



University of Sebha

Faculty of Languages

Department of English

**THE EFFECT OF CODE SWITCHING ON PERSONAL
IDENTITY AMONG UNIVERSITY STUDENTS OF
ENGLISH DEPARTMENT IN SEBHA**

Dissertation submitted to the department of English language in partial
fulfillment of the requirement of the bachelor of applied linguistics

By

Huda Ali Alajili Ghumeid

Supervised by

Miss Sara Abdulrazzak

Academic Year 2022-2023

Abstract

The study aims to show the effect of code switching on the personal identity of Sebha University Students at the department of English language. The sample was 30 students from English department. They have been classified into 15 males and 15 females. For data collection instruments, a structured interview of 8 questions was asked to the participants. The adapted research approach in this study to analyze the data through it was the qualitative approach. The study finds out that there a great a affect of code switching on the personal identity of EFL students of Sebha University at the department of English, and females use code switching more than meals. In addition, the lack of understanding some parts of people' s speech and the need for using expressions in conversations are two speech situations through which code switching 8s more used. Lastly, it was recommended that a further study should be conducted in the same context to study the threat of the personal identity under the using of code switching.

Dedication

I would like to dedicate this start to all people who stood with me in my school path and to identify my family and friends who close and have sincere thanks, appreciation and respect.

TABLE OF CONTENTS

ABSTRACT		I
DEDICATION		II
TABLE OF CONTENTS		III
Chapter One: Introduction		1
1.1	The Background of the Study	1
1.2	Aim and Objective	2
1.3	Significance of research	2
1.4	Research problem	3
1.5	Research hypothesis	3
1.6	Research Questions	3
Chapter Two: Literature Review		4
2.1	Introduction	4
2.2	Definition Code-switching	4
2.3	Types of Code-switching	5
2.3.1	Inter-Sentential	5
2.3.2	Intra-Sentential	5
2.3.3	Extra-Sentential or Tag Switching	5
2.4	Merits of code switching	6
2.5	Defects of Code-switching	6
2.6	Personal Identity	7
2.7	The relationship between code-switching and personal identity	7
Chapter Three: Research Methodology		12
3.1	Introduction	12
3.2	The data	12
3.3	Participants	12
Chapter Four: Data Analysis and Discussion		13
4.1	Introduction	13
Chapter Five: Conclusion		16
	Conclusion	16
	Limitations	16
References		18

Chapter One

INTRODUCTION

This introductory chapter presents different sections; the background of the study, the statement of the problem, the purpose of the study, the research questions, the significance of the study, definitions of key terms, and the summary of the chapter

1.1 The Background of the Study

Code Switching

Code-switching Switching code is a process of mixing two languages in one conversation. According to (Matras, 2009) code-switching is defined as a transfer from one language to another language during a conversation mostly without the conscious effort of the speaker. Also, (Nguyen, 2014) code switching is then quite a common phenomenon that normally occurs with people who are proficient in speaking two or more languages.

However (Mohammed, 2017) said that code-switching refers to the alternation of one language to another or the switching of two varieties of the same language which occurs in a single written Identity.

Identity is introducing yourself to others through your language. According to (Schiffrin, 1996) social identity is locally situated as who we are and is at least partially, the product of where we are and who we are with...(p. 198)

whereas, Paltridge (2006), one's identity can be observed through the use of language, multi-modal activities, and communities in which one is in it.

Code-switching and Identity

This research focuses on the relationship between code-switching and identity and how code-switching affects people's identity, In addition,

According to Gumperz (1982), bilinguals choose one or the other language to index the code switching identities. Also, Jariah (2003) points out that learning a language involves internalizing cultural features, which are the linguistic system's significant characteristics

1.2 Aim and Objective

The purpose of this research is to show the effect of code-switching on the personal identity among university students of the English department in Sebha.

1.3Significance of research

proving whether code switching and identity are significantly related to each other among Sebha students is being a worth for linguistics which help them to engage the same two variables in further studies that might be conducted in different contexts.

Moreover, this study is significant for University students of Sebha who are learning English as a foreign language as they would be more aware towards using code

switching with others when they know the great affect of this technique in their identity.

1.4Research problem

The Personal identity of Sebha University students is claimed to be affected by practicing code switching in their speech interaction,

which is a matter of concern regards to identity core threat.

1.5Research hypothesis

It is believed that university students of the English department of Sebha use code-switching language techniques a lot in their conversations as EFL, which affects their personal identity.

1.6Research Questions

1- Does code switching affect the personal identity of Sebha University students at the English department?

B -which group is more affected by code switching males or females?

C-which speech situations are more likely for university students of English department in Sebha to practice code switching highly?

Chapter Two

Literature review

Introduction

This research is conducted to show the effect of code switching on personal identity among University students of English department in Sebha.

2.2 Definition Code-switching

Code-switching is a process of shifting from one linguistic code a language or dialect to another, depending on social context or conversation sets. According to (Matras, 2009), Code-switching can be defined as the transfer from one language to another language during a conversation mostly without the conscious effort of the speaker.

sociolinguists defined code switching differently, for example,

Hoffman (1991), code-switching is the situation in which two languages are used in the same utterance. Myers-Scotton(1993) defines it as a process in which there are alterations of linguistic varieties within the same speech act, CS is commonly found in the teaching and learning process.(Lin, 2013), Cook (2000) stated, "Code-switching is the process of going from one language to the other in mid-speech when both speakers know the same languages".

According to Aranoff and Miller (2003) indicate, many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, just as switching between styles or dialects is an option for the monolingual speaker.

we use code-switching in our daily lives when we talk with each other people and also, in the classroom in some situations. In class when the students, can not express about their other-selves also when the students can not understand the context, and, when the students don't have a strong vocabulary code-switching helps you to talk and, communicate with your students and teachers.

2.3 Types of Code-switching

There are three types of code-switching in linguistics:

1. Inter-Sentential

This type of code-switching happens when the speaker uses code-switching in sentences specifically in beginning and the end of a sentence. This typically happens with bilingual speakers, that is mean those who can speak the fluent language.

According to (Abdollahi, et 2015). E.g ماعنديش نوع هدا Sorry

point out that Inter-sentential code-switching "includes switching at the sentential border in which one clause or utterance is in one language, and the next clause or sentence is in the other"

2. Intra-Sentential

Intra sentential switching often called as code mixing is a phenomenon of inserting some words or phrases from another language into the basis language (Puspawati,

2018). هدا choose

3. Extra-Sentential or Tag Switching

This kind of shifting is used for one word or tag phrase and sometimes it happens in the same situation. Also, this shifting is common in use instead of the sentence. This type of switching is often commonly used in intra-sentential code-switching as well (Esen, 2019). E.g nice dress, صح وله مش صح

2.4 Merits of code switching

A way to provide a language advantage instead of blocking communication with people, Also, Switching instructions allows the transfer of information more simply and faster to a listener or two languages, Switching instructions allow more impact during the conversation and, It helps you express yourself when you can't express yourself in English language.

According to Ammar al Abedy (2016), the function of code-switching can be understood within the framework of three domains which are “social, linguistic and psychological motivations. In addition to that, Speakers often code switch in a conversation if they want to “negotiate a change in social distance” between themselves and the people to whom they are speaking (Abedy,2016).

2.5 Defects of Code-switching:-

Sometimes the change of instructions is dangerous now, it is a reason for people to lose their identity, enmity, and traditions. Also, Changing shift The disadvantages of code switching are stated by other researcher. Gumperz and Hernandez (1972) claim that those who code-switch make a mess out of the conversation and cannot speak the language properly ting instructions is sometimes a

reason to threaten the identity of people. Thomas (2001) maintains that in some communities code-switching is even seen as something unacceptable

2.6 Personal Identity:-

There are different kinds of identities, social identities, national identities, racial identities, ethnic identities, and, personal identities. Social identity can be described as a conceptualization recognizing that the way we perceive others and ourselves on both our unique characteristics and our membership in various groups (Tajfel&Turner, 1979). Identity is the definition of self or person and it is the character that a person possesses and represents. According to Oakes (1987) said that salience is a product of fit which is “the congruence between the stored category specifications and perceptions of the situation.

Some definitions of personal:- Each social group, of course, has a particular identity which makes its members have some things in common. By having these particular characteristics, one fulfills social expectations related to his or her role in having interaction with role partners (Stets and Burke, 2000), as well according to (Hogg and Abrams 2004) a social identity means a person’s recognition that he or she belongs to a social category. According to Fishman (1999), identity means “who you are,” which is your distinctiveness of being a particular person.

2.7 The relationship between code-switching and personal identity.

There are strong relationship between code-switching and identity because when we mixed between two languages when we speak this thing affects our identity, or your language reflects your identity. According to argues that Jariah (2003) also

pointed out that learning a language involves internalizing cultural features, which are the linguistic system's significant characteristics. The language spoken by somebody and his or her identity as a speaker of this language are inseparable" (Tabouret-Keller, 1997: p. 315). According to Gumperz (1982), bilinguals choose one or the other language to index the code switching identities. However, Omar (1993) studied the relationship between language and ethnicity.

There are many previous studies conducted on code switching and identity in different contexts which had found a significant affect of code switching on personal identity; for example, **Michael Walker (2018)** focuses in his research on the group of people who used code switching in WhatsApp. The researcher chooses six German university students. The method of this research is mixed between quantitative and qualitative. Next samples were mixed between male and female meals. Then The researcher analyzed data by using a questionnaire. Finally, the result of this research was coda switching resources to build the identity of the group. In this study the results support the relationship between code switching and identity.

Similarly, the work of **Kyung Oh - Young Kim (2012)** supports the relationship between code switching and identity. However, the research focuses on how to effect code-switching on reconstruction identity. Second, the researcher chose a stadium in the university as the sample for me purely. Also, seventh four female new students participated in class. Third, the method of this research was observation, survey questionnaire, and interview. Fourth, the researcher classified the rust into three parts:-

- 1- cases of code-switching.
- 2- perceptions of students'
- 3- the relationship between code-switching and students's identity registration.

The result of this research, teachers need to use code-switching in class to help the students to speak English, and practice the language also, to develop cultural and social, and reconstruction identity. Which agree with the idea that the relationship between code switching and identity is significantly found.

In addition, the same result on the same topic was found in a study has been put by **Costance Ellenwood (2008)**

In which the researcher focuses on the relationship between code-switching and identity in the classroom between Asian and, European students studying in Australia and, discuss the habit that allows the expression of usually unrecognized identities in the classroom when hidden from the teacher through code-switching. Also, there are three acts of identity in data code-switching:-

- 1- The students expressed their frustration with their ignorance and, showed a desire to conform to the task.
- 2- students criticized my teachers' choice of topics.
- 3- the topic is related to the desire to become a global or famous person. when using code-switching can draw the attention of my teacher's students who have concerns about communicating with others in the classroom.

Furthermore, a study by **Hanan Nafa(2018)**

Was conducted on code-switching and the construction of social identity between bilingual English and Arabic languages, the sample of this research was a group of friends adults female bilingual in English and Arabic language who are part of the minority speaking in Manchester, UK. unlike the traditional ways, it is believed that code-switching for speakers shows identity homogeneous or unity identity. The method of this research was the interview, audio recording, questionnaire, and self-recording, the result of this research was that code-switching is

the manner to talk not special and traditional presents all participants in conversation inside the group, and this research people used the English language prominently while the Arabic language used to be direct or critical. Which shows the relationship between code switching and identity.

Moreover, Young Wu (2021) studied the effect of code switching and identity, in this work the researcher chose 240 students and used quantitative research the samples were mixed between female and male Chinese Malaysian students from the university the data used in the method are questionnaire interviews, and various observational records, In the end, the result of this research is a significant relationship between identity and code switching and this research also indicated how Chinese Malaysian students used codes switching when communicated with each other's people by observational note-taking videotaping and audiotaping.

Besides, Perez Casas, Marisol (2008) searched how to use two languages or more languages in conversation, how code-switching connects with social identity also, this research focuses on why code-switching is important in society, and, how linguistics style creates identity or production identity. The sample in this research was a group of a network of the bilingual intellectual elite in Puerto Rican and, this network used code-switching between the English language and, the Spanish language in informal conversation. The researchers analyzed data by using written observations, used audio recordings, and, ethnographic interviews. In the end, the result of this research, we can't say that changing the blades automatically leads to the indexing of mixed and, bicultural identities. To sum up, this research believes that code-switching is not just about counting with each other people also, code-switching is part of a historical, social, and, cultural process. This supports the relationship between code switching and identity.

Finally, the work of **Azza Abuharsa (2013)** which focuses on Libyan children in the USA, and how children use code-switching between English and Arabic language however, children used code-switching for specific reasons

- 1- children didn't have morphology.
- 2- children didn't understand what you are talking about
- 3- the context is not clear. The third researcher choose sixteen Libyan children who lived in the USA and, these children learned the language when they arrived in the USA at the age of two to five years. In addition, the method of this research was an interview and, interviews were recorded on tape. also, It turns out that code-switching happened when the speaker doesn't speak any language very well. In the end, the result of research turns out that children do not have full proficiency in their mother tongue and, the second language in summary code-switching doesn't order full proficiency to produce two languages. This supports reasons for code switching

To sum up, the issue of code switching and identity has been studied a lot through different contexts, however, they show every time they have been investigated that they are effected by each other. Although this affect could be advantageous and even disadvantageous sometimes. In addition, the relationship between code switching results sometimes to the reconstruction the identity, it reflect the identity of people and, the reasons of using code switching.

CHAPTER THREE

MOTODOLOGY

3.1Introduction

This research focuses on the effect of code switching on personal identity between university students of English department in Sebha.

3.2The data

The data in this research is qualitative research. The samples in this research were random. This research choose to contact data interviews with students. This research make it to interview with students in the university of Sabah for English department students.

3.3Participants.

The participation in this research is mixed between males and females and, the age of students is mixed between 18-32 adult students. it choose thirty students from the English department of Sebha University they were classified into fifteen males and, fifteen females. They have been asked through a structured interview of eight questions to every student in the interview.

Chapter Fouer

Analysis and Dissection

Introduction

The research studies the affect of code switching on personal identity among university students of English department in Sebha.

This research analysis data by using interviews it research is qualitative and This research make it eight questions about the effect of code-switching on your identity also, In interviews, the sample was mixed between 15 meals and 15 females at random.

The questions for this research were as the following

1-Do you use code-switching in your speech?

Twenty-two students in the university of English department use code-switching in speech whereas seven students don't use code-switching in speech.

2-How much do you utilize it in your everyday speech?

Three males use many English words in Arabic In addition, fourteen females will use many English words in the Arabic language. Six males do not use the words English

in Arabic, and also one female, who ranges from eighteen to thirty years old. Five female and male students sometimes use English words in Arabic on their daily days.

3-In which speech situations do you usually use code-switching?

Twenty students said that they use code-switching instructions in a conversation with me to express what they want or when they can't express, it in English. In addition, eight students, six females and two males will use code-switching when they can't understand what a speaker is saying during a conversation. Also, Two males use code-switching to encode their speech for Encoding their secrets, and personal issues.

4-Do you feel that you need code-switching when you can not express your talk in your mother tongue language?

Thirty students answered yes they need it because it helps them to express themselves a lot in conversation.

5-What do people think about you when you practice code-switching?

Fifteen females said to see them about what people think about them when they practice code switching. Three females said that we face a lot of criticism when we practice code switching and seven males and females said that many people we practice prestige between people and also two males and one female said that people look at us as very educated when we practice code switching.

6-Do you find code-switching a good beneficial conversational technique?

Thirty students in this research said yes because it helps you to make communication between listener and speaker very easy.

7-Do you enjoy using code-switching?

Thirty students said yes, they find code-switching very interesting in conversation.

8-With whom do you practice code-switching more with EFL students or teachers?

Twenty students mixed males and females in this research used code-switching with teachers however, ten students mixed between males and females used code-switching with students outside of class.

Thus, the results show that females are more aware to use code switching than males, with that, most students use English words in Arabic, and most students use code switching to express what they want even in mother tongue language students sometimes use code switching to express also, how people look at you when you practices code switching most students said people look at them to very educated where as most of students said people look at them very prestige finally all students find code switching good thing because they help you to express to speak.

Chapter Five

Conclusion

After interviews and analysis with thirty students from the English department of males and, females, it turns out that code switching affects their personal identity which answers the first question in this study. According to the second research question which deals with the most affected group of using code switching; males or female, it turns out that the most affected by code switching are females.

Finally, the last research question dealt with the most likely speech situation in which Sebha University students of English department use code switching, the results shows out that students use code switching in the cases of expression during a conversation or sometimes in case of lack of understanding.

To conclude, it is obvious that the personal identity of Sebha University students at the English department is affected by practicing code switching highly, however, the females is the most affected gender of this speech technique. Lastly, lack of understanding and expressions are two speech situations that code switching is processing through.

Limitations

One of the difficulties that has been encountered in conducting this research is that is hardly numbers of previous studies which ignore the effect of code switching and personal identity, which make it difficult to make a contrast views for this issue.

Recommendation

A further study is recommended to study the threat of code switching on the personal identity of Libyan EFL learners.

References

Abdollahi

https://www.researchgate.net/publication/306031490_TYPES_AND_FUNCTIONS_OF_CODE-

Abdollah(2015).The effect of intra-sentential, inter-sentential and tag-sentential switching on teaching

grammar.Cumhuriyet Science Journal, 36(;3), 847-868.

Al Abdely, A. (2016). Types and Functions of Code-Switching in the English Language used by Iraqi Doctors in Formal Settings.University of Anbar.

AZZA APPLYING CLASSIC CODE SWTICHING TO BILINGUAL UTTERANCES OF BILINGUAL LIBYAN CHILDREN OKLAHOMA,USA

Burke, P. J. (2000). Identity Theory and Social Identity Theory. *Social Psychology Quarterly*, 63, 224-237. <https://doi.org/10.2307/2695870>

Gumperz, J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.

<https://doi.org/10.1017/CBO9780511611834>ishman, D. B. (1999). *The Case for Pragmatic Psychology*. New

York: University Press

Hnana CODE SWTICHING AND IDENTITY CONSTRACTION AMONG ARABIC ENGLISH

Hong, L. F. (2007). The Phenomenon of Language Mosaic of Chinese Malaysians—The Expression of Language Fusion. *Southeast Asian Studies*, 4, 71-7

Jariah, M. J. (2003). Code-Switching for Power-Wielding: Inter-Gender Discourse at the Y. Wu

DOI: 10.4236/als.2021.92011 103 *Advances in Literary Study*

WLim, C. G. (1997). Successful Intercultural Negotiations: A Matter of Attitude. *Journal of Language for International Business*, 8, 19-31.orkplace. *Multilingual*, 22, 41-

<https://doi.org/10.1515/mult.2003.003>

Tabouret-Keller, A. (1997). Language and Identity. In F. Coulmas (Eds.), *The Handbook of Sociolinguistics* (315-326). Oxford: Blackwell Publishing Ltd.

<https://doi.org/10.1002/9781405166256.ch19>

Tajfel, H., & Turner, J. C. (1985). The Social Identity Theory of Intergroup Behavior. In S. Worchel, & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (2nd ed., pp.

7-24). Chicago, IL: Nelson-Hall.

Myers-Scotton, C. (1993). *Social Motivations for Code Switching. Evidence from Africa*. Oxford: Clarendon Press.

Omar, A. H. (1993). Contact Languages in the Encyclopedia of Malaysia. In D. Millet

Perez Casas CODE SWITCHING AND IDENTITY AMONG ISLAND PUERTO RICAN BILINGUALS

(EStets, J. E., & Burke, P. J. (2000). Identity Theory and Social Identity Theory. *Social Psychology Quarterly*, 63, 224-237. <https://doi.org/10.2307/2695870>), *Languages and Literature* (pp. 9, 13-14). Singapore:

Pte Ltd., 2004.

Micheal code switching and identity construction in Whatsapp