrix language) and another dominated or guest (embedded language). According to this perspective, the matrix language determines the structure of the embedded language (Scotton, 1993).

Example 3: “*Setswana*⁶: *Mo conversationeng ya bone ba address-a nnete concerning the situation.*

Literal translation: In conversation theirs they address truth concerning the situation.

English: In their conversation, they address the truth concerning the situation” (Mokgwathi, 2011, p. 28).

According to Mokgwathi (2011), in Setswana, “-eng” marks an adverb of place if affixed to a noun like “**conversation**”, but in English, the adverb is marked by the phrase “**in their**” preceding the noun “**conversation**”. Similarly, in Setswana, verbs are formed by affixing “-a” to a noun like “**address**” (noun) and “**address-a**” (verb) in the above which is not correct in the case of English verbs.

In the above two examples (the case of siSwati and Setswana), English is the guest (embedded) language as its internal constituent structure is not followed. Contrary to this, the structures of siSwati and Setswana are followed, and these are the matrix language. The constituent structures (grammar) of siSwati and Setswana determines the structure of English.

Therefore, in intra-sentential CS, at least two languages are involved in a single utterance or with in a sentence as an affix, as a word, or as a phrase (from a sociolinguistic perspective), and there is an embedded language and a matrix language (from a structural perspective).

2.4.2 Inter-sentential Code-switching

Inter-sentential CS is also called alternation (Muysken, 2000; Amina, 2007; and Cassie 2012). In the inter-sentential CS, contrary to intra-sentential CS, the changes occur over sentences and /or between interlocutors (Poplack, 1980; and Jingxia, 2010). From this, we understand that in inter-sentential CS, there are three features. The first case is that one of the sentences could be in one

⁶ Setswana (also known as Tswana) is an official language of South Africa and Botswana. It is also spoken in Zimbabwe and Namibia. It has more than thirteen million speakers.

language and the other sentence in another language. The second case is that one clause of the sentence could be in one language and the other one in another different language. The difference between these two cases is that the former one occurs over sentences while the latter occurs within a sentence. Here what makes different between intra-sentential CS and the latter feature of inter-sentential CS is that intra-sentential CS occurs within a word, a phrase, or a clause (this type of CS takes place inside the clause or sentence boundary) while the latter case of inter-sentential CS occurs within a sentence (over clauses). The last case is that if one of the interlocutors speaks in one language and the other responds him in another language, it is called inter-sentential CS (Bilgin, 2013; and Jingxia, 2010). In short, this type of CS occurs in a clause or sentence boundary where each clause or sentence is in one language or the other.

The examples below are examples of the different features of inter-sentential CS between Chinese and English, Spanish and English, and Amharic and English respectively.

Example 1: People here get divorced too easily like exchanging faulty goods. In China it's not the same. **Jia gou sui gou, jia ji sui ji.**

English translation: People here get divorced too easily like exchanging faulty goods. In China it's not the same. If you've married a dog, you follow a dog. If you've married a chicken, you follow a chicken.

(Jingxia, 2010, p. 10)

Example 2: Sometimes I start a sentence in English **y termino en espanol.**

English translation: Sometimes I start a sentence in English and finish it in Spanish.
(Poplack, 1980, p. 589)

Example 3: Teacher: Where do you spend your summer vacation?

Student: **yekremt ereftyen yasalefku Bahirdar new.**

English translation: Student: I spent my summer vacation at Bahir Dar.

Researcher's personal example

In the first example, there are three sentences where the first two sentences are in English while the last sentence (the one in bold) is in Chinese. The second example is a sentence which has two clauses. The first one is an English language whereas the second clause is a Spanish language. In the last example, there is a conversation between teacher and student. The teacher asks his/her

student in English language, but the student replied in Amharic language. These all are different cases of inter-sentential CS.

2.4.3 Tag Switching

This type of CS is the insertion of a tag phrase or word from one language into an utterance of another language (Amina, 2017). This is to mean that tag switching is an insertion of short tags containing few syntactic restrictions which do not violate syntactic rules of the base language. It requires only little integration of the two languages (Jingxia, 2010). In contrast to Poplack (1980) who calls it tag switching, other authors like Sanchez (2013) and Nguyen (2013) use the term extra-sentential CS while Mokgwathi (2011) uses emblematic CS. Therefore, extra-sentential CS and emblematic CS are other names of tag switching. Tags can be inserted in different parts of an utterance because they have no syntactic constraints. Due to this, they can be moved freely, and they can also be inserted almost anywhere in a discourse without violating any grammatical rules. Some of the commonly used English tags in many languages are “you know”, “isn’t it?”, “you mean or I mean”, “ummm” (fillers), “oh, my God” (interjection), “no way” (idiomatic expression), “understand?”, “right?”, “yes”, conjunctions like “because”, “and”, “or”, and so on (Poplack, 1980; and Yletyinen, 2004).

All in all, tag switching refers to the insertion of a tag from one language into an utterance which is entirely in another language. Tag switching is mostly used to make sure the listener has understood you, to emphasize, and to attract the hearer. It is also uttered unconsciously (Amina, 2017). Therefore, tag switching is a switch in the form of a single word or phrase from the guest language attached at the end, at the middle, or at the beginning of a sentence that is primarily coined in the matrix language in order to convey a specific meaning or to symbolize a particular meaning.

Example 1: Spanish: **Ese carro rojo**, you know

English: That red car, you know. (Poplack, 1980, p. 589)

Example 2: Setswana: go botlhokwa go dira ka natla nako tsoitlhe, **isn’t it?**

English: It is important to work hard at all times, isn’t it? (Mokgwathi, 2011)

Example 3: Xhosa⁷: ... **so** unokothukaxa enokuva kusithwailizwe liphelile.

English: ... so he should be shocked to hear that the world has ended (Mokgwathi, 2011)

⁷ Xhosa (also known as siXhosa) is an official language of South Africa and Zimbabwe with a total population of more than twenty million speakers.

Example 4: Setswana: ke a otsela **because** ke robetse bosigo.

English: I am feeling sleepy because I slept late. (Mokgwati, 2011)

2.5 Purposes of Code-switching in the EFL Classes

According to the advocators of L1 use like Song (2009) and Blackman (2014), the use of the native language is conducive to the correct understanding of the newly input target language for the students. CS benefits not only the students but also the teachers. Due to this, teachers can take advantages of their students' L1 in many occasions despite the fact that they are not advised to use it all the time. This is to mean that a planned and cautious use of mother tongue in the EFL classroom has a lot of functions which are to be discussed below.

Blackman (2014) classified the uses of L1 in the EFL classroom into language and non-language purposes. Non-language purposes include classroom management, to empathize with learners, and during communicative breakdowns. Language purposes, on the other hand, deals with grammar instruction and translation of unknown vocabulary. Canagarajah (1995) cited in Blackman (2014) also classified the functions of CS in the EFL classroom into micro and macro. The micro functions of CS focus on classroom management and content transmission. Classroom management deals with how CS facilitates the teachers and students regulate classroom interactions systematically and efficiently. The functions of CS in the classroom management includes opening the class, negotiating directions, requesting help, managing discipline, teacher encouragement, teacher compliments, teacher's commands, teacher admonitions, mitigation, pleading, and unofficial interactions (Cook, 2001; Yletyinen, 2004; Jingxia, 2010; and Uys, 2010). Content transmission, on the other hand, refers to the use of CS to help the effective communication of the lesson content and the language skills which are specified in the curriculum. This function includes explanation, review, negotiating cultural relevance, definition, parallel translation, and unofficial student collaboration. Macro functions dealt with socio-educational implications, which include training the students for the social and communicative life outside the classroom (Canagarajah 1995, cited in Blackman 2014). This means CS uses for extra-pedagogical purposes, for example, for discussing personal matters. All in all, micro-functions deal with issues related to the classroom whereas macro-functions deal with issues related to outside the classroom.

Ferguson (2003), on the other hand, classified the functions of CS as CS for curriculum access,

CS for classroom management, and CS for interpersonal relations. As this categorization is more detail than the above ones, they will be explained below in detail.

2.5.1 Code-switching for Curriculum Access

The functions of CS for curriculum access encompasses clarification and metalinguistic. Teachers attempt to clarify curriculum content through exemplification (Jingxia, 2010), repetition (Uys, 2010), elaboration (Ferguson, 2003), and re-explanation of problematic subject matter using CS (Yletyinen, 2004). CS is also used for checking comprehension which is considered as a curriculum access since it is intended to clarify the content. A teacher may code-switch from the target language into the native language by asking students to tell him what he said in English using their mother tongue or the vice versa (Ferguson, 2003). Inline to this, Cole (1997) asserts that CS can be used to introduce the major differences between the L1 and the L2.

CS which fulfils metalinguistic functions consist of comments that are directly related to curriculum content without providing direct or indirect clarification of the subject matter (Myers-scotten, 1993). For example, if a mathematics teacher who teaches equation warns students to pay attention to the plus and minus signs using English and remind them that they have learned it in their previous grade using mother tongue, it is metalinguistic function of CS (Ferguson, 2003). As Atkinson (1987), Auerbach (1993), and Cameron (2001) list, translating new words and abstract ideas, explaining complex ideas, providing explanations of grammar, teaching vocabulary, and checking learners' understanding are other functions of CS which can be categorized under curriculum access.

Language alternation is an important tool to teach grammar, phonology, morphology, and spelling; interpretation of mistakes; and evaluating understanding (Auerbatch, 1993). Similar to this, Myers-scotten (1993) underlined the use of CS for interpretation and clarification of content and evaluation of comprehension. Weschler (1997) further states that abstract words or expressions which are difficult to explain in the L2 should be translated which he called equivalence. However, Harbord (1992) warns that teachers and students should not use this strategy when one to one translation is not possible. He advises teachers to use an alternative L2 strategy such as visual prompts, miming, and situational contexts wherever possible. Yletyinen (2004) also advises teachers and students to code-switch in the absence of equivalents

for words and expressions in English.

2.5.2 Code-switching for Classroom Management

CS for classroom management refers to issues related to the alternate use of different languages to manage the class in order to make the teaching and learning process smooth (Blackman, 2014). Ferguson (2003) found teachers to code-switch for disciplining, praising, specifying a particular addressee, gaining attention and signaling a change in activity, giving instructions, and other off-lesson concerns. Nation (2003) suggests that through CS, students may negotiate the role they are going to take against their peers in group work. Alternate use of languages is also helpful to organize class, manage time, maintain discipline, give instructions, and to discuss classroom methodologies (Cook, 2001). When students perform a good job, Kayaoglu (2012) suggests using L1 to let them know how well they have done for the reason that the use of L1 may reinforce the fact that the praise is genuine. Therefore, L1 is used for classroom management as organizing tasks, disciplining, saving time, and praising students (Sanchez, 2013).

2.5.3 Code-switching for Interpersonal Relations

CS is used for interpersonal relations (humanization of the affective climate of the classroom) such as chatting with students and telling jokes (Macaro, 2001). Cook (2001) states that L1 is used to gain contact with individual students. Cole (1997) adds L1 is used to motivate students and to reduce their anxiety, and to help learners to become more reflective and self-regulated. L1 can also be used by teachers to raise awareness of their students' styles and the strategy they use (ibid).

Facilitating the student-teacher relationship, lowering student anxiety, and achieving a good teacher-student rapport are quite desirable aims of CS that should be actively encouraged. Harbord (1992) suggests teachers to chat in L1 before class starts and tell jokes in L1 to reduce student anxiety. He elaborates that using L1 facilitates communication and the learning of L2. Avoidance of the students' L1 in the ESL/EFL classroom may increase the level of anxiety which, in turn, may result in communication anxiety, fear of negative social evaluation, and nervousness over academic evaluation (Lopez, 2010). In general, L1 represents a powerful source that can be used to enhance the L2 learning (Harbord, 1992). In this situation, the use of mother tongue can play a supportive and facilitating role in the EFL classroom as a valuable

linguistic resource, and consequently, it should not be totally avoided (Auerbach, 1993).

2.6 Approaches to Code-switching

There are two approaches of ELT with regard to CS. These are the monolingual approach and bilingual approach. Advocators of the monolingual approach believe that the medium of communication in EFL should be only the target language because the more students are exposed to English, the more quickly they will learn (Sharma, 2006). This is to mean that no native language should be used as it reduces students' exposure to the target language and weakens their English language competence. In line to this idea, Krashen and Terrell (1983) stated that students acquire the foreign language the same way they acquire their mother tongue; therefore, as the goal of EFL teaching is to produce students whose English competence is native like, the mother tongue should not be used in the EFL classroom.

According to Sharma (2006) and Krashen and Terrell (1983), the mother tongue is an interference which obstructs the learning environment. They believe that if the teacher uses CS regularly, students become less interested to listen the target language and gain low proficiency. They argue that students can understand what they hear or read although they do not know the exact meaning of the words. Therefore, CS is not necessary as it keeps students thinking in their mother tongue, and thus limits their exposure to the target language. For these reasons, they conclude that the best way to teach EFL is through English only.

In contrast to this, supporters of the bilingual approach hold that CS from and into English in the EFL teaching is beneficial. Harmer (2001) argues that moderate use of L1 improves foreign language learning as it helps to manage class, present grammar rules, explain errors, check comprehension, and give instruction. It is not only impractical to exclude the mother tongue from the classroom, but also it is depriving of learners an important tool for language learning (Cook, 2001). In response to Krashen and Terrell (1983), Cook (2001) stated that acquiring first language and learning foreign language are different. He believes that acquiring first language takes place at an infant age where the child's mind is empty, whereas learning EFL takes place when the learners become mature enough where their mind is full of their mother tongue. So, when they learn L2, they based on their L1 knowledge. Therefore, L1 is a reference and learning strategy than an obstacle.

The researcher of this study was teaching at Gibson School Systems, a very well-known private

school at Addis Ababa, where speaking any Ethiopian language other than English throughout the school compound by students and teachers is considered as a crime and leads to punishment. But both students and teachers were observed using Amharic, very surprisingly even the foreigners whose L1 is not Amharic. This indicates that prohibiting the students' L1 is impractical. All in all, there are two approaches of EFL teaching with regard to CS. These are the monolingual which condemns the use of students' L1 and the bilingual approach which allows the use of students' L1.

2.7 Code-switching and the Different English Language Teaching Methods

Throughout history, many English language teaching methods have developed. Some of these methods were in favor of CS while others were not. The classical method, also referred to as the grammar translation method (GTM), was the dominant ELT profession during the 18th and 19th centuries (Elmatwally, 2012). This method focused on reading and writing (Sanchez, 2015), and it was characterized by its heavy reliance on translation and explicit explanation of grammar rules (Reize, 2009). The classroom communication was mainly through L1 while the target language was minimally used (Blackman, 2014). This indicates that the target language served only scholastic and academic purposes. Besides, pronunciation was given no attention whereas vocabulary was taught in the form of bilingual lists of separate words. In short, each and every word was translated from and in to the mother tongue (Cook, 2001). And speaking and communication activities were not on the agenda.

Despite its popularity, this method of ELT was criticized as it only focused on the written skills and totally ignored the spoken aspects of the target language. This method did not expose learners enough to the target language which resulted in their inability to use the L2 because the teacher heavily depended on translation from L2 to L1 or vice versa (Krashen, 1985). All the vocabulary and texts that were taught during the class were translated in to the L1, and all the communications and interactions between students and the teacher were almost entirely in L1. Instructions were given in the L1, and students' success was measured depending on how good they were in translating from English into the L1 or the reverse (Krashen and Terrel, 1983). This method was challenged for doing nothing to enhance students' communication ability in the target language (Miles, 2004). Consequently, different ELT methods that forbid CS in the EFL

classrooms were created. However, in many countries, teachers still use this method (Sabb, 2011) to teach English.

One of the ELT methods that did not allow students and teachers to code-switch was the direct method. This method was introduced to the ELT profession at the beginning of the 20th century due to the political circumstances during World War I as a result of an active immigration wave toward America (Mehl, 2014). “At the beginning of the 1940s, the direct method and the reading method were the outcome of a reaction against the GTM” (Sharaeai, 2012, p. 39). In these methods, emphasis was given to speaking than to writing, and students were taught using visuals and direct connections between the language and what it implies.

The L1 was not at all used in the EFL classroom because it is believed that the more students are exposed to English, the more they will learn (Krashen, 1985); students acquire a foreign language the same way they acquire their mother tongue (Krashen and Terrel, 1983); and the mother tongue is an interference which obstructs the learning environment (Atkinson, 1987). It was also believed that if the teacher uses CS regularly, students become less interested in listening to the target language and gain less proficiency (Nation, 2003; and Mart, 2013) because students can understand what they hear or read although they do not know the exact meaning of the words (Auerbach, 1993; Mouhanna, 2009, and Kavari, 2014). The direct method was on the assumption that the learner should think directly in the target language (Krashen, 1985). Accordingly, the learner learns the TL through discussion, conversation, and reading in the L2, starting with qualities and things that could be represented visually.

In the 1950s, structural linguistics and behavioral psychology influenced the emergence of a new method (Miles, 2004) called the audio-lingual method (also called audio-lingualism). Teacher led drills and correction (Krashen, 1985), coupled with audio input (Krashen and Terrel, 1983), were the fundamental features of this method. This method also forbids CS in the EFL classroom for the reasons mentioned under the direct method. In the 1960s, generative linguistics and cognitive psychology entailed a natural method in the field of pedagogy (Elmatwally, 2012). This method emphasized maximum exposure to input which would eventually lead to students’ speaking in their own time and pace (Blackman, 2014). This method was based on the assumption that students learn a foreign language the same way children learn their L1 (Krashen, 1985). As a child depends on no any other language when he/she acquires his L1, L2 learning

should not depend on any other language. During the 1970s and the 1980s, the focus on the EFL classrooms was the communicative competence which includes linguistic knowledge (Reize, 2009), interaction skills (Cook, 2001), and cultural knowledge (Miles, 2004). This method as well bans the use of L1 or CS in the EFL classroom.

As to Sabb (2011), during the 1980s and especially in the 1990s, approaches to teaching EFL tended to be eclectic and amalgamated principles of the communicative, audio-lingual, and the direct method while trying to cater the learner's needs and focused on language for specific purposes, tasks, negotiation of meaning, and content. The direct method had a strong influence (Sanchez, 2015) on the successive methods. Due to this, the methods since the introduction of it were proto-communicative, focusing on speaking ability and fluency. The cognitive rationale of these methods of condemning CS was to encourage students to think in the TL (Krashen, 1985). All in all, methods that were from 1940s to 1980s (such as the direct method, the reading approach, the audio-lingual method, the community language learning, the suggestopedia, the silent way method, the total physical response, the natural way, and the communicative language teaching method) which come one after another ban the use of CS in the EFL classroom. This time, though the communicative language teaching is taking place, the issue with regard to CS is changing from a total ban to a judicious use (Ngatu, 2013). This indicates that the issue of whether to use or not to use the mother tongue in the EFL/ESL classroom is changing from time to time.

2.8 Arguments against Code-switching in the EFL Classroom

In view of the Monolingual approach, English (the foreign language) should have to be taught using English only (Burden, 2001). According to Sharma (2006), the reason for using only English in the classroom is that the more students are exposed to English, the more quickly they will learn. He adds that as students hear and use English, they internalize it to begin to think in English. This is to mean that the only way students learn English is if they are forced to use it. Krashen (1985), one of the antagonists of CS, believes that when students and teachers code-switch, errors which lead to negative L1 transfer might emerge. Because of these, the following arguments were taking place with regard to CS.

2.8.1 The Acquisition/Learning Argument

Krashen and Terrell (1983) argue that learners acquire foreign language following the same

path as they acquire their L1. According to them, a child falls on no other language while learning his L1, and the same is true in learning a foreign language. They believe that L2 learning follows a process similar to L1 learning and claim that exposure is vital in the learning of L2. Krashen (1985) believes that comprehensible input is the only means in L2 acquisition. This means, success in an L2 depends on the input alone (Brown, 2000). Due to this, many Ethiopian private schools forbid the use of mother tongue in their compound. Thus, using L1 in the EFL classroom prevents students from acquiring the valuable input in the L2 since there is a relationship between comprehensible input in L2 and proficiency (Krashen, 1985). The implied meaning of this idea is that time spent using L1 is wastage. It is suggested that the reason exposure was not always successful in facilitating proficiency is because learners had access to their L1 either in class or out of it (ibid). In line with this idea, Sharma (2006) states that the foreign language being studied should be the only medium of communication in the classroom. This is to mean that the L2 lesson should be taught in L2 only in order to maximize exposure and thereby learning.

According to Krashen (1985), L1 acquisition does not depend on another language or children in the L1 cannot fall back on another language. In contrast to this, Cook (2001) argues that the appeal to L1 acquisition is irrelevant. He elaborates that L1 children do not fall back on another language has no implication for whether or not L2 learners should use their L1 while learning EFL since there are differences between the L1 and the L2 acquisitions in terms of age and situations. The idea of relating L2 learning to L1 acquisition is based on contention without evidence or weak evidence (Cook, 2002). As far as language learning is concerned, it is not likely to generalize what is applicable for children to be applicable for adults since children and adults are different in experience. It should be noted that learners at any level make reference to their L1 knowledge while learning L2. This tells us that an attempt to ban students' L1 is impractical in the EFL classroom (Cook, 2001). The experience of this researcher also observed students and teachers using their mother tongue in schools that provokes only target language.

2.8.2 The Language Compartmentalization Argument

This view suggests that successful L2 acquisition depends on seeing the L1 and the L2 separately (Cook, 2001). According to him, one of the main reasons for thinking this way is the fear of L1

interference. The mother tongue and the foreign language are interrelated in the learners' mind in many ways (phonology, morphology, syntax and pragmatics) although they are distinct in principle so that the foreign language is affected by the native language and the opposite happens true (Cook, 2001; Atkinson, 1987; Cook, 2002; and Stern, 1992). Cook (2002), for example, feels that switching and negotiation between languages is an essential part of everyday language use for the majority of the world population. Similarly, Stern (1992) forwarded that whether we like it or not, the foreign language is learnt on the basis of the mother tongue. This shows that the association of the new knowledge and the previously acquired language is inevitable.

This leads to the conclusion that seeing the native language and the target language separately in the EFL classroom is unreasonable since the L1 and the L2 are present in the learners' mind as well as in the learning activities that the learners are engaged in. One of the arguments that led translation to be criticized was the fear of interference errors. As to Cook (2002), translation is believed to foster a sense of false equivalence between the two languages resulting in the inter-language errors. He advises that the errors caused by L1 interference can be avoided by advising students not to use word by word translation in their L2 learning when translation is impossible.

It is impossible to avoid the interference errors at any cost since L2 learners often use their L1 for reference (Stern, 1992). He proposes that we can help learners to gradually develop a new L2 by demonstrating where the L1 and L2 are similar and different this in turn will aid learners to respond to the likely errors in advance. Thus, it would possibly be concluded that encouraging learners to relate L2 to L1 so as to help them discover the similarities and differences between the two languages reduces the possible occurrences of the transfer errors although L1 interference is there.

2.8.3 The Maximum Target Language Provision Argument

Foreign language learners have little or no exposure to the TL outside the classroom is one of the concerns that opponents of CS forwarded. The appeal of classroom communication in the TL as much as possible is the view that most teachers and theorists agreed (Harbord, 1992). But this does not mean that CS should not be practiced at any time (Cook, 2001). According to him, teachers can maximize the use of the TL without going for the students' L1. Turnbull (2001)

also states that a principle that promotes maximum teachers' use of the target language acknowledges that L1 and L2 can exist simultaneously.

If one assumes that the basic doctrines of the true communication should be comprehensible input, teachers should fill the classroom with as much of L2 as possible is obviously acceptable and using the students' L1 may at times be necessary. However, an exclusive TL use may not ensure students' comprehension of the meanings of certain L2 language elements. The principle, thus, should be 'use English where possible and learners' L1 where necessary' (Weschler, 1997).

2.9 Arguments Supporting Code-switching in the EFL Classroom

Researchers who advocate bilingual approach such as Atkinson (1993 & 1987) and Macaro (2001) argue that L1 is a powerful resource that can be used to enhance foreign language learning if it is used consciously. Cook (2001) believes that excluding the students' L1 in the classroom is not only impractical, but it is also depriving an important tool for their language learning. Many English language teachers have tried to create English only classrooms, but have found that they have failed to get the meaning across, leading students to lack of understanding and resentment (Harbord, 1992). Supporters of CS in the foreign language classroom maintain that limited use of student' L1 plays a number of pedagogical and psychological roles which are presented below.

2.9.1 Arguments Supporting Pedagogical Roles of Code-switching

In favor of pedagogical roles, Timor (2012) contends that L2 learners do not come to the class with their blank mind. They use their L1 experiences to cope with the new challenge of L2 learning. Widdowson (2003) notes that translation can be very useful pedagogically and indeed in some circumstances the most effective means of learning. Stern (1992) as well, believes that L2 learners always make reference to the language they already know and they can be endowed with comprehensible input using the L1 (Prondromou, 2002).

Learners use their L1 as a strategy of studying their TL even outside the classes since translation is a natural phenomenon and an inevitable part of L2 acquisition even where formal classroom learning does not occur (Auerbach, 1933). Students will also try to examine TL structure or lexical item through their L1 whether they are allowed or not (Harbord, 1992). Thus, whether

we like it or not, the new language is learned on the basis of the previously acquired language.

Similarly, Schema Theory suggests that cognitive knowledge is organized into interrelated patterns. Schema Theory is supported by other similar theories, such as Asubel's Meaningful Learning Theory (Brown, 2000) and Nativist Model (Ellis, 1985) which contends humans relate new events or items to their existing cognitive concepts. Meaningful learning occurs when new material is anchored to relevant established entities in cognitive structure (ibid). This refers to the use of schema in L2 learning as the accumulation of knowledge from instances of incomprehension embedded in the comprehensible (Cook, 2001). Here we can conclude that using the students' L1 is the best way to make new material relatable to the learners' knowledge.

Besides, using L1 in the English classes compensates teachers' weaknesses in using the L2 (Miles, 2004). Obviously, all teachers are not native speakers. The English language proficiency of these teachers may not be very good. As a result, pushing such teachers to depend only on English may result in unsuccessful teaching and the alienation of learners from appropriate learning settings (Phillipson, 1992). This reality shows that L1 is not only necessary to help learners but also to lessen teachers' inadequacies in the L2.

2.9.2 Arguments Supporting Psychological Roles of Code-switching

Supporter of cautious and judicious use of L1 explained that students' L1 mainly plays emotional or psychological role in such a way that it could create a more comfortable learning environment, which in turn, enhances the L2 acquisition process by empowering the learners to feel more confident and feel at ease. If one is banned from using his/her L1, he/she feels as he/she is relegated to a position of unimportant (Langer, 2001). Shamash (1990), quoted in Auerbach (1993) believes that using L1 allows the learners to experiment and take risks in English. Echoing Shamash's view, Auerbach (1993) deduces that starting with L1 provides a sense of security and authenticates the learners' lived experiences, allowing them to express themselves.

The prohibition of L1 is a disapproval of its value and may result in complex psychological problems upon learners, and its exclusion to increase exposure to L2 may not necessarily be productive (Miles, 2004). Although the proponents of the bilingual approach admit that exposure to L2 is important, they contend that factors like the quality of teaching materials, teachers and

the methods of teaching are more important than the amount of exposure (Cook, 2001). Hence, the exclusion of L1 cannot be taken as guarantee to the effective teaching and learning of L2.

In other words, the use of L1 may assist students in reducing emotional barriers and increasing their confidence in their ability to successfully grasp the TL (Atkinson, 1987; Auerbach, 1993; Cook, 2001; and Harbord, 1992). These scholars indicate that lower proficiency students usually have complicatedness in expressing their thoughts with confidence and precision, so they should be allowed to fall back on L1 to understand the TL (Atkinson, 1987; and Auerbach, 1993). Likewise, Littlewood and Yu (2011) have observed that when the TL is the only medium allowed in discussions, students remain silent due to their nervousness or lack of English competence. In contrast, when both L1 and TL are allowed as medium for discussions, there will be more participation, and meaningful communication is lasting longer. Therefore, the use of L1 results in an increased willingness by students to express their ideas (Cook, 2001).

Janulevicine and Kavaliauskiene (2002) on their part claim that the ability to switch to L1, even for a shorter time, gives learners an opportunity to maintain self-image, get rid of anxiety, build confidence, and feel independent in their choice of expression. To Atkinson (1993), the occasional use of L1 allows (particularly teenagers) to show that they are intelligent and advanced people. Similarly, according to Kenenisa (2003), using L1 establishes identity, and it should neither be neglected nor subordinated to any languages. Harmer (2001) said learners have their own styles which they do not want to lose while learning the L2 as this is a part of their identity. These all indicate that CS has a lot of benefits in the EFL learning and teaching.

2.10 Factors Affecting Teachers' and Learners' Code-switching

There are a lot of factors that trigger both teachers' and students' CS in the EFL classroom. Blackman (2014) grouped these factors as endogenous and exogenous. The explanation of these categories is presented below.

2.10.1 Endogenous Factors

These factors are related to internal aspects that trigger both teachers and students CS. Some of these factors include perception towards CS, target language competency, the ability of speaking more than one language or multilingualism, confidence, fear of making mistakes, and teacher and/or student language choice (Uys, 2010). If a teacher believes that CS helps to achieve the

intended goals of EFL learning, he/she switches and the opposite is true. Macaro (2001) found that teachers and students who have a positive attitude to CS observed using the students' native language while teaching English, and those who believe CS is a barrier to effective target language learning and reduces students' exposure to target language were observed banning CS.

Less able students are always observed CS while learning EFL. Cook (2001) observed high able students using the target language very well and the less able students keeping silent or CS. Many of the local researches mentioned in the statement of the problem part showed students and teachers CS in the EFL classes. This is because as Tamene (2010) stated Ethiopian students cannot express themselves using English. He adds that teachers as well are not proficient in English. Cameron (2001) revealed that CS helps both the students and teachers as it fills the gap they have in the target language competency. This indicates that target language competency of the teachers and students determines CS. This implies that CS benefits both the students and the teachers in the EFL classroom.

Ability and confidence are different concepts. A less able student may be confident enough and an able student may be shameful though ability could be a source of confidence (Jingxia, 2010). A student who has no confidence to speak in English switches to his mother tongue. So, confidence is another factor that brings CS in the EFL classroom. Another factor that triggers teachers and students CS is fear of making mistakes. A teacher and student may code-switch not to commit mistakes. Therefore, as Nazary (2008) explained confidence and fear of making mistakes are other factors that affect learners' and teachers' language choice.

As Harmer (2001) showed, teachers' language choice affects students' CS. Teachers' word choice, either difficult or abstract words, demands students' language alternation. The teacher holds a more powerful position and is the one in power to change the language of the discourse (Cameron, 2001). If a teacher is observed CS, students will also code-switch and the reverse is true though a teacher can also be forced by the students' language choice. For example, if a teacher does not understand his students while asking or responding questions, he is forced to code-switch to check whether he has understood them. From this, we can conclude that teachers and/or learners language choice affects CS in the EFL classroom. These are some of the internal factors that determine CS in the EFL classes.

2.10.2 Exogenous Factors

Exogenous factors are issues which are beyond the teachers' and students' capacity to control them (Blackman 2014). Factors such as initial and in-service training and language policy (Cameron, 2001) are external factors that play a very important role in CS. There is usually inadequate training in alternative L2 strategies (Harbord, 1992) that in turn results in lack of competency and fluency in the TL making teachers less confident (Cameron, 2001). The Ethiopian higher education proclamation states that English shall be the medium of instruction (HPR, 2009). This neither endorses nor neglects the use of students' native language in the EFL classroom. Due to this, Ngatu (2013) recommends teachers and students to be given trainings on how and when to code-switch.

The parents' economy and educational status also affects students' CS (Blackman, 2014). He reported that students who have a rich family code-switch more frequently. This happens because they have an opportunity to get more access like books, films, and other electronic materials which uses various languages. As they know more languages through reading books or watching movies, they code-switch for boasting or they are not aware of which languages they are using. On top of this, students who have literate family code-switch as they see their parents doing so.

The choice of the task (Harmer, 2001) also influences students' language choice. More complex and difficult tasks prevent the learners from using the TL and forces learners to code-switch (Afzal, 2013). In addition, peer pressure, age of students, teacher-student rapport, lesson content and objectives, gender, exposure to English outside the classroom, bilingualism, time, and experience affect learners' and teachers' language choice (Nation, 2003; Nazary, 2008; and Blackman, 2014). All in all, the factors that force teachers and students to code-switch in the EFL classroom are caused by internal and external factors which Blackman (2014) calls them endogenous and exogenous factors.

2.11 Students' and Teachers' Perception and Practice towards CS in the EFL Classes

There are many researches done on CS in the EFL classroom in Ethiopia and outside Ethiopia. This section will provide sample international studies on CS. Tang (2002), for example, studied the use of L1 (Chinese) by teachers and learners and their perceptions towards it. The results showed that both the teachers and students have a positive attitude on the use of L1 in the EFL classroom, and they revealed that using L1 is a supportive and facilitating teaching tool.

Jingxia (2010) also investigated the general situation and practice of CS between Chinese and English at university level. He, then, found that Chinese is prevalent in the EFL classrooms of China Universities and it plays a positive role in the process of teaching and learning of English language. Schweers (1999) as well, investigated the positions of learners and teachers towards using L1 (Spanish) in an EFL context. His finding shows that the majority of students and teachers found the use of Spanish in the English classroom useful. This indicates that CS is a strategy, not a barrier.

Uys (2010) conducted research on the practice and functions of CS with multilingual and multicultural students and teachers. The findings showed that both the students and teachers have positive attitude towards it, and they were observed using it for various purposes. Prodromou (2002) is another researcher who tried to find out reaction and perceptions of Greek students regarding L1 use at elementary, intermediate, and advanced levels of education. A relatively high percentage of the elementary and intermediate students and teachers showed more tendencies to accept the use of L1 while only a minority of advanced learners supported those views. This researcher concludes that the students seem to have a varied opinion of L1 use in the classroom at different levels. Sharma (2006) also conducted research on students and teachers use of L1 in an EFL classroom high school students in Nepal. Many respondents, in his study, report that they prefer occasional use of L1 in the EFL classroom. Burden (2001) studied the attitudes of students and teachers at universities. The results showed that both students and teachers revealed that L1 is important in L2 learning. Zsuzsanna (n.d) points out that CS is a well-known strategy for EFL learners to get around communicative stumbling blocks.

These are a few among the many international researches on CS throughout the world. The results showed that teachers and students perceive CS in the EFL/ESL classroom as a good technique of teaching and learning at all levels of education which is ranging from elementary to university. So, if both stakeholders have positive attitude, its usage has to be encouraged since it facilitates the teaching and learning process of the target language as long as the teachers and students have positive attitude towards it.

2.12 Local Studies on Code-switching

With regard to local studies, Kenenisa (2003) assessed teachers and students positions towards

the use of the Oromo Language in the Adama College of Teachers' Education. The study specified that both teachers and students have positive attitude towards using L1 at the college level. The results depicted that the use of Oromo language played a supportive and facilitating role in the English classroom. His findings show that there exists a gap between the teachers' and students' perception and practice. The stakeholders believed that 6-10% of L1 has to be used in the L2. However, their actual practice of using L1 covered 1.28% of the class time. Jemal (2012) also explored the use of L1 (Oromo language) at Jimma Teachers' College. His findings show that Oromo language was used by students and teachers of the college for various functions, and the attitude of teachers and students towards using L1 was found positive which is similar to that of Kenenisa's work. The study also confirmed that the students' preferred amount of L1 use varied from year of study to year of study, and a statistically significant difference was found between the attitude of first year and second year students. The study indicated that the students' need of L1 decreases as their grade level increases. On top of this, female students were found using more L1 than their counter parts, and a statistically significant difference was divulged on the attitude of female and male students towards L1 use in the EFL classroom.

Similarly, Tafesse (1988) studied the use of L1 (Amharic) at first cycle primary school in Addis Ababa. According to his finding, though there existed a positive attitude of L1 use in the EFL classroom, there was an over use of Amharic to English in the English classroom which he revealed 29% of Amharic to 71% of English. Besides, Abiy and Mohammed (2010) explored the use of L1 (Amharic) at general elementary schools of Bahir Dar, and they forwarded that those teachers and students had a positive attitude towards the use of Amharic in the EFL classes, and used Amharic for various purposes. In their study, the teachers' classroom practice disclosed an overuse of Amharic though they claimed that they use it "sometimes". Ngatu (2013) also studied the use of L1 (Hadiyyisa) at second cycle elementary schools of Hadiya Zone. He, then, found that both English language teachers and students were interested in using Hadiyyisa in the EFL classes of a lower grade for various pedagogical uses like explaining new words, explaining difficult concepts, giving instructions, maintaining classroom disciplines, and checking students' comprehension. The study further revealed that there existed a gap between the participants (teachers and students) need of L1 and their actual practice which showed an excessive use of Hadiyyisa.

In addition to those researchers, Nuru (2008) investigated the use of L1 (Amharic) at secondary schools of Addis Ababa. His finding shows that teachers did not share the avoidance of L1 in the EFL classes. He adds that there were a number of situations (for teaching and managerial functions) in which the use of mother tongue offers a valuable aid to the teaching and learning of a target language. Abiy (2012) assessed the impact of L1 (Amharic language) in pre-writing (idea generating stage) on L2 (English) writing of grade 11 students at Belay Zeleke Preparatory School, Bichena. The results showed that the experimental group significantly exceeded the control group. In other words, judicious and cautious employment of L1 during the idea generating stage helped students' produce better content during their writing of L2 classroom.

Dereje and Abiy (2015) investigated male and female secondary school EFL teachers' CS (Amharic to English) at Bahir Dar. The participants revealed a positive attitude towards L1 use. According to their finding, male teachers claimed that they use inter-sentential CS while females did intra-sentential CS. The teachers' reasons for CS were their poor English language competence, students' poor English language comprehension, students' anxiety, and teachers' interest to communicate with their students. The finding also showed that males used L1 for secondary acquisition and disciplinary functions while females used it for rapport building, defining new vocabulary, and explaining grammar.

Kibrom (2016) explored the relationships among grade level, attitude, and usage of L1 (Tigrigna) in EFL classroom of grade 9-12. The result of the study indicated that grade nine, ten and eleven students had positive attitude toward the implementation of Tigrigna language in English session while grade twelve students had negative attitude. The findings also showed that there is significant negative relationship between the students' grade level and attitude toward L1 use in the English lesson. But there is medium positive relationship between the students' attitude and perceived use of Tigrigna language in English class. The output of the study also revealed that grade nine and ten students use Tigrigna language much frequently in English class whereas grade eleven and twelve students rarely use it in English session. These all found teachers and students to perceive the use of L1 positively and to practice it in the teaching and learning process.

From this, we can conclude that students' L1 deserves a place in the EFL classroom. This means CS in the EFL classes is acceptable throughout the world not only by the lower-level

English teachers and students but also by intermediate and higher-level ones. The only difference observed is the amount of L1 to L2 based on their grade level and other issues. Based on the above listed research findings, there are some evidences showing that teachers and learners prefer to use their native language in the English class lessons for various functions.

2.13 The Amount of L1 Use in the EFL Classroom

These days, researchers divulged that students and teachers have a positive attitude towards CS in the EFL teaching and learning. Besides, it is reported that cautious, moderate, and judicious use of CS benefits both the students and the teachers because its planned (conscious) use has pedagogical, managerial, and social values. But one of the great questions raised is how much percent of students L1 to L2 is moderate and judicious. Knowing this aspect is very important as second language acquisition and English language teaching experts are warning that an over use of students' L1 (CS) has many drawbacks such as students' dependency on L1, lack of giving attention and motivation, lack of target language exposure, and others. Due to this, if an over use of CS has negative effects, anyone has to know how much is over use and how much is moderate use. Due to this, here under are the findings of different researchers at different countries, grade levels, and contexts.

Ngatu (2013) explored the use of L1 (Hadiyyisa language) in the EFL classroom with particular reference to grade five students of some primary schools (ten schools of Lemo and Gombera Weredas) in the Hadiya Zone of the Regional State of the Southern Nation, Nationalities, and Peoples of Ethiopia. Data were gathered through classroom observation, questionnaire, and interview from ten grade five English language teachers (who were selected using available sampling) and one hundred grade five students (who were selected out of 665 students using systematic random sampling) in the specified setting. The teachers were diploma holders and they had more than five years of working experience. His finding depicted that 20% of the talks was the students L1. He, then, conclude that it was regarded as excessive use of L1 as the students and teachers believed 5-10% of the class time to be covered with the students L1.

Kibrom (2016) examined the relationships among students' grade level, attitude, and use of L1 (Tigrigna language) in the EFL classroom with reference to Suhul Michael General Secondary School which is found in the Regional State of Tigray, Ethiopia. His participants were 250 students of grade nine, ten, eleven, and twelve who were selected from 1260 students using

stratified simple random sampling. The data were gathered through classroom observation, questionnaire, and interview. The students were found to use 3%, 0.29%, 0.25%, and 0.22% of L1 respectively. This indicates that their L1 usage in the EFL classes decrease as their grade level increases.

Jemal (2012) also explored the use of L1 (Oromo language) in English focus EFL classroom of Jimma Teachers' College. Participants of this study were first year, second year, and third year Diploma students of Jimma Teachers' College and their EFL teachers. The study was conducted on 78 students (who were selected out of 156 using simple random sampling) and six teachers of the college using available sampling. The teachers had varied experience (8-28 years) of teaching English language, and they were both degree holders and MA holders. The data obtained from these participants using classroom observation, questionnaire, and interview displayed that 11-15%, 6-10%, and less than 5% of L1 out of the L2 class time were claimed respectively. Similar to Kibrom's finding, this study's finding reported that students' need of L1 diminishes as their grade level increases.

Abiy and Mohamed (2010) assessed the frequency, purpose, and application of using L1 (Amharic language) in teaching English in Bahirdar General Elementary Schools. They collected data from five grade eight English language teachers (who had Diploma in English language with five and above years of teaching experience) and 78 grade eight students (who were selected among 260 students using systematic random sampling). In specified setting, there were eleven general elementary schools; among them three were selected using simple random sampling. Therefore, the teachers who were teaching in these three schools were selected using available sampling. The results displayed that 22.3% of the class time was covered by Amharic which they call it too much. Because the students and teachers forwarded that L1 should cover 5-10% of the class time. The data was gathered using classroom observation, questionnaire, and interview.

Dereje and Abiy (2015) investigated male and female secondary school EFL teachers' CS to L1 (Amharic language) in their classes with an emphasis on their attitudes, reasons, and beliefs about the functions of CS. All teachers of the seven public secondary schools of Bahirdar city (38 male and 19 female) were selected using available sampling, and the data were collected using questionnaire. The participants had BA degree in English language teaching with a

working experience of above ten years. The participants, ignoring their gender difference, had positive attitude towards L1 use and claimed that 90% of the utterances to be covered by English. However, female teachers reported that they use more Amharic than their counterparts.

Kenenisa (2003) investigated the use of L1 (Oromo language) in the EFL classrooms of Adama Teachers' College. 50 first year English major students of Adama Teachers' College and five EFL instructors participated in the study. All participants, both the teachers and the students, were selected using available sampling. The teachers had MA degree in TEFL with more than five years of teaching experience. The results showed that the participants believed 6-10% of the talks being in L1 to be said judicious. Their actual practice, however, was found less than it which is 1.25% of the class time was covered with Oromo language.

Kayaoglu (2012) attempted to quantify the amount of L1 use in a foreign language teaching and learning. His participants were six French language instructors at university level. His results depicted that TL was used ranging from 93% to 98% of the class time implying that they used the L1 from 2%-17% of the lessons. Duff and Polio (1990) also found a wide range of the TL use, ranging from 10%-100% of the time, with a mean TL use of 67.9% and a median of 79%. This study was again conducted at university level. Besides, (Mart, 2013) found a Spanish teacher at a US university using 7-70% of TL.

Littlewood and Yu (2011) also found evidence of the L1 use although its range was much narrower. Their project, involving four university-level instructors of beginner French, revealed that the four teachers' use of the L1 ranged from 0-18.2%. This amount is similar to Macaro's research (2001) of six student teachers, which ranged from 4-12%. In addition, Afzal (2013) explored the L1 use of three French high school teachers and eight college instructors and confirmed the L1 was not overused (except for one high school instructor); high school and college teachers used the L1 between 0.1- 24.96% of the time, with a median at 3.75 and a mean at 15.28. The median showed that teachers, regardless of academic levels, would naturally lean towards the TL, switching to the L1 for occasional instances.

In Prodromou's (2002) survey, in Greek students, 65% and 66% of beginner students believe that teachers should know and use students' L1. Atkinson (1987) proposes a ratio of about 5% L1 to about 95% TL may be more profitable at early levels. Tang (2002) also reported a 5% to 10% of the L1 deemed to be appropriate in the EFL classrooms. While these findings are not overtly

conclusive, they do, however, illustrate that there is a disparity between the reports with regard to the L1-L2 proportion. Due to this variation, Turnbull (2001) recommends further studies to be carried out in this area. With regard to the level of students, Atkinson (1987) and Stern (1992) suggest that the mother tongue has a variety of roles at all levels. But, as Stern (1992) notes, it may be more important to use mother tongue at lower levels judiciously and to gradually reduce that quantity of L1 as the students become more and more proficient in the TL. In general, though it is very difficult to quantify the possible amount of L1 required for effective L2 learning, it seems that it would be at least important to be aware of the fact that L1 can be used systematically with varying intensities for learners at lower to advanced levels. On the other hand, an attempt to employ 100% TL, especially, with students at lower levels of L2 proficiency appears to be impractical. If one does, it is to try to “teach the target language with almost less than the maximum possible efficiency” (Atkinson 1987, p. 247). Based on these findings, we can infer that learners not only need to use their L1 but also they need their teachers to employ L1 in the FL classroom. But, if this is to happen, all of the students and the teacher should share the same codes. In short, the amount of L1 to L2 proportion varies depending on the students’ grade level and TL proficiency.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Theoretical Framework

The phenomenon of CS is studied through three theoretical perspectives employing various levels of analysis (Amina, 2017). These are the structural perspective, the psycholinguistic perspective, and the sociolinguistic perspective. In the structural perspective of CS, the aim is to explore the grammatical constraints which restrict switching between the two languages (Amina, 2017; Jamai, 2008, and Mahsain, 2014). The structural perspective of CS is mainly concerned with its grammatical aspects, and its fundamental interest is to identify syntactic and morphosyntactic constraints on CS. This perspective looks CS at intra-sentential level.

The structural perspective investigates if there are grammatical rules for CS or not. It also identifies constraints on where CS can occur in a particular sentence. According to this perspective, CS is investigated from a syntactic point of view- focusing on the rules that determine how words are combined into phrases and sentences (Davidiak, 2010). In the structural perspective, the relation of the codes (the difference and similarity of the two languages' grammatical rule) is investigated. For instance, Rezaeian (2009) found that there should be no CS between Persian and English since the word order and morphosyntactic structure of these languages are different. The structural perspective also identifies which language is dominant (matrix language) and which one is dominated (embedded language).

The psycholinguistic perspective studies CS not by the covert or overt intentions for doing so, but by certain specific conditions of language production related to the cognitive processes happening in the speaker's mind. In this case, CS is not studied through the use of languages (sociolinguistic perspective) or through the grammar of the languages (structural perspective), but through the processes taking place in the speakers' brain (Amina, 2017). According to this perspective, CS is a psychological phenomenon whose causes are "obviously extra linguistic". It rather deals with the way bilinguals store languages in their brains. Accordingly, code-switchers are classified as coordinate bilinguals, compound bilinguals, and subordinate bilinguals (Jamai, 2008).

Amina (2017) and Jamai (2008) summarized the different types of psychological CS as follows. In coordinate bilinguals, the speakers acquired the two languages in two separate contexts and

the words are stored separately. In compound bilinguals, the speakers acquired the two languages in the same context. In this case, a word has a single concept, but two different labels from each language. In subordinate bilingualism, the speakers acquired a language first and another language is interpreted through the stronger language. According to the psycholinguistic perspective, the language for CS to be selected depends on factors such as the amount of contact with the language activated, the level of proficiency of the bilinguals, the way of their instruction, and age of acquisition. This means, if a bilingual uses a language, the latter is selected and the other one is inhibited.

The sociolinguistic perspective, on the other hand, views CS as a discourse phenomenon, focusing its attention on questions like how social meaning occurs with the use of CS and what specific discourse functions it serves (Amina, 2017; Jamaï, 2008, Bishop, 2006, and Mahsain, 2014). In other words, it explores why bilingual speakers switch from one code to another. Sociolinguistics deals with the relationship between the language and the context in which it is used. For instance, switching may occur because of lack of knowledge of words (Amina, 2017) in the base language (the language that the speaker is switching from). The sociolinguistic perspective, in other words, deals with for what purposes or functions do interlocutors code-switch and what social factors force bilinguals to code-switch.

The reasons for CS such as the inability of a speaker to express him/herself in one language due to the emotional state, his desire to show his integrity within a certain group, and to communicate his attitudes toward a listener are studied from a sociolinguistic perspective. Crystal (1987) found six functions of CS like quotation, addressee specification, interjection, repetition, message qualification, and personification and objectification through sociolinguistic perspective. The social factors that affect CS such as attitude towards CS, participants, setting, topic, context, age, gender, and level of education are studied from a theoretical perspective (Amina, 2017) called sociolinguistics. The study of language has a direct relation with social factors such as age, gender, ethnic origin, educational level, social status, and social class. This indicates that CS is more studied from the sociolinguistic perspective though it can be studied from the structural and psycholinguistic perspectives.

To sum up, while the psycholinguistic and sociolinguistic perspectives target at the speaker who uses the two codes, structural perspective looks at the language system. As we can understand

from the above explanations, these three perspectives are interrelated, especially the psycholinguistic and the sociolinguistic ones. But, the dominant perspective to be used here to achieve the specified objectives is found to be the sociolinguistic perspective.

3.2 Research Design and Approach

A descriptive research design was used in this study. A descriptive method is concerned with: “conditions or relationships that exists; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing” (Cohen, 2000, p. 186). He adds that descriptive research is concerned with “how, what is, or what exists” is related to some preceding event that has influenced or affected a present condition or event. Because this study was intended to investigate the attitude and practice of students’ and teachers’ CS in the EFL classes, the descriptive research design was found to be the most suitable to obtain the pertinent and valid information needed to achieve the specified objectives.

There are three research approaches (Muijs, 2004). These are the qualitative, the quantitative, and the mixed approaches. The quantitative approach has its own advantages and disadvantages, and the same is true for the qualitative approach. To fill the gap of one another, the mixed approach is advisable depending on the objective of the study (Sing, 2007). So, in gathering the data, a mixed approach (a combination of the qualitative and quantitative approaches) was used because the nature of the problem under investigation necessitated the choice of the two research approaches. In a study such as this one, in which the researcher investigates an identifiable phenomenon, and human participants are involved, a multi-faceted approach enables the researcher to investigate the phenomenon from various angles.

Singh (2007) and Cohen (2000) stated that qualitative approach is used to investigate the behavior, experiences, and opinions of the participants. They add that this method studies things in their natural settings, attempting to interpret phenomenon in terms of the meanings people bring to them. Although the qualitative approach has various types such as case study, ethnography, phenomenological study, grounded theory, content analysis, and historical studies; the case study was used here. A case study allows for in-depth observation of a particular phenomenon for a defined period to obtain first hand data (Singh, 2007). This was the case in the present study where both the teachers and learners were observed in the classroom to determine

if they used CS and how and when they use it. A quantitative research approach has the potential to generalize to larger population if the questionnaire is properly constructed and if an appropriate sampling is taken. It is also used to solicit the opinion of the participants on the phenomenon under investigation (Cohen, 2000). Due to this, by means of employing the mixed approach, it was possible to achieve the objectives of this research.

3.3 Setting

Mekelle University, where this study took place, is one of the 47 Higher Education Institutions (government universities) in Ethiopia which was established in 1993. It is found at the town of Mekelle, the capital city of the Regional State of Tigray, in Northern Ethiopia, at a distance of 783 kilometers far from the Ethiopian capital city, Addis Ababa. The university had seven Colleges, nine Institutes and 56 Departments with a total of more than 33,000 students and 3,200 teachers. This study was intended to be conducted at Adigrat University, which was chosen for the convenience of the researcher. However, the University was destroyed and looted due to the war in Tigray. Because of this, the university was unable to enroll students and function the teaching and learning process when the data for this study were gathered. For this reason, Mekelle University was the second convenient place for the researcher. Moreover, the researcher was aware of the existence of the problem in the specified setting as he was familiar with the teachers who were working there and observed a problem during his visits to the university. This helped him to get pertinent data. Because, these days, gathering data from persons that you do not have familiarity is becoming difficult, even if they may deceive you. Sing (2007) and Cohen (2000) stated that familiarity and proximity are among the means of identifying problems and gathering valuable data. The data were gathered in the academic year of 2020/21.

3.4 Sample Size and Sampling Techniques

There were 109 English major students (in all the three batches) and 50 English language teachers in Mekelle University. Each batch had one section with a total of 40 students in first year, 32 students in second year, and 37 students of third year. So, the total population of this study was 159 persons (109 students and 50 teachers). Though there is no fixed rule on how many participants to select, Singh (2007) says if the population is manageable, taking all participants yields better result. He adds that if the population is unmanageable, 10-20% is recommended. As the total population of this study were small in number and were manageable,

all of them took part in the questionnaire. Therefore, for the questionnaire, available sampling was used. Besides, classroom observation audio record was conducted with all sections.

For qualitative research, it is recommended to take a small number since its focus is to get in depth information (Singh, 2007). Due to this, interview was conducted with six teachers. These teachers were the ones who took part in the classroom observation audio record. Again, 18 students, who were selected using stratified simple random sampling, participated in the interview. In short, the sample size or the participants of this study (for the interview) were six teachers and 18 students. The reason for using stratified was to gather data from the different strata and the rationale behind using simple random sampling was to give equal chance for all students to be selected.

3.5 Data Gathering Tools

3.5.1 Classroom Observation Audio Record

Cohen (2000) stated that observation provides a live data from naturally occurring social situations. Due to this, observation was conducted by the presence of the researcher with a non-participatory role along with an audio-recording. A randomly selected six Ethiopian teachers, two teachers from each batch, were observed for a month. Because, if the observation was conducted for a few days, teachers and students could hide their actual behavior of CS.

Almost all of the English language courses of the English major students at university level have three credits per week. One credit is 50 minutes. The programs were arranged in such a way that the two credits were taught consecutively – with no interruption between them and the other one credit on another day. The one credit hour period was observed and recorded during the pilot study. So, the two-credit hour period was observed and audio recorded for this study.

When this study was taking place, the students of all batches were taking six courses per semester. One semester is four months (16 weeks). This indicates that 48 hours is allotted for one course. Two teachers from each batch, who were selected randomly so as to avoid bias, were observed for one month (four weeks). In other words, six teachers participated in the classroom observation. This shows that almost 8 hours (17%) of the courses were observed and audio recorded. This sample represents the whole hours of the course as Sing (2007) suggests 10- 20% to be taken for generalizing large samples. Therefore, four lessons (100 minutes per lesson) for

each course of all batches, with a total of 24 lessons or 2400 minutes, were observed, audio recorded, and transcribed.

This method of data gathering tool (the observation) was used since it provides researchers the opportunity to identify the existence of the phenomenon, the proportion of L1 to L2, the patterns of CS employed, and the possible functions of CS employed by students and teachers in the classroom (Singh, 2007). In this method, the observer neither manipulates nor stimulates his/her subjects. Because of this, the activities in the classroom were observed as they were presented without any interruption of the observer. The purpose of this observation was to pay attention when the students and teachers code-switched while they use it inside the classroom.

Classroom observation audio records took first. Then questionnaires and interviews continued respectively. This procedure was used for two reasons. First, the participants could hide their actual behavior if they were well informed of what the study was about. Secondly, the interview questions were asked based on what was observed in the classroom and what was responded in the questionnaires. Therefore, the interview was used as a follow up for the other methods of data gathering tools. A triangulation of classroom observation along with an audio-recording, questionnaires and interviews were employed so as to check the reliability and validity of the data gathered.

3.5.2 Questionnaires

Questionnaire is one of the very commonly used methods of data gathering tools. There are two types of questionnaires: the open ended and the close ended (Muijs, 2004). In this case, the close ended questions were used because, in the open-ended questions, participants are reluctant to respond them (Cohen, 2000). In this type of questionnaire, participants skip questions because they feel tired to write or they have no idea. Another drawback of this one is that participants' handwriting may not be readable and may alter the result. Contrary to this, the close ended questionnaire allows respondents to respond them easily and allows the researcher to analyze them easily though they have their own shortcomings. They also depict quantifiable and measurable result. Therefore, close ended questions (Likert scale) were distributed to all teachers and students in the presence of the researcher so as to ask any question if they had. The questions were designed to gather data about the participants' background information, their attitude towards CS, and the presence of CS. The questionnaires were written in English as they were

assumed to be understood easily. The questionnaires were distributed after the classroom observation (audio recording). Because if the questionnaire was distributed first, the participants could know what the study is about; consequently, they may hide their actual behavior of CS in the classroom observation. The items in the questionnaires were adapted and developed from the Selamat (2014) and Mokgwathi (2011).

3.5.3 Interviews

Semi-structured interview was used since it enables the researcher to probe questions depending on what the respondents said (Singh, 2007). Dornyei (2007) revealed that semi-structured interview allows modification of the previous prepared questions as well as the addition of new questions that emerged during the interview. Cohen et al (2007) adds that a semi-structured interview is one type of interview where the researcher plans a set of questions to be raised before the interview takes place, but builds in considerable flexibility about how and when these issues are raised and allows for a considerable amount of additional topics to be built in response to the dynamics of conversational exchange. To achieve the objectives of this study, two interview guides- one for the students and the other one for the teachers were prepared. Both interviews were prepared in English, but the students were given a chance to reply the questions either in Amharic or in English though no one replied in Amharic. They were allowed to speak Amharic so as to see their practice of CS, their attitude towards it, and to address if they could have difficulty of expressing their thoughts using only English.

The interviews were conducted with 18 students and six teachers. Based on the classroom observation, the students of the different class years were grouped into three categories. The first category was those who participate and did not code-switch. The second group was those who participate, but code-switch. The last category was those who did not participate. From these three categories, two students from each group (six students from each class with a total of 18 students) were selected randomly. Therefore, the 18 students were selected using stratified simple random sampling. All of the observed teachers, as the observation took place with two teachers from each batch, six of them- only Ethiopians, who took part in the observation were the participants of this study's interview. These amount of participants took part as it is difficult to manage qualitative data with too much participants (Cohen, 2000; and Singh, 2007). All of the interviews, which were conducted with the 24 participants, were recorded and transcribed. Many

of the interview questions were adapted and developed from Selamat (2014) and Mokgwathi (2011) while there are some questions which are developed from the literature review.

The classroom observations were recorded using three latest and sophisticated recorders that yield sounds from distance with a good quality. The recorders were borrowed from the Department of Journalism and Communication, Adigrat University. One of the recorders was placed at the back of the class. The second recorder was placed at middle or center of the class while the third one was placed at the front of the class. This helped the researcher to depict some inaudible messages. The interviews were recorded using one of these recorders.

3.6 Techniques of Data Analysis

The results obtained through the aforementioned data gathering tools were analyzed both qualitatively and quantitatively. The data gathered from the semi structured interview were analyzed qualitatively. Results of the classroom observation (audio recording) were analyzed qualitatively and quantitatively. The qualitative data was analyzed using thematic analysis. To illustrate it more, after the audio recordings were transcribed in verbatim; extracts were taken, coded thematically, and discussed to show what patterns of CS they were used and to indicate the functions they were used for. Again, the utterances were categorized as Amharic and English by using a word as a counting unit. Next to tallying the verbatim transcription in to the above listed categories, they were converted into percentages. This helps to express and quantify how much percent of Amharic to English was used in the EFL classes and the functions that Amharic language was used for.

The data obtained from the questionnaires were displayed quantitatively and was run using SPSS version 22. In this case, a descriptive and inferential statistics were used. To investigate the patterns of CS, their attitudes towards CS, their CS frequency, and their purposes (functions) for CS; frequencies and percentages were used. The frequencies and percentages were supported with pie charts, bars, and tables.

So as to explore if there was a significant difference in attitude among students of the different years of study towards CS and to see if there was significant difference in the frequent use of CS among students of the different years of study, Kruskal Wallis H test was used. This non-parametric inferential statistic was used since the dependent variables (their attitude towards CS and their CS frequency) are ordinal with five groups and the independent variable (students'

class year) is an ordinal with three groups (1st year, 2nd year, and 3rd year coded as 1, 2, and 3 respectively). The participants' attitude towards CS ranges from "strongly disagree" coded as 1 to "strongly agree" coded as 5 which was an ordinal. How often the participants code-switch was again an ordinal that ranges from "never" coded as 1 to "always" coded as 5.

Concerning to the other two objectives which were intended to assess if there was significant difference in attitude between students and teachers towards CS and to find out if there was significant difference in the frequent use of CS between students and teachers, Mann Whitney U test was employed. This non-parametric inferential statistic was used because the dependent variables (attitude towards CS and CS frequency) were an ordinal while the independent variable (participants of the study) is a nominal with two groups (students and teachers, coded as 1 and 2 respectively).

As far as the relationship between students' and teachers' demographic factors and their CS behavior is concerned, an ordinal logistic regression was used. This advanced inferential statistic of regression was used since the dependent variable (the participants' CS frequency) is an ordinal while the independent variables were more than eight with more than two groups each.

3.7 Ethical Considerations

Dornyei (2007) argues that research participants must be informed about the purpose, methods, possible uses of the research and the risks. Moreover, ensuring research participants participate voluntarily, making their comments confidential and protecting them from harm should be considered. In light of these, the following ethical matters were taken into account for this study. Firstly, consent was obtained from the concerned bodies. Consequently, the consent was gotten from Mekelle University's Department of English Language and Literature. After that major course instructors of the department were notified that a study was going to be conducted on classroom language use. They were happy with the idea, and they granted the researcher to carry out the study. Secondly, the teachers and the students were informed the focus of the research. However, the detailed research objectives were not explained to the participants until the end of classroom observation to avoid contamination of data as CS is a delicate topic. Thirdly, pseudonyms were used to protect the identities of teachers. Thus, the teachers were called as Year 1 Teacher 1, Year 1 Teacher 2, Year 2 Teacher 1, Year 2 Teacher 2, Year 3 Teacher1, and Year 3 Teacher 2. Besides, the responses of the participants were kept confidential. Fourthly, participants were informed that they had the right to withdraw at any moment during the research process.

CHAPTER FOUR

THE PILOT STUDY

4.1 Data Gathering Instruments and Administering Techniques

This study was conducted to investigate students' and teachers' attitude and practice of CS. Therefore, a descriptive research design was used. In gathering the data required for this study, a mixed approach (a combination of the qualitative and quantitative approaches) was used because the nature of the problem under investigation necessitated the choice of the two research approaches.

Axum University, where this pilot study took place, is one of the government universities in Ethiopia which was established in 2011. It is found in Axum town, the capital of the Central Zone of the Regional State of Tigray, Ethiopia, and it is found around 1028 kilometers far north of Addis Ababa, the country's capital. The university had 6 Colleges, one school, one institute and 48 departments with a total of 16,000 students and 1,100 teachers. This place was chosen for the convenience of the researcher. Moreover, the researcher was aware of the existence of the problem in the specified setting as he is familiar with the teachers who were working there and observed a problem during his visit to the university. This helped him to get pertinent data because, these days, gathering data from persons that you do not have familiarity is becoming difficult, even if they may deceive you. Sing (2007) and Cohen (2000) stated that familiarity and proximity are among the means of identifying problems and gathering valuable data.

There were 82 English major students (in all batches) and 27 English language teachers in Axum University. Each batch had one section with a total of 25 students in first year and second year while there were 32 students of third year. The total participants of this study were 82 students and 27 teachers. Therefore, for the questionnaire, an available sampling was used. Besides, classroom observation was conducted with all sections.

Interview was conducted with three teachers who were selected randomly so as to avoid bias and nine students were selected using stratified simple random sampling. In short, the sample size of this study (for the interview) was nine students and three teachers. The reason for using stratified was to gather data from the different strata and the rationale behind using simple random sampling was to give equal chance for all students to be selected.

The data was gathered in the first month of the 2018/19 academic year's first semester which was October. The first month of the first semester was chosen for two reasons. Firstly, freshman students were assumed to have difficulty of communication using Amharic at this month which inspired the researcher to investigate the area of study. Secondly, as an experience of this study's researcher, this month is spent on the teaching and learning with no tests or exams. This was a good opportunity for the researcher to observe and record the class.

A randomly selected three teachers, one teacher from each batch, were observed for three weeks. Every English course has three credits per week. One credit is 50 minutes. The programs were arranged in such a way that the two credits were taught consecutively – with no interruption between them and the other one credit on another day. The one credit hour period was observed and recorded. The one credit hour period was chosen because the two credit hour period was reserved for the main study. So a total of nine lessons which consist of 450 minutes were recorded and transcribed in verbatim. This method of data gathering tool (the observation) was used since it provides researchers the opportunity to identify the existence of the phenomenon, the proportion of English to Amharic, the patterns of CS employed, and the possible functions of CS employed by students and teachers in the classroom. A triangulation of classroom observation along with an audio-recording, field notes, questionnaire and interviews were employed so as to check the reliability and validity of the data gathered.

In this pilot study, the close ended questionnaires (Likert scale) were used because, in the open ended questions, participants are reluctant to respond them. The questions were designed to gather data about the participants' background information, their attitude towards CS, how often they employ CS, and the factors that predict code-switching. The questionnaires were written in English as they were assumed to be understood easily. The questionnaires were distributed after the classroom observation (audio recording) because if the questionnaire was distributed first, the participants could know what the study is about; consequently, they may hide their actual behavior of CS in the classroom observation.

Semi-structured interview was used since it enables the researcher to probe questions depending on what the respondents said. To achieve the objectives of this study, two interview guides- one for the students and the other one for the teachers were prepared. Both interviews were prepared in English, but the students were given a chance to reply the questions either in Amharic or in

English though no one replied in Amharic. They were allowed to speak Amharic so as to see their practice of CS, their attitude towards it, and to address if they could have difficulty of expressing their thoughts using only English.

The interview was conducted with nine students and three teachers. Based on the classroom observation, the students of the different class years were grouped into three categories. The first category had students who participate and did not code-switch. The second group had students who participate, but not code-switch. The last category was those who did not participate. From these three categories, one student from each group (three students from each class with a total of nine students) was selected randomly. All of the observed teachers, as the observation took place with one teacher from each batch, who took part in the observation, were the participants of this study's interview. All of the interviews, which were conducted with the twelve participants, were recorded and transcribed.

The classroom observations were recorded using three latest and sophisticated recorders that yield sounds from distance with a good quality. These recorders were borrowed from the department of Journalism and Communication, Adigrat University. One of the recorders was placed at the back of the class. The second recorder was placed at the middle or center of the class while the third one was placed at the front of the class. This helped the researcher to depict some inaudible messages. The interviews were recorded using one of these recorders.

In order to check the validity of the questionnaires and the interview questions, they were given to three Assistant Professors of ELT who had an experience of teaching English for more than eight years. Based on these teachers' comments, some questions were deleted while others were modified. There were again questions which were added.

After incorporating the comments given by the Assistant Professors, the questionnaires' were distributed to students and teachers. Then, the questionnaires' reliability was assessed using SPSS version 22. The finding displayed that the Cronbach Alpha of the students' questionnaire was reported to be 0.86 ($\alpha=0.87$, $N=82$) while the Cronbach Alpha for the teachers' questionnaire was found 0.64 ($\alpha=0.64$, $N=27$). Using the 0.70 Cronbach's Alpha cut off point, it is concluded that the students' questionnaires were reliable while the teachers' questionnaires need some modifications.

The results obtained through the aforementioned data gathering tools were analyzed both qualitatively and quantitatively. The data gathered from the semi structured interview and the field notes were sorted and summarized. Results of the classroom observation (audio recording) were analyzed qualitatively and quantitatively. To illustrate it more, after the audio recording was transcribed in verbatim, extracts were taken and discussed to show what patterns of CS they were used and to indicate the functions they were used for. Again, the utterances were categorized as Amharic and English by using a word as a counting unit. Next to tallying the verbatim transcription in to the above listed categories, they were converted into percentages. This helps to express and quantify how much percent of Amharic to English was used in the EFL classes and the functions that Amharic language was used for.

The data obtained from the questionnaire were displayed quantitatively and was run using SPSS version 22. In this case, a descriptive and inferential statistics were used. To investigate the patterns of code-switching, how the participants perceive code-switching, how often they code-switch, and the purposes (functions) for code-switching; frequencies and percentages were used. The frequencies and percentages were supported with pie charts, bars, and tables.

So as to explore if there was a significant difference in perception among students of the different years of study towards code-switching and to see if there was significant difference in the frequent use of code-switching among students of the different years of study, Kruskal Wallis H Test was used. This non-parametric inferential statistics was used since the dependent variables (how the participants perceive code-switching and how often they code-switch) is an ordinal with five groups and the independent variable (students' class year) is an ordinal with three groups (1st year, 2nd year, and 3rd year coded as 1, 2, and 3 respectively). The participants perception towards code-switching ranges from “strongly disagree” coded as 1 to “strongly agree” coded as 5 which was an ordinal. How often the participants' code-switch was again an ordinal that ranges from “never” coded as 1 to “always” coded as 5.

Concerning to the other two objectives which were intended to assess if there was significant difference in perception between students and teachers towards code-switching and to find out if there was significant difference in the frequent use of code-switching between students and teachers, Mann Whitney U Test was employed. This non-parametric inferential statistics was used because the dependent variables (perceptions towards code-switching and code-switching

frequency) were an ordinal while the independent variable (participants of the study) is a nominal with two groups (students and teachers, coded as 1 and 2 respectively).

As far as the factors that predict students' and teachers' code-switching is concerned, an ordinal logistic regression was used. This advanced inferential statistics of regression was used since the dependent variable (the participants' code-switching frequency) is an ordinal while the independent variables were more than eight with more than two groups each.

4.2 Analysis of the Pilot Study and Its Implication

While first year students had negative attitude towards CS, second year and third year students had a positive attitude. The teachers, too, had a positive attitude. The first year students' negative attitude emerged from their poor Amharic language competence. The second year students', third year students', and the teachers' positive attitude towards CS arised from their good ability of Amharic language. As all of these students could communicate using Amharic, the use of Amharic helped them to fill the gap they had in their English language. Teachers also helped them to save their time and to smoothly transmit their lessons to their students.

When students and teachers are asked about how often they code-switch, they said "rarely" or "sometimes". In practice, however, they code-switch "usually". The same scenario happens in this study as well. In the classroom observation, it was found an excessive use of Amharic (CS) in the EFL classes by both the students and the teachers, especially in second year and third year students and their teachers. More than one-third of the class time was covered by Amharic in second year and third year. As the students grade level increased, their English language is expected to be improved and to use it. But their practice of using English was decreasing which needs a serious attention. The teachers also were using Amharic for more than one-fourth of their class which is too more.

Students of all class years employed tag switching with a less frequency. For second year and third year students, inter-sentential CS was more dominant while intra-sentential CS was the dominant one for first year students. The same practice happened with their teachers too. As second year and third year students are assumed not to lack both Amharic and English, they use them at sentence level interchangeably which is an indicator of an able students. When a student fails to utter a full sentence in one language, however, he/she uses another language to fill the gap he/she has which is a symptom of language deficiency. This is an example of intra-sentential

CS which first years students were employing. So as first year students may have difficulty of speaking using either Amharic or English, it is a natural phenomenon to use intra-sentential.

Students of all class years used Amharic for academic purposes (curriculum access) more dominantly like for asking and responding questions, for checking comprehension, and for learning vocabulary and grammar lessons. Teachers of all class year students, too, code-switched for academic purposes. They used Amharic to give examples and to emphasize a particular lesson though they used Amharic for telling jokes occasionally.

There are many factors that affect students' and teachers' CS. For students, the dominant (significant) ones were their grade level, their mother tongue, their parents' educational status, the type of school they come from, their Amharic language speaking skill, and their attitude towards CS. The affective factors for teachers were teaching experience, multilingualism, taking training on CS, and attitude towards CS. Attitude towards CS was a common affective factor for both the students and the teachers. Those who had a negative attitude towards CS code-switched less frequently in both groups of participants (the students and the teachers), and the reverse is true.

Generally, students and teachers used Amharic in the EFL classes with varied amount for different purposes. Though there were a lot of factors that affected their CS frequency, what they did and what they perceived was quite different. There is an excessive use of Amharic which could result in total dependence on Amharic. This impedes students' English language development.

4.3. Lessons Learned from the Pilot Study

After carrying out this pilot study, the researcher of this study has learned different lessons. Some of these are presented as follows.

- ❖ The Cronbach Alpha for the teachers' questionnaire was found 0.64. This indicates that its reliability is not strong. In order to avoid this problem, some questions will be amended.
- ❖ The strength of the factors' effect on the teachers' code-switching was found 72.6%. This implies that there are other factors that affect their code-switching. Some of these factors could be their educational qualification. The inclusion of this factor could hire the

strength of the factors in predicting the accuracy of code-switching behavior for about 75%. This factor, therefore, will be attested in the main study.

- ❖ The teachers who participated in this pilot study were small in number. So more teachers will participant in the main study.
- ❖ Only three teachers were observed, and it was only these teachers who took part in the interview. Due to this, it could be difficult to conclude for all teachers. As a result, the number of teachers to be observed and to be interviewed has to be increased.
- ❖ The students who were participating in the class while the classroom observation was going on were very few. This shows that the function for what the students were using may not represent to all students. To assess the purposes for which students employ code-switching, a question that asks for what purposes they code-switch has to be included in the questionnaire. The same happens true for the patterns of code-switching employed.
- ❖ Students' result (the University Entrance Exam result for first year students and the University's CGPA for second year and third year students) could be one factor that affects their code-switching behavior. But this factor is not tested through the ordinal logistic regression model. So this factor has to be included in the main study.
- ❖ At least one open ended question that asks about all objectives or research questions has to be incorporated in the questionnaire of the students and teachers. Because open ended questions allow participants to freely express about the questions asked them rather than confining to close ended questions only.

CHAPTER FIVE

5. RESULTS AND DISCUSSION

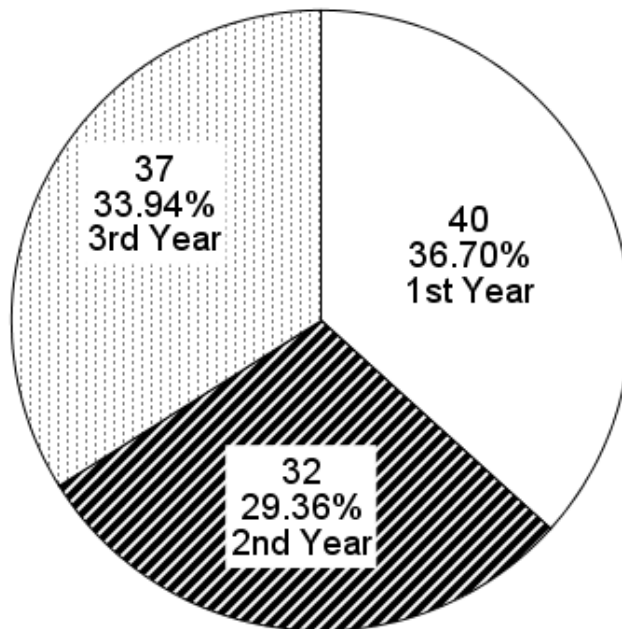
5.1 Background Information

As described in chapter three, the participants of this study were Mekelle University English Language and Literature Department students and their teachers. The background information or the demographic factors of the participants is presented below in detail.

5.1.1 Students' Background Information

As explained earlier in chapter three, the participants of this study were first year, second year, and third year students of the English Language and Literature Department of Mekelle University. The number of students who participated in the study from each class year is presented in the following pie chart.

Figure 5. 1: Pie chart showing the number of student participants from each class year



The pie chart above shows that the number of student participants were 40 (36.7%) from first year, 32 (29.4%) from second year, and 37 (33.9%) from third year. The other background information of the students is presented in the following table.

Table 5. 1 Background information of the participant students

QN	Background Information		1 st Year		2 nd Year		3 rd Year		TOTAL	
			N	%	N	%	N	%	N	%
2	Gender	Male	17	42.5	15	46.9	20	54.1	52	47.7
		Female	23	57.5	17	53.1	17	45.9	57	52.3
		Total	40	100	32	100	37	100	109	100
3	Age	18-20	22	55	11	34.4	10	27.1	43	39.4
		21-23	18	45	17	53.1	16	43.2	51	46.8
		>23	-	-	4	12.5	11	29.7	15	13.8
		Total	40	100	32	100	37	100	109	100
4	Place	Rural	31	77.5	22	68.8	24	64.9	77	70.6
		Urban	9	22.5	10	31.2	13	35.1	32	29.4
		Total	40	100	32	100	37	100	109	100
5	School	Gov't	34	85	29	90.6	32	86.5	95	87.2
		Non gov't	6	15	3	9.4	5	13.5	14	12.8
		Total	40	100	32	100	32	100	109	100
6	Parent Education	Both literate	24	60	8	25	14	37.8	46	42.2
		One literate	9	22.5	18	56.3	13	35.1	40	36.7
		Both illiterate	7	17.5	6	18.7	10	27.1	23	21.1
		Total	40	100	32	100	37	100	109	100
7	Parent Economy	Poor	20	50	9	28.1	11	29.7	40	36.7
		Medium	17	42.5	20	62.5	20	54.1	57	52.3
		Rich	3	7.5	3	9.4	6	16.2	12	11
		Total	40	100	32	100	37	100	109	100

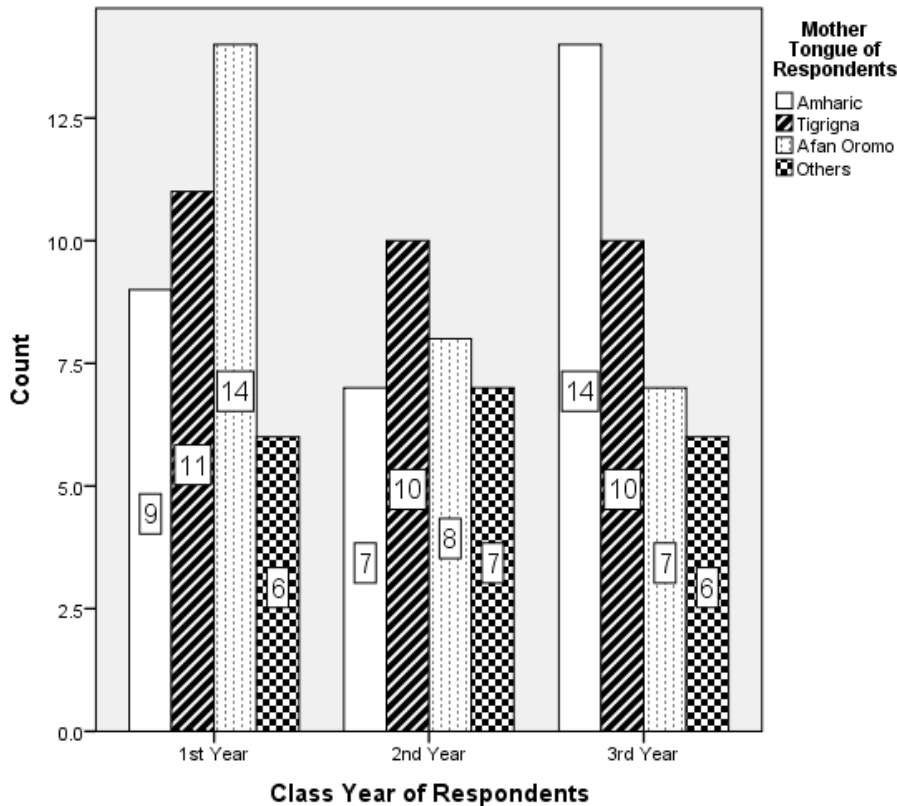
Gov't stands for government and Non gov't stands for non-government

As one can see in the above table, the female participants (52.3%) were more than the male participants (47.3%) except in third year where the males outnumber the females. As far as age is concerned, majority of the respondents (46.8%) lie in the age of 21 to 23 while a very few students (13.8%) were above 23 years old. The other feature of the students is the place they come from. As it is vividly put in the table, around one third (29.4%) of the participants only come from urban. One of the surprising characteristics of the students is the school they come from. Only 12.8% of the participant students who learned at non-government schools joined to the Department of English Language and Literature.

As far as the participants' parent is concerned, only 42.2% had an educated father and mother while the 21.1% of the students had an illiterate father and mother. With regard to the students'

parent economy, only 11% of them had a rich family whereas 52.3% or around half of the students had a middle-income parent. Concerning to the students' mother tongue and their Amharic language competence, it is divulged in the next chart.

Figure 5. 2: Students' mother tongue across the different class years



As it is seen in the above chart, in first year, the students whose mother tongue was Afan Oromo exceeds than all other mother tongue students. With regard to second year, Tigrigna language as mother tongue speakers were the highest while the Afan Oromo mother tongue students and Amharic mother tongue students were the same. In third year, the Amharic language mother tongue students were more than the sum of that of the Afan Oromo language and other languages mother tongue students. Throughout the department, the sum of the Tigrigna mother tongue students was the highest (28.4%) whereas the other languages mother tongue students were the smallest (17.4%). As the students of these language speakers were small in number, the students' mother tongue is labeled as others. These languages were the different languages which are spoken in all regions of the Federal Democratic Republic of Ethiopia. The students' Amharic language listening and speaking skill is presented in the next table.

Table 5. 2: Students’ Amharic language listening and speaking skills

QN	Background Information		1 st Year		2 nd Year		3 rd Year		TOTAL	
			N	%	N	%	N	%	N	%
9	Amharic Language Listening skill	Very Poor	8	20	2	6.3	-	-	10	9.2
		Poor	13	32.5	5	15.6	3	8.1	21	19.3
		Good	7	17.5	14	43.8	16	43.2	37	33.9
		Very Good	12	30	11	34.3	18	48.7	41	37.6
		Total	40	100	32	100	37	100	109	100
10	Amharic Language Speaking skill	Very Poor	11	27.5	5	15.6	2	5.5	18	16.6
		Poor	14	35	9	28.1	6	16.2	29	26.6
		Good	5	12.5	8	25	12	32.4	25	22.9
		Very Good	10	25	10	31.3	17	45.9	37	33.9
		Total	40	100	32	100	37	100	109	100

As it can be seen from the above table, many of the students were better in listening Amharic than in speaking it. Besides, the students’ Amharic language listening and speaking skills increased as their grade level increased. Comparatively, first year students had difficulty of listening and speaking skills of Amharic language than the other class year students. The classroom observation witnessed that some students of first year kept silent when asked a question to respond by their teacher while others were responding in their mother tongue which was other than Amharic. An example is presented below which is taken from the classroom observation record of lesson two of first year.

Example:

Teacher: You, the short one with a green jacket that you have held a black pen. Can you tell me the difference between “I lost my key; and I have lost my key?”

Student: kept silent

Teacher: No problem, you can tell me the difference of these two sentences in Amharic.

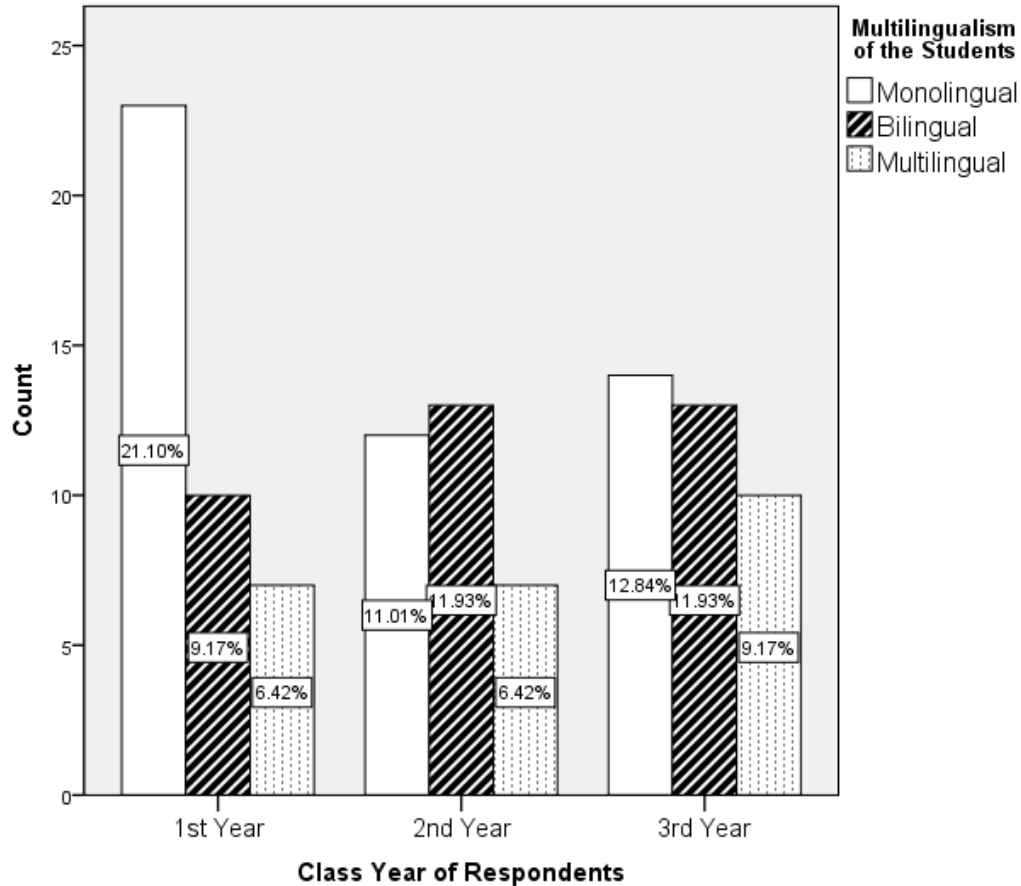
Students: (in chorus) አማርኛ መናገር አይችልም።

Translation: He can’t speak Amharic.

One student in the interview also confirmed, “Unless I am forced to speak, I prefer to keep silent than to ask and respond questions. Because my Amharic is poor, and my friends laugh me when I speak a broken Amharic.” Year 1; Student C.

The other demographic factor is the students' multilingual. The detail of the students' multilingual is presented in the following chart.

Figure 5. 3: Multilingual status of the students



It is clearly shown in the above chart that the sum of monolinguals in all class years is the highest (45%) while the sum of multi-linguals is the smallest (22%). First year monolinguals were by far higher than the other class year monolinguals while third year multi-linguals were higher than the other class year multi-linguals which is equal to the first years' bilinguals. Besides, first year and third year students had an equal amount of multi-linguals.

5.1.2 Teachers' Background Information

The other participants of the study were Mekelle University English Language and Literature Department teachers. A total of 50 teachers participated in the study, and the detail background information of these teachers is presented in the following table.

Table 5. 3: Teachers' background information

SN	Background Information		N	%
1	Gender	Male	39	78
		Female	11	22
		TOTAL	50	100
2	Educational Qualification	BA Degree	3	6
		MA Degree	29	58
		PhD	18	36
		TOTAL	50	100
3	Teaching Experience	1-5 Years	12	24
		6-10 Years	25	50
		Above 10 Years	13	26
		TOTAL	50	100
4	Mother Tongue	Amharic	9	18
		Tigrigna	28	56
		Afan Oromo	8	16
		Others	5	10
		TOTAL	50	100
5	Multilingualism	Monolingual	7	14
		Bilingual	29	58
		Multilingual	14	28
		TOTAL	50	100
6	Taking Training on CS	Yes	8	16
		No	42	84
		TOTAL	50	100
7	Amharic Language Listening Skill	Very Poor	-	-
		Poor	-	-
		Good	10	20
		Very Good	40	80
		TOTAL	50	100
8	Amharic Language Speaking Skill	Very Poor	-	-
		Poor	4	8
		Good	26	52
		Very Good	20	40
		TOTAL	50	100

One of the most interesting issues here is the teachers' Amharic language listening and speaking skill. As it is shown in the above table, all of the teachers had at least good Amharic language listening skill. But with regard to speaking, 4 teachers (8%) had difficulty of Amharic language speaking skill while the remaining ones had at least good command of Amharic language

speaking skill. One of the objectives of this study was investigating the participants' attitude towards CS. And the finding is presented in the following sub heading.

5.2 Attitude towards Code-switching

As explained earlier, the participants of this study were the English Language and Literature Department students (40 first year students, 32 second year students, and 37 third year students) and 50 teachers. And the first objective of the study was to investigate the attitude of these students and teachers towards CS. So, the attitude of the students and the teachers is presented separately as follows.

5.2.1 Students' Attitude

The students were given eleven questions which assess their attitude towards CS. These questions were designed to investigate whether the students had a positive or negative attitude on the use of Amharic in the EFL classes. The students' responses are presented below.

Table 5. 4: First year students' attitude towards CS

SN	Items/Statements	SD		D		U		A		SA		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	The use of Amharic in the EFL classes enables me to enjoy the lesson	11	27.5	15	37.5	0	0	8	20	6	15	40	100
2	The use of Amharic in the EFL classes improves my comprehension of the lesson	5	12.5	17	42.5	0	0	11	27.5	7	17.5	40	100
3	The use of Amharic in the EFL classes increases my confidence and motivation in learning English	10	25	13	32.5	0	0	9	22.5	8	20	40	100
4	The use of Amharic in the EFL classes enables me to focus on the lesson without worrying about unfamiliar words and sentences	8	20	17	42.5	0	0	9	22.5	6	15	40	100
5	The use of Amharic in the EFL classes encourages me to participate actively in classroom activities	4	10	18	45	0	0	14	35	4	10	40	100
6	I prefer lessons to be conducted entirely in English without using Amharic	6	15	12	30	0	0	16	40	6	15	40	100
7	I prefer teachers to minimize the use of Amharic during English lessons	-	-	2	5	0	0	23	57.5	15	37.5	40	100
8	I prefer the inclusion of both English and Amharic during English lessons	9	22.5	18	45	0	0	10	25	3	7.5	40	100
9	I dislike the use of Amharic during English lessons	9	22.5	9	22.5	0	0	14	35	8	20	40	100
10	I find it difficult to learn when teachers do not explain new words, topics and concepts in Amharic	9	22.5	13	32.5	0	0	11	27.5	7	17.5	40	100
11	I find it difficult to concentrate when teachers use English only during lessons	10	25	12	30	0	0	12	30	6	15	40	100

"SD" stands for "strongly disagree", "D" for "disagree", "U" for "undecided", "A" for "agree", and "SA" for "strongly agree".

The percentages presented in table 5.4 show that majority of the students found that the use of Amharic does not make the EFL lessons enjoyable. Most of the respondents (65%) reported that the inclusion of Amharic in the classroom does not allow them to enjoy the lessons, but a small fraction of the respondents (35%) found that CS allows them to enjoy the lessons. Most of the students found that CS does not enhance their understanding and comprehension in the EFL classroom. Many respondents (55%) indicated that the use of Amharic in the EFL classes does not improve their understanding and comprehension of English lessons while 45% of them reported CS facilitated their English language understanding and comprehension. The percentages in the above table also indicate that many students do not believe that the use of Amharic in the EFL classes improves their confidence and motivation in learning English. Most of the participants (57.5%) claimed to be reluctant and less motivated in learning the target language when Amharic is used in the EFL classroom. A small percentage of the respondents (42.5%), however, reported that the inclusion of Amharic in the EFL classes raised their confidence and motivation.

The results in table 5.4 suggest that the inclusion of Amharic in the EFL classes does not help students to focus on the lesson when they get unfamiliar target language items. Majority of the respondents (62.5%) found that CS does not result in the desired outcome. In contrast, 37.5% of the participants found that the use of Amharic in the EFL classes enables them to focus on the lesson without worrying about unfamiliar words and sentences. Based on the percentages presented in the above table, it is apparent that most of the students (55%) found that CS never encourages them to participate actively in the classroom activity while the remaining 45% of them felt that it encourages them to do so. Regarding the use of English only in the EFL classroom, 55% of the students preferred English to be the sole medium of instruction in the EFL classroom. The other 45% of the respondents reported that they do not want lessons to be conducted entirely in English. As far as the practical use of Amharic in the EFL classes is concerned, 95% of the respondents preferred the use of Amharic during English lessons to be minimized. The data in the above table provides evidence that most students do not prefer both Amharic and English languages to be used in the EFL classroom. It is observed that 67.5% of the respondents never wanted both languages to be used in the target language classroom while 32.5% of them indicated a strong preference for the inclusion of both languages during English lessons.

As shown in the above table, more than half of the respondents (55%) appeared to have a negative attitude towards the use of Amharic during English lessons. However, 45% of the respondents expressed their like for the inclusion of Amharic in the EFL classes. It is apparent from the above table that students do not face difficulties in learning English when new words, topics, and concepts are not explained in Amharic. Most of the respondents (55%) claimed that they do not find it difficult to learn without the scaffold of Amharic while 45% of the respondents indicated that they find it difficult to learn when new explanation of materials is not produced in Amharic. Lastly, the above table shows that majority of the respondents reported that they do not find it difficult to sustain their attention during classroom instruction when Amharic is not used. More than half of the respondents (55%) indicated that they do not find it difficult to concentrate when English only is used in the target language classroom while the remaining 45% of the respondents reported to have difficulty to focus in such situation.

From the six interviewed students, four of them reported that the use of Amharic makes the students to be dependent on the teacher, limits their exposure to English, and their reading.

Example:

“If the teacher tells us every new word in Amharic, we do not need to read and search new words in a dictionary. If we do not read dictionary, we know only few words.” Year 1; Student B

“No, Amharic has no to be used at university level. Because there are students who have poor in Amharic including I. So, I do not want Amharic in the English class.” Year 1; Student E

In conclusion, majority of first year students had a negative attitude towards the use of Amharic in the EFL classes (CS). However, some students had a positive attitude since they expressed their preference for the use of Amharic during English lessons.

Table 5. 5: Second year students’ attitude towards CS

SN	Items/Statements	SD		D		U		A		SA		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	The use of Amharic in the EFL classes enables me to enjoy the lesson	3	9.4	10	31.2	0	0	16	50	3	9.4	32	100
2	The use of Amharic in the EFL classes improves my comprehension of the lesson	6	18.8	7	21.9	0	0	13	40.5	6	18.8	32	100
3	The use of Amharic in the EFL classes increases my confidence and motivation in learning English	6	18.8	9	28.1	0	0	12	37.5	5	15.6	32	100
4	The use of Amharic in the EFL classes	4	12.5	10	31.2	0	0	12	37.5	6	18.8	32	100

	enables me to focus on the lesson without worrying about unfamiliar words and sentences												
5	The use of Amharic in the EFL classes encourages me to participate actively in classroom activities	2	6.2	12	37.5	0	0	15	46.9	3	9.4	32	100
6	I prefer lessons to be conducted entirely in English without using Amharic	10	31.2	10	31.2	0	0	9	28.1	3	9.4	32	100
7	I prefer teachers to minimize the use of Amharic during English lessons	-	-	5	15.6	0	0	13	40.6	14	43.8	32	100
8	I prefer the inclusion of both English and Amharic during English lessons	2	6.2	11	34.4	0	0	17	53.2	2	6.2	32	100
9	I dislike the use of Amharic during English lessons	5	15.6	17	53.2	0	0	9	28.1	1	3.1	32	100
10	I find it difficult to learn when teachers do not explain new words, topics and concepts in Amharic	2	6.2	8	25	0	0	17	53.2	5	15.6	32	100
11	I find it difficult to concentrate when teachers use English only during lessons	6	18.8	2	6.2	0	0	16	50	8	25	32	100

Where SD refers to "strongly disagree", D for "disagree", U for "undecided", A for "agree", and SA for "strongly agree"

As is vividly seen in the above table, majority of second year students (59.4%) reported that the use of Amharic in the EFL classroom makes them to enjoy the lesson. However, 40.6% of the respondents revealed that the inclusion of Amharic does not make the lesson enjoyable. On question number two, students were asked if the use of Amharic helps them to understand and comprehend the target language learning. Accordingly, majority of them (59.3%) indicated that CS enables the students to understand and comprehend the lesson easily while 40.3% of them had a reservation in this statement. Besides, more than half of the respondents (53.1%) claimed to be more confident and motivated in learning English when Amharic is used, but 46.9% of the respondents exposed that CS does not serve this purpose. The above table revealed that many of the students (56.3%) indicated that CS enables them to focus on the lesson without worrying about unfamiliar words and sentences. In contrast, 43.7% of them found that the use of Amharic in the EFL classes never achieved this purpose.

The data in the above table show that most students (56.3%) found that the use of Amharic in the EFL classes encourages them to participate actively in classroom activities while 43.7% of them reported it does not encourage them to do so. As far as the exclusive use of English is concerned, 62.4% of the respondents reported that they do not want lessons to be conducted entirely in English. The other 37.6% of the participants preferred English to be the sole medium of instruction in learning English. Surprisingly, an overwhelming of the respondents (84.4%)

reported that teachers have to minimize the amount of Amharic which they were using in their English classes. However, 15.6% of the participants claimed that they prefer teachers to maximize their usage of Amharic in the English lessons.

Though the students demand their teachers to minimize their Amharic usage in the EFL classes, most of them (59.4%) preferred both Amharic and English to be used in the English lessons while 40.6% of the students never wanted the presence of CS in English language lessons. Similarly, 68.8% of the respondents reported that they like the inclusion of Amharic in the English lessons. In contrast, 31.2% of them expressed their dislike for the inclusion of Amharic during English lessons. The students were again asked if they could face difficulty when Amharic is not used to explain new topics, words, and concepts. Thus, most of them (68.8%) claimed that they find it difficult to learn when teachers do not explain new topics, words, and concepts. However, 31.2% of the respondents indicated that they do not find it difficult to learn even if they are not given explanations using Amharic. The students were again asked if they could have difficulty of concentrating on the lesson if their teachers use only English. The percentages in the above table for this item indicate that three- fourth of the respondents (75%) reported that they find it difficult to concentrate when teachers use English only in the EFL classes. The other 25% of the participants indicated that they never find it difficult to give due attention in such situations.

Most of the interviewed students revealed that the exclusion of Amharic is very difficult. They add that CS facilitates their understanding of English and make them to participate actively.

Example:

“Yes, Amharic has to be used. Using 100% English is impossible. We are weak in English. So, if we are not tell in Amharic, we do not understand the lesson.” Year 2; Student A

“Yes, Amharic is important. If the teacher tells me to use only English, I am afraid. So, I do not ask question. And I do not want to answer when asked.” Year 2; Student E.

In a nut shell, the data obtained from the questionnaire and the interview indicate that most of the second-year students had a positive attitude towards CS though there were some students who had an opposite stand.

Table 5. 6: Third year students' attitude towards CS

SN	Items/Statements	SD		D		U		A		SA		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	The use of Amharic in the EFL classes enables me to enjoy the lesson	2	5.4	9	24.3	0	0	19	51.4	7	18.9	37	100
2	The use of Amharic in the EFL classes improves my comprehension of the lesson	5	13.5	10	27	0	0	18	48.6	4	10.8	37	100
3	The use of Amharic in the EFL classes increases my confidence and motivation in learning English	2	5.4	6	16.2	0	0	18	48.6	11	29.7	37	100
4	The use of Amharic in the EFL classes enables me to focus on the lesson without worrying about unfamiliar words and sentences	4	10.8	7	18.9	0	0	21	56.8	5	13.5	37	100
5	The use of Amharic in the EFL classes encourages me to participate actively in classroom activities	1	2.7	9	24.3	0	0	20	54.1	7	18.9	37	100
6	I prefer lessons to be conducted entirely in English without using Amharic	9	24.3	20	54.1	0	0	6	16.2	2	5.4	37	100
7	I prefer teachers to minimize the use of Amharic during English lessons	4	10.8	3	8.1	0	0	18	48.6	12	32.4	37	100
8	I prefer the inclusion of both English and Amharic during English lessons	-	-	2	5.4	0	0	25	67.6	10	27	37	100
9	I dislike the use of Amharic during English lessons	9	24.3	25	67.6	0	0	3	8.1	-	-	37	100
10	I find it difficult to learn when teachers do not explain new words, topics and concepts in Amharic	2	5.4	12	32.4	0	0	21	56.8	2	5.4	37	100
11	I find it difficult to concentrate when teachers use English only during lessons	-	-	7	18.9	0	0	16	43.3	14	37.8	37	100

Where SD refers to "strongly disagree", D for "disagree", U for "undecided", A for "agree", and SA for "strongly agree"

As it is clearly shown in the above table, majority of third year students (70.3%) felt that CS makes the EFL lessons more enjoyable. In contrast, 29.7% of the respondents reported that the inclusion of Amharic does not help them to enjoy the English lessons. Regarding the importance of Amharic to comprehend and understand English, 59.4% of the respondents indicated that CS enhanced their understanding and comprehension of English while 40.6% of them claimed that the use of Amharic does not facilitate their understanding and comprehension. The data in the above table also show that most of the respondents (78.3%) reported that CS improves their confidence and motivation in learning English. The other 21.7% of them revealed that CS does not enhance their confidence and motivation. The results in the table show that many of the students (70.3%) found that the use of Amharic in the EFL lessons helps them to focus on the

lesson when they get unfamiliar words and sentences, but 29.7% of them claimed that CS does not serve such role.

The results in the table suggest that an overwhelming students (73%) reported that CS encourages them to participate actively in the classroom activities while for the 27% of the respondents does not encourage them. Regarding the use of English only in the EFL classes, 78.4% of the respondents do not want the lessons to be delivered only in English. The remaining 27% of the respondents reported the EFL lessons to be taught through the medium of instruction only. Concerning to the amount of Amharic usage in the EFL classes, a large amount of students (81%) demanded their teachers to minimize the amount of Amharic they used during English while 19% of them liked the amount of Amharic that their teachers were using. When the students were asked about their preference on the inclusion of Amharic during English lessons, 94.6% of the respondents claimed that both Amharic and English have to appear in the EFL lessons. The remaining 5.4% of the participants reported that Amharic has to be avoided during English lessons. The students were again asked whether they like or dislike the use of Amharic during English lessons. As is evident in the above table, almost all of the students (91.9%) disclosed that Amharic has to be used during English lessons while a very small amount of them (8.1%) disliked its usage or inclusion in the target language classes.

The above table indicates that most of the students (62.2%) faced them difficulties when learning English if their lessons' new words, topics, and concepts are not elaborated using Amharic. Only (37.8%) of the respondents, however, expressed that they do not find it difficult to learn the target language's new words, topics, and concepts without the scaffold of Amharic. The percentages in the table also show that a very large amount of students (81.1%) reported that they find it difficult to concentrate when their teachers use only English in the EFL classroom. The remaining (18.9%) of the respondents indicated that they do not find it difficult to concentrate in such situations.

As it is explained in chapter three, six students of third year participated in the interview. Among these, five of them expressed that CS is very helpful to learn English.

Example:

“New words and concepts have to be explained in Amharic. Unless otherwise, the teaching-learning process will be difficult. If the use of Amharic is totally prohibited, a very few students, not more than six to seven, participate or dominate the class.” Year 3; Student B

In general, as one can understand from the above explanations, third year students had a positive attitude towards the use of Amharic (CS) in the EFL classes.

5.2.2 Attitude Difference among the Groups

A Kruskal Wallis H test was carried out to determine if there was statistically significant difference among the three groups with regard to their attitude towards the use of Amharic (CS) in the EFL classes. The Kruskal Wallis H test for the attitude of the three groups towards the use of Amharic is presented in the following table.

Table 4. 7: Kruskal Wallis H test result of the three groups’ attitude towards CS

Ranks			
	Class Year of Respondents	N	Mean Rank
Students' attitude towards CS	1st Year	40	42.05
	2nd Year	32	58.14
	3rd Year	37	66.28
	Total	109	

Test Statistics^{a,b}	
	Students Attitude in Order
Chi-Square	11.785
df	2
Asymp. Sig.	0.003

a. Kruskal Wallis H test

b. Grouping Variable: Class year of respondents

The Kruskal Wallis H test shows that there was a statistically significant difference in attitude towards the use of Amharic in the EFL classes (CS) between the different class years ($\chi^2=11.785$, $df=2$, $N=109$, $p = 0.003$) with a mean rank attitude score of 42.05 for first year, 58.14 for second year, and 66.28 for third year students.

Once a significant difference between the three groups was obtained, Kruskal Wallis Post Hoc Test (pairwise comparisons) was run to make multiple comparisons and to see where the difference lies.

Table 5. 8: A pairwise comparison of the students' class year attitude towards CS

Sample1_Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig
3 rd Year_2 nd Year	-16.091	7.484	-2.150	0.032	0.095
3rd Year_1st Year	-24.234	7.198	-3.367	0.001	0.002
2 nd Year_1 st Year	-8.143	7.618	-1.069	0.285	0.855

Each row tests the null hypothesis that the Sample 1 and Sample 2 distribution are the same. Asymptotic significances (2- sided tests) are displayed. The significance level is .05.

As it can be seen in table 5.8, the significant difference lies between first year and third year students ($p=0.002$). But a significant difference was not obtained between first year and second year ($p=0.855$) and between second year and third year students ($p=0.095$). This implies that there was a huge difference on the attitude of first year and third year students towards the use of Amharic in the EFL classes. This tells us that first-year students bitterly opposed the use of Amharic in the EFL classes. It is not surprising to see first year students disfavoring CS since many of them had poor Amharic language listening and speaking as they put it in table 5.3. Students who participated in the interview also reported that they know little or no Amharic. From this, we can conclude that the use of Amharic is not helpful to first year students' English language learning. Third year students, however, were in need of Amharic in the EFL classes because they reported that their Amharic language listening and speaking was at least good since they stayed in the university for two years at least. Due to this, they developed their Amharic language listening and speaking skills. So, the use of Amharic helps them to learn English better.

Different countries have different language policies. In classes where English is a medium of instruction, some countries forbid the use of native language (code-switching) in second and/or foreign language learning and teaching while others allow its usage by stating the role it has in the teaching and learning of English language (Nguyen, 2013). As far as the Ethiopian language policy is concerned, it neither condemns nor endorses its usage. This leads teachers and students to have different attitude and practice towards code-switching in the teaching and learning of English language. There are some researchers conducted on code-switching at different contexts and grade levels. For example, Abiy and Mohamed (2010) conducted at elementary school,

Kibrom (2016) at secondary school, and Jemal (2012) at teachers' college. The purpose of this study was, therefore, to add little evidence to the realm of the research world regarding the role of code-switching in foreign language learning and teaching. The study particularly focused on the attitude and practice of English major undergraduate students and their teachers towards that of code-switching (the use of Amharic in English language learning).

The first research question of the study sought to answer whether students of the different batches had significant difference in attitude towards code-switching or not. As the p-value was found <0.05 , there existed a significant difference between the groups ($p=0.003$). The difference was found high ($p=0.002$) between the pairs of third year and first year students. The finding shows that both second year and third year students had a positive attitude towards code-switching while first year students had a negative attitude.

The finding of this study contradicts with many of the national and international research findings which were conducted so far. Kibrom (2016), for example, conducted the perception of grade 9, 10, 11, and 12 students towards the use of L1 (Tigrigna language) in the English classroom. He, then, found that students of grade 9, 10, and 11 had a positive perception while grade 12 students had a negative perception towards the implementation of Tigrigna language. Jemal (2012) also found that 1st year, 2nd year, and 3rd year students of Jimma Teachers' College to have a positive perception towards the use of L1 (Afan Oromo language) in the EFL classes. He confirmed that the students' perception went on dropping as their class year increased. Jingxia (2010), Prodromou (2002), and Burden (2001) also found that the students' perception towards the use of L1 in the EFL classes decreases as their grade level increased.

One of the reasons why first year students had a negative attitude towards the use of Amharic in the EFL classes, while the other grade levels had a positive attitude, could be majority of the students' L1 (77.5%) was other than Amharic. Moreover, many students of first year reported that they had difficulty of listening and speaking of Amharic language. Contrary to this, second year and third year students had a good command of listening and speaking of Amharic language.

In line with this, Cook (2001) and Sert (2005) stated that the use of code-switching in the EFL classes should not be oversimplified if the students and the teacher share the same mother

tongue. Similarly, Yinager and Boersma (2018) declared that caution should be taken by teachers because in some classrooms a couple of students who claim that they do not know Amharic can be found. They add that these students deserve special attention if teachers frequently use Amharic in the classroom.

These controversial findings signaled that it is deemed necessary to conduct further empirical studies in the area so as to get more tangible results regarding code-switching attitude vis-à-vis the learners' class year. The finding suggests that further research should focus on how learners' attitude towards CS differs based on class year. This is because learners' CS attitude is determined by English language oral proficiency, overall academic performance, and other variables (Blackman, 2014).

5.2.3 Teachers' Attitude

The descriptors of attitude issues which were designed with the intention of exploring the teachers' attitude towards the use of Amharic in the EFL classes (CS) were completed by 50 teachers of EFL. As it is shown in the table below, the frequency and percentage of each item were computed.

Table 5. 9: Teachers' attitude towards CS

SN	Items/Statements	SD		D		U		A		SA		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1	CS facilitates the language learning process	3	6	16	32	0	0	22	44	9	18	50	100
2	CS increases the students' reliance and dependency on the teacher	3	6	23	46	0	0	15	30	9	18	50	100
3	CS should be included as an integral part of the EFL lesson	3	6	17	34	0	0	19	38	11	22	50	100
4	There should be a strict separation of Amharic and English in the EFL classroom	4	8	27	54	0	0	13	26	6	12	50	100
5	CS should only be used as a last resort when all other options have been exhausted	-	-	6	12	0	0	35	70	9	18	50	100
6	CS is an efficient and time-saving technique	2	4	13	26	0	0	29	58	6	12	50	100
7	English is best taught in English-only classrooms	7	14	27	54	0	0	11	22	6	12	50	100
8	The use of Amharic in the EFL classroom results in a decline in the standards of English	4	8	32	64	0	0	11	22	3	6	50	100
9	The ideal teacher of English is a native speaker	10	20	28	56	0	0	7	14	5	10	50	100
10	Learners will have more success in learning English if it is used more frequently in the ESL classroom	-	-	2	4			38	76	10	20	50	100

Where SD refers to "strongly disagree", D for "disagree", U for "undecided", A for "agree", and SA for "strongly agree"

As it is shown in the above table, majority of the teachers (62%) expressed that CS facilitates the language learning process in the EFL classroom while the remaining 38% reported their reservation. The teachers were again asked if CS increases students' reliance and dependency on the teacher. Then, 52% of them indicated that CS encourages students to be more reliant and dependent on the teacher. The other 48% of respondents maintained an opposite stance with regard to this statement. As it is seen in item three of the above table, 60% of the respondents considered CS as a viable teaching and learning resource in the EFL classroom. The remaining 40% of the participants opposed the inclusion of Amharic during English lessons. Similarly, 62% of the respondents demonstrated that both languages (Amharic and English) can be used concurrently to enhance the English language learning process. In contrast, 40% of the participants agreed that there should be a strict separation of Amharic and English in the English lessons.

The above table also shows that an overwhelming respondents (88%) reported that there are other classroom teaching resources apart from CS that can be used to facilitate the target language learning process whereas the remaining 12% of the respondents stated that CS is one among the different teaching methodologies of language teaching than being a last option. The table also displayed that a high percentage of respondents (70%) expressed that CS is an efficient and time saving technique while the other 30% of the participants had a different stand with regard to this item.

Table 5.9 also shows that 68% of the teachers indicated their disagreement to the item that asked if English is best taught through English- only. However, 32% of the respondents explained that there is a place for Amharic in the EFL classroom. Based on the percentages in the table, most of the respondents (72%) indicated that they do not think the use of Amharic in the EFL classes will have a negative effect on the standards of English. Only 28% of the participants, however, claimed that the use of Amharic during English lessons will result in a decline in the standards of English. With regard to the item which asks whether the English teacher has to be a native speaker or not, more than three- fourth of respondents (78%) claimed that the ideal English teacher is a non- native speaker. In contrast, 22% of the participant teachers reported native speaker teachers to be superior to non- native speaker teachers.

Lastly, the percentages in the above table suggest that almost all of the teachers forwarded that the amount of target language input will affect the outcome of the language learning process. 96% of the respondents reported that learners will achieve more success in learning English if they have more exposure to the target language during the teaching and learning process. But only 4% of the participants disagreed with this statement.

Among the six interviewed teachers, three of them had a negative attitude towards CS while the remaining ones had a positive attitude.

Example:

“It is known that many of the students are poor in English. So, using Amharic helps them to understand the lesson. Again, it avoids their frustration and anxiety. So, using Amharic promotes their understanding and participation.” Teacher A

“An excessive use could reduce the exposure; however, a careful and planned use of Amharic helps them to learn English. But a total ban of Amharic is impractical”. Teacher C

“It is not fair to use Amharic in a class that contained non- Amharic speakers. This means using Amharic could disadvantage the students who are not Amharic speakers. In short, it is discriminating those who do not understand Amharic” Teacher B

In the classroom observation as well, when the teacher asked his students to tell him the factors that affect students reading, they replied his question in Amharic. Then, the teacher appreciates their answer saying “perfectly said” rather than discouraging them. Another teacher, however, was forcing students to use English when they respond and answer questions.

Though half of the teachers who participated in the interview revealed a negative attitude towards CS, the data obtained through the questionnaire and the classroom observation audio record showed majority of the teachers to have a positive attitude towards CS in the EFL classes.

The finding of this study complements with many other studies which were conducted at national and international levels. Among the national studies, Kenenisa (2003), Jemal (2012), Nigatu (2013), Abiy and Mohammed (2010), and Nuru (2008) found teachers to have a positive attitude towards code-switching. Among the international studies, Schweers (1999), Uys (2010), Sharma (2006), and Burden (2001) also found that teachers had a positive attitude towards CS in the EFL classes.

5.2.4 Attitude Difference between Teachers and Students

The other objective of this study was investigating the attitude difference between teachers and students towards the use of Amharic in the EFL classes. In order to explore if there was statistically significant difference between teachers' and students' attitude towards the use of Amharic in the EFL classes, Mann Whitney U test was employed. The finding is presented as follows.

Table 5. 10: Students' and teachers' attitude difference towards CS

Ranks				
	Name of the Study Participants	N	Mean Rank	Sum of Ranks
Students' and Teachers' Attitude	Students	109	75.20	8196.50
	Teachers	50	90.47	4523.50
	Total	159		

Test Statistics^a	
Students' and Teachers' Attitude	
Mann-Whitney U	2201.500
Wilcoxon W	8196.500
Z	-2.246
Asymp. Sig. (2-tailed)	0.025

a. Grouping Variable: Name of the Study Participants

The Mann Whitney U test shows that there was a statistically significant difference in attitude towards the use of Amharic in the EFL classes (CS) between students and teachers ($U=2201.500$, $p = 0.025$) with a mean rank attitude score of 75.20 for students and 90.47 for teachers. This implies that teachers had more positive attitude ($MR=90.47$) towards CS (the use of Amharic) in the EFL classes than their students ($MR=75.20$). Therefore, from this data, it can be concluded that CS attitude in the teachers' group was statistically significantly higher than the students' group ($U=2201.500$, $p = 0.025$).

This result agrees with the results of many other researchers. Kenenisa (2003), Jemal (2012), Jingxia (2010), and Uys (2010) also found teachers to have a positive perception towards code-switching. Similar to this finding, Mokgwathi (2011) found teachers to have more positive attitude towards code-switching than their learners. This shows that the teachers are aware of the role that code-switching plays in the teaching and learning process of English language.

5.3 Students' and Teachers' Code-switching Frequency

Another objective of this study was investigating the frequency of the teachers and students CS. The frequency of the teachers and the students is presented below separately.

5.3.1 Students' Code-switching Frequency

Figure 5. 4: Students self-report on their own CS frequency



As it can be seen in the above chart, majority of first year students never code-switched in to Amharic in the EFL classes while majority of the second-year students did it rarely. As far as third year students is concerned, majority of them code-switched (used Amharic) in their English class time usually. Besides, it was found that first year students code-switched less frequently than second year and third year students. In other words, third year students code-switched more frequently than the students of first year and second year. This implies that the students' CS frequency increased as their grade level increased.

Table 5. 11: Teachers' reflection on their students CS frequency

QN	Question	Never		Rarely		About half		Usually		Always	
		#	%	#	%	#	%	#	%	#	%
10	How often do your students code-switch?	0	0	1	2	14	28	26	52	9	18

Contrary to the students' self-report on their own CS frequency, majority of the teachers (52%) revealed that their students code-switched usually (see the above table). The classroom observation audio record assured that the students' CS frequency increased as their grade level goes up. This indicates that the students self-report on their own CS frequency and their actual classroom practice was found almost similar.

A classroom observation audio record was made to reveal the exact amount of English and Amharic words utilized by the students, and the finding is presented in the following table.

Table 5. 12: The proportion of Amharic and English language words uttered in the class by students across the different class years or batches

Class Year	Courses	Lessons	English Words		Amharic Words		Total Words	
			#	%	#	%	#	%
1 st Year	Course 1	Lesson 1	978	92.9	75	7.1	1053	100
		Lesson 2	879	89.6	102	10.4	981	100
		Lesson 3	1086	94.6	63	5.5	1149	100
		Lesson 4	1156	87.7	162	12.3	1318	100
	Course 2	Lesson 1	1062	93.7	71	6.3	1133	100
		Lesson 2	973	90.8	99	9.2	1072	100
		Lesson 3	1064	89	132	11	1196	100
		Lesson 4	1166	91.2	112	8.8	1278	100
Total			8,364	91.1	816	8.9	9,180	100
2 nd Year	Course 1	Lesson 1	1193	81.3	275	18.7	1468	100
		Lesson 2	793	77.1	236	22.9	1029	100
		Lesson 3	1601	83.4	319	16.6	1920	100
		Lesson 4	794	78.8	214	21.2	1008	100
	Course 2	Lesson 1	1008	82.6	212	17.4	1220	100
		Lesson 2	1516	76.5	466	23.5	1982	100
		Lesson 3	1071	75.9	340	24.1	1411	100
		Lesson 4	1436	79.2	377	20.8	1813	100
Total			9,412	79.4	2,439	20.6	11,851	100
3 rd Year	Course 1	Lesson 1	996	78.3	276	21.7	1272	100
		Lesson 2	855	71.4	342	28.6	1197	100
		Lesson 3	1079	77.1	320	22.9	1399	100
		Lesson 4	743	74.5	254	25.5	997	100
	Course 2	Lesson 1	1151	75.6	372	24.4	1523	100
		Lesson 2	822	76.9	247	23.1	1069	100
		Lesson 3	1297	72.8	484	27.2	1781	100
		Lesson 4	911	73.2	334	26.8	1245	100
Total			7,854	74.9	2,629	25.1	10,483	100

The above table presents the six courses (24 lessons or 2400 minutes) classroom observation audio record of the three class year students. As it is seen in the above table, the students' words were categorized as English words and Amharic words.

With regard to first year students, they uttered a total of 9180 words. From these words, the 8364 (91.1%) were English while the remaining 816 (8.9%) were Amharic. When we come to second year students, 11851 words were spoken which were 9412 (79.4%) English and 2439 (20.6%) Amharic. As far as third year students is concerned, a total of 10483 words were uttered. From this total, 7854 (74.9%) were English, and the rest 2629 (25.1%) were Amharic.

This indicates that a consistent result was found through the questionnaire and the classroom observation audio record. The classroom observation audio record witnessed that first year students code-switched (8.9%) fewer than second year (20.6%) and third year (25.1%) students. To say it differently, third year students code-switch more frequently than first year and second year students.

Almost all of the students in the interview, participants of all grade levels, also reported the use of Amharic in the English lesson to be less than ten percent.

Example:

“As to me, Amharic has not to cover more than ten percent of the whole period.” Year 1; Student B

“I prefer less than ten percent.” Year 3; Student F

The amount of Amharic language used at the three different grade levels was found to be excessive. Kibrom (2016) found the students of grade 9, 10, 11, and 12 students using 3%, 0.29%, 0.25%, and 0.22% of L1 respectively. Jemal (2012) also displayed that 11-15%, 6-10%, and less than 5% of L1 out of the L2 class time to be used by 1st year, 2nd year, and 3rd year students of college respectively. Besides, Abiy and Mohamed (2010) displayed that 22.3% of the class time was covered by Amharic which they said it too much. Kayaoglu (2012) recommends below 10% of L1 to be used at university level.

From this, it is concluded that the amount of Amharic which was used by second year and third year students is too much which is above the findings of all the researches which are conducted till now, at national and international levels. As this indicates excessive usage, it could hinder the students' target language learning which Krashen (1985) calls 'it reduces students' exposure to

the target language'. Therefore, there was a gap on the extent to which the students want Amharic to be used in the EFL classes and their practice.

5.3.2 Code-switching Frequency Difference among the Groups

The other objective of this study was investigating if there was a statistically significant difference in the CS frequency of the students across the different class years. In order to do so, Kruskal Wallis H test was carried out, and the Kruskal Wallis H test for the frequency of the three groups' CS is presented in the following table.

Table 5. 13: Kruskal Wallis H test result of the three groups' CS frequency

Ranks			
	Class Year of Respondents	N	Mean Rank
How often do you code-switch	1st Year	40	40.01
	2nd Year	32	51.80
	3rd Year	37	73.97
	Total	109	

Test Statistics^{a,b}	
How often do you code-switch	
Chi-Square	23.959
df	2
Asymp. Sig.	0.000

a. Kruskal Wallis Test

b. Grouping Variable: Class Year of Respondents

The Kruskal Wallis H test indicates that there was a statistically significant difference in CS frequency among the different class years ($\chi^2= 23.959$, $df=2$, $N=109$, $p = 0.000$) with a mean rank frequency score of 40.01 for first year, 51.80 for second year, and 73.97 for third year.

Once a significant difference between the three groups was obtained, Kruskal Wallis pairwise comparison (Post Hock) was run to make multiple comparison and see where the difference lies.

Table 5. 14: A pairwise comparison of the students' class year CS frequency
Each node shows the sample average rank of class year of respondents

Sample1_Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig
1st Year_2nd Year	-16.360	6.284	-2.603	0.009	0.028
1st Year_3rd Year	-36.162	5.931	-6.098	0.000	0.000
2nd Year_3rd ear	-19.802	5.931	-3.339	0.001	0.003

Each row tests the null hypothesis that the Sample 1 and Sample 2 distribution are the same. Asymptotic significances (2- sided tests) are displayed. The significance level is .05.

As it can be seen in table 5.14 above, a statistically significant difference between all pairs of the groups was found. The difference was higher in the pairs of first year and third year ($p=0.000$) with a mean rank of 40.01 for first year and 73.97 for third year. The CS frequency difference was again high for the pair of second year and third year ($p=0.003$) with a mean rank of 51.80 for second year and 73.97 for third year. This implies that there was a huge difference on the CS frequency among the different class years. From this, we can conclude that there was an excessive use of Amharic in second year and third year students which could hinder their EFL learning. Because, though it is expected to diminish the students' CS as their grade level increased, it was found the students' CS frequency to be high.

The other research question of the study focused on investigating if there was a statistically significant difference on the frequent use of CS among students of the different years of study. The finding indicates that there was a statistically significant difference in CS frequency among the different class years ($p = 0.000$). Though a statistically significant difference between all pairs of the groups was found, the difference was higher in the pairs of first year and third year ($p=0.000$). The result discloses that first year students code-switched less frequently (8.9%) than second year (20.6%) and third year students (25.1%).

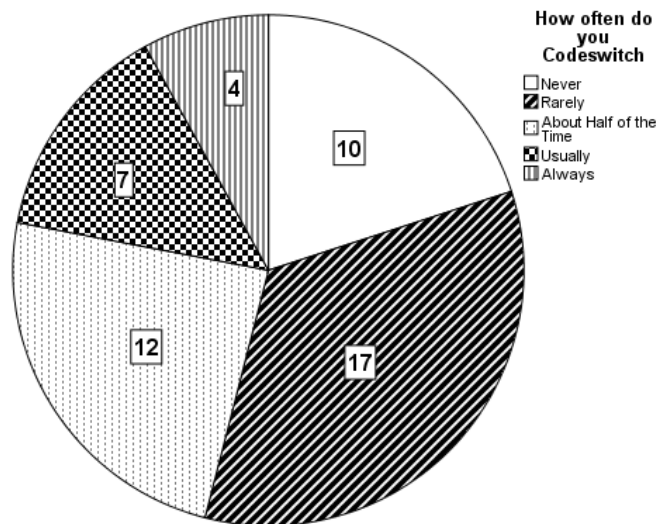
The outcome of the current research contradicts with the findings of the previous researches. Kibrom (2016) found the students of grade 9, 10, 11, and 12 students using 3%, 0.29%, 0.25%, and 0.22% of L1 respectively. Jemal (2012) also displayed that 11-15%, 6-10%, and less than 5% of L1 out of the L2 class time to be used by 1st year, 2nd year, and 3rd year students of college respectively. Besides, Abiy and Mohamed (2010) displayed that 22.3% of the class time was covered by Amharic which they said it was too much.

The finding suggests that the amount of Amharic which was used by second year and third year students is too much which is above the findings of all the researches which are conducted at national and international levels. Though there is no rule on how much native language to foreign language is appropriate, Kayaoglu (2012) recommends below 10% of L1 to be used at university level. As the finding of the current study indicates excessive usage, it could hinder the students' target language learning which Krashen (1985) calls 'it reduces students' exposure to the target language'. Though it is expected to diminish the students' code-switching as their grade level increased, it was found the students' code-switching frequency to be high.

5.3.3 Teachers' Code-switching Frequency

To explore the teachers' CS frequency, data were gathered through questionnaire from the teachers themselves and from their students.

Figure 5. 5: Pie chart showing the teachers' self-report on their own CS frequency



As it is shown in the above pie chart, the questionnaires' finding divulged that majority of the teachers (34%) code-switched rarely. While 8% of the participants code-switched always, 20% of them never code-switched.

Table 5. 15: Students' reflection on their teachers CS frequency

QN	Question	Never		Rarely		About half		Usually		Always	
		#	%	#	%	#	%	#	%	#	%
13	How often do your teachers code-switch?	0	0	6	5.5	39	35.8	56	51.4	8	7.3

As it is seen in the above table, majority of the students (51.4%), however, reported that their teachers code-switched usually. 35.8% of the students forwarded that their teachers code-switched about half of the English class time while 5.5% of the students said their teachers code-switched rarely.

While 20% of the teachers disclosed that they never code-switched, no student confirmed this idea. In the interview, one teacher said Amharic had not to be used in the EFL classes, but, in the classroom observation, he was found using Amharic rarely. The detail of the teachers' use of Amharic in the EFL classes in the different class years' observation is presented in table 5.16.

Table 5. 16: The proportion of Amharic and English language words uttered by teachers in class in the different class years

Class Year	Teachers	Lessons	English Words		Amharic Words		Total Words	
			#	%	#	%	#	%
1 st Year	Teacher 1	Lesson 1	2085	98.0	43	2.0	2128	100
		Lesson 2	1816	97.9	38	2.1	1854	100
		Lesson 3	1886	99.1	17	0.9	1903	100
		Lesson 4	2096	97.5	53	2.5	2149	100
	Teacher 2	Lesson 1	1395	76.9	418	23.1	1813	100
		Lesson 2	1849	87.1	274	12.9	2123	100
		Lesson 3	1564	80.2	386	19.8	1950	100
		Lesson 4	1575	75.6	509	24.4	2084	100
		Total	14,266	89.1	1,738	10.9	16,004	100
		Total	14,266	89.1	1,738	10.9	16,004	100
2 nd Year	Teacher 1	Lesson 1	1825	76.3	568	23.7	2393	100
		Lesson 2	1503	76.1	473	23.9	1976	100
		Lesson 3	2487	79.5	641	20.5	3128	100
		Lesson 4	1974	74.7	669	25.3	2643	100
	Teacher 2	Lesson 1	1508	75.5	490	24.5	1998	100
		Lesson 2	2536	78.5	695	21.5	3231	100
		Lesson 3	1776	74.3	613	25.7	2389	100
		Lesson 4	2231	75.2	734	24.8	2965	100
		Total	15,840	76.4	4,883	23.6	20,723	100
		Total	15,840	76.4	4,883	23.6	20,723	100
3 rd Year	Teacher 1	Lesson 1	1413	68.1	661	31.9	2074	100
		Lesson 2	1333	68.3	620	31.7	1953	100
		Lesson 3	1576	69.1	705	30.9	2281	100
		Lesson 4	1234	67.5	593	32.5	1827	100
	Teacher 2	Lesson 1	1811	72.9	672	27.1	2483	100
		Lesson 2	1261	71.1	513	28.9	1774	100
		Lesson 3	2224	76.6	680	23.4	2904	100
		Lesson 4	1365	65.2	727	34.8	2092	100
		Total	12,217	70.3	5,171	29.7	17,388	100
		Total	12,217	70.3	5,171	29.7	17,388	100

The teachers who were teaching first year students delivered 16004 words throughout the eight observed class sessions. Among these, 14266 (89.1%) of them were English words while the remaining 1738 (10.9%) were Amharic words. With regard to the teachers who were teaching second year students, they spoke 20723 words. From these words, the 15840 (76.4%) were English, and the other 4883 (23.6%) were Amharic. As far as the teachers who were teaching third year students is concerned, it was found that they uttered 17388 words. This was the sum of 12217 (70.3%) English and 5171 (29.7%) Amharic words.

Students in the questionnaire, as stated in tables 5.4, 5.5, and 5.6, also reported their teachers to minimize the amount of Amharic they were using in their classroom.

The data obtained through the teachers' interview indicated that using Amharic which is less than ten percent facilitates the learning process while its usage more than that it diminishes the learners' exposure to the target language and increases the learners' dependency on the native language.

Example:

“The students English language performance is poor. Therefore, using of Amharic up to ten percent helps the students to understand the lesson better.” Year 2; Teacher A

“It is difficult to tell you in percent. Because some students are good in both languages, and others are poor again in both languages. By the way, using up to ten percent is harming the students' exposure to English. Because it is only in the classroom that they got English.” Year 3; Teacher B

“In my opinion, Amharic has not to be used as much as possible because there are students who do not listen Amharic. If not, up to five percent is welcome.” Year 1; Teacher A

As scholars like Atkinson (1987), Tang (2002), Littlewood and Yu (2011), Macaro (2001), Afzal (2013), Duff and Polio (1990), and Kayaoglu (2012) reported the amount of Amharic used by teachers of second year and third year students was excessive. The use of more than 10% L1 in the EFL classroom hinders the students' learning and exposure to English.

All in all, the teachers who were teaching first year students used less Amharic than the teachers of second year and third year students. Moreover, teachers of third year students code-switched

more frequently than the first year and second year teachers which was beyond what the students need though they demand an occasional use of Amharic by their teachers.

5.3.4 Code-switching Frequency Difference between Students and Teachers

To see if there was a statistically significant difference of CS frequency between teachers and students in the EFL classes, it was explored using Mann Whitney U test. The result is displayed in the following table.

Table 5. 17: Students and teachers CS frequency difference

Ranks				
	Name of the Study Participants	N	Mean Rank	Sum of Ranks
Teachers' and Students'	Students	109	54.07	4434.00
CS Frequency	Teachers	50	57.81	1561.00
	Total	159		

Test Statistics^a	
Teachers' and Students' CS Frequency	
Mann-Whitney U	1031.000
Wilcoxon W	4434.000
Z	-0.570
Asymp. Sig. (2-tailed)	0.569

a. Grouping Variable: Name of the Study Participants

The mean rank in the above table shows that teachers code-switched more frequently than their students with a mean rank of 57.81 and 54.07 respectively. Once a difference was found, Mann Whitney U test was employed to see if there was significant difference between the two groups. The Mann Whitney U test, however, shows that there was no statistically significant difference in CS frequency between students and teachers (U=1031, p=0.569) with a mean rank CS frequency score of 57.81 for teachers and 54.07 for students.

The other research question of this study tried to investigate if there was statistically significant difference on the frequent use of CS between students and teachers. Results of the study show that teachers code-switched more frequently than their students though the difference was not significant (p=0.569). The results indicate that teachers of first year students code-switched

10.7% while teachers of second year and third year students code-switched 23.6% and 29.7% respectively.

According to the recommendation made by scholars like Atkinson (1987), Tang (2002), Littlewood and Yu (2011), Macaro (2001), Afzal (2013), Duff and Polio (1990), and Kayaoglu (2012) the amount of Amharic used by teachers of second year and third year students was excessive. As Kayaoglu suggested the use of more than 10% L1 in the EFL classroom hinders the students' learning and exposure to English. In EFL classes, the teachers are models for their students. Therefore, teachers have to use a limited Amharic compared to that of their students.

5.4 Patterns of Code-switching

The classroom observation disclosed that teachers and students were using various CS patterns. The different types or patterns of CS which were employed by both participants (the students and teachers) are presented in the following sub sections.

5.4.1 Students' Code-switching Patterns

The classroom observation audio record secured that students of the different class years were employing inter-sentential, intra-sentential, and tag switching with a varied amount. The detail is presented below.

Table 5. 18: The patterns of CS employed in class across the different batches of students

Class Year	Courses	Inter sentential CS		Intra sentential CS		Tag switching		Total	
		#	%	#	%	#	%	#	%
1 st Year	Course1	8	72.7	3	27.3	0	0	11	100
	Course2	2	15.4	11	84.6	0	0	13	100
	Total	10	41.7	14	58.3	0	0	24	100
2 nd Year	Course1	9	50	9	50	0	0	18	100
	Course2	12	50	11	45.8	1	4.2	24	100
	Total	21	50	20	47.6	1	2.4	42	100
3 rd Year	Course1	16	61.5	8	30.8	2	7.7	26	100
	Course2	16	84.2	2	10.5	1	5.3	19	100
	Total	32	71.1	10	22.2	3	6.7	45	100

As shown in table 5.16 above, the dominant CS pattern which was employed by first year students was intra-sentential CS (58.3%) followed by inter-sentential CS (41.7%). Contrary to this, both second year and third year students employed inter-sentential CS more dominantly with 50% and 71.1% respectively. Besides, second year and third year students employed intra-

sentential CS with 47.6% and 22.2% respectively. The results on table 4.16 indicate that students of first year did not employ tag switching while second year and third year students practiced tag switching at a lower rate of 2.4% and 6.7% respectively. This implies that third year students employed more of tag switching compared to the other class year students.

The study has disclosed that there is a clear difference between first year and second year and third year EFL students' practice of CS; that is, the majority of first year students used intra-sentential CS, whereas most of second year and third year students employed inter-sentential CS.

Poplack (1980) and Jingxia (2010) state that intra-sentential CS is performed by fluent speakers of both languages as the speakers have the syntactic knowledge of both languages, which I do not agree with. If a speaker is capable of speaking both languages fluently, he produces inter-sentential CS than intra-sentential CS. Similar to my understanding, Dereje and Abiy (2015) explained that inter-sentential CS is seen most often between fluent bilingual speakers, and it occurs unconsciously. According to them, intra-sentential CS is transferring focus from one language to another, and it is motivated by situational and stylistic factors. They add that the switch between the two languages, in intra-sentential CS, is conscious and intentional. Once a speaker is fluent bilingual, he/she is not aware of which languages he/she is using. In contrast, a speaker switches from one language into another to emphasize a point (Ghorbani, 2011), to give attention (Horasan, 2013), or to compensate for the gap he/she has in either language (Koyaoglu, 2012) which is done consciously, and this is intra-sentential CS. Farooq and Umer (2013) asserts intra-sentential CS is practiced more with young children at early language learning stages.

As far as this study is concerned, first year students are believed to be less fluent in both languages (English and Amharic) compared to second year and third year students. Again, third year students are expected to have fluency in the two languages. That might be the reason why overwhelming students of third year practiced inter-sentential CS while first year students did intra-sentential.

Here are examples of the different patterns of CS.

Extract 5. 1: Teacher: ...there are many historical places where foreigners come and visit them. So, how could you ask and give the direction for some of these places?

Student: ፈረንጅቹ፣ tour guide ሰላላቸው እኛን አይጠይቁም። (Taken from lesson 3 year1)

Translation: As foreigners have tour guides, they do not ask us.

This is an example of intra-sentential CS where two English words are inserted to the Amharic sentence.

Extract 5. 2: Student 1: yes. My friend booked me a room

Student 2: may I see your መታወቅያ?(taken from lesson 3 year 1)

Translation: May I see your **ID card?**

This is an example of intra-sentential CS where an Amharic word is inserted to the English sentence.

Extract 5. 3: Student: አንድ አንድ ሰዎች መፅሐፉን አንቢብዋለሁ፣ ግን አልገባኝም ይላሉ።
So, can we say these people have not read it? (Taken from lesson 1 year 2)

Translation: Some peoples say I have read this book, but I do not understand it. So, can we say these people have not read it?

This is an example of inter-sentential CS where the two clauses are in Amharic while the other one is in English.

Extract 4. 4: Teacher: do you know what flipping is? (Taken from lesson 2 year 2)

Student: ገጾች መገልበጥ።

Translation: Turning over the pages quickly and repeatedly.

This is an example of inter-sentential CS where the teacher asked the students to respond his question, but the students answered the question in Amharic.

Extract 5. 5: Teacher:... By the way, what is new today? (Taken from lesson 3 year 2)

Students: ስለ ምኑ ነው teacher.

Translation: What are you talking about, teacher?

This is an example of tag switching where an English word “teacher” is inserted to the Amharic sentence. The use of this English word has nothing to do in this sentence.

In a nut shell, first year students employed inter-sentential CS next to intra-sentential CS more dominantly while both second year and third year students employed inter-sentential CS more dominantly which was followed by intra-sentential CS. Though only second year and third year students employed tag switching, third year students’ tag switching overweight than the other class year students which has no pedagogic function.

Through the questionnaire, the students were asked the language learning skills and methods that they use Amharic in the EFL classes. The frequency they used is presented below.

Table 5. 19: The language learning skills and methods that students use Amharic

QN	The Presence of CS		1 st Year		2 nd Year		3 rd Year		TOTAL	
			N	%	N	%	N	%	N	%
7	Language learning skills that students code-switch	Reading	2	8	0	0	0	0	2	2.4
		Listening	2	8	0	0	0	0	2	2.4
		Speaking	8	32	12	48	18	56.2	38	46.3
		Writing	1	4	4	16	0	0	5	6.1
		Vocabulary	7	28	5	20	9	28.1	21	25.7
		Grammar	5	20	4	16	5	15.6	14	17.1
		Total	25	100	25	100	32	100	82	100
8	Language learning methods that students code-switch	Pair Work	7	28	6	24	7	21.9	20	24.4
		Group Work	13	52	12	48	17	53.1	42	51.2
		Lecture	3	12	4	16	4	12.5	11	13.4
		Debate	2	8	3	12	4	12.5	9	11
		Total	25	100	25	100	32	100	82	100

It is found that students code-switched more while learning speaking skill (46.3%) followed by vocabulary learning (25.7%) and grammar learning (17.1%) respectively. Both second year and third year students were found not CS when they learn reading and listening skills. All class year students code-switched during learning the speaking skill and vocabulary respectively. Horasan (2013) and Mehl (2014) reported that CS occurs in learning all skills of a language. They underlined that CS exists mostly in learning speaking, vocabulary, and grammar which is consistent with the finding of this study.

This study shows that the students code-switched during group work (51.2%), pair work (24.4%), and lecture (13.4%) respectively. While all class year students code-switched when they learn through group work, pair work, and lecture lessons respectively, they all code-switched less when they debate each other. As the students reported, debates always were performed to evaluate students. But since they would lose marks if they used Amharic, they tried to use only English.

Inline with this study's finding, Mokgwathi (2011) and Reize (2009) found that during group works and pair works, the medium of instruction is the students' native language than English, and they recommend teachers to give due attention during group and pair works. They add that students tried to use only English as much as possible during debates since the teachers forced and guided their students to use English.

5.4.2 Teachers' Code-switching Patterns

It was found that teachers were using inter-sentential CS, intra-sentential CS, and tag switching in all class years with a varied amount as it was depicted through the twenty-four observed class lessons for each class years. The detail is provided below.

Table 5. 20: The patterns of CS employed by teachers in the different class years

Class Year	Teachers	Inter sentential CS		Intra sentential CS		Tag switching		Total	
		#	%	#	%	#	%	#	%
1 st Year	Teacher1	3	27.3	6	54.5	2	18.2	11	100
	Teacher2	9	69.2	4	30.8	0	0	13	100
	Total	12	50.0	10	41.7	2	8.3	24	100
2 nd Year	Teacher1	31	64.6	17	35.4	0	0	48	100
	Teacher2	23	65.7	8	22.9	4	11.4	35	100
	Total	54	65.1	25	30.1	4	4.8	83	100
3 rd Year	Teacher1	37	62.7	18	30.5	4	6.8	59	100
	Teacher2	58	77.3	15	20.0	2	2.7	75	100
	Total	95	70.9	33	24.6	6	4.5	134	100

As indicated in the above table, the instructors who were teaching at first year uttered 24 patterns of CS. The table also shows that there were 83 and 134 CS patterns at the second year and third year instructors, respectively. The finding disclosed that the dominant pattern for all class year instructors was inter-sentential CS with 50%, 65.1%, and 70.9% for first year, second year, and third year instructors, respectively. Tag switching was the less frequently employed pattern of CS by all instructors. Of all class year instructors, third year instructors used small amount of tag switching (4.5%) followed by second year (4.8%) and first year (8.3%) instructors with a small variation. As it can be seen from the above percentages, the teachers of all class years employed all patterns of CS though the dominant one was inter-sentential CS.

In line with this finding, Rezvani & Rasekh (2011) found inter-sentential CS to be far outweighed the intra-sentential CS, which was in turn more than tag-switching. They explained that the higher frequency occurrence for inter-sentential CS can be attributed to instructors' intention of giving clearer instruction and eliciting more responses. They added that inter-sentential CS is used to sustain students' interest and to encourage their participation though it is mostly practiced unintentionally as a habit.

Similarly, Farooq and Umer (2013) also found that teachers use more of inter-sentential CS than the other patterns of CS. They also recommend teachers to use intra-sentential CS. They expressed their fear that in intra-sentential CS, students are not exposed long enough to any one language and then it would be difficult for the students to derive the grammatical, semantic, and lexical rules of both languages. Thus, with the settlement of these issues, both teachers and students can establish classroom discourse in accordance with the requirement of the EFL learning paradigms. As presented earlier, the teachers had good command of both languages. If one is fluent bilingual, he/she produces more of inter-sentential CS (Bista, 2010) as he/she is not aware of which language he/she is using because Dereje and Abiy (2015) and Bista (2010) reported that inter-sentential CS is used unconsciously. Similar to this, the teachers, in the questionnaire and interview, reported that they used Amharic rarely. The classroom observation, however, revealed that they used it excessively. This indicates that they were not aware of whether they were CS or not this could be one of the reasons why the teachers employed inter-sentential CS more dominantly.

Here are some examples of the different patterns of CS employed by the teachers.

Extract 5. 6: Student: የተወሰነውን ሞክርያሎህ። ግን አልጨረስኩትም። (Taken from lesson 1 year 1)

Translation: I have tried some of it, but I haven't completed it.

Teacher: So. ግማሹን የሰራችሁ አጃቹሁን አውጡ ማለት ነበረብኝ?

Translation: So. Should I have to say raise your hands those of you who did it partially?

This is a student induced CS employed by the teacher. As the teacher used the English word “so” which has no function in the Amharic sentence he used, it is a tag switching.

Extract 5. 7: Teacher: በሜድየቫል period የነበሩ ገፀ ባህርያት act የሚያደርጉት ታማኝ በመሆን፣ ለሰዎች ክብር በመስጠት እና ግዴታዎቻቸውን በመወጣት ነበር። (Taken from year 3 lesson 1)

Translation: Characters of the medieval period literature acts as being loyal, honor, and performing their duty.

This is an example of intra-sentential CS performed by the teacher. He used some English words in the Amharic sentence.

Extract 5. 8: Teacher: If there was no printing press, how were the literary works presented? ማተምያ ካልነበረ ስነ ፅሁፍ በምን ይቀርብ ነበር ታድያ? በእጅ እየተፀፈ ነበር ወደ ህዝቡ የሚቀርበው ማለት ነው?(Taken from year 3 lesson 2)

Translation: ...**if there was no printing press, how were the literary works presented? Were they written by hand and presented to the public?**

In this case, the teacher used one clause in English and two clauses in Amharic which is an example of inter-sentential CS.

The other information gathered from the teachers was the language learning skills and methods that they used Amharic in the EFL classes. The frequency they used to each is presented below.

Table 5. 21: The language learning skills and methods that teachers use Amharic

QN	The Presence of CS		N	%
10	Language learning skills that teachers code-switch	Reading	0	0
		Listening	0	0
		Speaking	8	29.6
		Writing	0	0
		Vocabulary	12	44.4
		Grammar	7	25.9
		Total	27	100
11	Language teaching methods that teachers code-switch	Pair Work	0	0
		Group Work	8	29.6
		Lecture	19	70.4
		Debate	0	0
		Total	27	100

The data presented in table 5.21 indicate that the teachers code-switched in teaching the four skills of language and the two sub-skills. Similar to this, in various studies, it has been reported that teachers used L1 in EFL teaching for explaining grammar (Duff and Polio 1990), to give the meaning of unknown vocabulary (Cook 2001), for translating reading passages (Nation 2003), to motivate students during speaking (Schweers 1999), to check students understanding during listening (Atkinson 1987), and during teaching writing (Abiy 2012 and Paker and Karaagac 2015).

Of the different English language skills, the instructors claimed that they used Amharic most in teaching writing (80%) followed by grammar teaching (76%). The results in the interview support their claim. The results in the interview showed that the instructors used Amharic while teaching as how to identify and write topic sentences, supporting sentences or ideas, construct effective sentences or error free sentences, paragraphs, thesis statements, and the different types

of essays as well as giving feedback about their production. They add that they used more Amharic to explain grammar rules. This result is in line with the results in the study of Abiy (2012) and Paker and Karaagac (2015) who claimed that when teachers use L1 in L2 writing classes; students produce better quality sentences, paragraphs, and essays.

This study also found that the teachers code-switched during lectures (70.4%), group works (29.6%), and pair works (18.3%) respectively. The teachers' questionnaire results disclosed that they did not code-switch during debates. Similar to this study's finding, Ghorbani (2011) found teachers to code-switch more during lectures while students did it more during group work and pair work activities. He adds that teachers complain that students resort to their L1 when they are in pairs or groups. He underlined that teachers are reluctant to use group work and pair work as the students use more of L1. Jingxia (2010) also reported that teachers code-switched more during lectures than pair or group work. He justified that the role of the teacher during group or pair works is helping or guiding the students. Mostly, students use more of L1 in pair or group works. So, if the teacher as well uses L1 during these activities, the students cannot stop using their L1 whether the teacher is around them or not. The teachers in the interview strengthen the idea that they use more during lectures.

I do not want to use Amharic during pair or group works. Because the students use more Amharic during these activities. And when I move around them, they stopped using Amharic and tries to use English. So, if I use Amharic during these activities, they will use Amharic even if I am around them which could reduce their target language exposure. (Year 2, teacher A)

5.5 Purposes of Code-switching

This study found that both students of the different class years and the teachers used Amharic in the EFL classes for various purposes. The detail of these purposes is presented here after.

5.5.1 Students' Code-switching Purposes

Table 5.22 reveals the different purposes or functions that students of the different class years used Amharic language in the EFL classes.

Table 5. 22: Students' purposes of CS and their proportion across the three batches

SN	Purposes of Amharic language use		1 st Year		2 nd Year		3 rd Year		TOTAL	
			Students	Students	Students	Students	#	%	#	%
			#	%	#	%	#	%	#	%
1	Interpersonal Relations	To talk about personal experiences	2	4.8	4	6.6	5	6.3	11	6
		To tell jokes	3	7.1	0	0	11	13.8	14	7.7
		To talk about issues not related to the lessons	5	12	5	8.2	2	2.5	12	6.6
		TOTAL	10	23.9	9	14.8	18	22.6	37	20.3
2	Classroom Management	To talk about home works, exams and assignments	1	2.4	0	0	2	2.5	3	1.6
		To ask permission	3	7.1	0	0	1	1.3	4	2.2
		To correct mistakes while talking English	3	7.1	0	0	1	1.3	4	2.2
		TOTAL	7	16.6	0	0	4	5.1	11	6
3	Curriculum Access	To explain difficult concepts	2	4.8	2	3.3	9	11.3	13	7.1
		To check comprehension	1	2.4	18	29.5	8	10	27	14.8
		To explain grammar rules	3	7.1	0	0	1	1.3	4	2.2
		To give the meaning of new vocabulary	4	9.5	3	4.9	3	3.8	10	5.5
		To ask and/or respond questions	2	4.8	11	18	26	32.5	39	21.3
		To ask for clarification	6	14	7	11.5	3	3.8	16	8.7
		To give feedback or comments	1	2.4	0	0	1	1.3	2	1.1
		To emphasize	0	0	3	4.9	1	1.3	4	2.2
		To avoid misunderstanding	3	7.1	1	1.6	0	0	4	2.2
		Lack of its English meaning	3	7.1	7	11.5	6	7.5	16	8.7
TOTAL	25	59.5	52	85.2	58	72.3	135	73.8		
GRAND TOTAL			42	100	61	100	80	100	183	100

As it can be seen in the above table, students of all class years were found using Amharic language in the EFL classes for interpersonal relations, classroom management, and curriculum access purposes. As far as first year students is concerned, they were found using more Amharic for curriculum access (59.2%) and interpersonal relation purposes respectively. Among the different types of interpersonal relation purposes of CS, first year students used more Amharic in the EFL classes to talk about issues that are not related to the lessons (12%).

The teacher asked one student to come to the stage to answer to the question that the teacher asked, and she said:

Extract 5. 9: Student: አረ እኔ እፈራለሁ ጋሽዬ።

Translation: **Sir, I am afraid of stage.**

When she was asked a question, she talked about her personal behavior rather than answering the question which is an example of interpersonal purpose of CS.

With regard to the classroom management purposes of CS, first year students used Amharic more for asking permission (7.1%) and correcting mistakes while talking English (7.1%) with an equal amount. First year students were found using Amharic more of to ask for clarification (14%) among the different types of curriculum access purposes of CS.

Extract 5. 10: Student: Teacher! ሰው ከውጭ ይፈልገኛል እና ለውጣ?(Taken from lesson 2 year 1)

Translation: Teacher! **Someone is calling me from an outside. So, shall I go out?**

This is an example of CS which was used by first year student for asking permission.

Similar to first year students, second year students used more Amharic in the EFL classes for curriculum access purposes (85.2%) though the amount for using it was quite high. Contrary to first year students, second year students did not use Amharic for the different types of the classroom management purposes and for joking. In consistent to that of the first-year students, second year students used more Amharic to talk about issues which are not related to the lessons (8.2%). Among the different types of the curriculum access purposes of CS, second year students used more for checking comprehension (29.5%) and for asking and responding questions (18%).

Extract 5. 11: Student: reading ማለት የተፃፈ ነገር ማየትና መረዳት ነው ብለናል። ዓይነ ስውራን ማንበብ አይችሉም ማለት ነው? (Taken from lesson 1 year 2)

Translation: **Reading is understanding of a written text. Does this meant that blind people do not read?**

In this case, the student code-switched to check his understanding of what reading is meant.

Among the various curriculum access functions of CS, second year students did not code-switch to explain grammar rules and to give feedback.

Third year students, too, were found CS more for curriculum access purposes (72.8%) followed by interpersonal relation purposes (22.6%). From the varied types of interpersonal purposes of CS, third year students code-switched for talking jokes (13.8%). Among the different types of classroom management purposes, third year students code-switched more for talking about home

works, exams, and assignments (2.5%). For asking and responding questions (32.5 %), explaining difficult concepts (11.3 %), and checking comprehension (10 %) were the dominant curriculum access purposes of CS which were employed by third year students. Here is an extract taken from the classroom observation.

Extract 5. 12: Student: ..የፖስቲ- modern period characters እኮ አጭበርባሪዎች እና ወሽታዎች ናቸው፤ ለዚህ ነው እንደዚህ የሆነው። (Taken from lesson 2 year 3)

Translation: **The postmodern characters are cheaters and liars. That is why he behaves so.**

This CS was uttered by a student for the sake of joking when the teacher asked the students to give comments on the misbehaved student.

In a nut shell, this study disclosed that students of all class years code-switched from and into Amharic in the EFL classes for curriculum access purposes more dominantly. Among the different types of curriculum access purposes of CS, the dominant function that students employed Amharic in the EFL classes was found to be asking and responding questions.

The findings of this study are similar with the findings of other researchers. Jemal (2012) investigated the different purposes of code-switching employed by college students of the different class years. He found that the students used code-switching more of for asking and responding questions. Kibrom (2016) and Nigatu (2013) also reported the same finding at high school and elementary schools respectively. At an international level, Ferguson (2003), Yletyinen (2004), and Blackman (2014) found that students code-switched for asking and responding questions and for checking comprehension more dominantly which Blackman (2014) classified them as code-switching for curriculum access though they found the students were code-switching for many purposes with a limited amount.

5.5.2 Teachers' Code-switching Purposes

The following table depicts the different purposes of CS employed by teachers in the different class year students.

Table 5. 23: Teachers' purposes of CS and their proportion across the three batches

SN	Purposes of Amharic language use		1 st Year		2 nd Year		3 rd Year		TOTAL	
			Teacher		Teacher		Teacher			
			#	%	#	%	#	%	#	%
1	Interpersona I Relations	To talk about personal experiences	1	2.4	6	4.6	3	1.4	10	2.6
		To tell jokes	4	9.8	26	20	10	4.6	40	10.2
		To talk about issues not related to the lessons	2	4.9	5	3.9	8	3.6	15	3.8
		TOTAL	7	17.1	37	28.5	21	9.6	65	16.6
2	Classroom Management	To direct a message to one or more addressees	6	14.6	3	2.3	20	9.1	29	7.4
		For topic change or introducing a new topic	0	0	0	0	3	1.4	3	0.8
		To talk about course policies, announcements, home works, exams, assignments, & instructions	3	7.3	23	17.7	35	15.9	61	15.6
		To motivate students to participate	0	0	1	0.8	14	6.4	15	3.8
		To discipline students	0	0	4	3.1	8	3.6	12	3.1
		To organize where students sit	0	0	0	0	6	2.7	6	1.5
		To check attendance	3	7.3	5	3.9	0	0	8	2.1
		To praise correct answers	1	2.4	7	5.4	11	5	19	4.9
TOTAL	13	31.6	43	33.2	97	44.1	153	39.2		
3	Curriculum Access	To give example	7	17.1	22	16.9	12	5.5	41	10.5
		To explain difficult concepts	4	9.8	7	5.4	2	0.9	13	3.3
		To check comprehension	0	0	2	1.5	7	3.2	9	2.3
		To explain grammar rules	1	2.4	0	0	20	9.1	21	5.4
		To give the meaning of new vocabulary	0	0	1	0.8	3	1.4	4	1
		To ask and/or respond questions	3	7.3	6	4.6	1	0.5	10	2.6
		To ask for clarification	0	0	1	0.8	3	1.4	4	1
		To give feedback or comments	4	9.8	0	0	16	7.3	20	5.1
To emphasize	2	4.9	11	8.5	38	17.3	51	13		
TOTAL	21	51.3	50	38.5	102	46.6	173	44.2		
GRAND TOTAL			41	100	130	100	220	100	391	100

The above table displayed that teachers of all class years code-switched from and into Amharic language in the EFL classes for interpersonal relations, classroom management, and curriculum access purposes. Among these three purposes of CS, teachers of all class years code-switched for curriculum access purposes more dominantly with 51.3%, 38.5%, and 46.6% for first year, second year, and third year respectively. The next CS function that was employed by teachers of all class year students was for classroom management with 31.6%, 33.2%, and 44.1% for first year, second year, and third year respectively.

Among the different types of interpersonal relation purposes of CS, teachers of all batches used more Amharic in the EFL classes for joking with 9.8%, 20%, and 4.6% for first year, second year, and third year respectively. With regard to the classroom management purposes of CS, the teacher who was teaching first year students used more Amharic for directing messages to one or more addressees (14.6%) while teachers of both second year and third year students code-switched for talking about course policies, announcements, homework, exams, assignments, and instructions with 17.7 % and 15.9 % respectively. As far as the curriculum access functions of CS is concerned, teachers of first year and second year code-switched more for giving examples with 17.1 % and 16.9 % respectively while the third-year students' teacher code-switched more for emphasizing (17.3 %).

Here are examples of the teachers' CS purposes of curriculum access, classroom management, and interpersonal relations respectively which are taken from the classroom record.

Extract 5. 13: Teacher: **ዝም አስኪ በዩ. አንቺ። ከፈለግሽ አብረሻት ሂጂ።**

Translation: **Keep quiet! If you want to go with her, you can go out.**

This is a CS employed by the teacher who was teaching for first year. He used CS for managing the student who was talking when her friend was leaving the class.

Extract 5. 14: Teacher: **እሺ! ምን እንዳልኩ እስኪ ንገሩኝ?**

Translation: **Ok! Can you tell me what I said?**

This CS was uttered by the teacher who was teaching second year. He used this CS when he finished his lesson. He used Amharic to check whether the students understood what he told them which is a curriculum access purpose of CS.

Extract 5. 15: Teacher: **በጣም ወሳኝ ስለነበረ ነው፤ ይቅርታ። ምንም ማድረግ አልችልም።**

Translation: **I am sorry; it was very important. I can do nothing.**

The teacher who was teaching third year students used this CS for interpersonal relations which is talking about personal issues. He used this CS when his phone rang and went out to reply the phone.

All in all, both the students and the teachers were found employing CS for curriculum access purposes more dominantly. The second dominant function of CS was reported to be interpersonal relations for the students whereas classroom management was the second dominant function for that of the teachers. On top of this, the data obtained from the classroom observation show that the dominant purpose of the teachers' CS was found to be for talking about course policies, announcements, homework, exams, assignments, and instructions while the dominant function for the students was for asking and responding questions.

In consistent to this finding, Atkinson (1987), Auerbach (1993), and Cameron (2001) suggests teachers to use L1 for curriculum access purposes more dominantly since the purpose of teaching and learning is to develop students understanding of the TL though it is possible to use it for classroom management and interpersonal relations which facilitates the learners' target language.

5.6 The Relationship between CS and Students' and Teachers' Demographic Factors

This study found that there was a relationship between students' and teachers' demographic factors and CS. The demographic factors that correlate with the participants' CS were obtained through the ordinal logistic regression. Before ordinal logistic regression was run, the assumptions of ordinal logistic regression were tested. Their explanation is presented as follows

5.6.1 Testing the Assumptions of Ordinal Logistic Regression

Ordinal logistic regression has four assumptions. So, before this model is run, these four assumptions have to be tested. The first assumption states that the dependent variable has to be ordinal. In our case, as the dependent variable is about the frequency of CS, it has five ranked groups named as never, rarely, about half of the time, usually, and always. As these categories are ordered, the dependent variable is ordinal. This indicates that the first assumption for running ordinal logistic regression is met. The second assumption is that the independent variables have to be continuous, ordinal, or nominal. In this case, the independent variables are both nominal and ordinal. Their detail is presented below.

Table 5. 24: List of the independent variables for students

SN	Independent Variable	Groups	Label	SN	Independent Variable	Groups	Label
1	Gender	1=Male 2= Female	Nominal	8	Parent Education	1=Both Illiterate 2=One Literate 3=Both Literate	Ordinal
2	Age	1=18-20 2=21-23 3= Above 23	Ordinal	9	Parent Economy	1=Poor 2=Medium 3=Rich	Ordinal
3	Class Year	1=1 st Year 2=2 nd Year 3=3 rd Year	Ordinal	10	Amharic Listening	1=Very Poor 2=Poor 3=Good 4=Very Good	Ordinal
4	Mother Tongue	1=Amharic 2=Tigrigna 3=Afan Oromo 4=Others	Nominal	11	Amharic Speaking	1=Very Poor 2=Poor 3=Good 4=Very Good	Ordinal
5	Multilingual	1=Monolingual 2=Bilingual 3=Multilingual	Ordinal	12	Attitude	1=Negative 2=Positive	Ordinal
6	Place	1=Rural 2=Urban	Nominal				
7	School	1=Government 2=Non-gov't	Nominal				

As it is seen in the above table, the independent variables are nominal and ordinal. Therefore, the second assumption, as well, is met.

The third assumption states that there should not be multicollinearity. This assumption revealed that there should not be any correlation among any of the independent variables. To attest this, the variance inflation factor (VIF) was run through the SPSS version 22, and the result is presented in the following table.

Table 5. 25: Variance Inflation Factor (VIF) of the independent variables for students

Model		Unstandardized		Standardized	Collinearity	
		Coefficients	Coefficients	Coefficients	Statistics	
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	-0.405	0.563			
	Students' Gender	-0.082	0.154	-0.049	0.746	1.340
	Students' Age	-0.035	0.097	-0.033	0.766	1.305
	Students' Class Year	0.537	0.088	0.596	0.651	1.535
	Students' Mother Tongue	0.075	0.094	0.099	0.403	2.482
	Students' Multilingualism	0.008	0.085	0.008	0.796	1.257
	Place that Students Come from	-0.085	0.154	-0.053	0.680	1.470
	School that Students Come from	-0.024	0.235	-0.010	0.717	1.394
	Parents' Educational Status	0.149	0.091	0.154	0.710	1.408
	Parents' Economic Status	0.290	0.131	0.195	0.802	1.247
	Amharic Lang. Listening Skill	0.200	0.092	0.269	0.412	2.425
	Amharic Lang. Speaking Skill	-0.006	0.094	-0.008	0.314	3.189
	Students' Attitude towards CS	0.025	.0130	0.017	0.854	1.172

As it is shown in the above table, the minimum VIF was found 1.172 which was for attitude of students towards CS while the maximum was 3.189 which was for Amharic language speaking skill of the respondents. Pallant (2007) states that if the VIF of any independent variable is above 10, there is multicollinearity; otherwise, there is no collinearity. He adds that if the VIF is above 10, the ordinal regression's assumption is not met. In such case, we do not use ordinal logistic regression. In our case, the VIF value of all independent variables is below 10. Therefore, the third assumption is met. This means we can use ordinal logistic regression.

The last assumption is that there should be proportional odds. This states that the coefficient of the groups of all dependent variables has to be the same. The result of this assumption is found in the "Test of Parallel Lines" table. In this case, if the p-value is above 0.05, we accept the null hypothesis. This is to mean that the relationship between each pair of outcome groups is the same. When this happens, we said the assumption is met. Look at the following table.

Table 5. 26: Testing the proportional odds assumption for students' CS

Test of Parallel Lines^a				
Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	110.428			
General	80.564	29.864	23	0.153

a. Link function: Logit.

As it is shown in the above table, the p-value (sig) is 0.153 which is above 0.05. This indicates that the last assumption is met. Once the four assumptions of the ordinal logistic regression were checked and met, an ordinal logistic regression was run using the SPSS version 22 so as to explore the relationship between the participants' demographic factors and CS.

5.6.2 The Relationship between Students' Demographic Factors and CS

This study displayed different demographic factors that correlate with the students' CS. Twelve factors were tested through ordinal logistic regression. Before looking at the contribution of each factor, the overall test of the null hypothesis which states there is no relationship between the students' demographic factors and CS was attested. Due to this, the model fit shown below which was run through SPSS version 22 shows that all demographic factors correlate with the students' CS well ($p=0.000$). Goodness of fit was again run to look at if the actual (observed) and the predicted (latent) outcomes were consistent. The null hypothesis of this idea states that both the actual and the predicted outcomes have to be consistent. If this idea is to be accepted, the p-value has to be above 0.05. The goodness of fit which testes this hypothesis showed that the null hypothesis is accepted. As it can be seen in the table below, both the Pearson and deviance p-values are above 0.05. The strength of all the factors for predicting the outcome variable was also tested through pseudo-R square. So, as it is clearly seen in the table 4.25, the Nagelkerke R square result was found to be 71.2%. This indicates that 71.2% of the variation in the dependent variable was explained by the factors or variables in the model while the remaining 28.8% was accounted for other variables which are not considered in this study.

Table 5. 27: The model fit, goodness of fit, and pseudo-R square of the independent variables for students

Model Fitting Information					Goodness-of-Fit				Pseudo R-Square	
Model	-2 Log Likelihood	Chi-Square	df	Sig.		Chi-Square	df	Sig.	Cox and Snell	
Intercept Only	336.977				Pearson	445.724	397	.064	Nagelkerke	.712
Final	263.939	73.039	23	.000	Deviance	263.939	397	1.000	McFadden	.512

After checking the above models, the next table displays the variables that correlate with the students' CS.

Table 5. 28: Variables that correlate with the students' CS

		Parameter Estimates					95% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Threshold	[StudCodSwitchFreq = 1]	-17.218	3.800	20.529	1	0.000	-24.666	-9.770
	[StudCodSwitchFreq = 2]	-11.786	3.175	13.782	1	0.000	-18.008	-5.563
	[StudCodSwitchFreq = 3]	-2.319	1.462	2.515	1	0.013	-5.185	0.547
	[StudCodSwitchFreq = 4]	-0.737	1.450	0.258	1	0.016	-2.453	3.221
Location	[StudGender=1]	1.350	0.934	2.088	1	0.148	-0.481	3.181
	[StudGender=2]	0 ^a	.	.	0	.	.	.
	[StudAge=1]	-2.122	1.272	2.782	1	0.095	-4.616	0.372
	[StudAge=2]	-3.937	1.237	10.136	1	0.061	-6.360	-1.513
	[StudAge=3]	0 ^a	.	.	0	.	.	.
	[StudClass Year=1]	-5.714	1.354	17.816	1	0.000	-8.368	-3.061
	[StudClass Year=2]	-2.529	1.010	6.268	1	0.012	-4.508	-0.549
	[StudClass Year=3]	0 ^a	.	.	0	.	.	.
	[StudMotherTongue=1]	2.658	3.218	0.682	1	0.006	-3.649	8.965
	[StudMotherTongue=2]	1.739	6.382	0.074	1	0.019	0.785	-10.770
	[StudMotherTongue=3]	0.954	1.909	0.250	1	0.047	-2.788	4.695
	[StudMotherTongue=4]	0 ^a	.	.	0	.	.	.
	[StudOtheLanguages=1]	-0.533	1.048	0.258	1	0.611	-2.588	1.522
	[StudOtheLanguages=2]	-2.619	1.250	4.392	1	0.066	-5.068	-0.170
	[StudOtheLanguages=3]	0 ^a	.	.	0	.	.	.
	[StudPlace=1]	1.177	0.879	1.796	1	0.180	-0.545	2.900
	[StudPlace=2]	0 ^a	.	.	0	.	.	.
	[StudSchool=1]	2.783	2.314	1.446	1	0.000	-1.753	7.319
	[StudSchool=2]	0 ^a	.	.	0	.	.	.
	[StudParentEducation=1]	-2.540	1.123	5.115	1	0.024	-4.741	-0.339
	[StudParentEducation=2]	-1.533	1.008	2.313	1	0.128	-3.509	0.443
	[StudParentEducation=3]	0 ^a	.	.	0	.	.	.
	[StudParentEconomy=1]	-3.062	1.519	4.062	1	0.054	-6.040	-0.084
	[StudParentEconomy=2]	-2.174	1.346	2.610	1	0.106	-4.812	0.464
	[StudParentEconomy=3]	0 ^a	.	.	0	.	.	.
	[StudAmharicListening=1]	-3.844	2.223	2.989	1	0.084	-8.202	0.514
	[StudAmharicListening=2]	-4.277	2.363	3.276	1	0.070	-8.909	0.354
	[StudAmharicListening=3]	-2.784	1.568	3.154	1	0.076	-5.857	0.289
[StudAmharicListening=4]	0 ^a	.	.	0	.	.	.	
[StudAmharicSpeaking=1]	-4.124	2.013	4.198	1	0.040	-8.068	-0.179	
[StudAmharicSpeaking=2]	-3.945	1.754	5.059	1	0.024	-7.383	-0.507	
[StudAmharicSpeaking=3]	-3.694	1.506	6.022	1	0.014	-6.645	-0.744	
[StudAmharicSpeaking=4]	0 ^a	.	.	0	.	.	.	
[StudAttitude=1]	-1.910	0.897	4.531	1	0.033	-3.668	-0.151	
[StudAttitude=2]	0 ^a	.	.	0	.	.	.	

Link function: Logit.

As it is clearly shown in the above table, among the twelve variables that correlate with the students' CS, six of them were found to be significant. These were class year of the students,

mother tongue of the students, the type of school they come from, their parents' educational status, their Amharic language speaking skill, and their attitude towards CS.

The second column of the above table shows that, among the six significant variables, the coefficient of the variables for students' class year, students' mother tongue, their parents' educational status, and their attitude towards CS is negative. This implies that these variables correlate with the students' CS negatively. The students' Amharic language speaking skill and the type of school they come from, however, correlate with the students' CS positively as the coefficient of these two variables was found positive.

We got significant and negative coefficient for students of all class years. These negative coefficients tell us that lower scores are more likely in the compared group than the reference group. In this case, the reference group is third year students. This means first year students code-switched less frequently than third year students ($p = 0.000$, $\beta = -5.714$). In other words, the odds⁸ of first year students' CS frequency was $exp(-5.714) = 0.003$ times the odds of third year students. Similarly, second year students code-switched less frequently than third year students ($p = 0.012$, $\beta = -2.529$). To say it differently, the odds of second year students' CS frequency was $ex(-2.529) = 0.079$. Conversely, third year students code-switched more frequently than first year and second year students.

Jemal (2012), Kibrom (2016), Cook (2001), and Paker and Karaagac (2015) reported that the students' grade level is one of the factors that affects students' code-switching. However, they found that the students' use of L1 fell down as their grade level increased which is an opposite finding with this one.

Table 5.28 shows that the coefficients (β) for the students' mother tongues are positive and the p value is below 0.05. This means students' mother tongue influences their CS frequency. By taking the exponent of these coefficients, we obtain an odds ratio (OR)⁹ which indicates the odds

⁸ Odds express the likelihood of an event occurring relative to the likelihood of an event not occurring.

⁹ Odds ratio is the exponent of the logit or the coefficient (β), and it is calculated using Windows Excel. It expresses the likelihood of an event occurring for two groups. Odds Ratios from 0 to below 1 indicate the event is *less likely* to happen in the comparison than in the base group, odds ratios of 1 indicate the event is *exactly as likely* to occur in the two groups, while odds ratios of above 1 indicate the event is *more likely* to happen in the comparator than in the base group.

of CS frequency. So, it is concluded that there was a strong association between students' mother tongue and CS frequency. If the OR is less than one, the comparison group code-switched less frequently than the reference group. If the OR is above one, however, the comparison group code-switched more frequently than the reference group (Strand, 2012). In our case, the other mother tongue students were our reference group. For example, the odds of Amharic mother tongue students' CS frequency is $\exp(2.658) = 14.267$ times of the odds for other mother tongue students. Besides, the Tigrigna and Afan Oromo mother tongue students code-switched $\exp(1.739) = 5.691$ and $\exp(0.954) = 2.596$ times of the odds for the other mother tongue students respectively. To say it differently, other mother tongue students code-switched less frequently than the Amharic, Tigrigna, and Afan Oromo mother tongue students.

Contrary to this, Yinager and Boersma (2018) found no relationship between code-switching and students' mother tongue. Their participants, however, had good command of speaking and listening Amharic though it was not their mother tongue. In Yinager and Boersma (2018) study, 80% of the students were Amharic mother tongue while the remaining 20% were other languages mother tongue. This indicates that there was a huge difference between the number of participants whose mother tongue was Amharic and those whose mother tongue was other than Amharic. This difference may have led to the difference between this study and the former one.

The type of school that the students come from was another variable that correlates with the students' CS. It was found that the odds for students who come from government schools code-switched $\exp(2.783) = 16.167$ times of the odds for the students who come from the non-government schools. This shows that students who come from non-government schools code-switched less frequently than that of the other groups.

Similar to this finding, Paker and Karaagac (2015) found that private school students code-switched less frequently than that of the public-school students which they state the public-school students are less competent in the target language.

In the non-government schools, students are not allowed to use Amharic at any time. Due to this, the students who come from such schools are not expected to code-switch as they adopted such practices in their primary or secondary schools. Abebe (1987) also revealed that non-government school students are more competent in English than the government school students. It could be

because of these reasons that the type of school that students come from correlates with the students' CS practice.

The parents' educational status was also found to correlate with the students CS frequency negatively as $p = 0.024$ and $\beta = -2.540$. For example, the odds for both parents' illiterate students was $\exp(-2.540) = 0.079$ times of the odds for both parents' literate students. This indicates that students who had illiterate parents code-switched less frequently than those who had literate parents. We reach at this conclusion because β is negative and OR is less than one (see table 5.28).

The finding of this study is in line to Nation (2003), Nazary (2008); and Blackman (2014). As they reported, literate peoples code-switch at home and in their work place. Due to this, their children may adopt such kind of speaking at their home and apply it in their school.

The students' Amharic language speaking skill, as well, was found to correlate with the students CS frequency negatively since β is negative and $p < 0.05$. To elaborate this, the odds for students who had a very poor Amharic language speaking skill was $\exp(-4.124) = 0.016$ times of the odds for students who had a very good Amharic language speaking skill. This means, those who had a very poor Amharic language speaking skill code-switched less frequently than those who had a very good Amharic language speaking skill. Moreover, the odds for students who had poor Amharic language speaking skill was $\exp(-3.945) = 0.019$ times of the odds for students who had very good Amharic language speaking skill. And the odds for students who had good Amharic language speaking skill was $\exp(-3.694) = 0.025$ times of the odds for students who had very good Amharic language speaking skill. This is to mean that the students who had very good speaking skill of Amharic language skill code-switched more frequently than the other groups.

Similar to this finding, Cook (2001), Sert (2005), and Mokgwathi (2011) stated that the use of code-switching in the EFL classes depends on whether the students share the same native language or not. They added that such practices occur in Nigeria and South Africa where the students couldn't speak and listen the different working languages of the country.

A significant negative correlation was again found between the students' CS frequency and their attitude towards it ($p = 0.033$ and $\beta = -1.910$). It was disclosed that the odds for students who

had negative attitude towards CS code-switched $exp(-1.910) = 0.148$ times of the odds for the students who had a positive attitude towards it. This implies that students who had negative attitude towards CS code-switched less frequently than that of the students who had a positive attitude. Similar to this finding, Paker and Karaagac (2015) and Kibrom (2016) found that students who have positive attitude towards the use of L1 in target language learning code-switch more frequently than those who have a negative attitude.

In general, this study found that there exists a relationship between students' demographic factors such as their gender, age, class year, mother tongue, multilingualism, parent education, parent economy, Amharic listening skill, Amharic speaking skill, attitude towards CS, the place they come from, and they type of school that they attended their preparatory school and their CS frequency. Among the above listed twelve variables that correlate with the students' CS, six of them (class year of the students, mother tongue of the students, the type of school they come from, their parents' educational status, their Amharic language speaking skill, and their attitude towards CS) were found to be significant. From these six factors; students' class year, students' mother tongue, their parents' educational status, and their attitude towards CS were found to correlate negatively while the students' Amharic language speaking skill and the type of school they come from correlate with the students' CS positively ($p < 0.05$).

5.6.3 The Relationship between Teachers' Demographic Factors and CS

The previous topic deals about the variables that correlate with the students' CS. In the teaching and learning process, it was not only the students who were CS from and into Amharic, but also the teachers. So, the variables that correlate with the teachers' CS are the concern of this topic.

Before looking at the relationship of the teachers' demographic factors and their CS frequency, the assumptions of the ordinal logistic regression were attested. These are:

1. The dependent variable has to be ordinal.
2. The independent variables can be continuous, ordinal, or nominal.
3. There should no multicollinearity among the independent variables
4. There has to be a proportional odd.

The dependent variable is the teachers' CS frequency. It has five ordered categories. These are never (1), rarely (2), about half of the time (3), usually (4), and always (5). The ones in brackets are their values (codes). So, the first assumption is met.

The independent variables are nine. The detail of these variables is presented as follows.

Table 5. 29: List of the independent variables for teachers

SN	Independent Variable	Groups	Label
1	Gender	1=Male 2= Female	Nominal
2	Educational Status	1=BA 2=MA 3= PhD	Ordinal
3	Teaching experience	1=1-5 years 2=6-10 years 3= above 10 years	Ordinal
4	Mother Tongue	1=Amharic 2=Tigrigna 3=Afan Oromo 4=Others	Nominal
5	Multilingualism	1=Monolingual 2=Bilingual 3=Multilingual	Ordinal
6	Taking training on CS	1=Yes 2=No	Nominal
7	Attitude towards CS	1=Negative 2=Positive	Nominal
8	Amharic language listening skill	1=Very poor 2=Poor 3=Good 4=Very good	Ordinal
9	Amharic language speaking skill	1=Very poor 2=Poor 3=Good 4=Very good 2=Positive	Ordinal

As it is seen in the above table, four of them are nominal while the remaining ones are ordinal. Therefore, the second assumption for using ordinal logistic regression is met.

The third assumption states that there should no multicollinearity. This is to mean that there should not be any correlation among any of the independent variables. If there exists a correlation among the independent variables, we do not know which factor influences the dependent variable. This assumption is attested through SPSS, and it is decided by looking at the variance inflation (VIF) value. The detail is presented below.

Table 5. 30: Variance Inflation Factor (VIF) result of the independent factors for teachers

Model		Unstandardized		Standardized	Collinearity	
		Coefficients		Coefficients	Statistics	
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	0.189	2.727			
	Teachers' Gender	-0.080	0.596	-0.026	0.637	1.569
	Educational Status	0.467	0.432	0.631	0.715	2.318
	Teaching Experience	0.221	0.306	0.146	0.594	1.683
	Mother Tongue	-0.501	0.253	-0.399	0.601	1.665
	Multilingualism	0.338	0.304	0.224	0.605	1.654
	Training on CS	-1.043	0.561	-0.342	0.720	1.390
	Amharic Lang. Listening Skill	0.840	0.561	0.301	0.602	1.662
	Amharic Lang. Speaking Skill	0.018	0.304	0.010	0.837	1.194
	CS Attitude	0.492	0.392	0.220	0.799	1.251

As it is shown in the table, the VIF value of all independent variables was found below five. This indicates that there is no multicollinearity among the independent variables since the cut off point for the existence of multicollinearity is 10. If the VIF of any independent variable is above 10, there is multicollinearity; otherwise, there is no collinearity. This is to mean that if the VIF is above 10, the ordinal regression's assumption is not met. In such case, we do not use ordinal logistic regression. But in our case, the VIF value of all independent variables is below 10. Therefore, the third assumption is met, and the use of ordinal logistic regression is plausible.

The other assumption underlying ordinal logistic regression is the proportional odds assumption also called the test of parallel lines which is about the relationship between each pair of outcome groups. The null hypothesis of this assumption states that the location parameters (slope coefficients) are the same across response categories. If we fail to reject the null hypothesis ($p > 0.05$), we conclude that the assumption holds.

Table 5. 31: Testing the proportional odds assumption for teachers’ CS

Test of Parallel Lines^a				
Model	-2 Log			
	Likelihood	Chi-Square	df	Sig.
Null Hypothesis	25.134			
General	12.781	12.352	12	0.418

a. Link function: Logit.

The test of parallel lines result shows that $p = 0.418$ which is greater than 0.05. This indicates that it fails to reject the null hypothesis. Thus, the proportional odds assumption appears to have held. Generally, all assumptions of the ordinal logistic regression have been met. Due to this, the ordinal logistic regression was used so as to assess the variables that correlate with the teachers’ CS frequency.

Before looking at the effects of each explanatory variable in the model, whether the model improves the ability to predict the outcome or not was assessed through the model fitting information. This compares the model without any explanatory variables (the baseline or ‘intercept only’ model) against the model with all the explanatory variables (the ‘final’ model). Comparing the final model against the intercept only model helps to see whether it has significantly improved the fit to the data or not.

Table 5. 32: The Model fit, goodness of fit, and pseudo- R square of the independent variables for teachers

Model Fitting Information					Goodness-of-Fit				Pseudo R-Square	
Model	-2 Log Likelihood	Chi-Square	df	Sig.		Chi-Square	df	Sig.	Cox and Snell	
Intercept Only	148.078				Pearson	6220.651	161	0.989	Nagelkerke	0.707
Final	92.328	55.750	15	0.000	Deviance	89.555	161	1.000	McFadden	0.370

In the model fitting information, the $p=0.000$ indicates that the final model gives a significant improvement over the intercept only model. This tells that the model gives better predictions for the outcome categories. In other words, the model fitting information is an overall test of the null hypothesis that the location coefficients for all of the variables in the model are zero. This bases on the change in the -2 log likelihood when the variables are added to a model that contains only the intercept. The change in the likelihood function has a chi-square distribution even when there

are cells with small observed and predicted counts. As it is seen in the above table, the chi-square has an observed significance level of less than 0.05. This shows that the null hypothesis is rejected. This means that the model with the predictors is better than the model without the predictors.

The goodness of fit table contains Pearson's chi-square statistic for the model and another chi-square statistic based on the deviance. These statistics test whether the observed data are consistent with the fitted model. This starts from the null hypothesis that the fit is good. If we do not reject this hypothesis ($p > 0.05$), then we conclude that the data and the model predictions are similar and that we have a good model. As it is shown in the above table, the results for our analysis suggest that the model fits very well because we obtained a non-significant p value ($p = 1.000$).

The pseudo R^2 measures the strength of the association between the dependent variable and the independent variables. A low R^2 value of Nagelkerke indicates that a model containing the explanatory variables is likely to be a poor predictor of the outcome variable. In this data, we got a pseudo R^2 Nagelkerke value of 70.7%. This shows that the independent variables predict the outcome variable very well with 70.7% accuracy.

In the topic under the relationship between teachers' demographic factors and their CS frequency, two issues are raised. One is checking the four assumptions of ordinal regression. After checking these assumptions, an ordinal regression was run. After that the model fitting information, the goodness of fit, and the pseudo R^2 were analyzed and interpreted. Next is the parameter estimate table which is about the effects of each explanatory variable in the model. In other words, the parameter estimate table is the core of the output that tells about the relationship between the explanatory variables and the outcome variable.

Table 5. 33: Teachers’ Demographic Factors that Correlate with their CS frequency

		Parameter Estimates					95% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Threshold	[TeachCSFrequency = 1]	-1.411	0.278	25.8	1	0.000	-1.955	-0.867
	[TeachCSFrequency = 2]	1.210	0.253	22.7	1	0.000	0.713	1.707
	[TeachCSFrequency = 3]	6.105	2.627	5.403	1	0.020	0.957	11.254
	[TeachCSFrequency = 4]	7.763	2.695	8.298	1	0.004	2.481	13.045
Location	[TeachGender=1]	-0.215	0.229	0.879	1	0.349	-0.664	0.234
	[TeachGender=2]	0 ^a	.	.	0	.	.	.
	[TeachEduStatus=1]	0.313	1.268	0.061	1	0.023	-2.173	2.798
	[TeachEduStatus=2]	0.211	1.290	0.027	1	0.062	-2.739	2.318
	[TeachEduStatus=3]	0 ^a	.	.	0	.	.	.
	[TeachExperience=1]	1.252	0.373	11.26	1	0.001	0.521	1.984
	[TeachExperience=2]	0.393	0.150	6.879	1	0.009	0.099	0.687
	[TeachExperience=3]	0 ^a	.	.	0	.	.	.
	[TeachMotherTongue=1]	-3.370	2.329	2.093	1	0.148	-7.935	1.196
	[TeachMotherTongue=2]	-0.216	2.732	0.006	1	0.937	-5.571	5.138
	[TeachMotherTongue=3]	2.376	2.899	0.672	1	0.412	-3.306	8.059
	[TeachMotherTongue=4]	0 ^a	.	.	0	.	.	.
	[TeachOtherLangs=1]	-1.010	0.387	6.812	1	0.009	-1.768	-0.251
	[TeachOtherLangs=2]	-0.436	0.216	4.066	1	0.044	-0.859	-0.012
	[TeachOtherLangs=3]	0 ^a	.	.	0	.	.	.
	[TeachTrainingonCS=1]	-1.002	0.458	4.781	1	0.029	-1.901	-0.104
	[TeachTrainingonCS=2]	0 ^a	.	.	0	.	.	.
	[TeachAmhaListenSkill=3]	-1.854	1.528	1.473	1	0.225	-4.848	1.140
	[TeachAmhaListenSkill=4]	0 ^a	.	.	0	.	.	.
	[TeachAmhaSpeakSkill=2]	-3.330	2.297	2.102	1	0.147	-7.832	1.172
[TeachAmhaSpeakSkill=3]	-2.696	1.774	2.308	1	0.129	-6.174	0.782	
[TeachAmhaSpeakSkill=4]	0 ^a	.	.	0	.	.	.	
[TeachCSAttitude=1]	-2.900	1.208	5.759	1	0.016	-5.268	-0.532	
[TeachCSAttitude=2]	0 ^a	.	.	0	.	.	.	

Link function: Logit.

As it is clearly seen in table 5.33, educational status, teaching experience, multilingualism, taking training on CS, and attitude towards CS were statistically significant predictors of teachers’ CS frequency. The teachers’ educational status, that is, whether they hold BA, MA, or PhD,

significantly correlates with the teachers' CS frequency positively; where β is positive and $p < 0.05$. The odds of BA Degree holder teachers' CS frequency was $\exp(0.313) = 1.368$ times of the odds for the teachers who had PhD. This shows that teachers who had an educational status of BA code-switched more frequently than those who had PhD ($p = 0.023$, $\beta = 0.313$). However, there was no significant difference on the CS frequency of MA and PhD holders ($p = 0.062$, $\beta = 0.211$). This indicates that the teachers who had PhD code-switched less frequently than the BA holders. Therefore, the teachers' educational status affects their CS frequency positively.

The finding of this study is consistent with the findings of Paker and Karraagac (2015) who found a significant difference of CS frequency between instructors who had BA and PhD where the BA holders code-switched more frequently. Jingxia (2010) also found a relationship between teachers' educational qualification and CS. Such difference on the CS frequency among the different educational status of the teachers could be due to the courses they took in their Master's degree and the PhD.

As far as the teachers' English language teaching experience is concerned, it is found that the odds of teachers' CS frequency for those who had an experience of teaching English for 1-5 years was $\exp(1.252) = 3.50$ times of the odds for those who had an experience of teaching English for above 10 years ($p = 0.001$, $\beta = 1.252$). On top of this, it is found that the odds of teachers' CS frequency for those who had an experience of teaching English for 6-10 years was $\exp(0.393) = 1.48$ times of the odds for those who had an experience of teaching English for above 10 years ($p = 0.009$, $\beta = 0.393$). This tells us that those who had an experience of teaching English for above 10 years code-switched less frequently than those who had an experience of teaching English for less than 10 years. Therefore, teachers' ELT experience affects teachers' CS frequency positively.

This study divulged similar finding with that of others. Blackman (2014) and Paker and Karaagac (2015), for example, found teachers' experience of teaching to affect their code-switching behavior. He reported that teachers who have an experience of teaching for above ten years to code-switch less as they develop different methods of teaching while teaching English. They also stated that such teachers master the subject or course they teach. Due to this, the teachers' teaching experience affects their code-switching practices.

Concerning to the teachers' multilingualism, it is found that the odds of monolingual teachers' CS frequency was $\exp(-1.010) = 0.36$ times of the odds for the multilingual teachers. This shows that monolingual teachers code-switched less frequently than the multilingual teachers ($p = 0.009$, $\beta = -1.010$). Moreover, it is found that the odds of the bilingual teachers' CS frequency was $\exp(-0.436) = 0.65$ times of the odds for the multilingual teachers. This indicates that the bilingual teachers code-switched more frequently than the monolinguals but less frequently than the multilingual teachers ($p = 0.044$, $\beta = -0.436$). So, multilingual teachers code-switched more frequently than the monolingual and bilingual teachers. Therefore, the teachers' ability of speaking one or more local languages affects their CS frequency.

Amina (2007), Uys (2010), and Mokgwathi (2011) disclosed that multilingual teachers code-switch more than monolingual teachers. They forwarded that they may not be even aware of to which language they are code-switching. These researchers support this study's finding that revealed teachers' multilingualism correlates with the teachers' CS frequency.

Taking training related to CS was the other variable that had a relationship with the teachers' CS frequency. The odds of teachers' CS frequency for those who took training on CS was $\exp(-1.002) = 0.37$ times of the odds who did not take any training on CS. In other words, those who did not take any training concerning to CS code-switched more frequently than those who took training ($p = 0.029$, $\beta = -1.002$).

Similar to this finding, Blackman (2014) and Harbord (1992) reported that teachers who do not take training code-switched more frequently. Due to this, they suggest trainings to be given for teachers on how and when to code-switch. If they do not take trainings, they may over use or ban it which is not fit to the 21st century of English language teaching and learning.

The other variable which had a relationship with the teachers' CS frequency was found to be their attitude towards it. The odds of the teachers' CS frequency for those who had a negative attitude towards CS was $\exp(-2.900) = 0.06$ times of the odds for those who had a positive attitude. Conversely, the teachers who had a positive attitude towards CS code-switched more frequently than those who had a negative attitude ($p = 0.016$, $\beta = -2.900$).

In line to this finding, Kibrom (2016), Paker and Ksraagac (2015), Blackman (2014), Macaro (2001), and Uys (2010) displayed that the teachers' attitude towards CS is one factor that affects

their code-switching practice. They emphasized that those who have a positive attitude code-switch more frequently than their counter ones. These teachers not only code-switch for themselves; they also allow their students to code-switch.

To sum up, the teachers' CS frequency was found to have a relationship with their demographic factors such as their gender, educational status, teaching experience, mother tongue, multilingualism, taking training on CS, Amharic language listening skill, Amharic language speaking skill, and attitude towards CS. Among these nine factors, five of them (educational status, experience of teaching English, the ability of speaking more local languages, attitude towards CS, and whether they took training concerning to CS or not) were found to be significant ($p < 0.05$).

CHAPTER SIX

6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Summary

In the teaching and learning process of English language where the students and teachers are multilingual like in Ethiopia, the decisions about whether or not to code-switch are among the most common dilemmas that university students and teachers face. Researches on CS show that some students and teachers believe that CS facilitates the teaching and learning process of English language while others believe that CS reduces students' exposure and practice to the target language. This indicates that the issue of CS in the EFL classrooms is viewed and practiced differently. Due to this, the researcher of this study was necessitated to investigate the EFL students' and teachers' attitude and practice towards CS. More specifically, this study was designed to investigate:

- ★ If there was statistically significant difference on the attitude of CS among students of the different years of study
- ★ If there was statistically significant difference on the attitude of CS between students and teachers
- ★ If there was statistically significant difference on the frequent use of CS among students of the different years of study
- ★ If there was statistically significant difference on the frequent use of CS between students and teachers
- ★ The dominant CS pattern that students of the different class years employed
- ★ The dominant CS patterns that teachers employed
- ★ The purposes that students of the different years of study used CS
- ★ The purposes that teachers used CS
- ★ If there was a statistically significant relationship between students' demographic factors (gender, age, class year, mother tongue, multilingualism, place, school, parent education, parent economy, Amharic listening skill, Amharic speaking skill, and attitude) and CS
- ★ If there was a statistically significant relationship between teachers' demographic factors (gender, educational status, teaching experience, mother tongue, multilingualism, training on CS, Amharic listening skill, Amharic speaking skill, and attitude) and CS

The research questions posed led to the review of literatures relevant to this study. The study discussed various issues related to bilingualism and CS. It reviewed different books and research works which focus on the attitudes of learners and teachers towards CS and their practice. It also addresses the advantages and disadvantages of CS in the foreign language classroom and the factors that affect students' and teachers' CS.

To achieve the aforementioned objectives, 109 students and 50 teachers of Mekelle University who were selected using available sampling took part in the study. From these participants, both qualitative and quantitative data were gathered using classroom audio records, questionnaires, and interviews. The data were gathered in the first semester of the academic year 2020/21. The results of the qualitative data were analyzed using thematic analysis while results of the quantitative data were analyzed using frequencies, percentages, Mann Whitney U test, Kruskal Wallis H test, and ordinal logistic regression.

The findings for the above listed research questions showed that:

- ☞ There was a statistically significant difference on the attitude of CS among students of the different years of study. This indicated that first year students had a negative attitude towards CS while second year and third year students had a positive attitude.
- ☞ There was a statistically significant difference on the attitude of CS among students and teachers. The findings indicate that the teachers' attitude towards CS was more positive than that of their students.
- ☞ There was a statistically significant difference on the frequent use of CS among students of the different years of study. The results obtained show that first year students code-switched less frequently than the other class year students. To say it differently, third year students code-switched more frequently than the other ones.
- ☞ There was no a statistically significant difference on the frequent use of CS between students and teachers. Though the teachers code-switched more frequently than their students, the difference was not significant.
- ☞ First year students employed intra-sentential CS more dominantly while second year and third year students used inter-sentential CS more dominantly.
- ☞ The teachers of all class years frequented inter-sentential CS.

- ☞ Students of all class years code-switched for the same purpose more importantly which is for curriculum access though the amount for using it was different across the different class years.
- ☞ Teachers of all class years employed CS for curriculum access purposes more dominantly.
- ☞ There existed a statistically significant relationship between students' CS practice and students' demographic factors such as class year, mother tongue, type of school, parents' educational status, Amharic language speaking skill, and attitude towards CS.
- ☞ A statistically significant relationship was found between teachers' CS and teachers' demographic factors like educational status, teaching experience, multilingualism, training on CS, and attitude towards CS.

6.2 Conclusions

The focus of the major findings revolved around five major themes. The first major theme focused on the attitude of EFL students and teachers in the teaching and learning of English language. The second was the proportion of students' and teachers' use of English in relation to Amharic. The third theme sought to identify the dominant CS pattern that the students and teachers employed. The fourth theme focused on identifying the dominant purpose of CS that was utilized by the students and their teachers. Finally, it tried to address the relationship between students' and teachers' demographic factors and their CS practice.

One of the major findings of the study is that the students who participated in the study had varied attitude towards CS in the teaching and learning process of English language depending upon their class year. While first year students had negative attitude towards CS, second year and third year students had a positive attitude towards it. This is a surprising result because previous researches showed students of lower grades to have more positive attitude towards CS than their juniors and seniors. Majority of the first-year students reported that they had difficulty of speaking and understanding Amharic language. This could be one of the reasons why first year students developed a negative attitude towards the use of Amharic (CS) in the EFL classes.

The teachers, too, had a positive attitude towards CS. Though being a minority, some teachers expressed unfavorable attitude towards it. They justified that neither the higher education proclamation nor the university's legislation endorses CS. Though the higher education

proclamation and the university's legislation state English to be the medium of instruction, it neither endorses nor neglects the use of Amharic in the teaching and learning of EFL classes. The gap on these documents regarding CS, confuses some teachers on the role of CS in foreign language teaching and learning.

Results of the study disclosed that both the students and their teachers code-switched excessively. When students and teachers are asked about how often they code-switch, they said "rarely" or "sometimes". In practice, however, they code-switch "usually". In the classroom observation, it was found an excessive use of Amharic (CS) in the EFL classes by both the students and the teachers, especially in second year (20.6%) and third year students (25.1%) and their teachers. More than one-fifth and one-fourth of the class time was covered by Amharic in second year and third year respectively. However, as the students' grade level increased, their English language is expected to be improved and to use it. But their practice of using English was decreasing which needs a serious attention.

Teachers of the different class years were CS with varied amounts. Similar to the students' findings, the teachers' CS practices increased as the students' class year increased. This might align with the students' attitude towards CS in the different class years. The teachers' CS frequency was found to be more than their students' which is not an expected practice.

Even though the amount of the use of CS should not be the same in different contexts, it can be concluded that the use of more than 10% of Amharic at university level especially by English major students and teachers is extremely high. In the contexts where the teachers and students have no exposure to English except in the classroom, an excessive use of CS reduces learners' exposure and practice to the target language (English). If the teachers' and students' CS practice continued in the way which is being practiced now, the principle of "use English as medium of instruction" would be in danger. However, it should be underlined that a cautious and planned use of CS facilitates the teaching and learning process of a foreign language.

Regarding the third major theme, results of the study reveal that there were three patterns of CS (inter-sentential, intra-sentential, and tag switching) which were practiced at all class years with different frequencies. In this study, therefore, the dominant pattern of CS at first year was intra-sentential CS while inter-sentential CS was the overriding pattern of CS in the second and third-year students. The same practice happens with their teachers, too.

From the researcher's understanding, compared to first year students, second year and third year students are assumed not to lack both Amharic and English. That might be why second year and third year students employed inter-sentential CS which is utilized by able students. When a student fails to utter a full sentence in one language, however, he/she uses another language to fill the gap he/she has which is a symptom of language deficiency. This is an example of intra-sentential CS which first year students were employing. So, as first year students may have difficulty of speaking using either Amharic or English, it is a natural phenomenon to use intra-sentential CS. The other unique feature of this study result was the extent of tag switching which was used by third year students and all class year teachers. Tag switching was used for neither pedagogical nor social purposes, and it was a bad habit that should be avoided in the classroom.

Results of the study show that students of all class years and their teachers code-switched for curriculum access, classroom management, and inter-personal relation purposes. Students of all class years used Amharic for academic purposes (curriculum access) more dominantly such as for asking and responding questions, for checking comprehension, and for learning vocabulary and grammar lessons. Teachers of all class year students, too, code-switched for academic purposes. They used Amharic to give examples and to emphasize a particular lesson though they used Amharic for telling jokes occasionally. However, the teachers' CS purposes had to vary depending upon the learners' class year and target language competence. The use of CS for the same purpose to students of the different class years seems inappropriate.

Finally, findings of the study identify the different demographic factors that correlate with the students' and teachers' CS practice. The dominant demographic factors that correlate significantly with the students' CS practice were class year, mother tongue, parents' educational status, type of school, Amharic language speaking skill, and attitude towards CS. As explained before, the students' CS practice increased as the students' class year increased which is a different finding from previous researches which showed CS frequency to decrease as the learners' grade level goes up. Mother tongue of the students was the other factor that correlates with the learners' CS behavior. Amharic mother tongue students code-switched more frequently than Tigrigna, Afan Oromo, and other mother tongue students. The students' parents' educational status was found to be the other demographic factor that correlates with the students' CS. The result indicates that students who had uneducated parents code-switched less frequently

than those who had literate parents. From the researcher's experience, literate peoples code-switch at home and in their work place. Due to this, their children may adopt such kind of speaking at their home and apply it in their class.

The type of school that the students come from was another variable that correlates with the students' CS. Students who come from non-government schools code-switched less frequently than that of the government school students. From the researcher's experience of working at private schools, in the non-government schools, students are not allowed to use Amharic at any time. Due to this, the students who come from such schools are not expected to code-switch as they adopted such practices in their primary or secondary schools. It could be because of these reasons that the type of school that students come from correlates with the students' CS practice. The students' Amharic language speaking skill, as well, was found to correlate with the students' CS frequency. Students who had poor Amharic language speaking skill code-switched less frequently than those who had a good Amharic language speaking skill. This leads to the conclusion that the use of CS in the EFL classes depends on whether the students share the same native language or not. A significant correlation was again found between the students' CS frequency and their attitude towards it. Students who had negative attitude towards CS code-switched less frequently than that of the students who had a positive attitude. From this, it can be concluded that the learners' attitude towards CS influences their CS practice.

On the teachers' side, educational status, teaching experience, multilingualism, training on CS, and attitude towards CS were the dominant demographic factors that correlated significantly with the teachers' CS practice. The teachers' educational status, that is, whether they hold BA, MA, or PhD, significantly correlates with the teachers' CS frequency. Teachers who had an educational status of BA code-switched more frequently than those who had PhD. Such difference on the CS frequency among the different educational status of the teachers could be due to the courses they took in their Master's degree and the PhD. On top of this, it is found that the teachers who had an experience of teaching English for above 10 years code-switched less frequently than those who had an experience of teaching English for less than 10 years. Teachers who have an experience of teaching for above ten years develop different methods of teaching while teaching English. They also master the subject or course they teach. Due to this, the teachers' teaching experience affects their CS practices.

Concerning to the teachers' multilingualism, it is found that monolingual teachers code-switched less frequently than the multilingual teachers. Moreover, it is found that bilingual teachers code-switched more frequently than the monolinguals but less frequently than the multilingual teachers. Therefore, the teachers' ability of speaking one or more local languages affects their CS frequency. Taking training related to CS was the other variable that had a relationship with the teachers' CS frequency. Teachers who did not take any training on CS code-switched more frequently than those who took training. Therefore, teachers have to be given trainings on how and when to code-switch. If they do not take trainings, they may over use or ban it which is not fit the 21st century of English language teaching and learning. The other variable which had a relationship with the teachers' CS frequency was found to be their attitude towards it. The teachers who had a positive attitude towards CS code-switched more frequently than those who had a negative attitude. These teachers not only code-switch themselves; but also they allow their students to code-switch. In conclusion, attitude towards CS was a common factor that affects both groups of participants' CS practice.

6.3 Recommendations

In light of the findings of the study and the conclusions reached in the preceding section, recommendations to EFL students, EFL teachers, language policy planners, universities, and the ministry of education are made. A recommendation is also made for further research.

EFL students have to reduce the amount of their Amharic usage. Successful and planned use of CS enhances students' foreign language learning, helps students express themselves better and to avoid misunderstandings in parts of delivering the lesson, and creates positive atmosphere in the classroom and imbue the class with delightful moments. However, an excessive use of Amharic, as what was practiced in the participants of this study, reduces the learners' exposure to the target language which diminishes their mastery of the English language. The only place where the students are exposed to English is only the classroom. So, students have to interact with their teacher and classmates using English as much as possible and code-switch when necessary.

English major teachers should be models to their students and other subject teachers in using English. EFL teachers are highly recommended to minimize their CS practice as it affects their students CS behavior. Caution should be taken by teachers because a couple of students who claim that they know little or no Amharic could be found. Since Amharic is a second language to

many students, students who know little or no Amharic should deserve special attention when the teachers frequently use Amharic in the EFL teaching and learning process. On top of this, the teachers should avoid their use of tag switching which has no pedagogic function.

Besides, the teachers' decision whether to code-switch or not, when to code-switch, and how frequently to code-switch should be based on principles of particularity (sensitivity to context), practicality (teacher generated theory of practice), and possibility (critical reflection of prevailing social and historical conditions). So, EFL teachers should be prudent to decide whether or not to code-switch, when and how frequently by taking into cognizance a sense of plausibility. This is a sense of the teachers' subjective understanding or personal conceptualization of teaching carried out in the classroom and its envisaged effect. It is a kind of pedagogical intuition that emanates from the teachers' experience as a learner, teachers' exposure to teaching methods, what the teachers know or think about other teachers' actions or opinions, and the teachers' experience as a parent.

Additionally, universities should strengthen the English Language Improvement Center (ELIC) which is established to enhance learners' and teachers' English language competence. The universities, via their Quality Assurance Directorate and the Department of English Language and Literature, have to evaluate, monitor and verify the practice of using English as medium of instruction. Moreover, universities should prepare workshops and seminars on the pros and cons of CS in collaboration with the British Council and other education stakeholders. The universities ought to revise their legislations and incorporate the role of CS for language learning and teaching.

Language policy planners have to revise the country's education and training policy. Though the policy states English to be used as medium of instruction, it neither endorses nor neglects the practice of CS in the EFL teaching and learning process. This makes students and teachers have different attitude towards CS and perform it differently. Therefore, language policy planners have to clearly indicate both teachers and students to CS sometimes as CS evidently plays an important pedagogic function in foreign language teaching and learning and reveal the negative effects of its excessive usage in the country's education and training policy.

The ministry of education, as well, has to prepare workshops and seminars for EFL teachers so that they are sensitized not only to the important role that CS may play in the EFL teaching and

learning but also its negative consequences. The trainings ought to focus on how best this teaching and learning tool may be contextually employed.

Finally, although this study has apparently gained useful insights into the use of CS in the EFL teaching and learning at university in Ethiopia and contributed to the body of knowledge on foreign language pedagogy, there might be need for further research into how CS is perceived and practiced at other universities both at governmental and private and by other than the English language and literature department students and their teachers.

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APPENDICES

Appendix A: Questionnaire for Students

Dear participants,

This questionnaire is designed to find out your opinion about the language of teaching and learning at your classes. Please respond to all the questions below carefully and honestly. Put (√) in the appropriate box. This is not a test and there are no right or wrong answers. Your responses will be kept strictly confidential and will only be used for the purpose of this study.

I. Background Information

1. Gender: **Male** **Female**
2. Age: _____
3. Class year: **1st Year** **2nd Year** **3rd Year**
4. Mother tongue: _____
5. Other languages you can speak: _____
6. Place you come from: **Rural** **Urban**
7. Type of school you come from: **Non-government School** **Government School**
8. How is your parents' educational status?
Both are literate **One of them literate** **Both are illiterate**
9. How is your parents' economic status? **Rich** **Medium** **Poor**
10. How do you rate your Amharic language listening skill?
Very good **Good** **Poor** **Very poor**
11. How do you rate your Amharic language speaking skill?
Very good **Good** **Poor** **Very poor**

II. The Presence of Code-switching

12. How often do you use Amharic language in the English language classroom?
Never **Rarely** **About half of the time** **Usually** **Always**
13. How often do your teachers use Amharic language in the English language classroom?
Never **Rarely** **About half of the time** **Usually** **Always**
14. In which of the following language learning skills do you use Amharic and English in your EFL classes (you can choose more than one)?
Reading **Listening** **Speaking** **Writing** **Vocabulary** **Grammar**
15. In which of the following language learning methods do you use Amharic and English in your EFL classes (you can choose more than one)?
Pair work **Group work** **Lecture** **Presentation** **Debate**

III. Attitude Questions

Please read each of the following statements which talks about your attitude on the use of Amharic in the English language classroom, and put (√) on the answer which best describes your degree of agreement or disagreement.

1= Strongly disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly agree

SN	Statement	1	2	3	4	5
1	The use of Amharic in the EFL classes enables me to enjoy the lesson					
2	The use of Amharic in the EFL classes improves my comprehension of the lesson					
3	The use of Amharic in the EFL classes increases my confidence and motivation in learning English					
4	The use of Amharic in the EFL classes enables me to focus on the lesson without worrying about unfamiliar words and sentences					
5	The use of Amharic in the EFL classes encourages me to participate actively in classroom activities					
6	I prefer lessons to be conducted entirely in English without using Amharic					
7	I prefer teachers to minimize the use of Amharic during English lessons					
8	I prefer the inclusion of both English and Amharic during English lessons					
9	I dislike the use of Amharic during English lessons					
10	I find it difficult to learn when teachers do not explain new words, topics and concepts in Amharic					
11	I find it difficult to concentrate when teachers use English only during lessons					

Appendix B: Questionnaire for Teachers

Dear participants,

This questionnaire is designed to find out your opinion about the language of teaching and learning at your classes. Please respond to all the questions below carefully and honestly. Put (√) in the appropriate box. Your responses will be kept strictly confidential, and will only be used for the purpose of this study.

I. Background Information

1. Gender: **Male** **Female**
2. Educational Status: **BA** **MA** **PhD**
3. Your experience of teaching English at university (in years): _____
4. Mother tongue: _____
5. Other languages you can speak: _____
6. Have you taken any training concerning to code-switching?
Yes **No**
7. How do you rate your Amharic language listening skill?
Very good **Good** **Poor** **Very poor**
8. How do you rate your Amharic language speaking skill?
Very good **Good** **Poor** **Very poor**

II. The Presence of Code-switching

9. How often do you use Amharic in your English class time?
Never **Rarely** **About half of the time** **Usually** **Always**
10. How often do your students use Amharic in the English class time?
Never **Rarely** **About half of the time** **Usually** **Always**
11. In which of the following language teaching skills do you use Amharic and English in your EFL classes (you can choose more than one)?
Reading **Listening** **Speaking** **Writing** **Vocabulary** **Grammar**
12. In which of the following language teaching methods do you use Amharic and English in your EFL classes (you can choose more than one)?
Pair work **Group work** **Lecture** **Presentation** **Debate**

III. Attitude Questions

Please read each of the following statements which talks about your attitude on the use of Amharic in the English language classroom, and put (√) on the answer which best describes your degree of agreement or disagreement.

1= Strongly disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly agree

SN	Statement	1	2	3	4	5
1	Code switching facilitates the language learning process					
2	Code switching increases the students' reliance and dependency on the teacher					
3	Code switching should be included as an integral part of the EFL lesson					
4	There should be a strict separation of Amharic and English in the EFL classroom					
5	Code switching should only be used as a last resort when all other options have been exhausted					
6	Code switching is an efficient and time-saving technique					
7	English is best taught in English-only classrooms					
8	The use of Amharic in the EFL classroom results in a decline in the standards of English					
9	The ideal teacher of English is a native speaker					
10	Learners will have more success in learning English if it is used more frequently in the ESL classroom					

Appendix C: Interview Guide for Students

Dear Students,

The main purpose of this interview is to explore the use of Amharic in the English language classroom. I would like to assure that any data collected will be anonymous and confidential. Thus, you are kindly requested to express your own ideas and feelings to the following questions freely.

Native Language: _____ Other languages you can speak: _____

1. Do you think Amharic has to be used in the English classroom at university level? Why?
2. I saw you in the class that you were using/not using Amharic. What might be the reason?
3. How do you think that your classmates or teachers will evaluate you if you speak Amharic in the English class?
4. How much time of Amharic in the total period has to be used (could you tell me in percent or in minutes)?
5. For what purposes do you think Amharic has to be used in the English class?
6. In which language learning skills (grammar, vocabulary, etc) do you or your teachers have to use Amharic? Why?
7. What do you think are the factors that trigger teachers and students to use Amharic?
8. If the teacher tries to use only English, what problems do you think will happen for you and to the teacher?
9. If you believe Amharic has not to be used in the English classroom at university level, what do you think are the limitations or challenges of using it?

Appendix D: Interview Guide for Teachers

Dear Teachers,

The main purpose of this interview is to explore the use of Amharic in the English language classroom. I would like to assure that any data collected will be anonymous and confidential. Thus, you are kindly requested to express your own ideas and feelings to the following questions freely.

Native Language: _____ Other languages you can speak: _____

1. Do you think Amharic has to be used in the English classroom at university level? Why?
2. Inline to the first question, some scholars argue that CS (the use of Amharic in the English classes) reduces students' exposure to the target language. How do you see this argument?
3. Many students do not listen and speak Amharic, so how do you see the use of Amharic in this case?
4. How do you think that your students or other teachers will evaluate you if you use Amharic in the class?
5. How much time of Amharic in the total period has to be used (could you tell me in percent or in minutes)?
6. For what purposes do you think Amharic has to be used in the EFL classes?
7. In which language learning skills (grammar, vocabulary, etc) do you or the students have to use Amharic? Why?
8. What do you think are the factors that trigger teachers and students to use Amharic?
9. If you use only English, what problems do you think will happen for you and to the students?
10. If you believe Amharic has not to be used in the English classroom at university level, what do you think are the limitations or challenges of using it?
11. Do you think the same amount of Amharic has to be used with the different years of study? Why?
12. In the higher education proclamation and in the university's legislation, it says that English has to be used as medium of instruction except for language courses other than English. What is meant for your teaching regarding the use of Amharic in the English courses?

Appendix E: Classroom Observation Checklist for Teachers' Speech

Date: _____

Course Title: _____

Time: _____

Topic: _____

Class year: _____

N	The teacher code-switches from and in to Amharic in the EFL classes to:	Day 1		Day 2		Day 3		Day 4		REMARK
		Yes	No	Yes	No	Yes	No	Yes	No	
1	talk about personal experiences									
2	tell jokes									
3	talk about issues not related to the lessons									
4	direct a message to one or more addressees									
5	for topic change or introducing a new topic									
6	talk about course policies, announcements, homework, exams, assignments, & instructions									
7	motivate students to participate									
8	discipline students									
9	organize where students sit									
10	check attendance									
11	praise correct answers									
12	give example									
13	explain difficult concepts									
14	check comprehension									
15	explain grammar rules									
16	give the meaning of new vocabulary									
17	ask and/or respond questions									
18	ask for clarification									
19	give feedback or comments									
20	emphasize									
21	the teacher switches at sentence level									
22	the teacher switches within a sentence									
23	the teacher uses tag switching									

Observer's Note:

Appendix F: Classroom Observation Checklist for Students' Speech

Date: _____

Course Title: _____

Time: _____

Topic: _____

Class year: _____

N	The students code-switch from and in to Amharic in the EFL classes to:	Day 1		Day 2		Day 3		Day 4		REMARK
		Yes	No	Yes	No	Yes	No	Yes	No	
1	explain difficult words and sentences									
2	explain grammar rules									
3	ask for clarification									
4	respond or ask questions									
5	when they are unable to express themselves in English									
6	talk about homework, assignments, and tests									
7	ask permission									
8	correct mistakes while talking English									
9	discipline their classmates									
10	maintain the flow of conversation									
11	communicate with their peers who do not share the same L1									
12	talk about personal experiences									
13	tell jokes									
14	talk about issues that are not related to the lesson									
15	approach to the teacher or to reduce distance									
16	explain difficult words and sentences									
17	the students switch at sentence level									
18	the students switch within a sentence									
19	the students use tag switching									

Observer's Note:

Appendix G: Sample Students' Interview Transcriptions

First Year Student 1 Interview Transcription

Interviewer: Welcome to have an interview with me.

Student: Thank you.

Interviewer: What is your mother tongue?

Student: Amharic

Interviewer: If you can speak other languages, can you tell me the languages that you can speak?

Student: I can speak Geez

Interviewer: Do you think Amharic has to be used in the English classroom at university level?

Student: Yes

Interviewer: Why?

Student: As we are poor in English, the use of Amharic helps us to understand and learn English.

Interviewer: How do you think that your classmates or teachers will evaluate you when you speak Amharic in the English class?

Student: Some teachers and students tolerate me, but majority of them discourage me.

Interviewer: But I saw you using Amharic in the English class. So why?

Student: Because I arrived here through that practice. And I have not confidence to use only English. I afraid of making mistakes and my friends joke at me. I also have shortage of vocabulary.

Interviewer: How much time of Amharic in the total period has to be used (could you tell me in percent or in minutes)?

Student: 15% of the class time.

Interviewer: For what purposes do you think Amharic has to be used in the English class?

Student: To give meaning of new words, to give advice, to tell jokes, and to tell instructions.

Interviewer: In which language skills (grammar, vocabulary, reading, speaking, etc) do you or your teachers have to use Amharic?

Student: In vocabulary and pronunciation

Interviewer: Why?

Student: Because we have problems in vocabulary and pronunciation.

Interviewer: What do you think are the factors that trigger teachers and students to use Amharic?

Student: For teachers, the main reason is their students poor English, and somehow their own shortage of English. For students, it is shortage of English and confidence, and fear of mistakes.

Interviewer: If the teacher tries to use only English, what problems do you think will happen for you and to the teacher?

Student: I will not understand what the teacher says. And the teacher will have shortage of English.

Interviewer: Thank you for having an interview with me.

Student: You are welcome.

Second Year Student 1 Interview Transcription

Interviewer: Welcome to have an interview with me.

Student: Thank you.

Interviewer: What is your mother tongue?

Student: Afan Orom.

Interviewer: If you can speak other languages, can you tell me the languages that you can speak?

Student: I can speak Arabic

Interviewer: Do you think Amharic has to be used in the English classroom at university level?

Student: Yes

Interviewer: Why?

Student: Because it fills the gap we have in English, and helps us to learn English more.

Interviewer: How do you think that your classmates or teachers will evaluate you when you speak Amharic in the English class?

Student: They consider me I am using it to compensate the shortage of English words I have.

Interviewer: How much time of Amharic in the total period has to be used (could you tell me in percent or in minutes)?

Student: 20%.

Interviewer: For what purposes do you think Amharic has to be used in the English class?

Student: To explain new words, to give emphasis, to manage students' bad behavior, and to tell story.

Interviewer: In which language skills (grammar, vocabulary, reading, speaking, etc) do you or your teachers have to use Amharic?

Student: In vocabulary and grammar.

Interviewer: Why?

Student: Because we have shortage of English words and to contrast the difference and similarities of the two languages.

Interviewer: What do you think are the factors that trigger teachers and students to use Amharic?

Student: Teachers use Amharic considering our English ability while students use Amharic not to be laughed by their friends if they made mistakes.

Interviewer: If the teacher tries to use only English, what problems do you think will happen for you and to the teacher?

Student: I will be confused, and the teacher will have difficulty of expressing all his thoughts.

Interviewer: Thank you for having an interview with me.

Student: Take it easy.

Third Year Student 1 Interview Transcription

Interviewer: Welcome to have an interview with me.

Student: Thank you.

Interviewer: What is your mother tongue?

Student: Amharic.

Interviewer: If you can speak other languages, can you tell me the languages that you can speak?

Student: I partially speak Tigrigna.

Interviewer: Do you think Amharic has to be used in the English classroom at university level?

Student: Yes

Interviewer: Why?

Student: Because we are better in Amharic than in English.

Interviewer: How do you think that your classmates or teachers will evaluate you when you speak Amharic in the English class?

Student: Occasional use of Amharic will welcome it.

Interviewer: How much time of Amharic in the total period has to be used (could you tell me in percent or in minutes)?

Student: About one fourth of the class time.

Interviewer: For what purposes do you think Amharic has to be used in the English class?

Student: To avoid communication barrier, to tell personal experience, and to check comprehension.

Interviewer: In which language skills (grammar, vocabulary, reading, speaking, etc) do you or your teachers have to use Amharic?

Student: In speaking.

Interviewer: Why?

Student: Because speaking is the most challenging skill.

Interviewer: What do you think are the factors that trigger teachers and students to use Amharic?

Student: Teachers use Amharic because they believe that we are poor in English. But students use it due to lack of confidence previous experience of learning English.

Interviewer: If the teacher tries to use only English, what problems do you think will happen for you and to the teacher?

Student: There could be a communication barrier.

Interviewer: Thank you for having an interview with me.

Student: You are welcome.

Appendix H: Sample Teachers' Interview Transcriptions

Year 1 Teacher 1 Interview Transcription

Interviewer: Welcome to have an interview with me.

Teacher: Thank you.

Interviewer: What is your mother tongue?

Teacher: Afan Oromo

Interviewer: If you can speak other languages, can you tell me the languages that you can speak?

Teacher: I can speak Amharic.

Interviewer: Do you think Amharic has to be used in the English classroom at university level?

Teacher: No.

Interviewer: Why?

Teacher: Because the students come from different background. Since the students are heterogeneous and have different ethnicity, you can get ten... twenty... or thirty languages in the class, and if I select Amharic from all these languages, it is bias

Interviewer: Inline to the first question, some scholars argue that code-switching (the use of Amharic in the English classes) reduces students' exposure to the target language. How do you see this argument?

Teacher: I agree with this idea. English has to be taught in English.

Interviewer: Again, many students do not listen and speak Amharic, so how do you see the use of Amharic in this case?

Teacher: If you speak them Amharic, you are killing their time.

Interviewer: How do you think that your students or other teachers will evaluate you if you speak Amharic in the class?

Teacher: They could considered me as if I am poor in English, and they could ask the Department Head to assign them another teacher who could speak English.

Interviewer: What do you think are the factors that trigger teachers and students to use Amharic?

Teacher: Previous experience, lack of English competence, and confidence.

Interviewer: If you use only English, what problems do you think will happen for you and to the students?

Teacher: Nothing. Because there are Indian English language teachers who couldn't use Amharic. In such cases, I saw students not having any trouble.

Interviewer: If you believe Amharic has not to be used in the English classroom at university level, what do you think are the limitations or challenges of using it?

Teacher: It reduces students and teachers' exposure to practice English and creates discrimination.

Interviewer: In the higher education proclamation and in the university's legislation, it says that English has to be used as medium of instruction except for language courses other than English. What is meant for your teaching regarding the use of Amharic in the English courses?

Teacher: Using Amharic in an English classes is violating the rules and regulations of the country's policy.

Interviewer: Thank you for having an interview with me.

Teacher: You are welcome.

Year 2 Teacher 1 Interview Transcription

Interviewer: Welcome to have an interview with me.

Teacher: Thank you.

Interviewer: What is your mother tongue?

Teacher: Amharic

Interviewer: If you can speak other languages, can you tell me the languages that you can speak?

Teacher: I can speak nothing other than Amharic.

Interviewer: Do you think Amharic has to be used in the English classroom at university level?

Teacher: It has to be used rarely.

Interviewer: Why?

Teacher: Because the students are somehow better in Amharic than in English, and this could help them to learn English better.

Interviewer: Inline to the first question, some scholars argue that code-switching (the use of Amharic in the English classes) reduces students' exposure to the target language. How do you see this argument?

Teacher: Of course. An excessive use could reduce the exposure; however, a careful and planned use of Amharic helps them to learn English. But a total ban of Amharic is impractical.

Interviewer: Again, many students do not listen and speak Amharic, so how do you see the use of Amharic in this case?

Teacher: At second year, though there are many students who do not speak Amharic, they all can listen and understand Amharic. So, an occasional use of Amharic will not be harmful for their learning of English.

Interviewer: How do you think that your students or other teachers will evaluate you if you speak Amharic in the class?

Teacher: They understand me that I am using Amharic to help my students.

Interviewer: How much time of Amharic in the total period has to be used (could you tell me in percent or in minutes)?

Teacher: It is difficult to put in number. What matters is the students' level of English competence and the difficulty of the task. If the task is easy and if the students are good in

English, there is no need of using Amharic. But if the task is difficult and the students are poor in English, you could use Amharic to avoid the confusion.

Interviewer: For what purposes do you think Amharic has to be used in the EFL classes?

Teacher: To arrange sitting arrangements, to motivate students, and to explain complex concepts.

Interviewer: In which activities or areas (grammar, vocabulary, speaking, writing, etc) do you or the students has to use Amharic?

Teacher: In learning vocabulary.

Interviewer: Why?

Teacher: Because it is lack of English words that force students to need Amharic usage.

Interviewer: What do you think are the factors that trigger teachers and students to use Amharic?

Teacher: It is due to English language competence of the teachers and students and to save time.

Interviewer: If you use only English, what problems do you think will happen for you and to the students?

Teacher: There will be communication barrier between me and the students. Again, the clever students will over shine over the majority students.

Interviewer: Do you think the same amount of Amharic has to be used with the different years of study?

Teacher: No. It should vary based on the students' level of understanding of Amharic and English.

Interviewer: Why?

Teacher: If all students can understand Amharic, its usage facilitates the learning of English, if not, it is wastage of time. Again, if the students can communicate using English, the use of Amharic is meaningless, but if they have difficulty of communicating in English, its usage fosters their learning of English.

Interviewer: In the higher education proclamation and in the university's legislation, it says that English has to be used as medium of instruction except for language courses other than English. What is meant for your teaching regarding the use of Amharic in the English courses?

Teacher: As to me, this does not mean no Amharic word has to be used in the English class.

Interviewer: Thank you for having an interview with me.

Teacher: Take it easy.

Year 3 Teacher 1 Interview Transcription

Interviewer: Welcome to have an interview with me.

Teacher: Ok.

Interviewer: What is your mother tongue?

Teacher: Tigrigna.

Interviewer: If you can speak other languages, can you tell me the languages that you can speak?

Teacher: I can speak Amharic.

Interviewer: Do you think Amharic has to be used in the English classroom at university level?

Teacher: Yes.

Interviewer: Why?

Teacher: Because there are students who have difficulty of expressing themselves in English language and have difficulty of understanding English.

Interviewer: Inline to the first question, some scholars argue that code-switching (the use of Amharic in the English classes) reduces students' exposure to the target language. How do you see this argument?

Teacher: Contrary to this, there are scholars who supports the use of mother tongue facilitates the teaching and learning of English. So, my stand is that the use of Amharic helps students to learn English more.

Interviewer: Again, many students do not listen and speak Amharic, so how do you see the use of Amharic in this case?

Teacher: Though this is true for first year students, all third-year students have no difficulty of Amharic.

Interviewer: How do you think that your students or other teachers will evaluate you if you speak Amharic in the class?

Teacher: There are a few teachers and students who blame for students and teachers who use Amharic. But majority students like their classmates and their teachers who use Amharic sometimes. So what matters is the amount of Amharic usage and the needs of the majority students.

Interviewer: How much time of Amharic in the total period has to be used (could you tell me in percent or in minutes)?

Teacher: It depends on the difficulty of the task, the English language ability of the students, and the students need of Amharic.

Interviewer: For what purposes do you think Amharic has to be used in the EFL classes?

Teacher: To manage students, to avoid misunderstanding, to clarify instruction, to explain the meaning of new words, to take attendance, for greeting, and to check comprehension.

Interviewer: In which activities or areas (grammar, vocabulary, speaking, writing, etc) do you or the students has to use Amharic?

Teacher: In grammar.

Interviewer: Why?

Teacher: As to me, the main challenge for students is not lack of English words; it is shortage of knowledge on how to combine them and use them, and this is grammar.

Interviewer: What do you think are the factors that trigger teachers and students to use Amharic?

Teacher: Habit, poor English language competence, fear of making mistakes, and confidence.

Interviewer: If you use only English, what problems do you think will happen for you and to the students?

Teacher: Many students could get confused, and clever students only will take part in participation.

Interviewer: Do you think the same amount of Amharic has to be used with the different years of study?

Teacher: No.

Interviewer: Why?

Teacher: Using Amharic at first year students is creating another confusion as majority of the students do not listen even a single Amharic word. But if you use Amharic at third year students, it has no problem as they all can speak and listen Amharic.

Interviewer: In the higher education proclamation and in the university's legislation, it says that English has to be used as medium of instruction except for language courses other than English. What is meant for your teaching regarding the use of Amharic in the English courses?

Teacher: As far as my knowledge is concerned, English has to be used as medium of instruction does not mean Amharic has not to be use in English courses. Because I saw many teachers and

professors using Amharic while presenting their research works in English. And avoiding the use of Amharic is impossible.

Interviewer: Thank you for having an interview with me.

Teacher: You are welcome.

Appendix I: Sample Classroom Observation Audio Record Transcription

Classroom Observation Audio Record Transcription of Lesson 1, Year 1, Teacher 1

The teacher's experience of teaching English: 5 years

The teacher's mother tongue: Afan Oromo

Title of the course: Spoken English I

Topic of the lesson: Pronouncing words that end with the plural indicator /s/

Date: Monday, 11 January 2021

Time: 8:30-10:20 AM

Number of students: 40

Teacher: Good morning students.

Students: Good morning teacher.

Teacher: Is there any student who is absent today?

Students: No

Teacher: Ok. That is good. Today we are going to learn about how to pronounce words which end with the plural indicator /s/. But before we proceed to our today's lesson, let me summarize what I gave you yesterday as a homework which I told you to do it from the handout given you and from the books in the library. What was the homework I gave you?

Students: The difference between English alphabets and English phonemes.

Teacher: Great. Raise your hands those of you who did the homework.

35 students only raised their hands.

Teacher: Put your hands down. Now, raise your hands those of you who didn't do.

Three students raised their hands

Teacher: How about the rest of you? *Pointing to two students*, you raised your hand neither with those who did nor with those who didn't do. What is wrong? Have you done it?

Student: I haven't done.

Teacher: Why? And why you didn't raise your hand when I ask students to raise their hands if they didn't do?

The student keeps silent.

Teacher: How about you? (*Pointing to the other student*)

Student: የተወሰነውን ሞክርያሎህ። ግን አልጨረስኩትም።

Teacher: So. ግማሹን የሰራችሁ አጃቹሁን አውጡ ማለት ነበረብኝ?

Students: /laughing/ አዎ።

Teacher: Ok. That is my mistake. Anyways, why you don't complete the task given you?

The student keeps silent

Teacher: By the way, ያጋመሳቸውም ሆነ ምንም ያልሰራችሁ ለዛሬ ብቻ እንደቸርነቱ አልፍዎቹሃለሁ። ሌላ ቀን ግን I have zero tolerance. Ok, let's come to our issue. How many English alphabets do we have?

Student: We have twenty six English alphabets. From these, twenty one of them are consonants while five of them are vowels.

Teacher: Any unique answer?... great, he is right. In English, there are five vowel alphabets and twenty one consonant alphabets. This accounts to twenty six. Ok, now, how many English phonemes do you know?

Student: Forty four.

Teacher: How many vowels and consonants?

Student: twenty vowels and twenty four consonants.

Teacher: This is right. From these, how many of them are voiced and voiceless?

Student: All the vowels are voiced. But regarding the consonants, fifteen of them are voiced and the remaining nine are voiceless.

Teacher: Who can tell me the voiceless phonemes?

Student: /p/, /f/, /θ /, /t/, /s/, /ʃ/, /tʃ/, /k/, and /h/.

Teacher: How about the voiced phonemes?

Student: /b/, /m/, /w/, /v/, /ð/, /d/, /z/, /n/, /l/, /r/, /ʒ /, /dʒ /, /y/, /g/, and /ŋ /.

Teacher: How do we know whether the phoneme is voiced or voiceless?

Student: In producing the phoneme, if the vocal cords vibrate and produces the zzzzzz or vvvvvv sound, it is voiced. But if the vocal cords do not vibrate and produces the ssssss or ffffff sound, we call it voiceless.

Teacher: He is correct. Let me show you. Hold your fingers in your neck around the Adam's apple which is called the vocal cords like me. And say /t/.

The students did what are told to do and said:

Students: /t/.

Teacher: Look! When we say /t/, the vocal cords are not vibrating but producing the ssssss sound. When we say /g/, the vocal cords are vibrate and produces the zzzzzz sound. That is the way we distinguish voiced and voiceless sounds. Try all the other sounds at your home in such a way. Ok, let us come to our today's lesson. Our today's lesson is how to pronounce words that end with the plural marker /s/.

The teacher writes the words week, cat, and cup under column A; the words dog, boy, and can under column B; the words bus, match, and badge under column C; and the words ox, mouse and sheep under column D.

Teacher: What do you think are these words?

Student: These are singular nouns.

Teacher: Excellent. These are singular nouns of English words. What differences can you notice from these words which are listed under the four columns?

Student: The words under column A to C are regular singular nouns but the words under column D are irregular singular words.

Teacher: Very nice. How do we know whether the singular noun is regular or irregular? It is by cramming. Do you know what cramming is?

Student: መሸግ ደድ።

Teacher: Say it in English. The exact meaning of cramming is swotting which is meant studying hard or memorizing information hastily. So, if we want to change singular nouns into plural, the first thing is knowing whether the word is regular or irregular. If the noun is regular, we add /s/ or /es/, and if it is irregular, it takes neither /s/ nor /es/. How do we pluralize the words under column A to D?

Student: The words under column A and B are pluralized by adding /s/, the words under column C are pluralized by adding /es/ while the words under column D do not take either /s/ or /es/.

Teacher: As you said, regular words take the plural marker /s/ or /es/. How do we know whether we are going to add /s/ or /es/ with the regular words?

Student: We add /es/ if the regular word ends with /s/, /ss/, /th/, /ch/, /z/, /o/, or /sh/. Otherwise we add /s/.

Teacher: Write the plural form of the words given you under each column in your exercise.

The students did what are told, and the teacher rotates and checked.

Teacher: Now, let us do them together. Raise your hands and tell me the plural form of the words under column D.

Student: ox is /oksen/, mouse is /maɪs/, and sheep is /ʃi:p/ or it is as it is.

Teacher: Great. As these words are irregular, they do not take /s/ or /es/. They have their own form which is not a fixed rule. And the plural form of sheep is sheep. How about the plural form of the words under column C?

Student: bus is /bʌsɪz/, match is /mætʃɪz/, and badge is /bædʒɪz/.

Teacher: Very good. How about the words under columns A and B?

Student: week is /wi:ks/, cat is /kæts/, cup is /kʌps/, dog is ...

Teacher: That is enough for you. Who can tell me the plural form of the remaining words?

Student: dog is /dɔːgz/, boy is /bɔɪz/, and can is /kænz/.

Teacher: Anyways, is the above irregular noun sheep the domestic animal or the electronic machine that transports goods?

Student: It is the domestic animal, because the machine that transports goods is s, h, i, p.

Teacher: You are right. How about mouse?

Student 1: አይደለም።

Student 2: No, የኮምፒዩተር part ሁኖ cursor ለማንቀሳቀስ የምንጠቀምበት electronic machine ነው።

Teacher: Both are possible answers. How about “can”?

Student: መቻል።

Teacher: Is መቻል a noun?

Students: No, it is a verb. In this case, can is ጣሳ።

Teacher: Great, but I would have appreciate you had you had told me in English. Anyways **can** means **cup**. The purpose of this course is not to teach you vocabulary or to teach you grammar. I hope you are learning them in the courses of Grammar, Communicative English, and Introduction to Language and Linguistics. The objective here is to let you know how to pronounce them. And the intention of raising these things here is that in order to pronounce these words, you have to know the word’s speech part that is whether it is a verb, a noun, or any other, and the voicing of the last phoneme that is whether it is voiced or voiceless. So there are three ways of pronouncing the plural marker /s/. These are /s/, /z/, and /ɪz/. If the last phoneme of the singular noun ends with a voiceless phoneme, the plural marker /s/ is pronounced as /s/. But if the singular noun word ends with a voiced phoneme, the plural marker /s/ is pronounced as /z/. If the singular noun ends with the phonemes /s/, /ʃ/, /tʃ/, or /dʒ /; however, /es/ is added to pluralize them and it is pronounced as /ɪz/. Now, let us say the following words together. Say with me.

Cats!

Students: **cats.**

Teacher: Say it again.

Students: **cats.**

Teacher; Very nice. The plural marker /s/ here is pronounced as /s/ because the last phoneme of the word cat is /t/ which is voiceless. Now, say **canz!**

Students: **canz.**

Teacher: Say it again.

Students: **canz.**

Teacher: Excellent. Why do you pronounce the plural marker /s/ as /z/?

Student: Because the last phoneme of the singular noun can is /n/ which is a voiced phoneme.

Teacher: Say the word **matchIz** with me.

Students: **matchIz.**

Teacher: You say it nicely. The reason for pronouncing the plural marker /s/ here as /Iz/ is that because the singular noun ends with the phoneme /tʃ/ which is add /es/ to pluralize it, and it is pronounced as /Iz/. Now can you tell me any regular nouns whose plural marker /s/ is pronounced as /s/, /z/, or /Iz/. The words should be new words or words that we have not mentioned them above.

Student: with /s/, **chalks**; with /z/, **carz**; and with /Iz/, **bushIz**.

Teacher: Well done! I think, it is clear. Do you have any question on what we learned today? Especially on the three ways of pronouncing the plural marker /s/?

Student: Bracket ዉስጥ ያለቹ /s/ እና bracket የሌላት /s/ ምንድን ነው ልዩነታቸው?

Teacher: Is there anyone who can answer for his question?

Students: አልሰማነውም።

Teacher: His question was what is the difference between the /s/ in bracket and the /s/ without bracket?

Student: The /s/ in bracket is a sound or one of the forty-four English phonemes, but the /s/ without bracket is one of the twenty-six English alphabets.

Teacher: Thank you very much for your detail explanation. He is right and I can say nothing more than this. Do you have any other question?

Students: No.

Teacher: Well, now it is time for you to practice. Now I am going to write two sentences in the board, and I need two volunteers to come to the stage and practice it. If there are no volunteers, I will select myself.

The teacher writes the sentences: “These students come always late”, and “What surprised me is that the bags they hold is empty of books and pens. It only has two balls and three rulers”. No one raises his hand. Then, the teacher points out to one student.

Student: አረ እኔ እፈራለሁ ጋሽዬ።

Teacher: ማንን ነው የምትፈራው? ተማሪዎቹን ነው ወይስ እኔን? የምትፈራን ከሆንሽ ለምን እኛ ጋር ተቀመጥሽ?

Students: No, teacher ክላሱን ነው የፈራቸው።

Student: አይ! እርስዎ ወይም ተማሪዎቹ ሳይሆን ከፊት መውጣት ነው የምያስፈራኝ።

Teacher: እሺ! የተቀመጥሽበት ቦታ ሁነሽ የመጀመርያውን sentence ተናገሪ እና ሌላ ተማሪ ደግሞ ሁለተኛውን sentence ይነግረናል። Ok, you at the back, you will read the second sentence after here.

Student 1: These **students** come always late

Student 2: What surprised me is that the **bagz** they hold is empty of **books** and **penz**. It only has two **ballz** and three **rulerz**.

Teacher: Ok, which words have to be pronounced as /s/ and which ones as /z/?

Student: **students** and **books** as /s/, but **ballz** and **rulerz** as /z/.

Teacher: You are right. Is there anyone who can read the sentence written on the board?

The teacher writes another sentence which reads as “the polices red handed the man holding two bombs and took him to the judges”

Student: The **polices** red handed the man holding two **bombs** and took him to the **judges**.

Teacher: How do you pronounce the /s/ in police, the /s/ in bomb, and the /s/ in judge?

Student: The /s/ in police as /s/, the /s/ in bomb as /z/, and the /s/ in judge as /Iz/.

Teacher: Is he correct?

Students: No, the /s/ in police should have pronounced as /Iz/.

Teacher: You are correct. The word police ends with the phoneme /s/, and if the word ends with /s/, its plural /s/ is pronounced as /Iz/. This is the end of our today’s lesson. Please read more about this. Everything is available in the handout that I gave you and in the reference books listed in your course outline which are available in the library. And practice it at your dormitory. In our next session, we will learn about tone, intonation, pitch, and stress. See you then.

Classroom Observation Audio Record Transcription of Lesson 1, Year 2, Teacher 1

The teacher's experience of teaching English: 7 years

The teacher's mother tongue: Tigrigna

Title of the course: Reading Skills

Topic of the lesson: Reading Speed

Date: Tuesday, 12 January 2021

Time: 8:30-10:20 AM

Number of students: 31

Teacher: Good morning students?

Students: Good morning teacher.

Teacher: only one student is absent today. Well. Today we are going to learn reading speed. But before talking about reading speed, we have to know what reading is. Is there anyone who could define reading?

Student 1: reading is looking at a written text and understanding it.

Teacher: that is great. In reading, there is writing and understanding. What else?

Student: reading ማለት የተጻፈ ነገር ማየትና መረዳት ነው ብለናል። ዓይነ ስውራን ማንበብ አይችሉም ማለት ነው?

Teacher: good question. ማንበብ ማለት በማየት ብቻ የሚደረግ አይደለም። ዓይነ ስውራንም ያነባሉ። Braille የሚባል አላቸው። እሱን በእጃቸው እየዳሰሱ ያነቡታል። the main thing is that ማንበብ እንዲኖር ፅሁፍ መኖር አለበት ነው፤ ፅሁፉም መረዳት ነው። but if there is no a written text, ማንበብ የሚባል ነገር በሚያዩ ይሁን ማየት በተሳናቸው አይኖርም። That is all about reading. Do you have any idea on this?

Student: is there a difference between reading and understanding?

Teacher: can anyone answer for his question?

Student: they are the same. Reading without understanding is meaningless.

Teacher: he is right.

Student: አንድ አንድ ሰዎች መፅሐፉን አንቢብዋለሁ፣ ግን አልገባኝም ይላሉ። so, can we say these people have not read it?

Teacher: of course, they do not read it. The main purpose of reading is understanding. If someone couldn't understand what he reads, we can say him he saw it, but he doesn't read it.

Student: if we look at the Amharic-English dictionary, reading is ማንበብ, but understanding is መረዳት. This indicates that the two words are different.

Teacher: no. why we read is to understand. If we do not understand it, we can't say we read it. Let me give you an example. አንድ ሰው የሚማረው ራሱን ይሁን ሌላ ማህበረሰብ ለመለወጥ ነው። ራሱንም ሆነ ማህበረሰቡን ካልለወጠ ግን ተማረ አይባልም። አንድ የአስተሳሰብ ችግር ያለበት ሰው የተማረም ቢሆን፣ ማህበረሰቡ እሱ እኮ አልተማረም ነው የሚለው። ምክንያታቸው ሲያስቀምጡም እሱ አኮ እንዳልተማረ ነው የሚያስበው ነው የሚሉት። so learning is bringing a behavioral change. If he doesn't bring a behavioral change even if he has a master's degree, he has not learned. The same is true with reading. ያነበበውን ነገር ካልገባው፣ አላነበበም ነው የሚባለው። because the main purpose of reading is understanding. Is it clear now?

Student: yes, it is clear.

Teacher: well. Today, we are going to learn reading speed. What do you think is reading speed?

Student: reading speed is the fastness or slowness while reading a written text.

Teacher: good explanation. What comes to your mind when you heard the word reading speed?

Student; the number of words we read per minute.

Teacher: fantastic. What you said all of you is correct. It is the number of words one reads per minute. Though the reading speed varies depending on various criteria and grade level of the student, at university level, if a person reads less than 200 words per minute, he is poor. If he reads 200 to 400 words per minute, he is in an average. If he reads 400 to 900 words per minute,

he is good. If one reads above 900 words, he is genius. In our world, the maximum number of words read per minute are 25,000 words, and this is scored by Howard Stephen.

Student: how do we calculate reading speed?

Teacher: to calculate reading speed, first count the number of words you read. Then divide these words to the amount of time you took in seconds to read these words. Finally, multiply the result you got by 60. That is the persons reading speed of words per minute. For example, if one reads 1,500 words within 6 minutes and 10 seconds, his reading speed is calculated as follows. First, change the minutes in to seconds. So 6 minutes and 10 seconds is 370 seconds. Next, divide the number of words you read to the total time. In this case, divide 1,500 to 370. The result becomes 4.054. Finally, multiply this result by 60. We get 243. So this person reads 243 words per minute. If this person is a university student, how do you categorize this student?

Student: neither lazy nor clever.

Teacher: Yeah! He is in an average reading speed.

Student: what can do if the result has decimal? If it has a point, we approximate it or not?

Teacher: I am not clear with your question?

Student: if we got a number after point, do we approximate it or we write it as it is? ለምሳሌ በኤግዛምፕሉ ያገኘነው ወጤት 243.18 ወይም 243.57 ቢሆን ኑሮ ምን እናደርግ ነበር?

Teacher: we avoid the number after decimal. Because there is no number which is half, above half, or below half. One word is a whole number. We remove the number we got after a point. ምክንያቱም አንድ word የሚባል አንድ ነው። ለምሳሌ 1.5 ቢመጣ አንድ word እና ተኩል ማለት ነው። ተኩል የሚባል ቃል ግን የለም። ለምሳሌ university የሚል ቃል ብንወስድ የዚህ ቃል 0.5 ማለት አምስቱ ፊደሎች አንብበነውል የቀሩት አምስቱ ግን አላንብብናቸውም ማለት ነው። አንድ ቃል ሙሉ ለሙሉ ካልተነበበ ደግሞ አልገባንም ማለት ነው። since reading is understanding, we say that we haven't read it. So when we put the reading speed, we only put the number before decimal. In the above example we calculated, our result was 243.24. But because there is no word expressed in 0.24, we eliminated the number after decimal and we took only the 243. Is it clear?

Student: yes?

Teacher: how do you rate your reading speed?

Student: though I haven't calculated, I think we all are poor.

Teacher: do you finish reading the headlines that come in television in the international Medias such as the BBC, Aljazeera, France 24, and others or the sub titles shown in movies?

Student: let alone finishing, **ከሶስት ቃላት በላይ ሳላነብ ነው የሚቀየረው።**

Teacher: if you don't finish reading the headings in the news or the sub titles on the films, your reading speed is poor. Now, I am going to give you a task that you are expected to calculate your reading speed.

Two students who were sitting at the back were talking to each other and laughed.

Teacher: **ከኋላ ያላችሁ ምን እያደረጋችሁ ነው?**

Student: **ምንም።**

Teacher: **እሺ! ምን እንዳልኩ እስኪ ንገሩኝ?**

Student: **አልሰማንም።**

Teacher: **እንዴት ትሰሙኛላችሁ!** I am teaching, but you are playing. The time you had outside the classroom is more than enough for playing. We will see if you could answer the exam while laughing or playing. You should know why you come here. Your parents send you here to learn and change yourself and the community that teaches you. **ሌላ ጊዜ እንዲሁ ስታደርጉ ካገኘኋቸው በመጣችሁበት ነው የምመልሳችሁ።** Now calculate your reading speed for the following task.

The teacher writes a paragraph that has 284 words, and he asked the students to calculate their reading speed. After four minutes, the teacher asked them to tell him their reading speed.

Student: mine becomes 94 words per minute.

Teacher: how about those of you who were laughing?

Student: it becomes 89 words per minute.

Teacher: is there anyone whose reading speed goes more than 200 words per minute?

Students: no.

Teacher: from this we can conclude that your reading speed is poor. The next issue is what makes your reading speed poor. So what do you think are the factors that affect your reading speed?

Student: if the words in the text are new or difficult we do not read it quickly, and we get difficulty of understanding.

Teacher: right. Difficulty level of the text is one factor. If you are given a text prepared for grade seven, you could read it quickly, but if you are given a text from university students' text, it took you much time. Another factor?

Student: familiarity of the words.

Teacher: how?

Student: if the words we get in the text are words that we use them always, our reading speed increases. But if the words are new words, our reading speed decreases. **ለምሳሌ የውጭ አገር የሰው ስሞች በተለይ የቻይና፣ የጃፓን እና ሌሎች አገሮች ስሞች ከሆኑ ተሎ ለማንበብ እና ለመረዳት እንቸገራለን። የማናውቃቸው የቦታ ስሞች፣** technological products, scientific names and terms, and the like.

Teacher: nice explanation. He said it well. If you get the name of the Ethiopia's Prime Minister and the China's President in a text, which one do you read it quickly? It is obvious! You prefer the Ethiopian name to the Chinese name. Again if you get words we use in English course and words we get in Biology courses, it is clear that the words of Biology are more difficult than the English courses words. Is there any other factor?

Student: word class of the word and the length of the word.

Teacher: can you elaborate it?

Student: conjunction words such as and, or, but, so are read faster than content words. Again short words like difficult, nice, and great are read faster than long words such as accommodation, congratulations and so on.

Teacher: of course! You are right. What else?

Student: font size, font type, and font color.

Teacher: alright! If the words of the text are written in small font size, it takes much time to read. The commonly used font size is 12. And font color affects reading speed. Attractive colors written texts are read better though attractiveness is subjective. What is attractive to me may not be attractive to others. The commonly used color is black. Besides, font type affects reading speed. Cursive writings are very difficult to read them. Do you know cursive writing?

Students: no.

Teacher: የተያያዘ ፅሁፍ ማለት ነው። Like this /he showed them on the board/. Can you tell me another factor?

Student: purpose of the reading. If we are reading for entertainment or for pleasure, we can read it fast. But if we read it for academic affairs such as for exam or for presentation, it could took us much time.

Teacher: that is right. ባለ ሶስት መቶ ልብወለድ ለማንበብና ባለ አስር ገፅ handout ለማንበብ which one takes more time? I am sure that the handout takes you much time than the novel. Let me tell you from my own personal experience. አንደኛ ዓመት ተማሪ በነበርኩበት ጊዜ Things Fall Apart የሚል በChinua Achebe የተጻፈ ባለ አንድ መቶ ሃምሳ ስምንት ገፅ ልብወለድ ለማንበብ it took me two days only. Business communication የሚባል course ስንማር የተሰጠችን ባለ አስራ ሶስት ገፅ ግን አንድ ወር ፈጅታለች። This indicates that the purpose of reading affects your reading speed. Is there any other factor?

Student: reading habit and experience. Those who have the habit of reading and are experienced in reading texts other than text books and teaching materials read faster than those who read for academic issues. ብዙ ልብወለዶች የማንበብ እንዲሁም access to such materials and desire to read them ያላቸው በተጨማሪም ዓለም አቀፍ ሚዲያዎች የማየትና ፊልሞች የማየት ልምድ ያላቸው ከጥሩ ውጤት አምጥቶ ትምህርቱን ብቻ ለማለፍ ከምያስብ ተማሪ የተሻለ የማንበብ ፍጥነት ይኖራቸዋል።

Teacher: perfectly said. The proverb “the more you practice, the more you learn” ለሚለው የሚገልፅ ነው እሱ የተናገረው። This is enough for today. Do you have any question?

Students: no.

Teacher: well. I am going to give you an assignment. The assignment is to be done in group of three. The assignment will have a value of 10%. What you are going to do is you should select one fictions work and one hand out from any of your courses. Select one page from each. Then calculate each members reading speed, and put your category of your reading speed. Then, if your reading speed is poor, state the factors that makes you to be poor. If your reading speed is good, state the reasons for being good. You should submit your paper according to the format of submitting assignments. When would you like to submit?

Students: አልገባንም።

Teacher: is there anyone who got my idea and elaborate it in Amharic?

Student: ለሶስት ለሶስት ሁናችሁ group ትሰሩና አንድ ልብወለድና ከምትማሯቸው ኮርሶች አንድ handout መርጣችሁ ከእያንዳንዱ አንድ ገፅ መርጣችሁ የእያንዳንዳችሁ reading speed ስሩ። ይህንን ከሰራችሁ በኋላ የእያንዳንዱ ተማሪ ደካማ፣ መካከለኛና ጎበዝ ብላችሁት መድቡት። ደካማ ከሆናችሁ ለምን ደካማ እንደሆናችሁ፣ ጎበዝ ከሆናችሁም ለምን እንደጎበዛችሁት ግለፁት። አሳይመንቱ አስር ማርክ አለው። አሳይመንታችሁ ስታስረክቡ የአሳይመንት አፃፃፍ format ተጠቅማችሁ ስሩት እና አሳይመንቱ ለመቸ ይሁንላችሁ ነው ያለው።

Teacher: since he translate it correctly, I will not repeat it. ስለዚህ ለመቸ ይሁንላችሁ?

The students could not agree on the submission date.

Teacher: for sure, you will not agree. Let me tell you one story. አንድ ትልቅና አንድ ትንሽ ድመቶች ነበሩ። ሁለቱም ሲጓዙ ራባቸውና ወደ አንድ ቤት እልፊኝ ገቡ። then the old cat got a big meat and the young cat got a small meat. ያገኙትን ስጋ ይዞ ወጡና the young cat said “since I am young please give me the big meat so as to be youth and mature, but since you are old and you have finished your youth’s lifetime, the small meat is enough for you”. ትልቁ ድመት ደግሞ አይ አንተ ትንሽ ስለሆንክ ትንሽ ይበቃሃል፤ እኔ ግን ትልቅ ስለሆንኩ በዝያ

ልክ ሆኖ ትልቅ ስለሆነ ትልቁ ነው ለእኔ የሚገባኝ። በመጨረሻም አንተ ብዙ ጊዜ ስላለህ ሌላ ጊዜ ትልቅ ታገኛለህ፤ እኔ ግን ትልቅ ስለሆንኩ ልሞት ስለምችል ከአሁን በኋላ ላላገኝ እችላለሁ። ስለዚህ አንተ ትንሹን፤ እኔ ትልቁን እንብላ አለው። then the young cat said, “if you are going to die the food has nothing to do for you, so give me the big meat”. then the old cat said, “No! Since there is no food after death, I have to store food in my abdomen”. ትንሹም ሞት እኮ ትንሽ ትልቅ አትልምና አንተ ድሮ የበላህው ስንቅ ሊሆንህ ይችላል፤ እኔ ግን በሬት የበላሁት ነገር ስለየሌለ ስንቅ እንዲሆነኝ ለእኔ ነው የሚገባኝ እየተባባሉ እየተጣሉ ሳለ Mss. fox came. እስከ ደግሞ እናንተ ምንድን ነው የምያጣላችሁ አለቻቸው። then they told her. እስከ ደግሞ የማያጣላ ነው እያጣላችሁ ያለ ብላ እስኪ እያጣላችሁ ያለ ስጋ ሁለታችሁ አምጡት አለቻቸው። ከሰጧት በኋላ ሚዛን ነበራትና ሁለቱንም ስጋ ሚዛን ላይ አስቀመጠች። ትልቁን ስላመዘነ በደምብ አድርጋ ጎረሰችና ላስተካክለው ብዩ እኮ ነው አለቻቸው። ትልቁን ከተጎረሰበት በኋላ ትንሹ የነበረ ትልቅ ሆነ። አሁንም ላስተካክለው ብላ ከትንሹ በደምብ አድርጋ ጎረሰች። አሁንም ትልቅ የነበረ ሚዛን ወሰደ። እንደዛ እያደረገች ሁለቱንም ስጋ ልትቸርሰው መሆንዎን የተረዱት ድመቶች they said that please bring us our meat; we will agree. እሷ ደግሞ ያ ሁሉ ለፍቼ እማ ባዶ መቅረት የለብኝም፤ እስከ መጨረሻ ቆይታችሁ ድርሻችሁ የምትወስዱ ከሆነ ቆዩ፤ አለበለዝያ ግን የድካሜ ዋጋ መውሰድ ስላለብኝ ከዚህ ራቁልኝ አለቻቸው ይባላል። What do you learn from this story?

Student: አለመስማማት ጠላትን እንደምያመጣ ወይንም ደግሞ አለመስማማት ማንንም እንደማይጠቅም።

Teacher: you are right. And such kind of disagreement is natural. This enabled me to remember what my mother said me when I was a child. ድሮ ከወንድሞቼና እሁቶቼ ምግብ ምን ይሁንላችሁ ስትለን ሳንስማማ ስንቀር የአንድ እናት ያልሆኑ ልጆች አንዱ ቁጣ ስጪን፤ ሌላኛው ደግሞ ገንፎ ስጪን ይላሉ ትለን ነበር። so since you couldn't agree, you should submit your work ten days from today. In our next session, we will learn about charts, graphs, and pictures. Please read more about this issues so as to have a hot discussion in the classroom. See you next time.

Students: see you too.

Classroom Observation Audio Record Transcription of Lesson 1, Year 3, Teacher 1

The teacher's experience of teaching English: 15 years

The teacher's mother tongue: Tigrigna

Title of the course: Survey of World Literature in English

Topic of the lesson: Literature during the Renaissance Period

Date: Wednesday, 13 January 2021

Time: 8:30-10:20 AM

Number of students: 33

Teacher: Good morning students?

Students: Good morning teacher.

Teacher: Before we proceed to our today's lesson, let's summarize what we learned in our previous session. What did we learn in our previous session?

Student: we learned about literature during the medieval period.

Teacher: what is medieval period literature?

Student: medieval period literature is any literary work which was made during the Middle Ages that took place from the 5th century to the 15th century.

Teacher: who can tell me the starting and ending time of the medieval period?

Student: it was from 455-1485.

Teacher: **ይህ ዓመተ ምህረት በኢትዮጵያውያን አቆጣጠር ነው ወይስ እንደ አውሮጳውያን አቆጣጠር?**

Students: **እንደ አውሮጳውያን አቆጣጠር ነው።**

Teacher: please bear in to your mind that all the calendars that we use in this course are in the Gregorian calendar. What was the main characteristics of the medieval period literature?

Student: the medieval period literature stems from the preservation of culture and heroic adventures within epic poems.

Teacher: very nice. What else?

Student: it emphasizes on the teachings of the Catholic Church.

Teacher: what were the main themes of the medieval period literary works?

Student: loyalty, duty, and honor.

Teacher: ቤተ ክርስቲያን ስለ ምንድን ነው የምታስተምረው?

Student: ስለ ታሪክ፣ ስለ ታማኝነት፣ ስለ ክብር፣ ስለ ግዴታ ማወቅ እና ስለ ግብረ ገብነት።

Teacher: ትክክል ነው። በሜዲየቫል period የነበሩ ገፀ ባህርያት act የሚያደርጉት ታማኝ በመሆን፣ ለሰዎች ክብር በመስጠት እና ግዴታዎቻቸውን በመወጣት ነበር። can you list the famous writers of the medieval period literature?

Student: Sir Gawain, Green Knight, and Thomas Malory.

Teacher: why was the medieval period named as the Dark Age? ለምንድን ነው medieval period የጨለማ ዘመን እየተባለ የሚጠራው?

Student: ምክንያቱም ማተምያ ቤት ወይም ደግሞ printing press ስላልነበረ ስነ ፅሁፍ የሚያድግበት ስላልነበረ የጨለማ ጊዜ ይባላል።

Teacher: if there was no printing press, how were the literary works presented? ማተምያ ካልነበረ ስነ ፅሁፍ በምን ይቀርብ ነበር ታድያ? በእጅ እየተፀፈ ነበር ወደ ህዝቡ የሚቀርበው ማለት ነው?

Student 1: it was poems, dramas, and Tales.

Student 2: እሱ እንዳለው ወደ ህዝቡ የሚቀርበው በግጥም፣ በድራማ እና በተረት ተረት ሲሆን እነዚህ ስነ ፅሁፎች ግን እንደ የአሁኑ በፅሁፍ ተሰንዶ ሳይሆን በቃል ወይም ደግሞ orally ነው።

Teacher: great. One of the purposes of the literary works of that period was to teach Christian values and to teach the life of saint. Anonymity and imitation were another characteristics of that period's literary works.

Two students knocked the door from outside. Then the teacher went there and opened the door.

Teacher: what is wrong?

Student 1: እንግባ?

Teacher: እስኪ ሞባይላህ አውጣና ሰዓት ስንት ይላል እየው?

Student 1: ሞባይላችን ባትሪ ስለጨረሰ ሰዓት አያሳይም።

Teacher: የሁለታችሁ ነው?

Student 1: አዎ።

Teacher: እሺ ሞባይላችሁ charge አድርጋችሁ ሰዓቱን አይታችሁ ኑ።

Student 2: የእኔ ሞባይል ባትሪ አለው። ሰዓቱም ሁለት ሰዓት ከሰላሳ ደቂቃ ይላል። ይቅርታ ቲቸርየ፣ ስናጠና ስላመሸን እንቅልፍ ወስዶብን ነው ያረፈደነው።

Teacher: እውነትህ መሆን እና አለመሆን ወደ ጎን እንተወው እና ምክንያትህ ግን አሳማኝ ስለሆነ ግባ። አንተ ግን ሞባይልህን charge አድርገህ ሰዓቱን አይተህ ና።

Student 1: ይቅርታ ቲቸርየ፣ ዋሽቼ ነው፣ ሞባይሌ ባትሪ አልጨረሰም።

Teacher: ዉሸት ሲደመር ማርፈድ ምን ይሆናል?

Students: ሁለቱም negative ናቸው። ሁለት negatives ሲደመሩ ደግሞ positive ስለሚሆኑ ይግባ።

Teacher: the sum of two negatives is negative; it is not positive. Even if it was positive, it works in Mathematics, not in literature. Literature is about attitude, not about numbers. So the sum of these two negatives makes him to be dismissed from the course, not only from today's lesson. **ዛሬ ካስገባሁትም ዉሸት ይለምድብታል።**

Student 1: አረ ለዛሬ ያስገቡኝ አንጂ ሌላ ቀን አላረፍድምም አልዋሽምም።

Teacher: okay, get in. But avoid the idea of lying from your soul.

Student 1: አመሰግናለሁ።

Teacher: የ ማድዩ ቫል period literature characters ጥሩ ስነ ምግባር ያላቸው፣ ታማኝ እና ሓቀኞች ነበሩ። But your classmate is not ታማኝ and ሓቀኛ። ሞባይሉ ባትሪ ሳይጨርስ፣ ባትሪ ጨርሷል እና ሰዓት አያሳይም አለኝ። ግን ውሸቱ ነው። ስለዚህ ይህ ተማሪ የሊትረቸር ተማሪ ቢሆንም፣ character ሁኖ መስራት አይችልም።

Student: እነሱ characters አኮ የሚደባባሉ period characters ናቸው። የፖስት modern period characters እኮ አጭብርባሪዎች እና ዉሸታዎች ናቸው፣ ለዚህ ነው እንደዚህ የሆነው።

Teacher: ስለ medieval period literature እንጂ ስለ post modern period literature እኮ አልተማራችሁም። ስለዚህ ካራክተሮቹ እንዴት እንደሆኑ አታውቅዎቸውም።

Student: በየተለቭሻሩ እና በየፓብሊክ ceremonies እያየነው እኮ ነው።

Teacher: እንዲህ ከሆነ እማ የግዜ መቁጠርያው ቁልፍ ከሚመለከተው አካል ተቀብሮ ወደ medieval period እመልሰዋለሁ። Anyways, let’s come to our today’s lesson. Today, we are going to learn about literature during the renaissance period. What do you think is the meaning of renaissance?

Student: renaissance means re-birth.

Teacher: yeah. What does renaissance period means in Amharic?

Students: ዘመነ ታላቅ።

Teacher: yes, it is የተላቅ ዘመን። Renaissance የሚል ቃል የፍረንሻ ቃል ሲሆን ትርጉሙ ደግሞ ታላቅ ማለት ነው። Renaissance is the re-birth of knowledge and learning which began in Italy in the fourteenth century. Re-birth refers to the revival of the knowledge of the Greek, the Classical Greek, and the Classical Rome, and the study of Antiquity. In this period the European arts of painting, sculpture, architecture, and literature reached an eminence not exceeded in any age. The period is characterized by the influence of the classics in literature, language, and philosophy, as well as an optimistic forward thinking approach to the potential of humans known as Renaissance humanism. Renaissance thinkers strongly associated themselves

with the values of classical antiquity, particularly as expressed in the newly rediscovered classics of literature, history, and moral philosophy. Conversely, they tended to dissociate themselves from works written in the Middle Ages, a historical period they looked upon rather negatively. Renaissance በኢ.ታ.ሌ. በአስራ አራተኛው ክፍለ ዘመን ማለትም በአንድ ሺ አራት መቶ ሰማንያ አምስት ዓመተ ምህረት እንደ አውሮጳውያን አቆጣጠር ቢሆንም ወደ እንግላንድ የገባው ግን በአስራ ስድስተኛው ክፍለ ዘመን ወይም በአንድ ሺ አምስት መቶ ሶስት ዓመተ ምህረት እንደ አውሮጳውያን አቆጣጠር ነው። So renaissance took place from 1485 upto 1660. This period was an age of new discoveries both geographically and intellectually. At this time, England became the most powerful nation in Europe in the late sixteenth century. As a result, new things were discovered and new way of seeing and thinking developed. What things do you think are discovered?

Student 1: Columbus discovered America in 1492.

Student 2: Copernicus and Galileo made important discoveries about the stars and the planets.

Student 3: Magellan circled the world.

Student 4: ጉተምበርግ የተባለ ምዑር ማተምያ ማሸን ፈጠረ።

Student 5: in religion, Martin Luther challenged the Catholic Church and introduced a new religion named Protestantism.

Teacher: how about with regard to literary works?

Student 1: Leonardo da Vinci was a skilled painter, sculpture, architect, musician, engineer, and scientist.

Student 2: William Shakespeare wrote a lot of plays which focus on historical events and human character.

Teacher: ልዩናርዶ ዳቪንቺ ሲነሳ ወደ አእምሮአችን የሚመጣው ምንድ ነው?

Student: ቆንጆ ሴት።

Teacher: ለምን?

Student: ምክንያቱም ልዩናርዶ ዳቪንቺ፣ ሞናሊዛ በመሳል ነው የሚታወቀው። ሞናሊዛ ደግሞ የግለሰቦችን ቆንጆ የሴት ስዕል ነው።

Teacher: Shakespeare writes the story of Henry IV and Henry V. He also wrote አሳዛኝ እና አስቂኝ ድራማዎች። ከፃፋቸው አስቂኝ ድራማዎች ውስጥ Twelfth Night እና Midsummer Night's Dream ይገኙበታል። How about his tragedy works?

Student: Romeo እና Juliet, Hamlet, Julius Caesar, እና Macbeth.

Teacher: በትክክልም የስነ ፅሁፍ ተማሪዎች ናችሁ። Okay, what do you think are the characteristics of the literary works of the renaissance period literary works?

Student: The advances in knowledge which identify the shift from Medieval Literature to Renaissance Literature were dependent upon a return to classical thought within the literature and philosophies of antiquity.

Teacher: great. Classical antiquity is one feature of the Renaissance Literature. Another?

Student: the other feature of renaissance period literature is humanism.

Teacher: yes. Humanism was the philosophical background or back bone of the renaissance period literature. The literary works of literature assets the value of man, his dignity, and his lack of limitations. What else?

Student: it emphasized reason, a questioning attitude, experimentation, and free inquiry. This contrasted with the medieval concern with faith, authority, and tradition.

Teacher: yeah. The other feature is that it glorified the individual and approved worldly pleasures which views life as worthwhile for its own sake, not chiefly as a preparation for the life to come or salvation. በሜዲየቫል period ያሉ ካራክቲሮች ጥሩ ስነ ምግባር የሚላበሱ ከሞት በኋላ ሂደት አለ ብሎ ስለምያምኑ ወይም ገነት ለመግባት ወይም ደግሞ ለፅድቅ ነው። በሬናይሳንስ ያሉ ገፀ ባህርያት ግን ለፅድቅ ብሎ አይደሉም። What other feature do you know about the renaissance period literature?

Student: it focused upon secular society rather than the medieval preoccupation with the church and religious affairs.

Teacher: right. በካቶሊክ ቤት ክርስቲያን ላይ ሃይለኛ የሆነ ሙስና ነበረ፤ የቤተ ክርስቲያን ሰራተኞችም comfort ነበራቸው። ከዛ የተነሳ ካቶሊኩን በመቃወም Protestantism በማርቲን ሉተር ተፈጠረ። በዚህ ምክንያት ሃይማኖት እና መንግስት የተለያዩ ሆኑ። ስነ ፅሁፍም ትኩረቱ በዚህ ሆነ። How about the role of women in the renaissance period literature?

Student 1: women were expected to display the virtues of silence and good housekeeping.

Student 2: Women lacked the ability to attend schools and universities too.

Teacher: well. In the medieval period, Latin was the language of literature. Again Latin was the language of the Church and the language of the educated people. In the renaissance period, however, English became the language of every aspect. Literature ሲነሳ አብሮት የሚነሳ ዊልያም ሼክስፒር ነው። የእሱ አስተዋፅኦ ዝም ብሎ በተላላ የሚታለፍ አይደለም። He created many words which are commonly used in English till today. He also coined many of the phrases and idioms we still use. He again codified certain stories and plot devices that have become the invisible vocabulary of every story composed. Many people still adapt his plays into films and other media on a yearly basis. በሬናይሳንስ period የነበሩ የምታውቋቸው ሌሎች የስነ ፅሁፍ ሰዎች አሉ? Can you tell me some of them please?

Student: Machiavelli, Dante Alighieri, John Donne, Edmund Spenser, John Milton, and Geoffrey Chaucer.

Teacher: በነገራችን ላይ ሼክስፒር፣ ሼክስፒር እንዲሆን ያደረገው ቻውሰር ነው። Chaucer, Canterbury Tales የሚል በእንግሊዝኛ የተጻፈ story ከመጻፉ በፊት፣ English was the common language of the uneducated people. Rather French was the official language of the formal institutions. Chaucer introduced a technique of using five stresses in a line. Shakespeare and his contemporaries followed his way of writing which they named it iambic pentameter. Do you know what iambic pentameter means?

Students: no.

Teacher: iambic pentameter ማለት አንድ ግጥም ሲጻፍ ዜማ እንዲኖረው በማሰብ እያንዳንዱ short syllable that is not stressed በሎንግ ወይም stressed syllable followed ሲሆን ነው። ስለዚህ እንዲህ ዓይነት የአጻጻፍ technique በቻውሰር የተጀመረ ሲሆን እንደ ሼክስፒር ያሉ

ሌሎች ፀሐፍታችንም የሱ አርአያ ተከትሎ መጻፍ ጀመሩ። ለዛሬ በዚህ ይብቃን። But let's summarize our today's lesson. What is renaissance?

Student: it is the re-birth or revival of knowledge and learning.

Teacher: great. Renaissance is a reawakening into the knowledge which existed in the past. Which literary movement is regarded as the resurgence of the human will to live a full life and to enjoy life in all its plentitude, potentialities, and beauties?

Students: in the renaissance period.

Teacher: humanism was one of the most important features of the renaissance period literature. What does humanism means?

Student: man was the measure of all things.

Teacher: yeah. Man is the subject of study, and not God, as the church had taught during the medieval period. Renaissance was also a revival of the classical ancient learning. So the dominant features of renaissance were humanism and individualism. Renaissance introduced a cult of beauty. It also engendered a spirit of patriotism, nationalism, and love of the mother tongue. During renaissance, the revival of the classical learning inspired the study of the classical authors. **የዛሬ ትምህርታችን ሲጠቃለል፣** In contrast to the religion- driven aspects of literature found during the Medieval times, Renaissance thinkers reverted back to the idealism of classical civilizations. Instead of focusing on the dreams of the future, Renaissance men and women were concerned with the “here and now”. During this period, feelings and emotions were keys to illustrating humanism, with the story more oriented on the character rather than the adventure. In addition, Renaissance literature revolved more around having a real humanistic protagonist with a real story to tell. These basic ideals evolved from a humble place in life to a materialistic dream steeped in luxury. With more men and women educated due to the indirect results of the printing press, literature became widespread throughout Europe. Again the spread of Protestantism was influential in literature. The English poet and playwright, William Shakespeare, who flourished during this period, is often called England's national poet. In this period the European arts of painting, sculpture, architecture, and literature reached an eminence or fame or reputation not exceeded in any age. This is all about our today's lesson. **በቀጣይ ክፍለ ግዜዎችን፣** we will look at the famous writers of the renaissance period, their literary works, and the major themes of

their literary works. I hope you are clear with our today's lesson. I arrive at this conclusion since you have an active participation in the lesson. **ግልፅ ያልሆነላችሁ ካለ መጠየቅ ትችላላችሁ።**

The students keep silent.

Teacher: You keep silent. Silence is sometimes opposition and sometimes acceptance. So how should I interpret your silence?

Students: **ገብቶናል፤ ግልፅ ነው።**

Teacher: That's good. Today, you all had a good participation. But males out perform better than females. This is with regard to participation. **አብዛኛውን ጊዜ በጣም ተሳታፊዎች ሴቶች ነበራችሁ። ዛሬ ግን በወንዶቹ ተበልጣቿል።** I think you haven't read more on our today's lesson.

Student (female): **ሳናነብ መጥተን ሳይሆን ዕድሉን እንስጣቸው ብለን ነው።**

Teacher: if that is so, that is very nice. **ዛሬ ስለተማራችሁት እና በቀጣይ ክፍለ ጊዜ ስለምትማሩት ርዕስ በተመለከተ handout አዘጋጅቼ ለሪፕረሰንታቲቭዎች ሰጥቻለሁ። ከእሱ ወስዳችሁ copy ማድረግ ትችላላችሁ። እዚህ ጋር አንድ ላሰምርበት የምፈልገው ነገር ቢኖር ግን ሃንድአውቱ እንደ guide እንዲሆናችሁ ነው እንጂ እሱ ብቻ በቂ አይደለም።** So please read the books which are listed as a reference in your course outline from the library as there is no an access to the internet. If everything is clear, see you in our next session. And **የነገ ሰው ይበለን።**

Students: **አሜን።**

Appendix J: List of Published Articles

Higher education English as Foreign Language (EFL) instructors' Code-switching (CS) practices in Ethiopia: patterns and functions in focus

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Abstract

This study was conducted to investigate higher education EFL instructors' code-switching patterns and functions. The data were gathered through classroom observations, audio recordings, and semi-structured interviews. The study was conducted at Mekelle University, and the participants were instructors of the Department of English Language and Literature. A descriptive research design (case study) and a mixed research method were used. A total of 24 lessons lasting 2400 minutes were recorded, and six instructors participated in the interviews. This sample size was taken based on Singh's sample size determination. The study shows that the instructors' CS frequencies increased as the students' class year that they were teaching increased. The instructors of all class years employed inter-sentential CS more dominantly. The inter-sentential pattern of CS that the instructors were employing in the different class years has many functions in the EFL classes. CS helps the teaching and learning of English if it is handled properly. However, the instructors' use of CS had to decrease as the students' class year went up and when the students' EFL performance improved. The instructors' overuse of CS diminishes students' exposure to the target language and their practice of the English language in classes where English is a foreign language. Therefore, the instructors' CS patterns and functions should vary depending on their students' class years. In short, the instructors should re-evaluate their CS practices and employ them depending on their students' CS desires and class years. Finally, it is recommended that instructors use CS as a teaching strategy in EFL classrooms, but they should regulate its deployment when teaching students in different class years.

Keywords: Higher Education, EFL, Instructors, Code-switching, Patterns, Functions

Introduction

English is a global language. All forms of interaction (economic, political, etc.) between countries across the world are made using the English language. This indicates that it is a language of international relations, be it diplomacy, business, investment, tourism, academia, and so on (MOSHE, 2013). English has a vital role in the development of a country. Due to this, the need to learn it is increasing constantly.

The English language is taught as a subject starting from the first grade, and more importantly, it serves as a medium of instruction in secondary schools and higher education institutions in Ethiopia (HPR, 2019; Tirussew et al., 2017). Apart from the education sector, English is used as a language of work in the majority of international organisations. These and other uses of the English language show its significance in this country.

As stated in Article 4 of the revised higher education proclamation, one of the objectives of the higher education institutions is to prepare sufficient knowledgeable, skilled, and attitudinally mature graduates in relevant disciplines with competence to support national development that can make the country internationally competitive (HPR, 2019). In Ethiopian universities, whatever field of specialisation a student joins, he or she takes at least two English language courses, namely Communicative English Language Skills and Basic Writing Skills (MOSHE, 2013). Besides, all graduate students, including continuing and distance graduate students are prior to starting their courses of study, given diagnostic tests to determine their levels of preparation in the areas of academic English (Addis Ababa University, 2021). These are some of the focuses given to the teaching of the English language.

Bearing the status or place of the language in academic and social settings in mind, and the high demand for qualified English professionals in the country, the Department of English Language and Literature has been and is training students to be skilled English professionals. The general objective of the programme is to train English language professionals who use English in their day-to-day activities—in translation, interpretation, editing, public relations, and other communication-related jobs (MOE, 2021; MOSHE, 2013). On completion of the programme, the minimum competence expected of the students who have taken the English courses is to be accurate and fluent in English (listening, speaking, reading, and writing). To achieve the objective of the programme, teachers use different strategies of teaching. One of the various

teaching strategies is the use of code-switching. CS is the use of the mother tongue in EFL classes (Atkinson, 1987).

During the grammar translation method, CS in EFL classes was regarded as a tool to help the teaching and learning of the English language (Kavari, 2014). However, this good attitude towards CS didn't last long. The next methods of English language teaching, such as the direct method, the audio-lingual method, and the communicative language teaching methods, tend to ban the students' native language in the EFL/ESL classes. During these approaches to language teaching, students and/or teachers who code-switch were regarded as guilty and lazy (Bhooth et al., 2014; Mart, 2013).

Krashen (1985) states that for students who learn EFL, it is the classroom alone that exposes them to the target language. So, CS in EFL classes is prohibiting the students' exposure to the target language. Because of this, the use of students' native language, or CS, in the EFL classroom was treated as taboo (Atkinson, 1987), a source of guilt (Auerbach, 1993), a symptom of teachers' weakness to teach properly (Cook, 2002), and a waste of time (Krashen, 1985). Nation (2003) also warns that CS in the EFL classroom reduces the amount of input and the opportunity for practice for the target language. As a result, the English-only approach has been influential and often assumed to be the hallmark of good language teaching around the world (Atkinson, 1993).

Contrary to this, Blackman (2014); Timor (2012) and Song (2009) stated that CS in the EFL/ESL classroom facilitates target language learning. They added that the use of only the target language is unfashionable in the 21st century of language learning and impractical in the actual classroom. Littlewood and Yu (2011) identified that there is still a lack of agreement on whether the students' native language has a place in the English classroom or, if it does, what that role is.

In the context of Ethiopia, many private schools forbid the use of the mother tongue both in the EFL classroom and throughout the school compound, even at the elementary levels of education ("Use English all the time"). The use of any local language other than English in the school compound (in the classroom, playground, cafeteria, and staffroom) is strictly forbidden and leads both teachers and students to punishment" (Gibson School Systems, 2011:4). As we can understand from this, let alone CS in the EFL classes and using it as a medium of instruction, the

students' mother tongue is not allowed to enter the school gate. The country's education and training policy states, "Cognizant of the pedagogical advantage of the child in learning in their mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages" (MOE, 1994:23). Though the policy neither condemns nor endorses CS in the EFL classroom, it allows students to be taught using their mother tongue in non-English subjects.

In spite of the fact that the country's policy and the private schools' actual practices are different, many parents and students are seen favouring private schools over government schools for various reasons. Contrary to the private schools, in the government schools, the mother tongue is used not only in the school compound and other subjects (as a medium of instruction) but also in the EFL classes (Tirussew et al., 2017). This indicates that there are two opposite practices regarding the use of the mother tongue in EFL classrooms: one that allows the use of L1 (first language) and another that condemns its usage.

Not having one opinion on how to address it has made it even more confusing to the students to either use it or not as they come through different teachers who either encourage or prohibit it (Dereje and Abiy, 2015). Cook and Sert (2005) stated that the use of CS in EFL classes shouldn't be oversimplified if the students and the teacher share the same mother tongue. What about if the students and the teacher have varied L1? This might be a gap that the former researchers have not investigated.

Blackman (2014); Sert (2005) and Alenezi (2010) stated that the functions of CS and the factors for doing so in the EFL classroom vary depending on various factors. Therefore, as the students and/or instructors were multilingual and were at a higher level, their practice of CS and the functions of CS could be different from the research conducted so far. It seems that the studies conducted so far did not address English major EFL instructors CS practices at the university level, which needs a thorough assessment.

Though many studies have been conducted on the use of the mother tongue, the researchers of this study believe that the researchers listed below and others may not look at CS patterns and functions. Dereje and Abiy (2015) and Abiy and Mohamed (2010) studied the use of Amharic in teaching English at schools. Jemal (2012) also explored the use of the Oromo language in the EFL classrooms of Jimma Teachers College. Nigatu (2013) tried to explore the use of L1 (Hadiyyisa language) in English classes in elementary schools in Hadiya Zone.

This study differs from the above research in many ways. For one thing, this study was conducted at the university level, where the aforementioned studies were at different levels of education, which were from elementary to college level. Secondly, the previous research was conducted on the proportion of L1 to English, the attitude of students, and the attitude of teachers. This study, however, was conducted on instructors' CS patterns and functions. Besides, the instructors' who participated in this study spoke Amharic as a second language, not as their first language. In EFL classes at Ethiopian universities where the students are multilingual, it is very common to see instructors CS from and into Amharic. However, the studies conducted so far did not address the instructors CS frequencies, patterns, and functions.

In the Ethiopian context, though English is the medium of instruction beginning in secondary schools, many students are poor at using English even at universities (Tirussew et al., 2017). In such cases, the avoidance of the students' L1 in the EFL classes, which Song (2009) calls a 'monolingual approach', is impractical (Timor, 2012; Song, 2009). Previous studies on CS suggested further research be conducted at higher levels of education. For example, Yinager and Boersma (2018), who conducted students' attitudes towards CS in an English-medium content classroom, recommend university instructors' CS behaviours be studied. Therefore, this research is conducted to fill the gap that the former researchers did not cover and address the following research questions:

- What proportion of Amharic to English do higher education EFL instructors employ?
- What CS patterns do higher education EFL instructors use more dominantly?
- For what functions do higher-education EFL instructors code-switch more frequently?

Materials and methods

Study institution

The study took place at Mekelle University, one of the 47 Ethiopian government higher education institutions, which was established in 1993. The university's English Language and Literature Department had 50 Ethiopian EFL instructors and three batches of students with one section each. Each section was taking six English major courses, which were delivered by six different EFL-specialised instructors.

Study design

A descriptive research design (case study) was used in this study (Cohen, 2000). Since this study was intended to investigate the practice of instructors' CS (frequency, pattern, and function) in the EFL classes, the descriptive research design was found to be the most suitable to obtain the pertinent and valid information needed to achieve the specified objectives.

Methods of data collection and analysis

Prior to the actual research, a pilot study was conducted at the English Language and Literature Department of Axum University. Almost all of the English language courses for English major students at the university level have three credits per week. The programmes were arranged in such a way that the two credits were taught consecutively, with no interruption between them and the other credit on another day. One credit is 50 minutes. From each class year, one course was chosen using simple random sampling, and the one credit hour of this course was observed for three weeks. So a total of nine lessons, which consist of 450 minutes, were recorded, transcribed, and analyzed. The teachers who were observed in the classroom (three teachers) were interviewed.

In order to check the face and content validity of the classroom observation check list items and the interview questions, they were given to two experts in test and measurement and to three Assistant Professors of ELT who had experience teaching English for more than eight years. Based on these teachers' comments, some questions were deleted while others were modified and added. Accordingly, the piloted items with some modifications were used for the main study's data collection.

The aim of conducting a pilot study is to check the reliability (dependability) and validity of the data-gathering instruments (Cohen et al., 2007; Singh, 2007; Cohen, 2000). Consistent results were depicted during the classroom observation audio record transcriptions, which aligned with the results of the observation check list and the interview. Therefore, the data-gathering instruments were reliable and valid. In the pilot study, instructors of all classes employed CS excessively. That practice was high among second- and third-year instructors. It was also found that the instructors code-switched at inter-sentential, intra-sentential, and tag-switching levels. Finally, the results displayed that the instructors of all class years used CS for curriculum access, classroom management, and social (inter-personal) relation functions.

Data were collected through classroom observation (audio recording) and a semi-structured interview. Six instructors who were teaching six different courses, two instructors from each batch, were observed for a month because, if the observation was conducted for a few days, the instructors could hide their actual behaviour of CS (Dornyei, 2007). The instructors were chosen using a simple random sampling technique.

While this study was being conducted, the students from all batches were taking six courses per semester. One semester is four months (16 weeks). This indicates that 48 hours are allotted for one course. Two courses from each batch were selected using simple random sampling techniques so as to avoid bias, and the courses were observed for one month (four weeks). In other words, six instructors, who were selected using simple random sampling, were observed. This shows that almost 8 hours (17%) of the courses were observed and recorded. The audio record was conducted to reveal the proportion of Amharic to English, the patterns, and the functions of CS. This sample represents the whole hours of the course, as Sing (2007) suggests 10–20% to be taken for generalising large samples. Therefore, four lessons (100 minutes per lesson) for each course of all batches, with a total of 24 lessons or 2400 minutes, were observed, recorded, and transcribed.

This method of data gathering tool (the observation) was used since it provides an opportunity for the researchers of the study to identify the proportion of Amharic to English, the patterns of CS employed, and the possible functions of CS employed by the instructors in the classroom (Singh, 2007). In this method, the observers neither manipulated nor stimulated their subjects. Because of this, the activities in the classroom were observed as they were presented without any interruption from the observers. The purpose of the one-month observation was to pay attention when the instructors code-switched while using it in the classroom. The observation was conducted four times with the six teachers. A one-month classroom observation took place first, and then the interviews continued. These procedures were used for two reasons. First, the participants could hide their actual behaviour if they were well informed of what the study was about. Secondly, the interview questions were asked based on what had been observed in the classroom. Therefore, the interview was used as a follow-up for the classroom observation.

The results obtained through the aforementioned data gathering tools were analysed both qualitatively and quantitatively. The qualitative data was analysed using thematic analysis. To

illustrate it more, after the audio recording was transcribed in verbatim, extracts were taken, coded thematically, and discussed to show what patterns of CS were used and to indicate the functions they were used for. Again, the utterances were categorised as Amharic and English, using a word as a counting unit. Next to tallying the verbatim transcription into the above-listed categories, they were converted into percentages. This helps to express and quantify how much percent of Amharic to English was used in the EFL classes, the dominant CS patterns employed, and the functions that Amharic was used for.

Results and discussion

Instructors' CS Frequency

The instructors who were teaching the three batches were using Amharic in the EFL classes. The details of the instructors' use of Amharic in the EFL classes are presented in the following Table. Table 1. The proportion of Amharic and English language words uttered by instructors in the different class years

Class Year	Instructors	Lessons	English Words		Amharic Words		Total Words	
			#	%	#	%	#	%
1 st Year	Instructor 1	Lesson 1	2085	100	0	0	2085	100
		Lesson 2	1816	97.9	38	2.1	1854	100
		Lesson 3	1886	99.1	17	0.9	1903	100
		Lesson 4	2096	97.5	53	2.5	2149	100
	Instructor 2	Lesson 1	1395	76.9	418	23.1	1813	100
		Lesson 2	1849	87.1	274	12.9	2123	100
		Lesson 3	1564	80.2	386	19.8	1950	100
		Lesson 4	1575	75.6	509	24.4	2084	100
		Total	14,266	89.3	1,695	10.7	15,961	100
2 nd Year	Instructor 1	Lesson 1	1825	76.3	568	23.7	2393	100
		Lesson 2	1503	76.1	473	23.9	1976	100
		Lesson 3	2487	79.5	641	20.5	3128	100
		Lesson 4	1974	74.7	669	25.3	2643	100
	Instructor 2	Lesson 1	1508	75.5	490	24.5	1998	100
		Lesson 2	2536	78.5	695	21.5	3231	100
		Lesson 3	1776	74.3	613	25.7	2389	100
		Lesson 4	2231	75.2	734	24.8	2965	100
		Total	15,840	76.4	4,883	23.6	20,723	100
3 rd Year	Instructor1	Lesson 1	1413	68.1	661	31.9	2074	100
		Lesson 2	1333	68.3	620	31.7	1953	100
		Lesson 3	1576	69.1	705	30.9	2281	100
		Lesson 4	1234	67.5	593	32.5	1827	100

Instructor2	Lesson 1	1811	72.9	672	27.1	2483	100
	Lesson 2	1261	71.1	513	28.9	1774	100
	Lesson 3	2224	76.6	680	23.4	2904	100
	Lesson 4	1365	65.2	727	34.8	2092	100
	Total	12,217	70.3	5,171	29.7	17,388	100

The instructors, who were teaching first-year students, delivered 15961 words throughout the eight observed class sessions. Among these, 14266 (89.3%) of them were English words, while the remaining 1695 (10.7%) were Amharic words. With regard to the instructors who were teaching second-year students, they spoke 20723 words. From these words, 15840 (76.4%) were English, and the other 4883 (23.6%) were Amharic. As far as the instructors who were teaching third-year students are concerned, it was found that they uttered 17388 words. This was the sum of 12217 (70.3%) English words and 5171 (29.7%) Amharic words. This analysis implies that the instructors were using Amharic excessively, which could impede the learners' exposure to the foreign language.

The data obtained through the instructors' interviews indicated that using Amharic, which is less than ten percent, facilitates the learning process, while its greater usage diminishes the learners' exposure to the target language and increases the learners' dependency on the native language (Kayaoglu, 2012; Macaro, 2001).

Extract 1

"The students English language performance is poor. Therefore, using Amharic up to ten percent helps the students understand the lesson better." Year 2; Instructor A

Extract 2

"It is difficult to tell you in percent. Some students are good in both languages, and others are poor in both languages. By the way, using up to ten percent is harming the students' exposure to English because it is only in the classroom that they get English." Year 3; Instructor B

Extract 3

"In my opinion, Amharic should not be used as much as possible because there are students who do not listen to Amharic. If not, up to five percent is welcome." Year 1; Instructor A

As scholars like Kayaoglu (2012); Littlewood and Yu (2011) and Macaro (2001), and reported, the use of above 10% of L1 in foreign language learning is excessive. Using these scholars' recommendations as a cutoff, the amount of Amharic used by instructors of second- and third-year students was excessive. As stated above, excessive use of L1 (the use of more than 10% L1) in the EFL classroom hinders the students' learning and exposure to English.

All in all, the instructors who were teaching first-year students used less Amharic (which was appropriate) than the instructors of second- and third-year students. Moreover, the third-year instructors code-switched more frequently than the first- and second-year instructors, which is beyond expectation because the instructors' CS has to decrease as the students' class year increases. This is because the students' target language competence is believed to have improved as their class year increased.

Instructors' CS Patterns

It was found that instructors were using inter-sentential CS, intra-sentential CS, and tag switching in all class years in a varied amount, as depicted through the 24 observed class lessons for each class year. The details are provided below.

Table 2. The occurrence of the patterns of CS employed by instructors in class in the different batches

Class Year	Instructors	Inter sentential CS		Intra sentential CS		Tag switching		Total	
		#	%	#	%	#	%	#	%
1 st Year	Instructor 1	3	27.3	6	54.5	2	18.2	11	100
	Instructor 2	9	69.2	4	30.8	0	0	13	100
	Total	12	50.0	10	41.7	2	8.3	24	100
2 nd Year	Instructor 1	31	64.6	17	35.4	0	0	48	100
	Instructor 2	23	65.7	8	22.9	4	11.4	35	100
	Total	54	65.1	25	30.1	4	4.8	83	100
3 rd Year	Instructor 1	37	62.7	18	30.5	4	6.8	59	100
	Instructor 2	58	77.3	15	20.0	2	2.7	75	100
	Total	95	70.9	33	24.6	6	4.5	134	100

As indicated in the above table, the instructors who were teaching in their first year uttered 24 patterns of CS. The table also shows that there were 83 and 134 CS patterns among the second-

and third-year instructors, respectively. The finding disclosed that the dominant pattern for all class-year instructors was inter-sentential CS, with 50%, 65.1%, and 70.9% for first-year, second-year, and third-year instructors, respectively. Tag switching was the less frequently employed pattern of CS by all instructors. Of all class-year instructors, third-year instructors used a small amount of tag switching (4.5%), followed by second-year (4.8%) and first-year (8.3%) instructors with a small variation. As it can be seen from the above percentages, the teachers of all class years employed all patterns of CS, though the dominant one was inter-sentential CS. In line with this finding, Rezvani and Rasekh (2011) found inter-sentential CS to be far outweighed by intra-sentential CS, which was in turn more than tag-switching. They explained that the higher frequency of occurrence for inter-sentential CS can be attributed to instructors' intentions of giving clearer instruction and eliciting more responses. They added that inter-sentential CS is used to sustain students' interest and encourage their participation, though it is mostly practiced unintentionally as a habit.

Similarly, Farooq and Umer (2013) found that instructors use more inter-sentential CS than the other patterns of CS. They also recommend instructors use intra-sentential CS. They expressed their fear that intra-sentential CS students are not exposed long enough to any one language, and then it would be difficult for the students to derive the grammatical, semantic, and lexical rules of both languages. Thus, with the resolution of these issues, both instructors and students can establish classroom discourse in accordance with the requirements of the EFL learning paradigms. The instructors are assumed to have good command of both languages. If one is fluently bilingual, he or she produces more inter-sentential CS as he or she is not aware of which language he or she is using because Dereje and Abiy (2015) and Bista (2010) reported that inter-sentential CS is used unconsciously. Similar to this, the instructors in the interview reported that they rarely used Amharic. The classroom observation, however, revealed that they used it excessively. This indicates that they were not aware of whether they were CS or not. This could be one of the reasons why the instructors employed inter-sentential CS more dominantly.

Here are some examples of the different patterns of CS employed by the instructors.

Extract 4: Student: የተወሰነውን ሞክረያሌህ። ግን አልጨረስኩትም። (Taken from lesson 1 year 1) Translation: I have tried some of it, but I haven't completed it.

Instructor: So. ግማሉን የሰራችሁ አጃቹሁን አውጡ ማለት ነበረብኝ?

Translation: So. Should I have asked if there are students who have done it in part?

This is student-induced CS employed by the instructor. As the instructor used the English word “so,” which has no function in the Amharic sentence he used, it is tag switching.

Extract 5: Instructor: በሜድየቫል *period* የነበሩ ገፀ ባህሪያት *act* የሚያደርጉት ታማኝ በመሆን፣ ለሰዎች ክብር በመስጠት እና ግዴታዎቻቸውን በመወጣት ነበር። (Taken from year 3, lesson 1)

Translation: Characters of the mediaeval period literature acted as being loyal, honouring, and performing their duty.

This is an example of intra-sentential CS performed by the instructor. He used some English words in the Amharic sentence.

Extract 6: *Instructor:* If there was no printing press, how would literary works is presented? ማተምያ ካልነበረ ስነ ፅኑኑ በምን ይቀርብ ነበር ታደያ? በእጅ እየተፀፈ ነበር ወይ ህዝቡ የሚቀርበው ማለት ነው? (Taken from year 3, lesson 2)

Translation: ...if there were no printing press, how would the literary works be presented? Was it written by hand and presented to the public?

In this case, the instructor used one clause in English and two clauses in Amharic, which is an example of inter-sentential CS.

Instructors' CS Functions

The following table depicts the different types of CS functions employed by instructors in the different class years of students.

Table 3. Instructors' functions of Amharic usage in the EFL class and their proportion across the three class years

SN	Functions of Amharic language Use		1 st Year		2 nd Year		3 rd Year		TOTAL	
			Instructor #	%	Instructor #	%	Instructor #	%	Instructor #	%
1	Interpersonal Relations	To talk about personal experiences	1	2.4	6	4.6	3	1.4	10	2.6
		To tell jokes	4	9.8	26	20	10	4.6	40	10.2
		To talk about issues not related to the lessons	2	4.9	5	3.9	8	3.6	15	3.8
Total			7	17.1	37	28.5	21	9.6	65	16.6

2	Classroom Management	To direct a message to one or more addressees	6	14.6	3	2.3	20	9.1	29	7.4
		For topic change or introducing a new topic	0	0	0	0	3	1.4	3	0.8
		To talk about course policies, announcements, homework, exams, assignments, and instructions	3	7.3	23	17.7	35	15.9	61	15.6
		To motivate students to participate	0	0	1	0.8	14	6.4	15	3.8
		To discipline students	0	0	4	3.1	8	3.6	12	3.1
		To organize where students sit	0	0	0	0	6	2.7	6	1.5
		To check attendance	3	7.3	5	3.9	0	0	8	2.1
		To praise correct answers	1	2.4	7	5.4	11	5	19	4.9
Total		13	31.6	43	33.2	97	44.1	153	39.2	
3	Curriculum Access	To give example	7	17.1	22	16.9	12	5.5	41	10.5
		To explain difficult concepts	4	9.8	7	5.4	2	0.9	13	3.3
		To check comprehension	0	0	2	1.5	7	3.2	9	2.3
		To explain grammar rules	1	2.4	0	0	20	9.1	21	5.4
		To give the meaning of new vocabulary	0	0	1	0.8	3	1.4	4	1
		To ask and/or respond questions	3	7.3	6	4.6	1	0.5	10	2.6
		To ask for clarification	0	0	1	0.8	3	1.4	4	1
To give feedback or comments	4	9.8	0	0	16	7.3	20	5.1		
To emphasize	2	4.9	11	8.5	38	17.3	51	13		
Total		21	51.3	50	38.5	102	46.6	173	44.2	
Grand total		41	100	130	100	220	100	391	100	

The above table displayed those instructors of all class years code-switched from and into Amharic language in the EFL classes for interpersonal relations, classroom management, and curriculum access functions. Among these three functions of CS, instructors of all class years code-switched for curriculum access functions more dominantly, with 51.3%, 38.5%, and 46.6% for first-year, second-year, and third-year instructors, respectively. The next CS functions that were employed by instructors of all class year students were classroom management, with 31.6%, 33.2%, and 44.1% for first-year, second-year, and third-year instructors, respectively. The percentages show that though there was a difference in the amount of use of CS among instructors of the different batches, they all used it for curriculum access functions more in their EFL classes.

Among the different types of interpersonal relations in CS, instructors of all class years used more Amharic in the EFL classes for joking, with 9.8%, 20%, and 4.6% for first-year, second-year, and third-year instructors, respectively. With regard to the classroom management functions of CS, the instructors who were teaching first-year students used more Amharic for directing messages to one or more participants (14.6%), while both second- and third-year instructors code-switched for talking about course policies, announcements, homework, exams, assignments, and instructions (17.7% and 15.9%, respectively). The interpersonal function of CS has a lot of categories. Among these categories, instructors all through the years used Amharic more for joking functions. The percentages indicate that instructors of second-year students used one-fifth of the interpersonal relations for joking functions. The classroom management function, as well, has many sub-functions. As it is vividly put in the percentages above, the instructors used CS to explain course policies and assessment issues and to direct a message to one or more learners among the different sub-functions of classroom management.

As far as the curriculum access functions of CS are concerned, instructors of first- and second-year students code-switched more for giving examples (17.1% and 16.9%, respectively), while third-year students' instructor code-switched more for emphasising (17.3%). As it can be seen in Table 3 above, the curriculum access function has many sub-functions. The percentages revealed that among these different sub-functions, the instructors used Amharic mostly for giving examples and for emphasising a point.

Here are examples of the instructors' CS for curriculum access, classroom management, and interpersonal relations, respectively, taken from the classroom record.

Extract 7: Instructor: ዝም አስኪ በዩ አንቺ። ከፈለግሽ አብረሽት ሂጁ።

Translation: Keep quiet! If you need it, you can go out with her.

This is a CS employed by the instructor, who was teaching for the first year. He used CS to manage the student who was talking when her friend was leaving the class.

Extract 8: Instructor: እሺ! ምን እንዳልኩ እስኪ ንገሩኝ?

Translation: Ok! Can you tell me what I said?

This CS was uttered by the instructor, who was teaching second year. He used this computer when he finished his lesson. He used Amharic to check whether the students understood what he told them, which is a curriculum access function of CS.

Extract 9: Instructor: በጣም ወሳኝ ስለነበረ ነው፤ ይቅርታ። ምንም ማድረግ አልቻልኩም።

Translation: It was a vital issue, sorry. I can do nothing.

The instructor, who was teaching third-year students, used this CS for interpersonal relations, which is talking about personal issues. He used this CS when his phone rang and went out to reply.

All in all, the instructors of all batches were found to employ CS for curriculum access functions more dominantly. The second dominant function of CS was reported to be classroom management. On top of this, the data obtained from the classroom observation show that among the classroom management functions, the instructors' CS was found to be high for talking about course policies, announcements, homework, exams, assignments, and instructions.

Consistent with these findings, Auerbach (1993), and Cameron (2001) suggest instructors use L1 for curriculum access functions more dominantly since the purpose of teaching and learning is to develop students understanding of the target language, though it is possible to use it for classroom management and interpersonal relations, which facilitate the learners' target language.

Conclusions

This study was conducted to investigate English major university instructors' CS practices. The study uncovered that the instructors code-switched excessively. Surprisingly, the instructors' CS usage increased as the students' class year increased. Though CS is an asset in foreign language teaching and learning, an overuse of it (>10%) is an obstacle to foreign language learning. Unless CS is used judiciously, it reduces learners' target language exposure and increases learners' dependency on L1 while learning a foreign language. On top of this, the instructors' use of CS has to be kept to a minimum when the students' class year goes up. Therefore, the instructors should re-examine their CS practices and understand the pros and cons of their excessive usage. As there might be students who know little or no Amharic, the instructors should consider these students while CS from and into Amharic.

The pattern of CS to be used has to vary depending on the learners' target language competency and class year. The use of a similar CS pattern in all batches seems implausible. At a high level, inter-sentential CS is advisable. At lower and intermediate levels, however, the deployment of intra-sentential CS facilitates the teaching and learning process of foreign languages. The instructors' inter-sentential pattern of CS usage to all class years, which this study divulged,

lacks a pattern of CS for whom to use it. So, since students of all class years are expected to have different knowledge and performance of the L1 (Amharic) and the target language (English), the instructors' CS patterns should not be the same for the three different class years.

CS is used for interpersonal relations, classroom management, and curriculum access functions. All of these functions of CS were utilised in all class years, though the dominant one was curriculum access. Instructors, however, should be flexible with regard to the functional use of CS. First-year students, for example, might have difficulty socialising with their classmates and instructors. In such cases, the instructors have to use CS for interpersonal relations since this function plays an important role in the teaching and learning process. Research shows that first-year students drop out of their learning due to tensions and anxiety that arise from a lack of interpersonal relations and difficulty communicating using the country's lingua franca. Therefore, the instructors' CS functional usage should be based on their students' limitations and desires.

This study has apparently gained useful insights into the frequencies, patterns, and functions of CS employed by instructors in EFL teaching and learning at one of the Ethiopian government higher education institutions. This study has also contributed to the body of knowledge on foreign language learning pedagogy. However, there might be a need for further research into what is practiced at other government universities and private universities where the students have different linguistic backgrounds and English language competencies.

Further research on students' CS proportion, patterns, and functions needs to be conducted. Finally, instructors are recommended to use CS as a teaching strategy, but they should regulate its deployment (when, to what extent, and for what purposes to use it) as its disadvantages are greater than its advantages when used excessively.

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Data availability

The data that supports the findings of this study is available from the corresponding author upon reasonable request.

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Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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Original Article

University Students' Code-switching Patterns and Functions: Evidence from Mekelle University Students

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Abstract

This study was conducted to investigate university students' code-switching (CS) patterns and functions. To achieve this objective, data were gathered through classroom observation audio records and semi-structured interviews. For the interviews, 18 students out of 109 students were selected using stratified random sampling. Out of the 18 courses, six courses were chosen using stratified random sampling for the classroom observation audio records. From these six courses, a total of 24 lessons of 2400 minutes were recorded and transcribed. The results obtained show that first year students code-switched less while second year and third year students did it more respectively. Besides, first year students employed intra-sentential CS more dominantly while both second year and third year students practiced inter-sentential CS more dominantly. Finally, it was found that students of all class years were CS for curriculum access functions more dominantly. Based on the findings, it is concluded that CS has many functions in the English as Foreign Language (EFL) classes, and it facilitates the teaching and learning process of English when it is used cautiously. However, the use of CS has to decrease as the students' grade level increased and when the students' EFL performance is improved since an overuse of CS has a lot of shortcomings in the EFL teaching and learning process. Therefore, teachers and all stakeholders of the education sector have to give due attention to the proper use of CS in the classes.

Keywords: Code-switching, curriculum access, excessive use, foreign language, intra-sentential, inter-sentential, native language

1. INTRODUCTION

English, that has official status in at least 75 countries with a total population of over two billion people (Ferguson, 2003), is one of the most spoken languages around the world. English has become a key for global communication as most of the information on the Internet is found in this language. This is to mean that English has become the preeminent language of the 21st century in various areas all around the world. Given that English is the language of globalization that includes cultures, economics, and education; the need to learn it is growing constantly. Owing to its increscent use as an international language, many people have inevitably begun to learn English as a second language (ESL) or as a foreign language (EFL). As a result, each day, the number of nonnative-speakers increases, and speakers of ESL or EFL probably outnumber those who speak it as a first language (Harmer, 2001). However, people who learn EFL in a non-native speaking environment do not only need to know ‘words’, but they also need to know communication strategies (Cook, 2001).

The strategy of interest in this particular inquiry is that of code-switching. Code-switching (CS) is defined as: “...the alternation between two codes (languages and/or dialects) between people who share those particular codes. Choices about how CS manifests itself are determined by a number of social and linguistic factors” (Horasan, 2013: 18). This linguistic phenomenon is frequently presented in the ESL/EFL classrooms. “Code-switching comes into use either in the teachers’ or the students’ discourse” (Sert, 2005: 1). Code-switching could be referred to as “a communicative strategy, just like literal translation, appeal for assistance, mime, paraphrase, or avoidance” (Macaro, 2001: 537), and also as “an achievement strategy that learners resort to, in order to compensate for their lack of language competence of the foreign language” (Littlewood and Yu, 2011: 67).

In multicultural and multiethnic countries like Ethiopia, CS from the target language (English) to the native language (Amharic) or the vice versa is a common practice. Though the country’s education and training policy states English to be used as medium of instruction beginning from grade nine (Ministry of Education, 1994), it neither endorses nor neglects the practice of CS. Due to this gap, it is very common to see students and teachers to code-switch from and into Amharic (the country’s *lingua franca*) during EFL classes.

As stated before, Ethiopian students and teachers are multicultural and multiethnic. As a result, there are students and teachers who know little or nothing about the country's *lingua franca* (Amharic). The gap in the knowledge of the country's *lingua franca* is high in the students (Yinager and Boersma, 2018) compared to that of their teachers. Disregard of the students who know little or no Amharic, university students and teachers code-switch from and into Amharic in the EFL classes with different amounts and patterns for various functions.

As far as the knowledge of the researchers of this study is concerned, there is no research work conducted on CS at university level where the students are heterogeneous. But there are some research works conducted at elementary schools (Nigatu, 2013), secondary schools (Kibrom, 2016), and colleges (Jemal, 2012) where the students and the teachers share the same native language (L1). Therefore, this research is conducted to fill this gap and address the following research questions.

- What proportion of Amharic to English do students of the different class years employ?
- What code-switching pattern do students of the different class years use more dominantly?
- For what functions do students of the different years of study code-switch more?

2. MATERIALS AND METHODS

2.1 Study design and study site

As this study was intended to investigate the proportion of Amharic to English, the patterns of CS, and the functions of CS; the descriptive research design was used. The study took place at Mekelle University, one of the 44 Ethiopian government universities, which was established in 1993. The university's English Language and Literature Department had one section for the three batches with 40 students in first year, 32 students in second year, and 37 students of third year.

2.2 Data gathering instruments

Data were collected through classroom observation audio record and semi-structured interview. The classroom observation audio record was used since it provides researchers the opportunity to identify the proportion of L1 to L2, the patterns of CS employed, and the possible functions of CS employed by students in the classroom (Singh, 2007). In this method, the observers neither manipulated nor stimulated their subjects. Because of this, the activities in the classroom were

observed as they were presented without any interruption of the observers. The purpose of this observation was to pay attention when the students were CS in the classroom. Cohen (2000) states that observation provides a live data from naturally occurring social situations. Due to this, observation was conducted by the presence of the researchers with a non-participatory role along with an audio-recording.

Semi-structured interview was again used since it enables the researcher to probe questions depending on what was observed in the classroom observation (Singh, 2007). Dornyei (2007) revealed that semi-structured interview allows modification of the previous prepared questions as well as the addition of new questions that emerged during the interview. Cohen *et al* (2007) adds that semi-structured interview is one type of interview where the researcher plans a set of questions to be raised before the interview takes place, but builds in considerable flexibility about how and when these issues are raised and allows for a considerable amount of additional topics to be built in response to the dynamics of conversational exchange. Many of the interview questions were adapted and developed from Selamat (2014) and Mokgwathi (2011).

2.3 Sample size and sampling techniques

Almost all of the English language courses of the English major students at university level have three credits per week. One credit is 50 minutes. The programs were arranged in such a way that the two credits were taught consecutively – with no interruption between them and the other one credit on another day. The one credit hour period was observed and recorded during the pilot study. So, the two credit hours were observed and recorded for this study.

When this study was taking place, the students of all batches were taking six courses per semester. One semester is four months (16 weeks). This indicates that 48 hours is allotted for one course. Two courses from each batch, which were selected randomly so as to avoid bias, were observed for one month (four weeks). In other words, six courses out of 18 courses which were selected using stratified random sampling were observed for a month and transcribed in verbatim. This shows that almost 8 hours (17%) of the courses were observed and recorded. This sample represents the whole hours of the course as Sing (2007) suggests 10- 20% to be taken for generalizing large samples. Therefore, four lessons (100 minutes per lesson) for each course of all batches, with a total of 24 lessons or 2400 minutes, were observed, recorded, and transcribed.

The reason for that is that if the observation was conducted for a few days, students could hide their actual behavior of code-switching.

The semi-structured interview was conducted with 18 students out of 109 students. Based on the classroom observation, the students of the different class years were grouped into three categories. The first category was those who participate and did not code-switch. The second group was those who participate and code-switch. The last category was those who did not participate. From these three categories, two students from each group (six students from each class with a total of 18 students) were selected randomly. Therefore, 18 students out of 109 students were selected using stratified random sampling.

2.4 Procedures and data analysis techniques

Classroom observations took place first, then interviews continued. This procedure was used for two reasons. First, the participants could hide their actual behavior if they were well informed of what the study was about. Secondly, the interview questions were asked based on what was observed in the classroom. Therefore, the interview was used as a follow up for the classroom observation. A triangulation of classroom observation along with an audio-recording and interviews was employed so as to check the reliability and validity of the data gathered.

The classroom observations were recorded using three latest and sophisticated recorders that yield quality sound from distant. The recorders were borrowed from Adigrat University's Department of Journalism and Communication. One of the recorders was placed at the back of the class. The second recorder was placed at the middle or center of the class while the third one was placed at the front of the class. This helped the researchers to depict some inaudible messages. The interviews were recorded using one of these recorders.

The results obtained through the aforementioned data gathering tools were analyzed both qualitatively and quantitatively. The data gathered from the semi-structured interview were analyzed qualitatively. Results of the classroom observation (audio recording) were analyzed qualitatively and quantitatively. The qualitative data was analyzed using thematic analysis. To illustrate it more, after the audio recording was transcribed in verbatim; extracts were taken, coded thematically, and discussed to show what patterns of CS were used and to indicate the functions they were used for. Again, the utterances were categorized as Amharic and English by

using a word as a counting unit. Next to tallying the verbatim transcription in to the above listed categories, they were converted into percentages. This helps to express and quantify how much percent of Amharic to English was used in the EFL classes and the functions that Amharic language was used for.

2.5 Ethical issues

The participants of this study were asked permission to take part in this study. They were also informed their information to be kept confidentially and not to be used for other purposes other than for this research study. But they were not told about the specific questions to be answered in the study until the observations were completed in order not to influence their code-switching behavior. The teachers who were teaching to the observed classes were also asked permission their classes to be observed, and they were assured that their teaching skills or any other methodological issues would not be the focus of the observation in order not to cause stress or any undesired behavior or feelings. In short, the students and teachers were informed that there would be a discourse analysis of the speech in class rather than the teaching skills so that they were reminded that the observations would not have a focus on the pedagogical skills such as classroom management or the methods they would use. After all participants gave their informed consent, the classroom observations and the interviews took place. Therefore, the students and teachers expressed their informed consent to participate in the study and the findings of the study to be published. This study was approved by the Institutional Review Board. In conclusion, there is no conflict of interest up on the publication of this research finding

3. RESULTS AND DISCUSSION

3.1 The proportion of Amharic to English

The classroom observation, which was made to reveal the exact amount of English and Amharic words utilized by the students in the EFL classes, is presented in table 1.

Table 1 presents the six courses (24 lessons or 2400 minutes) classroom observation audio record of the three class year students. As it is seen in table 1, the students' words were categorized as English words and Amharic words.

With regard to first year students, they uttered a total of 9180 words. From these words, the 8364 (91.1%) were English while the remaining 816 (8.9%) were Amharic. When we come to second

year students, 11851 words were spoken which were 9412 (79.4%) English and 2439 (20.6%) Amharic. As far as third year students is concerned, a total of 10483 words were uttered. From this total, 7854 (74.9%) were English, and the rest 2629 (25.1%) were Amharic. This figure tells us that students in the EFL classrooms at university level have used relatively large amount of Amharic.

The classroom observation witnessed that first year students code-switched (8.9%) fewer than second year (20.6%) and third year (25.1%) students. To say it differently, third year students code-switched more frequently than first year and second year students. No matter how different the frequency was, it was possible to conclude that the students used Amharic while learning English. This result goes in accord with the students' interview responses.

Almost all of the students in the interview, participants of all grade levels, also reported the use of Amharic in the English lesson to be less than ten percent.

Table 1. The proportion of Amharic and English words uttered across the different grade levels

Class Year	Courses	Lessons	English Words		Amharic Words		Total Words	
			number	%	number	%	number	%
1 st Year	Course 1	Lesson 1	978	92.9	75	7.1	1053	100
		Lesson 2	879	89.6	102	10.4	981	100
		Lesson 3	1086	94.6	63	5.5	1149	100
		Lesson 4	1156	87.7	162	12.3	1318	100
	Course 2	Lesson 1	1062	93.7	71	6.3	1133	100
		Lesson 2	973	90.8	99	9.2	1072	100
		Lesson 3	1064	89	132	11	1196	100
		Lesson 4	1166	91.2	112	8.8	1278	100
		Total	8,364	91.1	816	8.9	9,180	100
2 nd Year	Course 1	Lesson 1	1193	81.3	275	18.7	1468	100
		Lesson 2	793	77.1	236	22.9	1029	100
		Lesson 3	1601	83.4	319	16.6	1920	100
		Lesson 4	794	78.8	214	21.2	1008	100
	Course 2	Lesson 1	1008	82.6	212	17.4	1220	100
		Lesson 2	1516	76.5	466	23.5	1982	100
		Lesson 3	1071	75.9	340	24.1	1411	100
		Lesson 4	1436	79.2	377	20.8	1813	100
		Total	9,412	79.4	2,439	20.6	11,851	100
3 rd Year	Course 1	Lesson 1	996	78.3	276	21.7	1272	100
		Lesson 2	855	71.4	342	28.6	1197	100
		Lesson 3	1079	77.1	320	22.9	1399	100
		Lesson 4	743	74.5	254	25.5	997	100
		Lesson 1	1151	75.6	372	24.4	1523	100

Course 2	Lesson 2	822	76.9	247	23.1	1069	100
	Lesson 3	1297	72.8	484	27.2	1781	100
	Lesson 4	911	73.2	334	26.8	1245	100
	Total	7,854	74.9	2,629	25.1	10,483	100

Example:

“As to me, Amharic has not to cover more than ten percent of the whole period.” (Year 1; Student B)

“I prefer less than ten percent.” (Year 3; Student F)

As indicated in the above extracts which are taken from the interview, the interviewee students responded that Amharic should cover less than 10% of the total utterances. The actual classroom data, however, disclosed that second year and third year students used above 20% of Amharic of the total utterances. This indicates that the classroom realities and what the students thought were fairly different. The amount of Amharic language used at the three different grade levels was found to be excessive. Kibrom (2016) found that the students of grade 9, 10, 11, and 12 students of Suhul Michael Secondary school using 3%, 0.29%, 0.25%, and 0.22% of L1 (Tigrigna) respectively. Jemal (2012) also revealed that 11-15%, 6-10%, and less than 5% of L1 (Oromifa) out of the L2 class time to be used by 1st year, 2nd year, and 3rd year students of Jimma Teachers’ College respectively. Besides, Abiy and Mohamed (2010) displayed that 22.3% of the class time was covered by Amharic which they said it too much. Kayaoglu (2012) recommends below 10% of L1 to be used at university level.

The students’ CS practices do not match with the suggested amount of utterances by Bilgin (2015) who recommends 95% of English words to 5% of L1. This figure is even greater than what Al-Hourani (2016) reports 5 to 10% of the class time. From this, it is concluded that the amount of Amharic which was being employed by second year and third year students could be judged to be relatively excess and inappropriate which is above the findings of all the researches which are conducted till now, at national and international levels. As this indicates excessive usage, it could impede the students’ target language learning which Nguyen (2013) and Mkgwathi (2011) call ‘it reduces students’ exposure to the target language’. Therefore, there was a gap on the extent to which the students want Amharic to be used in the EFL classes and their practice. In other words, the students in the interview demand less than 10% of Amharic to

be helpful for English language learning while their actual practice witnessed above 10% of Amharic usage.

3.2 Patterns of code-switching

The classroom observation showed that students of the different class years were employing inter-sentential, intra-sentential, and tag switching with a varied amount. The detail is presented in table 2.

As shown in table 2, the dominant code-switching pattern which was employed by first year students was intra-sentential code-switching (58.3%) followed by inter-sentential code-switching (41.7%). Contrary to this, both second year and third year students employed inter-sentential code-switching more dominantly with 50% and 71.1% respectively. Besides, second year and third year students employed intra-sentential code-switching with 47.6% and 22.2% respectively. The results on table 2 indicate that students of first year did not employ tag switching while second year and third year students practiced tag switching at a lower rate of 2.4% and 6.7% respectively. This implies that third year students employed more of tag switching compared to the other class year students.

Table 2. The patterns of CS employed in class across the different grade levels of students

Class Year	Courses	Inter-sentential CS		Intra-sentential CS		Tag switching		Total	
		number	%	number	%	number	%	number	%
1 st Year	Course1	8	72.7	3	27.3	0	0	11	100
	Course2	2	15.4	11	84.6	0	0	13	100
	Total	10	41.7	14	58.3	0	0	24	100
2 nd Year	Course1	9	50	9	50	0	0	18	100
	Course2	12	50	11	45.8	1	4.2	24	100
	Total	21	50	20	47.6	1	2.4	42	100
3 rd Year	Course1	16	61.5	8	30.8	2	7.7	26	100
	Course2	16	84.2	2	10.5	1	5.3	19	100
	Total	32	71.1	10	22.2	3	6.7	45	100

The study has disclosed that there is a clear difference between first year and the other two grade levels of EFL students with regard to their CS practice; that is, the majority of first year students used intra-sentential CS, whereas most of second year and third year students employed inter-sentential CS. [Jingxia \(2010\)](#) and [Nguyen \(2013\)](#) state that intra-sentential CS is performed by fluent speakers of both languages as the speakers have the syntactic knowledge of both

languages, which the researchers of this study do not agree with. If a speaker is capable of speaking both languages fluently, he/she produces more inter-sentential CS than intra-sentential CS. Similar to our understanding, Dereje and Abiy (2015) explained that inter-sentential CS is seen most often between fluent bilingual speakers, and it occurs unconsciously. According to them, intra-sentential CS is transferring focus from one language to another, and it is motivated by situational and stylistic factors. They add that the switch between the two languages, in intra-sentential CS, is conscious and intentional. Once a speaker is fluent bilingual, he/she is not aware of which languages he/she is using. In contrast, a speaker switches from one language into another to emphasize a point (Ghorbani, 2011), to give attention (Horasan, 2013), or to compensate for the gap he/she has in either language (Kayaoglu, 2012) which is done consciously, and this is intra-sentential CS. Farooq and Umer (2013) asserts that intra-sentential CS is practiced more with young children at early language learning stages.

As far as this study is concerned, first year students are believed to be less fluent in both languages (English and Amharic) compared to second year and third year students. Again, third year students are expected to have fluency in the two languages. That might be the reason why overwhelming students of third year practiced inter-sentential CS while first year students did intra-sentential. Here are some examples of the different patterns of CS.

Extract 1: Teacher: ...There are many historical places where foreigners come and visit them. So, how could you ask and give the direction for some of these places?

Student: ፈረንጅቹ tour guide ስለሌሎችው እኛን አይጠይቁም። (Taken from year 1 lesson 3)

Translation: As foreigners have tour guides, they do not ask us.

This is an example of intra-sentential code-switching where two English words are inserted to the Amharic sentence.

The extract below is taken from the classroom observation audio record of year 1 lesson 3. It was taken from the conversation between a student who acted as a receptionist and the one who had a room in the hotel. When the receptionist asked him if he had a bed in the hotel, the customer replied him by saying “yes”. Then, the receptionist asked him to show him if he had an ID using Amharic which is an example of intra-sentential CS.

Extract 2: Student 1: Yes, my friend booked me a room.

Student 2: May I see your ምታወቅያ? (taken from year 1 lesson 3)

Translation: May I see your **ID card**?

The above extract is an example of intra-sentential code-switching where an Amharic word is inserted to the English sentence.

Extract 3: Student: አንድ አንድ ሰዎች መጻሕፍትን አንቢብዋል፤ ግን አልገባኝም ይለሉ። So, can we say these people have not read it? (Taken from year 2 lesson 1)

Translation: Some people say I have read this book, but I do not understand it. So, can we say these people have not read it?

This is an example of inter-sentential code-switching where the two clauses are in Amharic while the other one is in English.

Extract 4: Teacher: Do you know what flipping is? (Taken from year 2 lesson 2)

Student: ገጾችን በተደጋጋሚ ገልበጥ ገልበጥ ማድረግ።

Translation: Turning over the pages quickly and repeatedly.

This is an example of inter-sentential code-switching where the teacher asked the students to respond his question, but the students answered the question in Amharic.

Extract 5: Teacher: ... By the way, what is new today? (Taken from year 2 lesson 3)

Students: ስለ ምኑ ነው teacher.

Translation: **What are you talking about, teacher?**

This is an example of tag switching where an English word “teacher” is inserted to the Amharic sentence. The use of this English word has nothing to do in this sentence.

As indicated in table 2 and the extracts above, students of all class years employed inter-sentential, intra-sentential, and tag switching. Though the frequency for using it was different, they all were employing. Such practices of employing the different patterns of code-switching were reported at different grade levels both at national and international levels. Some of the researchers who found similar result with this one at national level are Dereje and Abiy (2015) and Samuel (2019). Such various pattern of code-switching employment was reported at international levels of different settings by Jingxia (2010), Farooq and Umer (2013), and Nguyen (2013).

In a nut shell, first year students employed inter-sentential code-switching next to intra-sentential code-switching more dominantly. Both second year and third year students, however, employed inter-sentential code-switching more dominantly which was followed by intra-sentential code-switching. Among the three CS patterns, the students’ tag switching was the least. Though the

students employed tag switching less, third year students' tag switching overweighs the other class year students.

3.3.Functions of code-switching

As it can be seen in table 3, students of all class years were found using Amharic language in the EFL classes for interpersonal relations, classroom management, and curriculum access. As far as first year students is concerned, they were found using more Amharic for curriculum access (59.2%) and interpersonal relation (23.9%) functions respectively. Among the different types of interpersonal relation functions of code-switching, first year students used more Amharic in the EFL classes to talk about issues that are not related to the lessons (12%).

The teacher asked one student to come to the stage to answer the question that the teacher asked, and she said:

Extract 6: Student: አረ እኔ አፍራላሁኝ ጋሽዬ። (Taken from year 1 lesson 1)
 Translation: Sir, I have stage fright please.

When she was asked a question, she talked about her personal behavior rather than answering the question, which is an example of interpersonal function of code-switching.

With regard to the classroom management functions of code-switching, first year students used more Amharic for asking permission (7.1%) and correcting mistakes while talking English (7.1%) with an equal amount. First year students were found using more Amharic to ask for clarification (14%) among the different types of curriculum access functions of code-switching.

Extract 7: Student: Teacher! ሰው ከውጭ ይፈልገኛል እና ልውጥ?(Taken from year 1 lesson 2)

Translation: Teacher! Someone is calling me from an outside. So, shall I go out?

This is an example of code-switching which was used by first year students for asking permission.

Table 3. Students' functions of Amharic use in the EFL class and their proportion across the three grades

SN	Functions of Amharic language Use		1 st Year Students		2 nd Year Students		3 rd Year Students		TOTAL	
			number	%	number	%	number	%	number	%
1	Interpersonal Relations	To talk about personal experiences	2	4.8	4	6.6	5	6.3	11	6
		To tell jokes	3	7.1	0	0	11	13.8	14	7.7
		To talk about issues not related to the lessons	5	12	5	8.2	2	2.5	12	6.6
TOTAL			10	23.9	9	14.8	18	22.6	37	20.3

2	Classroom Management	To talk about homework, exams and assignments	1	2.4	0	0	2	2.5	3	1.6
		To ask permission	3	7.1	0	0	1	1.3	4	2.2
		To correct mistakes while talking English	3	7.1	0	0	1	1.3	4	2.2
		TOTAL	7	16.6	0	0	4	5.1	11	6
3	Curriculum Access	To explain difficult concepts	2	4.8	2	3.3	9	11.3	13	7.1
		To check comprehension	1	2.4	18	29.5	8	10	27	14.8
		To explain grammar rules	3	7.1	0	0	1	1.3	4	2.2
		To give the meaning of new vocabulary	4	9.5	3	4.9	3	3.8	10	5.5
		To ask and/or respond questions	2	4.8	11	18	26	32.5	39	21.3
		To ask for clarification	6	14	7	11.5	3	3.8	16	8.7
		To give feedback or comments	1	2.4	0	0	1	1.3	2	1.1
		To emphasize	0	0	3	4.9	1	1.3	4	2.2
		To avoid misunderstanding	3	7.1	1	1.6	0	0	4	2.2
		Lack of its English meaning	3	7.1	7	11.5	6	7.5	16	8.7
TOTAL	25	59.5	52	85.2	58	72.3	135	73.8		

Similar to first year students, second year students used more Amharic in the EFL classes for curriculum access functions (85.2%) though the amount for using it was quite high. Contrary to first year students, second year students did not use Amharic for the different types of the classroom management functions and for joking. In line with that of the first-year students, second year students used more Amharic to talk about issues that were not related to the lessons (8.2%). Among the different types of the curriculum access functions of code-switching, second year students used more for checking comprehension (29.5%) and for asking and responding questions (18%) respectively.

Extract 8: Student: Reading ማለት የተፃፈ ነገር ማየትና መረዳት ነው ብለናል። ዓይነ ስውራን ማንበብ አይችሉም ማለት ነው? (Taken from year 2 lesson 1)

Translation: Reading is looking and understanding of a written text. Does this meant that blind people cannot read?

In this case, the student code-switched to check his understanding of what reading is meant.

Among the various curriculum access functions of code-switching, second year students did not code-switch to explain grammar rules and to give feedback.

Third year students, too, were found CS more for curriculum access functions (72.8%) followed by interpersonal relation functions (22.6%). From the varied types of interpersonal functions of

CS, third year students code-switched for talking jokes (13.8%). Among the different types of classroom management functions, third year students code-switched more for talking about homework, exams, and assignments (2.5%). For asking and responding questions (32.5%), explaining difficult concepts (11.3%), and checking comprehension (10 %) were the dominant curriculum access functions of code-switching which were employed by third year students. Here is an extract taken from the classroom observation.

The extract below is taken from lesson 1 of year 3. In that class, one student came late. Then, the teacher asked him to look at his watch, but the student replied that his mobile's battery was off which he lied when it was checked. When the teacher asked the students to give comments on the student who lied him, one of the students in the class replied as follows for the sake of joking by CS in to Amharic.

Extract 9: Student: የፖስት ሎዲየር ሰዎች እኮ አጭብረባሪዎች እና ወሽታዎች ናቸው፤ ለዚህ ነው እንደዚህ የሆነው። (Taken from year 3 lesson 1)

Translation: The postmodern characters are cheaters and liars. That is why he behave so.

This code-switching was uttered by a student for the sake of joking when the teacher asked the students to give comments on the misbehaved student.

Many of the students who took part in the interview confirmed Amharic to be used more to explain grammatical concepts, difficult words, and when misunderstanding occurs between the students and the teachers which are examples of CS for curriculum access. The students also explained their desire to use Amharic to explain unclear instructions and for inter-personal relations. Here are some examples taken from the semi-structured interviews.

Student 2: Why we attend classes is mainly to learn. So, the use of Amharic in the English classes should be to help better understand English. Sometimes we also should use Amharic to clarify instructions that we are unable to understand it and for jokes.

Student 7: Students should use Amharic in the English classes when they learn vocabulary and grammar. We also should use Amharic to talk jokes when we got tired.

In a nut shell, results of the classroom observation audio record and the semi-structured interviews study disclosed that students of all class years code-switched from and into Amharic in the EFL classes for curriculum access functions more dominantly. Among the different types

of curriculum access functions of CS, the dominant function that students employed Amharic in the EFL classes was found to be asking and responding questions.

The findings of this study are similar with the findings of other researchers that were conducted at national and international levels at different times. Jemal (2012) investigated the different functions of code-switching employed by college students of the different class years. He found that the students used code-switching more of for asking and responding questions. Kibrom (2016) and Nigatu (2013) also reported the same finding at high school and elementary schools respectively. At an international level, Ferguson (2003), Yletyinen (2004), and Blackman (2014) found that students code-switched for asking and responding questions and for checking comprehension more dominantly which Blackman (2014) classified them as code-switching for curriculum access though they found the students were code-switching for many functions with a limited amount.

Finally, the researchers of this study believe that Amharic is likely to be employed especially at lower grade levels and poor English language performance to aid learners' understanding of English through explaining new words and difficult concepts since learners' may have difficulty of understanding English language, so they may use Amharic as their reference point. However, the students' practice of Amharic in the EFL classes in the study area could be judged to be relatively excess and inappropriate which may in turn impede learning of English language. The principle, thus, should be use English where possible and learners' native language where necessary as noted by (Mahsain, 2014) instead of teaching English in L1 throughout the whole lesson.

4. CONCLUSION

This research was conducted to investigate if the amount of CS varies from one grade level to another grade level and to unveil the different functions of CS used by students of the different grade levels. The results show that the students' CS was increasing as their grade level increased. However, the students' CS has to decrease as their grade level increased. The use of Amharic by second year and third year students was found to be excessive. The use of more than 10% of the native language in the EFL classes at university level is unexpected since the students are believed to have good command of the target language (English). Besides, these students are going to be English language teachers after two years or one year. If they excessively use

Amharic today, they will do it the same with their students tomorrow. This endangers the teaching and learning of EFL. In classes where English is taught as foreign language, it is only the classroom that exposes the students to the target language. Therefore, an overuse of native language reduces students' exposure to the target language and limits their opportunity of practicing English.

Regarding the patterns of CS, students of all batches were using intra-sentential, inter-sentential, and tag switching with different amounts. First year students were employing intra-sentential CS more while both second year and third year students were using intra-sentential CS more dominantly. Students who are fluent in two or more languages use inter-sentential CS more while students who are less fluent in both languages apply intra-sentential CS. First year students are assumed to be less fluent both in Amharic and English languages compared to second year and third year students. That is why first year students used intra-sentential CS more while second year and third year students employ inter-sentential CS more dominantly. This indicates that the pattern of CS that students employ has a relationship with the students' fluency in the native language and target language.

As far as the students' CS functions is concerned, students of all class years were using Amharic for interpersonal relations, classroom management, and curriculum access. However, students of all grade levels were CS more dominantly for curriculum access. This indicates that CS has many benefits at all grade levels. Therefore, CS is a helpful tool in learning English language. A limited use of students' native language plays a number of pedagogical and psychological roles. However, an excessive use of it reduces the students' exposure to the target language and the opportunity to practice it. On top of this, an overuse of CS, increases students' dependency on the native language and reduces the learners' confidence.

The pedagogical implication of this study is that a planned use of CS enhances learning, helps students express themselves better, helps teachers to avoid misunderstandings in any part of delivering lesson content. Besides, teachers might overcome many problems related with classroom discipline or clarify their message in a better way using Amharic. The results of this study might also provide an insight to the debate of using L1 versus target language in the FL classrooms. It makes theoretical and practical sense for the teachers to switch to L1 in FL classrooms as well as for the students.

Based on the findings and conclusions arrived, it is recommended that concerned bodies of the education and training policy designers and other concerned bodies of the Ministry of Education have to clearly indicate the use of CS in the education and training policy and in the higher education proclamation. Besides, the Ministry of Education has to prepare workshops regarding the cautious use of CS and its drawbacks if it is used excessively. Finally, researchers, methodologists, and education experts have to conduct further research on this area at different settings.

One of the limitations of this study is that it did not investigate the attitudes of the teachers and students towards the employment of CS in the classroom. Such an investigation would draw further conclusions as to whether the participants view code switching as advantageous or disadvantageous or whether their attitudes towards code switching match with their practices or avoidance of switching to their native language. One more limitation of the present study is that it does not investigate if there is any relationship between the students' CS and their English language performance which requires further research.

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I, the undersigned candidate, declare that this dissertation entitled: *EFL Students' and Teachers' Attitude and Practice towards Code-switching: The Case of Mekelle University* is an original research I conducted under the supervision of *Dr. Hailom Banteyerga*. The full or any part of this dissertation has not been submitted for any degree or examination in this or any other university and therefore, it is not by any means a replication of a work already done by no one. Further, I declare that all the sources I have used or quoted have been indicated and acknowledged as complete references in this dissertation.

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I, Gebrewahid Tsige Gerezgiher's dissertation supervisor, testify that this dissertation has been developed under my supervision and I approved it to be submitted to the department for evaluation as a fulfilment of the requirements for the degree of Doctor of Philosophy.

Supervisor:

Name: _____

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