Popularity of Code Switching in Private Universities of Bangladesh

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Popularity of Code Switching in Private Universities of Bangladesh

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Abstract

Code switching has become a very common phenomenon in everyday discourses as our exposure to English language has increased significantly in the recent years. We frequently mix Bengali and English together in our conversation. In the recent time, Hindi has emerged as another important influential language among the young people Bangladesh. Different satellite TV channels are playing crucial roles in affecting the style of speaking of the young speaker of Bangla. Now-a-days, a variety of speaking styles are seen among those young people, which are mixing of Bangla, English and Hindi. This paper examines the patterns and reasons behind code switching among the undergraduate students of private universities in Bangladesh. Questionnaires were given to a hundred students of four private universities of the capital Dhaka to conduct the survey. Also interviews of four students were taken from these universities to collect data for this research. It was found that the students have multiple reasons of code switching and posses diverse attitude towards it.

Declaration

This thesis is composed of my original work, and contains no material of others except where due references have been provided. I have clearly acknowledged others' contribution in my paper with due references that I have included in my work. I hereby declare that I have not submitted this material, either in a whole or in a part, for a degree or award in this or any other institution.

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December 13, 2012

Dedication

To my beloved father (May Allah let him rest in peace) who wanted to see me as a person devoted to serve the society and enlighten the world with his knowledge.

Acknowledgment

I express my gratefulness from the bottom of my heart to Allah, whose mercy has enabled me to complete this dissertation. I am thankful to my beloved parents who have provided their love and affection throughout the journey of my life.

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Table of Contents

Popularity of Code Switching in Private Universities of Bangladesh

Chapter 1

Introduction

The importance of English as a foreign Language is increasing rapidly in Bangladesh. Since the British rule, English language has been given special emphasis in this country. Almost every sphere of education as well as job market is English oriented. English is taught as a compulsory subject from class I to XII in Bangladesh. In addition, the country has experienced quick growth of English Medium schools in the recent time. Fifty two private universities have added a new dimension in the educational system in Bangladesh. Most of the private universities use English as the medium of their instruction as well as provide at least two basic English language courses to the students (Rahman, 2005, p. 3-4). The emergence of another language in a monolingual country like Bangladesh is influencing the style of language use in our everyday communication. Now-a-days the young people of Bangladesh are adopting a new variety of language while speaking with their friends, especially, in private universities, where all the classes are conducted in English and speaking fluent English is encouraged. The students of private universities use English in the classroom to talk with the teachers and their friends. When they are in informal situation, there is a tendency to mix both Bangla and English in their conversation. This tendency affects their normal language use and helps them to form a habit of code switching and code mixing in their everyday speech. Besides, different Hindi channels have become popular in Bangladesh. Today's young people are fond of Hindi Movies and TV serials. A lot of exposure of different Hindi channels has affected their speaking style. They frequently use Hindi words and sentences in their conversation. This study mainly focuses on different patterns of code

Popularity of Code Switching in Private Universities of Bangladesh

switching, among the young people of Bangladesh particularly in private universities. This also looks at the different causes and factors of code switching along with the attitudes towards it.

Chapter 2

Literature Review

2.1. Code switching and Code Mixing

Several scholars have attempted to define code switching and code mixing. Hymes (1974), defines Code Switching as a common term for alternative use of two or more languages, variety of languages or even speech styles (as cited in Ayemoni 2006, p. 91).

Salman Al-Azami (2005) thinks that Code Mixing refers to the transfer of linguistic elements from one language to another. In other words, Code Mixing is a process whereby a word or a phrase of a second language is used in the syntax of a language. He also states that, code switching is not simply mixing words and sentences of two distinct languages, rather the speakers need good knowledge over the languages they mixes (p. 55).

According to Gumperz, code switching is "juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems" (as cited in Price, 2010. p.26).

2.2. Types of Code Switching

Ronald Wardhaugh (1992) described two types of code switching. One is 'Situational Code Switching' and another is 'Metaphorical Code Switching'. Situational code switching occurs when the languages used change according to the situations the conversant are in. This means that, they speak one language in one situation and another in a different one. Topic is not

changed here. On the other hand, metaphorical code-switching occurs when the topic is needed to be changed in the language used (p.106).

In this regard, R. A. Hudson (1992) talked about Conversational Code Mixing, where "a fluent bilingual talking to another fluent bilingual changes language without any change in the situation. In this type of code mixing, speakers balance the two languages against each other using few words from one language then a few words of the other" (p.53).

Moreover, Hudson (1992) mentioned 'borrowing' by which different languages borrow words from each other and get mixed up. He claimed that whereas code switching and code-mixing are all about mixing languages in speech, borrowing is about mixing the language systems. Here, an item is borrowed from one language to make part of the other language. The examples of borrowing are different names of foods, plants, institutions, plants, music and so on (p.55).

On the other hand, Hoffman (1991) described three types of code switching. These are:

(i) Inter-sentential switching: This type of code switching occurs between clause or sentence boundary. For example, "*You know what*, aj ami onek khusi."

(ii) Intra-sentential switching: This type of switching occurs within the sentence. For example, "Aj ora onek *fast food and desert* kheyeche."

(iii) Tag switching: This type of switching happens when one word from a different language is added in the end of the sentence as a tag form. For example, "She is cute, *na*? (as cited in Chakrawarti, 2010.p.72).

Popularity of Code Switching in Private Universities of Bangladesh

2.3. Reasons of Code switching

Wardhaugh (1992) mentioned some factors that are responsible for code switching including Diglossia, Bilingualism and Multilingualism. These three factors are described below:

2.3.1. Diglossia

Wardhaugh (1992) stated "A diglossic situation exists in a society when it has two distinct codes which show clear functional separation; that is one code is employed in one set of circumstances and the other in an entirely different set" (p.90). He pointed out that people usually have two varieties of languages in a diglossic situation. One is low variety (L) which is usually used in informal conversation, guiding the workers etc. Another one is high variety (H) which is used in formal speaking, literature, in political and religious speech etc. Usually, the H variety is considered as more prestigious than the L variety. Speakers of the diglossic society often change the two varieties in their everyday conversation (Wardhaugh, 1992. p.91).

2.3.2. Bilingualism and Multilingualism

Wardhaugh (1992) mentioned bilingualism and multilingualism which are again good context of code switching (p.98). There are some communities where people use two distinct languages in their daily life. One code is used to maintain communication within the community and another is outside the community. For example, a Chinese who speaks both Mandarin and Cantonese in two different contexts have the tendency to mix both the codes in his/her conversation.

On the other hand, there are some multilingual people who speak different languages in different contexts, for example one at home, one at workplace, another in village and still another for purpose of trade. The best example of the multilingual community is the Tukano of the northwest Amazon, on the border between Colombia and Brazil. In this community people have to know a lot of languages outside the community as they are not allowed to marry inside their own community. The exposure of different languages in their daily life paves the way of frequent code switching and code mixing (p.98-99).

2.4. Influence of Bilingual and Multilingual Society

The bilingual and multilingual societies have a significant influence on code switching. According to Hoffman (1991), there are a number of reasons for bilingual and multilingual persons to switch or mix their languages. Those are:

1. **Talking about a particular topic**: There are people who feel free and comfortable to talk about a particular topic using a different language than his/her everyday language. This is the common tendency among the people of the bilingual and multilingual society. For example, in Singapore, people are used to speak one language, in trade, one language, in schools, another in family conversation.

2. **Quoting somebody else**: Often a speaker switches code, to refer to a famous expression, proverb, or saying of some well-known figures from different languages. This is another important reason of code switching.

Popularity of Code Switching in Private Universities of Bangladesh

3. **Being emphatic about something (express solidarity):** Sometimes speakers switch codes to put an emphasis on something. They think that using different language will increase its significant.

4. **Interjections (inserting sentence fillers or sentence connectors):** One important factor in bilingual and multilingual societies is that speakers often use some interjections of another language in their conversation. These are used to draw attention of the hearers.

5. **Repetition used for clarification:** Sometimes, speakers of bilingual societies use both the language they master to clarify something for the better understanding of the hearers.

6. **Intention of clarifying the speech content for interlocutor:** When a bilingual or multilingual person talks to another bilingual or multilingual person, there will be a lot of code switching. It means to make the content of his speech run smoothly so that it can be understood by the listener.

7. **Expressing group identity:** Code switching is another important way to express group identity. The way of communication of the academic people in their disciplinary groupings are different from other groups. So, this expresses their group identity well.

8. **To soften or strengthen request or command:** Sometimes speakers switch codes to make a command more powerful as the speaker has the ability to use languages he knows even that are unknown to others.

9. **Because of real lexical need:** Sometimes code switching occurs when there is no suitable lexis in one language. In that case, speakers have to switch codes to use

Popularity of Code Switching in Private Universities of Bangladesh

appropriate lexical item of another language that help them to express that particular topic better.

10. **To exclude other people when a comment is intended for only a limited audience:** Sometimes people want to communicate only with the people of the same community. So, to exclude other people, they use the language of their own community which is unknown to others. This is another cause of code switching in the bilingual and multilingual communities (as cited in Chakrawarti, 2010.p.76-78).

2.5. Sex and Choice of Language

Janet Holmes (1992) studied sex-exclusive speech differences to show how the language use of the two sexes differs. Holmes found that, men and women do not speak in exactly the same way in any community. There are some differences between the patterns of language use, word choice, pronunciation etc. between men and women. Holmes also stated that women are more status conscious than men while using language (p.171).

2.6. Earlier Research

2.6.1. Mexican-American Context

Chad Nilep (2006) quoted some of the scholars who have talked about the emergence of code switching. George Barker (1947) is one of the American linguists who studied Linguistics Anthropology to deal with issues of language choice and code switching among Mexican American in Tucson, Arizona. In his study, Barker suggested that most of the Mexican Americans used Spanish during family conversations while they spoke English during formal

conversation outside home. Apart from these situations, the choice of code was not fixed where the elements of the two languages mixed up. Barker also found that younger people were more apt to use more than one language in a single interaction than their elders, and that the multiple varieties were constitutive of a local Tucson identity (as cited in Nilep, 2006. p.4).

2.6.2. Code switching as a Natural Phenomenon

Vogt (1954) viewed code-switching as a natural and common process. He suggests that all languages – if not all language users – experience language contact, and that contact phenomena, including language alternation, are an important element of language change. Ferguson (1959) and later Fishman (1967) described diglossia which bears the notion of situational switching. Furthermore, Fishman mentioned that varieties may be for humor or emphasis in a process of metaphorical switching. It is thought that Fishman's notion of diglossia was inspired by the nascent theory of situational and metaphorical switching (as cited in Nilep, 2006. p.6).

2.6.3. Malaysian Context

Badrul Hisham Ahmad (2009) studied code switching in classroom in Malaysian context. Here he conducted a survey on the patterns of code switching among the teachers. He stated that in Malaysia, English is taught with much emphasis as it had been declared as the second language of the country by its government. That is why English is used with special importance in both education and social settings. Besides, English teachers of the country have been instructed to

Popularity of Code Switching in Private Universities of Bangladesh

use high quality English in classroom so that learners get good input. However, the waning of English proficiency among the students has become a matter of concern for the teachers. So, they

are trying to find out ways to tackle the situation. As a consequence, teachers are using the strategy of code switching in classroom so that it is easier for the students to understand and communicate. Moreover, it generates a flow in classroom instruction and saves teachers time in explanation (p.49).

2.6.4. Russian Context

Anastassia Zabrodskaja, (2007) discussed code switching in classroom in the Russian Universities. Here he stated that in the Russian Universities, codes are switched by the teachers as well as the students. He states that when the teachers are bilingual, there is a scope for code switching. Code switching occurs for some specific reasons in that particular situation. For example, easy way to covey the meaning of the second language, a short cut to explaining task or explaining grammar and so on. Even, when the students' proficiency level in English is low, there is frequent code switching. It is always easier for the teachers to explain something by switching codes. As a result, code switching becomes common in the bilingual classrooms (p.127).

Popularity of Code Switching in Private Universities of Bangladesh

2.7. Bangladeshi Context

Rahela Banu and Ronald Sussex (2001) provided the linguistic background of Bangladesh to find out the causes behind code switching in this country. As the language of Bangladesh is largely influenced by the political revolution of 1952, there is influence of multiple languages here. People of many different languages came to Bangladesh in different time period which had a great influence to mix up different components of other languages with Bangla. Urdu and English have influenced the vocabulary of Bangla language to a great extent. Recently, the popularity of English is increasing so rapidly that frequent code switching is occurring here (p. 52)

Suraiya Alam (2006) shed light on the historical background of language in Bangladesh. She mentioned that the history of languages of Bangladesh is very diverse. As Bangladesh was under different foreign reigns at different eras, various languages influenced Bengali language. During the British regime, English influenced the Bengali speaking educated people very much. Afterwards, when Pakistan started ruling over Bangladesh from 1947, they tried to impose Urdu as the state language. However, the effort failed due to the protest of the people of Bangladesh. Later, Bengali was recognized as the state language of Bangladesh or then East Pakistan. However, English was also introduced as the official language of both East Pakistan and West Pakistan. English started to appear as an important language in the country as it was declared as the official language of Bangladesh. At present, English is taught from primary to tertiary levels in both Bangla and English medium schools and colleges in Bangladesh. The reason behind the increasing popularity of English is that now-a-days different multinational companies and non-government organizations (NGOs) are demanding employees with English proficiency (p.53-54).

Popularity of Code Switching in Private Universities of Bangladesh

Sayeedur Rahman, (2005) talks about the status of English in Bangladesh. He states that the role of English in Bangladesh is purely functional as English is used as international lingua franca. English is being used here for many years and gradually it is becoming an important part of the socio-cultural system. According to the author, as the use of English is increasing day by day in different forms, there is a significant evidence of using English along with Bangla as code switching and code mixing. He insists that on 19 January 1989, English was introduced as compulsory subject from class I to class XII in schools where students have to qualify in the board examinations. Moreover, at the tertiary level, English was introduced as a compulsory subject in many disciplines since the 90s. Rahman points out the emergence of private universities in Bangladesh and use of English in those private universities. Most of the universities use English as their medium of instructions. Besides, there are compulsory English language courses for all the undergraduate students. As a result, English is given an extra emphasis in the private university education system (p.3).

2.7. 1. Reasons of Code Switching in Bangladesh

Suraiya Alam (2006) explored some reasons of code switching in Bangladesh. She stated that official environment plays important role for code switching. The multi-national companies where English is mostly used in verbal communication and documentation are the place where employees frequently shift codes. They often mix Bangla and English while talking with their colleagues. Usually, in most cases they use English to give any instruction and move to Bangla while explaining. According to Alam, some basic causes of code-switching are spontaneous, to draw the attention of others, to show off, to impress for professional purpose, to impress the

opposite sex, to alienate a particular group/to take the advantage of knowing a separate language, lack of translation equivalent, medium of education and English training and euphemisms. She pointed out that code switching occurs not only among colleagues but also among friends, family members, relatives and even with outsiders (p.58-61).

2.7. 2. Attitudes towards Code Switching

Suraiya Alam (2006) presented some common attitudes of the people of Bangladesh towards code switching. She pointed out that there are multiple reactions about code mixing in Bangladesh. Some people think that mixing English with Bangla is like debasing the mother tongue because, in Bangladesh, Bangla language is a strong symbol of national solidarity. Some people think that code mixing can be tolerated in unofficial use only. Some intellectuals are against code-mixing thinking that it will eclipse Bangla which is a part and parcel of Bangla culture. Some people think that code mixing is a matter of pride as English is considered as a prestigious language in Bangladesh. Thus the attitude towards code switching varies from person to person (p.65-66).

2.7.3. Influence of Popular Culture

Sabreena Ahmed and Farhana Zamil Tinny (2011) talked about the Radio Jockeys' (RJ) style of speaking in Bangladesh which is becoming popular day by day among the young people. They claimed that the RJs are being influenced by the western language and culture and are trying to use a new style of speaking which makes them different from others. They frequently mix

English and Bangla while speaking on air thinking that, this style of presentation will draw the attraction of the youths easily. Thus there emerges a new type of language called "Banglish" (mixing Bangla and English) among the youths of Bangladesh. As the FM radio stations are becoming popular day by day among the young people, they are being influenced by the RJs and their speaking style and followed them to be the stylist language users (p.1).

Robaka Shamsher & Mohammad Nayeem Abdullah (2012) studied the influence of Satellite Television on Bangladeshi culture. They stated that recently, the culture of Bangladesh is highly influenced by the satellite television channels. Now-a-days, people are watching so much television programs of different other cultures that they are being highly influenced by the cultural aspects of other countries. According to them, in case of Bangladesh, the significant cultural shift arises due to the impact of Indian channels like Zee TV, MTV, Star Plus, Sony TV etc. Different Hindi programs of all the channels are influencing the people of Bangladesh so much that they are gradually forgetting their own traditional cultural norms and values. Specially, women and young girls are watching these Hindi programs with so much attention and passion that they are getting used to foreign lifestyle and culture, ignoring their own traditional one (p. 46).

2.7.4. The Emersion of "Banglish"

Bijay Lal Basu (2009) clarified the ongoing debates about the language use by the RJs in Bangladesh. In his study, Basu said that, *The Daily Star*, one of the leading English newspapers in Bangladesh published some articles about the vitality, viability and acceptance of the hybrid

FM variety on the newly established FM stations. The debate centered on their attitudes to "FM Banglish" and their overall approach to the phenomenon varied. Basu stated that, the word "Banglish" (a mixture of Bangla and English words) was used first by Binay Barman in *The Star Campus*, the weekly magazine of *The Daily Star* on October 28, 2007, in the article, "I am not ashamed of speaking Banglish". In this article, the writer used the term "Banglish" as well as "FM Banglish" to refer to the presentation style of the RJs and the mixed code hybrid variety the RJs have adopted in Bangladesh. The author called this FM registrar as "alien form of Bangla". He also mentioned "Hinglish" – a combination of English and Hindi prevalent in India and stated that he often mixes Bangla and English in his conversation and he is not ashamed about this matter at all. Thus, the author shed light on the FM registrar in Bangladesh (p. 5-6).

Chapter 3

Research Design

This chapter contains the research methodology that was followed by the researcher to conduct the research. Moreover, a detailed discussion on the objective of the research, the significance of the study, instruments, participants, and process of analysis has been included here. Questionnaires consisting of both multiple choice and open ended questions were distributed to the students of different private universities. Moreover, Interviews of four students from the four universities were conducted to find sufficient information for the research.

3.1. Research Objective

The objective of the research is to find out different reasons and effects of code switching among the students of private universities in Bangladesh.

3.2. Research Questions

Which factors motivate students to switch codes?

How do the students view code switching?

What are the most common domains of code switching?

What are the codes that students switch frequently?

Is there any particular pattern of code switching among Bangladeshi youth?

Does the practice of code switching have negative effect on Bangla language?

Popularity of Code Switching in Private Universities of Bangladesh

3.3. Significance of the study

Young people have the tendency to adopt new style of language. This study will show how the students of private universities are changing their speaking styles as a result of code switching. It presents an insight of students' perspective on the effect of code switching on Bangla language.

3.4. Participants

The participants of this research were one hundred students from the four top ranking private universities in Bangladesh. The subjects were randomly chosen from BRAC University, North South University, East West University and the Independent University of Bangladesh (IUB). Among the participants, fifty of them were boys and the rest fifty were girls. Furthermore, four students were selected from four of the universities to take in depth interview for further inquiry. The age range of the participants is mostly 18-22 years.

3.5. Instruments

The participants were given questionnaires for conducting the survey. Four participants were interviewed with the help of semi-structured list of questions. Therefore, the main sources of information of this research are; (i) Survey (see appendix 1) and (ii) Interview (see appendix 2).

3.5.1. Survey Questionnaires

The questionnaires included 14 multiple choice questions consisting of 2-4 options. In some questions, students were free to choose more than one option. Three of the questions were followed by sub-questions, where specific examples of code switching were asked.

3.5.2. Interview questions

The questions of the semi-structured interviews were for collecting some specific information about different aspects of code switching among the private university students that was missing in the survey questionnaires. As a result, there were six open ended questions for the interviewees.

3.6. Methods of Data Analysis

A mixed method of data analysis comprising both qualitative and quantitative methods has been followed to collect data for this research. Collected raw data were analyzed by Microsoft Excel 2007. Later on, the percentages of the data were arranged in several tables in Microsoft Word 2007. The qualitative data have been analyzed based on the answers provided by the participants.

Popularity of Code Switching in Private Universities of Bangladesh

3.7. Procedure

The research was administered in the four famous private universities of Bangladesh. The researcher took permission from the authorities of the universities. Then survey questionnaires were distributed among the randomly selected students of different departments. Four students among the participants were interviewed to collect their in depth opinion on code switching.

3. 8. Limitations

The study was conducted among only the students of four major private universities in Dhaka city. Although, there are some other private universities inside and outside Dhaka, it was not possible to make contact with the students of those universities because of time constraints. Moreover, for qualitative data, only four students from the four universities were interviewed. As students were not interested to answer open ended questions and were comfortable with multiple choice items, it was not possible to take interview of more students.

Chapter 4

Findings and Analysis

4.1. Findings of Participants' multiple choice questions

Table 1. Mixing other language with Mother tongue in conversation

Options	Boy (%)	Girl (%)	Total %
Yes	47 (94%)	49 (98%)	96 %
No	3 (6%)	1 (2%)	4%
No comment	0 (0%)	0 (0%)	0%

In table 1, we can see that 96 percent of the total participants mix other languages with their mother tongue. Both boys (94%) and girls (98%) have acknowledged that they mix other language with their mother tongue. On the other hand, only four percent of the total participants think that they do not mix any other language with their L1 in their conversation. The result of the table shows the extensive practice of code switching among the private university students in Bangladesh.

Table 2. Domains of switching codes

Options	Boys (%)	Girls (%)	Total %
Conversation with friends	45 (90%)	48 (96%)	93%
Conversation with family members	38 (76%)	31 (62%)	69%
Conversation with teachers	4 (8%)	7 (14%)	11%

Popularity of Code Switching in Private Universities of Bangladesh

Conversation with unknown person	1 (2%)	0 (0%)	1%
In all the situations	0 (0%)	0 (0%)	0%

The result of the table 2 shows that 93 % of the total participants mix codes while talking to their friends. 96 % girls mix codes while talking to friends while 90% of boys do so. Moreover, 69% of the total participants switch codes while talking to their family members. 11% of the total participants switch codes with their teachers and only 1% switch codes with unknown person. It shows that the practice of code switching mostly common among friends.

Table 3. Code switching is done consciously or subconsciously

Options	Boys (%)	Girls (%)	Total %
Conscious	16 (32%)	21 (42%)	37 %
Subconscious	34 (68%)	29 (58%)	63 %

Table 3 shows that most of the participants (63%) think that the process of code switching occurs subconsciously. That means code switching is so common among them that it has become a habit. They are not even aware of the fact that they mix codes during their conversation. On the other hand, only 37% of the total participants think that they mix codes consciously. Results show that the tendency of switching codes consciously is higher among the girls than the boys.

Table 4. Reasons of code switching

Options	Boys (%)	Girls (%)	Total %
Shows smartness	10 (20%)	7 (14%)	17%
New style of speaking	36 (72%)	41 (82%)	77%

Popularity of Code Switching in Private Universities of Bangladesh

To prove competence in different languages	4 (8%)	6 (12%)	10%
Lack of sufficient command in mother language	7 (14%)	13 (26%)	20%

If we look at the result of table 4, we will see that majority of the participants believe that code switching is a new style of speaking which encourages them to switch codes during their conversation. The most interesting thing is that, 20 percent participant acknowledged that they switch codes as they do not have sufficient command over their mother tongue.

Table 5. Codes frequently used by the participants

Options	Boys (%)	Girls (%)	Total %
Bangla-English	47 (94%)	45 (90%)	92%
Bangla-Hindi	8 (16%)	17 (34%)	25%
Bangla-English-Hindi	2 (4%)	3 (6%)	5%

The result of table 5 shows that mixing Bangla and English is very much common among the participants. Almost equal number of boys (94%) and girls (90%) responded that they mix Bangla and English in their conversation. On the other hand, girls (26%) mix Hindi with Bangla more than boys (16%). Moreover, girls (22%) mix both Hindi and English with Bangla in their conversation more than boys (12%).

Table 6: The language students use most of the time

Options	Boys (%)	Girls (%)	Total %
Bangla	47 (94%)	44 (88%)	91%
English	2 (4%)	4 (8%)	6%
Others	1 (2%)	2 (4%)	3%

Popularity of Code Switching in Private Universities of Bangladesh

Table 6 shows that majority of the participants (91%) use Bangla most of the time as the medium of conversation. As there were some English Medium students among the participants of my survey, 6% of the total participants admitted that they use English more than Bangla as the medium of conversation.

Table 7: Factors behind switching codes

Options	Boys (%)	Girls (%)	Total %
Media of Bangladesh	28 (56%)	37 (74%)	65%
Influence of friends	18 (36%)	22 (44%)	40%
Other factors	4 (8%)	6 (12%)	10%

If we have a look at table 7, we will see that a significant number of the participants responded that the most prominent factor that encourages them to switch codes is the Media of Bangladesh. 65% of the total participants admitted that they are mainly influenced by the media. The interesting thing is that girls are more likely to be influenced by the media than boys. On the other hand, 40% of the participants think that they are mainly influenced by their friends in switching codes in their conversation.

Table 8: Students switch codes in writings

Options	Boys (%)	Girls (%)	Total %
Yes	13 (26%)	23 (46%)	36 %
No	37 (74%)	27 (54%)	64%

Popularity of Code Switching in Private Universities of Bangladesh

The result of the above table shows that 36% of the total participants switch codes in their writings. On the other hand, 64% of the participants responded that they do not switch codes in their writings. This table also shows that girls (46%) switch codes in writing more than boys (26%).

Table 9: Types of writings where code switching occurs

Options	Boys (%)	Girls (%)	Total %
In formal writing	0 (0%)	0 (0%)	0%
In Face Book page	38 (76%)	43 (86%)	81%
In SMS writing	29 (58%)	34 (68%)	63%

This table gives us clear idea about the types of writings where students mostly switch codes. It shows that students mostly switch codes while they write in Face Book pages. 81% of the total participants admitted that they switch codes in Face Book pages and 63% of the participants switch codes in SMS writing. However, nobody switches code in their formal writing. In both the cases, girls are most likely to switch codes.

Table 10: Students' preference of remixed songs

Options	Boys (%)	Girls (%)	Total %
Yes	35 (70%)	41 (82%)	76%
No	15 (30%)	9 (18%)	24 %

The result of table 14 shows that 76% of the total participants like songs where Bangla and English are mixed. 82% of the girls are fond of remixed songs while 70% boys like this type of music.

Popularity of Code Switching in Private Universities of Bangladesh

Table 11: Students mix slang in the form of codes

Options	Boys (%)	Girls (%)	Total %
Yes	13 (26%)	21 (42%)	34%
No	37 (74%)	29 (58%)	66%

If we look at table 15, we see that 34% of the total participants switch codes in slang while 66% do not do so. In this case also, girls (42%) are ahead than boys (26%).

Table 12: Students' attitudes towards code switching

Options	Boys (%)	Girls (%)	Total %
Positive	30 (60%)	38 (76%)	68%
Negative	20 (40%)	12 (24%)	32%

Table 10 shows that majority of the participants (68%) have a positive attitude towards code switching while only 32% of the total participants take code switching as a negative aspect. According to the result, girls (76%) are more positive toward code switching than boys (60%).

Table 13: Code switching has negative impact on mother tongue

Options	Boys (%)	Girls (%)	Total %
Yes	34 (68%)	28 (56%)	62%
No	16 (32%)	22 (44%)	38%

If we look at the result of table11, we see that a significant number (62%) of the participants think that code switching has a negative effect on their mother tongue, while 38% of the total

participants do not think so. From the outcome of the table, it is obvious that boys (68%) are more concerned about the fact than girls (56%).

Table 14: The practice of code switching is creating a new type of language in Bangladesh

Options	Boys (%)	Girls (%)	Total %
Yes	42 (84%)	33 (66%)	75%
No	8 (16%)	17 (34%)	25%

This table shows that 75% of the total participants think that the practice of code switching is creating a new type of language in Bangladesh. Boys (84%) are more concern about this matter than girls (66%).

4. 2. Findings of the Open Ended Questions

Students were asked the following questions:

Q. 1. Why do you mix any other language with Bangla in your conversation?

Student 1 responded that while talking to friends, code switching helps him to convey the message easily.

Student 2 stated that code mixing is more effective way of conversation because, sometimes mixing another code helps to express the exact meaning which may not be possible by using only one language.

Students 3 claimed that, code mixing gives a new style of speaking. It becomes monotonous if someone speaks in the very same pattern using the very same language.

Students 4 said that, code switching gives a status to him. When she frequently switches from Bangla to English, people around her becomes aware of the fact that she knows English well and

she gets extra attention. She claimed that sometimes she gets extra advantage of it especially in case of public services.

Q. 2. What are the codes that you mix together and why?

All the four students answered that they frequently mix Bangla and English. And two of them said that they mix Bangla and Hindi as well. They came up with the explanation that, as English is regarded as a demandable language in Bangladesh; they tend to mix English with Bangla while speaking. It increases their value in the friend circle.

On the other hand, two of them declared that they mix Bangla and Hindi because, they are so much exposed to Hindi TV programs and Bollywood movies that they are strongly influenced by Hindi Language and culture. That is why they try to mix Hindi with Bangla to show smartness to others. They also claimed that now-a-days, if anyone does not understand Hindi, friends laugh at that person. As a result, they mix Bangla and Hindi to prove their command over Hindi and draw extra attention from the friends.

Q. 3. In what situations do you mix codes and why?

All the four students responded that, they mostly mix codes with friends and family members because; these are informal situation of speaking. Moreover, they feel comfortable among friends and family members which is another reason for mixing codes.

Q. 4. What are the factors that encourage you to mix codes?

Student 1 said that, he is very much influenced by the surroundings. He is using English in classroom with teachers, then when he is talking to his friends he his mixing both Bangla and English. His friends are doing the same thing as well.

On the other hand, Students 2, 3 and 4 replied that they are mostly influenced by the media of Bangladesh. They are used to listen to FM radio programs where this type of mixing language is very much common and popular. Besides, they watch a lot of English and Hindi movies which also encourage them to switch codes. They mentioned some recent Bangla movies such as "Khoj- the Search", "the Speed", "Most Welcome" etc. by Ananta Jalil (a Bangladeshi actor, director and producer) where English is frequently mixed with Bangla.

Students 2 and 4 claimed that the recent movies of Ananta Jalil are good sources of entertainment for the young people. In these movies Bangla and English have been mixed frequently by the hero. As these movies are very popular to the young people, they are trying to follow the speaking style of Ananta Jalil to make fun.

Q. 5. What are the new patterns of code switching among the young people?

All of the four students agreed that the very new patterns of code switching they experience are mixing Bangla and Hindi in conversation and mixing Bangla, English and even Hindi in Face Book Writing.

Some examples of mixing Hindi and Bangla provided by the students:

- Are *yaar keya baat hein,* purai osthir (Hey friend what a saying, awesome).

- Aki *musiibat*, jibontai *borbad* hoye gelo *(*what a problem, life has been spoiled).

- Aj toke *bahut khusi khusi* lagteche (You are looking very glad today).

- Onekkhon dhore bhabchi *magar* kichui mone korte parchina (I am thinking for a long time but cannot remember anything).

Q. 6. How do you evaluate the impact of code mixing on your mother tongue?

Student 1 stated that, although code switching affects Bangla language negatively, they need to accept it because language always changes.

Student 2 claimed that code switching does not have any negative effect on her mother tongue, because although they mix codes in their conversation, it does not mean that they forget their mother tongue. They can write good Bangla and even speak good Bangla without mixing other language. However, as the situations demand it and all other friends are doing the same thing they are likely to follow the patterns of their friends' style of speaking and become used to code switching.

Student 3 and 4 responded that code switching has a negative effect on their mother tongue. If the present situation of use of Bangla language continues, Bangla language will lose its uniqueness and significance in the near future. So, they think that the young people should be careful about the matter.

4.3. Some common patterns of code switching and mixing among the participants

4.3.1. Examples of code mixing in conversation

Students came up with some examples of code switching and code mixing in their conversation:

Bangla and English:

- *Ami kichui parina,* I am useless (I cannot do anything, I am useless).

- *Oor sathe palla dite jasna,* she is a genius (Don't try to compete with her, she is a genius).

- *Aj bus e aslam, kotto* problem (I came by bus today, faced a lot of problems).

English and Bangla:

- Hey, looking great! *Kahini ki, ato sajuguju?* (Hey you are looking great! What is the matter of such wonderful dressing?)

- I don't know *je ami keno emon kori.* (I don't know why I always do such a thing).

- What's up dude, *dinkal kemon jacche?* Is everything ok? (What's up dude, how are you doing? Is everything ok?)

Popularity of Code Switching in Private Universities of Bangladesh

4.3.2. Examples of code switching in writing SMS

The participants gave the following examples of code mixing in SMS writing:

Bangla and English:

- *Amader deri hoye geche*, try 2 come fast (We are late, try to come fast).

- *Cholo* exercise *a jai.* (Let's go to exercise).

- *Kokhon ascho 2mi? Should I wait?* (When will you come? Should I wait?)

English and Bangla:

- Free *hole* call *dio* (Call me when you are free).

- Miss u *janu, khub beshi* (Miss you honey, a lot).

- I m in class, *aktu boso* (I am in class. Please wait a few moments).

4.3.3. Examples of code switching on Face Book

The respondents gave some examples for mixing codes on social networking site Face Book:

Bangla and English:

- *Kichu manus idaning kobi bone jacche*, glad 2 c that (Some people are being poets now-a-days, glad to see that).

- *Khub mon kharap, janina* what 2 do (I am in very bad mood, don't know what to do).

- *Manush etota kharap hote pare*? Just wordless (How can people be so cruel? Just wordless).

- *Josh* pic baby, *purai osthir* (Nice picture baby, gorgeous).

- *Tor khobor kire*, text *korle* response *koris na keno*? (What's up? Why don't you response of my SMS?).

English and Bangla:

- Friends plz pray 4 me, *kal amar exam* (Friends, please pray for me, tomorrow is my exam).

- No need to *pumping, ami jani amake sundor lagche.* (No need to flatter, I know I am looking good).

- Going home after long time, *khushi* (I am going home after a long time and I am happy).

- Looking cute, *fatafati.* (You are looking cute, gorgeous).

Bangla, English and Hindi:

- *Aj amar* life *er sobcheye sundor din chilo*, had a lot of fun, and *masti*. Thanks *yarr* (Today was the best day of my life, had a lot of fun. Thanks dude).

- Bahar bouhut baris hain, enjoying the day with kichuri ar gorur mangso. (It is raining outside, enjoying the day with hotchpotch and beef).

- Don't worry baby, sob thik hoye jabe, mehuna. (Don't worry baby, everything will be alright, I am with you).

Popularity of Code Switching in Private Universities of Bangladesh

4.3.4 Examples of code mixing in slang

Participants gave the following examples of slang where they mix codes:

- *You nonsense,* dekhe hatte paro na? (You nonsense, can't you be careful while walking?)

- Oi *mother fucker* er jonnoi to sob veste gelo (Everything was spoiled for that mother fucker).

- *What the fuck,* aisob ki hoiteche? (What the fuck, what is going on?)

- *Idiot* er moto attitude koro keno? (Why are you showing your attitude like an idiot?)

- Oto ekat *slut* (He is nothing but a slut).

- Dhur *baal,* disturb koris na.

Chapter 5

Discussion

The focus of the researcher was to find out whether the participants mix any other language with their mother tongue in daily conversation. From the responses of the participants, it has been found that 96% of the total participants do so. On the other hand, only 4% of the participants claimed that they do not mix any other language with their mother tongue while they speak. Although, there is a little difference between the percentage of boys and girls who mix codes, the result indicates that girls are most likely to mix codes in their conversation than boys. 94% of the boys admitted that they mix codes while speaking, whereas the percentage of girls is 98. This result gives an idea of the widespread practice of code switching among Bangladeshi youth.

The study shows that code switching mostly occurs when participants speak with friends and family members. 93% of the participants responded that they mix codes while speaking with friends. Both boys (90%) and girls (96%) have come up with the statement that code switching is very common among friends. Moreover, 69% of the participants admitted that they switch codes while talking with family members. On the other hand, very few participants claimed that they switch codes with their teacher (11%) and with strangers (1%). This result indicates that there is a matter of formality and informality here. While students are with their friends and family members, they are in informal situation and feel comfortable to switch codes. On the other hand, while they are with teachers and strangers, they cannot do so because; they need to maintain a formal relationship with teachers and unknown persons. That is why the use of language is not same in both the formal and informal situations. Barker (1947) stated that the language pattern

changes when people are outside their homes. They usually use formal language when they speak with people outside homes (as cited in Nilep 2006, p.4).

In addition with the issue of formality and informality, there is a question of comfort level of the students. While they are with their friends and family members, they are much more comfortable to use a mixed language. On the other hand, when they are with their teacher and unknown person they cannot do the same thing.

Furthermore, the evidence of the study shows that the participants switch codes mostly subconsciously. While 63% of the total participants claimed that they switch codes subconsciously, only 37% responded that they consciously mix codes while speaking. This result indicates that the practice of code switching has become a habit among the young people of Bangladesh. Most of them are even not aware of the fact that they are mixing other languages with their mother tongue. This happens when something is so common and becomes a usual habit. Ahmed & Tinny (2011) also found the similar result in their study. They stated that more than half of the participants in their research admitted that they switch codes unconsciously (p.10). Vogt (1954) also claimed that code switching is a very natural phenomenon. According to him, "All the language users experience language alteration which leads to code switching. This is a very common trend" (as cited in Nilep, 2006. p.6).

Here, the result also proves that girls switch codes consciously more than boys. 42% of the girls think that they switch codes consciously while 32% boys do so. That means that girls, have the tendency to mix other language with their mother tongue intentionally in their conversation than boys. The possible reason of this would be clear in the later part of the discussion when other aspects regarding factors of code switching will be discussed.

Popularity of Code Switching in Private Universies of Bangladesh

The reasons of switching codes by the students of private university are interesting. It has been found that majority of the students switch codes because they think that it adds a new style of speaking. This style inspires them to mix codes frequently in their conversation. 77% of the total participants responded that they switch codes because of maintaining style. The result indicates that girls are more style conscious than boys. 82% girls admitted that they switch codes for having a new style of speaking while 72% boys think so. This style concept can be inclined by friend circle, as the participants responded that they mainly switch codes with their friends. Students are likely to adopt new style to be unique among their friends. Holmes (1992) stated that the addressee of speech has a great influence on the speaker's language. According to Holmes, "distinctive styles or registers may be shaped by the functional demands of particular situations or occupations" (p.246).

Moreover, the most interesting finding from the students' interview is that, one of the students thinks that code switching sometimes gives her extra advantage. As English is considered as the prestigious language in Bangladesh, the person who knows English gets more attention of people than others who do not know English. Hence, she thinks that when she is outside home and even in unknown situation, she mixes codes as she thinks it makes her smarter and gives her helps her to get extra advantage especially in case of public services.

On the other hand, a significant number of the participants (20%) switch codes as they do not have sufficient command over their mother tongue. Some of the participants think that, sometimes it is easy to express some particular feelings in other language or mixing two languages rather in the mother tongue. For example, some of the participants came with examples of this type of situations like, "Tui mone hoy beparta *seriously* niechis, ami kintu kono

Popularity of Code Switching in Private Universities of Bangladesh

kichu *mean* kore bolini (Perhaps you have taken the fact seriously but I have not said it to mean something). Here, if the students do not mix codes, and use Bangla words instead of English, the expression may lose its exact meaning and it may not sound as good as it is in mixing. Student 1 stated "code switching helps to convey the message easily".

However, 17% of the total participants think that code switching increases their smartness. According to them, when they mix English or Hindi with Bangla, it makes them smarter than those who cannot do so. The result signifies that young people are accepting English as the way of being smart. Suraiya Alam (2006) also found some similar causes of code-switching among the young people of Bangladesh in her study. Some of the reasons of code switching she found are to draw the attention of others, to show off, to impress for professional purpose, to impress the opposite sex, to alienate a particular group/to take the advantage of knowing a separate language, lack of translation equivalent, medium of education and English training and euphemisms. She pointed out that code switching occurs not only among colleagues but also among friends, family members, relatives and even with outsiders (p.58-61).

The study shows that the most common languages that are mixed frequently by the participants are Bangla and English. 92% of the total participants acknowledged that they frequently mix Bargla and English in their conversation. This result gives an idea of wide spread use of English by the young people of Bangladesh. As the medium of education in almost all the private universities in Bangladesh is English, the exposure to English is higher among the students of private universities than others. As the use of English is increasing day by day in different forms, there is a significant evidence of using English along with Bangla as code switching and code mixing (Rahman, 2005. p.3).

Popularity of Code Switching in Private Universities of Bangladesh

Another significant portion of the study is that the mixing of Hindi with Bangla is emerging in the country increasingly. A remarkable (25%) number of the participants responded that they mix Hindi with Bangla while speaking. Girls (34%) mix Hindi with Bangla more than boys (16%). This gives a hint of the influence of Hindi on the language use of the Bangladeshi youths. The exposure to different Hindi TV serials and Bollywood movies may be responsible for this phenomenon. Different Hindi programs of Indian TV channels are influencing the people of Bangladesh so much that they are gradually forgetting their own traditional cultural norms and values. Specially, women and young girls are watching these Hindi programs with so much attention and passion that they are getting used to foreign lifestyle and culture ignoring their own tradition (Shamsher & Abdullah, 2012, p. 46).

This result shows that beside "Banglish" (mixing of Bangla and English), there is another new type of language emerging in Bangladesh and that is "Bangdi" (mixing of Bangla and Hindi). The way Hindi is entering in our culture is really a matter of concern. Who knows, after one decade the term "Bangdi" would not be common like "Banglish".

Furthermore, it has been found that the participants mainly use Bangla most of the time as their medium of expression. 91% participants admitted that they speak Bangla mostly while only 6% of the total participants claimed that they use English more than Bangla in their daily lives. From this result it can be interpreted that Bangla speaking youths are much more interested in mixing other languages (mainly English) in their conversation. Although, they mainly use Bangla, they make an effort to enrich their conversation style mixing English and Hindi. Suraiya Alam stated "Some people think that code mixing is a matter of pride as English is considered as a prestigious language in Bangladesh" (Alam, 2006. p.65-66).

Popularity of Code Switching in Private Universities of Bangladesh

Now, the factors that influence participants' speaking style and encourage them to switch codes arc very interesting outcomes. Majority of the participants (65%) responded that they are mostly influenced by the popular culture of Bangladesh. The media of Bangladesh is playing a vital role in the speaking style of the young people of Bangladesh. 74% of the girls think that media affect their speaking style while 56% boys do so. This result shows that the young people of Bangladesh especially girls are much more interested to see satellite channels. The recent emergence of the FM Radio stations are attracting the young people so much they are highly influenced by the RJs style of speaking. The RJs are creating a new type of language mixing Bangla and English in their speaking to draw the attention of the young people. The youths are being influenced by their speaking style and trying to be stylist speaker (Ahmed & Tinny, 2011, p.1). The responses of the participants show that there is a significant influence of popular culture on the habit of their speaking style. As two students mentioned that movies of Ananta Jalil inspires students to follow the speaking style used by the hero.

Moreover, the extreme exposure to the Indian TV channels has a significant impact on the young people of Bangladesh and their language use. Watching Hindi serials and Bollywood movies, young people are adopting the cultural aspects of India forgetting their traditional cultural values (Shamsher & Abdullah, 2012, p. 46).

On the other hand, a significant number of the participants (40%) think that they are influenced by their friends to switch codes. That means, the practice of code switching is mainly a phenomenon mostly adopted by someone when he/she is among friends. A person gets influenced by the friend circle as majority of the participants admitted earlier that they mostly

Popularity of Code Switching in Private Universities of Bangladesh

switch codes with their friends. So it will be wrong to blame the media only for the phenomena of code switching among the youth.

One of the four students responded that he is mainly influenced by the surrounding as all the friends are mixing codes while speaking. Besides, he is being exposed both Bangla and English in Campus. While he is in classroom and with teacher, he uses English and while with friends, he both Bangla and Hindi.

The study shows that not only in speaking, students also mix codes in their writing. A good percentage (36%) of the total participants responded that they mix codes in writing. 81% of the participants mix codes in their Face Book profiles and 63% mix codes in SMS writing. However, none of the participants acknowledged that they mix codes in their formal writings. This result again shows evidence in favor of the formality and informality issue of code switching. Still in both the cases, girls are ahead in percentage of mixing codes in their informal writings than boys. The reason may be the style consciousness of girls. As Holmes (1992) stated that women and men do not use language in the same way. There are some differences between the patterns of language use, word choice, pronunciation etc. between men and women. According to Holmes, women are more status conscious than men (p.171).

Moreover, it has been found that majority of the participants (76%) like remixed songs where Bangla and English are mixed. In those remix music, Bangla and English languages are mixed in such a way that it is difficult to identify whether those are Bangla or English Music. However, the young people are fascinated to those music without thinking the effects on their culture. So, it can be said that the practice of code switching is no more limited in speaking rather it is becoming common in music and social communication (Face Book).

Besides, students mix codes in their slang as well. A significant number of the participants (34%) admitted that they mix codes in their slang. The remarkable fact is that, the result of the study shows that girls (42%) mix codes in slang more than boys (26%). That means code switching has become a common phenomenon in slang as well among both boys and girls.

However, majority of the participants (68%) have a positive attitude towards code switching. 60% boys and 78% girls admitted that they evaluate code switching positively. That proves that girls are in favor of code switching more than boys. On the other hand, they gave just opposite reply to the very next question whether code switching has negative impact on their mother tongue or not. 62% of the total participants think that code switching effects their mother tongue negatively. This contradictory result substantiate that, the young people are conscious about the fact that the practice of code switching affects their mother tongue negatively but they are practicing it with a positive attitude towards code switching. That means, they are consciously accepting the destruction to their mother tongue. One of the interviewee students stated that, code mixing should not be viewed negatively because, practice of code switching does not mean forgetting the mother tongue.

Nevertheless, although, students are frequently mixing codes in their conversation as well as in their writing, they agreed that this type of practice of code switching is creating a new type of language in Bangladesh. Majority of the participants (75%) admitted this fact. Here again, boys (84%) are more concerned about this issue than girls (66%). That means that the young people of Bangladesh are aware of the fact that they are bringing a significant change in their mother tongue.

Popularity of Code Switching in Private Universities of Bangladesh

Conclusion

Young people are always attracted to new style and fashion. They want to adopt new style to be superior in their friend circle. The practice of code mixing is the result of such tendency to be stylish language speaker. The influence of code switching has brought a new pattern of language use by the students of public university in Bangladesh. They are mixing codes in their everyday conversation consciously and subconsciously. Although, the practice of code mixing mostly occurs among friends and family members, young people tend to switch codes even with strangers. They are influenced by the popular media which are attracting them with their unique style of language use. However, the students of private universities have a positive attitude towards code switching, although, they know that this is creating a new type of language in Bangladesh. Relatively, they are ready to accept the change in their mother tongue which was saved sacrificing some lives in the language movement in 1552. Thus, the influence of code switching is changing the mentality of the students of private universities in Bangladesh and it is becoming a popular practice among them.

Popularity of Code Switching in Private Universities of Bangladesh

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Appendix 1

Survey Questionnaire

Name: Gender: Male/Female

Age: Level of study:

Institution's Name: Mother language:

Educational Background:

Generally, "Code Switching" means mixing two languages in conversation. (e.g. *We will go out now*, taratari koro. Ami jani tor sathe *completion* e jeta *impossible*).

1. Do you mix any other language with your mother tongue in conversation?

    b) Yes   b) No   c) No comment

2. What are the common domains of mixing codes? (You can choose more than one option).

    a.   Conversation with friends

    b.   Conversation with family members

    c.   Conversation with teachers

    d.   Conversation with unknown person

    Give some examples of common code mixing of your chosen domain:

    ....

    ....

    2. Do you switch codes consciously or subconsciously?

    a) Consciously   b) Subconsciously

4. What are the reasons of code switching? (You can choose more than one option).

a) It show smartness

b) To adopt a new style of speaking

c) To prove competence in different languages

d) You have lack of sufficient command in your mother tongue

5. What are the codes that you frequently mix?

a) Bangla-English

b) Bangla-Hindi

c) Bangla-English-Hindi

Give some examples………………………………………………………………………….

6. What is the language that you use most of the time?

a) Bangla   b) English   c) Hindi   d) Others

7. What are the factors that encourage you to switch codes? (You can choose more than one option).

a) Media of Bangladesh

b) Influence of friends

c) Other factors

8.Do you mix codes in your writings?

a)Yes   b) No

Give some examples…………………………………………………………………..

9. What are the types of writings where you mix codes? (You can choose more than one option).

a) In formal writing

b) In Face Book page

c) In SMS writing

Give some examples…………………………………………………………………

10. Do you like remixed songs where Bangla and English are mixed?

a) Yes   b) No

11. Do you mix codes in your slang?

a) Yes   b) No

If yes, give some examples……………………………………………………………

12. What is your attitude towards code switching?

a) Positive   b) Negative

13. Do you think that code switching has negative impact on your mother tongue?

a) Yes   b) No

14. Do you think that code the practice of code switching is creating a new type of language in Bangladesh?

a) Yes   b) No

Appendix 2

Interview Questions

1. Why do you mix any other language with Bangla in your conversation?

2. What are the codes that you mix together and why?

3. In what situations do you mix codes and why?

4. What are the factors that encourage you to mix codes?

5. What are the new patterns of code switching among the young people?

6. How do you evaluate the impact of code mixing on your mother tongue?