EFFECT OF CODE SWITCHING ON NCE 1 STUDENTS IN A CLASSRROM SETTING IN COLLEGES OF EDUCATION IN GOMBE STATE

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Abstract

This work investigated the effect of code switching among NCE I students of the three Colleges of Education (Federal College of Education, (Technical) Gombe, College of Education and Legal Studies, Nafada and College of Education, Billiri) in Gombe State. The objectives of the study were to find out how code-switching takes place among students of NCE I in Colleges of   Education Gombe State; to find out the patterns of code-switching among students of NCE I and; find out the impact of code-switching among. The grand design this study adopts, is survey finding expression in the use of both questionnaires. Using systematic approach, three hundred and fifty (350) students from the three colleges (FCET, CELS and COEB) under review who are from different disciplines and different ethnic groups in Nigeria were target ed as the respondents. The data was presented and analyzed using PLS-SEM. The hypothesized relationship between SPIS; PSN and SPC was tested and the findings of this study support the relationship that PSN; SPIS are related to SPC. This study would want to further argue that ethnicity; social connections, colleges` regulations, union level engagement and parent's occupation among others in the context of Gombe state environment need to be strengthened and fortified to curtail the exodus of socio-linguistic potentials as well as magnetize other linguistic balancing possibilities.

Keywords: Code switching, Trans-language, Classroom setting, Learning, Colleges and Socio-linguistics

Introduction

If language speakers should attain a linguistic breakeven in this prevailing globalized setting, code-switching should be allowed a place in the linguistic landscape so as to record a remarkable level of communication efficiency hence a higher possibility for social cohesion and intergenerational coordination among other social reengineering mechanisms. In similar vein, the internal dynamics expressed in relevant communication dynamics typical of strategic instructional manifestation provided through conventional academic activities achieved through informal settings plays significant role in sustaining linguistic balance as well a platform to succeed and sustain. By any conventional scale of measurement, the role played by code switching in the determination of linguistic balance and propensity to expand social cohesion and instructive learning cannot be overstressed. This, expressed in the activities of students associations and clubs as well as home upbringing or parents occupation among others, provide a multiplicity of arguments as to theoretical controversies regarding the mode of code switching, comparative advantage associated with each individual mode and the degree of linguistic gain or loss recorded by the learning environment as a result of occupation or mode of use of code switching in both short and long terms. Significant quantum of such productive use of code switching (as appropriate) puts the NCE students in a more advantageous position thereby being able to perfect fluency in day to day conversation and appreciate in terms of

aggregate linguistic interaction output. In contrast, where the use is only learning related as in the case of structured class situation, linguistic profile turns low with accompanying degree of linguistic imperfection as a result of under use or wrong use of the language codes hence increasing burden and widening the gap between groups of speakers while encouraging disequilibrium in multiple ways. In addition to factors such as school regulations on linguistic conversations, students association based dealings, have proven to occupy a premier position considering the social role in creating a balance between code switching and learning.

Code switching is the practice of moving back and forth between two languages or between two dialects or registers of the same language at one time[2]. Code-switching is a method of multilingual individuals switching between languages in conversation[3]. However, the term also refers to changing cultural aspects to fit in.

The main objectives of the study are: to find out how code-switching takes place among students of NCE I in Colleges of Education Gombe State; to find out the patterns of code-switching among students of NCE I and; find out the impact of code-switching among students of NCE I.

RELATED LITERATURE

2.1 INTRODUCTION

This section reviews relevant literature on the major variables of the study with a view to critically commenting on

parameters such as methodology and findings where available. The following are the issues thus:

2.1.1 AN OVERVIEW OF CODE-SWITCHING

A lot of authors around the globe have dealt with the processes of code switching, code mixing and borrowing, not all of them have provided clear-cut distinctions for such phenomena. Code switching and borrowing are explained as a continuum in progression in which code switching precedes borrowing in time and is more restricted in its use (individual vs. societal).

In Pahta's (2004) words: "The distinction between the two may seem straightforward in theory: switching involves the use of two languages in one utterance, whereas the term 'borrowing' is used of embedded elements that have been integrated into the host language." Moreover, as stated by Pahta (2004), code switching can be both situational and metaphorical. Situational code switching occurs when the codes are used depending upon the situations. Situational code switching does not involve any topic change. When a situation of speaker changes, the codes used also change. Here, a change of topic requires a change of language. The process of changing the codes has connections with the social value and status of speakers. Since, they are deciding the codes to be selected

Code-switching is a widely recognized phenomenon that has gained increasing attention in recent years. Generally, code-switching is a linguistic phenomenon where speakers alternate between two or more languages or language varieties within a single conversation or discourse

(Wan Rusli et al., 2018). Bilingual or multilingual individuals commonly use it in formal and informal settings (Abu Bakar & Dahlan, 2018). Code-switching serves various purposes, such as conveying social identity, expressing solidarity with a particular group, or emphasizing a particular point (Barnes, 2012; Raja Mhd Shahnuddin & Ahmad Nor, 2022). It can also be used as a strategic communication tool in multilingual contexts, where speakers use code-switching to fill lexical or grammatical gaps in one language with words or structures from another. However, code-switching can also be a source of prejudice and discrimination in specific social contexts where multilingualism is stigmatized. Code-switching has also become increasingly prevalent in popular culture, particularly music and entertainment. Musicians and artists often incorporate code-switching into their lyrics to express their cultural identity or appeal to a broader audience (Loureiro-Rodríguez et al., 2018). For example, Latin artists may use Spanglish (a mix of Spanish and English) in their songs to appeal to both English and Spanish speaking listeners. Additionally, code-switching can be used as a comedic device in television shows and movies (Subkhi & Shaari, 2021). Characters may switch between languages or dialects for comedic effect, highlighting the linguistic diversity of the characters and the cultural context in which the story takes place. However, despite its widespread use, little research has been conducted on the issues of code-switching in popular culture and its functions. This study aims to fill this gap by addressing varied issues with regards to the use of code-switching in popular culture and exploring what

function the code-switching serves in popular culture. The study of code-switching in popular culture can shed light on the role of language in shaping social identity and cultural representation (Treffers-Daller et al., 2020). Popular culture reflects a society's values and beliefs. By examining how code-switching is used in popular culture, researchers can gain insight into how linguistic diversity is perceived and represented in different contexts. Furthermore, the study of code-switching in popular culture can provide a better understanding of how language is used as a tool for communication and expression in a globalized world. As society becomes increasingly multicultural and multilingual, understanding the role of code-switching in popular culture can inform how people communicate and interact with others from different linguistic and cultural backgrounds. Overall, studying code-switching in popular culture is essential for advancing our understanding of language, culture, and identity in contemporary society.

2.2.2 THE USE OF CODE-SWITCHING IN POPULAR CULTURE

For decades, linguists and sociolinguists have been fascinated by code-switching, the practice of alternating between two or more languages or dialects within a single discussion or encounter. Code-switching has gained widespread popularity in popular culture, evident in its prominent use across various mediums such as music, films, television programmes, social media, advertisements, and prose fiction, indicating its enduring presence and influence (Astani et al., 2020; Fotiou, 2017; John & Dumanig, 2014; Loureiro-Rodríguez et al., 2018; Maros et al., 2016;

Martin-Anatias, 2018; Müller, 2015; Subkhi & Shaari, 2021). This literature review explores code-switching in popular culture, its functions, and its impact on the audience. Music is one of the most prominent media that uses code-switching. A study by Loureiro-Rodríguez et al. (2018) studied the usage of code-switching in the lyrical creation of the bilingual or bicultural band Texas Tornados. They found that code-switching in the songs of a bilingual band is being used to accentuate or translate what has been conveyed in English, and to address their audience. The code-switching also ensures that the interlocutor understands the meaning of the chosen words. Since this study primarily focuses on hip-hop music, it signifies a break from previous musical genres' representations of language. It connects to macro-social differences between bilingual and bicultural societies, shifts over time, or even both. Code-switching is employed in the film to depict multiculturalism and solidarity. For example, Maros et al. (2016) focused their research on code-switching exchanges in Ola Bola. The study used David Crystal's (1987) theory to evaluate the functions of code-switching used among Malaysians, as exemplified by the multi-racial characters in this specific film. According to the data analysis results, the causes of code-switching in Ola Bola are unity in a multi-racial community, solidarity, and patriotism from a Malaysian perspective. Similarly, in the television series "Oh My English!", code-switching is used in Malaysian English television shows that had specific goals centered on strengthening people's solidarity and cultural identity (Subkhi & Shaari, 2021). Furthermore, Subkhi and Shaari (2021) also stated that the roles of code-switching

the television program include discussing a certain topic, interjecting, demonstrating solidarity, repeating, aiming to make the speech content clear to the listener, and using necessary lexical elements. Furthermore, code-switching has become more prevalent in online conversation due to the growth of social media platforms. As a result of the widespread use of code-switching in social media conversations, scholars have become interested in the topic. According to a study by Astani et al. (2020), repetition is the most often used code-switching function on YouTube, with intra-sentential code-switching being the most frequent type. They concluded that the process of becoming multilingual through code-switching resulted in both language gain and loss for the study's subjects. The participant's proficiency in their native tongue declines as their English skills rise. Additionally, advertisers are increasingly using code-switching in their advertisements to appeal to a variety of target populations. Advertisers can develop culturally relevant messaging, forge connections, and improve brand awareness by carefully utilizing code-switching. By considering customers' linguistic and cultural backgrounds, this practice promotes inclusivity and engagement. According to a study by John and Dumanig (2014), code-switching is used by advertisers to create identities, especially during festivals. The results also show that advertisers create these identities through code switching primarily as a marketing tool to influence multilingual consumers. By creating these identities, the advertisers hope to influence consumers by appealing to them, attracting them, and establishing a sense of trust and camaraderie. Moreover, code-switching is a literary device used in

prose fiction, such as novels and short stories, to portray the complexity of language and identity. Authors use code-switching for several purposes. Fotiou (2017) found that code switching into English in magazines and newspapers typically incorporates names, headings, quotations, set phrases, and doublets—using a term next to its translation in another language. It demonstrates several purposes, including language play, emphasis, and explanation (Fotiou, 2017). Müller (2015) stated that code-switching can also be seen as a reaction to bilingual identity in literature. In this way, literary code-switching serves as a method of approximate communication between the two closely related contact languages, elevating the status of the minority language and assisting in its preservation (Müller, 2015). With particular reference to English, code-switching in novels efficiently conveys overt displays of love while also projecting one's socio-cultural hybridity and linguistic proficiency (Martin-Anatias, 2018). Thus, code-switching is prevalent in popular culture across various media. Code-switching is used in various media, including music, movies, TV shows, social media, commercials, and prose fiction to convey cultural identity, reflect social dynamics, and promote linguistic inclusivity. Code-switching in popular culture also contributes to audience engagement, cultural representation, and the exploration of bilingual and bicultural experiences.

2.2.3. REVIEWED STUDIES ON CODE-SWITCHING

Over the years, numerous studies have examined code-switching from various perspectives, including its structural features, sociolinguistic implications,

cognitive processes, and communicative functions. A literature review of previous review studies on code-switching presents a comprehensive overview of the existing research landscape, highlighting the key findings, theoretical frameworks, and methodological approaches employed in this area. A preliminary reading of the 20 review papers revealed five main themes that framed the research. The five themes are research gap identification; discussion on methodological approaches; theoretical frameworks; use of code-switching in specific community contexts; code-switching studies in academic settings; and code-switching in popular culture. Gaps in Code-switching Studies Many studies have done review studies on code-switching to identify the research gaps of prior studies. Liao (2023), Oueslati et al. (2020), and Zhong et al. (2023) conducted review studies in researching research gaps in code-switching studies. To identify research gaps, Liao (2023) reviewed various studies on bilingual and multilingual benefits for cognitive reserve, executive functions, and code-switching costs. The study reveals that no study has examined how language/dialect distance affects executive functions, code-switching costs, and cognitive reserve (delay of dementia or Alzheimer's disease). Oueslati et al. (2020) reviewed sentiment analysis research in Arabic to outline important gaps in the literature. The study found that the gaps between modern standard Arabic (MSA) and Arabic dialects are caused by differences in words, grammar, and phonetics between MSA and dialects and that dialects need dialect-based resources rather than those based on MSA text. Correspondingly, Zhong et al. (2023) conducted a systematic literature review of conversational code-switching in multilingual society from a sociolinguistic perspective to identify gaps in conversational code-switching studies over the previous 13 years. The findings of the study revealed the research gaps that could be found in the methodologies, objectives, and contexts of the code-switching studies, including declining sociolinguistic research after 2019, a preference for empirical qualitative methods, and neglect of non-empirical approaches. Furthermore, there is a global scarcity of code-switching studies, particularly in Oceania, South America, and Africa. While China dominates research in Asia, more comprehensive studies are needed for other Asian countries. Additionally, comparative studies and macro social factors in code-switching research are lacking, and recent publications focus on the impact of code-switching on language attitudes and identity. Thus, the previous review studies' findings help the researcher identify gaps that should be filled in the present study. Methods, Approaches and Theories of Code-switching Studies Several researchers have done review studies on code-switching to discuss prior studies' methods, approaches, and theories. These review studies were conducted to discuss research methods, approaches, and theories in existing code switching studies: Bautista (1991); El-Saghir (2010); Liao (2023); Lin (2013); Oueslati et al. (2020). In order to highlight the content and methodological contributions of the various studies, Bautista (1991) analyzed code-switching studies conducted in the Philippines. This study has uncovered 16 local studies on code-switching that have employed various data-collection methods and linguistic or sociolinguistic analysis as their primary instrument. Some of these

are distinctive and challenging for other researchers to duplicate. Similarly, Liao (2023) reviewed various studies on bilingual or multilingual benefits on cognitive reserve, executive functions, and code-switching costs to present typical methodologies. The study's results found four examples of experiments with the methodologies for this area: onset age of dementia and first appointment age from clinical records, task switching (colour-shape switching) paradigm, Simon task, and code-switching cost analyzed by event-related potential (ERP). Nevertheless, the review done by Liao (2023) seems to focus more on Alzheimer's disease than the code-switching phenomenon itself, which makes the study irrelevant to the objectives of the current study. Lin (2013) provided a review of the historical development of the different research paradigms and approaches adopted in various classroom code-switching studies for the past 30 years. Lin (2013) argued that to enhance bilingual classroom practices and examine their efficacy through research paradigms and approaches, action research must be integrated with sociolinguistic and conversation-analytic approaches. Researchers should consider socioeconomic conditions, match educational objectives to students' interests, and employ classic and progressive pedagogies, including participant structures and code-switching patterns. Since Lin's (2013) study focused on the classroom approach, the data gathered could not be used as a reference for the current study, which focuses on popular culture. On the other hand, El-Saghir (2010) evaluated sociolinguistic studies on code-switching to assess the

theories presented as explanations for the causes and limitations of code-switching. Since there is no general agreement among linguists and sociolinguists about the distinction between code-switching and code-mixing, this study addressed how linguists define code-switching and code-mixing in their interpretations and terminology. The findings of the study might help academics to have a better understanding of the difference between code-switching and code-mixing. In light of existing code-switching review studies, this research will contribute by identifying and addressing contemporary gaps. It diverges from prior works by exploring the issues and functions of code-switching in popular culture and adopting a global perspective. This approach enriches one's understanding of code-switching's societal relevance and cultural dynamics in popular culture.

2.2.4. MANIFESTATION OF CODE SWITCHING IN CULTURES: IMPLICATIONS FOR LEARNING INSTITUTIONS

Multilingual Community Identity in multilingual and transnational community is discussed in two different contexts, involving workplace discourse on WhatsApp and football clubs' interactions on Facebook (Perez-Sabater, 2021; Perez Sabater & Moffo, 2019). In both studies, participants are those of diverse linguistic backgrounds. Perez-Sabater highlighted the issue of transnational community interactions and the use of code-switching that functions as exhibition of group solidarity despite the varied languages in the participants' discourse. On similar note, the Perez-Sabater and Moffo's study revolved around the context of which the interlocutors are of diverse language

backgrounds discussing football-related topics on Facebook. Code-switching in this setting functions as establishing disparate in-group language identity. Studies across different genres of popular culture, such as on social media and online game, examined the interactions among multilingual teenagers in Thailand who code-switch to achieve communicative understanding on gaming platform (Umpornpun & Mongkolhutthi, 2022). Constructions of Meaning Constructing meaning in relation to social and cultural association is another area of concern brought forth in a number of code-switching studies. Interlocutor's code-switch from Mandarin to Taiwanese in the Lin's (2017) study attributed the use of Taiwanese to people, cultural objects, ideas that are specifically related to Taiwanese context and "locally developed" items that are expressed in interactions (p. 70). Apart from cultural and societal associations, code-switching is also discussed in light of meaning bridging, where code-switching takes place to bridge meaning in different spaces, encompassing "formal-informal, public-private, and academic-social", forming solidarity of interlocutors (Chau & Lee, 2021, p. 18). On a larger context, Schau et al, (2017) addressed the issue of bridging the gap of "home and host culture" where code-switching between Chinese and English happened to discuss American retail environment (p. 178). Analysing a cartoon broadcasted on television, Yahiaoui et al. (2021) also pointed out that code-switching is vital in meaning construction in relation to cultural milieu in Lebanese multilingual context, suggesting modern language use and wittiness of the characters in the series that reflect the cultural background of the

cartoon characters. Persuasiveness in Advertisements Studies conducted in Asian context revealed that the foreign language used in code-switching as a means of advertisement influenced evaluation and attitude of the consumers towards a product (Ahn et al, 2017; Lin & Wang, 2016). Foreign words that are inserted in product slogan can signify various interpretations of a product and thus influence the perception of the consumers. Lin and Wang claimed that consumers associate a product to luxury and sophistication when foreign words are used to advertise, in contrast to when Chinese words are dominantly used in product advertisement, where consumers perceive a product with greater sense of belonging. With regards to the exploitation of foreign language in advertisement, unlike Lin and Wang's study, Ahn et al. suggested that difficulty level of the foreign words, in their case is English, influences the effectiveness of a product advertisement that contains code-switching. They further proposed that languages that do not use the alphabets, such as Thai and Russian should consider the level of foreign words used in advertisements that utilize code-switching. On a similar note, Luna and Peracchio (2005) asserted that the switch from majority language to minority receives less favorable product evaluation as compared to the switch from minority to majority language, which is also implied in the Ahn et al.'s study disclosing that the English to Korean code-switching is the least favored by the consumers. Zhiganova (2015) however, despite being in the same European context, revealed that the participants' views in her study were not as distinct as those in the Luna and Peracchio's study. Code-switching

between English and German in advertisements is perceived as having a positive impact when it concerns international market targets, while it is viewed negatively when the issue of language threat is highlighted. One of the major findings in Zhiganova's study is in line with Lin and Wang's, suggesting that code-switching may be effectively used in advertisement depending on the origin of the product advertised. Language Styles Code-switching in songs denotes styles that carry youth and urbanity messages. English, the language used to code switch between Spanish in the Loureiro-Rodriguez et al.'s (2018) study and Zimbabwean Shona in Mugari's (2014) analysis of songs, is attributed to giving stylistic and artistic effects to the music produced. On the same note with Mugari, Akynova et al. (2014) in the Kazakhstan context, claimed that English in code-switching is the language style of the youngsters. The mix of English in interactions in daily conversation and on social media is ubiquitous, implying prestige and exhibiting a sense of communality. In contrast, Loureiro-Rodriguez et al.'s analysis of code-switching in songs by a band in San Antonio, despite English as rendering stylistic effects to the music, seems to imply a struggle to place Spanish at par with English, deducing the "subaltern status of Spanish" (p. 120) in sociolinguistic context of Spanish in Texas.

2.2.5. CLASSROOM CODE SWITCHING

Classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aide). In this discussion, both code-mixing (intraclausal/sentential alter-nation) and code-switching (alternation at the inter-clausal/sentential level) are referred to by the umbrella term, code-switching, as this is also the general practice in many classroom code-switching studies. However, whether we refer to it as code-mixing, switching, or alternation, this code-X terminology begs the question of whether language should, in the first place, be conceptualized as discrete "codes" with stable boundaries. The term, "code," in linguistics has been borrowed from information theory, and Alvarez-Caccamo (2001) delineates the original and derived usage of the term as follows: In information theory, a code is a mechanism to pair two sets of signals in non-ambiguous, reversible, and context-free ways. ...Inferential views of communication propose that most understanding depends on the particulars of the relationship between literal contents and contexts... this has led to a disabling of the applicability of the "code model" to human communication (pp. 23–24). Recent years have further witnessed increasingly poststructuralist views on language, seeing language not as static "codes" with solid boundaries but rather, as fluid resources in meaning-making practices (Pennycook 2010). These views are captured in the recent use of the terms "code-meshing" (Canagarajah 2011) and "trans-languaging" (Creese and Blackledge 2010; García 2009), which seek to take away the "markedness" of the linguistic phenomenon that is traditionally called "code-switching" and conceptualize it as a social practice that is part and parcel of everyday social life. Lewis et al. (2012) aptly summarized their analysis of the historical development of the term,

translanguaging: A plethora of similar terms (e.g., metrolingualism, polylanguaging, polylingual language, heteroglossia, code meshing, trans-lingual practice, flexible bilingualism, multilanguaging, and hybrid language practices) makes this extension of translanguaging appear in need of focused explication and more precise definition. Such varied terms are competitive with translanguaging for academic usage and acceptance (p. 649). Such a vast range of studies presents difficulties in any attempt to achieve a comprehensive review in the limited space of an article. This chapter aims at providing a review of the historical development of the different research paradigms and approaches adopted in various studies. Then I analyze the difficulties and problems faced by this field of studies and share some of my own critical reflections on how this field might move forward in the future

2.2.6. THEORETICAL BACKGROUND

This research is anchored on Social Interactionist Theory by Vygotsky (1934). This stresses the significance of the environment and the context in which the language is being learned. It focuses on the pragmatics of language rather than grammar, which should come later. In this theory, the beginning speaker and the experienced speaker – be they child and adult or second-language learner and fluent speaker – exist in a negotiated arrangement where feedback is always possible. The basic appeal of this theory is the importance it places on the home and the cultural environment in early-childhood language acquisition. Language on this perspective is not an innate ability. Rather, it develops in negotiating the environment. Hence, vocabulary is bound by context or, alternatively, by the culture within which speech is necessary and understandable. This approach to language acquisition is based on culture and environment. Thus, it is not universal in scope. In fact, the theory holds that language is never universal, but always context- and time-bound. On one hand, this means that language seems to be provincial, but also utilitarian, because it develops in the environment where it is most needed and most likely to be understood. On the other hand, it keeps the level of basic comprehension solely on the level of the initial environment (http://www.ehow. com/about_5465173). According to Vygotsky, social interaction plays an important role in the learning process. He proposed the zone of proximal development (ZPD), where learners construct the new language through socially mediated interaction (Brown, 2000). Vygotsky places more emphasis on society, the social context of learning. ZPD refers to the layer of skill or knowledge which is just beyond that with which the learner is currently capable of coping. There are two levels of development in ZPD: the actual development level and the potential development level. The actual development level refers to the individual's ability to perform certain activities independently of another individual. In the potential level, the individual can perform the activities when help or support is given. The difference between the two levels is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance in collaboration with more capable peers.

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Ellis (1994) supported Vygotsky's view and said that learners are socially interactive. They are not to be considered as an associative network, a mechanistic processor of information, relatively unembodied, unconscious, mono-logic, un-situated, asocial, uncultured, and untutored. This theory provides valuable insights into how learners acquire and use language as they interact with their peers and teachers whose English is their second language. Further, it suggests that instruction must be designed in ways that will suit the nature of ESL in the Philippines, the learners, and the society.

SECTION THREE

RESEARCH METHODOLOGY

3.1 Introduction

The preceding section talked about extant literature on the research variables and this section discusses research methodology and measures undertaken by this research. Particularly, this section wraps the temperament and philosophy of the research, hypothetical framework, conceptual definitions, hypotheses, population and sampling technique, method of data collection and techniques of data analysis.

3.2 Nature and Philosophy of this Study

Generally, researchers' opinions divide on what their views portray about their specific and collective views concerning a given phenomenon, about the nature of meticulous social veracity, or facts based on their own thoughtful pattern, thus, connecting research and theoretical point of reference helps to clarify issues researcher's intend to tackle. Put differently Creswell (1994) argues that whether positivism, post positivism, subjectivism or realism represents the perspective a researchers advocate their study, the aim remains to unearth the truth about a given situation or confirm an existing reality.

Scholars such as Neuman (2003); Marczyk, DeMatteo and Festinger (2005) any research effort governed by empirical facts of cause and effect exist independent of personal emotions; analyzing facts statistically additive knowledge among others; such researchers are better patterned along positivist philosophy. In line with the foregoing arguments; and the fact this study is a quantitative one, the philosophy is positivism. Thus, this study is quantitative because it engaged the use of a measurement instrument to appreciate interactions among variables.

3.3 Population and Sample of the study

This study focused mainly on the impact of accommodation infrastructure on business propensity to grow

The requisite sample size for this study was determined using a probability sampling strategy thus, about 291 NCE 1 students were chosen which were determined based on the guideline provided by Krejcie and Morgan (1970) for sample size decisions. The probability sampling method was used in this study because it accords equal chance of choosing the elements in the population (Sekaran & Bougie, 2010; Zikmund et al., 2010).

3.4 Data Description

As mentioned in Section 3, respondents were derived from the population of the study. For the purpose of data collection,

questionnaires were distributed personally and others were sent via research assistants as approved by the TETFund after 2 months, a total of 222 questionnaires were duly filled and returned. This led to a response rate of 68.9 percent. Out of this, nine questionnaires were rejected from the analysis for one fault or the other.

Table 1:

Response Rate

Response	Frequency/Rate
Number of distributed questionnaires	322
Returned questionnaires	222
Returned and excluded questionnaires	9
Not returned questionnaires	91
Response rate	68.9%
Usable response rate	31.1%

Source: Computed Values using Structural Equation Modelling (SMART PLS)

Table:
Variables
Loading

Construct	Item	Loading	Composite reliability	AVE
NCE 1 Students propensity to code switch (SPC)	SPC1	0.9464	**0.835**	**0.667**
	SPC2	0.9027		
	SPC3	0.8022		
	SPC4	0.9208		
	SPC5	0.9619		
	SPC6	0.9250		
	SPC7	0.7765		
	SPC8	0.8071		
	SPC9	0.7593		
	SPC10	0.9861		
	SPC11	0.9861		
Parents occupation and Social interaction at union/ non-regulated level (PSN)	PSN1	0.8289	**0.879**	**0.615**
	PSN2	0.8064		
	PSN3	0.8774		
	PSN4	0.9772		
	PSN5	0.9752		

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	PSN6	0.8064		
	PSN7	0.8774		
Influence of school policy and instructional system (SPIS)	SPIS1	0.8774	**0.835**	**0.679**
	SPIS 2	0.9772		
	SPIS 3	0.9752		
	SPIS 4	0.8064		
	SPIS 5	0.8774		
	SPIS 6	0.8774		
	SPIS 7	0.9772		

Table 2 displays results of the AVE computations with resulting coefficients that range from 0.61 to 0.79, demonstrating that convergence validity has been recognized for all the constructs. Again, item loadings, composite reliability were all satisfactory. This implies that the items represent separate latent constructs. Discriminant validity, as shown on Table 3, checks whether measures that ought not to be related are actually not related (Fornell, & Larcker, 1981).

Table :

Discriminant Validity

	FCE(T)	COELS	COEB
SPC	**0.742**		
PSN	0.567	**0.822**	
SPIS	0.407	0.434	**0.819**

*Source: Computation using SMART PLS SEM*

Note. The bolded values represent the average variance extracted while the entries not bolded represent the squared correlations

In Table 3 above, the square roots of AVE coefficients are offered it is argued that the squared AVE should be greater than the squared correlation estimates to attain a sound discriminant validity (Hair *et al*., 2006).

3.5. Proposed Model of code switching stimulated by students background, parents occupation other environmental factors

Before the structural model is presented it should be noted here that the theoretical model has been modified via confirmatory factor analysis (CFA) that was conducted. The CFA in PLS at times undertakes deletion of some items. For instance the initial theoretical dashboard/model has two exogenous constructs – instructional related; non instructional related use – and one endogenous construct – propensity to code switch or trans-language. The endogenous construct retained 11 items after deletion whilst the two exogenous constructs retained seven items each. Figure 1 depicts the proposed model.

Figure 1 SEM Products of factors that contribute (parents' occupation, ethnicity, students' union activities etc) to code switching among NCE 1 Students
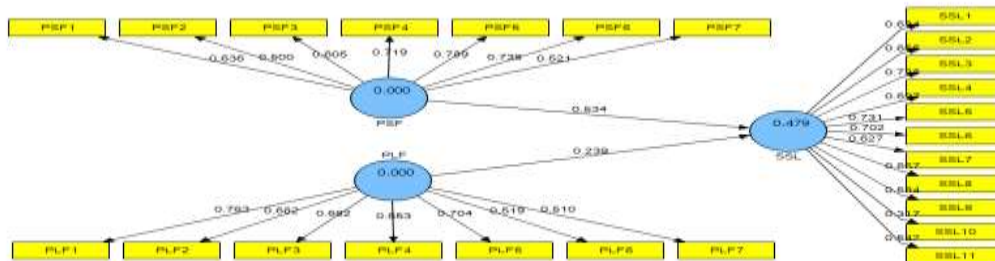
Source: Authors computation using SPLS 2

3.6   Results of Hypotheses Testing

Utilizing the outcome of the path coefficients, t- values, and standard error at which the hypotheses were accepted or not. The t-values were calculated using a 322 re sampling iterations in repetitive bootstrapping.

Table 4

Results of Hypotheses testing

	Original Sample (O)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)
SPIS > SPC	0.239291	0.102018	0.102018	2.345581
PSN -> SPC	0.53381	0.099708	0.099708	5.353732

The Table 4 explains that the two hypotheses were accepted as alternative hypotheses and they all possess a t-value that is greater than 1.28 in the figure 2 that follows it indicated the t-values obtained from the bootstrapped data.

Figure 2 SEM Products of PUSH and PULL factors to code switching among NCE 1 Students
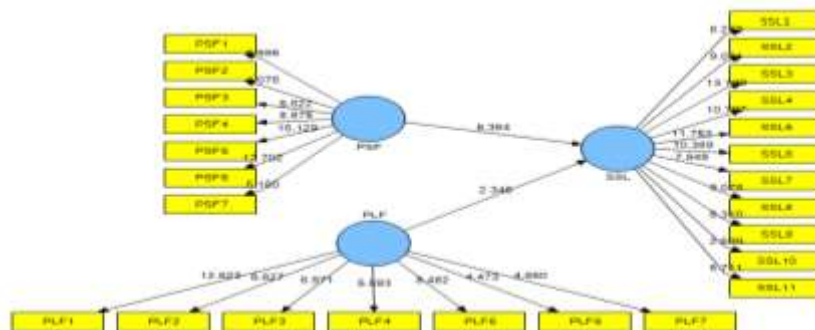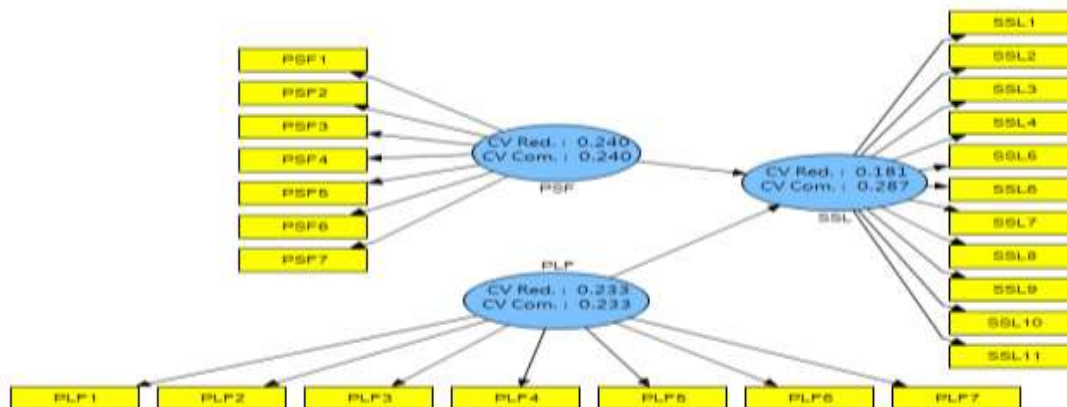

Source: Authors computation using SPLS 2

3.7 Determining the Predictive power of the Model

To ascertain whether the model is capable of predicting the relationships between the endogenous and the exogenous variables, this research further applied a test for predictive relevance of the model. Predictive relevance is represented by Q^2. Cross validated redundancy is extracted from the PLS output. The cross validated redundancy determines the ability of the model to predict the endogenous variables and hence demonstrates the quality of the model. It is argued that Q^2 should rise above zero to determine the predictive relevance of the model.

Figure 3: Q^2 values.

Source: Authors computation using SPLS 2

Table 5:

Predictive relevance

	1-SSE/SSO
SPC	0.233303
PSN	0.239731
SPIS	0.180715

The Table 5 above further consolidates the values in Figure 3 which indicates Q^2 shows an outstanding relevance of 0.23 for the SPC, 0.24 for PSN and 0.2 for SPIS Going by what Hair *et al.* (2013) pointed out that if $Q^2 > 0$, the model has predictive relevance.

SECTION FOUR

DISCUSSIONS AND CONCLUSIONS

4.1   Introduction
The preceding section presented the methodology and results, and this section discusses the analytical results and summarizes the discussion into conclusions, highlights on the possible suggestions.

4.2 Discussions
In the light of the objectives of the study notably: to find out how code-switching takes place among students of NCE I in Colleges of Education Gombe State; to find out the patterns of code-switching among students of NCE I and; find out the impact of code-switching among students of NCE I, the following findings are hereby discussed thus:

Code switching takes place on daily interactions among NCE 1 students of Colleges of Education in both instructional and non-instructional realms. In addition, translanguaging is attained through students Union based activities more than any other platform and that colleges do not have any framework or regulatory mechanism for code switching. Finally, use of code-switching impacts on students especially in both social oriented gatherings and outside class discussions even where such discussions are academic oriented such as group discussion during which most cited examples are achieved by code switching. As shown in the analytical findings of this study, NCE 1 students of the colleges under review have greater propensity to code switch in both instructional and non-instructional settings and the phenomenon is influenced by the push and pull factors.

At first, the hypothesized relationship between SPIS; PSN and SPC was tested and the findings of this study support the relationship that PSN; SPIS are related to SPC. This study would want to further argue that ethnicity; social connections, colleges` regulations, union level engagement and parent's occupation among others in the context of Gombe state environment need to be strengthened and fortified to curtail the exodus of socio-linguistic potentials as well as magnetize other linguistic balancing possibilities.

4.3   Implications

To the government and other concerned Agencies, this research will further establish the importance of making code switching effective and that could be efficiently used by government educational institutions and relevant bodies to effectively manage attract and retain code switching capabilities from Gombe state and beyond. Again, the study will serve as a source of respite to the authorities concerned such as the Ministry of Commerce, Chambers of Commerce and Industries and even the legislative arm in terms of supportive policies than can reap better outcomes and productivity in the context of utilizing opportunities that linguistic balance provides that combine to facilitate trans-language in Gombe state..

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