A sociolinguistic survey on code switching & code mixing by the native speakers of Bangladesh

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Abstract

Code-switching and mixing have always been universal phenomena mainly due to linguistic borrowing. The native Bengali speakers have constantly been switching and mixing codes for decades, making it necessary for academic consideration. The present study attempts to analyse the prevailing practice of code-switching and code-mixing by the native speakers of Bangladesh.

Keywords: *Language Practice, Linguistic Code, Linguistic Borrowing, Bilingualism, Code Switching & Code Mixing*

1. Introduction

Code-switching and code-mixing are well-known traits in speech patterns. Code Switching refers to the shift or changes from one language or language variety to another by a speaker or a group of speakers. It can take place in a conversation when one speaker uses one language, and the other speaker answers in a different language or language variety. Code-switching in practice is not a very recent issue. Still, somewhat intentionally or unintentionally, it has been used for a long time by speakers of different communities worldwide, and it has now developed worldwide acceptance. Many writers, poets, and authors have mixed up more than one language in their writings, i.e., they have often introduced the expressions of some other language(s) apart from their native language in which they have usually practised their writings. For example, Charlotte Bronte used many Spanish words in her novel *Jane Eyre*, such as "resurgent", meaning "I will rise again", and "Oh, Ciel! Que c'est beau!" meaning "Oh, heaven! Isn't it beautiful!" Ernest Hemingway also uses some Spanish words in his short story *Cat in the Rain*, such as "Si, Si, Signora, brutto tempo", meaning "Yes, yes, Madam. Awful weather"; "Ha perduto qualque cosa, Signora?" meaning "Have you lost something, Madam?" Bengali poet Kazi Nazrul Islam used Perso-Arabic expressions in his poems and lyrics, as in: ''আলগা কর গো খোঁপার বাঁধন / দিল উঁয়োহি মেরা ফাঁস গ্যায়ি'' meaning "loosen the tie of your hair / my heart got stuck there."

The importance of English as a foreign language in Bangladesh has increased remarkably recently. Since British rule, the English language has been emphasised in this subcontinent. Almost in every sphere of education, as well as in the job market, English is oriented. English has been compulsory in Bangladesh for 12 years, from primary to higher secondary. In addition, the country has recently experienced a very rapid growth of English medium schools. Almost all the universities have introduced some English courses in their different degree programs, along with formalising English as the medium of instruction.

Nowadays, the young people of Bangladesh are adopting a new variety of languages while speaking with their friends or in day-to-day conversation. There is a tendency observed to mix the Bangla and English languages. This affects the respective speakers' regular use of their native language and develops a habit of Code Switching and

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Code Mixing in their everyday speech. Besides, a tendency arose because of the Influence of satellite TV channels, especially those of the neighbouring countries. A large number of people in our country are very fond of Hindi TV serials and movies. Moreover, because of that, many of them sometimes, even maybe out of fun, use Hindi codes in their conversation.

1.1. Objectives

- To identify the range of code-switching/mixing in the Bangla language;
- To figure out the impact of code-switching/mixing in the day-to-day conversation of the native speakers of Bangladesh;
- To draw a recommendable conclusion for code-switching/mixing.

2. Review of literature

2.1. What is code switching?

Spolsky (1998:45) says, "… it is very common that people develop some knowledge and ability in a second language and become bilingual. The simplest definition of a bilingual is a person with some functional ability in a second language. This may vary from a limited ability in one or more domains to a very strong command of both languages." According to Wardhaugh (1992:107), "Conversational code-mixing involves the deliberate mixing of two languages without an associated topic change." Hudson (1996:53) defines code-mixing as a case "where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation." He also says, "To get the right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail." In Haugen's (1953:280) opinion, "The strongest possible motive for language learning is the need of associating with the speakers of the language". Lieberson (1981:173) says," The linguistic demands of the work world are among the most important forces influencing the acquisition of a second language". According to Azami (2005), code mixing refers to the transfer of linguistic elements from one language to another, which, in other words, 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; the speakers need good knowledge of the languages they mix. Gumperz, as Price (2010) cited, opines code-switching as "juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems".

2.2. History of code-switching/mixing

Code-switching has been known since the early twentieth century when the first recognisable observations concerning bilingual research were recorded (Ronjat 1913, and later Leopold 1939-49). However, the phenomenon has not been investigated for a long time. In the entire first half of the twentieth century and large parts of the second half, code-switching was considered something that occurred randomly, without a logical pattern behind it, as a result of imperfect second language learning. The perspective on code-switching began to change in the nineteen seventies when Blom and Grumperz (1972) published an article presenting a survey of their studies of a Norwegian village. Blom and Grumperz discovered that village members spoke two Norwegian dialects and used them according to specific situations. In the following years, more scholars conducted research on the systematic character of code-switching. Since the late seventies, there has been a lively debate, producing various models predicting (constraints

on) code-switching (www.glottopedia.org). In the 1940s and 1950s, many scholars considered code-switching a sub-standard language use. Since the 1980s, however, most scholars have regarded it as a standard, natural product of bilingual and multilingual language use (en.wikipedia.org).

However, the history of English in the language behaviour of Bangladesh dates approximately 500 years back when the British landed in India along with their language. The Indian people had to learn English to get a better job in the government sector, and students had to have an excellent command of English. Though in 1947, the British colonial rule in India ended, surprisingly, English continued to reign in the linguistic domain. In 1952, the then Pakistani rulers attempted to establish Urdu, neglecting Bangla, which agitated the whole of East Pakistan, resulting in the Language Movement of 21 February 1952. Then, Bangla was declared as one of the state languages of Pakistan at the cost of the martyrdom of patriots. After the Language Movement in 1952, official activities were carried out in English to avoid language clashes in the two regions, East Pakistan (present Bangladesh) and West Pakistan (present Pakistan). On 16 December 1971, the Pakistanis were ousted from the soil of Bangladesh, and so was their language, Urdu, but English remained in the language behaviour of the native speakers of Bangladesh (Alam, 2006).

2.3. Types of code-switching

Mayers-Scotton (2006) describes two types of code-switching (CS): 'Classic CS' and 'Composite CS'. Classic CS refers to elements from two or more language varieties found in the same clause. However, only one of these varieties is the source of the morpho-syntactic frame for the clause. Composite CS is defined as the interaction between the grammar of both languages in which the guest language contributes some of the abstract structure underlying surface forms in the clause. Whereas, Muysken (2009) mentions three types of CS: insertion, alternation and congruent lexicalisation. Hughes also defines three types of CS: Borrowing, referring to using words from the secondary language in the same grammatical format but words unavailable in the primary language; Calque, referring to literally translating a phrase without regard to proper context; and Inter-sentential, referring to inserting an entire phrase from the secondary language into a conversation using the other language (http://en.wikibooks.org). Ronald Wardhaugh (1992) defines two types of CS: 'Situational CS' and 'Metaphorical CS'. Situational CS happens when the languages used change according to the conversant's situation. On the other hand, metaphorical code-switching occurs when the topic needs to be changed in the language used.

Some other types of code-switching are (seckinesen.hubpages.com):

- **Inter-sentential CS:** happens into sentence boundaries; for example, 'Oh my God! এটা কি হলো!'

- **Intra-sentential CS:** in the middle of a sentence, with no interruptions, hesitation or pause indicating a shift; for example, 'তুমি আমার life-টা hell করে দিয়েছো.'

- **Extra-sentential CS:** insertion of a tag from one language into an utterance of another language; for example, 'Baby-টা অনেক cute না!'

2.4. Reasons of code-switching

The following diagram shows the reasons for code-switching/mixing at a glance:
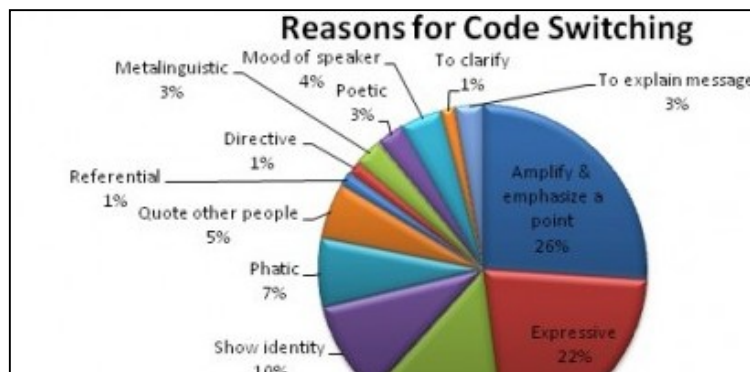

Fig 1: Reasons for Code Switching (www.hub.com)

Again, Wardhaugh (1992), as cited in Mamun (2012), figures the following reasons responsible for code-switching/mixing:

Diglossia: A diglossic situation exists in a society with two distinct codes showing clear functional separation; one code is employed in one set of circumstances and the other in an entirely different set. People usually have two languages in a diglossic situation: Low variety (LV), usually used in informal conversation, guiding the workers, etc., and High variety (HV), used in formal speaking, literature, political and religious speeches, etc. Usually, HV is considered more prestigious than LV. Speakers of the diglossic society often change the two varieties in everyday conversation.

Bilingualism and multilingualism: Bilingualism and Multilingualism are also suitable contexts for code-switching. There are some communities where people use two distinct languages in their daily lives. One code maintains communication within the community, and another is used outside the community. For example, a Chinese person who speaks Mandarin and Cantonese in different contexts tends to mix both codes in conversation. On the other hand, some multilingual people speak different languages in different contexts, for example, one at home, one at the workplace, another in the village and still another for trade. The best example of a multilingual community is the Tukano of the Northwest Amazon, on the border between Colombia and Brazil. In this community, people have to know many languages outside the community as they are not allowed to marry inside their community. Exposure to different languages in their daily life paves the way for frequent code-switching and mixing.

2.5. Functions of code-switching

Code-switching is seen to perform several functions in real-life situations using language (Zentella, 1985). Johnson (2000) as cited in *Introduction to Linguistics* by M. Maniruzzaman, defines five types of functions: (i) for concealing fluency or memory problems in the second/foreign language; (ii) to mark switching from informal situations to formal situations by using a second/foreign language; (iii) to exert and exercise control, especially between parents and children; (iv) to align speakers with others in specific situations; and (v) to announce specific identities, create certain meanings, and facilitate particular interpersonal relationship. As suggested by Appel and Muysken (1987), code-switching possesses five distinctive functions, namely, (i) referential, (ii) directive, (iii) expressive, (iv) phatic and (v) metalinguistic (http://www.glottopedia.org). Malik (1994)

discussed the communicative functions of code-switching as the lack of facility, lack of register, the mood of the speaker, emphasising a point, habitual experience, semantic significance, showing identity with a group, addressing a different audience, pragmatic reasons, to attract attention, etc.

2.6. Related research in Bangladesh context

History and Factors: Alam (2006) has spotted light on the history of English in the language behaviour of Bangladesh and the non-government white-collar service holders' and professionals' code-mixing. Her article is mainly based on Wardhaugh's (1992) definition of conversational code-mixing, which 'involves the deliberate mixing of two languages without an associated topic change'. She has also figured out that the increasing interest in the English language among the native speakers of Bangladesh is not alarming for the Bangla language. The same research also shows some typical attitudes of the native speakers of Bangladesh towards code-switching: there are different reactions to CM; some may think of Bangla and English in their conversation as debasing their mother tongue because the Bangla language is the potent symbol of national solidarity. The study also shows that another group considers it. It is for unofficial use only, whereas, on the other hand, some feel comfortable switching codes, thinking it just enriches the Bangla language. The study finds out the following factors responsible for CS or CM in Bangladesh perspective:

- **Spontaneous:** Most people claim their language shift to be spontaneous.
- **To draw the attention of others:** From a Bangladesh perspective, English sometimes helps people draw others' attention. Using English in an educated and sophisticated atmosphere gives a unique image and separates them from others in their surroundings.
- **To show off:** Most think inserting English in Bangla conversation shows off their status. To them, it is taken for granted. The ability to use English is proof of good background, education, and social status, allowing them to let others know about their qualifications.
- **To impress for professional purposes:** The dexterous use of English helps to impress clients and customers.
- **To impress the opposite sex:** Code-switching/mixing occurs to impress and attract the opposite sex, and it is mainly found among young people. Sometimes, English helps to enhance their smartness, which they claim helps them get boys or girlfriends.
- **To alienate a particular group of people from conversation:** The native bilinguals of Bangladesh switch to English to isolate themselves from those who do not know it (English), which also helps to establish solidarity among themselves.
- **Lack of appropriate translation equivalent in Bangla:** Sometimes CS occurs due to the lack of appropriate translation equivalent in Bangla.
- **The medium of instruction in a particular language:** In Bangladesh, most books at higher education levels are written in English, but the professionals switch. Training is conducted in English in most multinational and private companies and private banks. Before launching a product or service, the briefing is done in English, which elicits the use of English while dealing with related situations or topics.

- **Euphemism:** In Bangladesh, many English words are used for euphemistic reasons as the equivalent words in Bangla sound odd or sometimes relate to somewhat unpleasant matters, which people talk about indirectly or with a low voice. For example, English 'toilet' or 'washroom' is frequently used instead of Bangla 'pay khana', which has another meaning of excrete.

Pop-culture Influence – "Banglish": Mamun (2012), referring to Ahmed and Tinny (2011), mentioned the Radio Jockeys' (RJ) style of speaking in Bangladesh, which is becoming popular day by day among young people. The Western language and culture are Westernncing the RJs, and they 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 the style will easily attract youths. Thus, a new type of language, called "Banglish," has emerged (mixing Bangla and English) among the youths of Bangladesh. As FM radio stations are becoming popular daily among young people, they are being influenced by the RJs and their speaking style and following them to be the stylist language users. The article also cites Basu's (2009) clarification of the ongoing debates about the language used by the RJs in Bangladesh, where Basu referred to *The Daily Star,* one of the leading English newspapers in Bangladesh that published some articles about the vitality, viability and acceptance of the hybrid FM variety on the newly established FM radio stations. The debate centred on their attitudes to "FM Banglish", and their overall approach to the phenomenon varied. Basu stated that the word "Banglish" was used first by Binay Barman in *The Star Campus,* the weekly magazine of *The Daily Star,* on 28 October 2007, in the article, "I am not ashamed of speaking Banglish", where 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 an "alien form of Bangla". He also mentioned "Hinglish," a combination of English and Hindi prevalent in India. He stated that he often mixes Bangla and English in his conversations and is not ashamed about this matter. Thus, the author sheds light on the FM registrar in Bangladesh.

3. Research design

3.1. Methodology

This work is based on surveys and interviews to get the primary data for the study. At the same time, different published articles on the related topic have been the secondary input for the research.

3.2. Scope of research

The main scope of the study is to find out the impacts of code-switching/mixing in the everyday life of the Bangla language with the following issues to be more specific:
- What type of people switches their code;
- Why did they switch their code;
- Errors in the use of code-switching and its total impact on society;
- Outlining the way for code-switching.

3.3. Survey questionnaire (Appendix-1)

Thirty-five questions were designed for the survey questionnaire covering the participants' personal information, academic and socioeconomic profiles, English and/or foreign language learning history, self-assessed proficiency and assessment towards code-switching/mixing. Data was collected from the different stages of people.

3.4. Interview questions (Appendix-2)

Three questions were designed for personal interviews.

3.5. Participants

One hundred fifty people were the participants in the survey of this research. Most of the participants were students of Manarat International University (MIU); the majority were BA in English students, some academicians and some from other professions; 77% were female, and 23% were male. 58% belong to the age group of 21-25. From their self-proficiency and evaluation, it is evident that they are all educated, and some are fluent in both Bangla and English. Again, 14 professionals were personally interviewed according to the predesigned research questionnaire.

3.6. Conceptual framework

Switching codes has become a new trend in language use. This research focuses on why and how people switch their codes and its impact on daily language use.

4. Results and findings

4.1. Data analysis (Appendix-3)

The number of participants in the survey was 150.
- Table 1: 58% of the participants are in the 21-25 age group, 14% 31-35, 13% 15-20, 10% 26-30, 3% 40+, and 2% 35-40.
- Table 2: 77% of the participants are female and 23% male.
- Table 3: The majority (83%) of the participants are from Bangla-medium backgrounds, 9% from mixed backgrounds, 4% from English-medium backgrounds, 3% from Madrasha education, and 1% from the English version.
- Table 4: All the participants (100%) know English, 9% know Hindi, and 5% know Arabic.
- Table 5: Only 14% of the participants are self-dependent, whereas 86% are not.
- Table 6: 59% of the participants have no experience of a foreign trip; 25% said they have experienced a foreign trip, and 15% did not make any comment.
- Table 7: 52% of the participants have no foreign friends, 32% have foreign friends, and 16% have no comments.
- Table 8: All the participants (100%) read English as a compulsory subject for 12 years.
- Table 9: All (100%) focused on reading and writing skills, 23% on listening and 13% on speaking.
- Table 10: 85% of the participants do not usually speak English in their daily conversation, 7% sometimes, 4% very few, and another 4% always do.
- Table 11: 71% of the participants mostly communicate in English with their teachers, while 10% with their friends, 8% with colleagues, 8% with students, and 3% with none, but none (0%) even with their family members.
- Table 12: 81% of the participants do not have an English-speaking environment at home, 13% opined that they have minimal scope at home, and 6% are in the satisfactory group. It also reflects that none (0%) have sufficient English-practising space at home.

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- <u>Table 13:</u> 50% of the participants claimed sufficient grammatical knowledge, 18% said 'no', and 32% were 'not confident'.
- <u>Table 14:</u> 65% of the participants thought they had sufficient vocabulary to perform their everyday English, 22% said the opposite, and 13% were not confident.
- <u>Table 15:</u> 64% of the participants like watching and listening to English movies and songs, while 25% say 'no' and 11% say 'sometimes'.
- <u>Table 16:</u> 64% of the participants like to read English novels and poems. 25% say 'no' and 11% say 'sometimes'.
- <u>Table 17:</u> 54% of the participants consider fluency and accuracy in English important. Again, 27% give importance to accuracy individually, and 19% prefer fluency.
- <u>Table 18:</u> All the participants (100%) mix other languages with their mother tongue during the conversation.
- <u>Table 19:</u> 71% of the participants mostly mixed their codes while conversing with teachers, 63% with friends, 13% with unknown persons, and 3% with family members.
- <u>Table 20:</u> All the participants (100%) frequently change their codes.
- <u>Table 21:</u> 66% of participants switch codes sometimes, 31% most of the time and 3% very little.
- <u>Table 22:</u> 86% of the participants switch their code subconsciously, and 14% do it in both conscious and subconscious levels of mind. None opines for its appearance purely/only in the conscious state.
- <u>Table 23:</u> Switching from Bangla to English is ubiquitous among the participants (85%), 15% from Bangla to English or some other subcontinental language, and no one said to have switched from English to Bangla.
- <u>Table 24:</u> 38% of the participants are fully confident about their Bangla pronunciation, 32% have no idea about it, 21% have no comments, and 9% are not confident.
- <u>Table 25:</u> 34% of the participants have no idea about their accuracy of English pronunciation, 24% think it is accurate, 21% think it is not accurate, and 21% have no comments.
- <u>Table 26:</u> 79% of the participants admitted that they are mainly influenced by radio programs, 63% by Television Media, 71% by other factors and 37% by friends.
- <u>Table 27:</u> The majority of the participants (91%) mix codes in their informal writings, and 9% do not.
- Table 28 shows that 86% of the participants mix codes in Face-book/E-mail, while 91% do so in writing SMS.
- <u>Table 29:</u> 35% of the participants mix codes in colloquial expressions, while 26% do it sometimes, 21% have no comments, and 18% reply 'no' to this question.
- <u>Table 30:</u> The majority of the participants (48%) think positively about code-switching, while only 21% consider it negatively; 18% had no comments, and 13% had no idea about it.
- <u>Table 31:</u> 86% of the participants think that teenagers mostly switch their codes, 44% are middle-aged, 14% are children, and 7% are aged people.
- <u>Table 32:</u> The majority of the participants (85%) think code-switching is not a matter of age, while 15% had no idea about it; nobody was for 'no comments'.

- <u>Table 33:</u> A significant number of participants (49%) think code-switching pollutes the mother tongue, while 23% do not think so; 11% had no comment, and 17% had no idea about it.
- <u>Table 34:</u> 97% of the participants consider code-switching a new language pattern in Bangladesh, while 3% do not. However, nobody even put a tick mark on 'no idea' and 'no comments'.
- <u>Table 35:</u> Most participants (37%) like this new language pattern trend, while 33% do not; 13% have no comments, and 17% have no idea about it.

4.2. Structured interview

Fourteen informants, mainly professionals, 12 teachers, and two businesspersons, were invited to participate in the structured interview to give their opinions on CS. CS, being a growing trend among the native speakers of Bangladesh, has been a well-known topic to us irrespective of our encouraging or discouraging attitude to mixing different codes in conversation; keeping this in mind, all the professional participants were chosen as they were expected to give more insight understanding about such pattern of speech. Three questions related to CS were designed, and interviews were conducted orally in separate sessions. Interestingly enough, huge differences were found between the opinions of the teachers and of the businesspersons, which was likely due to their professional differences. Again, differences were also observed in the teachers' opinions, as some were of linguistic background while others were not.

Both the businesspersons interviewed opined that CS is beneficial as they think it helps them deal with their foreign/overseas stakeholders. Most teachers take it negatively, but it is unsuitable for them to conduct classes using a code-switching method. However, they admitted to doing so often by following the translation method, for which they explained that most students come from a Bangla medium background. It is difficult for them to understand if the classes are conducted entirely in English. So, teachers often translate some words by switching their codes. As some teachers opine, this method would benefit the class but might be harmful in the long run. It is true that if the whole class is conducted in English, it will be difficult for the students to understand, but if the students try hard, they will get the meaning of those problematic words. Instead of choosing a translation, teachers can tell them the synonyms and/or antonyms of those uncommon words for clarification, which would also help to enrich their vocabulary. Again, some teachers think that CS helps us to talk freely and enriches our Bangla language.

The interview sessions also reflect that CS has become a trend of talking in our country. Young people use it too much as switching codes has become a fashion. However, it is better to try to speak entirely in Bangla or English.

5. Discussion on the findings

From the participants' responses, it has been found that 100% of the participants claimed to mix another language with their mother tongue while speaking. This result gives an idea about the widespread use of CS among the native speakers of Bangladesh.The study shows that CS occurs when participants speak with teachers and friends. 71% of participants claimed that they switch codes while speaking with teachers because most of the participants are university students, and almost all universities conduct classes in English; so, willingly or unwillingly, the students try to adopt English while talking to

teachers. Again, sometimes, when they do not know the accurate words in English or Bangla, they switch their codes and feel comfortable doing it with friends.

According to the findings, 66% of participants switch their codes daily, and most interestingly, 86% do it unconsciously. An earlier study (Mamun, 2006) also found a similar result: more than half of the participants switch codes unconsciously. It is habitual, sometimes to show off, or often due to a lack of knowledge. The study shows that the most common CS is from Bangla to English (85%). This result confirms the widespread use of English among Bangladeshi native speakers. However, 38% of the respondents claimed they were fully confident about their Bangla pronunciation, whereas, very shockingly, 32% had no idea about it. On the other hand, 24% of the participants think their English pronunciation is accurate/sound, and 34% have no idea about it. It is alarming that, using both Bangla and English languages in regular conversations all the time, speakers are unaware of their pronunciations in these commonly used languages. The most influential factor behind the participants' speaking style that encouraged them to switch codes is the current FM radio programs of Bangladesh. 79% of the participants accepted that listening to FM radio programs influenced them to talk like the Radio Jockeys' (RJ) 'Banglish' style; this style especially highly influences the young generation. Television media (63%) also influences the audience with the exact adaptation of code-mixing style as these channels also show different programs using this new language trend.

Moreover, people not only speak but also mix their codes while writing. During informal writing, the majority of the participants (91%) accepted that they mixed codes just because they felt comfortable doing this. 91% of the participants mix their codes while SMS writing and 86% in Face-book/E-mail. Participants also mix their codes in colloquial expressions. A good number (35%) of participants admitted switching codes in their colloquial expressions, indicating CS as a common phenomenon in all purposes of talking nowadays. However, according to many (86%), teenagers frequently change their codes while talking, compared to middle-aged (44%), whereas many (85%) claimed CS is not a matter of age but rather occurs naturally. The study also sheds light on the attitude of people towards CS: the majority (48%) have a positive attitude, while some others (49%) consider CS responsible for polluting our mother tongue. These opposite results show that speakers are conscious of the practice of CS. However, they are practising it with a positive attitude, which gives the idea that the speakers with general perception are destroying their mother tongue at a conscious level of mind. Nevertheless, a good number of people (97%) accept CS as a new pattern of language use in Bangladesh, while some (37%) just like this new trend. The majority accept CS as a new pattern, but many of them do not like this trend. But, knowingly or unknowingly, we all switch or mix our codes with our native language while speaking.

6. Limitations of the study

Some limitations are evident in this research as it has been based on the survey method. Covering a few more universities apart from taking just one could have made the research more authentic. Besides, the respondents were mainly students, of which females had been the dominating number in the survey, neutralising which could have contributed further to the study. Again, the selected questionnaire might have some lacking, and there might have been some lacking in the participants' responses. Furthermore, in conscious personal interviews, there is always a possibility of limitation in collecting the interviewees' opinions.

7. Concluding remarks

Code-switching/mixing has become a new trend in oral language use and is very popular among the younger generation, who have taken it as a style or fashion. This practice is the result of the tendency to be stylish speakers. Consciously or unconsciously, they switch/mix codes in everyday conversation. This practice is mainly used with teachers and also among friends and family members. The result of the study shows that young people tend to switch codes even with strangers. Actually, they are influenced by the popular media culture, attracting them with a unique style of language use. However, people have a positive attitude towards code-switching or mixing two languages and are relatively ready to accept the change in their mother tongue. From one point of view, it is good to switch codes so people can easily talk in English. However, the error is that they do not follow the syntactic rules of the languages in conversation; to do so, we need to maintain the rules and norms of both languages.

Acknowledgement

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10. APPENDIX
10.1. APPENDIX-1: SURVEY QUESTIONNAIRE
This questionnaire is designed for the native speakers of Bangladesh.

Disclaimer: The information collected will be used only for academic purposes and will not be disclosed to anyone or any organisation.

[Please read the following carefully, answer the questions, and/or fill in the blanks below.]

Informant's Name & Contacts (phone and/or email):

……………………………………………………………………………………………

……………………………………………………………………………………………

………………

I. Personal Information

1. Age: ❑ 15-20 ❑ 20–25 ❑ 26–30 ❑ 31–35 ❑ 36-40 ❑ 40+

2. Gender: ❑ male ❑ female

II. Academic Profile

3. What was your educational background? (please put tick; you can choose more than one option)

❑ Bangla medium ❑ English medium ❑ English version ❑ Madrasha education ❑ Others

4. Do you know any other language/languages except your mother tongue? (If yes, please specify). ❑ Yes ……………. ❑ No

III. Socioeconomic Profile

5. Are you self-dependent? ❑ Yes ❑ No

6. Do you have any experience with foreign trips? ❑ Yes ❑ No

7. Do you have any interaction with foreigners? ❑ Yes ❑ No

IV. English/Foreign Language Learning History

8. Studying English language for …. years as a compulsory subject.

9. Skills focused in the previous English courses: (can mark more than one)

❑ Speaking ❑ Listening reading ❑ Writing

10. Do you speak English in your everyday conversation?

❑ Always ❑ Sometimes ❑ Very few ❑ Not at all

11. With whom do you speak English Mostly? (Can mark more than one)

❑ Family Members ❑ Colleagues ❑ Friends ❑ Teachers ❑ With no one

12. Do you have English speaking environment in your home?
 ❑ Yes, sufficient   ❑ Satisfactory   ❑ Very little   ❑ Not at all

V. Self-assessed Proficiency Level

13. Do you have sufficient grammatical knowledge?
 ❑ Yes   ❑ No   ❑ Not so confident

14. Do you have sufficient vocabulary to perform your everyday English?
 ❑ Yes   ❑ No   ❑ Not so confident

15. Do you like to see/listen to English movies/ songs?
 ❑ Yes   ❑ No   ❑ Sometimes

16. Do you like to read English novels and poems?
 ❑ Yes   ❑ No   ❑ Sometimes

17. Which one is more important to you?
 ❑ Fluency   accuracy   ❑ Both

VI. Assessment towards Code Switching/Mixing

Generally, code-switching means the shifting of language, or we can easily say moving from one language to another language in a conversation. (কথা বলার সময় দুটি ভাষার মিশ্রণ করাকে Code Switching or Code Mixing বলো। যেমন - আমি life-এ successful হতে চাই।)

18. Do you mix any other language with your mother tongue in a conversation?
 ❑ Yes   ❑ No   ❑ No comments

19. What are the common territories of switching codes? (Can mark more than one)
 ❑ Conversation with friends   conversation with family members
 conversation with teachers and conversation with unknown persons

20. Do you switch your code in regular speech?
 ❑ Yes   ❑ No

21. How many times do you switch codes in a day? (Think carefully, then answer).
 ❑ Most of the time ❑ Sometimes   ❑ Very little

22. In what state of mind do you switch codes?
 ❑ Consciously   ❑ Subconsciously

23. Which way of switching codes do you frequently use?
 ❑ Bangla to English   ❑ English to Bangla
 ❑ Bangla to English or some other sub-continental languages

24. Do you think your Bangla pronunciation is accurate? (Please be extra careful about this question)
 ❑ Yes   ❑ No   ❑ No idea   ❑ No comments

25. Do you think your English pronunciation is accurate?
 ❑ Yes   ❑ No   ❑ No idea   ❑ No comments

26. What are the aspects that encourage to switch codes? (Can mark more than one)
 ❑ Television media   ❑ Radio programs
 ❑ Influence of friends   ❑ Others

27. Do you mix different languages during informal writing?
 ❑ Yes   ❑ No

28. Mostly, in which area of your writing do you mix codes?
 ❑ Face-book/E-mail   ❑ SMS writing

29. Do you mix codes in colloquial language (including slang)?
 ❑ Yes   ❑ No   ❑ No idea   ❑ No comments

30. What is your attitude towards code-switching?
 ❑ Positive   ❑ Negative   ❑ No idea   ❑ No comments

31. What type of people do you observe frequently changing codes? (Can mark more than one)
❑ Children ❑ Teenagers ❑ Middle aged ❑ Aged
32. Do you think it is a matter of age?
❑ Yes ❑ No ❑ No idea ❑ No comments
33. Do you think code-switching pollutes our mother tongue?
❑ Yes ❑ No ❑ No idea ❑ No comments
34. Do you think code-switching is a new language pattern in Bangladesh?
❑ Yes ❑ No ❑ No idea ❑ No comments
35. Do you like the trend of this language pattern in Bangladesh?
❑ Yes ❑ No ❑ No idea ❑ No comments

10.2. APPENDIX-2: INTERVIEW QUESTIONS

Generally, code-switching means shifting language, or we can easily say moving from one language to another in a conversation. (কথা বলার সময় দুটি ভাষার মিশ্রণ করাকে Code Switching or Code Mixing বলো। যেমন – আমি life-এ successful হতে চাই।)

Now –
1. What do you think of using code-switching by the native speakers of Bangladesh?
2. How would you evaluate the use of Code Switching in our context?
3. Would you like to make any suggestions regarding Code Switching?

10.3. APPENDIX-3: TABLES

Table 1: Respondents' Age Group

Sl. No.	Age	Number of Responses	Percentage
1	15-20	20	13%
2	21-25	87	58%
3	26-30	15	10%
4	31-35	21	14%
5	35-40	3	2%
6	40+	4	3%
Total		150	100%

Table 2: Respondents' Gender

Sl. No.	Gender	Number of Responses	Percentage
1	Male	35	23%
2	Female	115	77%
Total		150	100%

Table 3: Educational Background

Sl. No.	Medium of Instruction	Number of Responses	Percentage
1	Bangla Medium	125	83%
2	English Medium	6	4%
3	Madrasha Education	5	3%
4	English Version	1	1%
5	Mixed Background	13	9%
Total		150	100%

Table 4: Participants' Language Expertise except for Mother Tongue

Sl. No.	Language	Number of Responses	Percentage
1	English	150	100%
2	Hindi	13	9%
3	Arabic	08	5%

Table 5: Self Dependence

Sl. No.	Self Dependence	Number of Responses	Percentage
1	Yes	21	14%
2	No	129	86%
	Total	150	100%

Table 6: Foreign Trip

Sl. No.	Foreign Trip	Number of Responses	Percentage
1	Yes	38	25%
2	No	89	59%
3	No comments	23	15%
	Total	150	100%

Table 7: Foreign Friends

Sl. No.	Response	Number of Responses	Percentage
1	Yes	48	32%
2	No	78	52%
3	No comments	24	16%
	Total	150	100%

Table 8: English as a Compulsory Subject

Sl. No.	Duration of Study	Number of Responses	Percentage
1	12 years	150	100%

Table 9: Skill Focused in Previously Studied English Courses

Sl. No.	Skill Focused	Number of Responses	Percentage
1	Writing	150	100%
2	Reading	150	100%
3	Speaking	20	13%
4	Listening	35	23%

Table 10: Speaking English in Daily Conversation

Sl. No.	Speaking English	Number of Responses	Percentage
1	Always	05	4%
2	Sometimes	11	7%
3	Very few	06	4%
4	Not at all	128	85%
	Total	150	100%

Table 11: With Whom Speak English Most

Sl. No.	With Whom Speak Most	Number of Responses	Percentage
1	Family members	0	0%
2	Colleagues	12	8%
3	Friends	15	10%
4	Teachers	106	71%
5	Students	12	8%
6	None	05	3%
	Total	150	100%

Table 12: English Speaking Environment at Home

Sl. No.	Environment	Number of Responses	Percentage
1	Yes, Sufficient	0	0%
2	Satisfactory	10	6%
3	Very little	19	13%
4	Not at all	121	81%
	Total	150	100%

Table 13: Sufficient Grammatical Knowledge

Sl. No.	Sufficiency	Number of Responses	Percentage
1	Yes	75	50%
2	No	27	18%
3	Not so confident	48	32%
	Total	150	100%

Table 14: Sufficient Vocabulary to Perform Everyday English

Sl. No.	Sufficiency	Number of Responses	Percentage
1	Yes	97	65%
2	No	20	13%
3	Not so confident	33	22%
	Total	150	100%

Table 15: Watching English Movies and/or Listening to English Songs

Sl. No.	Watching/Listening	Number of Responses	Percentage
1	Yes	96	64%
2	Sometimes	16	11%
3	No	38	25%
	Total	150	100%

Table 16: Reading English Novels/Poems

Sl. No.	Reading	Number of Responses	Percentage
1	Yes	96	64%
2	No	38	25%
3	Sometimes	16	11%

	Total	150	100%

Table 17: Importance of Skill

Sl. No.	Importance	Number of Responses	Percentage
1	Fluency	29	19%
2	Accuracy	40	27%
3	Both	81	54%
	Total	150	100%

Table 18: Mixing another Language with Mother Tongue

Sl. No.	Mixing Languages	Number of Responses	Percentage
1	Yes	150	100%
2	No	0	0%
3	No comments	0	0%
	Total	150	100%

Table 19: Common Territories of Switching Code

Sl. No.	Chosen Territories	Number of Responses	Percentage
1	Conversation with friends	95	63%
2	Conversation with teachers	107	71%
3	Conversations with family members	5	3%
4	Conversation with unknown persons	20	13%

Table 20: Whether Code Switching Very Frequent

Sl. No.	Response	Number of Responses	Percentage
1	Yes	150	100%
2	No	0	0%
	Total	150	100%

Table 21: Frequency of Code Switching in a Day

Sl. No.	Frequency	Number of Responses	Percentage
1	Most of the time	46	31%
2	Sometimes	99	66%
3	Very Little	5	3%
	Total	150	100%

Table 22: State of Mind while Switching Code

Sl. No.	State of Mind	Number of Responses	Percentage
1	Consciously	0	0%
2	Subconsciously	129	86%
3	Both	21	14%

Total	150	100%

Table 23: Used Codes / Switching Patterns

Sl. No.	Used Codes / Switching Patterns	Number of Responses	Percentage
1	Bangla to English	127	85%
2	English to Bangla	0	0%
3	Bangla to English or some other sub-continental languages	23	15%
	Total	150	100%

Table 24: Bangla Pronunciation Accuracy

Sl. No.	Accuracy	Number of Responses	Percentage
1	Yes	57	38%
2	No	14	9%
3	No idea	48	32%
4	No comments	31	21%
	Total	150	100%

Table 25: English Pronunciation Accuracy

Sl. No.	Accuracy	Number of Responses	Percentage
1	Yes	36	24%
2	No	31	21%
3	No idea	52	34%
4	No comments	31	21%
	Total	150	100%

Table 26: Factors Encouraging Code Switching

Sl. No.	Factors	Number of Responses	Percentage
1	Television Media	95	63%
2	Radio Programs	119	79%
3	Influence of Friends	56	37%
4	Others (e.g., Teachers, etc.)	107	71%

Table 27: Mixing Languages in Informal Writings

Sl. No.	Response	Number of Responses	Percentage
1	Yes	137	91%
2	No	13	9%
	Total	150	100%

Table 28: Code Mixing Platform in Informal Writings

Sl. No.	Platform	Number of Responses	Percentage
1	Face-book/E-mail	129	86%
2	SMS	137	91%

Table 29: Code Mixing in Colloquial Expressions

Sl. No.	Response	Number of Responses	Percentage
1	Yes	53	35%
2	No	27	18%
3	Sometimes	39	26%
4	No comments	31	21%
	Total	150	100%

Table 30: Attitude towards Code Switching

Sl. No.	Attitude	Number of Responses	Percentage
1	Positive	72	48%
2	Negative	31	21%
3	No idea	20	13%
4	No comments	27	18%
	Total	150	100%

Table 31: Types of People Observed Frequently Changing Codes

Sl. No.	Type	Number of Responses	Percentage
1	Children	21	14%
2	Teenagers	129	86%
3	Middle Aged	66	44%
4	Aged	10	7%

Table 32: Code Switching – a Matter of Age

Sl. No.	Response	Number of Responses	Percentage
1	Yes	0	0%
2	No	127	85%
3	No idea	23	15%
4	No comments	0	0%
	Total	150	100%

Table 33: Code Switching – Polluting Mother Tongue

Sl. No.	Response	Number of Responses	Percentage
1	Yes	74	49%
2	No	34	23%
3	No idea	25	17%
4	No comments	17	11%
	Total	150	100%

Table 34: Code Switching – a New Pattern of Language

Sl. No.	Response	Number of Responses	Percentage

1	Yes	145	97%
2	No	5	3%
3	No idea	0	0%
4	No comments	0	0%
Total		150	100%

Table 35: Liking towards the New Trend of Code Switching

Sl. No.	Response	Number of Responses	Percentage
1	Yes	56	37%
2	No	50	33%
3	No idea	25	17%
4	No comments	19	13%
Total		150	100%