IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION

Impact of Code Switching on Student Alienation in Private University Students of Dhaka:

Fresher's perspectives

Nabila Sarmageen

ID: 13303026

A Thesis Submitted for the Degree of Bachelor of Arts in English

To the

Department of English and Humanities

BRAC University

August 2, 2018

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Declaration

I hereby assure that this paper is my original work. The sources of information and other facts used and presented in the desecration has been duly acknowledged. Anything used or presented in this paper is not copied from anywhere.

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Nabila Sarmageen

ID: 13303026

JULY, 2018

Dedication

Without whom I would never have the courage to face any challenges in my life.

My beloved mother

My father

Who always has showered me with his unconditional loves and blessings.

All my teachers

Whose dedication, endless efforts and affection made me who I am today.

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION

ACKNOWLEDGEMENT

This paper could not have been possible without the help of so many people who participated and assisted throughout the research work. I am grateful especially to the students participated in the survey all of whose name is not possible to mention here. However, I would like to express my deep gratitude and indebtedness to the following: Sumaiaya Binte Nur, Rafi Shahriyar, Farzana Islam, Mitaishika Alam, Adnan Sakib.

Without their spontaneous participation and heartfelt co-operation this research paper would not have been possible.

I would like to thank my supervisor senior lecturer Mohammad Mahmudul Haque Sir, to whom I am deeply in debt for his endless support, kindness and guidance throughout the research work. His advice, instructions and wisdom has given me insights and made my work much easier.

To all my friends and family who have supported me every way possible, morally, physically mentally, thank you all.

Above all, to the Great Almighty, for bestowing his blessing upon me and give me the strength to accomplish my research work successfully.

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION
Abstract

"Code switching" is a common occurring phenomenon in Bangladesh. , especially in Dhaka. Although most of the Private Universities instructs to follow EMI policy, using L1 in classroom has become pretty conventional scenario now. Student alienation is another common issue that is experienced by Private University students, especially freshers .Countries like Bangladesh where English is considered as a foreign language to be taught and learned "switching codes in classroom" is a very noticeable and significant factor which cannot be ignored anymore. Many research works and surveys are done around the world and in Bangladesh also to find out the reasons, benefits, disadvantages, techniques and strategies, etc. of code switching. This paper aims to find out impact of   code switching on student alienation by Private Universities freshers in Dhaka. Additional findings of the paper include a comparative analysis of the impacts of code switching on student alienation between Bengali and English medium students. A quantitative and a qualitative survey was conducted for data collection procedure where 100 freshers from 10 different Private universities of Dhaka have participated. Data collection process is conducted through online and face to face interview session. Data analysis process is measured using average mean systems and Dean Alienation Scale and the interpretation scale of Seligar and Shohamy(1989) .The findings of the survey result in showing the overall impacts of code switching on student alienation, regarding factors, measures of student alienation in various subscales and effects of it. The paper intends to find out whether code switching has positive or negative impacts on student alienation and how it affects Private University freshers from Bengali and English medium backgrounds.

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION

CHAPTER 1

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

To get a better understanding of the impact of CS on student alienation, it is important to know the amount of code-switching (CS) occurring in private universities classrooms. Similarly, an overall assessment of receptiveness of the language situation in private universities in Dhaka is essential. In most of the private universities,   English is the medium of instruction, as well as compulsory medium of communication in every sector. Therefore, it is essential to understand the policy regarding usage of English and L1 for academic purposes in private universities.

1.1 1 EMI Policy in Bangladesh:

At present days, alteration between two languages in the same discourse is a common occurrence among private university students. As an international and most demanding language, learning English as a second language has become obligatory in developing countries. As a matter of fact, learning English has become a compulsory factor in education sectors of   Bangladesh where Private Universities hold a higher position in competition. Among the sum total of 80 private universities in Bangladesh 51 are in Dhaka division (*University Grants Commission of Bangladesh).* According to Rahman (2005) in most of the

private universities English is used as the medium of instruction as well as at least two Basic

English language courses is provided to the students (p.3-4). Renowned private universities

(North South University, BRAC University, AIUB, and East West University etc.) of

the country have strictly imposed the EMI (English medium instruction) policy upon their

education system. In his paper "English Medium Instruction in the Private Universities in

Bangladesh" Islam (2013) pointed out that English Medium Instruction (EMI) has significant

role in learning English at university level of Bangladesh as well as many parts of the world

(p.127).

In most of the private universities of Dhaka   it is obligatory for teachers to conduct every

educational work in English. Even in some universities students need to pass some

prerequisite English language courses before taking other courses. However, in spite of strict

EMI policy, switching code is   quite a frequent phenomenon between students and teachers.

As showed in Chowdhury's (2013) paper, this may occur for various reasons. For example,

Bengali medium educational background of both teacher's and student's, class size and

maintaining discipline, explaining unknown and difficult terms, grammar, vocabulary, ease

of communication, building rapport, habitual usage, expression of solidarity etc. (p.46-51).

She also mentioned that it may apparently seem to have no scope for code switching in the

classroom, when in reality, classroom code switching occurs on rare occasions (p.44**).**

1.1.2   The status and demand of English language in Bangladesh:

The growing demand of English over the world has also shed its light upon Bangladesh.

From the British period, this language has been valued with high weight. English has spread and

created its major orientation in every sphere of education, even in job sectors.

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION

Although Bengali is the national and official language of Bangladesh (spoken as the first language by 98% people of the country) few other languages like Manipuri, Bihari, Chakma, etc.) Are spoken by minority ethnic groups. There are also different dialects used among people of Bangladesh (Sylheti, Dhakaiya, etc.). Among all, English is considered most vital after Bengali. English was brought to this country by the British colonials and tourists. So, it is considered to be quite an ancient language here. Though the efficacy in English among major people in Bangladesh is quite poor yet, it is used as a compulsory language beside Bangla in primary, secondary and tertiary level of education in this country.

Growing rate of English medium and English version educational institutions have increased the demand of learning English language in the country. According to Ahmed (2005), English was made a compulsory subject from Grade 1 in 1992 in the wake of a major educational reform which introduced a competency-based primary curriculum (p.17). As cited in Islam (2007, p-129) towards the end of the decade, English was introduced as a compulsory subject for first year undergraduate students in tertiary institutions across the country (Hamid, 2000).

1.2 THE PURPOSE OF THE STUDY:

This paper aims to find out if there is any impact of code switching on student alienation in first semester Private University students. The purpose is also to find whether the impact of CS on student alienation is beneficial or harmful in acquiring second language.

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION
1.3   THE STATEMENT OF THE PROBLEM:

Central Problem: Code-switching is an acknowledged term in Bangladesh. Despite of having strict "speak English in classroom" policy in private universities, the rate of CS is being increasing gradually because the policies are not being maintained properly. Previous studies

show that teachers and students considers CS to be effective in acquiring the SL. Though it is also acknowledged that over usage of L1 in class have adverse effect on language learning. There are different types of students from different backgrounds (socially and educationally).During class works, they have to communicate with teachers and peers who also came from different background and mentality. In addition, the learning environment and education system in private universities is also quite different from their previous educational setting (schools and colleges). At these circumstances, most of the students already feel alienated. The central problem about this topic is to find out whether CS is used in academia to reduce or increase student alienation. If so, does this impact of CS on academia creates any violation of the EMI Policy followed in private universities.

1.4   THE RESEARCH QUESTIONS

Does CS have any impact on student alienation among the freshers in Private Universities of Dhaka?

If there is an impact whether it is educationally beneficial or harmful?

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION
SOME OTHER COMMON QUESTIONS:

      i.   What is code switching?

      ii.   What are the defining characteristics of the phenomenon of CS?

      iii.   What are the reasons for CS?

    iv.   How can CS be beneficial in the classroom?

1.5 SIGNIFICANCE OF THE STUDY

The study will allow us to understand the impact of CS on student alienation and its impact on student's learning process in private universities of Dhaka. The study will enlighten us about the fact that whether CS is helping students to learn more interactively or is it decreasing their confidence in applying and learning a foreign language. Depending on the findings we can take decisions that whether code switching should be allowed in classrooms, and if so then to what extent.

1.6 LIMITATION OF THE STUDY:

This study is limited to the participants' experiences, perspectives and perceptions. This study only focused on the freshers of private universities in Dhaka .Therefore this study has quite a few limitations. Although it was limited to a small sample size (100 students from different private universities) it was still quite difficult to manage interviews and survey among freshers for conducting the survey because of Eid-Ul-Fitr and their midterm exams. Some survey has been conducted online because of inconvenient class times of freshers in private universities. Another

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION
point is student alienation is a diverse issue that depends on many other things. Therefore it needed careful measures to narrow down the impacts of code switching on student alienation and filter other causes of student alienation. The participants were all fresher they belong to a restricted range of ethnicity/age group.

1.7 DELIMITATION OF THE STUDY:

This research focuses only on the students' perspective about the impact of code switching on student alienation of the freshers in renowned private universities of Dhaka. As the focus is on student alienation only the students' opinion from various departments of different Private Universities were surveyed and interviewed individually. To achieve a precise and detailed analysis on the impact of CS on student alienation the investigation was only narrowed to first semester students of private universities .The more students mature into university life more the effects of student alienation deviates.

CHAPTER 2

THEORETICAL FRAMEWORK

2.0 INTRODUCTION

This chapter will project the theoretical framework within which this study will be conducted. This chapter will include the following topics: an overview of earlier CS researches around the world and in Bangladesh, CS and types of CS, some definitions regarding CS and used in the study (bilingualism, code mixing, diagnosis etc.) And some social functions and reasons of CS. Furthermore, the chapter will also cover the definition, aspects and reasons of student alienation and earlier research work in student alienation. In addition, the chapter will discuss how the research is different from other researches.

2.1 .1 An overview of earlier work on CS around the world

Over the period of times researches and studies conducted on code switching has showed various perspectives. In an abstract search on the topic code switching shows there are more than 1,800 articles on the matter in every branch of linguistics as viewed in a database of the Linguistics and Language Behavior Abstracts in 2005.

Initially Code switching did not get attention from researchers on bilingualism. CS was merely viewed as interference in the speech of bilinguals (Myers-Scotton, 1993a, p- 47). The first known study on CS was on English Spanish CS and carried out in the USA by Espinosa in 1917 (in Kamwangamalu, 1999, p. 257). The research clinched that "… there was no rationale for code-switching, and that code-switching was just a random mixture of the

languages available to a bilingual speaker" (Kamwangamalu, 1999, p- 250). This conclusion on CS was supported over a long period of time by researchers around the world and no one tried to find out any other statements on CS for a long time. The reason behind it is that early scholars had accepted as true that CS do not exists, and basically considered it as an interfering occurrence. The use of CS is also regarded as random phenomenon occurs in the speech for no particular reasons. For more than four decades researchers echoed Espionia's view as mentioned in Kamwangamalu (1999) "… bilinguals engage in CS because there are no restrictions as to what they can or cannot mix in their speech" (p.257).

Later on, Researchers of that period agreed repeatedly that CS is not a random phenomenon in speech, but it is directed by linguistic and extra-linguistic factors (Kamwangamalu, 1999: 257). Many researches in different parts of the world worked and studied on CS concentrating on different parts and dissecting different aspects of CS.

In America George Barker (1947), a famous researcher of Linguistics Anthropology worked on language choice and code switching of Mexican-American people of Tuscon in Arizona State. He studied on the frequent use of CS in people's conversation there. He pointed out that young people tend to switch code more than the elder people in their conversation. Barker identified most of the people use Spanish in home conversation and English outside home. Findings of the study of Duff and Polio (1990) which was conducted among the students of 13 L2 classrooms in the University of California suggested a range of 100 second language use by teachers, and students in most cases are satisfied with this rate.

Burden (2000) completed a research study on 290 students of a Japanese university where he found out that 73 students thought there should be some Code switching in the by native teachers and students during class.

Russian researcher Zabrodskaja, (2007) investigated on classroom code switching in Russian Universities. He argues that in case of bilingual teachers there is a tendency to switch code and reasons for CS varies on particular situations. For example, when the proficiency of the students is low or to convey the meaning of some concept easily or to explain something etc. (p.127).

Chad Nilep conducted research on sociocultural linguistics focusing CS. In his paper "Code Switching" in Sociocultural Linguistics" he explores code switching relating sociolinguistics factor like identity, interaction, contextualization etc. He quoted many researchers like Grumpez, Barker, and Weinreich on the emergence of CS. He also briefed about Myer-Scotton's famous model of nakedness.

Durano (2009) conducted a study of 280 fourth year high school students (140 private and 140 public schools) in Ormoc City, Philippines focusing concerning their attitude towards English and Fil-English CS. The findings of the research show that students hold a positive attitude towards English and Fil-English code-switching. The outcome shows that Fil-English is both subtractive and additive bilingualism from the students' viewpoint.

Vogt (1954) and Eldrig (1996) perceived code –switching as "a natural phenomenon." As cited in Jamshidi and Navehebrahim (2013) …… many studies have been carried out in educational contexts around the world in the field of code-switching, indicate that both teachers and learners use code-switching to communicate and interact in the foreign language classroom. (Anton and Dicamilla; Brage, 2000; cipriani, 2001; Macaro.2001; Martinez, 2001; Mariera, 2001; Bergsieithner, 2002; Turnbull, 2002; Arnfast and argensen, 2003 ; Melo. 2005).

As discussed above it shows that CS is a significant phenomenon effecting bilingual classes. As the present research focuses on finding out its role on student alienation.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

2.1.2 Earlier works on CS in Bangladesh:

As broad as the concept Code Switching is, researches and studies conducted upon it is also generous. Ample of researches has been done in this area around the world. In competition Bangladesh is not also behind on this matter. Numerous researches has been conducted in our country regarding CS.

Given the linguistics background of Bangladesh causes of code switching occurring in our country has been investigated by Rahela Banu and Rolan Sussex (2001). English is rooted here from British period. In addition 1952 language movement made the environment of Bangladesh as an opportunity of multilingual habitat. People of different country came to live here. Which gave the chances of mixing and switching code further more. English, Hindi, Urdu have influenced our language. As stated in Banu and Susex (2001) the popularity of English is increasing so rapidly that frequent code switching is occurring here (p.52)

In his paper "The Use of Bengali in English Classrooms in Bangladesh" Sukanta Bhattacharjee, explores the advantage of using L1 in English Language Classrooms. The author pinpoints some benefits of using L1 in L2 classroom.

Firstly, Bangla can be used to demonstrate contrast between L1 and L2 which may facilitate learning. Secondly, use of learner's L1 may be motivating for them as it is their mother tongue. Thirdly, switching code can clarify ambiguous linguistics item. In addition use of mother tongue can facilitate positive L1 transfer. Use of L1 in English classroom resist cultural alienation and helps in building rapports with teachers. Therefore it also brings out confidence in students.

In his survey study "Use of Bangla in EFL Classes: The reaction of the Secondary Level Students and the Teachers in Bangladesh" Md.Jahurul Islam(Lecturer, Department of English

in JU) and Shamim Ahsan (Associate professor, English Department, Dhaka Commerce College) investigate perceptions of secondary level teachers and students about the use of Bangla in the classroom. The study included 80 tenth grade students 2 rural and 2 urban schools and 16 secondary level teachers. The findings of the research concludes 5%-10% usage of Bangla is preferable. Careful use of L1 may be allowed to reduce stress, anxiety, shyness, etc. affective filters (which are some key components that may lead to student alienation) and to enhance understanding of the lesson. Moreover strict "English only policy" might lead to misunderstanding of the lesson. (Islam and Ahsan, 2011)

As Banu and Sussex (2001) documented, the use of English is gradually increasing in different forms. A bilingual environment where there are use of more than one language causes code switching in university classrooms.

As Bangladeshi Universities reflect a bilingual environment there are two types of CS exposed here.

1. Bangla to English CS (B2E): Here, Bangla is the medium of instruction. Teachers and students switches code from Bangla to English. Bangla in the classroom will result code switching.

2. English to Bangla (E2B) code switching: English language is the medium of instruction in E2B cod switching. (p-1)

Suraiya Alam (2006) discussed some reasons for CS among Bangladeshis in general:

i)   To draw the attention of others: In the perspective of Bangladesh, English sometimes helps people to draw others' attention.

ii)   To show off: People switches code in their conversation to show off their status. It is taken for granted among Bangladeshis that the ability to use English is a proof of good background, education and social status. Using English gives them an opportunity to let others know about their qualifications.

iii)   To impress for professional purpose: According to the respondents, the dexterous use of English helps them to impress their clients and customers and the bar diagram shows that 92% language shift is triggered by this purpose.

iv)   To alienate a particular group or person from conversation: The Bangladeshi bilinguals switch to English in order to isolate themselves from those who do not know it which also helps to establish solidarity among themselves.

v)   Lack of appropriate translation equivalent in Bangla: 17% occurrence of using L1 in conversation happens because of the lack of appropriate translation equivalent in Bangla.

vi)   The medium of instruction in a particular language: In our country, most of the higher educational books are written in English. Therefore the professionals switch to English while talking about their taught subjects (p.52-70)

2.1.3   CS and types of CS

The definition of CS as given by several researchers, the name CS is divided into two parts- 'code' and 'switching)'. The switching or alternating the code of language between discourses is referred as CS.

As the Collins Concise Dictionary of the English Language (1988) describes a 'code' is defined as "… a system of letters or symbols by which information can be communicated secretly, briefly" (p-214); while the Oxford Companion to the English Language (1992, p- 228) states a

code as "… a system of communication, spoken or written, such as a language, dialect or variety".

CS denotes a situation in which linguistic forms of a language or language variety are switched by another language or language variety in a single discourse, whether it is written or spoken.

Many scholars have given different definitions of CS such as Auer (1984) Myers-Scotton (1993a ;) Milroy and Muysken (1995) as the alternate use of two or more languages in the same conversation usually within the same conversational turn, or within the same sentence or within the same sentence of that turn.

According to Clyne (1987: 64), Code Switching is change by a speaker (or writer) from one language or language variety to another one. CS can also take place in a conversation when one speaker uses one language and the other speaker answers in a different. The switching of code can be accomplished and carried out by the other interlocutor. Speakers speaking can take turn in the middle of the speech or even in the middle of a sentence.

Valdes define CS as "the alternation of two languages at the word, phrase, clause, and sentence levels". (1981:157)

Code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations (Romaine, 1992, p- 110).

Gumperz (1982) stated CS as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystem (p.53)

Hangen refers CS to occur when a bilingual introduces a completely unassimilated word from another language into his speech" (Hangen, 1956, p- 40).

According to given definition to CS occurs in any situation where two languages are involved, either in same conversational turn or in same sentence. From recent and earlier researches of different scholars some characteristics of CS has been identified as followed:

- CS is a phenomenon occurred in same speech occurrence.

- Two languages must be involved one identified as main language of interaction (ML) and guest language (EL).

- The utterer/speaker who is switching code is either bilingual or multilingual (partial or competent)

- The morpho-syntactical structures of the main language determines the linguistic elements of guest language used in the utterance.

2.2. Some other definitions:

Some other definitions which are significant for this study are followed:

a) Language anxiety: Anxiety can be defined as an emotion refers to a person's complicated state of mind. Anxiety plays a vital role in language learning, especially for second language acquisition. ESL learners, as well as those students using English as a medium of instructions in academia, experience language anxiety when they face classroom activities such as group works, tasks, presentations, communicating with teachers or peers. According to Horwitz et al. (1986), second language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p. 128)

b) Language Ego: David Singleton and Lisa Ryan (2012) define language ego as a maturation concept and refers to self-presentation with physical outlines and firm boundaries".

c) Affective factors: Along with other objective factors some affective factors play vital role like a filter that layers the volume of input in student' brains. These factors comprise feeling, mood, language anxiety, self-confidence, motivation emotion, attitude, manner etc.

Dulay and Burt (1977) first proposed a hypothesis regarding these factors which was been incorporated by Krashen (1985) under his five input hypothesis. Krashen claimed that people with lower affective filters acquire second languages more accurately than the people with higher affective filters. His theory described the effects of some affective filters like motivations, anxiety, attitude and self-confidence. According to Krashen affective filters is not an issue for acquiring L1.It is accountable for variation in individual's second language acquisition.

d) Peer pressure: According to Ryan (2000) Peer pressure is stated as when people your own age encourage or urge you to do something or to keep from doing something else, no matter if you personally want to do it or not.

e) Motivation: Motivation is a necessity or desire that stimulates one's behaviour and leads it towards a goal. Gardner (1985) defined motivation to learn an L2 as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" .According to Gredler, Broussard and Garrison (2004) motivation is "the attribute that moves us to do or not to do something" .(p. 106)

Motivation is mainly of two major types: intrinsic and extrinsic. Intrinsic motivation defines a person's true interest and pleasure to achieve something and seeing the true value of his achievement. Extrinsic motivation is the longing for doing or achieving something not for the pleasure of the thing, but to gain a certain result.

f) Self Confidence: Lenney (1981) defined self-confidence as "individuals' performance expectancies and their self-evaluations of ability and completed performances" (p.905) .Self-confidence is divided into two categories 'general' and 'specific' (Cox, 1964; Bell, 1967; Lampert and Rosenberg, 1975; Locander and Hermann, 1979). Specific self-confidence (SSC) states as "the subject's confidence with respect to the decision at hand" and general self-confidence (GSC) is referred "as the extent to which an individual believes himself to be capable, significant, successful, and worthy" (Locander and Hermann, 1979: 270)

It is consist of two key concepts which are (a) perceived competence and (b) a lack of anxiety (Clement, 1980). Therefore anxiety is the opposite of self-confidence.

2.3.0 Student Alienation and its aspects:

Alienation refers to the term as described in Mann (2001) as "the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved" (p. 7). He also defines alienation within the learning environment as "the estrangement of the learners from what they should be engaged in" (2001:8). The word "alienation" refers to estrangement where in this case, according to Brown, Higgins & Paulsen (2003) student alienation can be defined as student estrangement in the learning process (Brown, Higgins, & Paulsen, 2003). Estrangement in the learning process makes individuals feel inhibited, separated or isolated from their learning purpose such a way that they cannot make any meaningful or productive progress.

Newmann (1981) labeled four fundamental aspects of student alienation; powerlessness, normlessness, meaninglessness, and social isolation whereas Seeman (1959) identified five dimensions of alienation: powerlessness, meaninglessness, normlessness, isolation and self-estrangement.

Powerlessness is when student loses their personal control in learning and lack of student awareness. It is a sense of the helplessness to influence one's decisions and choices. Students who feel powerlessness believe that they have no or very little control over what happens According to Dean (1961) they often give up when they face conflict or failure. Powerlessness can develop from the beliefs of the learners that they don't have any control over their own affairs in class and they are being manipulated by teachers and authorities .Students who go through this experience are seen to express grievance about study and educational systems and claim that education is useless as they believe teachers and administrators ignore them.

Normlessness is the absence of appropriate rule-governed behavior (e.g., academic dishonesty). It includes a denial of the values and rules of society. Normless in classroom environment, refers to the condition of students where they feel like they cannot   relate to classroom and therefore tend to ignore classroom norms. Normless Students face difficulties following to any kind of instructions, guidelines and rules. They also feel   their morals and objectives encounter with their peers teachers and other authorities. As a result, normlessness can arise when the value system of a learner varies from institution's norms or the norms of the majority of the institution. Dean (1961) claims that in an educational environment, such feelings can adversely affect student performance, success, and ultimately persistence.

Meaninglessness is when students feel alienated about the purpose and context of their studied courses. It refers to alienated students' understanding of syllabus/curriculum as irrelevant to their current and future needs.

Loneliness and separation from friends and teachers characterizes social isolation. According to Dean (1961) social isolation occurs due to a lack of intimate and meaningful, relationship with family, peers or other community in the society. Students who experience this

tend to isolate them from others and experience a lack of connection to other. They tend to separate to feel a lack of connection to others, and feels inferior.

2.3.1 Reasons behind Student alienation; previous research works:

According to Brown, Higgins and Paulsen, the term alienation cast-off for the separation of students learning procedure. (2003)

(Redden, 2002; Taylor, 2000; Thorpe, 2003) had described that only focus on reading or understanding curriculum is very much inappropriate for their present and upcoming requirements. On the other hand, solitude and departure from friends, family and teachers exemplifies the students into community isolation. However, alienation is a way or suitable method used for recognizing the instruments which is connected with the objectionable pupil's upshots and developing policies to avoid student's academic disappoint mentation.

Moreover, Mann (2001) said, a student who is lonely and removed from a group or from a movement in which he/she ought to fit in or in which he/she ought to be intricate is called alienation. (p.7) The students or learners who are alienated feels uncomfortable with the curriculum as they found those unrelated or irrelevant and also have the lacking of prospects to create meaningful involvement with others. (Parish & Parish, 2000).

It is said that, in higher education, students are exceedingly removed from the exact content of learning process, individual judgment is diminished and dependence on individual observation is irrationally dismissed. Therefore, Alienation is a process which is began by teaching-learning procedure and considered by agreement and orphaned of ingenuity. Mann (2001).

Furthermore, Frosh claimed that the harsh attitude of some universities and colleges alienates pupils in an unnecessarily way on, "utilitarianism, instrumentalism, measurable performance indicators, and standardized competencies." (1991)

Barnett (1994) also alerted that, if human accomplishment is reduced by using such terms, like-act, capability, responsibility, ability etc. then it will not just recourse one to a miserably crude language but also describe to serious hominoid activities. As a result, it will demolish the humanness from human nature from their accomplishment. (p. 178) Cadieux (2002) notified that, students of college and universities those try to learn by face to face discussion, group or pair discussion, they had the more capability and strong emotional state of trust and belief and also had the activeness of interacting each other in a well-mannered way, compared to the students who learn from online methods. He also mentioned that, he didn't find any significant connection between sense of communal and development rating. (p. 1).

2.3.2 Dean Alienation scale:

The present study is conducted using a modified version of Dean Alienation Scale (Dean 1961) where researcher incorporated 20 self-reporting item sets questionnaire relating code switching and variables of student alienation to measure each dimension of alienation.

Dean alienation scale consisted of 24 items that examine alienation in a non-situational context. Each item is followed by a five-point Likert scale of potential responses: strongly agree, agree, uncertain, disagree, and strongly disagree. Participants check the place on the scale that best reflects their feelings about the item. In Dean Alienation Scale subscales are identified as powerlessness, normlessness, meaninglessness and social isolation. Subscale scores are calculated by adding points assigned to each of the five-point items based on a scoring pattern that ranges from a low of 1 to a high of 5 on the instrument's scoring guide. According to Dean Alienation Scale for powerlessness and social isolation possible subscale

scores range from a low of 9 to a high of 45 and for normlessness and meaninglessness the range is 6 to 30. Levels of alienation depends on the range of score. Higher scores shows stronger alienation.

According to Dean (1961) Dean Alienation Scale holds strong face validity. Other researchers like Hensely, Hensely and Munro (1975) claims that the instrumental value of Dean Alienation Scale is completely valid and reliable for evaluating student alienation. Dean (1961) set the split-half internal consistency reliability coefficients: 0.78 for meaninglessness, 0.83 for social isolation, 0.78 for powerlessness, and 0.73 for normlessness.

IMPACTS OF CODE SWITCHING ON STUDENT ALIEANATION

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter describes   the methodology of the research to find out freshers'
perspective on the impact of Code Switching on student alienation in Private Universities of
Dhaka. The chapter includes the procedure of conducting the study along with research
techniques and methods. The chapter is divided into 5 sections named research design,
participants, setting, instrumentation of the study and procedure.

The survey is conducted in universities as well as online. Both correlation analysis and
descriptive analysis method is being used to analysis the data which is been presented by table
The data collection process is measured through mean score method to analyze the data reliably
and numerically. 5-point Likert scale method is used for quantitative question pattern.

3.1. Research Design: The Survey was conducted only on freshers of private
universities of Dhaka. The Survey method contained both qualitative and quantitative
questions pattern for better and specific result as Creswell (2005) stated, the blending of
qualitative and quantitative data leads to a better perception of the research problem (p.53).
The questionnaire included 25 quantitative closed ended questions and five interview based
qualitative open ended questions for freshers.

3.2. Participants: The study intends to view only freshers' perspective on the impact of
CS on student alienation of Private Universities in Dhaka, the survey is designed to designate

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

100 first semester students from different departments. The data is collected from total 10

Private Universities including at least 5 renowned Private Universities in Dhaka. All the

participants belongs to the age group 19-22 and have Bangla medium, English medium and

English Version background. The first language (L1) of the participants is Bangla. Their

proficiency level varies from low intermediate to low advanced.

3.3. Setting: The survey is mainly conducted in University premises, cafeterias, and

common rooms as it was not possible to get permission to enter the classrooms in most of

the Private Universities. In addition, most parts of the quantitative survey part is conducted

online through anonymous and secured google documentation form. Qualitative survey is

conducted through a descriptive open-ended question answer sessions where participants

were requested to write down their details opinion about the questions.

3.4 .Instrumentation of the Study:

A quantitative survey questionnaire is used as an instrument to collect data from the

freshers. The questionnaire is divided into four sections, each section including five questions

based on the four dimensions of student alienation labeled by Dean (1961): powerlessness,

meaninglessness, normlessness, isolation and self-estrangement. The questions pattern is

designed in a way that aims to measure student alienation based on code switching in academia.

The first part of the questionnaire includes general information of the students like name,

University name, age, gender, etc. The next part is designed by following 5-likert point scale

scaling from 1-5 (as rated 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 =

Strongly Agree) .The scales points (strongly agree to strongly disagree) are arranged as multiple

choice test options for student's convenience as Heaton (1975) reflects MCQ as a helpful test

because it can be done without taking much time (p.14).

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

For qualitative research five open ended questions regarding impact of CS on student alienation are used for interviewing five freshers from five Private Universities

3.5. Procedure: This section is divided into two parts- Data collection procedure and data analysis procedure.

3.5.1. Data Collection Procedure: To collect the data a quantitative   questionnaire has been made using the question pattern in Dean Alienation Scale. Qualitative data has been collected by descriptive open-ended question answer sessions where participants were requested to write down their details opinion about the questions. The numbers of freshers participated from the following Universities are listed below:

1. North South University- 35

2. East West University – 30

3. BRAC University-10

4. American International University of Bangladesh-08

5. Independent University of Bangladesh-04

6. United International University-03

7. Asian University-03

8. Ahsanullah University of Engineering & Techonology- 02

9. South East University -02

10. Daffodil University-02

3.5.2 .Data Analysis Procedure: To analyze the overall impacts of CS on student alienation the modified version of Dean's alienation scale has been used. An overall impact

of Code switching on student's alienation is been illustrated through   a code switching frequency versus student alienation graph of 100 private universities freshers from10 private universities. The data is tabulated and analyzed in a table where total alienation score is calculated and through using standard deviation statistical system. Population's code switching frequency versus subscales of alienation is showed in the graph.

There are total 8 tables presented to show 100 freshers' responses from total 10 Private Universities of Dhaka.The questionnaire is made of 20 statements divided into 4 parts.

This attempts to find out fresher's perception on impact of using Code Switching in the classrooms, how this is affecting alienation among students. First table is used to demonstrate fresher's response from Bengali Medium background and the second table illustrated fresher's responses from English

There are 20 self-reporting statements   based on four subscales from Dean's Dean Alienation Scale that has been created based on five point Likert scale (literature review) choices in the questionnaire prepared for the students (Appendix A). The data are presented and evaluated in terms of frequency counts and mean scores.

On the top of each boxes, the number points to the number of the students answered the choices based on each Likert scale points. To find out the mean score for each subscale the number of population for each statement was multiplied with the point of each Likert scales. Then the sum total has been divided by the total population of each statement.

For example, in the first statement, 9 students from a Private University (suppose Brac University) chose 'strongly agree' (so 9*5), 45 students; 'agree' (23*4), 92 students, thus showed in the chart for the first statement (Switching code in class by teachers/peers/me makes me more confident

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

towards my course.), the mean score of the statement is 3.53 (total number divided by total number of students). The mean scores of the five statements for each subscale is also averaged to get an accurate and a precise result. For example, mean scores of the first segment, impact of CS on powerlessness in freshers are: 3.38, 3.76, .3.25, 3.73, and 3.53 so the final mean score for the first

Segment is 3.5 3(the sum of the mean scores divided by the number of mean score).

To analyze the impact of CS on freshers from Bengali Medium background and English Medium Background the interpretation scale of Seligar and Shohamy (1989) is used. According to the scale,

a) 1.00 – 2.25: Strongly disagree/ Never

b) 2.26 – 3.00: Disagree/ Rarely

c) 3.01 – 3.75: Agree/Sometimes

d) 3.76 – 5.00: Strongly agree/ Always (p.214)

The higher mean score shows a positive and strong impact of code switching on student alienation and the lower score shows a negative and weaker impact on student alienation. The more codeswitching occurs the factors regarding student alienations reduces.

A bar chart is used to give a comparative illustration of impacts of Code Switching on student alienation from Bengali and English medium background's students.

For analyzing all the data, making tables, charts and graphs and calculating standard deviation, mean scores and average mean scores, Microsoft Office Excel 2013 has been used.

Chapter 4

Findings and Analysis

4.0 Introduction

This chapter is divided into 2 section. First part contains the findings and analysis of quantitative research data and the second part includes the findings and analysis of qualitative research data.

3.1.0: Quantitative Research Data:

I) Findings:

	Powerlessness							
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
1	9 45	23 92	7 21	12 24	4 4	3.38		
2	10 50	29 116	10 30	5 10	1 1	3.76		
3	7 35	16 64	16 48	16 32	0 0	3.25	3.53	

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

4	13	24	11	4	3	3.73		
	65	96	33	8	3			
5	12	17	14	12	0	3.53		
	60	68	42	24	0			

The Findings from the quantitative survey is demonstrated in the tables below. The impacts of code switching on student alienations is showed in three parts. First part showed the impact of CS on freshers from Bengali Medium Background. Four tables have been exemplified to show the data analysis of each subscale individually. Similarly impacts on fresher from English Medium Background is also illustrated in the same process.

Two graph has been demonstrated to show a comparative analysis of the impacts between Bengali and English medium students

3.1.1 Impacts of CS on student alienation: Freshers from Bengali Medium Background:

	Normlessness							
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
6	11	21	12	10	1	3.56		
	55	84	36	20	1			
7	12	20	9	14	0	3.55		

	60	80	27	28	0			
8	15	17	9	10	4	3.53	3.55	Agree
	75	68	27	20	4			
9	12	22	7	13	1	3.56		
	60	88	21	26	1			
10	14	16	14	7	4	3.53		
	70	64	42	14	4			

	Meaninglessness							
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
11	14	21	8	11	1	3.65		
	70	84	24	22	1			
12	11	15	12	14	3	3.31		
	55	60	36	28	3			
13	10	19	16	6	4	3.45	3.47	Agree
	50	76	48	12	4			
14	13	18	12	11	1	3.56		
	65	72	36	22	1			

15	11	20	8	11	5	3.38		
	55	80	24	22	5			

	Social Isolation							
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
16	10	12	17	15	1	3.27		
	50	48	51	30	1			
17	10	21	10	11	3	3.44		Agree
	50	84	30	22	3			
18	8	21	11	12	3	3.35	3.39	
	40	84	33	24	3			
19	9	18	11	15	2	3.31		
	45	72	33	30	2			
20	9	24	12	9	1	3.56		
	45	96	36	18	1			

Analysis:

The data above shows the impacts of CS on each subscales of student alienation. According to the interpretation scale of Selina and Shoah (1989), the overall responses obtained from Bengali medium students, shows a positive impact of Cs upon student alienation. The tables listed for each subscales show that Bengali medium students agree on the point that Code Switching has positive

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

and beneficial impacts on student alienation. This statement implies that CS in class reduces powerlessness, normlessness, meaninglessness and social isolation. According to the students the more CS occurs in class the more there alienation in academic environment reduces.

According to Dean Alienation scale, for powerlessness and social isolation possible subscale scores range from a low of 9 to a high of 45.Here the and for normlessness and meaninglessness the range is 6 to 30. Levels of alienation depends on the range of score. Higher scores shows stronger alienation.

Here, for powerlessness total points score is (3.38+3.76+3.25+3.73+3.53) = 17.65 which shows a low scale for powerlessness. Similarly for social isolation total point is 17.13. Therefore it can be concluded that the more code switching occurs in class student's powerlessness and social isolation reduces the more. They feel more confident and in control of their academic life and over friends and peer groups. Students who feel less powerlessness in class feel more self-assured and in control of their own affairs. Using L1 in class reduces their powerlessness which makes them grievance less towards teachers and class.

In addition to this Students feel more comfortable and connected with friends and teachers when they start doing group works and other tasks where they are allowed to use L1.They feel less inferior and can relate with their peers which tends to bring out a positive outcome in academic performance as well.

Consequently for normlessness and meaninglessness the scores are 17.73 and 17.35. According to the analysis the level of normlessness and meaninglessness is medium here. This means using L1 in class has fewer affects in understanding the course contents or syllabus. Likewise student's normlessness in class is not much related to codeswitching.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Overall the analysis show code switching has positive and beneficial impacts on student alienation for Bengali medium students. CS reduces student alienation and helps student to accomplish better results in educational life.

4.1.2: Impacts of CS on student alienation: Freshers from English Medium Background:

	Powerlessness							
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
1	6 30	12 48	11 33	14 28	2 2	2.56		
2	10 50	18 72	10 30	7 28	0 0	3.02		
3	8 40	17 68	10 30	10 20	0 0	2.87	2.82	Rarely
4	8 40	17 68	11 33	7 14	2 2	2.85		
5	5 50	17 68	15 45	7 14	1 1	2.78		

	Normlessness

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
6	8 40	16 64	8 24	9 18	4 4	2.73		
7	4 20	21 84	12 36	5 10	3 3	2.78		
8	8 40	16 64	9 27	10 20	2 2	2.78	2.76	Rarely
9	7 35	19 76	7 21	11 22	1 1	2.82		
10	4 20	16 64	15 45	10 20	0 0	2.71		

	Meaninglessness							
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
11	8 40	19 76	7 21	7 14	4 4	2.82		
12	6 30	16 64	14 42	7 14	2 2	2.76		

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

13	9	20	8	6	2	2.96	2.81	Rarely
	45	80	24	12	2			
14	6	14	13	8	4	2.64		
	30	56	39	16	4			
15	8	15	16	3	3	2.85		
	40	60	48	6	3			

	Social Isolation							
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Avg mean Score	Interpretation Scale
16	10	12	12	10	1	2.82		
	50	48	36	20	1			
17	8	14	12	9	2	2.76		
	40	56	36	18	2			
18	11	16	10	6	2	2.96	2.82	Rarely
	55	64	30	12	2			
19	6	20	10	8	1	2.85		
	30	80	30	16	1			
20	5	16	12	11	1	2.69		
	25	64	36	22	1			

Analysis:

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

According to the interpretation scale of Seligar and Shohamy (1989), the overall responses obtained from English medium students shows lesser impact of CS upon student alienation. The tables listed for each subscales show that English medium students rarely agree/dis agree on the point that Code Switching in class reduces powerlessness, normlessness, meaninglessness and social isolation. According to the students CS occurring in class does not have much impact on student alienation in classroom.

Although according to English medium students' perceptions CS does not have much impacts on student alienation, however data analysis from Dean Alienation Scale shows a different picture. Here, for powerlessness total points score is (2.56+3.02+2.87+2.85+2.78) = 14.08 which shows a low scale for powerlessness. Similarly for social isolation total point is 14.08. Therefore it can be said that for both Bengali and English medium students code switching reduces powerlessness and social isolation.

Consequently for normlessness and meaninglessness the scores are 13.82 and 14.03 which shows medium level of alienation for these subscales.

Overall the analysis show code switching has more positive and beneficial impacts on Bengali medium students than English medium students in term of student alienation.

A Comparative analysis of impacts of CS on student alienation between Bengali and English medium students:

From the data above a comparative bar chart has been illustrated based on average mean score and subscales of student alienation.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

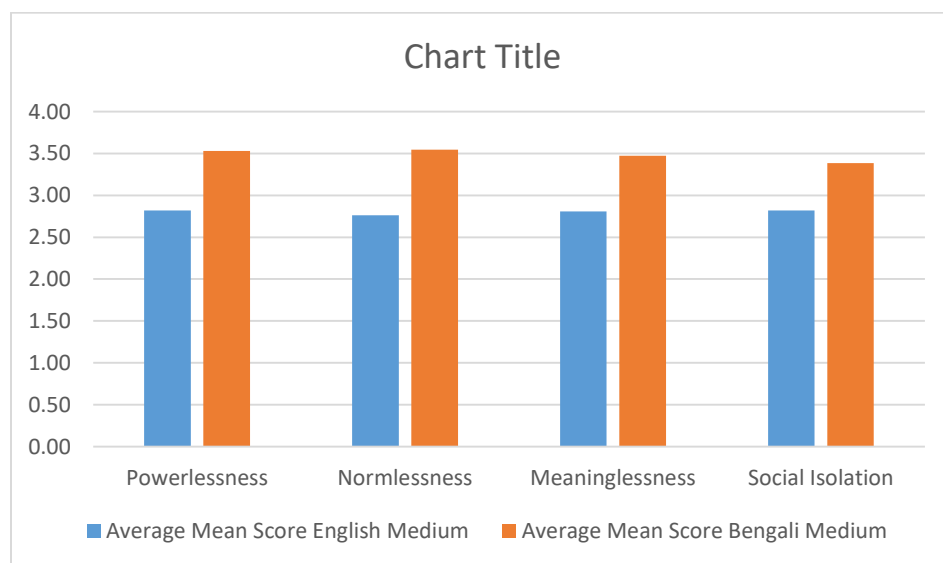|	Average Mean Score	
	English Medium	Bengali Medium
Powerlessness	2.82	3.53
Normlessness	2.76	3.55
Meaninglessness	2.81	3.47
Social Isolation	2.82	3.39

Figure 1 : English medium vs Bengali Medium students' alienation scale.

Here, subscales are plotted on horizontal axis and average mean scores are plotted on vertical axis

Blue bars show average mean score for English medium students' alienation subscales and Orange

bars show average mean score for Bengali medium students' alienation subscales.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Analysis:

According to the bar chart, impacts of code switching on student alienation among Bengali medium students are more positive than English medium students. According to the bar chart average mean scores of each subscales (powerlessness, normlessness, meaninglessness, social isolation) of alienation in Bengali Medium students are higher than English medium students. It implies that Bengali medium students feel much benefitted by switching code in classroom rather than English medium students. Most of the Bengali medium students agreed that CS definitely helps overcoming student alienation factors. According to Bengali medium student's perspectives, using L1 in class helps them reduce estrangement in class. (Further discussion: Qualitative analysis section) .On the other hand, English medium students think student alienation does not depends much on Code switching. According to freshers from English medium background CS does not affects much to reduce powerlessness, normlessness, meaninglessness and social isolation .English medium students reflect a view that code switching has lesser positive impact on student alienation though they do not reject the idea that CS has beneficial impacts on student alienation .However they think CS has lesser impacts on alienation among students.

4.1.3 Overall impact of CS on student alienation among Private Universities Freshers:

Fresher's responses for each statement: 99% students responded that CS occur in their classroom.

Findings:

Powerlessness:

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Statement 1: Switching code in class by teachers/peers/me makes me more confident towards my course.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
15	35	18	26	6

Statement 2: Code-Switching helps to reduce my language anxiety

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
20	47	20	12	1

Statement 3: I feel confident to answer questions or conduct discussion in target language the whole time in class.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
15	33	26	26	0

Statement 4: Switching code increases my learning interest.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
21	41	22	11	5

Statement 5: Discussion in class in First Language increases my interest in attending the class more.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
17	34	29	19	1

Analysis:

Normlessness:

Statement 6: Using English in class the entire time increases my understanding of the course.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
19	37	20	19	5

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Statement 7: Code-switching makes me more enthusiast about studying and often helps me to prevent taking dishonest mean in classwork/exam.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
16	41	21	19	3

Statement 8: Sufficient Code-switching clarifies me about the content or topic.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
23	33	18	20	6

Statement 9: Using target language in class all the time increases my language ego. (Language ego: the identity a person develops in reference to the language he or she speaks)

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
19	41	14	24	2

Statement 10: I skip classes due to the fear of using target language during the entire class period.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
18	32	29	17	4

Meaninglessness:

Statement 11: Code switching helps me to understand the syllabus of the course.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
22	40	15	18	5

Statement 12: When teachers switch codes to give instructions/classroom discussion/ appraising, it helps me to understand the purpose of the courses more effectively.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
17	31	26	21	5

Statement 13: Rich vocabulary in target language helps me in understanding the meaning of a sentence.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
19	39	24	12	6

Statement 14: Overuse of first language in class keeps me in a light mood in class and creates a lack of seriousness in learning.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
19	32	25	19	5

Statement 15: When teacher allows first language in class, I often use it for other irreverent discussion as well.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
19	35	24	14	8

Social Isolation:

Statement 16: Using first language during tasks and other works of class makes me more enthusiast towards my tasks.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
20	24	29	25	2

Statement 17: Use of first language in class makes me more interactive with my peers and teachers.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
18	35	22	20	5

Statement 18: I feel more motivated answering questions in First Language.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
19	37	21	18	5

Statement 19: I feel more connected to teachers when teachers discuss lectures in First Language or ask question in First Language.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)

| 15	38	21	23	3

Statement 20: In classroom, discussion in First Language increases my interest in peer works and

tasks.

Strongly Agree(5)	Agree(4)	Neutral /Uncertain(3)	Disagree (2)	Strongly Disagree (1)
14	40	24	20	2

Overall impacts of CS on student alienation among freshers:

	Bangla Medium	English Medium	Overall
Powerlessness	2.82	3.53	3.49
Normlessness	2.76	3.55	3.47
Meaninglessness	2.81	3.47	3.45
Social Isolation	2.82	3.39	3.41

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Chart Title
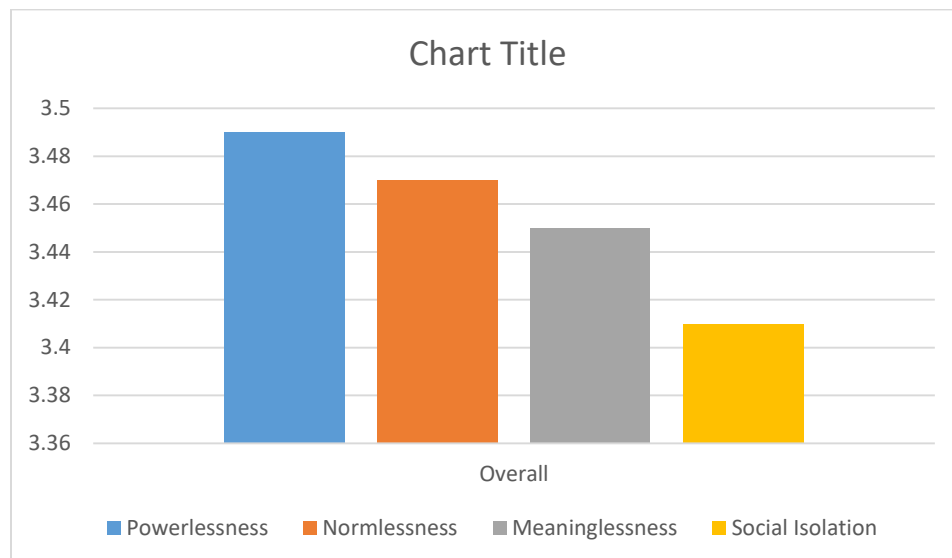
The bar chart shows an overall analysis of student alienation based on the subscales powerlessness, normlessness, meaninglessness and social isolation. Here horizontal axis represents the scale and vertical axis represents the average means score.

3.2.0: Qualitative research data:

Five students from five different University participated in qualitative research .They all were asked five opinion based question regarding impacts of CS on student alienation. General findings of the questions are given below:

Q.1: What are the factors that makes you alienated or separated from class? Do you think allowing mother language in classroom helps you overcome those factors? Explain.

Answer:

Responses of this question from the freshers   brought out the factors of student alienations. All of

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

them mentioned the common student alienation factors like language anxiety, language ego, motivations, peer pressure, lack of self-confidence etc. All of them responded yes to the second part of the question that allowing mother language in classroom helps they overcome the factors of student alienation. Two participants said switching codes in class and using   L1 for classroom discussion reduces peer pressures and increases self-confidence and motivations. One participant said she does not participates in class discussion because of her anxiety and concern about grammatical errors in target language. She is very much concern of speaking in the target language due to lack of vocabularies in L2, stuck in words, being ashamed of making errors, difficulties in understanding many sentences. These things cause several affective filters like anxiety, nervousness, peer pressures etc. She claims when teachers switch code during language and allow students to use L1 for class discussions she feels more comfortable to participate in discussions and performing group works. According to another participant, understanding between peers increase when they are being allowed to discuss tasks in L1.

Analysis:

Above responses from the freshers help the researcher state that code switching has strong impacts on factors of student alienation .Code switching helps to reduce powerlessness and contributes to gain self-motivation and control over self .It   makes them more self-confident. Students feel less peer pressure when they become able to understand and communicate with the peer. Using L1 during class works make it easier for students to get over the fear of being ashamed of peer and teachers. Thus code switching helps reducing social isolation as well. Therefore proper usage of L1 in class can reduce student alienation

Q2: Do you think impacts of code switching on student alienation varies due to fresher's

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

educational background (Bengali Medium /English Medium) is a factor?

Answer: All of the participants answered yes to this question. According to the freshers, students from Bengali medium background tends to switch codes in classrooms. On the other hand, English medium background students prefer English words than Bengali. All the interviewee thinks code switching (both from English to Bengali and Bengali to English code switching) helps expressing thoughts more easily. A student from English medium said there should be a balance in switching code in classroom. According to him, excessive use of L1 hamper the purpose of learning. A fresher from Bengali medium background said, she finds it difficult to figure out appropriate words in English in conveying her emotions. In her opinion fear overuse of English words in class is restricting her from learning Bengali vocabulary. All of them shared the same opinion about different impacts of CS on students from different educational background. According to them, CS has strong impacts on reducing student alienation among Bengali medium students. Bengali medium students get profited when B2E code switching occurs. In addition the factors of student alienations also reduces thus the total alienation reduces .However freshers from English medium background thinks Cs does not f abet much in reducing their alienation.

Analysis: From the answers above it can be stated that impacts of CS on student alienation among Bengali medium and English medium definitely varies.

Q3: As a fresher, do you think the impact of code switching on student alienation lessens through semesters?

Answer: All the interview answered "yes". Most of them said through maturity and experiences

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

freshers tend to cope up with courses, classes and university environment. At the same time language proficiency and vocabularies in stock increase generally. Therefore effects of CS tends to lessen gradually. However they shared the same opinion that no matter what CS in class always have impacts on reducing student alienations.

Analysis: Because freshers belong to the very first semester of University life, factors of student alienation effects them more than others. In that case it is difficult to identify and measure impact of CS on them. In spite of these, impacts of CS tends to higher on them. As they get to experience more and get to expose more target language inputs effect of CS on student alienation reduces.

Q4: Does using L1 in class (class lectures/instructions) help you understand the course better? Explain.

Answer: Four of the participant claimed use of L1 in class lectures/instructions   make them understand the course better. According to them, when teacher explains instructions in first language or give lectures using L1 it becomes much easier for them to understand and relate the content and aims of the course. However one fresher said understanding the course mainly depend on teacher's ability to communicate with students and his/her ability to explain the topics of the course properly. Most of the freshers think teachers should use L1 during lectures and class discussions because to provide a proficient understanding of the course and deliver a good lecture communicating properly with the students is very important. Code switching helps to communicate easily and effectively on that matter.

 Analysis:

Understanding the content and materials of the course helps students to make connection with the purpose of course thus make useful meaning of the course. And there is no better way to communicate with students in their native language no matter how proficient they are in target language. When teachers give lectures and instructions in L1 it helps students to understand the lesson plans, syllabus, and content of the course properly. They can make connections and can relate their course goal with future purpose or aim of the study. Therefore, student experiences less meaninglessness. Even though code switching might have positive impacts on reducing meaninglessness in freshers but there are other factors involved too. For example, difficult or irrelevant course contents, unprofessional teachers, irrelevant teaching methods with course content etc.

Q5: Do you think code switching has any impacts on normlessness? Have excessive code switching ever caused or influenced you in breaking rules or code of ethics in class?

Answer: The overall answer for this question came as "yes" for the first part and "no" for the second part. Most of the interviewee thinks code switching has indirect effects on normlessness. For example , one student answered when teacher let students use L1 in class discussions or group works, instead of being attentive to the task students tend to gossip with each other. Another participant said she feels like skipping those classes where strict EMI policy is maintained.

Analysis: Overall CS does not usually influence normlessness, however excessive code switching make classes monotonous and less interesting which might cause some normlessness among students. Moreover, most of the students answered that code switching makes them more enthusiast and attentive toward the course.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Discussion on overall findings and analysis of qualitative and quantitative data:

Answer to the central research question:

1. Does CS have any impact on student alienation among the freshers in Private Universities of Dhaka?

Answer: After analyzing all the qualitative and quantitative data, it can be concluded that CS has strong impact on student alienation among the freshers in Private Universities of Dhaka?

2. If there is an impact whether it is educationally beneficial or harmful?

Answer:

Impacts of CS on student alienation: Bengali medium students;

- Has positive impacts
- Reduces powerlessness and social isolation more than meaninglessness and normlessness.
- Reduces total student alienation by decreasing affective factors of student alienation

Impacts of CS on student alienation: English medium students;

- Have slightly neutral impact
- Have lesser impact than Bengali medium students
- Cannot relate code switching with normlessness and meaninglessness however social isolation and powerlessness reduces.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Overall Impacts:

From quantitative and qualitative data analysis following conclusions can be drawn about the impacts of CS on student alienation:

Powerlessness:

- CS has positive and strong impacts on powerlessness. The more CS occurs powerlessness in students reduces.

- CS increases self-confidents and helps to gain students control over study

- CS in classrooms increases self-motivation and control over self.

- CS benefits students educationally because as powerlessness decreases student tend to more attentive towards course and complaint less about academic life.

Meaninglessness

- Using CS in class helps students to understand the syllabus and content of the course.

- Likewise, it helps student to understand the meaning and purpose of the course. Therefore CS reflects a positive impact on meaninglessness and CS reduces meaninglessness.

- Sufficient CS in class clarifies the topic and content of the course to students.

Normlessness:

- CS has positive impacts on normlessness though the impacts of normlessness are less than powerlessness and social isolation

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

- CS makes freshers enthusiast about study and more interested in class.

- Sometimes CS has adverse impacts on normlessness. For example excessive CS in class can also make students less interested in class and might encourage to interrupt rules /teacher's instructions.

- Overuse of CS might create lack of interest in class or lead to irrelevant discussion among students.

Social Isolation:

- CS has positive and beneficial effects on social isolations reduces social isolation.

- CS reduces self -isolation and increases connection with peers and teachers

- Therefore students feel more motivated in class discussions and group works which affects positively in their academic performances.

From the above discussions it can be said that CS has beneficial impacts on student alienation. When student alienation reduces academic performances increases. According to the findings and analysis it is clarified that in general   CS helps to reduce student alienation and helps freshers to perform better in classes.

Chapter 5

Conclusion

5.0 Introduction:

Code switching in academia has both beneficial and adverse impacts on students. In spite of strict EMI policy in Private University it has become a pretty common picture in academic life of University students. On the other hand student alienation is also a significant issues in academic life of a freshers. This paper objects to find out the impacts of Code Switching on student alienation among freshers of private universities in Dhaka.

 As student alienation is a diverse concept depending on various issues, impact of code switching on this matter might not be pretty specific. For that reason the research area is only focused on a small numbers of private universities in Dhaka and for data analysis quantitative study is been conducted so that specific findings can come out. For further clarification qualitative data analysis has been taken in measure also. Data analysis procedure is investigated using two types of scale (Dean Alienation scale and the interpretation scale of Seligar and Shohamy (1989) and calculated through average mean score system.
 The overall findings of the study shows beneficial and positive impacts of CS on student alienation. This positive impact increases along with the decreasing level of student alienation. Findings of the analysis is presented in two sections: a comparative analysis on Bengali and English medium students' alienation, an overall alienation.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

5.1 Recommendations

Code switching among freshers is beneficial for reducing student alienation. Therefore the impact of CS on student alienation level is also beneficial for the students' academic performance. However it needs an appropriate   recommendations and proper guideline to bring out some positive results.

CS brings out good results for students however students should be aware of excessive use of Excessive use of CS might affect adversely on student alienation. To reduce student alienation students can focus on each subscale of alienation and start working on that.

 Most of the private universities follow strict EMI policy, as CS reduces alienation among students, authorities of private universities can loosen up their rules regarding EMI policy.

Some of student's alienation occurs because of lacking in language proficiency. Private universities should conduct more ESL class for freshers.

 5.2 Conclusion:

Student alienation among freshers is a rising issue in private universities of Dhaka, Code switching is another occurring phenomenon in private universities. Unfortunately not very much research works have been done relating these two significant phenomenon in academic life of a freshers. More researches is essential in this area. Hopefully focused research studies in future will solve the problems regarding student alienation among students.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

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Appendix A

Questionnaire

Dear respondent, this research is being conducted in order to find out the impact of code-switching on student alienation. It is being carried out for academic purpose, and no part of it will ever be used for commercial purposes. No personal information or answers will be disclosed. Please answer all questions honestly.

(Target Language English

L1: Bangla)

Part I: General Information

Name of the Respondent (optional): _____

Name of the University: _____

Please put tick (✓) mark in the boxes that best matches with you:

Gender: ☐ Male   ☐ Female

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Age (in years):　　　　　　☐ Below 21　　　　☐ 21– 23

Educational Background:　　☐ Bangla Medium　　　　☐ English Medium

Does code-switch occur in your classroom?　　☐ Yes　　　　☐ No

Part II: Factors affecting entrepreneurs

Please put tick (✔) mark in the boxes adjacent to the numbers that best matches with you for the following statements
where,
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral/Uncertain, 4 = Agree, and 5 = Strongly Agree

I.　**Powerlessness:**

　a.　Switching code in class by teachers/peers/me makes me more confident towards my course.

　　☐ 1　　　　☐ 2　　　　☐ 3　　　　☐ 4　　　　☐ 5

　b.　Code-Switching helps to reduce my language anxiety.

　　☐ 1　　　　☐ 2　　　　☐ 3　　　　☐ 4　　　　☐ 5

　c.　I feel confident to answer questions or conduct discussion in target language the whole time in class.

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

d. Switching code increases my learning interest.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

e. Discussion in class in L1 increases my interest in attending the class more.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

II. Normlessness:

a. Using English in class the entire time increases my understanding of the course.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

b. Code-switching makes me more enthusiast about studying and often helps me to prevent taking dishonest mean in classwork/exam.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

c. Sufficient Code-switching clarifies me about the content or topic.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

d. Using target language in class all the time increases my language ego. (language ego: the identity a person develops in reference to the language he or she speaks)

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

e. I skip classes due to the fear of using target language during the entire class period.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

III. Meaninglessness:

a. Code switching helps me to understand the syllabus of the course.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

    b. When teachers switch codes to give instructions/classroom discussion/ appraising, it helps me to understand the purpose of the courses more effectively.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

    c. Rich vocabulary in target language helps me in understanding the meaning of a sentence.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

    d. Overuse of L1 in class keeps me in a light mood in class and creates lack of seriousness in learning.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

    e. When teacher allows L1 in class, I often use it for other irreverent discussion as well.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

IV.   **Social Isolation:**

    a. Using L1 during tasks and other works of class makes me more enthusiast towards my tasks.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

    b. Use of L1 in class makes me more interactive with my peers and teachers.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

    c. I feel more motivated answering questions in L1.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

    d. I feel more connected to my teachers when teachers discuss lectures in L1 or ask question in L1.

      ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

    e. In classroom, discussion in L1 increases my interest in peer works and tasks.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

(Dean Alienation Scale –Modified)

Appendix B

Open ended Questions:

Dear respondent, this research is being conducted in order to find out the impact of code-switching on student alienation. It is being carried out for academic purpose, and no part of it will ever be used for commercial purposes. No personal information or answers will be disclosed. Please answer all questions honestly.

(Target Language English

L1: Bangla)

Part I: General Information

Name of the Respondent (optional): _____

Name of the University: _____

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Please put tick (✓) mark in the boxes that best matches with you:

Gender: ☐ Male ☐ Female

Age (in years): ☐ Below 21 ☐ 21– 23

Educational Background: ☐ Bangla Medium ☐ English Medium

Does code-switch occur in your classroom? ☐ Yes ☐ No

Q.1: What are the factors that makes you alienated or separated from class? Do you think allowing mother language in classroom helps you overcome those factors? Explain

Q2: Do you think one's educational background (Bengali Medium /English Medium) is a factor that affects estrangement from your academic life? If so how?

Q3: Do you feel isolated and lack of connection with peers and teacher when teachers don't allow L1 in class?

Q4: Does using L1 in class (class lectures/instructions/presentations/class tasks) help you understand the course better? Explain

IMPACTS OF CODE SWITCHING ON STUDENTS ALIENATION

Q5: Which makes you more attentive and enthusiastic towards your course? Using L1 in class or target language?

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