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## EDITORIAL

Every academic environment is sustained by learning through rigorous methods. Research is one and the focal point for assessment. A serious member of the academic community is measured by the quality and number of academic articles.

In spite of the desire to acquire many research reports, this edition has insisted on standards and quality. It is important to note that many articles have been rejected for not meeting our requirements.

The first and most obvious task of our journal is to provide a level playing field for researchers all over the globe in language-related disciplines, which is the vehicle for conveying knowledge. In this edition, thirty-one (31) articles have undergone academic scrutiny from our blind reviewers.

To our esteemed contributors and readers, thought-provoking articles are expected and we are ready to publish them in the next volume.

**PROFESSOR ALI AMADI ALKALI,**
Editor-in-Chief,
JAJOLLS: Jalingo Journal of Linguistics and Literary Studies,
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# FOR READERS

This volume of JAJOLLS (Jalingo Journal of Linguistics and Literary Studies, Volume 8, Issue 1) adheres to the guidelines of the current edition of the American Psychological Association and Modern Language Association (APA & MLA) Publication Manual for editing and formatting the featured papers. Renowned for its clear and user-friendly citation system, the APA/MLA manual also provides valuable guidance on selecting appropriate headings, tables, figures, language, tone, and reference styles, resulting in compelling, concise, and refined scholarly presentations. Furthermore, it serves as a comprehensive resource for the Editorial Board, navigating the entire scholarly writing process, from authorship ethics to research reporting and publication best practices.

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# Impact of Code-mixing/switching on the communicative competence of Mumuye students of English language in College of Education, Zing, Taraba State.

## Abstract
The paper investigates the impact of code-switching/code-mixing on the communicative competence of Mumuye students of English language in the College of Education, Zing, Taraba State. It identifies and discusses the impact of code-switching/code-mixing and how it affects the communicative competence of students. The objective is to probe into some ways in which it causes poor communication competence and also create awareness among students on how it impacts their effort to learn the Mumuye language. The method used in the work is a descriptive survey research design, while the instrument used for data collection is a structured questionnaire. The scope of the study is limited to Mumuye students of English. The target students are 300 level; the sample size is 100 students that represent the entire 300 level students, 60 from English and 40 from Mumuye language department, respectively. The theory of code-switching/code-mixing by J.P. Pride and Hymes' theories of communicative competence and competence theory by Noam Chomsky are applied in the paper. The data is presented and analyzed. The findings reveal that the factors that trigger code-switching and code-mixing were mostly lack of vocabulary and competence in English language. They occur between people who share or understand both languages used. It recommends that research could also venture into the psychological effect of code-switching and code-mixing on students in regards to English language learning as a second (L2) or Nigerian official language.

## 1.1 Introduction
Human language is the most vital medium or vehicle of communication through which people express their desires, ideas, emotion, and values. Certain social factors become relevant in accounting for a particular variety used. Some relate to the uses of language, the participants, and

its uses. The social setting and function of the interaction, like who is talking to who? For example, in certain situations, a topic can influence the language choice. Mumuye students often find it easy to discuss academic matters in English Language but switch between the native or L1 and English Language in interaction outside the lecture hall. Most students have poor mastery of the English language, which is a second language to them; they may not have adequate vocabulary to discuss academic issues in their native language and vocabulary to discuss or interact with their course mates and family correctly in the English language. Owing to this situation, they may find themselves switching and mixing both languages almost all the time. As a sociolinguistic phenomenon, code-switching involves a rapid switch or change from one language to another depending on the situation, audience, and subject matter, among others. Hudson (1980) asserts that it is an inevitable consequence of bilingualism and, more generally, multilingualism. As a common feature in bilingual society, it is a situation where a speaker changes from one language to another in speech events. Lyons (1977) sees code-switching as the availability of the members of the language community to pass from a dialect or variety of the language to another based on a situation of utterance. He adds that code-switching is not only restricted to language communities with two or more languages or dialects. So many scholars see code-switching as a consequence of bilingualism, while others see it as an ability to switch between codes to achieve a rhetorical effect or purpose. Code-switching and code-mixing may have an effect on the general aspect of English language teaching and learning. In situations where a person switches codes several times daily, Hudson (1980) calls it situationally code-switching: "This is by virtue of the fact that switching between languages always coincides with changes from one external situation to another." Each of the languages has a social role to play that others do not. He further claims that bilinguals use their choice of language to define situations, and language choice varies with situation, especially the situation that decides the language and no other way around. He calls such cases metaphoric code-switching. Research has been carried out on code switching and code-mixing, but not so many have studied it from the perspective of its effect on the linguistic competence and performance of school of languages students, College of Education, Zing, Taraba State.

Learning English as a second language can pose a lot of difficulty for students who already acquired L1 form before enrolling in the school system. So much prestige has been adopted as the language of instruction in schools all over the country, and every individual is expected to at least acquire the near speaker's variety or the educated Nigerian English. It is with this concern that this study is carried out.

For example:

i. I really want to see you, n de ze ba, I don't know if I should come over to your house today.

ii. N kase appointment ni moni gandi mi keep it a mo nugn.

In the first sentence, the part written in Mumuye 'n de ze ba' is chosen instead of its English equivalent 'but I do not know' while the second sentence is based on Mumuye with some English introduced at definite points. The equivalent, which the speaker may not know, or rather, it is morphologically long to pronounce at the moment. The whole sentence in English translated into "I have an appointment this morning, which I must keep."

Here the impact of code-switching/code-mixing in this context serves as the medium to exclude non-Mumuye speakers and as the medium of inclusion of Mumuye speakers in the gathering where there are different people with different languages.

This paper is to investigate the effect of code-switching and code-mixing on the linguistic performance of school of languages students in the College of Education Zing, Taraba State. It is generally a consensus among linguists that code-switching and code-mixing have a far-reaching consequence on the students' linguistic competence and performance. One could have observed that code-switching and code-mixing may put the students at a disadvantage because the students may put up weak linguistic performance. School of languages students often code-switch and code-mix their L1 with the English language. This retards their vocabulary and performance in the English language. Moreover, the issue of poor performance in the use of English in most tertiary institutions in Nigeria is widespread and of a serious nature that needs to be addressed.

## 1.2 Objective of study
The objectives of the study are as follows:
1. To examine the impact of code-switching and code-mixing on the linguistic competence of Mumuye English language students in the school of languages, College of Education Zing.
2. To probe into some ways in which code switching and code mixing cause poor communicative performance.
3. To address the impact of code-switching and code-mixing on student effort to learn English.

## 1.3 Research questions
The following research question would serve as a guide to this study. They are as follows:
i. What are the impacts of code-switching and code-mixing on the linguistic competence of Mumuye learners of English?
ii. How do code-switching and code-mixing affect the communicative performance of Mumuye students of English in the School of Languages, College of Education Zing?
iii. What measures can be used to address the negative impacts of code-switching and code-mixing on the linguistic competence and performance of the Mumuye students of English?

Learning English as a second language can pose a lot of difficulty for students who already acquired L1 form before enrolling in the school system. So much prestige has been adopted as the language of instruction in schools all over the country, and every individual is expected to at least acquire the near speaker's variety or the educated Nigerian English. It is with this concern that this study is carried out.

## 2.0 Conceptual framework:
**2.1 Code-switching and code-mixing:** Gumperz (1982, p. 59) defines code switching as "the juxtaposition within the same speech or exchange of passages of speech belonging to two different grammatical systems.".

Myers-Scotton (2006, p. 329) gives a general definition of code-switching as "the use of two language varieties in the same conversation." Code-switching and code-mixing are encountered more frequently in Nigeria. The use of two or more languages concurrently within the same conversation by bilinguals is on the rise due to high mobility or contact between people. This makes code switching an unavoidable phenomenon, especially in multilingual nations or communities (Liu 2010). The phenomenon of code-switching generally refers to the use of two or more languages with a given interaction. He further says that a related concept of

code-switching is code-mixing. Code-mixing is the use of one language in another; the mixing of two or more language varieties in a speech. Code-mixing is the change of one language to another within the same utterance or in the same oral or written text. It is a common phenomenon in societies in which two or more languages are used. Code-mixing refers to any admixture of linguistic elements of two or more language systems in the same utterance at various levels. Phonological, lexical, grammatical, and orthographical. In essence, code-mixing may be more adequately seen as occurring as a kind of inter-sentential switching, where code-switching more readily describes the phenomenon that occurs at the inter-sentential level of linguistic usage.

Code-switching is thus a term in linguistics referring to the use of more than one language or variety in conversation. Bilinguals, who can speak at least two languages, have the ability to use elements of both languages when conversing with another bilingual. This refers to the syntactically and phonologically appropriate use of multiple languages. It can occur between sentences (inter-sentential) or within a single sentence (intra-sentential). It can be distinguished from other language contact phenomena such as loan translation (Calques), borrowing, pidgins, and creoles, and transfer or interference.

Blanc (1989, p. 35) says that code-mixing is the use of elements of one language in another language. It is the translation from using linguistic units (words, phrases, clauses, etc.) of one language to the use of those of another language within a single sentence. It refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses, and sentences). Primarily from two participating grammatical systems within a sentence. Wardhaugh (1986, p. 86) opines that today, this phenomenon is referred to as code-mixing, the situation in which people occasionally prefer to use code formed from two other codes by mixing the two. The contact English made with the Nigerian society led to the mixture of the English language with the local languages. This is caused by the socio-cultural background in which the English language has in Nigeria.

Bamgbose (1985, p. 99) states that "in a language contact situation, particularly a close one where an exoglossic language becomes an official language in a country, the country is bound to be influenced by its linguistic and cultural role." Generally, code-switching describes any switch among languages in the course of the conversation, whether at the level of words, sentences, or blocks of speech, such as what often occurs among bilinguals who speak the same language, whereas code-mixing describes the mixing of two languages at the same word level. However, there seems to be no consensus among linguists, especially sociolinguists, on the distinction between code-switching and code-mixing.

Fasold (1984) defines code-mixing as the use of at least two distinct languages together from one language to another in the course of a single utterance. Contrary to this, Hudson (1980) defines code-switching as a speaker's use of different varieties of the same language at different times and in different situations. This seems to refer more to a diagnosis situation. In contrast to Hudson's definition, Gingras (1974, p. 104) sees code-switching from the point of view of two different languages and only occurring at sentence boundaries. He adds by saying that "it is the attraction of grammatical rules drawn from two different languages that occur between sentence boundaries.

Gumperz and Hermanelez-Chaivez (1975) describe how domain or situation switching has evolved in metaphorical switching to express a personal or affective orientation to the content of speech in contrast to a more objective or unpersonal use of a language. They further describe the two kinds of code-switching: situational code-switching, which occurs when the language used changes according to the situation at a particular time, and metaphorical code-

switching, which occurs when the language used changes according to the topic or the subject matter of discussion. In this case, the choice encodes certain social values. Focusing on multilingual children's linguistic acquisition.

Gal (1988, p. 247) defines code-switching as a conversation strategy used to establish cross- or destroy group boundaries; to create, evolve, or change interpersonal relations with their rights and obligations. One will observe that students code-switch to use the kind of code that only members of their peers will comprehend. This code may have its own distinct feature, which parents and adults may find unfamiliar.

Amekor (2009, p. 70) shows that some teachers are less proficient in the English language, and that also contributes to the use of code-switching in the classrooms. However, according to him, Brew cautions that it should be used sparingly or not at all as its pervasive use might have effects on the student`s competence and performance in the English language. Code-switching is not limited to students`s only; based on a study conducted in two senior high schools in Ghana, Ezuh (2008), cited in Amekor (2009), investigates the effectiveness of the use of code-switching as a medium of instruction in the classroom. The objective is to point out that the pattern of code-switching referred to in the work is when both English and the dominant L1 are used in explaining difficult concepts and terminologies to facilitate students' understanding and participation. In exploring the mode of instruction that facilitates students' academic performance. He postulates that they were taught by code-switching, whereas their performance declined when they were taught using English only. This might have worked in Ghana because of the common native language they share, but in a country like Nigeria without an independent national language, this mode may not be successful.

## 2.2 Theoretical framework

The theory applied in this study is the theory of code switching and code mixing. This theory was propounded by J.P. Pride in 1982. The theory on code-switching and code-mixing is a seminar contribution to sociolinguistics, particularly in understanding the intricate dynamics of language use in bilingual and multilingual contexts. The theory posits that individuals strategically alternate between languages or language varieties based on social, situational, and contextual factors. Pride suggests that code switching and code mixing serve various functions, including identity negotiation, group solidarity, and communicative efficiency.

The application of Pride's theory is widespread across linguistic research, educational settings, and sociocultural analysis. Scholars have utilised this framework to explore language behaviour in diverse communities, ranging from urban neighbourhoods to transnational contexts. In educational contexts, understanding code-switching and code-mixing assists educators in developing culturally responsive pedagogies that acknowledge and leverage students' linguistic repertoires.

Pride's theory was formulated through a combination of ethnographic observations, sociolinguistic interviews, and discourse analysis. Pride conducted extensive field work in multilingual communities, meticulously documenting instances of code-switching and code-mixing across various communicative contexts. Through qualitative analysis of linguistic data, pride identified patterns, functions, and underlying motivations driving language alternation. One notable experiment that contributed to the development of pride's theory involved longitudinal observations of bilingual speakers in naturalistic settings. By observing language behaviour over an extended period, pride gained insights into the stability and variability of code-switching and

code-mixing patterns. This longitudinal approach facilitated a deeper understanding of how language use evolves over time in response to changing social dynamics.

Pride's theory underscores the nuanced nature of language choice and its intersection with identity, power, and social relationships. It challenges monolithic views of language as a static system and emphasises the fluidity and adaptability of linguistic practices. Moreover, Pride's framework highlights the agency of language users in navigating multilingual environments and employing language as a resource for communication and social positioning.

Central to Pride's theory is the notion of communicative competence, wherein individuals possess the ability to navigate multiple linguistic codes effectively. This competency encompasses not only linguistic proficiency but also sociocultural awareness and pragmatic sensitivity to context. By recognising the multifaceted nature of communicative competence, Pride's theory advocates for a holistic understanding of language use that transcends prescriptive linguistic norms.

Pride's theory has enduring relevance in contemporary sociolinguistic research, particularly in the study of globalisation, migration, and digital communication. The increasing interconnectedness of societies has amplified opportunities for language contact and hybridity, further enriching the landscape of code-switching and code-mixing phenomena. As such, pride's theoretical framework continues to inform enquiries into the complex dynamics of language in society.

In conclusion, Pride's theory on code-switching and code-mixing represents a foundational contribution to sociolinguistics, offering insights into the multifaceted nature of language use in diverse social contexts. Through empirical investigations and theoretical elaborations, pride elucidates the social, cognitive, and pragmatic dimensions of language alternation, enriching our understanding of bilingual and multilingual communication.

## 2.2.1 Communicative competence and code-switching

Dell Hymes is the profounder of the theory on communicative competence and code-switching in 1966. The theory represents a landmark contribution to sociolinguistics, offering a comprehensive framework for understanding language use in social contexts. Central to Hyme's theory is the concept of communicative competence, which extends beyond grammatical proficiency to encompass sociocultural norms, situational appropriateness, and pragmatic knowledge. Hymes argues that speakers possess the ability to navigate various linguistic codes and styles, adapting their language use to suit different communicative situations and social interactions.

The application of Hymes' theory spans across diverse fields, including linguistics, anthropology, education, and communication studies. Scholars and practitioners utilise this language framework to analyse language behaviour in multilingual communities, develop culturally responsive pedagogies, and explore the role of language in identity construction and social dynamics. Additionally, Hymes' theory informs language policy and planning initiatives aimed at promoting linguistic diversity and equity in educational and institutional settings. Hymes' theory emerged from ethnographic research conducted in multicultural communities, where he observed the complex interplay of language, culture, and social structure. Through qualitative analyses of linguistic interactions, Hymes identified patterns of code-switching and code-mixing as strategic communicative strategies employed by speakers to achieve specific social goals. This ethnographic approach allowed Hymes to contextualise language use within broader sociocultural frameworks, shedding light on the dynamic nature of linguistic practices.

One notable experiment that contributed to the development of Hymes' theory involved participant observation in bilingual settings, where researchers documented instances of code-switching and code-mixing in naturalistic communicative contexts. By immersing themselves in the daily lives of bilingual speakers, researchers gained insight into the sociolinguistic norms of communicative strategies that govern language alternation. This experimental approach facilitated a deeper understanding of the functions and motivations underlying code switching and code-mixing behaviour. Hymes' theory emphasises the role of context in shaping language use, highlighting the importance of situational awareness and communicative appropriateness. According to Hymes, speakers possess the ability to draw upon different linguistic resources to achieve communicative goals, whether they be expressive, persuasive, or relational. Through code-switching and code-mixing, speakers negotiate social identities, assert group affiliations, and establish rapport with interlocutors, thereby demonstrating their communicative competence in diverse contexts.

A key tenet of Hymes' theory is the notion of ethnography of communication, which advocates for a holistic understanding of language in its cultural and situational context. By examining language use as a form of social action, researchers can uncover the underlying norms, values, and power dynamics that influence linguistic behavior. This ethnographic perspective enables scholars to address questions of language variation, language change and language ideology within specific sociocultural milieus.

Hymes' theory has enduring relevance in contemporary socio-linguistic research, particularly in the study of globalization, migration and digital communication. In an increasingly interconnected world, the dynamics of code-switching and code-mixing continue to evolve, reflecting the complexities of linguistic diversity and cultural hybridity. As such, Hymes' theoretical framework provides a robust analytical tool for investigating the intricate relationship between language, culture, and society.

In conclusion Dell Hymes' theory on communicative competence and code-switching offers a rich theoretical framework for understanding the dynamic nature of language use in social contexts. Through ethnographic inquiry and theoretical elaboration, Hymes elucidates the multifaceted dimensions of linguistic communication, emphasising the role of context, culture, and social interaction in shaping language behaviour.

**2.2.2 Competence and performance theory**
This is the theory that Chomsky came up with in the 1960s to further explain his generative grammar. Chomsky (1965) distinguishes between two components of language production: "competence" and "performance." Competence according to him refers to the mental knowledge of a language, the speakers' intrinsic understanding of sound-meaning relations as established by linguistic rules. While "performance" is that actual observed use of language involving more factors than phonetic-semantic understanding. Performance requires extra-linguistic knowledge such as an awareness of the speaker, audience, and context, which crucially determines how speech is constructed and analyzed. It is also governed by principles of cognitive structures not considered aspects of language such as memory, distractions, attention, and speech errors.

The publication of Chomsky's "Aspect of the Theory of Syntax" in the 1960s led to a fundamental change concerning the goals of linguistic analysis. The shift from emphasis in theory a lest from language structure to the human beings who use language caused the focus of analysis to fall on the nature of speakers' linguistic competence which stored the generation of utterance as far as language teaching is concerned, from the late 1970 son wards, communicative

competence became the slogan under which various methodological practices which sought to link pedagogy with language use in the real word were united. More recently, the common European frame work of reference (CEFR) council of Europe 2011 extended the purely language based scope of competence to include "general competence" which are those not specific to language but which are called upon for actions of all kinds, including language activities (CEFR: 9); thus embedding language within human cognitive in general and linking it to human behaviour.

For Hymes (1972, p. 281), performances are of interest since they are the product of social interaction. In order to describe performances, however, it is necessary to provide some kind of theoretical framework in which it can be embedded. In an attempt to describe performance, Hymes (1972, p. 281) recognises the following ambiguity in the use of the term.

When one speaks of performance, does one mean behavioural date of speech? Or all that underlies speech beyond the grammatical? Or both? The difficulty can be put in terms of the two contrasts that usage manifests. viz;
  1. (underlying) competence vs. (actual) performance.
  2. (underlying) grammatical competence vs. (underlying) models rules of performance
It seems, however, that while Hymes rightly identifies different senses of the term, his statements are somewhat ambiguous. Sense 2 points to a model of performance, but surely this should be contrasted not only with grammatical competence but with communicative competence too.

## 3.1 Method of the study
The method used in this study is a survey research design to see the impact of code-switching and code-mixing in the linguistic performance of students in the school of languages, College of Education Zing, Taraba State. A survey research design is a form of research in which a predetermined sequence in a structured questionnaire is given to the representative of a defined population. It is limited to Mumuye students of English Languages in College of Education Zing, Taraba State. The target level was 300 level students. It used random sampling in selecting one hundred (100) students to represent the entire 300 level students of the selected two (2) departments in the School of Languages, College of Education Zing. Sixty (60) students of the English language and forty (40) from the Mumuye Language department were respectively selected.

## 4.1 Data presentation and analysis
The data presentation and analysis of the results obtained from observation and the responses by the respondents through the questionnaire are as follows:
### 4.1.1 Some of cases of code-mixing/ switching among students
  i.    Please gõoren mo note book ɓe ENG 222 pĩinle.
        So, the speaker start with English Language then mix with Mumuye Language in almost three places. The meaning of the sentence is "Please help me with your note book for ENG 222." Here, "gõoren mo" means "help me," "ɓe" means "for," "pĩinle" means "please."
  ii.   Bilaanimin, mo lecture note ɓe MML 222 amominiya? The expression means "Bilaanimin, did you have your lecture note for MML 222 here?" So, "mo" means "you," "amominiya" means "here?"
  iii.  N kase N waa mon lecture ɓe wo lecturer pele wo fixing mi ham. Meaning "I want to go to lecture that our lecturer fixed now." Here, "N kase" means "I want to," "N waa mon"

means "go to", "ɓe wo" means "that our", "pele wo" means "did to us", "ɓe ham" means "now".

iv. N kase N waa mon lectures ɓe Education. Means "I want to go to lecture of Education". Here, "N kase N waa" means "I want to go", "ɓe" means "of"

v. Monang waa yee ye, mon e tutorial keya? Meaning; if you go home, will you come for tutorial? Here, "Monang waa yee ye mon e" means "if you go home, will you come", "keya" is a sign of question.

vi. Mo pele understanding topic ɓe shɔng mante lami ye ya? Meaning; "Did you understand the topic that was treated today?" Here, "Mo pele" means "Did you", "ɓe shɔng mante lami ye ya?" means "that was treated today?"

vii. No enita wo wani general studies. Meaning; come let us go for general studies. Here, "Enita wo wani" means "come let us go".

viii. N kase n waa mon voo, I don't think I will come back for lectures today. Meaning; "I want to go for burial, I don't think I will come back for lectures today". Here, "N kase n waa mon voo" means "I want to go for burial."

ix. Come let us go to hostel, N tãa ɓe wɔ̃ko. Meaning; Come let us go to hostel, for I am feeling hungry. Here, "n tãa ɓe wɔ̃ko" means "I am feeling hungry".

x. Shɔɔ ɓee, eta wo waa department because we have lecture now. Meaning; "my friend, come let us go to the department because we have lecture now". Here, "Shɔɔ ɓee eta wo waa" means "my friend, come let us go."

xi. Please help me with your mobile phone, saka ɓa anmani ɓa, N kase N ɓa madaa yãa wu dɔ̃sen saka. Meaning; Please help me with your mobile phone no credit in my own, I want to call my father to send money for me. Here; "saka ɓa anmani ɓa, N kase N ɓa madaa yãa wu dɔ̃sen saka". Means "no credit in my own, I want to call my father to send money for me"

xii. Bemɓi vi mo pelen ananko viya? This is not good, you misused my lecture note. No problem next time I will not give you again. Meaning; What is this you did to me? This is not good, you misused my lecture note no problem next time I will not give you again. Here, "Bemɓi vi mo pelen ananko viya?" means "what is this you did to me?" This is not good, you misused my lecture note no problem next time I will not give you again.

## 4.1.2 Research question one

What are the factors responsible for code-switching and code-mixing among Mumuye/English Language students?

| S/N | Items | SA | A | D | SD | Total/% |
|---|---|---|---|---|---|---|
| 1 | Lack of communicative competence is responsible for code-switching. | 53 (53%) | 40 (40%) | 5 (5%) | 2 (2%) | 100 (100%) |
| 2 | Multilingualism is responsible for code-switching/code-mixing. | 56 (56%) | 37 (37%) | 5 (5%) | 2 (2%) | 100 (100%) |
| 3 | Constant use of indigenous languages is what triggers code-switching/code-mixing among Mumuye/English language students. | 51 (51%) | 33 (33%) | 10 (10%) | 6 (6%) | 100 (100%) |
| 4. | Lack of having names of some objects found in our localities brings about code-switching/code-mixing. | 54 (54%) | 35 (35%) | 7 (7%) | 4 (4%) | 100 (100%) |

From the above table, the numbers of respondents/the percentage clearly indicate that lack of communicative competence, multilingualism, constant use of indigenous languages, and lack of having names of some objects found in the localities are the factors responsible for code-switching and code-mixing among Mumuye of English language.

### 4.1.3 Research question two

How do code-switching and code-mixing affect students' communicative competence among Munuye students of English language in the School of Languages, College of Education Zing?

Table 2: The numbers/percentage responses of respondents regarding the way code-switching/code-mixing affects students' communicative competence among Mumuye students of English language' in School of Languages, College of Education Zing.

| S/N | Items | SA | A | D | SD | Total% |
|-----|-------|-----|-----|-----|-----|--------|
| 1 | Code-switching/code-mixing can affect students' communicative competence as they use to violate the rules immanent in standard English. | 54 (54%) | 31 (31%) | 11 (11%) | 4 (4%) | 100 (100%) |
| 2 | Code-switching/code-mixing can affect students' communicative competence as they do not use the language in actual concrete situations. | 55 (55%) | 34 (34%) | 9 (9%) | 2 (2%) | 100 (100%) |
| 3 | Having knowledge of many languages can affect students' communicative competence | 42 42% | 25 25% | 18 18% | 15 15% | 100 100% |

From the above table, the numbers of respondents/the percentages dearly show that code-switching can affect students' communicative competence as they use to violate the rules immanent in Standard English, they do not use the language in actual concrete situations, and having knowledge of many languages can affect students' communicative competence.

### 4.1.4 Research question 3

How can the impacts of code-switching/code-mixing affect a Mumuye student of English language?

Table 3: The numbers/percentage responses of respondents regarding how the impact of code-switching/code-mixing is to Mumuye/English language students are as follows:

| S/N | Items | SA | A | D | SD | Total% |
|-----|-------|-----|-----|-----|-----|--------|
| 1 | Mumye language students' shoul be advised to be conscious of mother tongue (MT) and first language (L1) to second language (L2). | 50 (50%) | 40 (40%) | 8 (8%) | 2 (2%) | 100 (100%) |
| 2 | To minimise code-mixing, the students' should have communicative competence and avoid switching from one language to another in any expression. | 58 (58%) | 33 (33%) | 9 (9%) | 0 (0%) | 100 (100%) |
| 3 | To have an impact of code-mixing, students' should advise being conscious of the target language while making any expression to avoid mixing words from one language to another except for exclusion. | 63 (63%) | 31 (31%) | 4 (4%) | 2 (2%) | 100 (100%) |

The above table indicates that Mumuye students' English language should be advised to be conscious of their tongue (MT) and first language (L1) to second language (L2), they should have communicative competence, and they should be conscious of target language while making any expression to avoid Code-switching/mixing words from one language to another except for exclusion.

## 4.2 Discussion of findings

Code-switching may not be as serious an interference phenomenon as code-mixing. It involves two or more participants in a speech setting or conversation. A speaker says one or more sentences in one language and then switches over to sentences in another language. Through the data collected and analysed, the study shows that the factors that trigger code-switching and code-mixing were mostly lack of vocabulary and competence in the English language. In most cases, code-switching and code-mixing occur between people who share or understand both languages used. Based on the research, it was clearly indicated that multilingualism is one of the factors responsible for code-switching and code-mixing among Mumuye of English language students in School of Languages College of Education Zing. The researcher noticed that during the time he was doing research, he discovered that students used to switch from one language to another; likewise, they used to mix some words from one language to another, which proved their multilingual or bilingual characteristics.

It is also indicated that lack of linguistic competence is one of the factors that triggers code-switching and code-mixing. Because most of the students in the school of languages strongly show that they lack communicative competence. They do not have linguistic knowledge possessed by native speakers of a target language. That shows that they have problems distinguishing between grammatical sentences and ungrammatical sentences; switching from one language to another becomes unavoidable.

Based on the information gathered, it is indicated that mother-tongue and first language (L1) to second language (L2) are also the cause of code-switching and code-mixing among Mumuye of English language in school of languages students in College of Education Zing. In any conversation or expression, students most of the time use the knowledge of their mother tongue in their expressions, which normally affects their linguistic performance. It is proven based on the findings that mother tongue and first language (L1) to second language (L2) are also the causes of code-switching and code-mixing. That shows that the language that the student acquires first will be difficult for him/her to be perfect in the subsequent language he/she may come into contact with. The research also has shown that constant use of indigenous language by school of languages students also affects the student's linguistic performance and usually brings about code-switching and code-mixing. That lack of having names of some objects found in our localities in standard English normally leads students to switch or mix the names of those objects during formal conversation.

According to the research by the researcher, code-switching and code-mixing can affect students' linguistic performance as they use violet rules immanent in standard English; they do not use the language in actual concrete situations. Through the findings, it is indicated that code-switching and code-mixing can affect students' linguistic performance in the School of Languages. Since most of them lack vocabulary of English, they lack linguistic competence. The influence of mother tongue and first language (L1) to second language (L2), etc. has seriously affected the students' linguistic performance.

**5.1 Conclusion**

The findings of the study are that code-switching and code-mixing are prevalent in most students in the school of languages. This is because most of the students come from an environment where indigenous language is the language of communication. Most of them have a well-established conceptual and lexical system in the local language, so this interferes with their use of the English language in all areas. Some students are ignorant of the errors they make due to code-switching and code-mixing. The impact identified in this research could create awareness on such linguistic behaviour and possible ways of fluently speaking in English; it will have a greater impact on their linguistic performances and general academic performance.

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# Appendix

## Questionnaire

Matters to note:

i. The information given on this questionnaire will be held in strict confidential and will be used for the purpose of the study

ii. If any of the questions may not be appropriate to your circumstance, you are not under obligation to answer

**PERSONAL DATA (PROFILE)**

Name…………………………………………Sex……………………

**Marital Status:** Married ☐ Single ☐ Separated ☐ Divorced ☐

**Age:** Bellow 20 years ☐ 20 – 30 years ☐ 30 – 40 years ☐

Tick ☐ your opinion from the option (s) which agrees with your opinion.

Thank you.

Questions:

## Recommendations

The study of the impact of code-switching and code-mixing is inexhaustible, as it may be from place to place. Further research could be carried out on the effect of code switching and code-mixing or other aspects of human endeavours, especially on:

1. Teachers of both English and Mumuye languages consciousness of the implications of code-switching and code-mixing on the communicative competence of students in avoiding switching from one language to another in any expression

2. Research could also venture into the psychological effects of code-switching and code-mixing on students in regards to English language learning as a second (L2) or Nigerian official language.

3. They can only switch or mix when they want to exclude non-speakers of, say, the Mumuye language.