# Teacher Code Switching in Content Classes: St. Mary's University in Focus

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## Abstract

*The paper attempts to investigate teacher code switching in content classes, at St. Mary's university, faculty of Business. To be specific, it focuses on the functions of teacher CS and the types of switching in Accounting and Marketing classes, and the attitude of students and teachers towards the practice of CS at the university level. The study uses qualitative research method to analyze teacher CS practices, through the classroom recordings, observations and interviews with teachers and students. According to the analyzed data, the study concludes that teacher CS has various functions; these are Managing and Disciplining students, Giving instructions, Creating non-threatening environment, Presenting exemplary cases, Motivating students to participate, Introducing and Explaining new concepts. Moreover, both teachers and students express positive attitude towards the practice of CS in content classes, and intersentential, intrasentential and Tag switching are being employed by the teachers.*

**Keywords:** Teacher code witching, Attitude, content classes, functions.

## 1. Introduction

The practice of code switching (henceforth CS) has been viewed from natural and classroom contexts. The paper focuses on the latter one, in which the functions of teacher CS in content classes are investigated. Research on CS practices in an EFL (henceforth English as a Foreign Language) classroom is a common phenomenon in multilingual contexts because both the teachers and students have an opportunity to switch

languages, mostly in order to communicate effectively and explain grammar in a classroom situation (Sert, 2005). Nevertheless in content classes, i.e. non-language classes, the practice of CS seems to have been neglected, which is why the study has been conducted.

## 2. Objectives of the study

The general objective of the study is to describe the functions of CS in content classes, specifically in Accounting and Marketing classes.

The specific objectives are:

i) to determine the functions of teacher CS in Accounting and Marketing classes at St. Mary's university;
ii) to describe the kinds of CS in Accounting and Marketing classes at St. Mary's university;
iii) to explore the attitude of teachers and students towards the practice of CS at St. Mary's university

## 3. Research questions

The paper will attempt to address the following research questions:

1. What are the functions of CS in Accounting and Marketing classes at St. Mary's university?
2. What are the kinds of CS in Accounting and Marketing classes at St. Mary's university?
3. What is the attitude of teachers and students to the issue of CS at St. Mary's university?

## 4. Literature Review

## 4.1. Definitions of Code switching

Since the 1970s, CS has been given due attention by researchers, though it has not been exploited as needed, mainly due to the fact that students were not allowed to alternate languages in the 1970s and 1980s (Legenhausen, 1991 cited in Zabrodskaja, 2007). CS is defined

differently by different researchers based on the aim of their studies, even though at times these definitions overlap (Milroy & Myusken, 1995).

CS could be defined as "going from one language to the other in mid-speech when both speakers know the same two languages" (Cook, 2008 P. 174). Also, Gumperz (1982) defines CS as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. Myers- Scotton (1988) illustrates CS as the alternate use of two languages within the same conversation.

Grosjean's (1982) definition of CS is "the alternate use of two or more languages in the same utterance." Taking cues from the definitions, CS in this study is defined as a means of communicative strategy whereby the bilingual speakers use their linguistic repertoire in a specific situation in order to form meaning and understanding of a certain subject matter. According to Trudgill (2000), interlocutors switch to impact or define the situation as they want and to communicate meaning and personal messages. Eldridge (1996) supports the use of CS as a way of explaining meaning. He goes on to elucidate that "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood" (P. 306). The bottom line is that by saying the utterance again in the students' first language, L1, the students have a high probability of understanding the meaning of the message.

## 4.2. Kinds of Code switching

The practice of CS has been described using various typological frameworks. The most common ones are the kinds of CS identified by Poplack (1980) in her data; these are tag, inter-sentential and intra-sentential switching. Tag switching, which is also called emblematic or extra-sentential switching, refers to a tag phrase which is being inserted from one language into an utterance from another language. This refers to the fixed phrases of greeting which are commonly detected in switches, and these fixed phrases are restricted by minimal syntactic rules. They appear to be put in a monolingual utterance without breaching the syntactic rules. The inter-sentential switching is different from tag switching in such a manner that the switching, in the former, from one

language to another takes place at a sentence or clause level. According to Romaine (1989), the speaker who exercises inter-sentential switching, rather than tag switching, is considered to be a fluent speaker of the two languages, since the utterance should obey the syntactic rules of both languages. The third type of switching is intra-sentential switching which Myers-Scotton (1993) describes as a switching that takes place within the clause or sentence level. This sort of switching is regarded as the most difficult form of switching. Poplack (1980) describes the people who exercise this type of switching as the most fluent speakers of both languages because there is high probability of syntactic rule violations in either language.

Moreover, there are other types of CS given by Gumberz (1982); these are situational and metaphorical switching. The former deals with change in participants and strategies, whereas the latter deals with change in topic. According to Blom and Gumperz (1972), metaphorical and situational are common terms in the area of CS, which could also work in a classroom context. The situational switching seems to prove that there is a strong connection between language and situation. They give an example to illustrate situational CS, where there are teachers delivering lessons in Brokmal but switch to Ranamal when there is a need to create an atmosphere of free and open discussion among the students. This demonstrates how teachers' switching to another language, based on participants, contributes to the effectiveness of the teaching-learning process. In contrast, metaphorical CS takes place without alteration in the social situation but is related to certain kinds of topics. Rather, it makes possible for the speakers to bring to mind a certain mood or to alter their relative status with other speakers. In the current study, the CS practice in a classroom situation at the university level will be categorized into tag, inter-sentential and intra-sentential switching.

## 4.3. Functions of Teacher Code switching

Teachers do not seem to be engaged in the practice of CS intentionally; instead they unconsciously find themselves switching codes, which are discourse-related switching because they have a number of pedagogical

functions, frequently intertwined. Studies such as (Cole, 1998; Cook, 2001; Ellis, 1994; Schweers, 1999; Sert, 2005; Skiba, 1997; Widdowson, 2003; Zabrodskaja, 2007) describe the functions of teacher CS in an EFL as well as content classes. The functions could be categorized under two major headings; Facilitative and Affective functions, which incorporate other subordinate functions.

### 4.3.1. Facilitative functions

Teachers alternate languages in bilingual or multilingual contexts to facilitate the teaching-learning process, and use it as a communicative resource to keep the classroom lively, as there could be communication gap due to linguistic deficiency of students (Cook, 2008). The subordinate functions are translating words of L2 into L1, introducing new and technical concepts, emphasizing the indispensable points, avoiding misunderstanding, and giving instructions.

### 4.3.2. Affective functions

These functions are related to alternating a language to provide conducive atmosphere for the learners in a classroom situation. The subordinate functions are managing classroom and disciplining students, providing affective support, showing solidarity between teachers and students, providing non-threatening learning environment, motivating students to participate actively, showing good will and support, bridging the status gap and asymmetrical power relations. After recording and transcribing data, these functions will be examined if they exist in content classes; they seem to be common in EFL classrooms, as it was proved by the studies mentioned above.

### 4.4. Previous relevant studies on teacher Code switching

There are a number of studies that focus on the issue of CS. Nevertheless, research that focuses on CS in classrooms has not been exhaustive, though studies on CS have been conducted since 1970s (Martin-Jones, 1995). Doing research on CS in a classroom situation is different from studying CS in a natural setting in many ways. The former study is

conducted in a school, which is institutional. In this case, there is a teacher whose objective is to teach the students and the students are there to learn. This seems to show that the teacher takes full responsibility, unlike the casual conversation where the inter locators are equal (Lorscher, 1986 cited in Fletyinen, 2004). Moreover, according to Simon (2001), there appears to be 'asymmetrical' relationship between the teacher and the students, as the teacher has better knowledge of the medium of instruction (in our case English language) than the students. This phenomenon is not common in a casual conversation where the participants are expected to have equal knowledge of the language in use. The studies that have been conducted on CS in classrooms are presented below.

Zabrodskaja (2007) conducted research on CS practices among Russian-speaking students studying at a university where Estonian is the language of instruction. The study took place in a bilingual classroom setting, where the teacher is fluent in Estonian but not most of the students. The author states that 35 students were studied and Russian is studied as a foreign language at the university. Moreover, all the students had studied Estonian for about eleven or twelve years at Russia middle schools. Data were recorded in a classroom and the author could study casual speech behavior of the students. The study found out the following functions of learner CS:

1. Russian-Estonian CS can often be used when the speaker is reporting what someone has said.
2. Russian- Estonian CS is also used to highlight something.
3. The third reason for CS is discussing particular topics.
4. Finally, CS is used for emphasizing a particular social role

Moreover, the study discusses teacher's switching to Russian and comes up with the following functions.

• When the concepts are very important.
• When the students are getting distracted. Using L1 the teacher tries to reassure her students

- When the student should be praised. Use of L1 elevates the effect from the teacher's commendation
- When the students should be told off e.g. one of the students is cheating at the test, willing to stress the dissoluteness of his action, the teacher uses L1
- The teacher may switch to Russian when revising the difficult material that has already been given in Estonian.

The present study focuses on functions of CS in EFL classroom at the university level. On top of that, the paper is more related to the current study because the university context is taken in the study of Russian-Estonian CS, and it was conducted in content classes as well. Furthermore, according to the study, both the teacher and her students used Russian and Estonian not only outside the university classroom but also in lectures. It is concluded that CS is seen as a 'linguistic resource' to efficient communication at the university.

Soderberg, Arnfast and Jorgensen (2003) did a study on 'CS as a communication, learning, and social negotiation strategy in first year learners of Danish.' Their respondents were American exchange students who were studying in a Danish high school and Polish first year students learning Danish in Poland. Data were obtained through the interview method and were recorded and transcribed. The main objective of the study was to detect if learners practiced CS during the L2 learning and if they used it as a learning technique in learning L2. The results show that CS was used as a learning strategy during L2 learning. This study is related to the current study, as it was conducted in content classes, and the same method of data collection is employed, as the current paper intends to record data and interview the teachers and students.

In Ethiopia, CS in a classroom situation has not been studied abundantly. Kenenisa (2003) conducted research on the use of L1 in the EFL classroom. The study focused on the use of Oromiffa language in English classes at Adama Teachers College. 50 students who are English major, doing their diploma studies and 5 teachers took part in the study. Data were collected through audio recording and interview as well as

questionnaire. The results of the study show that Oromiffa language was used to a certain extent in EFL classrooms. Both the teachers and students showed positive attitude towards the use of L1 at a college level. Nevertheless, there was a contradiction between the teachers' attitude towards the use of L1 and their actual practice in the classroom. They used Oromiffa language much less than they were expected to do so. According to the author, the use of small amount of Oromiffa language indicates that Oromiffa language endorses the learning of L2, English and is used as a learning strategy. Eventually, the author seems to suggest that Oromiffa language should be used in English classes. Though this study was conducted in an EFL classroom situation, the context of the study and the current paper is the same.

These relevant studies have identified the functions of CS in a classroom situation, which have included both teachers and students, but could not determine the kinds of teacher CS, which this paper will do. Moreover, the current paper will focus only on teacher CS, not student CS. The gap here is that, the study of CS in an Ethiopian context, given above, was conducted in an EFL class, not content class. To the best knowledge of the researcher, there is no any study that addresses the issue of teacher CS in content classes.

## 5. Methodology

### 5.1. Data

Data were collected from St. Mary's university in Ethiopia through audio-recording, where the medium of instruction is English. Dornyei (2007) and Swann (1994) assert that audio-recording enables researchers to record spoken language and bring about evidences for deliberations. Nevertheless, they go on to say that it can only record the sound of a situation, not the non-verbal language like facial expressions, gestures etc.

In the current study, the audio-recording took place in Marketing and Accounting classes of first year university students at St. Mary's university, undergraduate program in Ethiopia. 30 Marketing and

Accounting lessons were audio-recorded. A recorder has been placed on the teacher's table to capture the interaction between the teachers and students in the content classes. Later the data were transcribed using the conventions given in the appendix, and transcript has been put in a way a dialogue is put, where there is turn taking, which is quite standard in may research studies (Swann, 1994). Moreover, both teachers and students were interviewed, and the researcher observed the classes, as non-participant observer.

## 5.2. Participants

One section of Accounting and one section of Marketing class from St. Mary's university were selected using simple random sampling technique. The former section contained 60 students, whereas the latter section contained 50 students. A total of 110 students took part in the case study. Moreover, two teachers, one with MA in Accounting and Finance, and the other BA in Marketing were part of the study. While the accounting teacher has three years of teaching experience, the marketing teacher has more than 5 years teaching experience.

## 5.3. Data Analysis

All the recorded data were transcribed using the conventions given in the appendix and analyzed and 11 extracts which show the functions of CS in content classes have been identified using inductive search procedure. The functions of teacher CS are discussed below. (T=teacher, L=learner)

## 6. Findings: Functions of teacher code switching

## 6.1. Managing and disciplining students

Extract 1:

T…………../ ወተት መግዛት ከፈለጋችሁ እዚህ ድረስ ካልመጣሁልን አንገዛም ትላላችሁ። ምን ይሆናል? ይመጣል። አማራጭ የለውም አይደለም? ስለዚህ ምን አረጋችሁ? Influence አረጋችሁ ማለት ነው። Hey ዝም ብለህ ስማ። ምነው ችግር አለ?

S: የለም።

T: እሺ እረፍ። ዝም ብለህ አዳምጥ። ስለዚህ እዚህ ድረስ................/

Extract 2:

T: እስኪ አንዴ አዳምጡ። ማነህ በሩን ዝጋው። እባካችሁ አንዴ። እሺ ርዕሱ ምን ነበር? አንቺ ከኂላ ያለሽው አዳምጪ እሺ? መስኮቱን ክፈተው። ቶሎ በል። እሺ ................/

In extracts 1 and 2, the teacher switches to discipline and manage the content classes. In extract 1, while the teacher was explaining in Amharic, one of the students was talking to the other one. Thus the teacher continued to use the same language to keep him quite. In the second extract, the teacher was about to begin the class; so there was a lot of disturbance and noise. Thus, the teacher used Amharic to keep the students silent. Though in an EFL class, Canale and Swain (1980) came up with the same finding in their studies about CS in a foreign language class.

## 6.2. Giving Instructions

Extract 3:

T: ሐሙስ ስንገናኝ I need three pages review of what marketing environment is from industrial marketing perspective? አሁን ከconsumer ነው ያየነው። Industrial marketing environment ምንድነው የሚለውን መጽሐፍች refer ታረጉና ሶስት page ለሐሙስ። ሶስተኛው እና አራተኛው ነው ያለን። አይደለም? ሐሙስ በሶስተኛው እና በአራተኛው እመጣለሁ እሺ? Refer ያረጋችሁትን መጽሐፍ referenceአችሁን ጻፉ። ይዛችሁ የምትመጡት assignment በእስክሪፕቶ የተጻፈ ነው። በComputerየተጻፈ አልወድም። አይኔን ያመኛል። ስለዚህ እሱን አድርጉ። That will be the end. Do you have any question? እኔ ከመጫረሴ በፊት any question?

S: Internetስ refer ማድረግ እንችላለን?

T: *መጽሐፍ፣* Internet፣ anything **ሊሆን ይችላል።** ችግር **የለውም። ስለዚህ ጨርሻለው።**

Extract 4:

T: I think this is enough for today. Assignment **ልስጣችሁና እስኪ ስለ** cost management **ትንሽ አንብባችሁ ኑ።**

Ss: **ከምን ላይ**? (Chorus)

T: course outline **አላችሁ እኮ።** Recommended **ያረኪቸው መጽሐፍት አንዱ እዚህ እኛ** library **ነው ያለው።** **ገብቷችኋል**? Recommended **ከሆኑት ውስጥ መጨረሻ ላይ ያለው ነው። ስለዚህ እዛ ሄዳችሁ አንብቡ።** See you tomorrow.

Ss: Ok (Chorus)

In Extracts three and four, the teachers were giving assignments. In so doing, except some English words, instructions on the assignments were given in Amharic. The students' response was in the same language; Amharic was employed to ask about the number of pages they should write and if they have to refer to the internet or books in the library. This switching is called Teacher-Initiated switching, according to Ustunel and Seedhouse (2005), which means that the teacher begins giving instructions in Amharic, and the students follow.

## 6.3. Creating threatening environment

Extract 5:

T: Now if you remember principles of marketing course, we talked about marketing environment. Marketing environment **ምንድንነው**? Principle **ያስተማራችሁ ማን ነው**? International marketing **ስትወስዱ፣** principles of marketing **ስትወስዱ ስለ** environment **አይታችኋል አይደል**? Yes or No. Yes or No^. **እረ ተዉ። እሺ** so what is marketing environment? ------------------. Whoever answers fast, he would have a bonus. -----------------

--------- **የለም።** ስለዚህ grade revise **የሚያደርግ ልጠይቅ።** What is marketing environment?

S1. (When the teacher pointed at him to answer the question bout marketing environment, the student nodded his head, which means I cannot answer the question)

T: Principles **አልወሰድክም**?

S1:**አልወሰድኩም።**

T: How do you think you can take this course? So you have to drop the course. Principles **ሳትወስድ ይህን አትወስድም።** Drop **ማድረግ አለብህ። ልቀጥል ወደ አንቺ**? What is marketing environment?

S2: N/R

Extract 6:

T: uh, **የለም።** What is marketing environment?

S3 Marketing environment is ////////////

T: **በአማርኛ ችግር የለም።**

S3: **ምን አይነት የምናጠና** environment **ማለት ነው።** Environment**ቱን ማወቅ አለብን።**

T: **እሺ. አሁን ለምሳሌ እኔ** Restaurante **አለኝ።** marketing environment **ማወቅ ያስፈልገኛል። አይደለም?** እሺ. በrestaurant**ቱ አስረጂኝ**?

S3: Restaurant **ውስጥ ምን አይነት እቃ አለ? ምን ይባላል ለምሳሌ** culture **አለ።** //////////////

T: Good, so remind me that you have three marks with me. Ok. Thank you very much. So marketing environment **ስንል** anything that affects the marketing environment. **ስለዚህ** marketing environment **ስንል** anything that affects your operation in offering the product and services to the final consumer, is what we call marketing environment. **ለምሳሌ እናንተ እዚህ**

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**ክፍል ገብታችሁ ለመማር** there is marketing environment that affects you, **አይደለም? አየሩ** affect **አያደርጋችሁም? ክፍል ውስጥ ያለ የክፍሉ** setting affect **አያደርጋችሁም?** ለምሳሌ ስትመጡ ክፍሉ ውስጥ ወንበር **ባይኖርስ** affect **አያደርግም? ያደርጋል። እዚህ ጋር አሁን የምንሰማው ድምጽ** affect **ያደርጋል።** Anything that affects that interaction between the buyer and the seller is what we call marketing environment.

Studies such as (Schweers, 1999; Widdowson, 2003; Zabrodskaja, 2007) assert that CS may be used to create conducive atmosphere for teaching – learning process in a classroom situation. Extract 5 contradicts with this finding that CS was employed by the teacher to threaten the students that they should answer his questions. In fact, the teacher told one of the students to drop the course due to his inability to answer his question and he did not take a course delivered in the previous semester. Nevertheless, in extract 6, S3 answered the teacher's questions by providing examples, and she was awarded three marks as an incentive. In general, the researcher observed that threatening environment was created in the classroom. Thus it may be concluded that CS may be used to create non-threatening environment in an EFL class, but the contrary is in content classes.

## 6.4. Presenting exemplary cases

Extract 7:

T: Your worst enemy is who? Yourself, **አይደለም?** Man is his worst enemy. For any company the worst enemy is the company. **በአግባቡ** Budget **ካልያዝ በአግባቡ** time set **ማድረግ ካልቻለ** marketing **በአግባቡ ካላጠና አይደለም?** Competitors **ማን እንደሆኑ ካላጠና** planning system **ከሌለው ማን አጠፋ ማለት ነው።**

Extract 8:

T: For a long time, Mobile **ምን እንደሆነ የኢትዮጵያ ህዝብ አያውቅም ነበር እኮ።** 90 **ስንት ነው** 90..93/94 **ነው** mobile **የተጀመረው።** Mobile **የሚባል የማያውቅ ሰው** mobile **መጠቀም ጀመረ። ያኔ የቅንጦት እኮ**

ነበር አሁን mobile አልያዘኩም ካላችሁ ሰው ይደነግጣል። እንዴት? አይደለም? So ምን ሆነ ማለት ነው influence ተደረገ ማለት ነው።

This function of CS was quite common the classes the researcher observed. The teachers alternated languages to give examples; these examples have practical cases which the students can grasp the points easily, as local examples were given too. In Extract 7, the factors that affect one's company and in Extract 8, how mobile was introduced, which are mainly about influencing policy makers are deliberated in Amharic. The researcher observed that the students accepted the cases and enjoyed them well. This function of switching is not common at all in an EFL class.

## 6.5. Motivating students to participate actively

Extract 9:

T: The other aspect we talked about is ////////////that differentiates industrial buyer. When we talk about industrial buyer, fewer in number will be consumer market. ያለውን business organization ብንወስዳቸው ከህዝቡ አንጻር አይገናኙም። አይደለም? Polulationአችን over 80 million, ያሉት business organization ብትወስዲቸው ከ20 ሺ. 30 ሺ በላይ ላይሆኑ ይችላሉ። They are fewer in number. ………………Industrial market ብንመጣ የmarketing department ወረቀት መግዛት ሲፈልግ ተነስቶ ሄዶ መግዛት አይችልም። ምን ትላላችሁ……../ እንደ industrial buyer//////////. Ok, Anybody who would like to explain what user customer is? User customer የምንላቸው ምንድንነው?

S1: User customer ማለት መግዛት ነው። ለምሳሌ St. Mary ወረቀት መግዛት ሲፈልግ ለተማሪዎቹ user customer ነው።

T: Good. እሺ Anybody else. A user customer? What do you say? (He pointed to one of the students) User customer? ግልጽ አይደለም። Basically, user customer የምንላቸው these are kind of investor buyers. They buy the product not for the sake of reselling it or processing it. They use it to make it for their operational purposes. So ለoperational purposes

purchase ልናደርግ እንችላለን። Consume ነው የምናደርገው ማለት ነው።………product ስንገዛ consume ለማድረግ አይደለም። ልክ እንደዛ buyersም productም consume ያደርጋሉ ማለት ነው። ለምሳሌ ወረቀት ብለናል። ነዳጅ እንገዛለን። ለመኪናችሁ Coupon ተዘጋጅቶ ነዳጅ እንገዛለን። Basically, ያንን ነዳጅ መልሰን አንሸጠውም ወይም process አናደርገውም። አላማው ምን መሆን ነው መኪናዎቹ run እንዲያደርጉት ……. So consume ማድረግ ማለት ነው። So user customer ስንል productዎቹ ለራሳችን purpose መጠቀም ማለት ነው። Whatever products they, primary አላማቸው resell ማድረግ አይደለም። ሌሎቹ ምንድን ነበር ያልነው? ሶስተኛው The third one.

S2. Industrial distributor

T: Industrial distributor አየን። እሺሶስተኛው ምንድን ነበር?

S3: Original equipment manufacturers

T: Original equipment manufacturers. Original equipment manufacturers የምንላቸው ደግሞ ከአምራች ድርጅቶች ወስዶ እነሱንም product ላይ incorporate ያደርጉታል። Product market ላይ ይወጣል። Is it clear? Any other question? No question. So the other topic

Extract 10:

T: What is industrial marketing?

Ss: Quite

T: እረ ተዉ ትናንትና እኮ አይተነዋል።

S1. Industrial marketing is an industry//////////////

T: እሺ በአማርኛ ቀጥዪ።

S1: Industrial marketing ሲባል……………/

In Extracts 9 and 10, the teacher switches to Amharic to encourage the students to participate actively in the teaching-learning process. For

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example S1, in Extract 9, does not address the question exactly. Instead, she gives an example to elaborate her points in Amharic. The teacher accepts her and awards her 'Good', which may motivate others to take part in the discussion. On top of that, S1 in Extract 10 attempts to define industrial marketing in English, though she could not continue her explanations. The teacher encourages her to elucidate in Amharic, and briefs the definition in Amharic very explicitly. This CS exists in an EFL class, but what is interesting is, Teacher-Induced CS takes place there, according to Seed house (2005). Teacher-Induced CS means the teacher induces the students to explain concepts in their L1 when they have difficulty to do so in the target language.

## 6.6. Introducing and explaining new concepts

Extract 11:

T: But basically marketing environment **የሚያስኘው ምንድንነው?** Activity**ዎችን** influence **የሚያደርጉ ሲሆኑ።** So **እነኚህ** environment, we see them are what we call them Macro marketing environment, and the other is micro environment. **አሁን ትዝ እያላችሁ ነው ማለት ነው። አይደለም?** ............ very good. **ለምሳሌ አሁን** restaurant **አለኝ።** Restaurant**ቹን** affect **የሚያደርጉት** macro environment **ምንድን ናቸው?**

S4: Government

T: Ok, thank you.

S4: Policy

T. Good. What else? Macro level marketing environment, business**እችንን** affect **የሚያያደርገው?** Macro **ስንል** these are kind of marketing environment that you cannot change. **እናንተ መለወጥ የምትችሏቸው** macro **ይባላሉ።** But you could influence partly, but you cannot change them. So the best option that you have is to adopt them, or to shift out of them. Either adopt **ታደርጋላችሁ** በoperate **የምታደርጉት** system **አለበለዛ** you go out of that business industry **ማለት ነው።** **ለምሳሌ** rules, regulations policies **ይወጣሉ። አይደለም? ለምሳሌ** የVat

issue, ለbusiness በጣም affect የሚያደርገው እሱ ነው። አይደለም? አሁን ትናንትና ስለ እንትን ስናወራ ስለ supply and demand ስናወራ import የሚደረጉ መኪናዎች ላይ tax ምን ተደርጎ ብለናል? ተጨምሮአል። አይደለም? መጨመሩን businessሱን affect ያደርጋል። እኔ አልከፍልም ማለት አልችልም። so it is the tax system that the government has said, the businesses have to comply to it. So ምን ማድረግ አለበት Adopt ያደርጋቸዋል። ይሄ Macro level ነው። The other Macro level is what. ቅድም እሷ የጀመረችው አለ። Culture. አይደለም? Culture is something that you cannot change in business, but you are going to the culture of the business, the culture of the people you are going to have with. Based on that, you create a business. Ok So, Macro level ማለት environment ስንወስድ one we have paste የምንለው አለ። Political and economic environments, also cultural environments, technological environment, and natural environments. These are kind of marketing environments you can't change. ለምሳሌ Natural environment ስንል /////// ሊሆን ይችላል። እንደዚህ አይነት የክረምት በጋ exchange ለውጦች ሊሆኑ ይችላል። ልትቀይሩት ትችላላችሁ? ዛሬ አሁን ጠዋት በጣም ዘነበ። ወጥታችሁ አትገነብ ትላላችሁ? You cannot change it, አይደል? So that is macro level. ወደ micro level ስንሄድ these are kind of marketing environments you have power to influence, but they would still have impact on you directly. Macro ሲሆን እናንተ ብቻ ሳይሆን ሌሎችንም affect ያደርጋል። Micro ሲሆን the impact is directly towards you. ስለዚህ micro ስንመጣ we have the five M models.  Five M model የምንለው መጀመሪያ is money. The finance. If you do not have the financial power to do whatever you want businessአችሁ successful ሲሆን ይችላል? አይሆንም።So you have that money. The second is material. For whatever that you put out in the market, you have to have what resources. ግባት ያስፈልጋል። አሁን ትናንትና ስለ coca cola ስናወራ ቆርኪ ባለማግኘቱ ምክንያት ምን ሆነ አልን? Production ቀነሰ አይደለም? ገበያ ላይ Production ቀነሰ። ቆርኪውን import ስለሚያደርገው ነው። Raw materialሉ እኛ ሀገር ኖሮ የሚሰራ ቢሆን ምን መሆን ይችል ነበር? Foreign currency አይጠይቅም ነበር። እዚሁ ቆርኪው ተሰርቶ እሱን seal አድርገን መሸጥ እንችል ነበር። ያነገር ባለመኖሩ ግን ምን ማድረግ

አለብን import እናደርጋለን፡፡ So impact አለው *ማለት ነው፡፡ አሁን ብዙ ነገር* business ላይ affect *የሚያደርግ ነዳጅ ነው፡፡ ነዳጅ እኛ ሀገር የለም፡፡* So we are out of material, **አይደለም?** So the second important aspect is material. Third is the essence of market, *ያንን* product**እችንን የምናቀርብበት ገበያ ያስፈልገናል፡፡ አይደለም? ገበያው ከሌለስ?** The business fails. **ለዛ ነው** last time *ስናወራ በየሰፈራችሁ ምን ያህል* business *ይከፈታል በምን ያህል ፍጥነት* business**ዎቹ ይዘጋሉ?** Market **ከሌላቸው ምን ይሆናሉ?** they fail **አይደለም?** So we have to understand what markets are? The other is manpower. Whatever business you think, if you do not have the right human resource, would the company exist? Company**ውን** affect *ያደርጋል፡፡* **አይደለም?** You need what labor market, manpower. *ለምትፈልጓቸው* business**ዎች** *ያንን* business affect **ማድረግ የሚችል ሰው ያስፈልገናል ማለት ነው፡፡** The fourth is Time. Whatever product you have, if your product arrives to the market before the demand is there or after the demand is met, your product is useless, **አይደለም?**

This extract is rather long, but evident that teachers switch codes to explain and introduce new concepts. In this extract, the teacher uses Amharic mostly to explain the students the factors that affect marketing environment. Since the topic was new to the students, the teacher gave lengthy elaboration about it. Earlier he attempted to elicit ideas about this new topic from the students. They could not address all his questions. Thus he felt using Amharic to elucidate everything to them. There are studies (like Schweers,1999; Widdowson, 2003; Zabrodskaja, 2007) that show that this function of CS exists in an EFL classes.

## 7. Conclusions and Implications

The findings of this study show that CS is a common practice in content classes. According to Auer (1995), teachers' CS serves some purposes in a classroom situation, and hence their switching is discourse-related switching. Thus, the functions of CS propounded by studies such as (Cole, 1998; Cook, 2001; Ellis, 1994; Schweers, 1999; Sert, 2005; Skiba, 1997; Widdowson, 2003; Zabrodskaja, 2007) have been examined in the

current study. Both facilitative and affective functions of CS are practiced in the content classes. Functions like presenting exemplary cases and creating threatening environment seem to have been commonly used in the study, which may not exist in the literature. All in all, six functions of teacher CS have been identified; these are:

- Managing and disciplining students
- Giving instructions
- Creating threatening environment
- Presenting exemplary cases
- Motivating students to participate
- Introducing and explaining new concepts

With regards to the kind of CS, The instances appear to be intersentential switches; this means that the teachers' switching goes beyond sentence level; also it is called conversational switching ( Auer, 1995); and Tag and intrasentential switching are also common in the extracts. Though the medium of instruction is English at St. Mary's university, the actual practice in a classroom situation seems to be different; Amharic is being used. Moreover, both teachers and students have positive attitude towards the practice of CS in a classroom situation. They stipulate that CS is used as a communicative resource (Cook, 2001) in their content classes. Thus the practice seems to be supported by students and teachers of Accounting and Marketing classes. Finally since this is a preliminary study involving the observation, interview and recording of two classes at St. Mary's university, future research should be replicated to include other universities in Ethiopia to determine the extent to which the findings of this study are generalizable in other universities as well. Also, it would be advisable to record content classes for longer periods of time and conduct surveys, self-reports with teachers and students to detect points of convergence and divergence in terms of perspectives.

## 8. Recommendations

Based on the conclusions and implications, the researcher propounds the following recommendations.

1. Both teachers and students should set up classroom discourse in accordance with the requirement of the pedagogical policy of St. Mary's university.
2. Teachers and students should practice CS only when the communication between the teacher and students is broken.
3. The pedagogical policy of the university which states that English is the medium of instruction should be respected.
4. A kind of training should be organized for the teachers, particularly new teachers about teaching methodology, which may reduce the overuse of CS in content classes.

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