

A Sociolinguistic Survey on Code Switching & Code Mixing by the Native Speakers of Bangladesh

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ABSTRACT : *Code switching and mixing, together, has always been a universal phenomenon, which mainly occurs due to linguistic borrowing. The native Bengali speakers have always been switching and mixing codes for decades, leading to its necessity 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 pattern. Code Switching refers to shift or change 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, rather intentionally or unintentionally, it has been used for long by the speakers of different communities of the world, which has now developed a world-wide acceptance. Many writers, poets and authors have mixed up more than one languages in their writings, i.e., they have often introduced the expressions of some other language(s) apart from their own native language in which they have usually practiced their writings. For example, Charlotte Bronte used many Spanish words in her novel *Jane Eyre*; such as, “resurgam” meaning “I will rise again”; “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 qualche cosa, Signora?” meaning “Have you lost something, Madam?” Bengali poet Kazi Nuzrul Islam used Perso-Arabic expressions in his poems and lyrics as in: “আলগা কর গো খোঁপার বাঁধন / দিল উয়োহি মেরা ফাঁস গ্যায়ি” meaning “loosen the tie of your hair / my heart got stuck there.”

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

Now-a-days the young people of Bangladesh are adopting a new variety of language while speaking with their friends or in day-to-day conversation. There is a tendency observed to mix Bangla and English languages together. This affects the respective speakers’ normal use of native language and develops in them a habit of Code Switching and Code Mixing in their everyday speech. Besides, there is also a tendency arose because of the influence of satellite TV channels, especially those of the neighboring countries. A large number of people of our country are very much fond of Hindi TV serials and movies. And because of that, many of them sometimes, even may be out of fun, use Hindi codes in their conversation.

1.1. OBJECTIVES

- To identify the range of code switching/mixing in 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.

1.2. REVIEW OF LITERATURE

1.2.1. WHAT IS CODE SWITCHING?

Spolsky (1998:45) says, "... it is very common that people develop some knowledge and ability in a second language and so become bilingual. The simplest definition of a bilingual is a person who has some functional ability in a second language. This may vary from a limited ability in one or more domains, to 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". Lieberman (1981:173) says, "The linguistic demands of the work-world are among the most important force influencing the acquisition of a second language". 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, rather the speakers need good knowledge over the languages they mixes. Gumperz as cited by Price (2010) opines code switching as "juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems".

1.2.2. HISTORY OF CODE SWITCHING/MIXING

Code-switching has been known since the early twentieth century, when the first recognizable observations concerning bilingual research were recorded (Ronjat 1913, and later Leopold 1939-49). However, the phenomenon was not investigated for a long time. In the entire first half of the twentieth century and in 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 in which they presented a survey of their studies of a Norwegian village. Blom and Grumperz discovered that members of the village spoke two dialects of Norwegian and used them according to specific situations. In the following years, more scholars conducted research on the systematic character of code-switching. From the late seventies, there has been a lively debate going on, producing various models predicting (constraints on) code-switching (www.glottopedia.org). In the 1940s and 1950s, many scholars considered code-switching to be a sub-standard use of language. Since the 1980s, however, most scholars have come to regard it a normal natural product of bilingual and multilingual language use (en.wikipedia.org).

However, the history of English in the language behavior of Bangladesh dates approximately 500 years back when the British landed on the then India along with their language. The Indian people had to learn English to get a better job in government sector and students had to have a very good command over English. Though in 1947 the British colonial rule in India ended, surprisingly English continued to reign the linguistic domain. In 1952 the then Pakistani rulers attempted to establish Urdu, neglecting Bangla, which agitated the whole the then East Pakistan resulting the Language Movement of 21st February 1952. Then Bangla was declared as one of the state languages of the then Pakistan at the cost of the martyrdom of patriots. After the Language Movement in 1952, the official activities used to be carried out in English to avoid language clash 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 still remained in the language behavior of the native speakers of Bangladesh (Alam, 2006).

1.2.3. 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, but only one of these varieties is the source of the morpho-syntactic frame for the clause, and Composite CS is defined as the interaction between the grammars 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 lexicalization. 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 situations the conversant are in. On the other hand, metaphorical code-switching occurs when the topic is needed to be changed in the language used.

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

- **Inter-sentential CS:** happens into in a sentence boundaries; 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; example, ‘তুমি আমার life-টা hell করে দিয়েছো।’
- **Extra-sentential CS:** an insertion of a tag from one language into an utterance of another language; example, ‘Baby-টা অনেক cute না!’

1.2.4. REASONS OF CODE SWITCHING

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

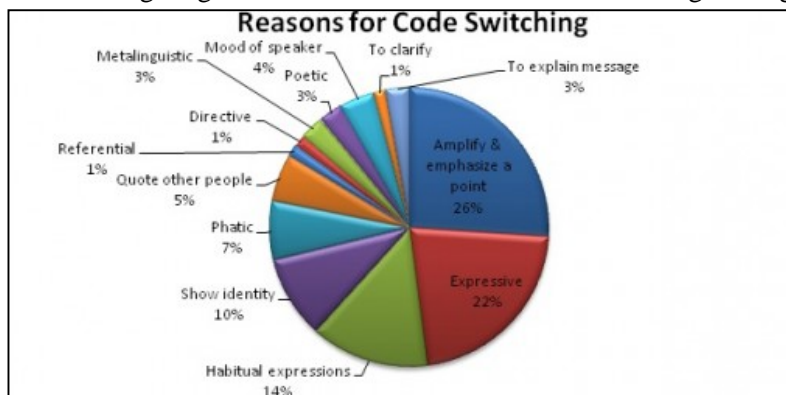


Fig 1: Reasons for Code Switching (www.hub.com)

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 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. People usually have two varieties of 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, in political and religious speeches, etc. Usually, HV is considered more prestigious than LV. Speakers of the diglossic society often change the two varieties in their everyday conversation.

Bilingualism and Multilingualism: Bilingualism and Multilingualism are also good contexts of code switching. 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 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 the 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.

1.2.5. FUNCTIONS OF CODE SWITCHING

Code switching is seen to perform several functions in the use of language our real life situations (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 about the communicative functions of code switching as the lack of facility, lack of register, mood of the speaker, emphasizing a point, habitual experience, semantic significance, showing identity with a group, addressing a different audience, pragmatic reasons, to attract attention, etc.

1.2.6. RELATED RESEARCHES IN BANGLADESH CONTEXT

History and Factors: Alam (2006) has spotted light on the history of English in the language behavior of Bangladesh and the non-government white collar service holders' and professionals' code mixing. Her article has been 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 English language among the native speakers of Bangladesh is not alarming for Bangla language. The same research also shows some common attitude of the native speakers of Bangladesh towards code switching: there are different reactions about CM; some may think Bangla and English in their conversation as debasing their mother tongue because Bangla language is the strong symbol of national solidarity. The study also shows, there is another group who consider CM as snobbery. It is for unofficial use only, whereas, on other hand, some feel comfortable to switch codes thinking it just enriching 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:** in Bangladesh perspective, English sometimes helps people to draw others' attention. To use English in an educated and sophisticated atmosphere gives a special image and separates them from others of their surroundings.
- **To show off:** Most people think inserting English in Bangla conversation show off their status. To them it is taken for granted, the ability to use English is a proof of good background, education and social status, and the use English gives them an opportunity to let others know about their qualification.
- **To impress for professional purpose:** 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, which is mainly found among the young people. Sometimes English helps to enhance their smartness, which they claim, helps them to get boy or girl friends.
- **To alienate a particular group of person from conversation:** The native bilinguals of Bangladesh switch to English in order 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:** As in Bangladesh most of the books at higher education levels are written in English, the professionals switch. In most multinational and private companies and also in private banks the trainings are conducted in English. Before launching a product or service the briefing is done in English, which elicits the use of English language while dealing with those 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 matter, which people talk indirectly or with low voice. For example, English ‘toilet’ or ‘wash room’ is frequently used instead of Bangla ‘paykhana’ which has another meaning to excrete.

Pop-culture Influence – “Banglish”: Mamun (2012) referring to Ahmed and Tinny (2011) mentioned about the Radio Jockeys’ (RJ) style of speaking in Bangladesh which is becoming popular day by day among the young people. 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 the style to have easy attraction to the youths. 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 following them to be the stylist language users. The article also cites Basu’s (2009) clarification to the ongoing debates about the language use 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 centered 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 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, and thus, the author shed light on the FM registrar in Bangladesh.

3. RESEARCH DESIGN

3.1. METHODOLOGY

This work is based on survey and interview to get the primary data for the study, while 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 everyday life of Bangla language with the following issues to be more specific:

- What type of people switch their code;
- Why they switch their code;
- Errors in the use of code switching and its total impact in the society;
- Outlining the way for code switching.

3.3. SURVEY QUESTIONNAIRE (APPENDIX-1)

35 questions were designed for the survey questionnaire covering the participants’ personal information, academic and socio-economic 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 (APPENDIEX-2)

3 questions were designed for personal interviews.

3.5. PARTICIPANTS

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

3.6. CONCEPTUAL FRAMEWORK

Now a days, switching code has become a new trend of talking. The concept of this research is based on why and how people switch there code and its impact in day to day 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 of 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: Majority (83%) of the participants are from Bangla medium background, 9% from mixed background, 4% from English medium background, 3% from Madrasha education and 1% from English version.
- Table 4: All the participants (100%) know English, 9% knows Hindi and 5% Arabic.
- Table 5: Only 14% of the participants are self-dependent, whereas 86% are not.
- Table 6: 59% of the participants do not have any experience of foreign trip; 25% said to have experienced foreign trip and 15% did not make any comment.
- Table 7: 52% of the participants have no foreigner friends; 32% has foreigner friends and 16% had no comments.
- Table 8: All the participants (100%) read English as a compulsory subject for 12 years.
- Table 9: All of them (100%) were focused in both reading and writing skills, 23% in listening and 13% in 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 at all have an English speaking environment at home, while 13% opined that they have a very little scope at home, and 6% are in the satisfactory group. It also reflects that none (0%) of them has a sufficient English practicing space at home.
- Table 13: 50% of the participants claimed to have sufficient grammatical knowledge, 18% said 'no' and 32% 'not confident'.
- Table 14: 65% of the participants think to have sufficient vocabulary to perform their everyday English, 22% said the opposite, and 13% had not been confident.
- Table 15: 64% of the participants like to watch and listen to English movies and songs, while 25% says 'no' and 11% 'sometimes'.
- Table 16: 64% of the participants like to read English novels and pomes. 25% says 'no' and 11% 'sometimes'.
- Table 17: 54% of the participants consider both fluency and accuracy in English important. Again individually, 27% gives importance on accuracy and 19% prefers fluency.

- Table 18: All the participants (100%) mix other languages with their mother tongue during conversation.
- Table 19: 71% of the participants mostly mix their codes while conversing with teachers, 63% with friends, 13% unknown persons and 3% family members.
- Table 20: All the participants (100%) frequently change their codes.
- Table 21: 66% of participants switch codes sometimes, 31% most of the times and 3% very little.
- Table 22: 86% of the participants switch their code subconsciously and 14% does it in both conscious and subconscious levels of mind. None opines for its appearance purely/only in conscious state.
- Table 23: Switching from Bangla to English is a very common among the participants (85%), 15% from Bangla to English or some other sub-continental languages, and no one said to have switched from English to Bangla.
- Table 24: 38% of the participants are fully confident about their Bangla pronunciation, 32% have no idea about it, and 21% had no comments and 9% not confident.
- Table 25: 34% of the participants have no idea about their accuracy of English pronunciation, 24% thinks accurate, 21% not accurate and 21% had no comments.
- Table 26: 79% of the total participants admitted that they are mainly influenced by radio programs, 63% by Television Media, 71% by other factors and 37% by their friends.
- Table 27: Majority of the participants (91%) mix codes in their informal writings and 9% do not.
- Table 28 gives idea 86% of the participants mix codes in Face-book/E-mail, while 91% do so in writing SMS.
- Table 29: 35% of the participants mix codes in colloquial expressions, while 26% does it sometimes, 21% had no comments and 18% replied 'no' to this question.
- Table 30: Majority of the participants (48%) have a positive thinking towards code switching while only 21% considers it negatively; 18% had no comments and 13% had no idea about it.
- Table 31: 86% of the total participants thinks that teenagers mostly switch their codes, 44% middle aged, 14% children and 7% aged people.
- Table 32: Majority of the participants (85%) thinks code switching is not a matter of age while 15% of them had no idea about it; nobody was for 'no comments'.
- Table 33: A significant number of participants (49%) thinks code switching pollutes the mother tongue while 23% do not think so; 11% had no comment and 17% had no idea about it.
- Table 34: 97% of the total participants considers code switching a new pattern of language in Bangladesh, while 3% of the participants do not think so. However nobody even put tick mark on 'no idea' and 'no comments'.
- Table 35: Majority of the participants (37%) likes this new trend of language pattern while 33% does not like it; 13% had no comments and 17% had no idea about it.

4.2. STRUCTURED INTERVIEW

14 informants, who are mainly professionals: 12 teachers and 2 businesspersons, were invited to take part in the structured interview to give their opinion towards CS. CS being a growing trend among the native speakers of Bangladesh has been a well-known topic to us irrespective of our being 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 were designed related to CS, 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 most probably due to their professional difference. Again, differences were also observed in the teachers' opinions as some were of Linguistics background while others were not.

Both the businesspersons interviewed opined for CS in a positive way as they think it helps them to deal with their foreign/overseas stakeholders. Whereas, most of the teachers take it in a negative way, as to them it is not good to conduct classes in a code switching method. But they admitted often doing so by

following the translation method, for which the reason they explained is most of the students come from Bangla medium background and it is not so easy for them to make them understand if the classes are conducted fully in English. So teachers often translate some words by switching their codes. This method, as some teachers opines, would benefit the class but in the long run might be harmful. 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 difficult words. Instead of choosing 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 it also 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 code has become a fashion to them. But it is better, if we try to speak fully in Bangla or fully in English.

5. DISCUSSION ON THE FINDINGS

From the responses of the participants, 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, CS generally occurs when participants speak with teachers and friends. 71% of participants claimed, they switch code while speaking with teachers, because most of the participants are the university students and almost all the 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 of English or Bangla, they switch their codes, and they feel comfortable to do it with friends.

According to the findings, in a day 66% of participants switch their codes, and most interestingly, 86% does it unconsciously. Some earlier study (Mamun, 2006) also found the similar result where more than half of the participants switch code unconsciously. It is habitual or sometimes just to show off or often due to lack of knowledge.

The study shows that most common CS is from Bangla to English (85%). This result confirms the widespread use of English among the native speakers of Bangladesh.

However, 38% of the respondents claimed, they were fully confident about their Bangla pronunciation, whereas very shockingly 32% has no idea about their Bangla pronunciation. On the other hand, 24% of the participants thinks, their English pronunciation accurate/good and 34% have no idea about it. It is alarming, using both Bangla and English languages in regular conversations all the time, speakers are unaware of their pronunciations in these commonly used languages.

As for the factors behind the participants' speaking style for encouraging them to switch codes, most influential is the current FM radio programs of Bangladesh. 79% of the participants accepted that by listening to the FM radio programs they were influenced to talk like the Radio Jockeys (RJ) 'Banglish' style; especially the young generation is highly influenced by this style. Television media (63%) also influences the audience with the same adaptation of code-mixing style as these channels are also showing different programs by using this new trend of language.

Moreover not only speaking, people also mix their codes while writing. During informal writing, majority of the participants (91%) accepted that they mix codes, just because feeling comfortable doing this. 91% of the participants mix their codes while SMS writing and 86% in Face-book/E-mail.

Besides, participants mix their codes in colloquial expressions as well. A good number (35%) of participants admitted that they switch codes in their colloquial expressions, indicating CS as common phenomenon to all purpose of talking now-a-days.

However, according to many (86%), teenagers frequently change their codes while talking, than the middle aged (44%), whereas many (85%) claimed CS not a matter of age, rather occurs naturally.

The study also gives light about the attitude of people towards CS: majority (48%) has a positive attitude, while some others (49%) consider CS responsible for polluting our mother tongue. These opposite results show that speakers are conscious about the practice of CS, though at the same time they are practicing it with a positive attitude, which gives an 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%) accepts CS as a new pattern of language use in Bangladesh, while some (37%) just like this new trend. Majority accepts CS as a new pattern but many of them do not like this trend. But the thing is, knowingly or unknowingly we all switch or mix our codes with our native language while speaking.

6. LIMITATIONS OF THE STUDY

Some limitations are obvious in this research as it has been based in the survey method. Covering 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, neutralizing which could have contributed further in the study. Again, the selected questionnaire might have some lacking, and also there might have been some lacking in the part of the participants' responses. Furthermore, in conscious personal interviews, there is always a possibility of limitation in collecting actual opinion of the interviewed.

7. ACKNOWLEDGEMENT

This research got its shape mainly because of the cooperation received from the respondents of the survey and professionals interviewed.

8. CONCLUDING REMARKS

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

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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 is going to be used only for academic purposes and will not be disclosed to anybody or to any organization.

[Please read the following carefully and 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; can choose more than one options)

☐ 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 about foreign trip?

☐ 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 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 বলে। 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 your code? (Can mark more than one)
☐ Conversation with friends ☐ Conversation with family members
☐ Conversation with teachers ☐ Conversation with unknown persons
20. Do you switch your code in your regular speech?
☐ Yes ☐ No
21. How many times do you switch your code in a day? (Think carefully than answer).
☐ Most of the times ☐ Sometimes ☐ Very little
22. In what state of mind do you switch code?
☐ 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 accurate? (Please be extra careful about this question)
☐ Yes ☐ No ☐ No idea ☐ No comments
25. Do you think your English pronunciation accurate?
☐ Yes ☐ No ☐ No idea ☐ No comments
26. What are the aspects that encourage you to switch codes? (Can mark more than one)
☐ Television media ☐ Radio programs
☐ Influence of friends ☐ Others
27. Do you mix different languages during informal writings?
☐ 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 your 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 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 a new pattern of language 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 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 বলে। যেমন – আমি life-এ successful হতে চাই।)

Now –

1. What do you think of such use of 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 suggestion 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 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	Conversation 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 times	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%