The Linguistic Features of Code-Switching: A Study of Sindhi/English Bilingual Teachers′ Classroom Interactions at Higher Secondary Levels in Sindh, Pakistan

* Abdul Razzaque

Lecturer, Department of English, Shaheed Benazir Bhutto University, Shaheed Benazirabad

Arbeela Memon

Lecturer English, SRE Majeed College Karachi

Ruqia Mastoi

Lecturer, Department of English, Shaheed Benazir Bhutto University, Shaheed Benazirabad

*Email of the corresponding author; shazmeennawaz@hotmail.com

ABSTRACT

The main aim of this present study was to investigate the code-switching phenomenon for comprehensive understanding how it has positive effects upon teaching and learning process. This paper tried to investigate linguistics features of code-switching, which include code-switching at different levels like words, phrases and clauses levels as well as inter-sentential and intra-sentential code-switching. These linguistics features of code switching have been examined at higher secondary levels in both male teachers and female ones. Most of the findings of this study from Sindhi/English code-switching data, gathered from the Higher Secondary Schools of both Larkana and Hyderabad Districts, have been analyzed and discussed. It has been examined that most the teachers who teach at higher secondary levels in Northern Sindh mostly use code-switching and they use frequently different linguistic features of Sindhi/English while conducting classes. Moreover, it was also explored that intra-sentential code-switching was the leading code-switched grounds probably (41.2%), and (33.1%) at word level, (7.45%)) at phrase level and (21.56%) at clause level respectively, are the part of inter-sentential which has indicated a successful areas of inter-sentential code-switching. The inter-sentential code-switching (3.6%) was the least of them.

INTRODUCTION

Generally, it has been observed that bilinguals are mixing two main languages while speaking. Because the situations of bilingualism are same in all the countries, in all classes of the society and at all age levels in the world (Grosjean, 1982). The researchers believed

that Pakistani society is called multilingual society where most of the people speak and understand many languages means more than two languages. The mixing of different languages is very common in Pakistan. For instance, if Sindhi/Urdu, the national languages of Pakistan, are considered then one may find that addition of English questions in Sindhi sentence is a common feature in talk of educated people Sindhi/Pakistani speakers. Though they mostly do not possess the capability to talk in English language, therefore, they apply English words, phrases and clauses to provide their discourse a sense of English language that have social meaning (kaleem Raza khan, 2004).

It is fact that when any fluent bilingual speaker of numerous languages want conversation, he often includes clauses, phrases, words and sentences from different languages in a lone discourse. This substitute utilization by bilinguals of more languages (two or more than two) in same conversation is known as code-switching (Milroy and Muysken, 1995). It (Code-switching) is called a subject that has occurred in literature on the bilingualism since early 1990s when Espinosa (1917) told of a "speech mixture" in talk of New Mexicans (Ana Huerta et.al, 2001). Basically word Code-switching is compound word, a mixture "Code and switching".

 Ronald Wardhaugh (1986) argued that the word "Code" can be referred to a kind of such system where two or more than two people use for the communication either it is a language or a dialect or all the codes. However, when this spoken form dialect or language, etc. is turned into writing is called codification. If one looks at "switching", it seems to be a just "movement" of subjects, from one to another subject. It means that one shifts, switches or moves from code to another code during speaking. This kind of shift, movement and switch of bilingual speakers from one language to another or from one code to another is known as code switching. In classroom context, the communicative and pedagogical functions of the classrooms code switching is justified its use in language learning and teaching contexts (Romylyn A. Metila, 2009, P. 44).

Code-switching in Pakistani classrooms is very common phenomenon. It is used in universities a medium of instruction apart from language classes. Whether it is ESL, EFL, Science classes, Mathematics classes or any language class, English is used as a supplementary language with other languages. It shows that CS (Code-switching) exists some extent. While leaving aside other regional/national languages, it involves Sindhi, a provincial language and English, a sign of economic gain and power, political force, social facts and real Lingua Franca. It is therefore said that teaching and learning in classroom is reinforced by the blend of Sindhi and English.

Code-switching is a learning resource that occurs at various levels in classrooms. In one hand there is shift or switch of grammatical forms i.e. nouns, pronouns, adjectives, verbs, adverbs, connectives etc. Another hand it involves technical language and registers.

In spite of the fact that code-switching is exceptionally common in classroom intuitive, still it is considered unfavorable by instructors in common. It is accepted that students who code-switching are destitute speakers of both English and Sindhi. Numerous individuals consider code-switching as one-sided one, and indeed allow it pejorative names such as Sindhi. A few individuals say that code-switching is since of incompetency in dialect, whereas other considers it as a sign of apathy. It is accepted that they talk not one or the other Sindh/Urdu nor English. In case usually teachers" conviction almost the utilize of code exchanging, at that point how its use will be backed. How will bilingual students be able to look for offer assistance from the use of code-switching? The negative convictions

of instructors towards code-switching are required to be changed as they unequivocally affect upon students" success or disappointment in schools. Beliefs direct teachers" contemplations and behaviors (Borg, 2001).

Teachers" expressed beliefs play an imperative part in classroom interactions, the materials to be chosen, the abilities or the exercises to be performed and the dialect to be utilized amid instruction and acknowledged from students amid teacher-student and student-student interactions. Teachers" beliefs decide classroom interactions, which are done through dialect use. In other word instructors got to reexamine their negative states of mind and convictions towards code-switching and ought to recognize the part of both L1 (see Glenn S. Levine, 2003 and Tikunoff &Vazquez-Faria, 1982) and L2 within the students" learning processes, which is classified by them due to which they attempt to maintain a strategic distance from code-switching. So, there's a need for way better understanding of code-switching wonder among classroom instructors and this ponder is conducted to assist in this respect.

LITERATURE REVIEW

What is Code-switching?

Code-switching means to utilize two languages or dialects in a single talk isn't an arbitrary phenomenon, but an exceedingly compelling one. Code-switching assists numerous capacities e.g. personality marker (Shin, 2010; Carmen Battled, 2003; Sridher, 1996; Nishimura, 1995; Kroskrity, 1993; Woolard, 1989; Gumperz, 1982), solidarity marker (Hannah Bradby, 2002), dominance and distinction (Karen Wong, 2000; Waseem, 2000), accuracy (Hussein, 1999; Bonvillain, 1993), procedure of lack of bias (Myers Scotton, 1993), fashion moving (Hannah Bradby, 2002), emphasis, personalization, address detail, interjection and citation (Gumperz, 1982).

The functions associated to the classroom context are change of new vocabulary or translation of challenging vocabulary items, elucidating grammar, organizing class (Mingfa Yao, 2011), explanation (Ajmal Gulzar, 2010), highlighting some points, venting responsiveness and harmony with the students, and simplifying understanding by citing other's words (Liu Jingxia, 2010; Eda Üstünel & Paul Seedhouse, 2005). For the teachers, it is very authentic strategy that they can deal with low proficient English language learners (Badrul Hisham Ahmad, 2009, p. 49).

Alex Brice (1997) stated that code-switching is a sign of an advanced client who shows a sound cognitive etymological working. Essentially, Li (2000) explains that code-switching may be a commonplace feature of the discourse of bilingual speakers instead of deficiency. Code-switching isn't a pointer of insufficient language competencies within the bilingual speakers.

Learners can make utilize of code-switching in both participant-related capacities, which include the part of students and teachers in the classrooms and in also discourse-related capacities, which incorporate bilingual practices exterior classrooms (Coarseness Liebscher and Jennifer Dailey-O'Cain, 2005). One can discover its possibility as a means of creating bilingualism, which is „the capacity to utilize two dialects in changing degrees of proficiency and in several settings such as writing, speaking, listening and reading" (Alex Brice, 1997).

Krashen (1981) viewed that a comprehensible input is vital for language acquisition. It implies that there's a strong need of scaffolding process and perfect way, that the most

perfect way of scaffolding, which fits well here in this setting, is code-switching. This implies that language advancement takes place through tests of dialect or sample of the language, which are proper, and code-switching may be indicating the need for arrangement of suitable samples. Cook (1991) said that lesson may be made more communicative when code-switching is coordinated with the exercises which are defined second language learning and teaching. This permits the balance use of both languages according to the circumstance and thus encourages both students and teachers. In this manner, this study is conducted to form teachers aware that code-switching could be a very common occurrence in Pakistani ESL and numerous other subjects" classroom and it can be accommodating in changing teachers" negative convictions or beliefs approximately code-switching practices as ineffectiveness in both the languages.

They will appreciate that CS may be a multifaceted process, that includes distinctive levels of exchanging agreeing to the capability in both languages. This present research gives quantitative investigation of the linguistics highlights of code-switching that serve a different varieties of pedagogy whether in teacher-led classroom talks or in teacher-student interactions or in students-student's interactions. In this present study about, teachers" classroom interactions are used to allude to teachers" discourse and lectures with students. It is accepted that the conducted research study can alter teachers" denounced beliefs about the code-switching apply in ESL and other different subject classrooms and could add to the field of language learning and education as well as educational research.

RESEARCH METHODOLOGY

The main aim behind present study was to examine structural and linguistic features of code-switching while practicing in classroom interactions. All ten recognized higher secondary schools of Sindh were included within the population. Nevertheless, the lectures at higher secondary levels were taken under consideration and were investigated. For this study, a technique of purposive sampling was applied and six out of ten schools were chosen. Further, three or five classes from each school were taken, and more than twelve classes were observed and then recorded.

The data of this study was a corpus of almost ten hours of classroom classes. Observation of classes and teachers' interactions with the students have been done closely. It is because observation is a basic instrument for the data collection, and it is quite suitable for these types of research.

Classroom observations involved teachers' classes and lectures. The researcher was a non-participant himself but he was observer who made observations, that were recorded the aids of audio recorders. But it was varying from classroom to classroom because of ethical considerations, the researchers himself did not recorded or observed all the interactions in classrooms. He allowed the teachers to record the classes and lectures as students can interact among themselves easily. The collected data was generally teachers' words and sentences which need an appropriate method to collect real language (Maykut and Morehouse, 1994).

Teachers may discover it troublesome to articulate the process of practicing code-switching in the classroom interactions, subsequently, for this reason to gather data on how instructors or teachers make use of code-switching and language use in classroom discussions or interactions, the researchers applied computerized or digital recorders in order to record teachers" talks and classes, which could provide easily access to the verbal yield of the instructors or teachers. This present study was centered on the various linguistics highlights

of code-switching among bilingual instructors/teachers. Manifestations of teachers" code-switching is recognized and interpreted from audio recordings of school teachers" talks and classes. In this manner, whereas entirely centering on audio-recorded classes/lectures, the data were gathered, transcribed, interpreted and analyzed, which made a difference within the accomplishment of the process within the shape of a descriptive report.

FINDINGS AND DISCUSSION

Before coming to data analysis of this present study, it is to be simplified that this research study mainly focuses on certain instances of various different linguistics highlights of code-switching and not their inspirations, encouragements, capacities and reasons where long talks, depictions and descriptions are required. Therefore, a long depiction is avoided. The clear efforts were made to bring under consideration the real percentage and frequency values of these occurrences in order to discover out the frequency of inter-sentential and intra-sentential code-switching by instructors/teachers in classroom interactions and talks, the data shown that there are 2500 occasions where code-switching happened. Out of 2500, 1183 illustrations appear intra-sentential code-switching and as it were 103 instances belong to the area of inter-sentential code-switching.

This appears the significant contrast between these two sorts of code- switching. Besides, in the event that we see at the rate values of these two sorts of code-switching, it is clear that intra-sentential code-switching, which is 39.25% is quite higher than 3.79 % of inter-sentential ones. The examples from inter-sentential and intra-sentential code-switching are given below:

- *he jeke asan class me parhan g galh kanda aahyon actually we don't take in proper tareka san. Because this is our fault.*
- *This we as talk about taking of the class,* actually we do not take in proper *way* because is our fault.
- *This we as talk about taking of the class,* actually we do not take in proper *way* because is our fault.
- *Jekaden ko bhi awhan man homework na kando I will not allow him to sit in the class.*
- *If anyone from you do not do homework* I will not allow him to sit in the class.
- If anyone from you do not do homework I will not allow him to sit in the class.

Second example indicated that code-switching information not only inserted lexical items, words or phrases and clauses, but there is lengthy sentence. Due to this variation or shift inter-sentential code-switching takes place.

Secondly, I was keen to find out the frequency words that are being switched. To answer this question, I was examined from gathered data that code-switching at words level has higher frequency than inter-sentential one. There were probably 838 (31.78%) occurrences of code-switching at the word level. Among them, one example has been given below.

I wanted to tell you that *jeko he Allama Iqbal huyo na* was basically a poet he gave the idea of Pakistan in his Allahabad Address *jeko 1930 me thiyo huyo. Kenh khe kahbar aahy? You know that.*

- I wanted to tell you that *he Allama Iqbal was a one* who was basically a poet he gave the idea of Pakistan in his Allahabad Address *that was took place in 1930 Does anyone know about that?* You know that.

- I wanted to tell you that he Allama Iqbal was a one who was basically a poet he gave the idea of Pakistan in his Allahabad Address that was took place in 1930 Does anyone know about that? You know that.

Thirdly, the ratio, by which the teachers switch phrases, were examined, and it was found that code-switching at the phrase level was explored, and it was found that code-switching at the phrase level is not increasing interests of the students. It was also observed that there almost 190 (6.90%) occurrences in current study code-switching occurred at phrase level. The following example reflected the use of code-switching that occurred at phrase level.

- *Aj parhandasen* about paragraph writing.
- *Today study* about the paragraph writing.
- Today we will study about the paragraph writing.

It has been found that there were only 190 (6.90%) occasions in this study where the code-switching at the phrase level has occurred.

Fourthly, the main purpose of present study was the information and knowledge about use of code-switching at the clause level. To explore this, it was examined unexpectedly that code-switching at clause level is higher than phrases. Almost 560 (21.44%) occasion's code-switching has been occurred at clause level. One of the examples of code-switching at clause level is stated below:

- Asan hesetaeen parhe chuka aahyon if any one na puhto aahy ta mo khan puche saghe tho ask from me.

- *Here up to we have studied if anyone has not reached then he could ask from me* ask from me.

- Here up to we have studied if anyone has not reached then he could ask from me ask from me.

The data of code-switching which was switched at various items have been revealed here that in several examples that have been given below, where intra-sentential code-switching, i.e., predominant language is English (matrix language is English).

I have told you that mana Quad-i-Azam was a father of nation, because he got independent Pakistan.

- I have told you that mean Quaid-i-Azam was a father of nation because he got independent Pakistan.
- I have told you that Quiad-i-Azam was the father of nation because he got independent Pakistan.

On other hand, if one looks at another example given below that there is switch from English to Sindhi as matrix language of Code-switching.

He jeka asan study g galh kayon tha na could change your life.

- This is the study that we talk to do so could change your life.
- As we are talking about the study that could change your life.

Third example given below is the best example of matrix frame which is exchanged by English and Sindhi both and hence it seems a little hard to know whether it is Sindhi or English that creates matrix language. It reflects that teachers have uttered sentences that carry Sindhi and English stretches changing lengths which perform different functions.

We never try to think zindagi me asan khe sha karan ghurje?

- We have never tried to think *what should we do in life*?
- We never try to think what should we do in life?

For the removing of confusion for the sake of simplicity, I have taken English language as the matrix language because a majority of teachers' lectures cover more English than Sindhi. It is because English is considered to be a medium of instruction in recorded teachers' lectures, therefore, matrix language descriptions merely depends on the criteria of the morphemes of that language which are in higher numbers.

It has been reflected by the data and analyzed information that inter-sentential code-switching is less than intra-sentential one. Intra-sentential Code-switching encompasses shifting of shot stretches because it may be easier than longer stretches. Another reason may be that longer stretches are formed when instructions were provided or when questions were given or asked, such examples occurred infrequently, and this is the main reason that intra-sentential leads inter-sentential code-switching.

Thirdly, it was earlier mentioned in the findings that word level code-switching is second highest in number and same has a value. It indicates that it is due to easy nature of the lexical items that are quite acceptable in matrix language structure. Wu (1985) also has owned this same idea and he refers to higher amount of words or phrases as they are naturally short and can stand as a whole unit of meaning, therefore they should be focused in learning and teaching processes.

Most inserted words in the present study belong to the category of helping verbs and conjunctions. Helping verbs usually need other words for message delivery. Grammatical structure is incomplete without them but still they cannot tell when they are alone. That is why they are mostly used with main verbs. The data in the present study reveal that most of the switched helping verbs are "*hai*", "*hein*", "*tha*", and "*thee*" which refers to the "be form" of verbs in English e.g. "is", "are", "was" and "were" respectively. The mostly switched conjunctions included *"leiken"*, *"aur"* and *"kyunkeh"* whose gloss in English is "but", "and" and "because". The third most dominantly switched word is Urdu "*keh*" which in English means "that". It is important to mention that nouns were switched less. One reason could be that the nouns used in the collected data mostly represent some sort of concepts, which either had no equivalent in Urdu or was difficult to recall at that time. Example includes:

- Ambivalence, *kia matlab he is ka*?
- Ambivalence, *what means is it of*?
- Ambivalence, what does it mean?

Similarly, Lalita Malik (1994) account of code-switching, which advocates our results, says that when English is the medium of instruction (in our case the matrix language) then information carrying items, registral and technical words are likely to be from English and linkers and other grammatical items from Hindi. So, it can be said that the findings, as is obvious from the above example, are quite in accordance to Lalita Malik.

It was also discovered that the growing concern and preference of the teachers was code-switching at clause level (21.54 %) than at phrase level (6.42%). The high level of code-switching at clause level is opposite to Wu‴s (1985) view who says that the high frequency of lexical and phrasal code-switching is because of its short from. This study indicated that

clauses, which have a relatively longer structure than phrases, have high frequency of code-switching than the short form phrases.

CONCLUSION AND FUTURE RESEARCH

This study was an attempt to know about the practice of code-switching by the university teachers between Urdu and English in Pakistani context. From this study, we can conclude that code-switching is a natural, creative and innovative way of communication of the bilingual university teachers in Pakistan, which is used as a technique for facilitating students. The study suggests that while making use of the code-switching phenomenon, there is a frequent use of different linguistic features of code-switching between the two languages by university teachers. Most of the university teachers make use of code-switching between Urdu and English but in order to avoid its blind use; it remains on them to search different approaches and procedures to approach the significance, constraints and limitations of code-switching in the life of students. The following section contains some suggestions and recommendations that are worth considering for teachers. Before taking any action, the most important thing is the need of identifying learners‟ needs and problems who are studying in different media. Once they are identified, then keeping in view that information, appropriate actions are to be taken. Secondly, there is a need of reassessing the role of English and other languages in the lives and education of students that what benefits they can have from these languages during different stages of life, whether educational carrier or private life. Then based on this assessment, important decision should be taken. Nevertheless, during this assessment, one thing should be kept in mind that in spite of the importance and role played by English, it still makes only one part of the complete whole of the learners‟ repertoire of languages. Therefore, other languages existence should neither be challenged nor ignored. Thirdly, it is also very important to note that teachers must have familiarity and knowledge of learners‟ other languages; otherwise, they will spoil the grammars of the concerned languages during code-switching. Fourthly, it is necessary to point out that teachers must be aware of the fact whether switch should be made at word, phrase, and clause or sentence level. Lastly, as is obvious from the data analyzed that the ratio of intra-sentential code-switching was far high than inter-sentential code switching, reflects the unawareness of the teachers. As severe use of intra-sentential code-switching makes teachers‟ language broken and gives students wrong impression of the teacher and have difficulty in learning language. Jacobson (1983) quoted by Aichun, (2003) also addresses this fact and says that if teacher uses intra-sentential code switching, then „the child is not exposed long enough to any one language to drive from the teacher's talk the grammatical, semantic and lexical rules of English nor Spanish‟. This does not mean that teachers should say goodbye to the use of intra-sentential code-switching, rather they should take care of the place and proportion regarding its use.

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