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A study on code-switching between Afaan Oromoo and English in an informal context

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ABSTRACT

This study examines code-switching between Afaan Oromoo (Maccaa dialect) and English in informal conversations in the Kellem Wollega Zone of Western Ethiopia. It focuses primarily on the structural relationship between Afaan Oromoo and English while also systematically documenting Amharic insertions that arise naturally in the recordings of audio conversations. Three core questions guide the analysis: which language functions as the matrix language in code-switched clauses and how this shapes word order and clause structure; how English lexical items are morphosyntactically integrated into Afaan Oromoo; and how far the Matrix Language Frame (MLF) and 4-M models account for the structural patterns observed in this multilingual environment. The recordings comprise 21 hours of spontaneous conversation involving 56 (F=18, M=38) bilingual speakers. For the quantitative analysis, three recordings were fully transcribed, segmented at the clause level, and annotated using an adapted CHAT-based format combined with Leipzig glossing rules, yielding 879 analyzable clauses. In the quantitative analysis, examples were taken from other recordings that were not part of the quantitative analysis. The results show that Afaan Oromoo overwhelmingly serves as the matrix language in both monolingual and bilingual clauses, providing word order, system morphemes, and agreement, while English and Amharic function primarily as sources of content morphemes. Of the 739 monolingual clauses, 728 are in Afaan Oromoo and 11 in Amharic in the fully transcribed subset. Among the 140 bilingual clauses, Afaan Oromoo is the matrix language in virtually all cases, with only a few exceptional Amharic-matrix clauses, while English appears as an embedded language in 70 clauses and Amharic in 54, with 6 clauses containing both English and Amharic insertions. English nouns are integrated through Afaan Oromoo case marking, possessive and focus morphology, whereas English verbs are incorporated mainly via light verb constructions in which an Afaan Oromoo verb carries all inflectional material; similar integration strategies are observed for Amharic-origin items, which often occur in the same syntactic slots but are more frequent in domains tied to local administration and everyday interaction. Questionnaire data indicate that most participants acquired Afaan Oromoo as a first language, received their early schooling through Afaan Oromoo, and encountered English—and for many, Amharic—later through formal education and wider social networks. Participants express strong instrumental and affective attachment to Afaan Oromoo and generally positive attitudes toward English, yet many also claim that languages should not be mixed while simultaneously reporting that they do not in practice keep Afaan Oromoo, English, and Amharic separate in everyday conversation. The study makes four main contributions. Theoretically, it extends the empirical basis of the MLF and 4-M models to an agglutinative Cushitic language in contact not only with English but also with Amharic, demonstrating that late outsider system morphemes consistently come from the matrix language even in three-way contact settings. Methodologically, it shows how a combined CHAT–Leipzig framework and multi-tier spreadsheet implementation can be adapted for fine-grained, clause-level analysis in an under-resourced language. Empirically, it offers the first detailed structural account of Afaan Oromoo–English code-switching that also explicitly incorporates Amharic contact patterns in informal interaction. Practically, the findings suggest that Ethiopian language and education policy, as well as classroom practice, can benefit from recognizing code-switching and cross-linguistic integration as systematic manifestations of bilingual and trilingual competence, rather than deviations from an ideal of strict language separation.

Key words: Afaan Oromoo, bilingualism, code-switching, Mecha dialect, morphosyntactic integration

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To my wife Lalise Diriba, my daughter Monet Mihiretu and my son Qabso Mihiretu

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List of Abbreviations and acronyms

Abbreviation/acronyms	Definition
@amh	At Amharic
@eng	At English
1/2/3PL	First/second/third Person Plural
1/2/3SL	First/second/third Person Singular
ACCO	Accusative
ADD	Additive Marker
ART	Article
CA	Conversation Analysis
CHAT	Codes for the Human Analysis of Transcripts
CHILDES	Child Language Data Exchange System
CLAN	Computerized Language Analysis
CNV	Converb
COP	Copula
CPs	Complement Phrases
CS	Code-switching
DET	Determiner
EFL	English as a Foreign Language
EL	Embedded Language
ELAN	EUDICO Linguistic Annotator
F	Female
FOC	Focus marker
H1	Hypotheses one
H2	Hypotheses two
H3	Hypotheses three
IMP	Imperative verb

IMPV	Imperfect verb
Ips	Inflectional phrases
LOC	Locative marker;
M	Male
ML	Matrix Language
MLF	Matrix Language Frame
MOP	Morpheme Order Principle
MP	Minimalist Program
NEG	Negative/negative particle
NOM	Nominative marker
Pass	Passive marker.
POSS	Possessive pronoun
PRV	Perfective Verb
Q	Question mark
SIV	Subject-Interrogative Word-Verb
SMP	System Morpheme Principle
SVO	Subject-Verb-Object
SVO	Subject–Verb– Object
TFRSs	Tigrinya FM radio services
TMA	Tense, Modal, and Aspect
VSO	Verb-subject-object

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CHAPTER ONE. INTRODUCTION

1. Introduction

This chapter outlines the context and significance of examining code-switching between Afaan Oromoo and English. It provides an overview of Ethiopia's linguistic diversity and sets the stage for investigating how bilingual speakers navigate their languages in informal settings. The chapter highlights the research gap concerning code-switching in these specific languages and contexts and presents the research objectives and questions.

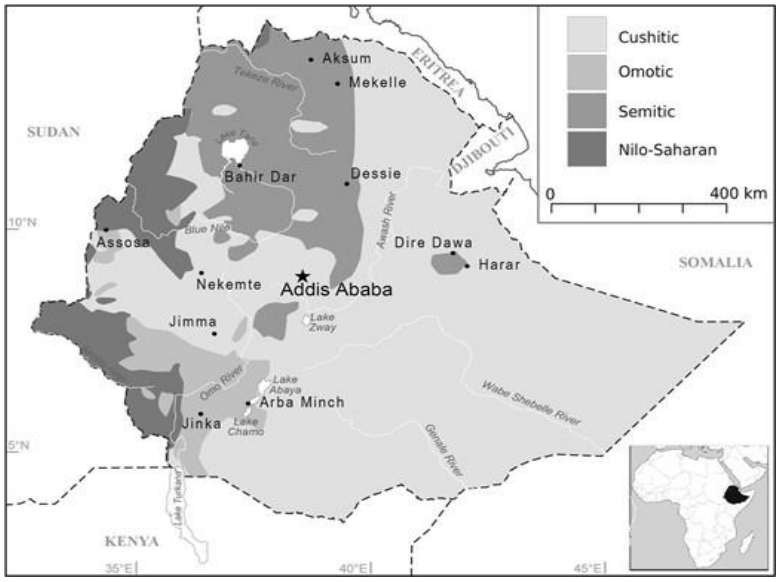
1.1 The Background of the Study

Ethiopia's linguistic landscape is characterized by profound diversity, with over 80 languages spoken across its regions, reflecting the country's rich ethnic mosaic and complex history that resulted in bilingualism or multilingualism (Leyew, 2012; Meyer et al., 2023; Woldemariam & Lanza, 2014). The coexistence of multiple languages promotes cultural exchange and contributes to social cohesion. These languages are categorised into several prominent language families, including Afroasiatic, Nilo-Saharan, and Omotic. The Afroasiatic family, the largest in Ethiopia, encompasses languages such as Amharic (the official language), Oromo, Tigrinya, Somali, and Afar, which are spoken widely across the country (Ado et al., 2021; Ammon et al., 2008; Meyer et al., 2023; Woldemariam & Lanza, 2014). In addition to Afroasiatic languages, Ethiopia is home to several Nilo-Saharan languages, predominantly spoken in the western and southwestern regions. These include languages like Nuer, Anuak, and Majang. The Omotic language family, found mainly in southwestern Ethiopia, includes languages such as Wolaytta, Kafa, and Bench, among others.

Geographically, language distribution in Ethiopia is closely tied to ethnic demographics and regional boundaries (Ado et al., 2021; Meyer et al., 2023). Amharic is predominantly spoken in central and northwestern Ethiopia, while Oromo, the most widely spoken language, is prevalent in central and western regions. Tigrinya speakers are concentrated in the northern parts of the country, particularly in the Tigray region, while Somali is spoken in the eastern and southeastern regions. Afar speakers reside

primarily in the Afar Region in the northeast, extending into parts of Eritrea and Djibouti (Ado et al., 2021; Meyer et al., 2023; Mendisu & Johannessen, 2016).

Figure 1 Distribution of Language Families in Ethiopia Map



The coexistence of multiple languages in Ethiopia provides an opportunity for studies of language contact. Among these, one significant phenomenon of linguistic contact is the practice of code-switching (CS) of bi/multilingual communities in Ethiopia. Heller (2010) notes that CS, the practice of using more than one language within a single communicative episode, has received considerable attention over the years, primarily because it challenges the prevalent expectation that only one language should be used at any given time. CS is a linguistic phenomenen observed in bilingual speech or writing, where individuals use two or more languages within a single conversation or discourse (Deuchar, 2006, 2012). In this context, the term CS denotes the practice of employing multiple languages interchangeably within the same communicative exchange. See instances of code-switching in the following examples:

1. Kanaaf **percent@eng** jaatam-ni kun gaafa haf-u
   Then, **percent** sixty-NOM this when leave-IMPV
   yoo xiqqate **percent@eng** soddom-ni *ch'aka*@amh gal-a jech-aa-dha.
   minimum **percent** thirty-NOM ***forest*** enter-IMPV say-CNV.IMPV-COP
   'So, when this sixty percent remains, at least thirty percent goes into the forest.'

2. **Income@eng** gaarii argat -a ilma -tu**.**
Income good get -3SG.IMPRV son -FOC
'The son earns a good income.'

3. *Mastaaweqiiyaa@amh godhee achi kaa'-e factory* ***blue magic@****eng-tu.*
advertisement do-3SL.M.PRV there put-3SL.M.PRV factory **blue magic**-FOC
'It is the blue magic factory that put it there doing advertisement.'

4. Kun **file**@eng-tti hidh-am-a.
This **file**- to tie-PASS-IMPV
'This is bound to a file.'

5. **Photo**@eng hin qab-uum
photo NEG have-3SL.CNV.IMPV
'It does not have a photo.'

My study focuses on CS between Afaan Oromoo and English in an informal context where Afaan Oromoo, a prominent Cushitic language spoken predominantly in Ethiopia, plays a crucial role in the cultural and social identity of its speakers. The growing prominence of English in Ethiopia, particularly in education and business (Bulcha, 1997), has led to increased CS between Afaan Oromoo and English, especially as shown in the examples above in informal settings, where speakers seamlessly integrate elements of both languages. The details of the languages under investigation will be discussed in Chapter Two.

Despite the widespread bilingualism in Ethiopia, there is a noticeable gap in research focusing on the interaction between Afaan Oromoo and English in informal settings. While some studies have examined CS in formal contexts, such as classrooms or media, the everyday linguistic practices of bilingual speakers remain under-explored. This lack of research limits our understanding of the nuanced ways in which bilingual individuals use their languages in social interactions.

To address this gap, our research focuses on the Mecha (Maccaa) dialect of Afaan Oromoo. This dialectal focus is motivated by its underrepresentation in linguistic literature and by the researcher's native-speaker proficiency, which allows for a nuanced

analysis of its specific CS patterns. By examining this data, the investigation will contribute a more comprehensive picture of bilingual communication in Ethiopia. Furthermore, it will enrich the broader field of linguistics by providing a case study for comparison with other multilingual settings.

1.2 The Aim of the Study

The aim of this study is to describe and analyze code-switching between Afaan Oromoo and English using a relevant theoretical framework, enabling comparison with code-switching studies in other bilingual contexts.

Worldwide, the phenomenon of CS has been investigated from a wide range of viewpoints, approaches, and theoretical frameworks. Researchers have focused on factors influencing CS from various angles, including factors such as linguistic, sociocultural, cognitive, and psycholinguistic aspects. See, for example, (Deuchar, 2012), (Auer, 2013), (Bullock & Toribio, 2009), (Khan & Khalid, 2018), (Wei, 2009), and (Gardner-Chloros, 2009); these are just a few.

However, there is a dearth of studies exploring CS in Ethiopia. The few available include work by (Ali, 2015; Bejiga, 2021; Sime, 2019 and Leyew, 1998). Despite considerable work on CS in Western countries, the Ethiopian context remains underexplored in the existing scholarly literature.

Ali (2015) explores the phenomenon of Oromiffa-Harari code-switching in the multilingual city of Dire Dawa, Ethiopia, with a focus on its linguistic structures and sociolinguistic motivations. The study employs a sociolinguistic approach, gathering data through focus group discussions, semi-structured interviews, and recorded conversations. Findings indicate that Oromiffa serves as the matrix language while Harari functions as the embedded language. Code-switching occurs at various linguistic levels, particularly in content words (nouns, verbs, and adjectives), and follows systematic patterns rather than being random. The study also identifies intra-sentential, inter-sentential, and tag-switching as the primary forms of code-switching in this speech community.

Sociolinguistically, the study reveals that code-switching is motivated by a range of factors, including ethnic identity, communication efficiency, and the bilingual proficiency of speakers. Speakers switch codes to reinforce group identity, facilitate understanding, and express cultural nuances. The study also finds that older speakers exhibit a higher frequency of inter-sentential switching, while younger bilinguals engage

more in intra-sentential switching, reflecting differences in fluency and language dominance. Ali (2015) concludes that Oromiffa-Harari code-switching is a structured and socially embedded linguistic practice, contributing to the broader understanding of bilingual communication in Ethiopia.

Bejiga (2021) investigates the prevalence and implications of code-switching between English and Amharic in English as a Foreign Language (EFL) classroom in Goro Secondary School in Ethiopia, Oromia region of Adama town. His study reveals that while code-switching is a common phenomenon in these educational settings, with teachers frequently employing it to support comprehension and clarify complex concepts, it is often viewed negatively by educators. Bejiga found that the primary rationale for code-switching was to address students' limited English proficiency is a challenge primarily caused by a challenge that is largely attributed to insufficient English language instruction in earlier grades. Despite some perceived benefits, such as aiding understanding of difficult material, the prevalent view among teachers is that code-switching may hinder the overall process of English language acquisition. This study highlights that code-switching serves a dual role as both a necessary pedagogical tool and a potential impediment to effective language learning.

Sime (2019) studies code-switching (CS) between Amharic (L1) and English (L2) in Ethiopian EFL classrooms, comparing its extent and types at primary (grade 7) and secondary (grade 9) levels. Classroom observations and audio recordings reveal that CS is more frequent in primary classrooms (31.9%) than in secondary (17%). The study identifies four CS types: inter-sentential, intra-sentential, extra-sentential (tag), and intra-word switching, with intra-sentential CS being dominant at the primary level and inter-sentential CS at the secondary level. The study suggests that while CS can aid learning, its frequency should be adjusted based on students' proficiency to maintain sufficient exposure to English (Sime, 2019).

Leyew (1998) examines Amharic-English code-switching in Ethiopia, focusing on its linguistic and sociolinguistic aspects. Based on data collected from university students, instructors, administrative staff, high school students, media interviews, and newspapers, the study identifies Amharic as the main language guiding the conversation (the matrix language), and English is the language that is added in or inserted (embedded language), with nouns and adjectives being more frequently switched than verbs due to morphological constraints. Code-switching is influenced by factors such as education, prestige, and linguistic economy, though monolinguals often perceive it negatively.

Leyew concludes that Amharic-English code-switching follows systematic linguistic patterns rather than occurring randomly, contributing to the broader understanding of bilingualism in Ethiopia.

Only a few studies have addressed non-Amharic bilingual combinations. Apart from Ali (2015), who studied CS between Oromiffa and Harari, most research has ignored Ethiopia's vast linguistic diversity and the dynamic multilingual practices found among speakers of languages such as Tigrinya, Somali, Sidama, and others. This imbalance has led to a narrow representation of bilingual experiences, sidelining significant linguistic communities like Afaan Oromoo speakers—despite the fact that Afaan Oromoo is the most widely spoken language in Ethiopia.

Ali (2015) remains the only study that directly investigates code-switching involving Afaan Oromoo (referred to as *Oromiffa* in his work) (see Chapter 2). However, his study is distinct from the present one in several important respects. Firstly, it focuses on code-switching between Oromiffa and Harari, not English. Secondly, Ali's study is based on the Eastern dialect of Afaan Oromoo and conducted in the multilingual urban context of Dire Dawa. In contrast, the current study focuses on the Western dialect, specifically the Maccaa (Mecha) variety, which is widely spoken in the western regions of Oromia. This dialectal variation is significant, as it can influence the morphosyntactic patterns and code-switching strategies used by speakers. Additionally, Ali's approach is primarily sociolinguistic, examining motivations for code-switching such as identity, solidarity, and communicative efficiency. While his work provides valuable sociocultural insights, it does not engage deeply with the structural or theoretical analysis of code-switching from a linguistic perspective. The current study aims to fill this gap by focusing specifically on the linguistic features, structural patterns, and theoretical implications of code-switching between Afaan Oromoo (Maccaa dialect) and English in informal communication contexts.

The existing Ethiopian studies rarely apply established linguistic frameworks, such as the Matrix Language Frame (MLF) Model, the Equivalence Constraint, or the Functional Head Constraint, to analyze structural aspects of code-switching. This methodological gap limits the extent to which findings from Ethiopian contexts can be compared to international code-switching research. The current study addresses this issue by employing a recognized theoretical framework to analyze morphosyntactic patterns, switching points, and grammatical constraints.

Finally, while factors such as sociocultural motivations, identity construction, and digital communication trends are highly relevant to the study of code-switching, they require extensive qualitative fieldwork and broader sampling strategies. Due to time and resource constraints, the present study deliberately limits its scope to the linguistic aspects of code-switching. These other dimensions are acknowledged as important and are reserved for future investigations.

In sum, the current study aims to address a number of critical research gaps: the underexplored pairing of Afaan Oromoo and English, the absence of dialect-sensitive linguistic analyses, the lack of structural investigation in informal contexts, and the limited engagement with theoretical models. By concentrating on the linguistic dimension of code-switching within the Macha dialect of Afaan Oromoo, this research contributes a much-needed perspective to the study of bilingualism in Ethiopia and to the broader field of code-switching studies.

Thus, the current study distinguishes itself from the aforementioned local study through both its focus and its contextual framework. By adopting this broader perspective, the current research seeks to address fundamental questions by applying the Matrix Language Frame (MLF) as the theoretical framework (Myers-Scotton, 1993, 2002, 2004, 2006; Myers-Scotton & Jake, 2017), which is reviewed in detail in Chapter 2, and the clause-level as the unit of analysis, which is also elaborated in Chapter 2 while sociolinguistic variables such as age, gender, education, proficiency, and interactional setting are acknowledged and documented, the study does not pursue a fully stratified variationist analysis. Instead, these variables are treated descriptively and serve to contextualize the data rather than to explain quantitative variation. This methodological choice allows for a focused and theoretically grounded examination of grammatical constraints on code-switching.

The aim is to uncover the underlying linguistic patterns and processes involved in code-switching among bilingual speakers, focusing on spontaneous, non-institutional interactions among family members, friends, neighbors, and peers, recorded in everyday settings where participants manage topics, turn-taking, and interactional roles without explicit institutional constraints with relatively symmetrical power relations. The focus on informal conversation is motivated by previous research showing that such contexts provide the most appropriate empirical basis for examining spontaneous bilingual language production and clause-internal code-switching patterns. On the basis of the data

source and analytical focus described above, the present study is guided by the following research questions.

1.3 Research Question

The main research question is, what is the nature of the structural relationship between Afaan Oromoo and English in the code-switching practices of bilingual speakers, and how well can this relationship be explained by the Matrix Language Frame model?

1.3.1 Sub-questions

1. Which language functions as the matrix language in code-switched utterances, and how does this influence sentence structure and word order?
2. How are English lexical items morphosyntactically integrated into Afaan Oromoo speech?

3. To what extent are established theoretical models of code-switching—the Matrix Language Frame (MLF) Model—applicable to code-switching between Afaan Oromoo (Maccaa dialect) and English?

1.4. Hypotheses

To address these questions systematically and with reference to both theory and empirical data, the following hypotheses are proposed. These are formulated based on previous research and linguistic models that analyze bilingual speech from a structural standpoint:

H1: Afaan Oromoo (Maccaa dialect) functions as the Matrix Language more frequently than English in code-switched utterances, based on the assumption that the dominant indigenous language in bilingual discourse typically provides the morphosyntactic frame.

H2: English lexical items will be integrated as Embedded Language elements according to their word class, undergoing specific morphosyntactic adaptations—such as case assignment for nouns and light verb constructions for verbs—to conform to the grammatical rules of the Afaan Oromoo matrix frame.

H3: The Matrix Language Frame Model effectively accounts for the structural patterns observed in Afaan Oromoo–English code-switching. This hypothesis anticipates that while certain universal constraints may apply, specific typological features of Afaan

Oromoo (such as verb-final word order and agglutinative morphology) may pose challenges to general theoretical models.

The study's findings are expected to contribute both to the descriptive understanding of bilingual speech in the Ethiopian context and to the broader field of contact linguistics and code-switching theory.

1.5. Significance of Study

These findings offer both theoretical and practical contributions to the field of bilingual language use and code-switching. Theoretically, they highlight the adaptive nature of bilingual speech, demonstrating how speakers incorporate English to enrich their vocabulary while maintaining the grammatical structure of their primary language. This supports the Matrix Language Framework (MLF) and contributes to theories of language contact and code-switching, particularly in the context of Afaan Oromoo and English.

Practically, the insights suggest that bilingual education programmes could benefit from incorporating strategies that facilitate the integration of foreign terms into native language structures. This approach would enhance the fluency of bilingual speakers and improve their ability to use both languages effectively. Additionally, these findings advocate for language policies that recognise and support the dynamic nature of bilingual communication, potentially leading to more effective educational practices and improved linguistic proficiency. Furthermore, the study sets a benchmark for future research, guiding investigations into bilingual interactions in other language pairs and informing the development of targeted educational strategies and policies.

The study might reveal that Afaan Oromoo predominantly functions as the Matrix language, providing the core syntactic structure of sentences. English, as the Embedded Language, would be used primarily for lexical items that do not have direct equivalents in Afaan Oromoo. Additionally, the findings might indicate that English terms related to technology or modern concepts are more frequently used, reflecting the necessity of borrowing terms for new or specialised concepts not covered by Afaan Oromoo.

1.6 The Study Procedure

This study is organized into six chapters, each of which builds progressively toward a comprehensive account of code-switching and language contact between Afaan Oromoo, English, and Amharic in informal conversational contexts. Chapter One introduces the sociolinguistic context of Ethiopia, with particular emphasis on the status of Afaan Oromoo and English, and outlines the research problem, aims, research questions, hypotheses, and significance of the study. It also situates the focus on the Maccaa dialect and informal interaction as a response to gaps in previous Ethiopian code-switching research.

Chapter Two presents the theoretical and empirical foundations of the study. It reviews major code-switching frameworks, with special attention to the Matrix Language Frame (MLF) model and the 4-M model and justifies their selection as the main analytical tools. It then surveys previous research on code-switching in Ethiopia and internationally, highlighting the scarcity of work on Afaan Oromoo–English and the near absence of structurally oriented studies on informal speech.

Chapter Three details the methodology. It describes the participants, the friend-of-a-friend recruitment procedure, and the data collection tools, including 28 audio-recorded dyadic conversations (approximately 21 hours) and a sociolinguistic questionnaire administered to 56 speakers. The chapter explains the three-stage data management procedure: creation of readable transcripts for all recordings; full clause-level transcription, Leipzig-style glossing, and language tagging for four selected recordings used in the quantitative analysis; and targeted extraction of language contact instances—including English and Amharic insertions—from the remaining recordings for qualitative illustration. It also outlines the adapted CHAT–Leipzig transcription system, the clause-based analytical spreadsheet, the criterion for distinguishing code-switches from loanwords, and the ethical protocols followed.

Chapter Four presents the results and data analysis. The first part offers a sociolinguistic profile of the speakers, including age, gender, education, residential history, language acquisition patterns, language of education, and self-reported code-switching habits. The second, core part applies the MLF and 4M models to the fully annotated clauses, establishing the distribution of matrix and embedded languages, documenting morphosyntactic integration strategies for English and Amharic items, and quantifying

the relative frequency of monolingual and bilingual clauses. Examples from the wider corpus are used to enrich and contextualize the structural patterns identified in the three fully glossed recordings.

Chapter Five discusses these findings in relation to the research questions and hypotheses, interpreting the dominance of Afaan Oromoo as matrix language, the treatment of English and Amharic as embedded languages, and the implications for code-switching theory and bilingual language processing. It also situates the results within broader Ethiopian and international literature and reflects on the role of proficiency, language attitudes, and functional domains in shaping observed patterns. Chapter Six concludes the study by summarizing the main findings, outlining theoretical, methodological, and practical contributions, acknowledging limitations, and proposing directions for future research on Afaan Oromoo–English–Amharic contact in other regions, modalities, and contexts.

CHAPTER 2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW ON CODE-SWITCHING

Codeswitching, the practice of using two or more than two language varieties within the same conversational exchange or utterance, is a significant area of interest in applied linguistics and sociolinguistics. This chapter provides a comprehensive overview of the theoretical frameworks and existing research on code-switching, with a focus on studies related to Afaan Oromoo, English, and similar language pairs in Ethiopia as well as worldwide.

2.1. Theoretical Frameworks on Code-Switching

I introduce two distinct theoretical frameworks for analyzing code-switching: the Minimalist approach (Cantone & MacSwan, 2009; MacSwan, 2000, 2005) and the Matrix Language Frame (MLF) model proposed by Myers-Scotton (2002).

The Minimalist Program (MP), as articulated by MacSwan (2000, 2005), asserts that the concept of a "third grammar" is unnecessary for explaining code-switching (CS). Instead, it contends that all instances of CS can be accounted for using the grammar of monolingual speech, wherein lexically encoded features are matched during the derivation of a sentence (MacSwan, 2005). However, the authors raise concerns regarding the MP's ability to fulfill Criterion (1), as it primarily focuses on speaker competence rather than actual language production, which may limit its applicability in corpus-based studies (Chomsky, 2015, p. 12). Thus, the Minimalist approach, while theoretically robust and applicable to bilingual contexts, does not focus on production data, leading to a lack of empirical applicability in this study.

Although some quantitative analyses employing the MP have been conducted (e.g., Heller, 2010), much of the research remains centred on grammaticality judgments and elicited data, lacking extensive application to real-world corpora. In contrast, the MLF model has seen broader application in studies analysing production data to investigate the interactions between a bilingual's two languages. Noteworthy contributions by Myers-Scotton (1993, 2002), Deuchar et al. (2016), Deuchar (2006), and Deuchar et al. (2018) illustrate how the MLF model successfully meets Criterion (1), the

capacity to effectively handle production data through its focus on production data. Moreover, research by Deuchar (2006) and Deuchar et al. (2018) has shown that the MLF model can effectively analyse code-switching at the clause level, thereby satisfying Criterion (2), the provision of a clause-based analysis. Both Smith and Davies have examined bilingual and monolingual clauses, further confirming that Criterion (3), the ability to encompass both monolingual and bilingual clauses, is met(Carter et al., 2011; Webb-Davies & Deuchar, 2010). Importantly, the MLF model allows for the identification of a matrix language (ML) in each mono- and bilingual clause, enabling the ML to be treated as a dependent variable with at least two variants based on its language source. By analyzing bilingual speech through the lens identifying the matrix language of each clause, the MLF model emerges as an optimal framework for assessing the degree to which one language predominates in the structural composition of a dataset.

Although Myers-Scotton posits that the MLF model functions as both a production and competence model, the majority of studies employing the MLF framework (e.g., Myers-Scotton 1993, 2002; Rahimi & Dabaghi, 2013; Deuchar 2006; Deuchar et al. 2018) primarily focus on analysing production data from speech corpora, rather than relying on grammaticality judgement data. This emphasis allows researchers to explore the interactions of a bilingual's two languages at the 'surface' level and suggests that the MLF model may be more valuable as a production model than as a competence model (criterion 2).

Furthermore, the MLF model has been argued to possess universal applicability in describing the constraints of code-switching and has been successfully tested across a variety of CS corpora, as previously mentioned (criterion 3), particularly within the parameters of "classic" code-switching which means Classic code-switching is CS in which the ML supplies the critical late SMs, outsiders as well as bridges (Myers-Scotton 2002; 2004; Rahimi, M., & Dabaghi, A. 2013).

Therefore, the MLF model stands out as the most suitable framework for this study, as it effectively accommodates the multifaceted nature of code-switching, as previously discussed. In the subsequent section, I will provide a more detailed overview of the MLF model and its application in this research context.

2.1.1. The Matrix Language Frame Model

Myers-Scotton's Matrix Language Frame (MLF) model, developed in 1993, who credits Joshi (1985) for highlighting the asymmetrical involvement between matrix and embedded languages, offers a popular theoretical framework for analysing code-switching. The model comprises several core principles, among which the Matrix Language and the Asymmetry Principles being central to the investigation conducted in this study.

2.1.1.1. Matrix Language Principle

According to Myers-Scotton, the Matrix Language Principle, integral to the MLF Model, forms the foundation for understanding code-switching in bilingual or multilingual contexts (Myers-Scotton, 2002, 2004). It operates on the fundamental premise that, within a code-switched clause, one language assumes the role of the dominant language, designated as the Matrix Language (ML), that provides the grammatical structure while the other serves as the donator language, referred to as the Embedded Language (EL) that contributes lexical items and occasionally grammatical features (Myers-Scotton, 2002 & 2004; Myers-Scotton, 1993; Deuchar 2006). It is particularly valuable for classical code-switching studies, enabling researchers to decipher the morphosyntactic framework of clauses in which code-switching takes place (Myers-Scotton & Jake, 2017).

Furthermore, the Matrix Language Principle incorporates two key component approaches that facilitate the prediction of the Matrix Language in intra-clausal code-switching involving two participating languages. These components are the Morpheme Order Principle (MOP) and the System Morpheme Principle (SMP) (Myers-Scotton, 2002; 2004; Deuchar 2006).

2.1.1.2. Morpheme Order Principle (MOP)

The Morpheme Order Principle is concerned with the arrangement of morphemes or linguistic units within a clause. It aids in determining the Matrix Language by examining the order in which these units appear. MOP plays a vital role in identifying the Matrix language based on the morphological structure of the code-switched phrase (Myers-Scotton, 2002; 2004; Deuchar 2006).

2.1.1.3 System Morpheme Principle (SMP)

The System Morpheme Principle is a complementary component approach, focusing on the function and grammatical roles of morphemes within code-switched clauses. SMP assists researchers in identifying the Matrix Language by evaluating which language contributes more substantially to the grammatical structure and morphosyntactic properties of the sentence (Myers-Scotton, 2002; 2004; Deuchar, 2006). It is noteworthy that, in her analysis of Welsh-English code-switching, Deuchar (2006) illustrates the application of both the morpheme order criterion and the system morpheme agreement criterion through the following utterance:

(6) *mae o-0n reit camouflaged yn dydimae o-0n reit camouflaged yn dydi* [MEW50]
be.3S.PRES PRON.3S-PRT quite camouflaged PRT NEG-be.3S.PRES
'he's quite camouflaged isn't he?'

According to the morpheme order criterion, the Matrix Language in this example is identified as Welsh, as evidenced by the verb mae (is) appearing at the clause-initial position, which reflects the Welsh verb-subject-object (VSO) structure. Furthermore, the system morpheme agreement criterion supports this identification, as both the verb and the subject pronoun are derived from Welsh and exhibit appropriate grammatical agreement (Deuchar, 2006). Thus, this utterance exemplifies how code-switching adheres to the syntactic and morphological norms of the Matrix Language while incorporating elements from English.

2.2. The 4-Model

Following the assertion of Myers-Scotton's MLF model, the 4-M model, which supports the MLF model, categorizes four types of morphemes based on their prominence in the language production process (Myers-Scotton & Jake, 2000); Myers-Scotton, 2002; Myers-Scotton & Jake, 2015; Jake & Myers-Scotton, 2020). The distinctions made within the 4-M Model are not merely theoretical; they are rooted in the formal syntactic properties that differentiate the four morpheme types. By refining the predictions of the MLF model, the 4-Model anticipates distributions across a broader range of linguistic phenomena, thereby extending its applicability beyond the initial findings of the MLF model that leads to the formulation of the Differential Access Hypothesis (Myers-Scotton, & Jake, 2015; Jake & Myers-Scotton, 2020; Myers-Scotton and Jake, 2000).

The Differential Access Hypothesis of the 4-M Model posits that the four types of morphemes are variably integrated into the language production process. This hypothesis elucidates the relationships between morphemes, particularly in terms of their activation and saliency at different stages of linguistic processing. Below are some briefs on the morphemes according to Myers-Scotton and her colleagues (Myers-Scotton, 2002; Myers-Scotton & Jake, 2015; Jake& Myers-Scotton, 2020).

The Differential Access Hypothesis is a key psycholinguistic extension of the 4-M model, formulated to explain why different morpheme types show distinct distributional tendencies in bilingual speech. Within the 4-M framework, morphemes are grouped into four categories—content morphemes, early system morphemes, bridge late system morphemes, and outsider late system morphemes—according to their morphosyntactic roles and, crucially, the abstract level at which they are "elected" in the production process (Myers-Scotton, 2002; Myers-Scotton & Jake, 2016). The Differential Access Hypothesis proposes that these types are not equally accessible during language production: conceptually activated morphemes (content and early system) become salient early, at the lexical–conceptual level, whereas structurally assigned morphemes (bridge and outsider late system) only become salient when clause-level grammatical structure is being built in the formulator, and this difference constrains which language can supply which morphemes in code-switching (Myers-Scotton & Jake, 2016).

Content morphemes—nouns, lexical verbs, adjectives, adverbs, and some prepositions—encode the main semantic and pragmatic content of an utterance and are directly elected to realise speakers' communicative intentions. As such, they are the morpheme type most freely drawn from an Embedded Language in bilingual clauses. See the following examples.

(7) Swahili–English (Myers-Scotton, 1993a [1997], p. 104)

… ni-li-tok-a Eldoret ni-ka-j-a Nakuru na

[1s-pst-come.out.from-fv Eldoret 1s-consec-go-fv Nakuru and]

hope y-a ku-fany-a **interview**

[hope cl9-assoc inf-do-fv interview]

"… I went from Eldoret to Nakuru with [the] hope of doing [the] interview."

(8) Turkish–Dutch (Backus, 1998, p. 105)

ondan sonar **lauw water**-nan yıkayınca …

then after lukewarm water-with wash.while …

"and then, while you're washing [it] with lukewarm water …"

(9) Hindi–English (Pandit, 1990, p. 44 cited in Myers-Scotton, C., & Jake, J. L. 2017)

some Englishmen traditional Indian women-ko passand karaten hain

some Englishmen traditional Indian women-acc like do are

"Some Englishmen like traditional Indian women"

(10) Moroccan Arabic–French (Bentahila & Davies, 1992, p. 450 cited in Myers-Scotton, C., & Jake, J. L. 2017)

walakin ça dépend de quel degré de connaissance **djal** la personne …

"but that depends on the degree of knowledge of the person …"

(11) Spanish–English (Pfaff, 1979), p. 314 cited in Myers-Scotton, C., & Jake, J. L. 2017)

"It goes without saying I think **que** [that] along with the picketing we are doing a boycott"

For example, in Swahili–English code-switching, an English verb stem such as buy can appear inside a Swahili verbal template that carries all the inflectional morphology for subject, object, and applicative marking, as in a form glossed 'he bought it for me', where the Swahili prefixes and suffixes realise the grammatical frame while buy contributes the lexical meaning (Myers-Scotton & Jake, 2016). Similarly, in Turkish–Dutch data, a Dutch noun like water can occur with a Turkish instrumental suffix (glossed 'lukewarm water-with'), indicating that the noun itself functions as a content morpheme that is easily supplied by the Embedded Language, while the case morphology that integrates it into the clause comes from the Matrix Language.

Early system morphemes are also conceptually activated, but indirectly, because their election depends on the activation of their content-morpheme heads. They include determiners, plural markers, intensifiers, and certain verb satellites, and serve to elaborate

or refine the semantic–pragmatic content encoded by content morphemes (Myers-Scotton, 2002; Myers-Scotton & Jake, 2016). In Finnish–English code-switching, for instance, plural marking can "double", with both a Finnish and an English plural morpheme attached to the same noun, reflecting the fact that plural is an early system morpheme that may be supplied by either language without violating the Matrix Language Frame model's System Morpheme Principle. A similar pattern appears in Congo Swahili–French data, where a French infinitive is prefixed by a Swahili infinitival marker, yielding a complex verb form in which both languages contribute early system morphology (Myers-Scotton & Jake, 2016). These examples support the claim that early system morphemes, like content morphemes, have relatively high cross-linguistic mobility because they are elected at the lexical–conceptual level.

Bridge late system morphemes and outsider late system morphemes are structurally assigned and become salient only once clause and phrase architecture is being constructed. Bridge late system morphemes link two units—such as possessive linkers, associatives, and complementisers—and contribute to the internal cohesion of larger constituents (Myers-Scotton, 2002; Myers-Scotton & Jake, 2016). In Swahili–English code-switching, for example, an English noun hope may appear inside a Swahili associative construction glossable as 'hope-of doing the interview', where the associative marker and its agreement morphology are Swahili bridge morphemes that integrate the English noun into the Swahili noun phrase structure. Although certain Embedded-Language bridges (such as Arabic djal or Spanish que in otherwise French or English matrices) can occur for discourse-pragmatic reasons, Myers-Scotton and Jake show that bridge morphemes typically align with the Matrix Language because they are inserted when the Matrix Language's phrase structure is being built.

Outsider late system morphemes, finally, are the type most tightly bound to the Matrix Language and are the focus of the System Morpheme Principle. These morphemes express clause-level grammatical relations that are determined by information external to their own constituent, such as tense–aspect–mood marking, subject and object agreement, and much case morphology (Myers-Scotton, 2002). In Hindi–English code-switching, for instance, an English object noun phrase like traditional Indian women can occur with a Hindi accusative suffix, where the Hindi case marker functions as an outsider late system morpheme that indexes the grammatical role of the object within a Hindi Matrix Language frame. Likewise, in Turkish–Dutch examples, Turkish case suffixes function

as outsider late system morphemes on Dutch nouns, signalling their syntactic role in the clause (Myers-Scotton & Jake, 2016). Across such corpora, outsider late system morphemes consistently come from the Matrix Language, providing robust empirical support for the Differential Access Hypothesis: because these morphemes are elected only at the level of the formulator, once the Matrix Language's clause structure has been specified, they are effectively inaccessible to the Embedded Language in classic code-switching.

Further evidence for the role of late system morphemes can be drawn from bilingual data. For example, the Welsh-Spanish data illustrates how outside late system morphemes can assist in determining the Matrix Language (ML) of a clause (Carter et al., 2011). The following example is taken from Patagonia Corpus by Carter and colleagues (2011).

(12) Welsh-Spanish (Carter et al., 2011, p.4)

oedd o wedi gorffen primaria erbyn hyn ?

be.IMP.3SG he PRT.PAST finish.NONFIN primary_school by this

'Had he finished primary school by then?' (Patagonia 6)

In this example, all morphemes are Welsh except for the Spanish noun "primaria" (meaning 'primary school'). The subject-verb agreement indicated by "oedd", which is the third person singular form of the verb "to be" in the imperfect tense, is an instance of an outside late system morpheme originating from Welsh. Therefore, the morphological evidence from the subject-verb agreement allows us to conclude that the Matrix Language is Welsh.

In summary, the Differential Access Hypothesis ties the observed asymmetries in morpheme distribution to differences in when and how morpheme types are elected in bilingual production. Content and early system morphemes, elected at the lexical–conceptual level, can readily be supplied by either language and therefore dominate Embedded-Language material, while bridge and especially outsider late system morphemes, assigned at the formulator, almost invariably come from the Matrix Language. This account not only refines the predictions of the Matrix Language Frame model but also provides a theoretically motivated basis for analysing the morphosyntactic patterns of code-switching in Afaan Oromoo–English–Amharic corpus.

2.3. The Asymmetry Principle

The Asymmetry Principle, as articulated by Myers-Scotton (2002:9), posits that bilingual speech is fundamentally characterised by an inherent asymmetry between the languages involved in communication. This principle arises from the observation that, in a bilingual context, certain languages tend to dominate others, leading to a systematic imbalance in how the languages are utilized.

In contrast to the Matrix Language Principle, which suggests that while one language (the ML) provides the structural framework for a bilingual utterance, the other language (the EL) can introduce elements that may create ambiguity, the Asymmetry Principle maintains that the vast majority of clauses within a given set of bilingual data can be distinctly classified. This distinction is significant because it suggests a higher level of clarity and unambiguity in bilingual communication than what the Matrix Language Principle would imply.

Under the Asymmetry Principle, one can expect that most clauses in a bilingual corpus will be clearly attributable to one language or the other, thus facilitating the identification of language use patterns. This contrasts sharply with the Matrix Language Principle, which allows for the coexistence of ambiguities where elements from both languages may intermingle within the same clause, potentially obscuring the dominant language. The matrix language principle acknowledges the possibility of overlapping linguistic features and ambiguities, while the asymmetry principle provides a framework that emphasises clarity and systematicity in bilingual speech.

2.4. General Contexts of Afaan Oromoo and English in Ethiopia

2.4.1. Afaan Oromoo

In this study, the language under investigation is referred to as Afaan Oromoo, in accordance with contemporary usage among speakers and in Ethiopian linguistic scholarship. In recent English-language academic literature, the term *Oromo* is also widely used, particularly by scholars writing outside Ethiopia. While acknowledging this variation in naming practices, the present study adopts *Afaan Oromoo* as the primary term for reasons of consistency and alignment with speaker preference. Where dialectal

specification is relevant, the variety spoken by the participants is identified as the Maccaa dialect of Afaan Oromoo. Alternative labels such as *Oromo*, *Oromoo*, or *Oromiffa* appear in the literature and are mentioned only where necessary for comparative or bibliographic clarity(Alemayehu & Mawadza, 2017; Bulcha, 1997, p. 326; Eberhard et al., 2020; Tamam, 2024). For reasons of consistency and transparency, the term *Afaan Oromoo* is used throughout the study after its first introduction.

Afaan Oromoo is a member of the Lowland East Cushitic branch of the Afroasiatic language family and is classified as a macro language, encompassing a wide range of dialects. Predominantly spoken in Ethiopia, Afaan Oromoo is officially coded as "orm" under the International organization for standardization 639-3 standard, which assigns unique three-letter identifiers to languages for consistent referencing in linguistic documentation and technological applications. While recent national census data is unavailable, the former Central Statistics Agency reported that approximately 34% of Ethiopia's population spoke Afaan Oromoo as their first language (Central Statistical Agency of Ethiopia (CSA), 2007). More recent estimates from Ethnologue suggest a speaker population of around 45.5 million, reinforcing its status as the most widely spoken language in Ethiopia and neighboring countries (Eberhard et al., 2020).

The speakers, who identify as Oromo, refer to their language as Afaan Oromoo, which is translated as "Mouth of the Oromo" and metaphorically as "Oromo Language" (Ali Mohammad & Zaborski, 1990; Alemayehu & Mawadza, 2017,p. 1). In academic usage, we follow the community's convention by referring to the language as Afaan Oromoo, its speakers as Oromo, and Oromia as the regional state. However, it is important to note that in many English-language publications, the term "Oromo" is used interchangeably to refer to both the people and the language (Wakweya, 2017). Afaan Oromoo includes several major dialects, such as Mecha (West), Tulama (Central), Qottu (East), Borana (South), and Rayya (North) (Alemayehu & Mawadza, 2017). For this study, we focus on the Mecha dialect spoken in western Oromia, particularly in the Wallaga zone. As Wakweya's (2017) detailed grammatical analysis demonstrates, Mecha exhibits distinctive features such as long consonants, vowel harmony, and specific verb morphology. While earlier studies often assumed mutual intelligibility among all Oromo dialects, more recent scholarship provides a nuanced view.

Banti & Mazengia (2023), in their chapter in The Handbook of Ethiopian Languages, emphasize that mutual intelligibility among dialects is not uniform but varies

based on geographical proximity and sociolinguistic exposure. For example, speakers of neighboring Western varieties (e.g., Mecha and Leqa) generally understand each other, whereas communication across geographically distant dialects, such as Mecha and Harar Oromo, can be significantly hindered. Thus, blanket statements about uniform intelligibility are misleading: Afaan Oromoo is best seen as a dialectal spectrum, and mutual intelligibility varies by distance and exposure.

Mohammed Ali and Zaborski (1990) note that the internal variation among Oromo dialects affects morphology and syntax, complicating efforts to standardize the language. This dialectal fragmentation poses challenges for education, literacy, and language planning, despite the adoption of a unified script (Qubee). Therefore, Afaan Oromoo is best understood as a dialect continuum with varying degrees of mutual intelligibility, rather than a single homogenous language.

Historically marginalized, Afaan Oromoo gained official status after the 1995 Constitution of Ethiopia, which has led to its increasing use in education and media. The language has been granted official status as one of the official languages of the Ethiopian Federal Government, alongside Amharic, Tigrinya, and Somali, and is used in administration within the Oromia region and other Kamise zones in the Amhara Regional State (Adamu, 2013; Bulcha, 1997). This reflects Ethiopia's broader constitutional commitment to linguistic equality and its recognition of all local languages (Ado et al., 2021). In educational settings within Oromia, Afaan Oromoo is the medium of instruction, with curricula and textbooks developed in the language. This integration into the educational system reflects efforts to promote the language and ensure its continued use among younger generations.

This multilingual approach also extends to higher education, where several local languages are taught as academic subjects and, in some cases, used as mediums of instruction in primary education (Chali & Parapatics, 2024; Mendisu & Johannessen, 2016; Seidel & Moritz, 2009). This linguistic reality forms the broader sociolinguistic context in which this study of Afaan Oromoo-English code-switching is situated.

Furthermore, Afaan Oromoo has a significant presence in media, including radio, television, and print, which plays a crucial role in maintaining and expanding the language's reach. (Adamu, 2013; (Wakjira & Shiferaw, 2023); Woldemariam & Lanza, 2014). However, its prominence varies across different regions of Ethiopia, where it often

competes for visibility and influence with Amharic, a Semitic language that historically served as the sole official language of the federal government and remains a dominant lingua franca across many of the regions. Amharic continues to function as the working language of several regional states and major urban centers, and it maintains a strong institutional presence in national media, administration, and education (Ado et al., 2021; cf; Chali & Parapatics, 2024). This widespread usage gives Amharic a symbolic and practical prominence that sometimes overshadows other Ethiopian languages, including Afaan Oromoo.

Although Afaan Oromoo has gained formal recognition and increasing institutional support, it continues to face challenges such as limited standardisation, uneven resource allocation, and marginalisation in federal institutions (Jbril, 2024; Midega, 2014). Nonetheless, the language's sociolinguistic presence has expanded due to internal migration, which has increased the demand for Afaan Oromoo in urban centres like Addis Ababa and Dire Dawa (Bulcha, 1997). Including Afaan Oromoo in federal media platforms like the Ethiopian Broadcasting Corporation has enhanced its national visibility(Gerencheal & Mishra, 2019). Crucially, advocacy by Oromo intellectuals, civil society actors, and community organisations has been central in asserting the linguistic rights of Afaan Oromoo speakers and linking language promotion to broader struggles for cultural recognition and political autonomy (Bulcha, 1997).

2.4.2 English in Ethiopia

Ethiopia's unique position in African colonial history, as one of the few countries to resist Western colonization, has shaped its linguistic landscape. While Ethiopia was not fully colonized, it experienced significant Italian and British influence, indirectly impacting its language policies (Leyew, 2012). English plays a significant role in education, media, and international communication. Introduced during the British occupation (1941-1944), English became the dominant language in higher education and business (Gerencheal & Mishra, 2019). Its continued prestige, especially in academic and global contexts, drives the frequent use of English among bilingual speakers.

According to Gerencheal and Mishra, the Italian occupation (1936–1941) and the subsequent British administration (1941–1944) introduced European languages and educational systems to Ethiopia. However, these colonial influences did not lead to the

establishment of English as a primary language (Bachore, 2015). Nonetheless, English has since emerged as the principal medium of instruction at the tertiary level and is widely regarded as essential for academic and professional advancement in Ethiopia.

This development reflects a broader trend identified by scholars (Coleman, 2011; Eshetie, 2010; Ngatu, 2018; Xhemaili, 2022), who argue that English functions as a *lingua franca* within Ethiopia's educational and professional spheres. It facilitates access to global knowledge and participation in international networks (Ngatu, 2018). English is introduced in grade one in the Ethiopian school system, underscoring its significance in higher education. Although Amharic remains the official working language of the nation, English occupies a prominent—albeit unofficial—role across multiple sectors. This historical context is crucial for understanding the current status of English in Ethiopia, as it highlights the intricate interplay between historical legacies and evolving national identity.

Educational reforms aimed at integrating Ethiopia into the global economy have further shaped the role of English in Ethiopia. As discussed by Gerencheal and Mishra (2019), recent reforms have emphasized the importance of English for international competitiveness and global engagement. As these scholars outlined further, the increasing globalization of Ethiopia's economy and society has amplified the demand for English proficiency, aligning with broader trends observed in other developing countries. Ethiopia's role in international organizations, particularly the African Union (AU), headquartered in Addis Ababa, underscores the significance of English in diplomatic and international contexts. (Leyew, 2012). English is often used as the working language in such forums, reflecting its importance in global diplomacy (Coleman, 2011; Xhemaili, 2022). Furthermore, the influence of international development agencies and NGOs, predominantly in English, highlights the language's role in development and humanitarian efforts (Eshetie, 2010; Leyew, 2012).

In the media landscape, English plays a prominent role. English-language newspapers, such as the "Ethiopian Reporter", "Addis Fortune", "Jimma Times," and "The Ethiopian Herald", cater to a segment of the Ethiopian population that is proficient in English (Coleman, 2011). Moreover, radio and television channels often use English to reach international audiences and educated Ethiopians (Bachore, 2015). The dominance of English in digital platforms and communication technologies further

emphasises its role in connecting Ethiopia with global trends and information (cf: Leyew, 2012).

In sum, the sociolinguistic contexts of Afaan Oromoo and English in Ethiopia reveal both convergence and contrast: while Afaan Oromoo functions as the primary vehicle of cultural identity and regional administration, English operates as the gateway to education, globalization, and international discourse. These complementary yet competing roles make Ethiopia a particularly rich site for bilingual interaction, where speakers frequently alternate between the two languages in academic, professional, and social settings.

2.5. Borrowing VS Code-Switching

It is important to establish clear criteria for differentiating between lexical loans and single-word switches in the code-switching between Afaan Oromoo and English for accurately analyzing language contact. This also offers insights into how external languages influence the structure and vocabulary of Afaan Oromoo over time.

In this study, words in Afaan Oromoo that are listed in authoritative dictionaries will be considered loans, while words not in the dictionary will be categorized as code-switches. This approach helps to clarify the relationship between language mixing and the incorporation of foreign elements in bilingual speech. We have included single-word switches and differentiated them from loans words based on their predictability (Muysken, 2000, p. 71; cf. Deuchar, 2006). This predictability is associated with "listedness," which indicates.

I relied on established dictionaries particularly 'Elelle Bilingual Afaan Oromoo and English dictionary to assess listedness (Hinsen Makuria 2009). If an English-origin term is listed in a recognized Afaan Oromoo dictionary, it is classified as a loan; if absent, it is treated as a switch. We recognized that this approach may not be watertight, as dictionaries may not fully reflect current usage, leading to potential misclassifications. In the context of this study, which aims to identify the matrix language in code-switching instances between Afaan Oromoo and English, loanwords are excluded from the analysis. See the following examples:

(18) Kaleessa akkuma ati jett -een cuf -e moobaayilii

Yesterday as you say -2SL.CNV.PRV shut -1SL.PRV mobile

'Yesterday as you said I shut down the mobile.'

(Maccaa-OC09-SAF-115)

(19) **Form**@eng gaafa guutte moo bilbileen itti

Form when fill-3SL.F.PRV while call-1SL.PRV to

him-a Yoonammoo

tell- 1SL.IMPV Yona-FOC

'When you fill out the form, I will call and tell them now'

(Maccaa-OC09-MAB-289)

For example, in example (5) the term 'moobaayilii (mobile) is a loanword from English as it is listed in 'Afaan Oromo dictionary. On the other hand, in example (6) the word 'form' not listed in the Afaan Oromoo dictionary and so is categorized as switch to English (The equivalent meaning in Afaan Oromoo is 'unka'(form). The operational criteria adopted in this study are applied consistently in the analysis chapter to distinguish embedded English material from established lexical borrowings in Afaan Oromoo.

This approach is compatible with the Matrix Language Frame model, which predicts varying degrees of morphosyntactic integration of Embedded Language material. As discussed by Stammers and Deuchar, it is important to distinguish between different types of borrowing, including peripheral borrowing, which may exhibit limited integration despite being lexically listed (Deuchar & Stammers, 2012). In line with this distinction, English-origin items in the present dataset that are attested in Afaan Oromoo lexical resources or widely used in otherwise monolingual Oromo discourse are analysed as borrowings, while non-listed items—despite often appearing within an Afaan Oromoo Matrix Language frame—are treated as instances of code-switching.

2.6. Previous Research on Code-Switching between Languages in Ethiopia

Despite Ethiopia being a multilingual country, there is a general scarcity of research exploring code-switching between pairs of other languages, and research on code-switching between Afaan Oromoo and English is notably rare. As far as I am aware, I have identified only a few studies that focus on code-switching phenomenon within educational contexts. These studies primarily examine the perceptions and attitudes of teachers and students regarding code-switching in the classroom. Among the local studies reviewed in Section 1.2, Balay (2020), Bejiga (2021), Sime (2019), Leyew (1998) and (Temesgen & Hailu, (2022) provide relevant insights into this area. However, they are methodologically and theoretically different from this current study.

Temesgen and Hailu (2022) examine the phenomenon of code-switching among English as a Foreign Language (EFL) teachers in Ethiopia, an area that has received limited scholarly attention. They aim to explore the functions and motivations behind teachers' code-switching practices, addressing a significant gap in the literature on language instruction in multilingual contexts. The primary objective of the study was to determine the specific functions and motivations that guide EFL teachers' code-switching in their classrooms. The researchers sought to provide a comprehensive understanding of how code-switching can serve both pedagogical and social purposes in enhancing the learning experience for students.

The findings revealed that teachers utilized code-switching for several key functions, including academic, managerial, and social purposes. Academically, teachers found that code-switching enhanced students' comprehension of complex concepts, especially for those with limited English proficiency. Managerially, it helped in giving clear instructions and maintaining classroom order, while socially, it fostered a supportive classroom atmosphere that encouraged student participation.

Keleta, (2020) investigates the phenomenon of code-switching between Tigrinya and English, specifically within FM radio broadcasts in Mekelle, Ethiopia. Recognizing a lack of research in this area—especially in Tigray—the study aims to elucidte on the features of intrasentential code-switching in Tigrinya FM radio services (TFRSs). By employing qualitative methods, including audio recordings from bilingual speakers and radio presenters, the research analyzes instances of code-switching predominantly from

English and Amharic into Tigrinya. The findings reveal a significant prevalence of English nouns and adjective, verbs and adverbs embedded within Tigrinya conversations, positioning Tigrinya as the Matrix Language that provides the morphosyntactic framework for these code-switching instances. This is illustrated by the example:

(13) Dhaloon -ni **exit exam@eng** kuf -e.

Generation -NOM exit exam fail -3SL.PRV

'The generation failed the exit exam.'

This example demonstrates how English nouns are integrated into Afaan Oromoo clause, replacing Afaan Oromoo lexemes such as 'qormaata bahinsaa' (exit exam). Moreover, conjunctions and adverbs represent a significant category of switched elements in Afaan Oromo informal conversation. Consider the following examples:

(14) **Still now**@eng hanga har'aa nan qaana'a beektaa?

Still now until today I-NOM be_ashamed-1SL.IMPRV know-2SG.IMPRV-Q

'Still now, until today I feel ashamed off—you know?'

(15) So mother gadi baat-e

so mother down come_out-3SL.F.CNV.PRV

na ilaal-aa jir-t-i.

me look-3SL.F.IMPRV be-3SL.F-IMPRV

'So the mother has come out and is looking at me.'

These instances demonstrate the intraclausal switching of English adverbs 'still now' and the discourse marker 'so' into Afaan Oromoo. Bilingual Afaan Oromo speakers utilize adverbs to modify Afaan Oromo verbs and discourse markers to resume a topic after a pause, thereby navigating the morphosyntactic landscape of their dominant language. Further examples illustrate the integration of English verbs into Afaan Oromoo:

16. Akka waan ta'-ee-tti **apply@eng** goch -uu barbaad -a.

As thing be-PRF.LOC apply do -VN want -3SG.IMPRV

'It wants to treat it as if it is something that applies to it.'

In this example, the English verbs are seamlessly integrated into Afaan Oromoo clauses, taking on light words of Afaan Oromoo morphemes to maintain the grammaticality of the matrix language.

These findings align with the existing literature suggesting that frequent intrasentential code-switching is associated with high bilingual proficiency. The study emphasizes the need for maintaining Tigrinya language integrity in media contexts and advocates for clear, standardized Tigrinya use among newscasters to accommodate monolingual audiences. Recommendations include establishing a Regional Language Academy to promote research and development of Tigrinya, ensuring its resilience in a multilingual society.

Emam & Mekonnen, (2022) explore the phenomenon of code-switching between Amharic and English within the Ethiopian media landscape. The authors aim to elucidate the patterns of code-switching that occur across various media genres, including sports, science, technology, and medical discourse. Their analysis reveals a notable prevalence of English elements—such as nouns, adjectives, and adverbs—integrated into Amharic sentences. The authors highlight that English components tend to follow Amharic morpho-syntactic structures, reinforcing Amharic as the Matrix Language.

Their findings contribute to the existing literature on code-switching, suggesting that such linguistic behaviour is indicative of sociocultural identity and the dynamic linguistic environment in Ethiopia. They advocate for the recognition of the prestigious status of English in the media while also underscoring the importance of preserving Amharic linguistic integrity. The study calls for future research to further explore the implications of code-switching on language use and identity in multilingual contexts.

Even though specific investigations into Afaan Oromoo-English code-switching remain limited, there are numerous studies on code-switching worldwide. Many of them

emphasise linguistic aspects using MLF model as a theoretical framework and corpus data.

2.7. Previous Studies on Morphosyntactic Integration

The morphosyntactic integration of embedded language elements into the structural framework of a matrix language has been a central topic in code-switching research. The Matrix Language Frame (MLF) model (Myers-Scotton, 1993, 2002) and the related 4-M model (Myers-Scotton & Jake, 2000) provide the primary theoretical framework for understanding how such integration occurs. In this model, the Matrix Language (ML) supplies the morphosyntactic structure of a bilingual clause, including word order, system morphemes, and agreement markers, while the Embedded Language (EL) contributes lexical (content) morphemes such as nouns, verbs, and adjectives. Morphosyntactic integration is achieved when embedded items fit into the grammatical structure of the matrix language and are governed by its morphosyntactic rules.

Empirical studies across a range of typologically diverse languages have supported this model. In their analysis of Pashto-English code-switching, Khan and Khalid (2017) demonstrate that English verbs and nouns are morphosyntactically integrated into Pashto through light verb constructions and inflectional morphology provided by Pashto. English verbs where the Pashto verb supplies tense and agreement markers. The matrix language, Pashto, retains control over grammatical inflections and morpheme order, confirming the predictions of the MLF model.

Similarly, Deuchar (2006), in her study of Welsh-English code-switching, shows that Welsh provides the morphosyntactic frame into which English content morphemes are inserted. English nouns frequently appear with Welsh determiners, and the overall clause structure conforms to Welsh syntax. In her later position paper (Deuchar, 2020), she reaffirms that inflection on a finite verb indicates the matrix language in a code-switched clause.

Akinrẹmi (2016) provides additional support for these principles through his investigation of Igbo-English code-switching. In his data, English verbs are fully integrated only after receiving Igbo tense and aspect morphology, behaving like native verbs within the Igbo grammatical system. All system morphemes, including negation

verb suffixes, come from Igbo, and the morpheme order follows Igbo syntax, confirming that structural integration is governed by the matrix language.

In a study of Cree-English intrasentential code-switching, Al-Bataineh & Abdelhady (2019) found that Cree provides the morphosyntactic frame for almost all bilingual clauses. English elements mostly act as content morphemes, while Cree provides all the system morphemes, such as case and agreement affixes. Their in-depth study supports the Matrix Language Frame model's predictions, especially the Morpheme Order and System Morpheme Principles. It also shows that structural integration is not equal, with system morphemes always coming from the matrix language.

These studies provide strong comparative evidence for the systematic and rule-governed nature of the morphosyntactic integration of items from the embedded language in bilingual speech. They collectively demonstrate that in code-switching contexts involving a morphologically rich matrix language, embedded English items are structurally subordinate and integrated into the matrix language's grammatical framework. The present study builds on these findings. Given that Afaan Oromoo is an agglutinative language with complex verbal morphology, case marking, and verb-final word order, it is expected to function as the matrix language while English uses Subject–Verb–Object (SVO). This contrast is especially evident in bilingual clauses, where the dominant language typically determines the word order of the entire clause, regardless of inserted items.

This study explores the structural differences between Afaan Oromoo and English, particularly in the context of code-switching (CS) and the determination of the Matrix Language and examines also how English lexical items are integrated into the morphosyntactic structure of Afaan Oromoo in spontaneous conversation, with particular attention to word order, system morphemes, and agreement—the same features found to determine integration in the reviewed studies (see details in chapter 4). In bilingual speech, the Matrix Language (ML) is typically the dominant language that dictates the syntactic framework, while the other language(s) (often called the embedded language) contribute to lexical and morphological elements. Understanding these structural differences is essential for determining which language is likely to serve as the Matrix Language. Morphosyntactic structure, can influence this determination.

2.8 Practices and Attitudes on Code-switching

A consistent theme in code-switching research is the discrepancy between speakers' reported attitudes toward code-mixing and their actual use of it (Mesthrie et al., 2009). This contrast between prescriptive attitudes and descriptive practice is widely reported in code-switching research and reflects an underlying tension between language ideologies, which often valorize “purity” or separation, and the pragmatic realities of bilingual communication (Deumert, 2011; Mesthrie et al., 2009; Bullock & Toribio, 2009). Similar mismatches between negative evaluations of mixed speech and frequent everyday use have been documented for Cantonese–English, Punjabi–English, and other bilingual communities, where speakers may publicly disavow code-switching while relying on it as a routine interactional resource(Chan, 2022; Chana & Romaine, 1984; Kipchoge, 2024).

In postcolonial and multilingual contexts, however, attitudes toward code-switching are often more ambivalent. Stell & Yakpo, (2015) examines macrosociolinguistic factors influencing code-switching in West African contact zones and shows that community-wide code-switching can persist as a stable sociolinguistic norm without necessarily indicating language shift or attrition. In such settings, code-switching may index urban sophistication, translocal identity, or in-group solidarity, offsetting any stigma associated with "mixing" (Stell & Yakpo, 2015).

Research on language ideologies highlights that beliefs about “good” or “proper” language use are strongly shaped by nation-state histories and standard-language cultures, which typically promote clear boundaries between named languages (Woolard, 1998). Within such regimes, code-switching—or more generally, multilingual practices—may be perceived as deficient, careless, or indicative of incomplete acquisition, even when, in linguistic terms, these practices are highly systematic and resourceful (Bullock & Toribio, 2009; Mesthrie et al., 2009).

At the same time, several studies stress that attitudes toward code-switching are rarely uniformly negative; instead, they are often ambivalent and context-dependent. While mixed speech may be publicly criticized, it can also index in-group solidarity, urban sophistication, or translocal identities in specific networks, especially among youth (Auer, 2005; Gardner-Chloros, 2009; Jehan et al., 2025).

Code-switching has been documented in some Ethiopian media and public discourse, particularly in Amharic–English contact settings where educated urban

speakers alternate between languages in universities, schools, broadcast media, and print journalism (Leyew, 1998). Recent work on Amharic public speeches confirms that speakers frequently shift to English when addressing mass audiences, often regardless of whether all listeners understand the second language (Getachew Seyoum Woldemariam & Mandefro Fenta Terefe, 2020). In these contexts, Amharic usually serves as the matrix language that carries core grammatical structure, while English contributes inserted lexical items, especially for technical concepts, globalized cultural references, and markers of modernity, thereby indexing high educational status and international orientation (Getachew Seyoum Woldemariam & Mandefro Fenta Terefe, 2020; Leyew, 1998).

Attitudes toward such Amharic–English code-switching are ambivalent. Audience studies on public speeches report that listeners attribute switching to several motives, including a need to name specialized concepts that lack widely known Amharic equivalents, a desire to display expertise, and an effort to align with international domains (Getachew Seyoum Woldemariam & Mandefro Fenta Terefe, 2020). At the same time, many respondents express concern that frequent switching diminishes the status of Amharic, threatens its role as a vehicle of national culture, and undermines comprehension for monolingual listeners, especially in formal or political events (Araya, 2011). These evaluations mirror global findings that code-switching is simultaneously perceived as a valuable communicative resource and as a potential threat to linguistic purity and inclusiveness, particularly when linked to identities (Yim, 2020; Lawson & Sachdev, 2000).

In educational settings, Ethiopian studies have focused on attitudes to code-switching in English-medium content courses and EFL classrooms. At Bahir Dar University, both instructors and first-year students in English-medium content courses report largely positive views of strategic Amharic use alongside English, especially when explaining complex concepts or discipline-specific terminology (Teklesellassie, 2018). Students indicate that switching to Amharic at key points enhances comprehension, reduces anxiety, and makes lectures more interactive, while very few call for strict English-only policies (Teklesellassie, 2018). This finding aligns with broader research in English-medium instruction contexts showing that learners typically regard teacher code-switching as a legitimate pedagogical tool rather than as a sign of linguistic deficiency (Sert, 2005; Liebscher & DAILEY–O'CAIN, 2005; Youkhana, 2010).

At tertiary EFL level, survey and classroom observation studies describe teachers' and learners' attitudes to L1 use as pragmatically positive but ideologically conflicted. EFL instructors in Ethiopian universities report frequent switching to Amharic and other local languages to clarify instructions, explain grammar, manage classroom discipline, and build rapport, even while many verbally endorse official or textbook-driven expectations of maximal target-language use (Tamene & Desalegn, 2022). Students similarly report that teacher code-switching helps them understand difficult vocabulary and structures, encourages participation, and saves time when negotiating meaning (Tamene & Desalegn, 2022). However, some teachers and higher-proficiency students express concern that too much L1 use may limit exposure to English and slow fluency development, revealing an internalized tension between communicative effectiveness and monolingual pedagogical ideologies (Tamene & Desalegn, 2022; Teklesellassie, 2018).

Within Oromo–Amharic contact zones, research foregrounds the political and ideological dimensions of code-switching. A recent qualitative study on Afan Oromo and code-switching in Oromia reports that inserting Amharic into Oromo conversation is common in urban and institutional settings but heavily debated symbolically (Abdisa, 2024). Interviewees characterize Amharic insertions as both a "modern" way of speaking and a residue of historical domination, attributing mixed speech to factors such as imperial language policies, resettlement programs, religious institutions, and labor migration (Abdisa, 2024). Many Oromo speakers in this study reject the idea that Amharic should function as the primary unifying language and instead assert Afan Oromo's central role in regional and national identity, viewing excessive mixing as a potential threat to Oromo linguistic rights and cultural continuity (Abdisa, 2024).

Specific work on Afaan Oromoo–English code-switching in informal interactions shows that Oromo typically serves as the matrix language, with English and Amharic contributing inserted lexical items tied to particular domains. In a pilot study of natural conversations in Dambi Dollo, Mihiretu & Deuchar, (2025a) demonstrates that clauses are overwhelmingly structured in Afaan Oromoo, while English insertions are largely single words or short phrases associated with education, technology, and formal institutions. Amharic insertions appear frequently and fill administratively salient positions, reflecting longer and more intimate contact with Amharic in everyday life (Wakwoya Mihiretu & Deuchar, 2025).

Across these Ethiopian studies, attitudes toward code-switching can be summarized as deeply ambivalent and stratified by language background, generation, and

social position. Bilingual speakers, especially those with high proficiency and regular contact with multiple languages, tend to view code-switching as a normal and efficient communicative practice, valuing its role in achieving precision, managing discourse, and expressing complex identities in multilingual environments (Teklesellassie, 2018). In contrast, monolinguals and some older or rural speakers are more likely to judge code-switching negatively, particularly when it reduces intelligibility, excludes non-bilingual participants, or is perceived as a form of "showing off" (ARAYA, 2011; Teklesellassie, 2018)). These Ethiopian findings echo international research that identifies a recurring discrepancy between purist language ideologies and flexible multilingual practices, with code-switching simultaneously stigmatized and indispensable in daily communication (Yim & Clément, 2021).

2.9. Sociolinguistic Variables and the Scope of the Present Study

Research on bilingualism has long emphasized the role of sociolinguistic variables such as age, gender, education, proficiency, and setting in shaping language choice and language mixing. However, structural approaches to code-switching have argued that grammatical constraints on bilingual clause formation operate largely independently of these social factors. This section reviews key findings from sociolinguistic and structural perspectives in order to situate the scope of the present study.

Sociolinguistic research has long demonstrated that variables such as setting, topic, participant roles, age, gender, education, and language proficiency influence patterns of bilingual language use (Ferguson, 1959; Fishman, 2020). However, the extent to which such variables affect the *structural organization* of bilingual clauses remains a matter of theoretical debate. Structural models of code-switching, such as the Matrix Language Frame (MLF) model, predict that grammatical constraints operate independently of many social factors (Myers-Scotton, 1993, 2002).

The present study adopts a structural focus and therefore does not attempt a fully stratified variationist analysis of sociolinguistic effects. Instead, sociolinguistic variables are treated descriptively and are used primarily to characterize the speaker sample and interactional contexts. This methodological choice allows the study to concentrate on clause-level morphosyntactic patterns and to test the predictions of the MLF and 4-M models without conflating structural analysis with frequency-based variation. A

systematic variationist analysis of these sociolinguistic variables lies beyond the scope of the present dissertation but constitutes an important direction for future research.

2.10. Transcription and Linguistic Data Analysis

In linguistic research—especially in areas like sociolinguistics, corpus linguistics, and bilingual code-switching analysis—transcription is not just a way to write things down; it is a key part of the research process (McMullin, 2023; Ochs, 1979). Transcription serves as a crucial bridge between ephemeral speech and enduring analysis in qualitative research, especially in studies involving spoken language, interaction, or narrative. As such, the choice of a transcription system is far from a neutral or mechanical task. Instead, it is a methodological choice that shapes the representation, interpretation, and ultimate understanding of data. Research in areas like conversation analysis (CA), sociolinguistics, and ethnography have shown that transcription is not just a simple process of turning speech into text; it involves interpretation influenced by different theories, language choices, and analysis goals (e.g., Ochs, 1979; Bezemer & Mavers, 2011; Bucholtz, 2007; Edwards, 2005).

Deuchar et al. (2018) emphasize the importance of using detailed and structured transcription tools that go beyond verbatim representation to incorporate morphological, language-origin, and pragmatic information. One widely recognized system for such transcription is the CHILDES (Child Language Data Exchange System), a comprehensive database and toolkit developed for the study of child language acquisition and bilingualism (MacWhinney, 2000). Transcriptions in CHILDES follow the CHAT (Codes for the Human Analysis of Transcripts) format, which is a set of rules that allows researchers to add detailed information about grammar, word choice, and context to spoken data.

A CHILDES-compatible format ensures that transcripts can be processed using specialised software such as CLAN, facilitating the systematic coding of each word's grammatical function and language of origin (see Deuchar et al., 2018). This approach is particularly effective for analysing bilingual speech, as it reveals the grammatical structure of mixed-language clauses and supports theory-driven analysis. Consequently, transcription systems must be designed to reflect the structural realities of bilingual speech in order to yield valid and reliable theoretical conclusions.

2.10.1. Existing Transcription Systems

2.10.1.1. ELAN

ELAN (EUDICO Linguistic Annotator), developed by the Max Planck Institute, is a highly flexible tool for transcription and annotation of spoken and signed language data (https://archive.mpi.nl/tla/elan). It allows for multi-tiered, time-aligned annotation, making it particularly suitable for naturalistic data involving overlapping speech, gestures, or prosody (Tacchetti, 2017; Wittenburg et al., 2006).

One major advantage of ELAN is its ability to facilitate the analysis of multiple modes of communication simultaneously—such as speech, gesture, and prosody—which is particularly important in research on indigenous or under-described languages, where non-verbal cues like emphasis, pauses, or gestures may signal clause boundaries or shifts in meaning (Himmelmann, 2006). This multimodal capability makes ELAN especially suitable for research that integrates interactional or discourse-based theories of language, including models such as the Matrix Language Frame (MLF) model (Myers-Scotton, 2002), where features like intonation and prosodic breaks can assist in identifying clause boundaries and shifts in the matrix or embedded language. As a result, ELAN is increasingly used in conjunction with theoretical frameworks that emphasize naturalistic, real-time communication (Wittenburg, P., et al. 2006; Crasborn & Sloetjes, 2010).

Despite its strengths, the ELAN has limitations. Its reliance on Java for cross-platform compatibility results in limited media handling performance, as Java lacks high-performance native media frameworks. Earlier versions also suffered timing inaccuracies due to dependencies on QuickTime and Java Media Framework, which affected the precision of media playback—critical in multimodal research. Media format support was initially limited, and while expanded later, performance still depends on codec stability.

Additionally, ELAN's search functionality is restricted, with structured searches confined to single files and multi-file support still under development (Wittenburg et al., 2006). Researchers must therefore design their own glossing conventions and export data for use in external software such as Excel, Toolbox, or FLEx, especially when dealing with complex morphosyntactic phenomena in multilingual contexts. To mitigate this, researchers working with frameworks like the MLF model often pair ELAN with

structured glossing systems such as the Leipzig Glossing Rules (Comrie, 2015), enabling them to analyse grammatical integration across languages more systematically.

2.10.1.2. CHAT

The CHAT transcription system, developed within the CHILDES project (MacWhinney, 2000), is one of the comprehensive systems available for morphosyntactic analysis of spoken language. It provides a system with different levels, letting researchers write down the exact words, break down the parts of words, identify the language used, and understand the grammar—all of which are important for MLF-based analysis.

In bilingual corpus research, CHAT has been adapted for detailed language tagging at the morpheme level (e.g., in my data @eng (for English), @amh (Amharic), allowing researchers to differentiate matrix from embedded languages across the entire corpora. Deucher et al. (2018) applied a combined approach in their work on Building and Using the Siarad Corpus Bilingual conversations in Welsh and English, using the CHAT transcription framework for structuring bilingual data and integrating Leipzig-style interlinear glosses to capture grammatical morphemes and code-switch points indicated through language-specific tags (e.g., @eng, @amh) applied at the morpheme level within the transcription tiers. It was this incorporation of Leipzig glossing—rather than CHAT alone—that enabled fine-grained morphological analysis and clear identification of language boundaries within bilingual clauses. Their tier structure included separate lines for speaker ID, utterance segmentation, morpheme glosses, and metadata, enabling automated analysis using CLAN software (see also Deuchar et al 2018). This technique was essential for verifying matrix language hypotheses with statistical rigor.

Deuchar et al. (2018) show that the CHAT transcription system is particularly effective for studying code-switching because it is designed to include explicit morpheme-level language tags, grammatical information, and structured tiers (e.g., speaker ID, utterance, gloss, translation). This detailed formatting allows for fine-grained descriptions of bilingual utterances — including which morphemes belong to which language, and how they function syntactically. Importantly, CHAT's standardized structure enables researchers to compare data across large corpora and to automate searches for specific linguistic patterns using tools like CLAN. This makes it well-suited not only for small-scale qualitative analysis but also for large-scale, data-driven

investigations of code-switching behavior across different speakers, contexts, or language pairs.

Despite its robust theoretical grounding and widespread use in language documentation, the strengths of the CHAT transcription framework come at a cost. It is highly labor-intensive, requires specialized training, and its formal markup conventions can create challenges—particularly for novice transcribers or fieldwork involving under-documented and structurally complex languages (Ochs 1979; cf. Deuchar et al. 2018). These challenges are especially acute in contexts where computational tools and language technologies are not well developed or readily available.

In contrast to ELAN, the CHAT transcription format—part of the CHILDES project (MacWhinney, 2000)—is explicitly designed to support morphosyntactic annotation, language tagging, and computational processing. CHAT uses a rule-governed structure to mark each word's language origin, grammatical category, and interactional function, and it is fully integrated with CLAN software for automated analysis (Deuchar et al, 2018). In this way, ELAN and CHAT reflect different typological emphases: ELAN prioritises multimodal, interaction-sensitive flexibility, while CHAT emphasises structured morphosyntactic annotation and computational traceability. This distinction is crucial for researchers who investigate code-switching between typologically distinct languages, such as Afaan Oromoo and English. While ELAN offers unparalleled flexibility for capturing interactional and prosodic features, CHAT provides greater analytical rigor for grammatical and corpus-based analysis. So, the transcription system must match the study's theoretical models, analytical goals, and linguistic data(Borovanský et al., 1998).

2.10.1. 3. Leipzig Glossing Rules

The Leipzig Glossing Rules provide a standardised set of conventions for interlinear morpheme-by-morpheme glossing, a method used to represent the internal grammatical structure of utterances from morphologically complex languages (Haspelmath, 2014). Interlinear glossing involves aligning each word in a sentence with one or more lines of annotation that explain its morphological components—such as case, tense, aspect, negation, or verb agreement—followed by a free translation. This method allows

researchers to present primary linguistic data in a transparent and analyzable form, particularly when working with understudied or typologically diverse languages.

For Matrix Language Frame (MLF) analysis, using Leipzig-style interlinear glossing is important to clearly show where word parts begin and end, especially when figuring out the source and role of grammar elements in sentences that mix two languages. One critical category within the MLF model is "late outsider system morphemes"—commonly referred to as late outsider morphemes. According to Myers-Scotton (2002), these are functional morphemes that are not conceptually activated by individual lexical items (i.e., content words) but are required to mark grammatical relations at the clause level. They are “late” because they are inserted late in the production process, after the morphosyntactic frame is established, and “outsider” because they rely on grammatical information external to the embedded language content morphemes.

In bilingual speech, the language that provides these late outsider morphemes typically functions as the Matrix Language (ML), the dominant grammatical frame into which elements from another language (the Embedded Language) are inserted. Identifying such morphemes is crucial for determining matrix language assignment, especially in structurally mixed clauses. For instance, see example (12).

17. "hin godh-u"

NEG do-IMPV

“ does not do (it).”

The negation prefix "hin-" and the imperative suffix "-u" are functional morphemes required by the grammar of Afaan Oromoo. If an English-origin verb stem such as export is inserted—e.g., "hin export-u"—the surrounding negation and aspect markers from Afaan Oromoo act as late outsider morphemes, indicating that Afaan Oromoo is the Matrix Language. These morphemes are not dependent on the English verb's semantics but are necessary for sentence well-formedness in Afaan Oromoo syntax.Thus, interlinear glossing that clearly separates and labels such morphemes is indispensable for rigorous MLF-based analysis, as it enables researchers to trace how structural integration occurs and which language governs the grammatical frame of the utterance.

Deuchar et al. (2018) demonstrate that using Leipzig-style interlinear glosses in conjunction with the CHAT transcription framework enhances grammatical transparency in multilingual corpora, allowing researchers to trace structural patterns and test theoretical claims about code-switching. Similarly, Deuchar (2006) applies Leipzig glossing in her Welsh–English bilingual data to disentangle the syntactic contributions of each language and clarify how grammatical structures are shared or diverge across languages. These examples underscore that Leipzig glossing is not merely a descriptive convenience, but a critical tool for theory-driven bilingual analysis.

Beyond individual studies, broader computational-linguistic research supports Leipzig glossing as a standard for cross-linguistic interoperability. For example, Nordhoff, (2020) highlights its use in large-scale projects involving endangered and typologically diverse languages, where consistent glossing and language annotation facilitate data sharing, machine readability, and comparative analysis. In this study, Leipzig glossing, improved with language marking, was crucial for figuring out the grammatical role and language source of each morpheme, which allowed for a detailed analysis of code-switched clauses within the MLF framework.

However, published examples often use Leipzig glosses instead of full corpus transcription. They require additional effort in formatting and are typically applied post hoc rather than during initial transcription. To maximise their benefit, Leipzig glossing should be embedded in a structured, tiered system like ELAN or CHAT.

CHAPTER 3. METHODOLOGY

This chapter delineates the methodology employed in the data collection process and provides an in-depth profile of the participating individuals. The specific methodologies employed in participant recruitment, data collection, and analysis are described.

3.1 Participants

Fifty-six participants (18 females and 38 males) were recruited. The participants exhibit diverse linguistic profiles, with most being successive bilinguals and trilinguals. A majority of them acquired Afaan Oromoo from birth and had their primary education through Afaan Oromoo as medium of instruction (see Figures 5 and 8). Some of them were exposed to English and Amharic from their families and caregiver and at school (see Figures 9 and 10). The participants, predominantly young adults aged 20–29, were recruited through both face-to-face interactions and remote communication (see Appendix 2 for summary of the speakers' profile in detail). Participants represented a variety of occupations, including government workers (29), students (17), individuals with various other occupations (8), and unemployed individuals (2). Almost all participants reported residing for more than twenty years in the Dambi Dollo, Kellem Wollega Zone. Of the participants, 55 have resided in Kellem Wollega for over 20 years and continue to live there. One participant had previously lived in East Shoaw for 19 years but now resides in Kellem Wollega. Notably, all participants are Mecca Oromo dialect speakers. Regarding the education level of the participants, 41 held degrees, 11 possessed diplomas, and 4 held school certificates. Overall, the participants showed a generally high level of educational attainment.

3.2 Participant Recruitment and Training

I initiated the fieldwork on July 15, 2023, by relocating to the study area. To facilitate the recruitment process, two bilingual data collectors were hired to avoid the 'observers' paradox' during data collection, as the mere presence of a researcher can impact on the behaviour of participants, potentially leading to altered or less natural interactions. The two data collectors were selected based on their experience and professional work. They

were Dambi Dollo University Public relations experts who had experience in capturing photos and recording audio and video.

To ensure the effectiveness of data collectors in naturalistic settings, a comprehensive training was given to them. I gave a brief orientation and training for data collectors and then data collectors gave training to speakers at the beginning of each data collection session, accompanying them with text letters. Ethical principles, including informed consent, privacy, and confidentiality, were thoroughly discussed in the training session. This training also included setting up recording equipment, initiating and concluding the recording, and handling unexpected situations (see Appendix 1).

The data collectors employed a specific method for participant recruitment, known as the "friend of a friend" approach method, drawing on the strategies or insights from the works of (Milroy, 1987) and Deuchar et al. (2018) to support and contextualize this recruitment method within the field of sociolinguistics and qualitative research. This approach is grounded in social network theory and is based on the interconnected nature of social relationships. The basic idea is people are more likely to participate in research when they are referred by someone they know and trust, such as a friend or a friend of a friend, acquaintances, and colleagues. This method not only facilitates participant recruitment but also contributes to the establishment of a comfortable and trusting research environment, which is often crucial for obtaining high-quality and candid data. The recruitment of participants involved both direct, face-to-face engagement and remote communication via phone. This approach ensured an effective and well-coordinated data collection process.

3.3 Data Collection Tools

The data collection process involved audio recordings and questionnaires to capture a comprehensive understanding of code-switching phenomena. Audio recordings were made between July 19, 2023, and August 29, 2023, featuring informal conversations among 28 pairs of bilingual speakers in Afaan Oromoo and English using a Sony IC recorder, with each session averaging 45 minutes in duration. After recording, participants completed a questionnaire, adapted from Deuchar et al 2018, to gather demographic information and insights into their perceptions of code-switching. The

questionnaire was offered in English, Afaan Oromoo, and Amharic versions (see Appendix 6).

The research materials including letters to potential participants (see Appendix-4), the speaker's consent form (see Appendix-5), and questionnaires in three language versions (see Appendix 6) were given to the data collectors in printed forms.

An orientation session was conducted for the participants by the data collectors. During this session, key details were addressed. Notably, the participants collaboratively determined the date and location for the upcoming recording sessions, facilitating a harmonious and informed decision-making process.

Participants were provided with comprehensive letters of information (see Appendix-4), which explained the purpose of the research. These documents described this research project as one that explored how bilingual individuals engage in communication within the Dambi Dollo context and requested their participation. Participants were actively empowered to make their own choice. They were asked to select their preferred bilingual partners for the recording sessions and to designate suitable recording locations that were convenient for them. This approach aimed to foster a sense of ownership over the process.

To express gratitude for their invaluable contribution, participants were given mobile cards for air time with a value of 1.65EUR as a token of appreciation. This gesture was a recognition of their time and collaboration. The recording sessions were conducted over six weeks, commencing on July 19, 2023, and concluding on August 29, 2023. During this period, I was in contact with data collectors daily accommodating their schedules to ensure the availability of a diverse and representative set of recordings. To maintain the integrity of the natural conversational context, the data collection took place in various locations, mostly indoors as a backup due to the heavy rainy season. These settings included but were not limited to coffee houses, guesthouses, shops, offices, and school recreational areas. The choice of location was tailored to the participants' preferences and was intended to maximise the authenticity of their conversations.

3.4. Data Management

To maintain the organization and integrity of the collected data, I implemented a rigorous data management system. To ensure compatibility and ease of access, the recordings were stored in MP3 format sound (mp3) files. The recordings were transferred to a secure laptop, where they were organized chronologically according to the fictitious name. To safeguard the confidentiality of the participants and the data, the laptop was password-protected, ensuring that only I had access to the recordings. These measures were taken to protect the participants' privacy and the sensitive linguistic data they provided because the data consists of privacy content, cultural and identity, and emotional content.

3.5. Procedure

The transcription system was designed to keep the Qubee writing system of Afaan Oromoo intact (Alemayehu A. & Mawadza, A. 2017; Griefenow-Mewis, 2001). English was transcribed using Oxford Dictionary standards. Since the MLF framework sees the source and order of morphemes as important for identifying the main language, care was taken to clearly break down morphemes in Afaan Oromoo.

Additionally, due to the morphological complexity of many Afaan Oromoo words, each was manually segmented into its constituent morphemes—roots and affixes. These morphemes were annotated with both their grammatical role (e.g., content or system morpheme) and language of origin (e.g., @orm, @eng, @amh). This morpheme-level glossing and language tagging enabled the systematic identification of the Matrix and Embedded Languages within clauses(see sample transcription in Appendix-3). It also allowed for the manual tracking of language distribution, based on the frequency and positioning of morphemes. Such detailed annotation was essential for applying the Matrix Language Frame model, which determines the matrix language primarily through morpheme order and the origin of system morphemes.

The initial data source consists of naturalistic audio recordings of bilingual speakers engaged in conversation involving Afaan Oromoo, English, and Amharic. I developed two subsequent formats from these recordings: a readable text transcription and a clause-segmented spreadsheet. These three forms—audio, transcript, and analytical

tablework together in a step-by-step way to create a clear system for studying code-switching based on the Matrix Language Frame (MLF) and 4-M models (Myers-Scotton, 1993; Myers-Scotton & Jake, 2000).

In the second stage, I transcribed the audio into a readable text format using the Qube system capturing only audible verbal interaction. This version did not attempt to represent pauses, non-verbal cues, or overlapping speech but focused on lexical and morphosyntactic content. Customized conventions were used to highlight other language elements, specifically English and Amharic: all English words were tagged with Afaan Oromoo with @orm, @eng and Amharic with @amh. I added time stamps directly after each occurrence of a non-Afaan Oromoo word, indicating the minute and second it appeared (e.g., English word "percent" [6:00]. This format allowed for rapid identification of code-mixed segments and provided a bridge between the audio data and deeper theoretical coding. See Figure 1 for an illustrative sample. Then, the transcription was segmented into clauses, consistent with the analytical requirements of the MLF model. The clause was selected as the unit of analysis because the model's predictions hinge on identifying the matrix and embedded languages at the clause level (Myers-Scotton & Jake, 2017). Segmentation mainly relied on finding finite verbs, but subject-verb agreement and markers at the end of clauses were also used to check the boundaries.

The third stage involved converting the transcribed text into a structured spreadsheet to facilitate detailed morphosyntactic analysis. In line with the CHAT framework, the transcription retains utterance-level structure, speaker identification, and a tiered format that allows for linguistic annotation. However, instead of using the usual CHAT transcription that works in the CLAN software and allows for automatic translations and sound matching, this study changed the CHAT rules to fit a custom spreadsheet format. This adaptation allowed for direct integration with Leipzig glossing rules, making the system better suited for analysing morphologically rich languages like Afaan Oromoo, and enabling both qualitative coding and quantitative comparison within a single, accessible platform.

Thus, while structurally informed by CHAT, the transcription differs in its practical implementation, prioritizing flexibility and cross-linguistic applicability over full CHAT protocol compliance, which is informed by prior implementations in bilingual corpora (e.g., Carter et al., 2011; Deuchar et al., 2018). The spreadsheet started with a

metadata header that included details such as the speaker's pseudonym, gender, and age. Each speaker's turn was segmented into individual clauses. I arranged each clause in a vertical column format, one above the other, and assigned a row number. The other columns included the transcription, Leipzig-style interlinear glosses, English translation, clause type (e.g., monolingual, bilingual), and matrix/embedded language classification. This format made it easier to analyze the data and run statistical tests, helping to check the MLF model's predictions about the order of morphemes and which language was dominant(in general see Mihiretu and Deuchar, 2025a).

3.6. Transcription and Data Analysis

Descriptive linguistics and typological research rely heavily on these conventions to document and compare grammatical structures across languages. They are especially valuable in field linguistics, language documentation, and syntax-morphology interface studies, as they make structural patterns explicit for both human readers and computational analysis(Haspelmath, 2014). Furthermore, interlinear glossing plays a crucial role in multilingual and code-switching studies—such as those involving Afaan Oromoo and English—by highlighting points of grammatical integration or boundary between the matrix and embedded languages (Myers-Scotton & Jake, 2000).

The central research question addressed in this study is identifying the matrix language (ML) and embedded language (EL) distribution and their integration in code-switching between Afaan Oromoo and English. To answer this question within the MLF/4-M theoretical framework, a transcription system was required that could support fine-grained morphosyntactic analysis. The transcription had to clearly show where sentences start and end, break down words into their smallest parts, label them with the right grammar terms, and importantly, show which language each part comes from. This level of linguistic detail was essential to determine which language functions as the grammatical host in each clause and how lexical insertions from the other language are structurally integrated.

Therefore, the transcription method adopted for this study prioritized clause-level segmentation, manual morpheme glossing using standardized grammatical labels, and consistent language tagging. This method is different from transcription systems that focus on sounds, rhythm, or conversation because it was specifically created to match the structural ideas of MLF and 4-M models. It offers the detailed analysis needed to observe

language dominance, the order of morphemes, and how grammatical functions are used in different languages, allowing for a structured and theory-based study of bilingual speech.

The selection of a transcription and annotation framework in this study was guided by both theoretical and practical considerations, drawing specifically on the methodological principles proposed by Ochs (1979) and Lapadat & Lindsay (1999)

The choice to study code-switching between Afaan Oromoo and English using the MLF and 4-M frameworks required a system that could accurately break down words into their smallest parts, identify which language is being used, and show how the grammar works. Existing systems offer partial but insufficient solutions. CHAT offered solid support for studying language structure, particularly because it includes an optional glossing tier that allows researchers to label grammatical parts of utterances. This feature, when used with CLAN software, helps researchers analyze language structure in detail and allows for the computational processing of bilingual corpora (MacWhinney, 2000; Carter et al., 2011).

ELAN is a versatile tool that lets researchers add notes to different layers of spoken and signed language recordings, helping them line up various types of data—like sound, video, gestures, and speech—on the same timeline (Wittenburg et al., 2006). This setup makes ELAN especially suitable for studying complicated communication situations such as when people talk over each other, take breaks, use tone, and show body language, while the Leipzig Glossing Rules help clarify word forms (Wittenburg et al., 2006). However, none of these systems could completely handle the specific needs of this research, which included bilingual morphosyntactic coding, matching sounds with text, and writing styles specific to each language.

CHAT was selected as the foundational model primarily because it includes an optional glossing tier, which allows researchers to annotate grammatical morphemes and align them with lexical material. This feature helps researchers analyse the structure of language in detail, especially when paired with language tagging and the CLAN software tool, which is essential for testing theories like the System Morpheme Principle and the Morpheme Order Principle (Deuchar et al., 2018; Myers-Scotton, 2002). However, given the computational demands and steep learning curve of full CHAT implementation, I chose to extract and adapt its most relevant analytical layers for manual use.

In parallel, I incorporated conventions from the Leipzig Glossing Rules. These rules enabled consistent morphological annotation using established grammatical abbreviations (e.g., PST.3SG for past tense third person singular, NOM for nominative case). The resulting transcription and analysis system integrates selected features from both CHAT and Leipzig glossing conventions.

First, I used the language tagging system from CHAT to keep things consistent with the best methods in corpus linguistics and to make it easier to compare with earlier studies that used the Matrix Language Frame model (e.g., Carter et al., 2011; Deuchar et al., 2018). In this process, each morpheme was manually segmented and assigned a language origin marker—such as @orm for Afaan Oromoo, @eng for English, and @amh for Amharic—reflecting language marking. In a separate annotation step, I applied Leipzig-style glossing to each morpheme following Leipz Rule-2 to indicate grammatical categories (e.g., IMPV, 3SG, NEG), enabling morphosyntactic analysis of code-switched clauses in line with the MLF and 4-M frameworks.

All transcription and glossing in this study were conducted entirely manually. This approach was necessary due to the under-resourced status of Afaan Oromoo in computational linguistics. Unlike widely studied languages, Afaan Oromoo lacks core digital tools such as morphological analyzers, part-of-speech taggers, or glossing automation systems that could support automatic annotation. While platforms such as ELAN, CLAN, and Toolbox offer semi-automatic functions—such as tier-based templates, searchability, and reapplication of tags—these features require structured lexicons, pre-defined glossing rules, or integrated parsers, none of which are currently available for Afaan Oromoo.

The linguistic analysis in this study draws on both my own linguistic competence as a native speaker of Afaan Oromoo supported with formal training at the tertiary level (including a Bachelor of Education with a minor in Afaan Oromoo), and on established grammatical descriptions, such as Alemayehu A., & Mawadza, A. 2017; Gragg, 1976; Mohammed Ali and A. Zaborski 1990; and Wakweya (2017). These sources were important for understanding verb forms, adding parts to words, and sentence structure, which helped keep the process of breaking down and labelling word parts consistent.

As argued by scholars such as Himmelmann (2006), manual transcription is supported as a methodologically sound and linguistically sensitive approach, particularly

when working with under-documented or under-resourced languages. Their support is grounded in the view that in the absence of computational tools, the most reliable way to capture the structural and functional aspects of a language is through detailed, hands-on methods. These scholars emphasize that manual transcription allows for greater control over linguistic decisions—such as morpheme segmentation, language attribution, and glossing—ensuring that the transcription aligns with the unique grammatical and typological features of the language being documented.

Therefore, my adapted Excel-based system represents both a practical response to technological limitations and a commitment to analytical depth. It allowed us to create a language-accurate collection of data that works well with existing theories and meets the needs of analyzing speech in Afaan Oromoo, English, and Amharic.

I excluded the first five minutes of each recording from detailed clause segmentation to ensure the data reflects naturalistic speech. Initially, when speakers become aware of the recording, they may alter their behavior or speech style. They may modify their behavior or speech style. However, as the conversation continues, they typically become more relaxed and shift toward more spontaneous, natural speech. For this reason, I believe data beyond the five-minute mark is more representative of authentic language use. I only included the conversation beyond this point in the spreadsheet for detailed analysis. The first five minutes were transcribed in a readable format but excluded from further linguistic coding. This methodological decision ensured consistency and focus on the dataset while preserving the integrity of the initial interaction in the transcript. Recent studies have underscored the importance of theory-driven transcription in bilingual corpora, moving beyond surface-level representation to capture the structural and functional aspects of code-switching more accurately (e.g. Deuchar et al., 2018; Carter et al., 2011).

3.7 Corpus Design and Selection of the Analyzed Subset

The corpus on which this study is based comprises approximately 21 hours of naturally occurring, informal conversations recorded with 56 Afaan Oromoo–English bilingual speakers in Dambi Dollo, western Ethiopia. All recordings were surveyed in order to identify global patterns of language use and code-switching practices. However, given the time-intensive nature of clause-level morphosyntactic analysis within the Matrix Language Frame (MLF) and 4-M models—including morpheme-by-morpheme glossing,

identification of Matrix and Embedded Language elements, and the categorisation of system and content morphemes—it was not feasible to transcribe and annotate the entire corpus exhaustively within the time frame of the dissertation.

Consequently, three recordings were selected for full orthographic transcription and detailed quantitative analysis, yielding 879 analysable bilingual clauses. The selection was guided primarily by analytical feasibility and by the requirement to obtain a sufficient concentration of bilingual material for testing the predictions of the MLF and 4-M models, rather than by an intention to foreground particular interactional contexts. The selected recordings involve speakers of different ages, genders, and educational backgrounds, and reflect speaker profiles that are well represented in the questionnaire data for the full corpus.

The initial intention was to transcribe a larger number of recordings in full; however, limitations of time, in conjunction with the depth of grammatical annotation required, rendered this impracticable. Nonetheless, illustrative examples of relevant code-switching patterns are added from multiple recordings across the corpus, and not solely from the fully transcribed subset. It is envisaged that future publications drawing on this corpus will extend transcription and analysis to additional recordings, thereby permitting broader quantitative coverage.

This methodological choice accords with established practice in structural code-switching research, where fine-grained grammatical analysis is frequently undertaken on a carefully delimited subset of a larger body of data (Pfaff, 1979); (Bentahila & Davies, 1992); Myers-Scotton, 1993).

3.8. Research Ethics

This study adhered to ethical guidelines to safeguard the rights and well-being of participants throughout the research process. Ethical approval was obtained from the University of Pannonia (see appendix 1). The participants were provided with comprehensive information about the research purpose, procedures, and their rights before obtaining their informed consent. Emphasis was placed on voluntary participation. The participants were informed that the data would be analyzed anonymously. I remained

accessible for the data collectors for inquiries and concerns, prioritizing participant welfare throughout the research endeavor.

3.9. Challenges and Mitigation Mechanism

Several challenges were faced during data collection, including heavy rainfall and logistical complications due to the researcher's location. Mitigation measures included monitoring weather forecasts, planning indoor sessions as a contingency, and securing accommodation for me in the study area. Unforeseen personal issues faced by one data collector were addressed by continuing data collection with the remaining collector and maintaining a flexible schedule.

3.10. The Questionnaire

Following the completion of audio recordings, a set of 20 questions was administered to the participants. The questionnaire aimed at collecting background information on the participants and their perception of code-switching (See appendix 4). I intended to use it for the purpose of building a Macca Oromoo corpus in the long run, where full profiles of speakers are important. I used an adapted version of the questionnaire initially utilized by Deuchar et al. (2018). Tailored to align with the study's specific objectives, this questionnaire was designed to elicit a comprehensive range of data covering a diverse array of subjects. It focused on capturing detailed information about demographic characteristics, language exposure, social networks, individual language attitudes, and the participants' perspectives on the practice of code-switching.

CHAPTER 4. RESULTS AND DATA ANALYSIS

This chapter presents the results and analysis of the code-switched data gathered from informal conversations among bilingual Afaan Oromoo-English speakers. The findings are organized into two main sections. The first section provides a sociolinguistic profile of the participants, establishing a context for their language use by exploring the correlation between their backgrounds, language dominance, and self-reported code-switching habits. The second, and primary, section delves into the linguistic analysis of the transcribed conversations. Using the Matrix Language Frame (MLF) model as the primary analytical framework, this section systematically examines the structural patterns of code-switching, focusing on the types of switches, the roles of the Matrix Language (Afaan Oromoo) and Embedded Language (English).The integration of the sociolinguistic profiles with the linguistic data aims to provide a holistic understanding of the motivations and mechanisms behind code-switching in this community.

4.1 Sociolinguistic Profile of the Participants

4.1.1 Gender

As the distribution of gender, the participants consisted of 38 males (68%) and 18 (32%) females, indicating a noticeable gender imbalance within the sample. A more balanced gender representation was originally intended. However, during the audio data collection phase, a gender imbalance was observed, likely due to the exclusive use of male data collectors. This choice may have influenced female participants due to cultural norms, where individuals often feel more comfortable engaging with collectors of the same gender.

4.1.2. Age

The original research design aimed for an inclusive distribution of participants across diverse age categories, with the intention of forming a well-rounded and representative sample. However, practical constraints, particularly the age distribution among data collectors, emerged as inadvertently influenced the demographic composition. Consequently, this unintended bias in the age composition of the data collectors

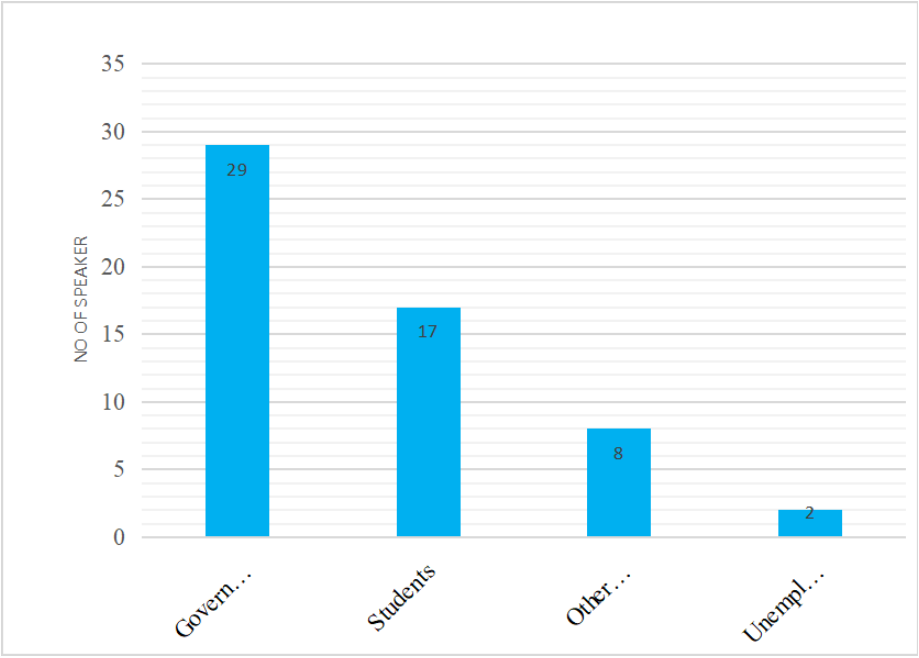
influenced the age distribution of participants, deviating from the initially planned inclusivity outlined in the research design.

The age distribution of the participants reveals that the majority of participants are young adults, especially in the 20-29 age group, which makes up 37 participants. Additionally, there is a significant presence in the 30-39 age group, with 14 participants. However, the number decreases in the 40-49 age group, indicating a generational gap within our sample. This age-based categorization can be indicative of linguistic changes and the influence of generational shifts on language practices

4.1.3. Occupation

Twenty-nine of the participants identified as government workers, indicating that the majority have employment. Seventeen of the participants were students, indicating a younger subgroup. Eight of the participants had various other occupations, such as auditors, trainers, merchants, journalists, and entrepreneurs. Two were unemployed (Fig. 2).

Figure 2 Distribution of Occupations of Speakers

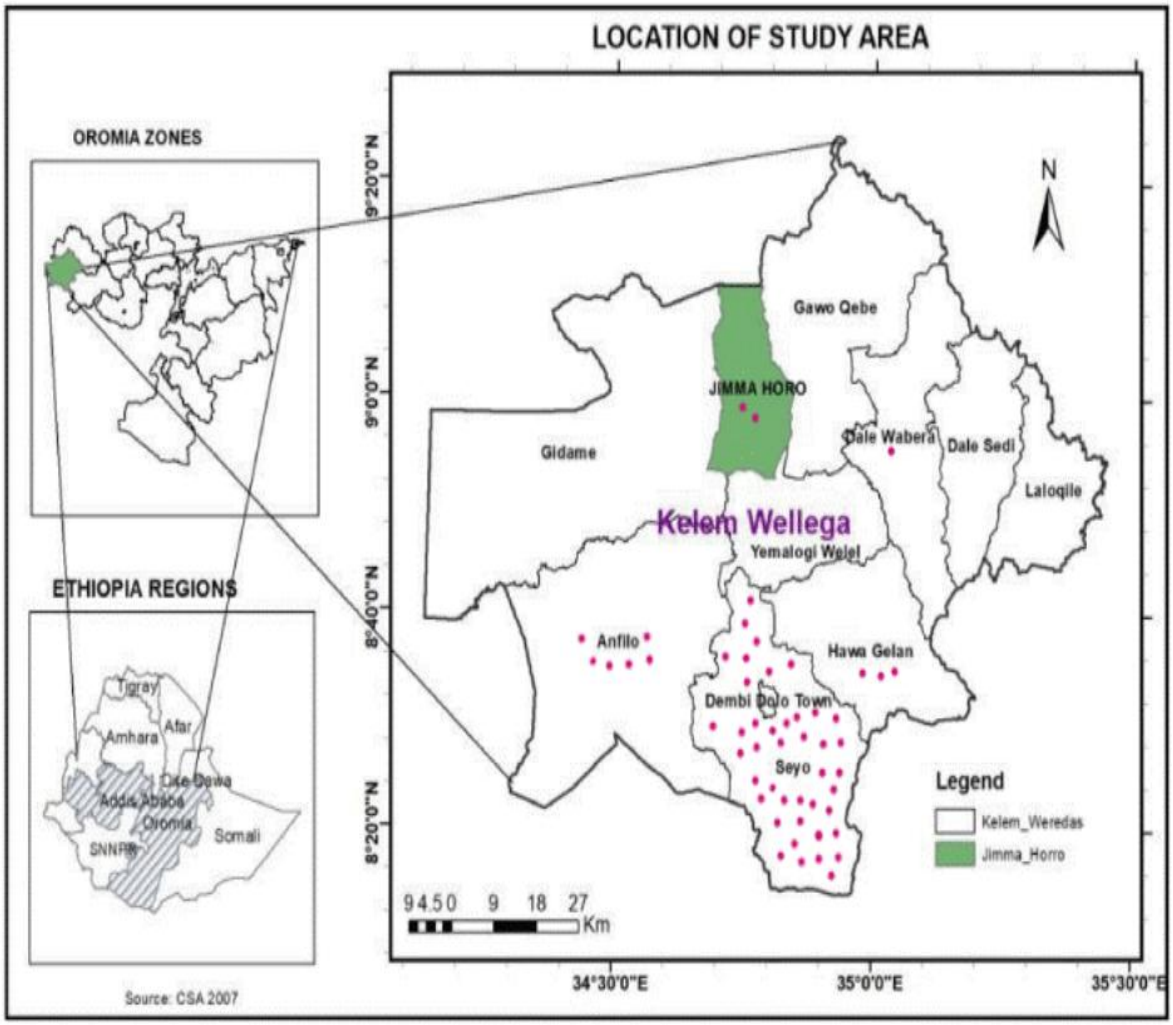


4.1.4 Geographical Areas

The fourth question in the questionnaire prompted participants to identify the geographical areas where they lived. This had the potential of identification of linguistic features associated with specific communities. Almost all participants reported residing

for more than twenty years in the Dambi Dollo, Kellem Wollega Zone. This long residency is crucial, as it ensures that language practices are deeply ingrained in the local sociocultural context, providing vital insights for interpreting motivations behind code-switching. For further illustration, see the following map (Fig. 3):

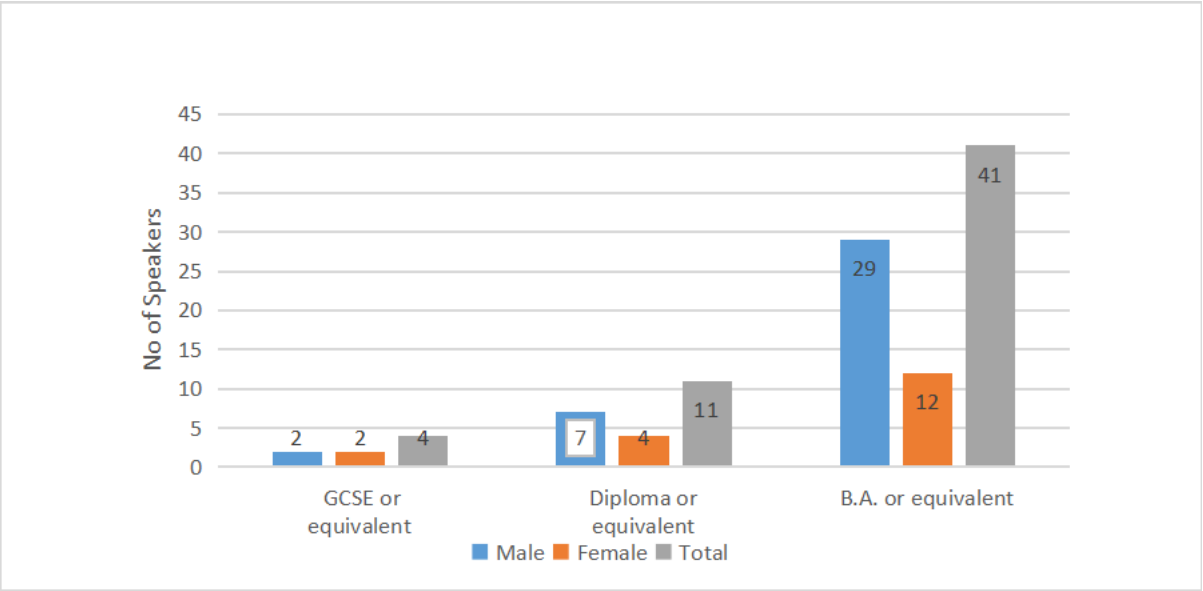
Figure 3 The Map of Kellem Wollega Zone



4.1.5. Education

The educational background distribution of participants showed a generally high level of educational attainment, with 41 holding degrees, 11 possessing diplomas, and 4 holding school certificates (Fig. 4).

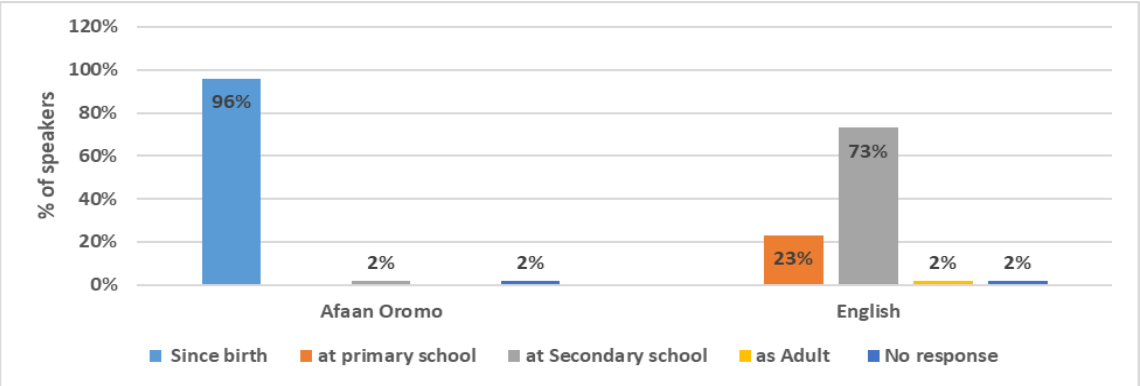
Figure 4 Distribution of Speakers according to level of Education



4.1.6. Age of Acquisition

The age of acquiring Afaan Oromoo and English in this study can be seen in detail in Figure 5.

Figure 5 Speakers' Age of Acquisition of Afaan Oromoo and English



Afaan Oromoo is the primary or dominant language for most participants, while only 2% of participants commenced acquisition of Afaan Oromoo during secondary school.

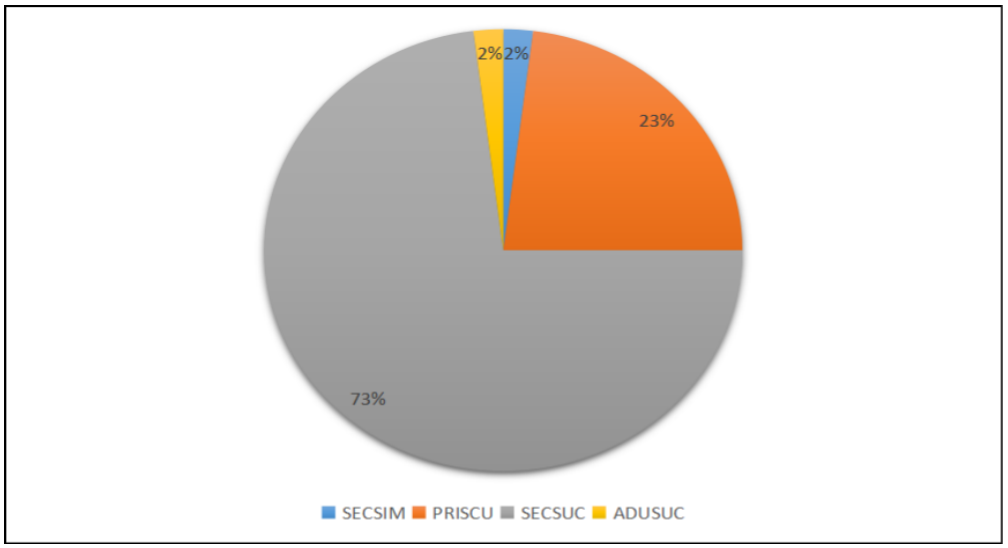
Regarding the acquisition of English, almost 73% of the participants reported commencing their English language acquisition during their secondary school years. This

suggests that, for a significant portion of the sample, English was introduced as a foreign language during their later school years.

Furthermore, approximately 23% of the respondents reported beginning their English acquisition during their primary school years. A small minority, nearly 2%, reported acquiring English as adults. Irrespective of how they acquired it, as adults need further investigation, these individuals represent a specific and separate group of individuals within the larger population who acquired English differently compared to the majority.

The data in Figure 5 come from the combination of questions 6 and 7 in the questionnaire, which address the age of acquisition of Afaan Oromoo and English. It illustrates the proportions of participants' distinct patterns in language acquisition who acquired a foreign language (English) either simultaneously or successively with their native language (Afaan Oromoo) at various stages of their lives.

Figure 6 Patterns of bilingual acquisition for the speakers



Key

SECSIM=simultaneous acquisition of both languages from secondary school

PRISUC = successive acquisition of English as a Foreign Language from primary school

SECSUC= successive acquisition of English as a Foreign Language from secondary school

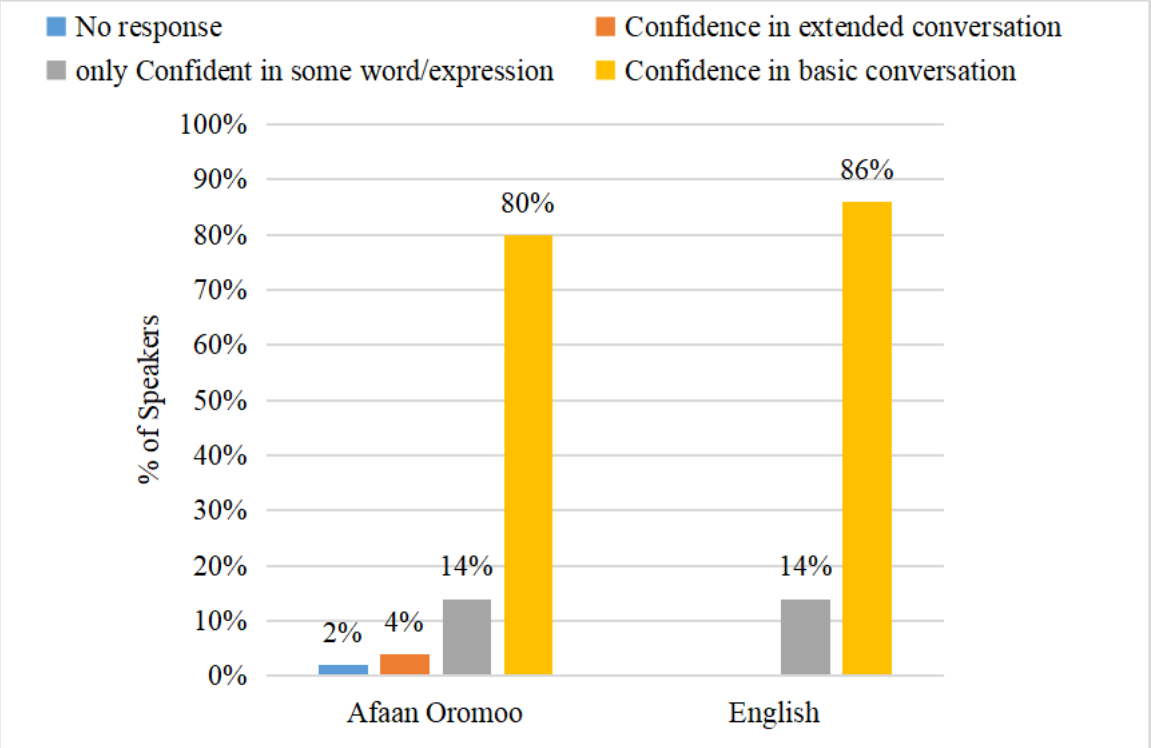
ADUSUC= successive acquisition of English as a Foreign Language from Adulthood

The concept of simultaneous acquisition, where participants learn both Afaan Oromoo and English concurrently, appears to be relatively rare (Fig. 6). Only 2% of participants acquired both languages simultaneously during their secondary school years. In contrast, successive acquisition of English is far more common among the participants, occurring predominantly at the secondary school level. A significant 73% of participants reported acquiring English successively during their secondary education, and 23% of participants acquired English successively at the primary school level. Finally, a very small proportion of participants (2%) acquired English successively during adulthood.

4.1.7. Self-reported Proficiency in Afaan Oromoo and English

The majority, comprising 80% of participants, expressed confidence in basic conversations in Afaan Oromoo, showing a prevalent foundational proficiency in basic communication within the language. Only a limited number of individuals possess a higher level of proficiency in extended discourse in Afaan Oromoo within the surveyed group. Fourteen per cent reported familiarity with some words in Afaan Oromoo, indicating a moderate level of proficiency. However, it is important to note that 2% of speakers did not respond to the question, which may introduce some variability in the interpretation of the data.

Figure 7 Self-Assessment in Afaan Oromoo and English

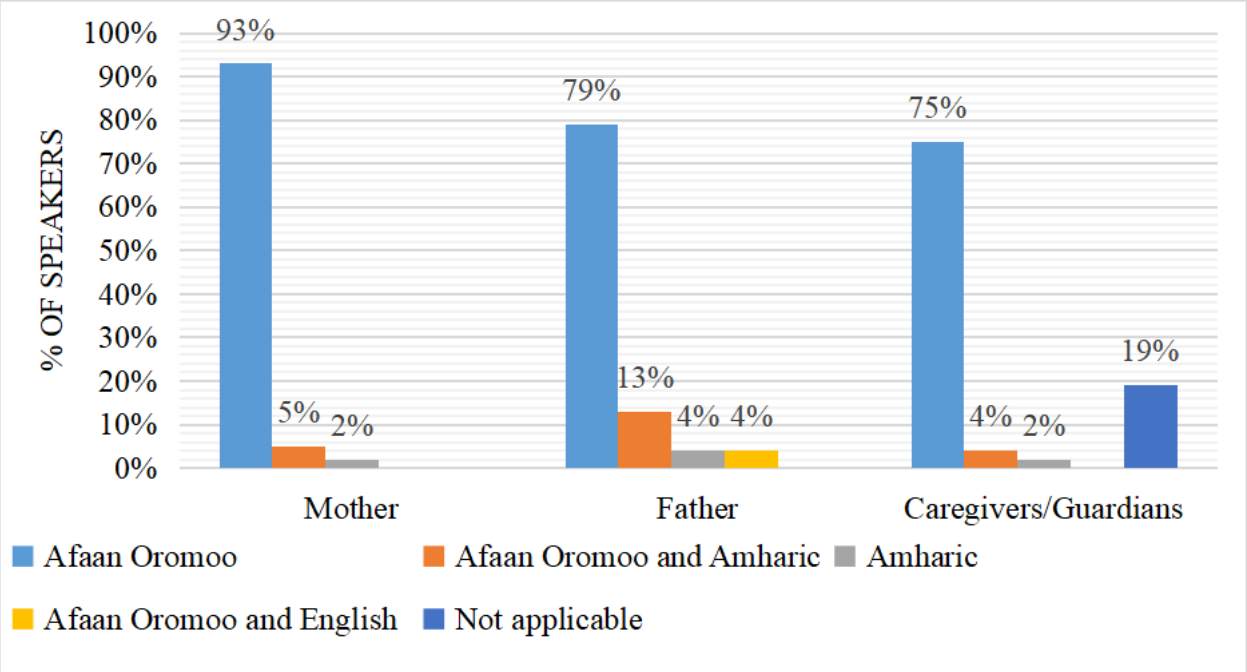


On the other hand, in Figure 7, when examining their self-reported English proficiency, the data presents a different picture. Fourteen per cent of the participants reported confidence in basic conversations in English, indicating a smaller yet notable subset within the sample that possesses proficiency in English conversation. Eighty-six per cent of the participants indicated that they only knew some words or expressions in English. This suggests a prevalent basic understanding of English vocabulary, but not necessarily the confidence to engage in extended conversations.

4.1.8. Language Exposure at Home

The findings from Questions 10, 11, and 12 elucidate the early language exposure experienced by the participants within their homes.

Figure 8 Language Exposure at Home



As shown in Figure 8, the majority of participants reported significant exposure to Afaan Oromoo in their families. An overwhelming 93% of participants indicated that they were exposed to Afaan Oromoo by their mothers. This high maternal exposure suggests that the mother is a significant source of early language input and influence in Afaan Oromoo acquisition. Additionally, 79% reported exposure to Afaan Oromoo by their fathers, further emphasizing the importance of parental influence in language acquisition. Moreover, 75% of the participants mentioned that their guardians or

caregivers also exposed them to Afaan Oromoo, underscoring the collective role of family members in shaping early language development.

A smaller but notable percentage of participants reported exposure to both Afaan Oromoo and Amharic from their parents. Around 5% reported dual exposure to Afaan Oromoo and Amharic from their mothers, while 13% reported the same from their fathers. Additionally, 4% of participants mentioned exposure to both Afaan Oromoo and Amharic from their caregivers.

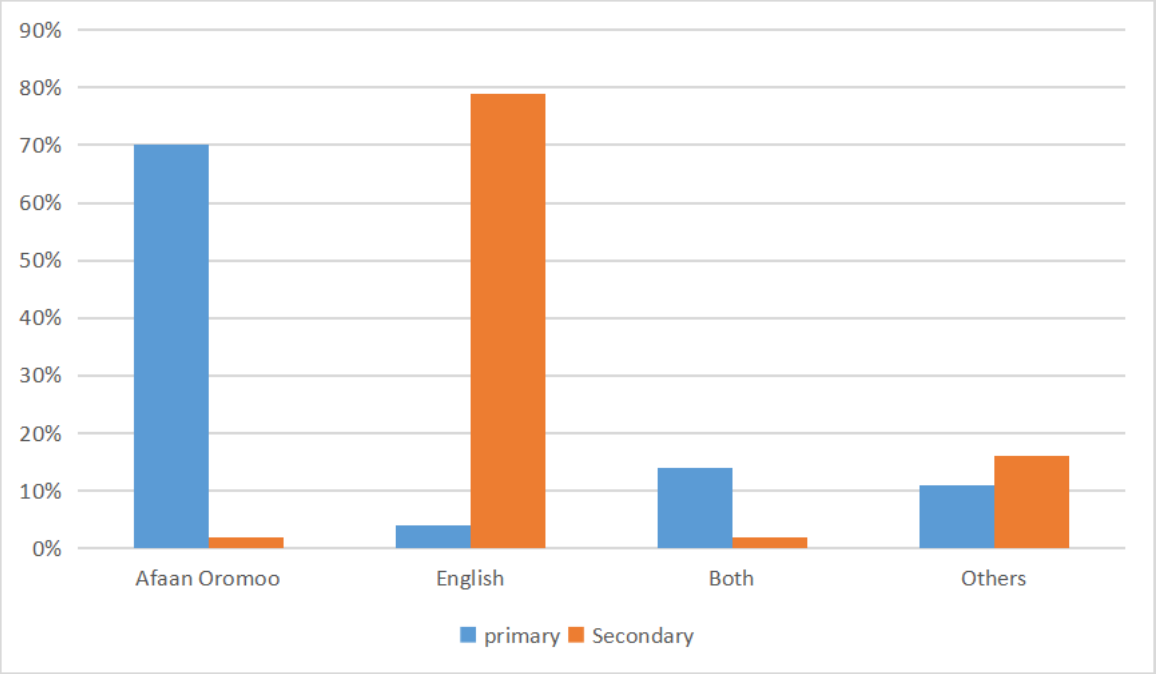
Conversely, exposure to Amharic, a different language, was less common in participants' early linguistic environments. Only 2% of participants reported exposure to Amharic from their mothers, 4% from their fathers, and 2% from their caregivers. This lower prevalence of Amharic exposure suggests that Afaan Oromoo was predominant in their early language environments. The data also revealed that 4% of respondents were exposed to a combination of Afaan Oromoo and English by their fathers, indicating the use of English alongside the indigenous language in some households. However, there is a more substantial percentage (19%) that did not respond to Question 12, which inquires about the language spoken by guardians or caregivers. These non-responses are a consideration when interpreting the data and may be due to various factors, including recall difficulties or other factors related to the participants' backgrounds.

The prevalence of Afaan Oromoo exposure by family members, particularly mothers, fathers, and caregivers, underscores the language's central role in their early linguistic development. Dual exposure to Afaan Oromoo and Amharic in some cases and limited exposure to Amharic alone provide insights into the multilingual nature of participants' language environments.

4.1.9. Language of Education

Questions 13 and 14 in the questionnaire aimed to gather information about the language of education during the participants' primary and secondary school years, shedding light on the languages of instruction in formal educational settings where the participants' education level revealed that all of them attended primary and secondary education (Fig. 9).

Figure 9 Language of Education at Primary and Secondary School



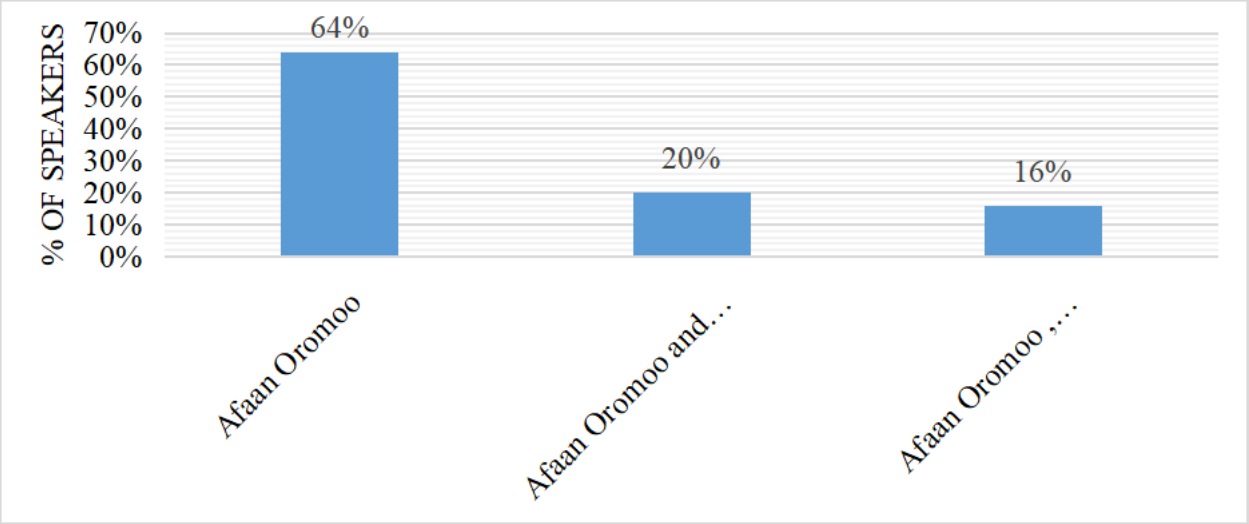
At the primary school level, 69% of participants were educated through the medium of Afaan Oromoo, reflecting Ethiopia's policy of mother tongue instruction. However, at the secondary level, 79% of participants reported a shift to English as the medium of instruction, aligning with national policies aimed at improving English proficiency for global competitiveness.

A smaller portion of participants (14%) experienced bilingual education in primary school, suggesting an attempt to introduce English alongside Afaan Oromoo gradually. Only 2% continued with bilingual instruction at the secondary level, indicating limited support for bilingual education beyond primary school. Additionally, 11% and 16% of participants received their primary and secondary education, respectively, in other languages. The shift from predominantly Afaan Oromoo instruction in primary school to predominantly English instruction in secondary school indicates a transition in the language of formal education.

4.1.10. Language choice in Social Networks

The data obtained from the questionnaire provides insights into the participants' language choices and preferences when engaging in informal social interactions, which can be indicative of their social identity and the role of different languages in their social networks. See detail from Figure 10.

Figure 10 Language of Social Network



A significant majority, approximately 64% of the participants, expressed a strong preference for using Afaan Oromoo when interacting with family members and friends. This finding suggests that Afaan Oromoo holds a central role in social interactions among the participants.

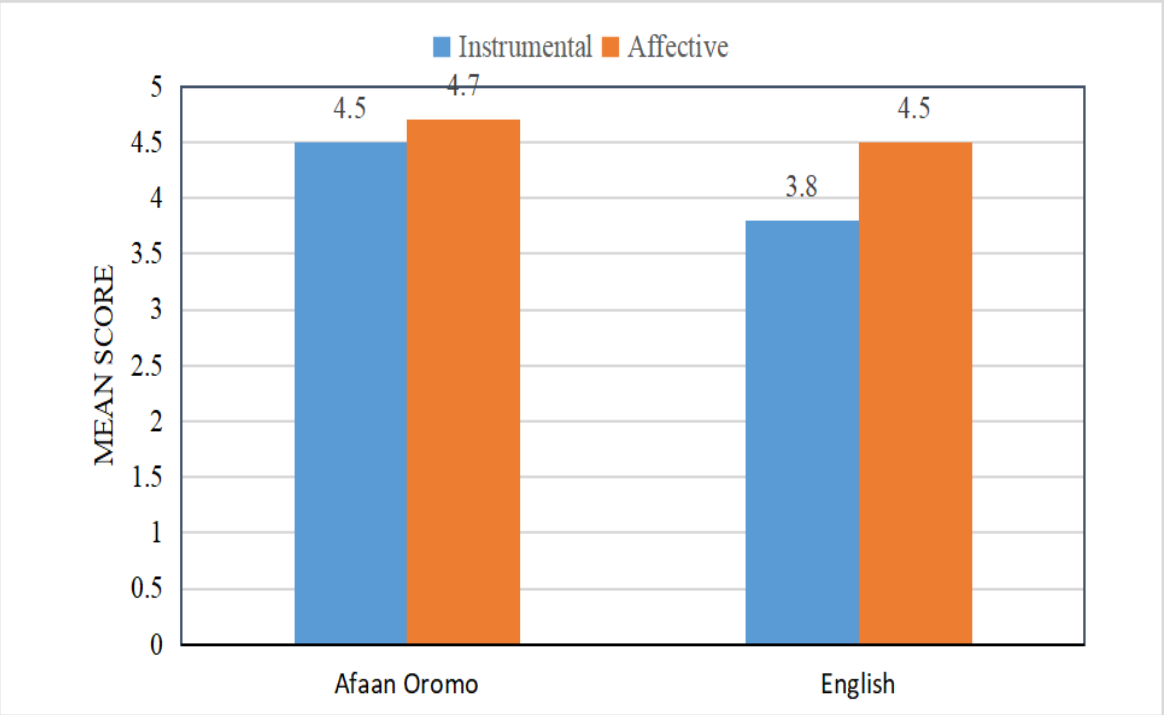
Twenty percent of the participants reported using both Afaan Oromoo and Amharic when interacting with friends. The participants might use Amharic because it has historical legacy as language of federal working Language in Ethiopia and a vital means of communication in various public spheres. Sixteen percent of the participants mentioned using a combination of Afaan Oromoo, Amharic, and English in their interactions with friends.

4.1.11. Attitudes to Languages

The questionnaire sought insights into the participants' attitudes toward two languages, Afaan Oromoo and English, with a focus on two distinct dimensions: instrumental and affective attitudes following Deuchar et al. (2018). Participants' perspectives on Afaan Oromoo and English, as reflected in their responses to descriptors such as 'modern, influential, and useful' for instrumental attitudes, and 'friendly, inspiring, and beautiful' for affective attitudes. Numerical values were calculated based on respondent ratings, with higher values reflecting attitudes that are more positive. Averages were calculated for each terminology, considering responses from 56 participants. Overall assessment involved combining and averaging scores for instrumental and affective attitudes

separately. Attitudes were then interpreted, with a target rating of 5 indicating positivity (Fig. 11).

Figure 11 Attitude to Afaan Oromoo and English



Participants held positive instrumental attitudes toward both Afaan Oromoo and English. Afaan Oromoo got a substantially higher average mean score for positive instrumental attitudes, at 4.5. This suggests that the participants perceived Afaan Oromoo as a highly practical and utilitarian language, instrumental in achieving specific goals and objectives in their daily lives. These instrumental attitudes toward Afaan Oromoo can be attributed to the centrality of the language in their community, its role in facilitating social interactions, and its potential significance in economic activities. The high instrumental value of Afaan Oromoo implies that it serves not only as a means of communication but also as a valuable tool for practical endeavours.

In contrast, the participants exhibited slightly lower instrumental attitudes toward English, with an average mean score of 3.8. This discrepancy suggests that while English is recognized as an important language for certain purposes, such as formal education or specific professional contexts, it may not be perceived as equally instrumental as Afaan Oromoo in the participants' day-to-day lives. This distinction in instrumental attitudes between the two languages has significant implications for language choices and code-

switching patterns. Afaan Oromoo is likely to play a more central role in practical, everyday situations, reflecting its instrumental significance within the community.

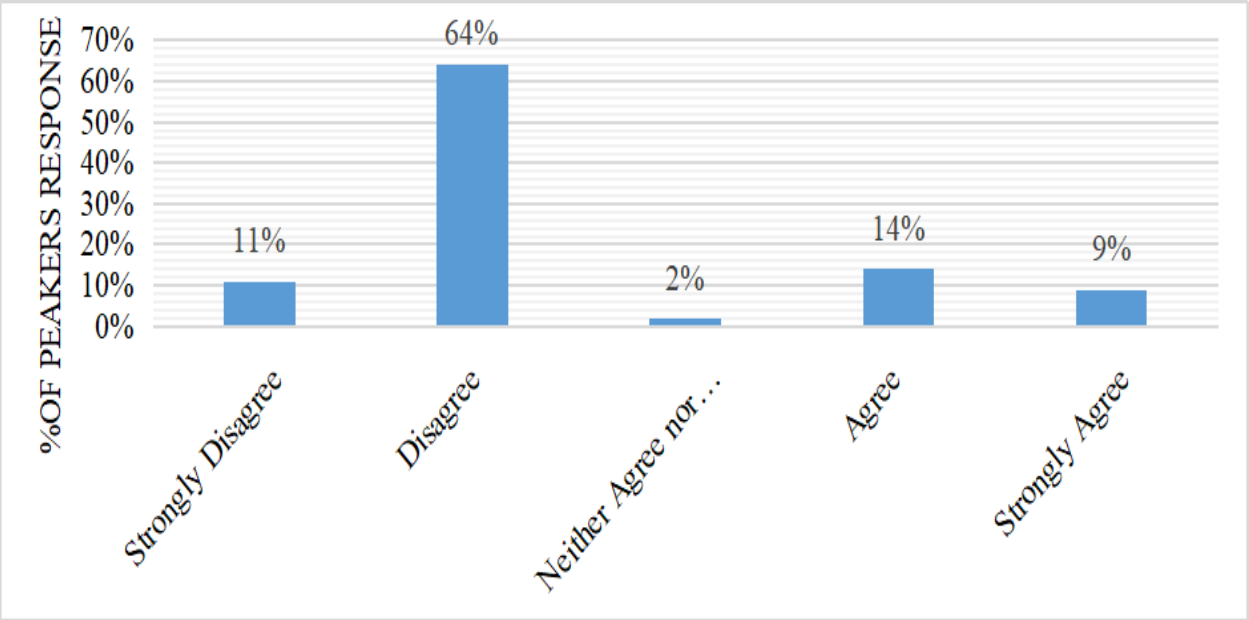
Regarding affective attitudes, Figure 11 reveals that participants held predominantly positive affective attitudes toward both Afaan Oromoo and English. For Afaan Oromoo, the average mean score for affective attitudes was 4.7, indicating a strong emotional connection and a notably positive sentiment toward the language. This suggests that Afaan Oromoo holds a special place in the participants' hearts, with their attitudes possibly intertwined with their cultural identity and the social bonds facilitated by this language. The heightened affective attitudes toward Afaan Oromoo are indicative of a deep-rooted affection for the language.

Similarly, participants exhibited positive affective attitudes toward English, with an average mean score of 4.5. This suggests that English, while not as instrumental in their daily lives as Afaan Oromoo, is associated with positive emotions and social connections. The positive affective attitudes toward English may be attributed to its role in formal education and its potential influence on economic opportunities. It is likely that exposure to English-language media, culture, and possibly its status as a global lingua franca also contribute to these positive affective attitudes.

4.1.12. Self-reported Own Code-Switching

The questionnaire indirectly prompts participants to assess the prevalence of code-switching in their speech by asking about their practice of maintaining language separation with the question “To what extent do you agree with the following statement: “In everyday conversation, I keep the Afaan Oromoo and English languages separate”?

Figure 12 Self-reported tendency to keep Afaan Oromoo and English separate in everyday conversation



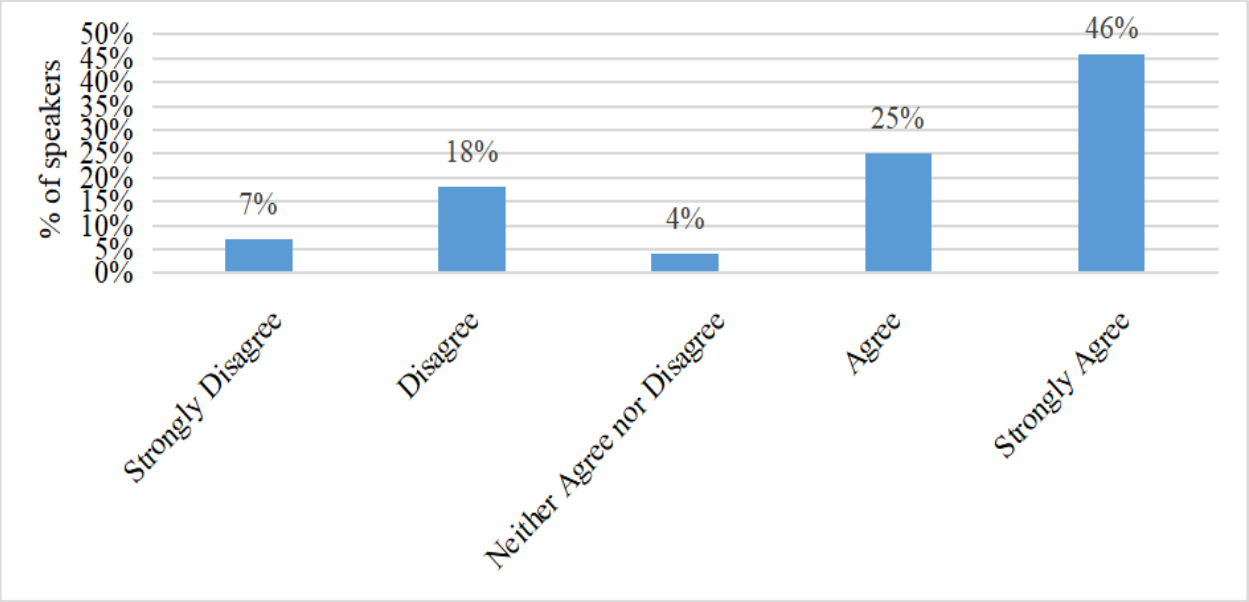
A substantial number of participants, comprising 75% (11% strongly disagree and 64% disagree), reported a lack of separation between Afaan Oromoo and English in their daily conversation (Fig. 12). This viewpoint suggests a preference for code-switching in certain contexts. Conversely, a combined 23% (14% agree and 9% strongly agree) reported a desire to keep Afaan Oromoo and English separate during everyday conversations.

4.1.13. Attitudes to Code-switching

The majority of respondents, totalling 71% (25% strongly agree and 46% agree) agreed with the statement that people should avoid mixing Afaan Oromoo and English (Fig. 13). This result was contrasting with the previous findings, which needs further investigation.

Conversely, a significant subgroup of 25% (7% strongly disagree and 18% disagree), express a perspective contrary to the statement discouraging the mixing of Afaan Oromoo and English. This suggests a prevailing acceptance or even encouragement of code-switching within the participants. The higher percentage in the "disagree" category further indicates a general inclination toward flexible language use, likely influenced by communicative richness and cultural context. Participants holding this view may believe in language purity and boundary or preserve cultural identity.

Figure 13 Attitudes towards avoiding code-switching



4.2. Establishing the Matrix Language: Morphosyntactic Evidence

Following the sociolinguistic profile of the participants, this sub-section presents the linguistic analysis of the code-switched data. The primary objective is to delineate the structural patterns and grammatical constraints that govern code-switching between Afaan Oromoo and English in informal conversation. The Matrix Language Frame (MLF) model (Myers-Scotton, 1993/2002) serves as the primary analytical framework for identifying Afaan Oromoo as the Matrix Language (ML) that provides the grammatical frame, and English as the Embedded Language (EL) that supplies insertable constituents. For clarity and consistency, all examples are presented using a three-line interlinear gloss. The first line provides the original utterance, with English items bold and Amharic items italicized. The second line offers a morpheme-by-morpheme gloss using grammatical abbreviations. The third line provides English translation.

Key to glosses: 1/2/3PL, First/second/third Person Plural; 1/2/3SL, First/second/third Person Singular; ADD, Additive marker; POSS, possessive pronoun; DET, determiner; ACCO, Accusative; Q, Question mark; ART, Article; NEG, negative/negative particle; IMPV, imperfect verb; IMP, Imperative verb; PRV, Perfective Verb; CNV, Converb; FOC, Focus marker; COP, copula; NOM, Nominative marker; LOC, Locative marker; M, male; F, female; Pass, passive marker. Additionally, Afaan

Oromoo words appear in standard font, English words in bold with @eng, and Amharic words in italics with @amh.

4.2.1. Qualitative Evidence

4.2.1.1 Monolingual Clauses

The ML model framework is not confined to bilingual clauses but also applies to monolingual clauses. Specifically, the Morpheme Order Principle and System Morpheme principle can be used to find the matrix language within these monolingual contexts; nor as in bilingual contexts. Afaan Oromoo follows a Subject-Object-Verb (SOV) order in declarative sentences, while English follows a Subject-Verb-Object (SVO) order. See the following example.

(20) Nam-ni amantii isaa sodaat-a.

Man-NOM religion his fear-IMPV

'Man fears his religion.'

(Maccaa-OC01 EYN 544)

In example (15), the clause follows the typical Subject-Object-Verb (SOV) structure of Afaan Oromoo, with the subject "Nam-ni" marked by the nominative case '-ni,' the object "amantii isaa" (his religion) with the possessive marker "isaa,"(his) and the verb "sodaat-a" (to fear) in its finite form. The verb ends with the '-a' aspect marker, a late outsider morpheme in Afaan Oromoo, indicating the imperfective aspect. This structure confirms Afaan Oromoo as the matrix language, with the -a aspect marker aligning with its grammatical system. The following examples will be used to illustrate the application of the system Morpheme Principle.

(21) Lafa meeqa bitt-a.

Land much buy-2S. IMPV

'You buy much land'

In example (16), the analysis confirms Afaan Oromoo as the matrix language. The clause follows the typical SOV structure, but the object "lafa" precedes the verb "bitta" due to the implied subject. The adjective "meeqa" (a lot/much) follows the noun "lafa," consistent with Afaan Oromoo's noun-adjective order. The verb "bitt" is marked with the -a suffix, a late outsider morpheme that indicates the 2nd person singular subject ("you") and the imperfective aspect, signaling a habitual action. This structure highlights the verb morphology and syntax typical of Afaan Oromoo.

There were no examples of English monolingual clauses in the two conversations analyzed for this study, However, example (17) appears in another recording, Maccaa-OC02-SAG 489

(22) He never gives up.

He never give-3SL.M. IMPV up.

'Inni gonkumaa abdii hin kutatu' (equivalent Afan Oromoo translation)

This clause follows the English SV order and satisfies the System Morpheme Principle, confirming English as the matrix language. The finite verb "gives" agrees with the subject "He" and demonstrates a late outsider morpheme through third-person singular agreement. The pronoun "He" is a content morpheme, while the adverb "never" is an early system morpheme modifying the verb. The particle "up" functions as a bridge late system morpheme, linking with "gives" to form the phrasal verb "gives up." These elements as the Morpheme Order Principle and the 4-M model, confirm English as the matrix language. The following example will illustrate the syntactic structure of Amharic, a Semitic language with SOV word order in declarative clauses that employs the Geʿez (Fidel) script, an alphasyllabary (abugida) derived from the ancient Geʿez writing system. The following Amharic example demonstrates these features.

(23) ፀጉሬ ደረቀ ተበጣጠሰ::

T̲s’egur-ē derek’-e tebet’at’es-e.

Hair-my dry-PFV tangled-PFV

"My hair dried and got tangled."

In example (18), the clause deviates from the typical SOV structure of Amharic, following a Subject-Verb-Verb (SVV) sequence instead, with the subject ፀጉሬ (Ts'egurē, "my hair") marked by the possessive suffix '-ē'. The two perfective verbs ደረቀ (derek'e, "dried") and ተበጣጠሰ (tebet'at'ese, "became tangled") suggest a causal relationship. Although the clause lacks an explicit object and does not fully align with the Morpheme Order Principle, the 4-M Model helps identify Amharic as the Matrix Language. The content morphemes— ፀጉሬ (Ts'egurē), ደረቀ (derek'e), and ተበጣጠሰ (tebet'at'ese)— carry the core lexical meaning, while the possessive morpheme '-ē' and the perfective aspect markers '-e' are considered early and late system morphemes, respectively. All these morphemes are derived from Amharic's morphological system, confirming Amharic as the Matrix Language in this clause.

In the examples above, both Afaan Oromoo (examples 15 and 16), English (example 17), and Amharic (18) feature monolingual clauses where the ML model is applied, and matrix language is identified in each clause.

4.2.1.2. Bilingual Clauses

In section 4.1.1, applying the Morpheme Order Principle (MOP) and the System Morpheme Principle (SMP) to monolingual clauses enabled the identification of the matrix language in those utterances. Building on that foundation, this section will extend the analysis by applying the same principles to bilingual clauses to find the matrix language in code-switching. We can further investigate how these principles function in mixed-language environments by examining bilingual clauses, which combine elements from both languages.

The following examples will illustrate how morpheme order and system morphemes are crucial indicators of the matrix language in a bilingual context, providing insight into one language's underlying structure and dominance over another in code-switching scenarios.

(24) Utuu **initiative**@eng erga ta'-ee Qeellam Wallaggaa -tti

If initiative since be-CNV-PRV Kellem Wallagga -to

boqolloo -tu ta’-a.

corn -FOC be-IMP

'If there were an initiative, there would be corn in Kellem Wallagga.'

In example (24) the first clause, ‘Utuu initiative erga ta’-ee,’ serves as the conditional clause, introduced by the conditional morpheme ‘utuu’ (if), which qualifies as bridge syetem morpheme due to its role in structuring the clause without independent semantic weight. The English noun initiative is a content morpheme, as it carries semantic weight. The phrase ‘erga ta’-ee’ (since it became) contains ‘erga’ (since), which functions as an content morpheme, and ‘ta’-ee’ (became-CNV), where the converbial suffix ‘-ee’ represents a late outsider morpheme. This suffix facilitates the linkage between the conditional and main clauses, ensuring syntactic coherence.

The main clause, ‘Qeellam wallaggaa-tti boqolloo-tu ta’-a.’ expresses the hypothetical consequence of the conditional clause. The locative phrase ‘Qeellam Wallaggaa-tti’ (in Kellem Wallagga) contains the morpheme ‘-tti’ which functions as an outsider late system morpheme because it is a case marker that is assigned based on the larger syntactic structure. The noun ‘boqolloo’ (corn) is a content morpheme, while the focus marker ‘-tu’ qualifies as an early system morpheme, refining the information associated with the noun. The verb ‘ta’-a’ (would be) is the finite verb, and its inflectional morphology functions as an outsider late system morpheme, as it marks modality and agreement, which are assigned at a later stage in language processing.

This analysis demonstrates that presence of both early and late system morphemes, particularly the converbial ‘-ee’ the case marker -tti, and the focus marker ‘-tu’ reinforces the dominance of Afaan Oromoo as the matrix language.

(25) Percent@eng jaatamni kun eessa dhaq-aa **?**

Percent sixty-NOM this where go-CNV.IMPV -Q

'Where does this sixty percent go?'

Example (25) follows a Subject-Interrogative Word-Verb (SIV) order, which is proper for a question in Afaan Oromoo. In Afaan Oromoo, the SIV structure for a direct question follows a specific order: Subject-Interrogative Word-Verb. The Subject (S) is

the noun or pronoun performing the action and comes first, even in a question. The Interrogative Word (I), such as "what," "who," "where," or "how many," follows the subject and signals that the sentence is a question. Finally, the Verb (V) comes last in the sentence, completing the question structure. In example (25) the structure begins with the subject "Percent jaatamni kun" ("this sixty percent"). The phrase Percent jaatamni kun follows the typical noun phrase structure of Afaan Oromoo, which differs from English word order. In Afaan Oromoo, the head noun (Percent, which inserted in Afaan oromo) appears first, followed by the numeral (jaatamni, meaning "sixty"), and the demonstrative (kun, meaning "this") at the end. In contrast, English follows a modifier-first order, where the demonstrative comes first (this), followed by the numeral (sixty), and then the noun (*percent*). This subject construction is followed by the interrogative word "eessa" (where), which introduces the question about the location. Finally, the verb "dhaqaa" (go) comes at the end of the clause, forming the action. The structure thus adheres to the typical SIV word order seen in interrogative sentences in Afaan Oromoo, where the interrogative word precedes the verb rather than the object, as no object is present in this construction.

From the perspective of the system morpheme principle, all system morphemes in this sentence, including tense, aspect, mood, and case markers, are derived from the matrix language, Afaan Oromoo. The morphemes "jaatamni" (sixty), "kun" (this), "eessa" (where), and "dhaq-aa" (to go) are all native to Afaan Oromoo, supporting the argument that the system morphemes are consistent with the matrix language. In the verb "dhaq-aa" (to go) the morpheme '-aa' functions as a late outsider morpheme indicating present imperfective aspect, providing the necessary verbal structure for the clause. Although "percent" is inserted from English is a content morpheme from embedded language, reinforcing the conclusion that Afaan Oromoo entirely governs the grammatical structure of the clause. The finite verb "dhaq-aa" plays a critical role in the sentence, ensuring that it follows the syntactic and grammatical rules of the matrix language.

(26) Nageenya jech -uu-n **business**@eng ta'-e.

Security mean -NP business be-3SL.PRV

'Security became a business.'

The clause '*Nageenya jechuun business ta'-e' (*"Security means business") follows Afaan Oromoo morphosyntactic structure while incorporating an English lexical

insertion, though its morpheme order resembles English. Structurally, *Nageenya* (security) serves as the subject, *jechuun* (means) acts as a noun/verb hybrid with the suffix *-n*, *business* is the inserted English noun, and *ta'-e* (became) is the finite verb with a perfective marker. Despite the English insertion, the sentence remains grammatically Afaan Oromoo. Analyzed through Myers-Scotton's (2002) 4-M Model, *Nageenya* and *business* are content morphemes carrying core meaning, *jech-uu-n* is an early system morpheme dependent on *Nageenya*, and '*-e'*, marking tense and aspect, functions as an outsider late system morpheme.

(27) So@eng gaafa dhimmi keenyatti deebin-uu

So, when issue our-LOC go back. 1PL.CONV. IMPV

'So, when we go back to our issue'

(Macca-OC02-SAG 41)

In example (27), all morphemes are derived from Afaan Oromoo, except for the conjunction 'so,' which is sourced from English. The finite verb 'deebin-uu' (go back) agrees with the subject which is shown by a first-person plural marking on the verb functioning as late outsider morpheme.

Similarly, example (28) features the morpheme' daily' from English, while the rest of the clause is in Afaan Oromoo and the verbs 'qaam-u'(chew) originate from Afaan Oromoo. Here, the finite verb 'chew' appears at the end of the clause, reflecting the order, with the implied subject 'I,' and the suffix '-u' marks as late outsider morpheme.

(28) **Daily** @eng hin -qaam-u

Daily NEG -chew.1SL.IMP

'I do not chew 'chat' **daily**.'

(Maccaa-CO04-GAE 667)

Also, example (28) features the morpheme 'attendance' from English, while the rest of the clause is in Afaan Oromoo and the verbs 'jir-a'(exist) originate from Afaan Oromoo.The finite verb 'jir-a'(exist) is a late outsider morpheme marked by suffix '-a'

that appeared following the object' Attendance' which inserted from Embedded language of English content morpheme.

(29) **Attendance**@eng guut-aa-n jir-a.

Attendance fill.CONV.1SL exist-IMPV

'I am filling out attendance.'

(Maccaa-OC016 SIB 96)

In example (29), the clause structure follows the word order of Afaan Oromoo while incorporating an English lexical item. Specifically, the phrase "ijoollee batch keenyaa" exemplifies how both languages blend within a single sentence without disrupting the syntactic structure of the matrix language, Afaan Oromoo. The phrase follows a Noun + Modifier + Possessive structure, where "ijoollee" (students/kids) is the head noun, "batch" is the English insertion functioning as a modifier, and "keenyaa" (our) is the possessive marker that follows the noun. This word order contrasts with English, which typically adheres to a Possessive + Head Noun + Modifier structure, as seen in the phrase "our batch of students." Thus, in morphosentatic order, the clause follows implied subject 'You', 'ijoollee' (refers to student in this case) object and verb'gaaffattee'(ask). In addition, the suffix'-ee' in finite converb function as late outsider morpheme.

(30) Amma ijoollee **batch**@eng keenyaa yoo gaafat-t-ee

Now children **batch** our if ask.2P-CONV.PRV

'Now, if you ask the students of our batch.'

(Maccaa-OC016 BOO-307)

Following Myers-Scotton's Matrix Language Frame Model, the Morpheme Order Principle (MOP) and System Morpheme Principles assert that the morpheme order in examples (24), (25), (26), (27), (28), (29) and (30), reveal that Afaan Oromoo is the Matrix language in all examples. The influence of English is often limited to content words like nouns and verbs, while the grammatical framework adheres to Afaan Oromoo principles. This pattern is further illustrated in example (31), where the syntactic structure of Afaan Oromoo remains dominant despite the insertion of an English lexical item.

(31) Xaafii nam-ni **expor**t@eng hin -godh-u.

Teff.ACCO man.NOM **export** NEG do.IMPV

'Man does not **export** 'teff'

(Maccaa-OC12 EYS-326)

In example (31), the declarative clause consists of Afaan Oromoo morphemes, apart from the English morpheme' export.' A notable feature of this example is the presence of the accusative case 'Teff,' which precedes the nominative case 'Man.' This order is atypical in Afaan Oromoo, where the subject usually appears before the object. Additionally, the negative finite verb ‘hin godhu’ (do not) is positioned at the end of the clause.

This structure aligns with the syntactic conventions of Afaan Oromoo while incorporating an English term. The placement of the accusative case before the nominative reflects an OSV (Object-Subject-Verb) order; this may have resulted from pragmatic reasons like by placing the object at the beginning, the speaker draws attention to it, ensuring that the listener processes it first before introducing new information; however, requires further investigation. Nevertheless, the final position of the negative finite verb reinforces Afaan Oromoo's identification as the matrix language. In example (27), the clause includes three language morphemes: 'Birr' (the name of the Ethiopian currency), which originates from Amharic which is not listed in Afaan Oromoo dictionary (Equivalent ‘Qarshii’ (Birr’; other morphemes from Afaan Oromoo; and the morpheme 'transfer,' sourced from English. The example is as follows:

(32) *Biri@amh* dhibba lama **transfer@eng** naa godh-i.

Birr hundred two **transfer** **for** me do-IMP.IMPV

'Do **transfer** two hundred birrs to me.'

(Maccaa OC010 YOT 350)

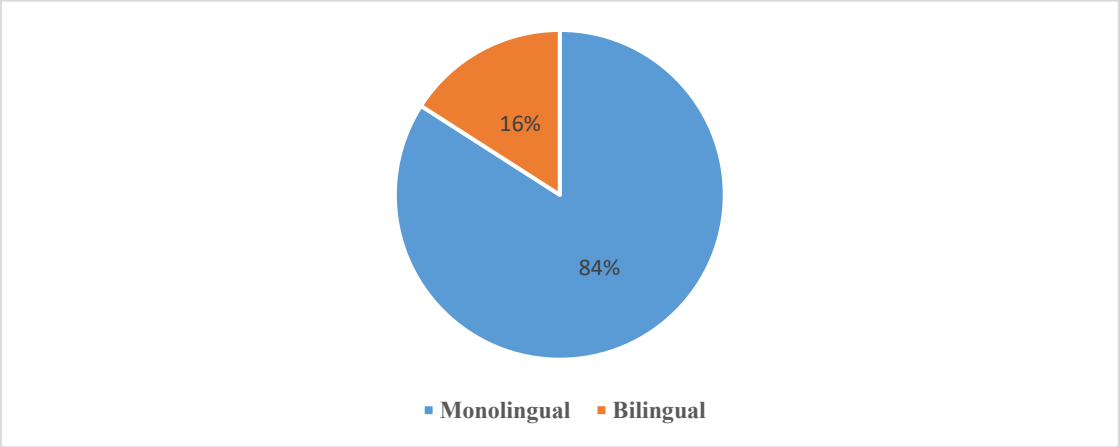
In example (32), 'Birr dhibba lama' (meaning 'two hundred Birr') functions together as the direct object of the imperative verb. The term 'naa' serves as the indirect object, showing to whom the action is directed—essentially, 'to me.' The subject 'you' is implied in the imperative structure, which is common in Afaan Oromoo. The imperative verb 'godhi' (meaning 'do' or 'make') completes the clause by showing the action needed.

Although both Afaan Oromoo and Amharic follow a Subject-Object-Verb (SOV) syntactic structure, System Morpheme Principle, Afaan Oromoo can be identified as the matrix language of this bilingual clause because its system morphemes come from Afaan Oromoo and only a content morpheme comes from Amharic. This result shows how the clause adheres to the grammatical rules of Afaan Oromoo while incorporating elements from Amharic and English, exemplifying the dynamics of code-switching within this bilingual context.

4.2.2. Quantitative Analysis

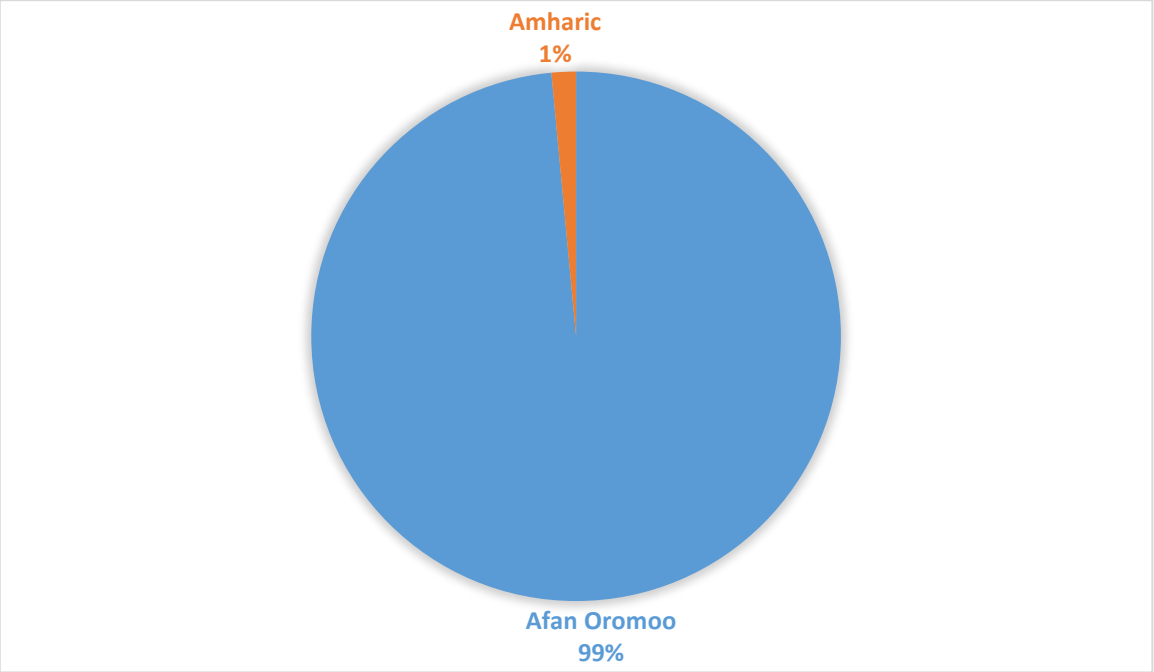
The analysis of the transcriptions revealed 879 clauses, of which 739 were monolingual, and 140 were bilingual (Fig. 14). It is important to note that unintelligible clauses and fragments were excluded from the counting as clauses. Unintelligible clauses refer to segments of the transcriptions that could not be reliably interpreted due to factors such as poor audio quality, overlapping speech, or incomplete utterances. Only clear, clauses that could be fully understood were considered in the analysis. The clauses used in this quantitative analysis were extracted from three distinct conversational settings: In Maccaa-OC01, speakers aged 23 and 33 discuss market inflation and its consequences, while in Maccaa-OC09, speakers aged 24 and 40 engage in conversation in a human resources office as they carry out their daily work and in Maccaa-OC28, speaker aged 22 and 25.

Figure 14 The distribution of overall Monolingual and Bilingual clauses



The monolingual clauses were further classified according to the language used in the conversation (Fig. 14).

Figure 15 Matrix language distribution of monolingual clauses.

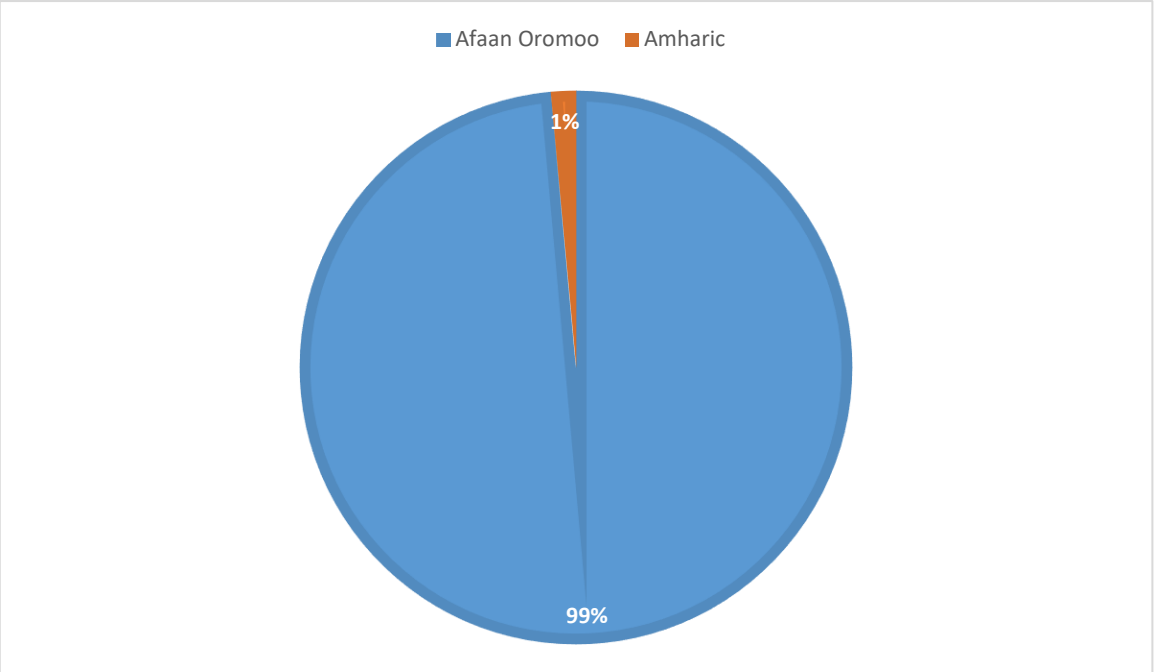


In Figure (15), of the 739 monolingual clauses, the majority comprised 728 clauses (99%) in Afan Oromoo. This analysis highlights the predominant role of Afan Oromoo in the conversation. The remaining monolingual clauses included 11 (1%) in Amharic, suggesting that Amharic was used minimally in the discourse. There were no monolingual English clauses in this specific fully transcribed.

In addition to the monolingual clauses, there were 140 bilingual clauses, accounting for approximately 16% of the total clauses (Fig. 15). The bilingual clauses exhibited different patterns of language mixing: 70 clauses contained English insertions, 64 clauses contained Amharic insertions, and 6 clauses contained both Amharic and English insertions. This distribution highlights the dominant presence of Afaan Oromoo in the dataset, with Amharic appearing almost frequently with English in bilingual clauses. The occurrence of bilingual clauses with both Amharic and English insertions suggest a more language contact phenomenon. The significant frequency of Amharic insertions (64) of bilingual clauses) compared to English insertions (70) suggests that Amharic also plays an integrated role in bilingual interactions. This may be attributed to the historical, and geographic proximity between Afaan Oromoo and Amharic.

In contrast, English insertions, though present, are less frequent. This pattern aligns with previous studies suggesting that English is typically used in more formal, globalized, or education-related contexts, whereas Amharic serves as a more immediate contact language in bilingual interactions.

Figure 16 Matrix Language Distribution of Bilingual clauses



Although Afaan Oromoo dominates as the matrix language in bilingual clauses, there are 2 bilingual clauses where Amharic serves as the matrix language with embedded language, Afaan Oromoo. An important finding from this analysis is that there are no clauses in which English serves as the matrix language. However, given the limited size

of the dataset—consisting of only two conversations—this cannot be taken as a definitive pattern. While English appears frequently in other contexts, particularly in globalized and formal settings, its absence as a matrix language in this dataset suggests that Afaan Oromoo and Amharic play a more prominent role in structuring bilingual clauses in these specific interactions. Additionally, the presence of monolingual English clauses in another conversation indicates that English may still serve important discourse functions, even if it does not emerge as the matrix language in this subset of data.

These findings underscore the linguistic patterns of the speakers, with Afan Oromoo serving as the primary language of communication, while the use of Amharic and English remained peripheral.

4.3 Typology of Embedded Language Integration

This section provides a detailed analysis of the morphosyntactic integration of English lexical items into Afaan Oromoo, based on naturally occurring spoken data. Drawing on the Matrix Language Frame (MLF) model, the analysis demonstrates that Afaan Oromoo consistently acts as the Matrix Language (ML), providing the structural frame into which English Embedded Language (EL) elements are inserted. The consistent application of Afaan Oromoo word order and grammatical morphemes to these English elements highlights the robust nature of the ML frame. The integration is categorized and analyzed as follows.

4.3.1. Noun Phrase Insertions

English nouns are the most frequently and fluidly inserted elements. Their integration is not merely lexical but involves sophisticated morphosyntactic embedding, where they are assigned grammatical roles by the Afaan Oromoo frame and often receive native grammatical markers.

(33) **Photo** @eng'n kan kee duwwaadhaa-?

Photo-NOM that yours alone-COP-Q

'Is that photo yours alone?'

(Maccaa-OC028 *JIK 6*)

This utterance provides a foundational illustration of noun phrase integration. The English noun *photo* is inserted as the subject of the clause. Critically, it is marked with the Afaan Oromoo nominative case marker '-n', a quintessential system morpheme that must be supplied by the Matrix Language according to the System Morpheme Principle. This case marking transforms the English lexical item into a grammatically functional subject within the Afaan Oromoo sentence. Furthermore, the noun is embedded within a possessive construction, *kan kee* ('that is yours'), a syntactic frame entirely governed by Afaan Oromoo. This demonstrates a two-level integration: first, the EL noun is assigned a grammatical role via ML morphology, and second, it becomes the head of a larger NP structured by ML syntax.

(34) Pattern@eng kan Ganniiyyuu narkaa hin badu seetee

Pattern the Gani-FOC Me-from NEG forget-1S.IMPRV
'I forgot Gannis mobile pattern.'

(Maccaa-OC028 JIK 175)

This example further elaborates on the integration of nouns within determiner phrases. The English noun pattern serves as the head of the object noun phrase and is specified by the Afaan Oromoo definite article kan. The use of this specific determiner shows that the EL noun is treated as a definite, specific entity within the discourse, a conceptual framing provided by the ML. The entire NP pattern kan Ganniiyyuu ('the pattern of Ganni') follows the ML's syntax for possession and definiteness, confirming the deep structural absorption of the English noun.

(35) Mucaan shee tokko **class@eng** keenya turte

Child her one class our be-3SL.M.PRV
'One of her child was in our class.'

(Maccaa-OC028 SOG 282)

Here, the English noun *class* is embedded and possessed via the Afaan Oromoo possessive pronoun *keenya* ('our'). This construction perfectly follows the ML's NP-internal syntax for possession, where the possessed noun is followed by the possessive pronoun. The example demonstrates that EL nouns can be seamlessly incorporated into one of the most fundamental NP structures in the language, acting as the anchor for pronominal possession. Further see next examples for Nouns within Prepositional and Case-Marking Frames.

(36) Treshhold**@eng** dha yoo ta'emmoo maal godhu

Threshold-COP if become-COND+ADD what do-3PL.IMPRV

'If it's a threshold, then what do they do?'

(Maccaa-OC028 SOG 114)

(37) Silent @eng dhaam innoo hin argamuum

Silent-COP-FOC it NEG find-3S.IMPV-FOC

'It is on silent mode. It can't e found.'

(Maccaa-OC 028 JIK 168)

(38) **Silent @eng** irra keessee?

Silent on put-2S.CNV.PRV-Q

'Did you put it on silent mode?'

(Maccaa-OC028 SOG 169)

(39) Fudh-een gal-aam **flash@eng** irra naaf kaa'-i eenyu-tu qaban sii-n jedh-e

Take-1SL.PRV go-1SL.IMPR flash on me-for put-2SL.IMPV who-FOC have-CONJ you-to say-2SL.PRV

I will take home. Put on flash disck for me.I said whom do it has?

(Maccaa-OC 028 JIK 188)

This set of examples provides a powerful paradigm of the ML's syntactic control. In Example (36), Treshhold@eng dha yoo ta'emmoo..., the noun *threshold* is the complement of the copula *dha*, a fundamental ML system morpheme establishing its role as a predicate nominal. Examples (37) and (38) show the same English noun *silent* (from "silent mode") framed in two distinct syntactic roles. In (37), Silent @eng dhaam..., it is a predicate adjective with the copula, while in (38), Silent @eng irra keessee?, it is the object of the postposition *irra* ('on'). This flexibility is not inherent to the EL noun but is assigned by the ML's functional elements. Example (39), flash@eng irra naaf kaa'-i, reinforces this pattern, where the noun *flash* is governed by the postposition *irra*, defining its locative relationship to the verb.

(40) So@eng waa'ee **exit exam@eng** irratti kaas-ne (Maccaa-OC02-SAG-335)

So about exit exam on-to bring up- 1PL. PFV.

'So, we brought up the topic of the exit exam.'

This example showcases the insertion of a multi-word nominal EL island. The compound noun *exit exam* is embedded as a single conceptual unit. It is governed by the Afaan Oromoo preposition *waa'ee* ('about') and the postposition *irratti* ('on'), which together assign it a complex semantic role as the topic of discussion. The entire English constituent functions as a single grammatical object within the ML's prepositional phrase structure, demonstrating that while the internal structure of the EL island is English, its external syntax and grammatical function are entirely determined by Afaan Oromoo. Moreover see the following examples for Complex NPs and Hybrid Structures.

(41) *Indaahuum@amh* waaqayyo aartististiidha gaaf-a jenn-uu the **Jude Artist** @eng

Indeed God Indeed, God Artist-COP when say-1PL.CNV.IMPRV the jude artist

'Indeed, when we say God is an artist, he is jude artist.'

(Maccaa-OC02-SAG-13)

(42**) Benefit@eng online@eng** utuu hin beek-in…

Benefit online without NEG know-IMPRV

'Without even knowing the benefit of being online…'

(Maccaa-OC02-SAG-19)

(43) **Benefit**@eng Feesibuukii utuu hin beekin...

Benefit facebook without NEG.know-IMPRV

'Without knowing the benefit of Facebook…'

(Maccaa-OC02-SAG-20)

(44**) Benefit**@eng teelegraamii utuu hin beekin…

Benefit Telegram without NEG.know-IMPRV

'Without knowing the benefit of Telegram…'

(Maccaa-OC02-SAG-21)

(45) Wanti akka kanaa **economical@eng crisis@eng** hin jiraat-a

Thing-NOM like this economic crisis NEG exist-IMPV

'A thing like this — an economic crisis exist.'

(Maccaa-OC02-SAG-23)

(46) Namni tokko mooraa seen -ee yeroo bah-uu

person-NOM one campus enter -CNV.PRV when exit-IMPRV

style@eng uffannaa arg -a.

style clothes see -3SG.PRES

'When a person entered and then exits the campus, he sees clothing style.'

(Maccaa-OC02-FET-667)

This series illustrates the fluidity of NP-internal structure. Example (36), the Jude Artist @eng, is a full EL island serving as a predicate nominal. Examples (41-46) demonstrate hybrid constructions. In (42) Benefit@eng online@eng and (45) economical@eng crisis@eng, English nouns are modified by other English words, yet the entire NP is subject to the ML's clausal syntax. Particularly instructive is the contrast between (43) Benefit@eng Facebook@eng and (44) Benefit@eng teelegraamii, where the modifier shifts from English (Facebook) to Afaan Oromoo (teelegraamii), showing the ML's capacity to host mixed or pure EL NPs. Example (46), style@eng uffannaa arga, is a quintessential hybrid NP where the English noun style acts as the head, modified by the Afaan Oromoo noun uffannaa ('clothes'), perfectly instantiating the ML's noun-noun modification pattern.

4.3.2. Verb Phrase Integrations

The integration of English verbs is systematically managed through specific syntactic strategies designed to resolve the typological conflict between the agglutinative Afaan Oromoo and the analytical English verbal systems. The primary and most robust strategy is the Light Verb Construction (LVC). The following examples show prototypical Light Verb Constructions.

(47) kan ati **package** @eng bittee **waste@eng** gootu…

That you package buy-2SG-CONV-PRV waste do-2SG.IMPRV

'The package you bought — you're just wasting it.'

(Maccaa-OC02-SAG-25)

(48**) Text@eng** godha

Text does-3S.M.IMPV

'He does texts to me.'

(Maccaa-OC028 JIK 27)

(49) Mucatiitu **interview**@eng godha akka yaada isaatti.

Girl.NOM-FOC interview do-3SG.F.IMPRV as idea his--EMPH

'The girl interviews according to his own ideas.'

(Maccaa-OC02-FET-271)

(50) Biri keetiin **pay@eng** gootee nyaatta mitii amma?

Biri your-INS pay do-2SL.CNV.PRV eat-2SG.IMPRV NEG now-Q

"You're eating with the money you paid yourself, right?'

(Maccaa-OC02-SAG-313)

These are a classic light verb construction (LVC), a universal strategy in code-switching for integrating verbs from an EL that have a different morphological structure. The English verb 'waste' in example (47) provides the core semantic meaning (the "heavy" verb), while the Afaan Oromoo verb godh ('to do') acts as the "light" verb, carrying all the necessary grammatical specifications for the clause. Here, godh is inflected for and 2nd person singular and Imperfective aspect (godh-tu). Also, this is vividly illustrated in examples (48), (49), and (50), These examples represent the canonical form of verb integration. In Example (48), Text@eng godha, the English noun text is recruited into a verbal predicate, meaning "to send a text," via the light verb godha ('he does'). The light verb carries all grammatical information (3rd person singular, imperfective). Example (47), waste@eng gootu, follows the same pattern, with the English verb waste in its bare form complemented by the inflected Afaan Oromoo light verb gootu ('you do'). This division of labor—EL semantics and ML grammar—is a direct application of the System Morpheme Principle. Example (49), interview@eng

godha, shows the noun interview being used verbally via the LVC. Example (50), pay@eng gootee nyaatta, is particularly nuanced; here, the LVC is in a converbal form (pay gootee, 'having paid'), embedding the action as an adverbial clause that modifies the main verb nyaatta ('you eat'). This demonstrates the LVC's compatibility with the full range of Afaan Oromoo non-finite verb morphology, showcasing its versatility as an integration strategy. On other hand see the following examples of alternative Predicative Integration Strategies.

(51) **Raapper@eng -in** fakkaadh-ee jiraa-m

Rapper-NOM seem-1S.CNV.PRV exist-1S.CNV.IMPV-FOC
'I seem rapper.'

(Maccaa-OC028 SOG 56)

(52) Hin sobdiim **mood@eng** qabattim

NEG lay-3SL.F.IMPRV mood hold-3SL.F.IMPRV-FOC
Don't lay.She hold mood.

(Maccaa-OC028 SOG 205)

(53) Maaliif walirratti **depend**@eng ta'ee jira mitiiree

Why each other-on depend be-CNV.PRV exist-IMPRV NEG-FOC

'Why is it that has become depending on each other — isn't it?'

(Maccaa-OC02-FET-110)

Not all verbal predicates follow the LVC pattern. Example (51), Raapperin@eng fakkaadh-ee jiraa-m, uses the full Afaan Oromoo verb fakkaadh- ('to resemble') to integrate the English noun rapper. Here, the EL element is the subject argument of a semantically rich ML verb, not part of a compound predicate. In Example (52), mood@eng qabattim, the English noun mood is the direct object of the ML verb qabatt- ('she holds'). Example (53), depend@eng ta'ee jira mitiiree, presents a sophisticated strategy for a stative English verb. Depend is not used with a light verb but is treated as a stative predicate following the copula ta'ee ('having become') and is completed by the ML existential auxiliary jira and the tag question mitiiree. This complex periphrastic construction is a native Afaan Oromoo strategy for expressing a state, into which the EL verb is slotted, showcasing the ML's capacity to employ its own complex verb systems to frame EL predicates.

4.3.3. Adjective Insertions

The integration of English adjectives and adverbs typically involves less morphological integration than nouns but is strictly constrained by the syntactic and semantic rules of the ML. These elements are slotted into existing adjectival and adverbial positions.

(54) Ajaa'iba-hoo **style**@eng-in eenyuun *qaffalla@amh* amma nuun?

Amazing-FOC style-with who-NOM ask-1PL.IMPV now us

'Amazing! Who should we ask to get something for us?'

(Maccaa-OC-028 JIK7)

(55) **Fair**@eng miti.

Fair not.

'It is not fair.'

(Maccaa-OC- 028 SOG 34)

Example (54), Fair@eng miti, is a paradigmatic case of a predicate adjective insertion. The English adjective *fair* is used with the Afaan Oromoo negative copula *miti* ('it is not'). The structure directly mirrors the native Afaan Oromoo copular construction for expressing qualities (e.g., *garii miti*, 'it is not bad'), demonstrating that EL adjectives can fill the same syntactic slot as their ML counterparts without any morphological adaptation. Example (55), Ajaa'iba-hoo style@eng-in, involves a more complex, trilingual structure. The Amharic-derived adjective *Ajaa'iba* ('amazing') modifies the English noun *style*, and the entire phrase is marked with the instrumental case marker '-in'. Despite the multiple sources, the phrase is structured by the ML's case-marking syntax, showing that EL adjectives and nouns can be jointly hosted within an ML-functional frame.

(56) Waaqayyo aartiistiidha **serious**@eng. (Maccaa-OC02-SAG-3**)**

God artist-COP serious

'God is an artist, seriously.'

(57) Kun ***ikkoo*** **biblically@eng** kan barreefame**.** (Maccaa-OC02-SAG-341)

This then biblically that write-PASS

This is a principle already written biblically.

English adverbs are productively integrated as sentential or manner modifiers. In Example (56), Waaqayyo aartiistiidha serious@eng, the adverb *seriously* is used pragmatically as a sentence-final modifier. This position is syntactically available in Afaan Oromoo for emphatic and sentential adverbs that comment on the entire proposition, indicating a seamless pragmatic and syntactic fit. Example (57), Kun ikkoo biblically@eng kan barreefame, provides a critical example of a manner adverb. The English adverb *biblically* is inserted to modify the passive verb *barreefame* ('is written'). Its placement immediately before the relative clause marker *kan* is syntactically felicitous within the Afaan Oromoo clause structure. This demonstrates that English adverbs can be accommodated directly into the ML's adverbial slots to specify the manner of an action, requiring no morphological adaptation and adhering strictly to the ML's phrasal ordering.

CHAPTER 5. DISCUSSION

This chapter presents a comprehensive discussion of the findings from the analysis of code-switching (CS) between Afaan Oromoo and English in informal conversational contexts. The discussion is organized around the three primary research questions that guided this investigation: (1) the identification of the matrix language in code-switched utterances and its influence on sentence structure, (2) the morphosyntactic integration mechanisms of English lexical items into Afaan Oromoo speech, and (3) the applicability of the Matrix Language Frame (MLF) model to this specific language pair. Drawing on both qualitative and quantitative evidence presented in Chapter 4, this chapter interprets the findings within the broader theoretical framework of bilingual speech production and compares them with previous research on code-switching in typologically diverse language pairs. The discussion also addresses the implications of these findings for our understanding of bilingual competence, language contact phenomena, and the theoretical robustness of the MLF model when applied to under-researched language combinations involving an agglutinative Cushitic language and a non-agglutinative Germanic language.

5.1 The Dominance of Afaan Oromoo as the Matrix Language

5.1.1 Empirical Evidence for Matrix Language Assignment

The analysis presented in Chapter 4 provides compelling evidence that Afaan Oromoo functions as the matrix language in the overwhelming majority of code-switched clauses. The quantitative analysis revealed that of 879 total clauses examined, 739 (84%) were monolingual and 140 (16%) were bilingual. Among the monolingual clauses, 728 (99%) were in Afaan Oromoo, 11 (1%) in Amharic. This distribution strongly supports Hypothesis 1, which predicted that Afaan Oromoo would function as the matrix language more frequently than English in code-switched utterances.

More significantly, the analysis of bilingual clauses demonstrates that in 140 of the bilingual clauses, Afaan Oromoo provided the morphosyntactic frame. Of the bilingual clauses, 70 contained English insertions, 54 contained Amharic insertions, and 6 contained both Amharic and English elements. There was only one instances in the analyzed dataset where English served as the matrix language in bilingual clauses, although one monolingual English clause was identified in a conversation (example 9:

"He never gives up"). The two exceptional cases where Amharic functioned as the matrix language with Afaan Oromoo insertions represent a distinct bilingual dynamic that reflects the regional multilingual ecology rather than the Afaan Oromoo-English pairing under investigation. Over all the pilot study affirmed these findings (see also in Mihiretu & Deuchar, 2025) .

5.1.2 Morpheme Order and System Morpheme Evidence

The qualitative analysis consistently demonstrated that Afaan Oromoo's morphosyntactic properties governed the structure of bilingual clauses. Application of the Morpheme Order Principle (MOP) revealed that bilingual clauses consistently maintained the Subject-Object-Verb (S)OV word order characteristic of Afaan Oromoo, even when substantial English and Amharic lexical materials were inserted. For instance, in example (31), "Xaafii nam-ni export hin godh-u" (Man does not export teff), the SOV order is preserved despite the English verb insertion, with the verb complex appearing in clause-final position as required by Afaan Oromoo syntax.

The System Morpheme Principle (SMP) provided even more robust evidence for Afaan Oromoo's matrix language status. Across all bilingual clauses analyzed, grammatical morphemes—including case markers, tense-aspect-mood (TAM) markers, agreement inflections, and negation markers—were consistently supplied by Afaan Oromoo. In example (25), "Percent jaatamni kun eessa dhaq-aa?" (Where does this sixty percent go?), the nominative case marker -ni, the demonstrative kun, and the imperfective aspect marker -aa all originate from Afaan Oromoo, while only the content morpheme "percent" is borrowed from English.

5.2.3 Comparative Interpretation

These findings align remarkably well with previous code-switching research involving typologically similar matrix languages. The dominance of Afaan Oromoo mirrors patterns observed in other studies where an agglutinative or morphologically rich indigenous language serves as the matrix language in contact with English which aligned with findings in pilot study(Wakwoya Mihiretu & Deuchar, 2025; Wkwoya Mihiretu & Deuchar, 2025) . Khan and Khalid's (2017) study of Pashto-English code-switching found similarly that Pashto consistently provided the morphosyntactic frame, with English contributing primarily content morphemes. Likewise, Deuchar's (2006) research on

Welsh-English bilingualism demonstrated that Welsh, with its verb-initial structure and rich inflectional morphology, dominated as the matrix language in mixed clauses.

This finding suggests that the sociolinguistic relationship between Afaan Oromoo and English in informal contexts is fundamentally asymmetric, with Afaan Oromoo occupying the dominant structural position. This asymmetry likely reflects both the sociolinguistic reality—Afaan Oromoo as the native language and primary medium of everyday interaction—and psycholinguistic factors related to language activation and accessibility in spontaneous speech production. Myers-Scotton's (2002) Asymmetry Principle directly predicts this outcome, positing that one language will typically dominate in providing the grammatical frame for bilingual clauses.

However, it is important to acknowledge the methodological limitation imposed by the dataset size. The analysis was based on three conversations comprising 879 clauses. While this sample provides valuable insights, the presence only one of English as a matrix language cannot be definitively generalized to all Afaan Oromoo-English code-switching contexts without additional data from larger and more diverse corpora. The presence of monolingual English clauses in other recorded conversations suggests that English does play a role in certain discourse functions, and it remains theoretically possible that English could serve as the matrix language in specific contexts—perhaps in more formal or professional settings, or among speakers with higher English proficiency and different patterns of language socialization.

5.2 Morphosyntactic Integration of English Elements

5.2.1 Noun Phrase Integration

The analysis revealed that English nouns undergo systematic morphosyntactic integration into the Afaan Oromoo grammatical system. This integration manifests most visibly through the application of Afaan Oromoo case markers to English noun stems. In example (4), "Kun file-tti hidh-am-a" (This is tied to a file), the English noun file receives the Afaan Oromoo locative case suffix -tti, demonstrating full morphological assimilation. Similarly, in example (1), "percent-iin" shows the English noun percent marked with the nominative case -iin.

This pattern of case assignment strongly supports Hypothesis 2, which predicted that English lexical items would undergo specific morphosyntactic adaptations to

conform to Afaan Oromoo grammatical rules. The ability of English nouns to host Afaan Oromoo inflectional morphology indicates that bilingual speakers treat these lexical items as bare stems that can be integrated into the native morphological system. This finding is consistent with the MLF model's predictions regarding the integration of embedded language (EL) content morphemes into the matrix language (ML) frame.

However, the data also revealed interesting variation in integration strategies. In example (1), two different patterns appear: "percent-iin jaatam-ni" (sixty percent) shows full integration with case marking on the English noun, while "percent soddom-ni" (thirty percent) presents the English noun in bare form with the case marker attached to the Afaan Oromoo numeral. This optionality suggests that speakers possess strategic flexibility in how they integrate English nouns, possibly influenced by processing constraints, the semantic unity of multi-word expressions, or discourse-pragmatic factors such as emphasis or topic salience.

The more complex case of multi-word English noun phrases, as in example (3) "factory blue magic-tu", demonstrates that entire English constituents can function as EL islands—maximal projections entirely in the embedded language that are inserted as units into the matrix language frame. The Afaan Oromoo focus marker -tu attaches to the final element of this English phrase, treating the entire NP as a single syntactic unit. This pattern aligns with Myers-Scotton's (2002) concept of EL islands, which are predicted to maintain internal EL structure while occupying grammatically specified positions within the ML frame.

5.2.2 Verb Integration: Light Verb Constructions

The integration of English verbs presented a distinct challenge due to the typological differences between English and Afaan Oromoo verbal morphology. Afaan Oromoo verbs carry extensive inflectional morphology encoding person, number, tense, aspect, mood, and voice, organized in an agglutinative system. English verbs, by contrast, have minimal inflection. The solution employed by bilingual speakers was the systematic use of light verb constructions (LVCs), where the English verb provides semantic content but grammatical specifications are carried by an Afaan Oromoo light verb.

Example (32) "Birrii dhibba lama transfer naa godh-i" (Do transfer two hundred birrs to me) exemplifies this strategy. The English verb transfer appears in bare form, providing the core semantic meaning, while the Afaan Oromoo verb godh- (to do/make)

carries all the grammatical inflections—in this case, the imperative mood marker -i. This light verb strategy is not unique to Afaan Oromoo-English code-switching but represents a universal solution to the challenge of integrating verbs across typologically distinct systems. Khan and Khalid (2017) documented identical patterns in Pashto-English code-switching, where Pashto light verbs like kawul (to do) integrate English verbal concepts.

The LVC strategy is particularly significant from a theoretical perspective because it demonstrates the primacy of the matrix language's grammatical system. The English verb is reduced to a content morpheme—semantically rich but grammatically inert—while all system morphemes (TMA markers, agreement, mood) are supplied by Afaan Oromoo. This pattern provides strong support for Myers-Scotton's System Morpheme Principle and the 4-M Model's predictions regarding outsider late system morphemes, which must come from the matrix language.

Example (16) "Akka waan ta-ee-tti apply goch-uu barbaad-a" (It wants to treat it as if it is something that applies to it) further illustrates this pattern with the verbal noun construction apply goch-uu (to do applying/to apply), where goch- is the light verb and -uu is the Afaan Oromoo verbal noun suffix. This demonstrates that the LVC strategy extends beyond finite verb forms to non-finite constructions, maintaining consistency in how English verbal concepts are grammatically integrated.

5.2.3 Adjective and Adverb Integration: Syntactic Positioning

English adjectives and adverbs were inserted with less morphological adaptation than nouns or verbs but maintained strict conformity to Afaan Oromoo syntactic rules. In example (3), the English compound adjective "blue magic" modifies factory, but the entire construction receives the Afaan Oromoo focus marker -tu at its right edge, demonstrating that even when internal EL word order is preserved (adjective preceding noun in English fashion), the overall constituent must conform to ML syntactic and pragmatic requirements.

Adverbs showed interesting patterns of integration. Examples (14), (15) and (40) demonstrate the use of English temporal adverbs ("still now") and discourse markers ("so") at clause boundaries or in adjunct positions. These elements function pragmatically to organize discourse and express temporal or logical relationships, and their integration appears to involve less morphosyntactic adaptation. This may be because adverbs and

discourse markers are less tightly integrated into the core grammatical structure of the clause—they function more at the discourse level than the sentence level.

The discourse marker "so" in example (27) "So gaafa dhimmi keenyatti deebin-uu" (So, when we go back to our issue) illustrates a common code-switching phenomenon where bilingual speakers use English discourse structuring devices even when the propositional content is entirely in Afaan Oromoo. This pattern has been documented in numerous code-switching studies (e.g., Matras, 2009) and reflects the pragmatic functions of such elements in managing conversational flow and speaker perspective.

5.2.4 The Role of the 4-M Model in Understanding Integration

The 4-M Model (Myers-Scotton & Jake, 2000) proved invaluable in understanding the differential integration of English elements. Content morphemes—English nouns like file, percent, business, and verbal stems like transfer, apply—were readily accessible for code-switching because they are conceptually activated at the mental lexicon level and carry direct semantic-pragmatic information. These elements can be selected from either language depending on communicative needs, lexical gaps, or stylistic preferences.

Early system morphemes, such as the English determiner "the" or plural markers, were notably absent from the data. This absence is theoretically significant because early system morphemes are conceptually linked to their content morpheme heads and should, according to the 4-M Model, be supplied by the same language as the content morpheme. However, when English nouns are inserted singly into Afaan Oromoo clauses, they lack accompanying English determiners or plural inflection, instead receiving Afaan Oromoo grammatical specifications. This pattern suggests that single noun insertions function as bare stems rather than complete noun phrases with English internal structure.

Late outsider system morphemes—case markers, TAM inflections, agreement markers—were exclusively supplied by Afaan Oromoo across all bilingual clauses. This finding strongly confirms the MLF model's prediction that outsider late system morphemes, which encode grammatical relationships at the clause level and are activated late in the language production process, must come from the matrix language. The consistency of this pattern across diverse syntactic contexts (declaratives, interrogatives, imperatives, negative clauses) demonstrates the robustness of Afaan Oromoo's grammatical frame in bilingual speech.

5.3 Applicability and Robustness of the MLF Model

5.3.1 Successful Predictions and Theoretical Fit

The Matrix Language Frame model proved highly effective in accounting for the structural patterns observed in Afaan Oromoo-English code-switching. Both the Morpheme Order Principle and the System Morpheme Principle successfully predicted the grammatical organization of bilingual clauses. Afaan Oromoo's SOV word order was consistently maintained, and system morphemes were exclusively supplied by Afaan Oromoo, confirming the model's core predictions.

The 4-M Model's hierarchical distinction among morpheme types provided a coherent explanatory framework for understanding which elements could be switched and how they were integrated. Content morphemes showed the greatest flexibility, appearing freely from both English and Afaan Oromoo. Late outsider system morphemes showed no flexibility, coming exclusively from the matrix language. This asymmetry supports the Differential Access Hypothesis, which posits that different morpheme types are accessed at different stages in the language production process.

Hypothesis 3, which predicted that the MLF Model would effectively account for structural patterns in Afaan Oromoo-English code-switching while acknowledging potential challenges from typological features, is largely supported. The model successfully identified the matrix language, predicted integration mechanisms, and explained both the possibilities and constraints on code-switching in this language pair.

5.3.2 Challenges and Refinements

Despite its overall success, the application of the MLF model to Afaan Oromoo-English code-switching revealed some challenges and areas requiring nuanced interpretation. The variation in noun phrase integration strategies (full case marking on English nouns versus case marking on Afaan Oromoo modifiers) suggests that the model's predictions about EL integration may need to accommodate speaker optionality and context-sensitive choices. The MLF model predicts systematic patterns but perhaps underestimates the strategic flexibility available to bilingual speakers in certain syntactic domains.

The status of multi-word English insertions (EL islands) also requires careful analysis. While the MLF model predicts that EL islands should maintain internal EL

structure, the attachment of Afaan Oromoo grammatical markers to the right edge of these islands (as in "blue magic-tu") raises questions about the precise boundary between EL internal structure and ML external structure. Is blue magic truly maintaining English structure, or is it simply preserving English word order while being morphologically and syntactically integrated into Afaan Oromoo as a borrowed compound? Future research could benefit from more detailed investigation of such cases.

The treatment of discourse markers and adverbs also highlights an area where the MLF model's predictions are less precise. These elements appear to operate partly outside the morphosyntactic frame established by the matrix language, functioning more at the discourse-pragmatic level. The MLF model primarily addresses sentence-level grammar, and its extension to discourse phenomena may require additional theoretical refinement or integration with discourse-based models of code-switching.

5.3.3 Comparison with Other Language Pairs

The patterns observed in Afaan Oromoo-English code-switching show both similarities and contrasts with code-switching in other language pairs analyzed using the MLF framework. The dominance of the morphologically richer, agglutinative language as the matrix language mirrors findings from Pashto-English (Khan & Khalid, 2017), Turkish-Dutch (Backus, 1998), and Igbo-English (Akinrẹmi, 2016). This consistency across typologically diverse but structurally similar scenarios suggests that morphological richness and structural complexity are significant factors in determining matrix language dominance in informal bilingual interaction.

However, differences emerge when comparing Afaan Oromoo-English patterns with language pairs involving two typologically similar languages or with different sociolinguistic relationships. Deuchar's (2006) Welsh-English study, while showing Welsh dominance, also documented more bidirectional matrix language assignment depending on context and speaker proficiency. The very limited presence of English as a matrix language in the current dataset may reflect not only typological factors but also the specific sociolinguistic context of the participants—successive bilinguals with Afaan Oromoo as their dominant language of everyday interaction and English as a primarily academic or formal language.

The ubiquity of light verb constructions for integrating English verbs aligns with broader cross-linguistic patterns. This strategy appears particularly common when the EL

has minimal verbal morphology and the ML has complex agglutinative verbal paradigms. The fact that the same solution emerges independently across unrelated language pairs (Afaan Oromoo-English, Pashto-English, Hindi-English) suggests that it represents an optimal psycholinguistic strategy for managing typological mismatches in verb structure.

5.4 Sociolinguistic Factors and Code-Switching Patterns

5.4.1 Language Attitudes and Actual Practice

The questionnaire data revealed an intriguing discrepancy between reported language attitudes and observed code-switching behavior. While 71% of participants agreed with the statement that people should avoid mixing Afaan Oromoo and English, 23% reported that they do not keep the two languages separate in everyday conversation. This contrast between prescriptive attitudes and descriptive practice is a common finding in code-switching research (Deumert, 2011, p. 2; Mesthrie et al., 2009) and reflects the tension between language ideologies (which often favor linguistic "purity" or separation) and the pragmatic realities of bilingual communication (Barbosa, 2020).

The frequency of code-switching in actual practice (16% of clauses were bilingual) suggests that code-switching serves important communicative functions that override prescriptive attitudes. Code-switching allows speakers to access the full range of their linguistic repertoire, filling lexical gaps, expressing nuanced meanings, managing discourse structure, and signaling social identities. The present finding that participants continue to code-switch despite disapproving attitudes suggests that, at least in some contexts, the symbolic and pragmatic benefits of switching outweigh any perceived stigma. This interpretation is in line with work showing that bilinguals associate different languages with different emotional, stylistic, and identity-related meanings, and that switching is one way of navigating these layered associations in real time(Grosjean, 2010; Jehan et al., 2025)

The frequency of Amharic insertions (54 bilingual clauses) compared to English insertions (70 bilingual clauses) in the dataset reflects the sociolinguistic context of the speakers. Amharic functions as a lingua franca across much of Ethiopia and has historical, cultural, and geographic proximity to Afaan Oromoo. Some participants reported exposure to Amharic from their families and their social network, whereas English was

typically encountered primarily in formal education starting from secondary school. The greater integration of Amharic into everyday Afaan Oromoo speech reflects this more intimate contact situation, whereas English remains more associated with specific domains—education, technology, formal business—and is thus drawn upon more selectively.

5.4.2 The Role of Proficiency and Language Dominance

The sociolinguistic profiles of the participants revealed that the vast majority (80%) acquired Afaan Oromoo from birth and received primary education through Afaan Oromoo as the medium of instruction. In contrast, 73% began learning English in secondary school, with only 23% exposed to English in primary school. This pattern of successive bilingualism, with Afaan Oromoo as the clearly dominant L1 and English as a later-acquired L2 with more limited functional domains, directly correlates with the observed code-switching patterns.

The dominance of Afaan Oromoo as the matrix language reflects its status as the participants' most proficient and most frequently used language. Myers-Scotton (2002) argues that the matrix language is typically the language that is more activated in a given communicative context. For these speakers, engaged in informal conversation about everyday topics, Afaan Oromoo is naturally the more activated language, providing the grammatical scaffolding for their speech, with English and Amharic contributing lexical items where needed or preferred.

The questionnaire data on self-reported proficiency corroborates this interpretation. While 80% of participants reported confidence in basic conversations in Afaan Oromoo, only 14% reported similar confidence in English, with 86% stating they knew only some words or expressions in English. This asymmetry in proficiency likely contributes to the asymmetry in grammatical roles: speakers are more capable of accessing and deploying Afaan Oromoo grammatical structures than English ones, making Afaan Oromoo the natural choice for providing the morphosyntactic frame.

5.4.3 Functional Domains and Code-Switching Motivations

Although the present study deliberately limited its scope to structural analysis and did not systematically investigate sociolinguistic motivations for code-switching, the data nonetheless offers some insights into the functional domains that trigger English

insertions. Many of the English terms identified in the data belong to semantic fields associated with modernity, technology, formal processes, and education: file, form, transfer, export, percent, batch, business, attendance, initiative, exit exam. This pattern suggests that English is drawn upon primarily to express concepts associated with formal, modern, or global domains where English terminology is prestigious, widely recognized, or simply more accessible than Afaan Oromoo equivalents.

This finding aligns with broader patterns of English borrowing and code-switching in postcolonial and globalizing contexts (Bhatt, 2010; Hall & Nilep, 2015; Hickey & Amador-Moreno, 2020; Sandhu & Higgins, 2016). English functions as a linguistic resource for expressing modernity and participating in global discourses. Even in intimate, informal conversation among Afaan Oromoo speakers, the insertion of English terms can serve symbolic functions—signaling education, cosmopolitanism, or professional competence—in addition to purely referential functions.

The presence of discourse markers like "so" and temporal expressions like "still now" suggests that English also contributes to the pragmatic organization of discourse. These elements may be preferred because they carry nuances or discourse functions that are not precisely matched in Afaan Oromoo, or simply because they have become habitual markers in the bilingual repertoire of educated speakers who have been extensively exposed to English in educational contexts.

5.5 Implications for Bilingual Language Processing and Production

The patterns observed in this study contribute to our understanding of bilingual language processing and production mechanisms. The systematic nature of code-switching—its adherence to the MLF model's predictions, the consistent use of light verb constructions, the exclusive ML sourcing of late system morphemes—indicates that code-switching is not random language mixing but a rule-governed linguistic behavior emerging from the architecture of bilingual competence.

The data support models of bilingual processing that posit separate but interconnected language systems with asymmetric activation (Green, 1998; Myers-Scotton, 2002). In code-switched speech, both languages are active, but one (the matrix language) is more highly activated and controls the grammatical frame, while the other (the embedded language) contributes lexical elements that are inserted into that frame.

The fact that system morphemes consistently come from Afaan Oromoo while content morphemes can come from either language suggests that grammatical and lexical information are accessed differently in bilingual speech production, with grammatical frame-building processes tied more rigidly to the more activated language.

The existence of integration strategies like light verb constructions and case marking on borrowed nouns demonstrates that bilingual speakers possess sophisticated metalinguistic knowledge about the structural requirements of their languages. They know, implicitly, that English verbs cannot simply be inflected with Afaan Oromoo morphology (due to incompatible stem structures) and instead employ the LVC strategy. They know that Afaan Oromoo requires case marking on noun phrases and apply these markers even to English nouns. This implicit grammatical knowledge guides the integration process and ensures that bilingual utterances remain grammatically well-formed according to ML standards.

CHAPTER 6. CONCLUSIONS

6.1. General conclusions of the study

This study has investigated the phenomenon of code-switching between Afaan Oromoo (Maccaa dialect) and English in informal conversational contexts. Using the Matrix Language Frame (MLF) model as the primary theoretical framework, the study analyzed naturally occurring bilingual speech data collected from 56 participants in the Kellem Wollega Zone of Western Ethiopia. The research addressed three central questions: which language functions as the matrix language in code-switched utterances and how this influences sentence structure and word order; how English lexical items are morphosyntactically integrated into Afaan Oromoo speech; and to what extent the MLF Model is applicable to this specific language pair.

The methodology employed a combination of audio recordings of spontaneous conversations, sociolinguistic questionnaires, and detailed morphosyntactic analysis using an adapted transcription system integrating CHAT conventions and Leipzig glossing rules. The analysis focused on clause-level identification of the matrix and embedded languages, application of the Morpheme Order Principle and System Morpheme Principle, and categorization of morpheme types according to the 4-M Model.

The research yielded significant findings that contribute both to the empirical understanding of Afaan Oromoo-English bilingualism and to the theoretical understanding of code-switching more broadly. The quantitative analysis demonstrated that Afaan Oromoo served as the matrix language in 98% of the bilingual clauses, strongly supporting the first hypothesis and confirming its dominant structural role. Furthermore, English lexical items were found to be integrated into Afaan Oromoo through systematic, rule-governed mechanisms that vary by word class. English nouns receive Afaan Oromoo case markers, showing full morphological integration, albeit with some strategic variation. English verbs are integrated primarily through light verb constructions where an Afaan Oromoo light verb carries all grammatical inflections, while adjectives and adverbs show less morphological adaptation but maintain strict conformity to Afaan Oromoo syntactic positioning. These patterns confirm the second hypothesis, demonstrating specific morphosyntactic adaptations to conform to Afaan Oromoo grammatical rules. The MLF model, supplemented by the 4-M Model, proved highly effective, as both the Morpheme Order Principle and System Morpheme Principle successfully predicted the grammatical organization of bilingual clauses, with system

morphemes exclusively supplied by Afaan Oromoo. This finding supports the third hypothesis and demonstrates the model's robust applicability.

The study also revealed a complex sociolinguistic context in which Afaan Oromoo functions as the dominant language of everyday interaction, Amharic plays a significant role due to regional multilingualism, and English occupies a more specialized domain. The higher frequency of Amharic insertions compared to English insertions reflects this intricate linguistic ecology. A notable finding was the discrepancy between language attitudes and practice, where a majority of participants expressed the view that the languages should be kept separate, yet most reported that they do not maintain such separation in everyday conversation, highlighting the natural and functional nature of code-switching despite prescriptive ideologies.

This research makes several important theoretical contributions to the field of code-switching studies. Primarily, it represents the first detailed application of the MLF model to code-switching between Afaan Oromoo and English, thereby extending the empirical base for the model and strengthening claims about its cross-linguistic applicability to a new typological pairing. The systematic use of light verb constructions for integrating English verbs adds to the growing cross-linguistic evidence that this represents a universal strategy for managing typological mismatches in verbal morphology. The data also provided clear evidence for the differential behavior of content morphemes versus late outsider system morphemes, supporting the Differential Access Hypothesis and demonstrating the utility of the 4-M Model's hierarchical classification. Given the scarcity of detailed morphosyntactic research on code-switching in Cushitic languages, this study contributes valuable empirical data to Cushitic linguistics and to the broader understanding of language contact in the Horn of Africa, in particular Ethiopia.

6.2. Implications of the study

Beyond its theoretical contributions, this research has several practical implications. For bilingual education, understanding the systematic nature of code-switching can inform strategies that leverage students' natural bilingual abilities rather than suppressing them, potentially enhancing comprehension and engagement. The findings also contribute to language policy discussions in Ethiopia by demonstrating that code-switching serves important communicative functions, suggesting that policies supporting dynamic multilingualism may be more effective than those enforcing rigid language boundaries. The transcription methodology developed for this study, which adapts CHAT and Leipzig

glossing conventions for application to Afaan Oromoo bilingual data, provides a model for future development of language resources. The creation of annotated bilingual corpora is essential for advancing research on under-documented languages and for developing computational linguistic tools (such as code-switching detection algorithms, morphological analyzers, and bilingual language models) that could support language technology development for Afaan Oromoo.

In translation and interpretation, understanding the structural patterns of code-switching can inform translation and interpretation practices, particularly in legal, medical, and administrative contexts where accurate understanding of bilingual speech is critical. Professional interpreters working with Afaan Oromoo-English bilinguals can benefit from awareness of typical code-switching patterns and the grammatical logic underlying them.

In final remarks, this study has demonstrated that code-switching between Afaan Oromoo and English is a systematic, rule-governed linguistic phenomenon that can be effectively analyzed using the Matrix Language Frame model. Afaan Oromoo consistently functions as the matrix language, providing the morphosyntactic frame into which English lexical items are integrated through systematic mechanisms—case marking for nouns, light verb constructions for verbs, and syntactic positioning for adjectives and adverbs. The consistent sourcing of system morphemes from Afaan Oromoo and the preservation of Afaan Oromoo word order confirm the predictions of the MLF model and demonstrate its applicability to this under-researched language pair.

The research contributes to filling a significant gap in the literature on code-switching in African languages, particularly Cushitic languages, and provides empirical support for the cross-linguistic validity of the MLF model. It offers a baseline understanding of Afaan Oromoo-English code-switching that can inform future linguistic research, educational practice, and language policy in multilingual Ethiopia.

Ultimately, this study affirms that code-switching is not linguistic chaos or evidence of incomplete language acquisition, but rather a sophisticated manifestation of bilingual competence. Bilingual speakers of Afaan Oromoo and English possess implicit grammatical knowledge that allows them to navigate between their languages while maintaining grammatical coherence and communicative effectiveness. By documenting and analyzing this linguistic practice, this research contributes to a deeper understanding of how multilingual speakers manage their linguistic repertoires and construct meaning in a globalized, multilingual world.

6.3. Limitations of the study

While this research provides valuable insights, it is important to acknowledge several limitations. The quantitative analysis was based on three conversations comprising 879 clauses from four speakers. While this sample provides sufficient data for identifying clear structural patterns, it is relatively small and may not capture the full range of variation in Afaan Oromoo-English code-switching practices. The participants were predominantly young adults (ages 20-29) with relatively high educational attainment, which may limit the generalizability of findings to other demographic groups (e.g., older speakers, those with less formal education).

The study focused exclusively on the Maccaa (Mecha) dialect of Afaan Oromoo spoken in Western Oromia. Given the dialectal diversity within Afaan Oromoo and the potential for dialectal variation in morphosyntactic patterns, the findings may not fully generalize to other dialects (Eastern, Central, or Southern varieties). Future research should investigate code-switching patterns across dialects to determine the extent of variation.

In line with the study's contextual scope, the data were collected in informal conversational contexts. Code-switching patterns may differ significantly in formal contexts (e.g., classroom instruction, professional meetings, media broadcasts) where different norms, power dynamics, and functional demands operate. The study's findings are most directly applicable to informal bilingual interaction and may not predict patterns in other contexts.

While the study documented code-switching patterns and identified the structural mechanisms of integration, it did not systematically investigate the sociolinguistic and pragmatic motivations for specific code-switching instances. Questions about why speakers choose to insert English terms at particular moments, what social meanings these insertions carry, and how code-switching functions in identity construction and social positioning remain areas for future investigation. The study also relied entirely on naturalistic production data. Experimental methods (e.g., grammaticality judgment tasks, priming studies, and production experiments) could provide additional insights into speakers' implicit knowledge of code-switching constraints and the cognitive processes underlying bilingual speech production.

6.4. Future research possibilities

This study consequently opens several promising avenues for future research. While this study provides a foundational analysis of Afaan Oromoo-English code-switching, it simultaneously opens numerous productive avenues for further scholarly investigation. A primary and essential direction involves the strategic expansion of the current corpus. Future research would benefit immensely from developing a larger, more demographically diverse collection of data, encompassing speakers from various dialectal regions and different age cohorts. This effort should extend beyond informal conversation to capture code-switching as it occurs in a wider array of contexts, including formal education, professional settings, media broadcasts, and the rapidly evolving domain of digital communication. Incorporating a longitudinal dimension to track changes in switching patterns over time, alongside data from individuals with a broader spectrum of bilingual proficiency, would create an invaluable resource for diachronic and variational studies.

Building directly upon the dialect-specific focus of this dissertation, a logical and critical next step is the initiation of systematic comparative dialectal studies. A meticulous comparison of code-switching patterns across major Afaan Oromoo dialects, such as Tulama, Borana, Arsi, and Harari, would serve to test the universality of the structural patterns identified here for the Maccaa variety. Such a comparative enterprise would not only delineate the boundaries of the Matrix Language Frame model's application within a single, diverse language but would also make a significant dual contribution by illuminating the intricate relationship between dialectal variation and contact-induced phenomena.

Beyond the structural focus that has characterized this work, a vast and fertile terrain for future research lies in the qualitative investigation of the sociolinguistic and pragmatic functions of code-switching. A deep, contextually grounded analysis is required to answer fundamental questions about speaker motivation: What precise communicative functions—such as lexical gap-filling, emphasis, quotation, topic shifting, or identity marking—do these switches serve? Furthermore, research must systematically explore how social variables, including age, gender, educational background, and urban versus rural residence, correlate with both the frequency and the specific patterns of code-switching, thereby revealing how this linguistic practice is strategically deployed in discourse to achieve specific social and interactional goals.

The acquisition of this sophisticated bilingual ability presents another compelling research direction. Developmental and acquisitional studies that investigate how bilingual children naturally acquire code-switching competence in Afaan Oromoo-English environments would provide critical insights into the ontogeny of bilingual grammatical knowledge. Key questions in this domain include pinpointing the developmental stage at which children begin to demonstrate adult-like code-switching patterns, unraveling the process by which they acquire complex integration strategies like light verb constructions and case marking on borrowed nouns, and understanding how the development of code-switching interrelates with overall bilingual language development.

To complement the naturalistic data that underpins this study, future work would be greatly enhanced by the incorporation of experimental psycholinguistic methodologies. Carefully designed experiments could probe the cognitive mechanisms that underlie code-switching, addressing central questions such as how bilingual speakers make real-time decisions about when and what to switch, and what roles factors like lexical accessibility, structural priming, and neural inhibitory control play in this process. Such approaches could also rigorously measure how code-switching influences processing speed and comprehension in listeners, offering a window into the cognitive costs and benefits of bilingual speech.

In an increasingly connected world, the investigation of code-switching in digital communication represents a particularly timely frontier. Analyzing patterns in written digital contexts—such as social media, text messaging, and online forums—will reveal whether the structural regularities identified in spoken data are maintained in written form. This line of inquiry would also elucidate how the unique affordances and constraints of digital media, from character limits to the use of emojis, actively shape and reshape code-switching behavior.

Finally, given the pervasive trilingual reality of many Ethiopians, this study's focus on a bilingual pair necessarily points toward the more complex phenomenon of multilingual code-switching. A comprehensive investigation into Afaan Oromoo-Amharic-English trilingual patterns is a necessary evolution of this research. This would involve examining the sophisticated strategies speakers employ to manage switching among three languages within single conversations or even clauses, determining whether different language pairs exhibit distinct structural patterns, and identifying the linguistic and extralinguistic factors that govern language selection in such rich multilingual contexts.

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Supplementary materials

University of Pannonia

Ethical permission 2020

Ethical Permission Application Form

Please read the instructions carefully before completion!

All enclosures should be part of the present document

1.	Name of the Principal Investigator (PI)	Tolosa Mihiretu Wakwoya
2.	Academic degree of the PI	MA in TEFL
3.	Place of work of the PI (Faculty/Institute/Department)	Multilingualism school, Pannonia University
4.	Job title of the PI:	PhD student
5.	E-mail address of the PI	mihiretu2005@gmail.com
6.	Title of the research:	The study of Code-switching between Afaan Oromoo and English in an informal Context
7.	Research fields related to the topic of the present research (e.g. cognitive psychology, etc.)	Linguistics
8.	Other researchers involved (e.g. students, etc.)	Data collection will be carried out by recruiting two bilingual data collectors who are well-known in the community and bilingual in Afaan Oromoo and English. They will use a 'friend of a friend' to recruit participants using their own social networks (cf. Milroy 1987, Deuchar et al. (2018:16).
9.	Expected dates of the beginning and the end of the research	September 2023- June 2025
10.	The research is funded by (grant, etc.)	N/A
11.	Date of the submission of the application	01 June 2023
12.	Goal of the research (min. 100, max. 200 words)	In Ethiopia, there are numerous languages and cultures, and code-switching is a common practice in everyday life. This study aims to explore code-switching (CS) between Afaan Oromoo and English as not much research has been conducted in this area. The research objectives involve analyzing the distribution of code-switching in Afaan Oromoo, particularly in identifying Matrix Language and examining types of common CS between Afaan Oromoo and English.
13.	Age of the participants (if any) of the study (please underline)	below 3 years between 3-14 years between 14-18 years above 18 years
14.	Age of the participants (is important with respect to the form of consent of participation.) Please	If the age of the participant child is under 3 years, the description of the research must be shown to the legal representatives/parents exercising parental control (typically: parents in all age groups, see below) of the child and only they can give their consent in writing. Please,

	indicate by underlining which case applies.	attach the description of the research and the consent form. If the research or the recruitment takes place in an institute (i.e., nursery, kindergarten, school), the ethical permission is only valid with the written consent of the head of the host institute. If the age of the participant child is between 3-14 years, the parents give permission in writing and verbal permission is expected from the child taking part in the study. Please, attach the description of the research and the consent form as well as the content of the information given to the child. If the research or the recruitment takes place in an institution (i.e., kindergarten or a school), the ethical permission is only valid with the written consent of the head of the host institute. If the age of the young participant is between 14-18 years, the description of the research must be given to both the parents and to the person participating in the study and both of them must sign the consent form. If data collection during the research is performed anonymously and these do not allow the personal identification of the participants and the research does not involve particularly sensitive issues (such as sex, religion, drugs, politics, etc.) the passive consent of the parents is acceptable. Please attach the description of the research and the consent form. If the research or the recruitment takes place in an institution (i.e., a school), the ethical permission is only valid with the written consent of the head of the host institute. If the age of the participant is over 18 years, the research must be explained to the persons taking part in the study in sufficient detail and they must give their consent in writing. Please, attach the corresponding documents (See Appendix 1). If the age of the participant is over 18 years but he/she is incapacitated in any way, the consent of a legal representative is indispensable.
15.	Method of the selection of the participants. (If relevant, please attach the appropriate documentation: text of the advertising, invitation letter, etc.)	Participants will be recruited via the social networks of two data collectors who are familiar with the community.
16.	Venue of research.	In Dambi Dollo town, Oromia Region, Ethiopia, Horn of Africa
17.	Short (max 200 words) description of the study (The research protocol should be described in detail. The theoretical background of the research	The research will be conducted to fulfil the requirements for a PhD in Multilingualism at Pannonia University. The study will focus on code-switching between Afaan Oromoo and English in an informal context in the Dambi Dollo Community in the Oromia regional state of Ethiopia, Horn

	is not relevant from the ethical point of view.)	of Africa. The researcher will use two data collection tools: recording conversations and questionnaires. Experienced data collectors will be responsible for recording the conversations. Participants will be pairs of bilingual individuals who confirm their ability to speak both languages.. Participants will be selected based on the data collectors' social networks following the friend-of-a-friend approach (see section 8). In order to fix the recording date and provide participants with information about the recordings, data collectors will contact them by phone and in person. There will be an estimated time commitment of one hour for each participant. A consent form will be obtained from each participant.. The time they spend recording and completing questionnaires will be compensated appropriately. The conversations will be recorded using a Sony sound recorder or a smartphone. The participants will fill out a questionnaire concerning background information after the recording of their conversation has been completed. The recordings will be carefully transferred to a computer to a file for each pair of participants. Then, the recording will be transcribed verbatim using the CHAT system (Macwhinney 2000) and the questionnaire will be quantitatively analyzed.
18.	Do the data collected during the research allow personal identification? (Will personal data be collected?)	**YES** ~~NO~~ (if the NO answer is selected it means that data will be collected anonymously and that there is no way in which the participants' personal identities can be identified. (i.e., no voice recording, e-mail address, healthcare number, home address, or similar information will be collected). (if the YES answer is selected it means that for this case general regulations corresponding to data processing apply (See Permission to data processing and enclosures). For the purposes of this information sheet (and of GDPR), 'data subject' shall mean a natural person who has been

		identified by reference to specific personal data, or who can be identified, directly or indirectly; 'personal data' means any information relating to an identified or identifiable natural person ('data subject'); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person . If no such data are collected the use of the Information of Processing the Data is not necessary.
19.	What kind of questionnaires, tests and other metering devices are planned to be used (if there are such devices)? Please add the appropriate references as well. Please attach the questionnaires and tests to the end of the application and specify the link of the online questionnaires. Also, list the factors concerning the development of these devices that may have ethical relevance.	The researcher will use an adapted version of the questionnaire used by Deuchar et al. (2018). The questionnaire will be available in three languages (English, Afaan Oromoo and Amharic).
20.	What kind of equipment, instruments, and tools will you use? Please, attach the appropriate documentation (not necessary if this has been approved earlier).	See section 17
21.	Describe how the classified short and long-term archiving of the collected data, and that personal identification will be handled. If the person agreed to participate by allowing his/her name to be known, how is the classification of the personal data ensured?	In the course of the collection process, data will be stored in a password-protected database that can only be accessed by the researcher. Upon completion of the collection, data will be saved on the researcher's computer in a secure password-protected file and then deleted from the smart phone and sound recorder. As per the signed written consent, a pseudonym system will be used throughout the entire analysis. In the long term, the data will be transcribed in the

	Where, for how long, and in what format will you store the collected data?	CHAT system and archived in the public domain for an indefinite period for future research purposes.

The YES response to any of the questions below does not mean that the study cannot be performed. Please underline the appropriate option.				If you had chosen the YES option for any of the questions below describe how the physical and psychological safety of the participants will be ensured during the study
22.	Does the study entail the presentation of unpleasant stimuli?	**NO**	YES	
23.	Does the study entail the introduction of unpleasant conditions?	**NO**	YES	
24.	Does the study entail pain?	**NO**	YES	
25.	Does the study entail deprivation of water, food, or sleep?	**NO**	YES	
26.	Does the study entail the application of certain types of medication or psychoactive substances?	**NO**	YES	
27.	Do disabled persons participate in the study?	**NO**	YES	
28.	Do mentally handicapped persons take part in the study?	**NO**	YES	
29	Does the study involve the participation of minorities (or any other socially vulnerable groups)?	**NO**	YES	
30.	Does the study entail potential physical injury?	**NO**	YES	
31.	Does the study entail voluntary deception of the participants and/or the (partial) concealment of the goals of the study?	**NO**	YES	
32.	Does the study entail any kind of procedures that may even involuntarily cause anxiety or suffering (such as anin-depthh interview)?	**NO**	YES	

Special conditions (to be completed if these questions are RELEVANT from the point of view of the planned research). If they are irrelevant, please use the 'N/A' option.

33.	If it is difficult to ensure pre-arranged consent of participants (e.g. research in a public field) explain how the protection of participants, their follow-up or simultaneous referencing and involvement is provided, or what explanation can be given if these conditions cannot be met.	N/A
34.	If the research activity does not directly concern persons (e.g. analysis of documents, historical or archives research or research of public fields) but there are individuals (with personal data) indirectly involved, how are the possible ethical concerns (personal identification, their right to present their view, etc.) dealt with? If there are directly and also indirectly involved individuals, how are they separated during the research process? If the data allow the identification of persons, then generally applicable rules pertaining to data processing (see INFORMATON OF PROCESSING OF DATA and its Enclosures) apply.	N/A
35.	If the research implies personal involvement or action research, briefly outline how active involvement of participants are carried out. Explain how the research activity may influence the group and/or individuals involved, the localities and communities. Do the involved individuals have the chance to express their view on the results of the research? If yes, how is this achieved? If the answer to the last two questions is no, provide an explanation.	N/A
36.	Does the research have (deferred) pedagogical effects? Does it interfere with pedagogical processes? How may these effects influence the participants (especially if they are children)?	N/A
37.	In case of research of archives, how is the confidentiality of personal data assured during research and/or publication? When research is conducted in public and private archives the pertaining law (1995. LXVI. 24.§) applies which should be taken into account.	
38.	Are there any other ethical aspects of the study not been mentioned above? If yes, please provide a brief description.	N/A

Ethical permission 2020

The following appendices must be enclosed to the application:

1. the call used for recruitment
2. the text of informed consent description of the research
3. the questionnaire, possibly in the form as it will be seen by the subjects of the research

Veszprém, June 9th, 2023 date

Principal investigator

Margaret Deuchar
Supervisor

Head of the Doctoral School

The Research Ethics Committee has examined the research plan and its review:

Veszprém, ... date

Chair of the Committee

Ethical permission 2020

The following appendices must be enclosed to the application:

1. the call used for recruitment
2. the text of informed consent description of the research
3. the questionnaire, possibly in the form as it will be seen by the subjects of the research

Veszprém, June 5th, 2023 date

Principal investigator

Supervisor

Head of the Doctora Sc ool

The Research Ethics Committee has examined the research plan and its review:

The Ethics Committee approves the request and authorizes the PI to carry out the research

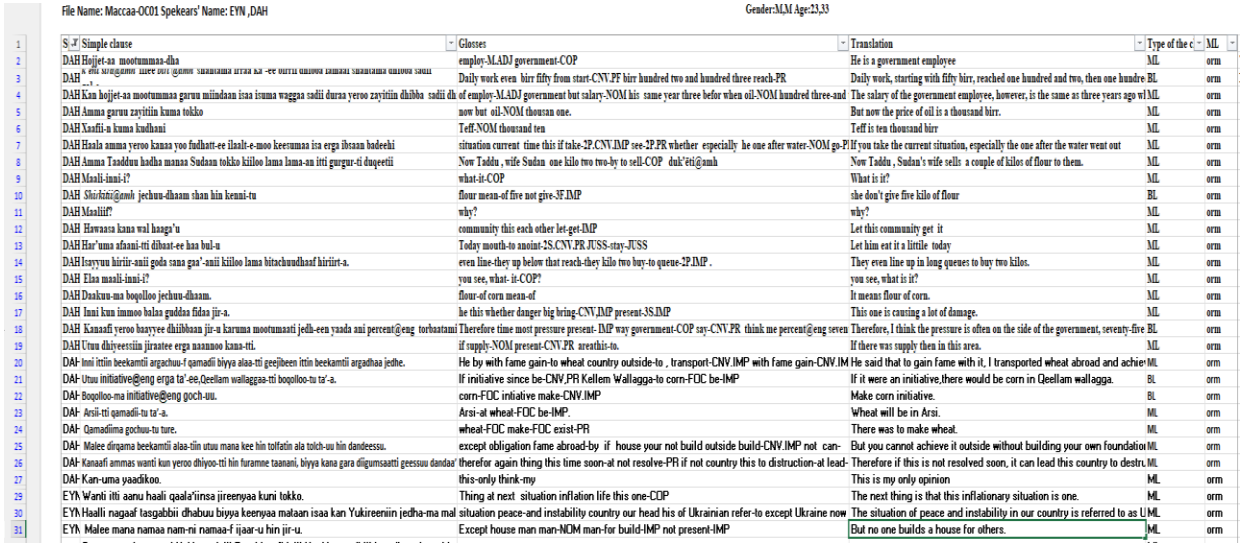
Veszprém, 26/06/2023 date

Chair of the Committee

Appendix 2. Summary of speakers' Profile

Filename	Speakers' fictious name	Length (mm: ss)	Number of main participants	Age (years)	Gender
Maccaa-OC-01	DAH, EYN	46:19	2	23, 33	M, M
Maccaa-OC-02	SAG, FET	45:05	2	23, 23	M, M
Maccaa-OC-03	BIZ, ERD	43:02	2	22, 22	M, M
Maccaa-OC-04	TAN, GEA	45:38	2	29, 40	M, M
Maccaa-OC-05	GEB, HUD	45:06	2	45, 33	M, F
Maccaa-OC-06	RAT, AYG	48:35	2	22, 21	F, F
Maccaa-OC-07	MOA, MEK	47:10	2	23, 23	M, M
Maccaa-OC-08	BAD, GAG	46:33	2	23, 22	F, M
Maccaa-OC-09	SEF, MAB	45:03	2	24, 40	F, F
Maccaa-OC-10	GEM, YOT	56:38	2	27, 23	M, M
Maccaa-OC-11	ABY, ADF	55:51	2	30, 33	M, M
Maccaa-OC-12	NAF, EYS	25:57	2	32, 32	M, M
Maccaa-OC-13	AYS, LAG	45:45	2	26, 30	M, F
Maccaa-OC-14	ABA, SIB	48:26	2	30, 35	M, M
Maccaa-OC-15	GEY, ABB	48:01	2	26, 26	M, M
Maccaa-OC-16	BOO, SEF	45:02	2	21, 20	F, M
Maccaa-OC-17	GEH, KAY	45:10	2	22, 22	M, M
Maccaa-OC-18	EBG, CHT	47:20	2	20, 22	M, F
Maccaa-OC-19	DAY, MEF	26:17	2	29, 26	M, M
Maccaa-OC-20	BAG, CHH	45:01	2	36, 29	M, M
Maccaa-OC-21	GIT, MAD	45:03	2	38, 40	M, M
Maccaa-OC-22	CHS, SUD	40:37	2	26, 25	F, F
Maccaa-OC-23	MES, GAB	50:29	2	23, 23	F, F
Maccaa-OC-24	GAZ, MIN	47:05	2	30, 30	M, M
Maccaa-OC-25	HAG, MAD	45:44	2	25, 23	F, F
Maccaa-OC-26	AMP, HUL	45:18	2	28, 27	M, F
Maccaa-OC-27	HIA, BIF	53:27	2	26, 27	M, M
Maccaa-OC-28	SOG, JIK	46:38	2	22, 25	F, F

Appendix 3-Sample of Transcription



File Name: Maccaa-OC01 Spekears' Name: EYN ,DAH Gender:M,M Age:23,33

S.N	Simple clause	Glosses	Translation	Type of the c	ML
1	DAH Hojjet-aa mootummaa-dha	employ-M.ADJ government-COP	He is a government employee	ML	orm
2	DAH [illegible]	Daily work even birr fifty from start-CNV.PF birr hundred two and hundred three reach-PR	Daily work, starting with fifty birr, reached one hundred and two, then one hundre	BL	orm
3	DAH Kan hojjet-aa mootummaa garuu miindaan isaa isuma waggaa sadii dura yeroo zayitiin dhibba sadii dh	of employ-M.ADJ government but salary-NOM his same year three befor when oil-NOM hundred three-and	The salary of the government employee, however, is the same as three years ago wl	ML	orm
4	DAH Amma garuu zayitiin kuma tokko	now but oil-NOM thousan one.	But now the price of oil is a thousand birr.	ML	orm
5	DAH Xaafii-n kuma kudhani	Teff-NOM thousand ten	Teff is ten thousand birr	ML	orm
6	DAH Haala amma yeroo kanaa yoo fudhatt-ee ilaalt-e-moo keesumaa isa erga ibsaan badeehi	situation current time this if take-2P.CNV.IMP see-2P.PR whether especially he one after water-NOM go-P	If you take the current situation, especially the one after the water went out	ML	orm
7	DAH Amma Taadduu hadha manaa Sudaan tokko kiiloo lama lama-an itti gurgur-ti duqeetii	Now Taddu , wife Sudan one kilo two two-by to sell-COP duk'eti@anh	Now Taddu , Sudan's wife sells a couple of kilos of flour to them.	ML	orm
8	DAH Maali-inni-i?	what-it-COP	What is it?	ML	orm
9	DAH *Shirkiti@anh* jechuu-dhaan than hin kenni-tu	flour mean-of fire not give-3F.IMP	she don't give five kilo of flour	BL	orm
10	DAH Maaliif?	why?	why?	ML	orm
11	DAH Hawaasa kana wal haaga'u	community this each other let-get-IMP	Let this community get it	ML	orm
12	DAH Har'uma afaani-tti dibaat-ee haa bul-u	Today mouth-to anoint-2S.CNV.PR JUSS-stay-JUSS	Let him eat it a little today	ML	orm
13	DAH Isayyuu hiriir-aaii gods sana gaa'-aaii kiiloo lama bitachuudhaaf hiriirt-a.	even line-they up below that reach-they kilo two buy-to queue-2P.IMP .	They even line up in long queues to buy two kilos.	ML	orm
14	DAH Elaa maali-inni-i?	you see, what- it-COP?	you see, what is it?	ML	orm
15	DAH Daakuu-ma boqolloo jechuu-dhaam.	flour-of corn mean-of	It means flour of corn.	ML	orm
16	DAH Inni kun inmoo balaa guddaa fidaa jir-a.	he this whether danger big bring-CNV,IMP present-3S.IMP	This one is causing a lot of damage.	ML	orm
17	DAH Kanaafi yeroo baayyee dhiibbaan jir-u karuma mootumaati jedh-een yaada aai percent@eng torbaatami	Therefore time most pressure present- IMP way government-COP say-CNV.PR think me percent@eng seven	Therefore, I think the pressure is often on the side of the government, seventy-five	BL	orm
18	DAH Utuu dhiyeestiin jiraatee erga naannoo kaa-tti.	if supply-NOM present-CNV.PR areathit-to.	If there was supply then in this area.	ML	orm
19	DAI- Inni ittiin beekamtii argachuu-f qamadii biyya alaa-tti geejibeen ittiin beekamtii argadhaa jedhe.	He by with fame gain-to wheat country outside-to , transport-CNV.IMP with fame gain-CNV.IM	He said that to gain fame with it, I transported wheat abroad and achie	ML	orm
20	DAI- Utuu initiative@eng erga ta'-ee,Qeellam wallaggaa-tti boqolloo-tu ta'-a.	If initiative since be-CNV,PR Kellem Wallagga-to corn-FOC be-IMP	If it were an initiative,there would be corn in Qeellam wallagga.	BL	orm
21	DAI- Boqolloo-ma initiative@eng goch-uu.	corn-FOC intiative make-CNV.IMP	Make corn initiative.	BL	orm
22	DAI- Arsii-tti qamadii-tu ta'-a.	Arsi-at wheat-FOC be-IMP.	Wheat will be in Arsi.	ML	orm
23	DAI- Qamadiima gochuu-tu ture.	wheat-FOC make-FOC exist-PR	There was to make wheat.	ML	orm
24	DAI- Malee dirqama beekamtii alaa-tiin utuu mana kee hin tolfatin ala tolch-uu hin dandeessu.	except obligation fame abroad-by if house your not build outside build-CNV.IMP not can-	But you cannot achieve it outside without building your own foundatio	ML	orm
25	DAI- Kanaafi ammas wanti kun yeroo dhiyoo-tti hin furamne taanani, biyya kana gara dhigumsaatti geessuu dandaa'	therefor again thing this time soon-at not resolve-PR if not country this to distruction-at lead-	Therefore if this is not resolved soon, it can lead this country to destru	ML	orm
26	DAI- Kan-uma yaadikoo.	this-only think-my	This is my only opinion	ML	orm
27	EYN Wanti itti aanu haali qaala'iinsa jireenyaa kuni tokko.	Thing at next situation inflation life this one-COP	The next thing is that this inflationary situation is one.	ML	orm
28	EYN Haalli nagaaf tasgabbii dhabuu biyya keenyaa mataan isaa kan Yukireeniin jedha-ma mal	situation peace-and instability country our head his of Ukrainian refer-to except Ukraine now	The situation of peace and instability in our country is referred to as U	ML	orm
29	EYN Malee mana namaa nam-ni namaa-f ijaar-u hin jir-u.	Except house man man-NOM man-for build-IMP not present-IMP	But no one builds a house for others.	ML	orm

	A	B	C	D	E	F
30	EYN Garuu sana keessa-tti Yukireen lolli Raashiyaafi lolli Yuukineen dhiibbaa dinagdee addu	But that inside-at, Ukrainian war Russian war Ukrainian impact economic world on a lot bri	But in that context, the fact that the Russian war and the Ukrainian wa	ML	orm
31	EYN Garuu biyyi keenya amma nagaaf tasgabbii qabd-ii?	But country our now peaceful-for and stable be.3SL.F.CNV.IMPV-Q	But now, is our country peaceful and stable?	ML	orm
32	EYN Ishee dhumti kan keenyaa kun-iyyuu nagaa-dhaaf tasgabbii qabd-ii?	she herself of ours this-even peaceful-and stabillity be.3SL.F.CNV.IMPV-Q	Is she the end of ours who is also peaceful and calm?	ML	orm
33	EYN Amma namnii amma magaalaan Dambi Dollo kuni afuuffee dhiifam-t-ee	Now man now city-NOM Dambi Dollo this sac blow-3S.F.CNV.PR	Now man now the city of Dambi Dollo is blown sac.	ML	orm
34	EYN Afuuffee qilleensaa-n guutam-t-ee xaaxa'uu-dhaaf kaate ta'uutti jir-t-i jechuudha.	Sac air-with fill-3SF.CNV.PR blow- to ready stir-to present-3SF.IMP mean-IMP-COP	It means she's almost blown sac by the wind and ready to stir.	ML	orm
35	EYN Maaliifi nam-ni baadiyyaa-dhaa magaalaa-tti garmalee garmalee baadiyyaa-dhaa magaal	why man-NOM rular-from city-to excessively move-CNV.IMP present-IMP because	Because people are moving from the countryside to the city too much f	ML	orm
36	EYN kana biraan haala haala haala rakkoo kanaa-tin qaala'iinsa jireenyaa namni hojii hojje-ch	besides, situation crisis , this-by inflation life man-NOM work work-CNV.IMP not can.	Besides the crisis situation, the man cannot work due to inflation.	ML	orm
37	EYN Kana jedh-ee raawwat-ee	that say-3SL.M.CNV.PR. accomplish-3SL.M.CNV.PR	That's what he said and did	ML	orm
38	EYN iddoodhaa gara iddoo-tti rakkoon garaa garaa rakkoon nageenyaas iddoo garaa garaalti w	place-from to place-to problem-of different problem-of security place different-to because h	because he faces different problems from place to place and security	ML	orm
39	EYN gara magaalalti kan inni achii as dhufu.	to city-to this he.NOM there here come-IMP.	to the city from which he comes.	ML	orm
40	EYN Yoo gara magaalaa-tti achii as dhuf-uu rakkoo garaa garaa-tiif saaxilama jech-uu-dha.	If to city-to there here come-CNV.IMP problem different-for expose-3SM,IMP mean-CNV.IMP-	If he comes here and there to the city, he will be exposed to various pr	ML	orm
41	EYN Maal amma namni nam-ni amma kaleessa rakkat-ee	What now man-NOM now yesterday suffer-CNV.PR	What now man man now suffered yesterday	ML	orm
42	EYN Namuma fuula isaa hin beekn-e Kaleessa dheengadda magaala kana keessatti hin beekan	man-FOC face his know-3SM.PR yesterday before yesterday city this inside-to not know-CN	A man whose face he did not recognise was unknown in this city yeste	ML	orm
43	EYN Namni har'a argaa jir-r-u jech-uu-dha	man-NOM today see-CNV.IMP present-1P.IMP mean-CNV.IMP-COP	It means the man we are seeing today.	ML	orm
44	EYN Eessaa dhuf-e yoo jedh-am-e	where come-3SM.PR if say-PASS	if said where did he come from	ML	orm
45	EYN baadiyyaa-dhaa buqa'-ee dhuf-ee	rular-from displace-CNV.PR come-3SM.PR	He was displaced and came from the rular	ML	orm
46	EYN Iddoo garaa garaatii kan inni dhuf-e.	place different-from of he come-3SM.PR	He came from different places.	ML	orm
47	EYN Namni buqa'-ee dhufe kuni-mmoo buddeenuma nyaat-a	man-NOM displace--CNV.PR come-PR this-and 'injera' eat-IMP	The displaced person eats 'injera'.	ML	orm
48	EYN mana jireenyaa isa barbaachis-a	house living he need-3SM.IMP	he needs living house.	ML	orm
49	EYN kana kana-tu isa barbaachisa jech-uu-dha	this what-FOC he need-IMP mean-CNV.IMP- COP	this is what he needs.	ML	orm
50	EYN gama tokkoni amma gama tokkoni gargaarsi hin godham-a	side one aid not make-PASS	on the one side aid will be given	ML	orm
51	EYN amma gargaasi godh-amu kunisii saba keenya hiyyummaadhaa baas-uu osoo hin taan-e	now aid make-PASS this people our poverty-from lift-CNV.IMPV while not be-PRV people ou	now the aid seems to be to kill our nation rather than lift it out of pover	ML	orm
52	EYN Hawaasa keenya dadhabsiisuu wahii fakkat-a.	community our weaken seem-IMPV.	It seems to weaken our community.	ML	orm
53	EYN Amma dhaabbata meeqa-tu jir-a?	now companies how many-FOC present-IMPV?	How many companies are there now?	ML	orm
54	EYN Dhaabbati gargaarsaa gargaarsa godh-u magaalaa kana keessa yoo fudhan-n-ee ilaal-l-e	organization aid make-IMPV helps city this inside if take-1PL-CNV.PR see-1PL.PR organizat	If we take the aid organization that helps in this city, there are many ai	ML	orm
55	EYN Inni kunimmoo caalmaa-tti nama keenya rakkina keessa-tti kufis-aa jir-a-moo?	he this more-to man our problem inside-to fall-CNV.IMPV present-IMPV-or?	Is this one failling our people more in trouble?	ML	orm
56	EYN Rakkina keessaa baasaa jira?	problem inside get-CNV.IMPV present-IMPV ?	Is it getting him out of trouble?	ML	orm
57	EYN Yoo jedh-am-ee nama lubbuu dhuma baraar-uu-dha malee	if say-PASS-CNV.PRV man life-FOC save-CNV.IMPV-COP except	Unless it is said to be the life-saver	ML	orm
58	EYN Nama akka inni achitti lafa hojii isaa irratti jajjabaatee hojii hojjetee dinagdee isaa kalees	man as he there-to lafa work his over-to encourage-2SL-CNV.PRV work work-2SL-CNV.PRV e	It means that someone is not being made to work hard there in his worl	ML	orm
59	EYN Want-i deegar-amu wanta dhaabbatni kun deeggaru-sii waan kana gochisiis-aa	thing-NOM support-PASS thing organizatio-NOM this support-FOC this let-PASS-CNV.IMPV	What is supported is what this organization supports and make it happ	ML	orm
60	EYN Waan finance@eng yookan deeggarsa dinagdee isaa cimsu dinagdee mana maatii isaati	thing finance or aid economy his strength-IMPV	He is not doing anything that strengthens his finances or provides eco	BL	orm
61	EYN Kana irraa kan ka'e namni amma kana biraani rakkoo-n nageenyaa jira.	this over of reason man-NOM now this other problem-NOM peace present-IMP	As a result, there is a security problem with someone now.	ML	orm
62	EYN Rakkoon elektirikii dhaan walqabatuu naannoo keenya irraa badaa jira.	problem electric-by each other- relate area our disappear-CNV.IMPV present-IMPV	The problem of electricity is disappearing from our environment.	BL	orm

Appendix 4: Text of letters to potential participants (versions in English , Afaan Oromoo and Amharic)

Bilingual Communication in Dambi Dollo

I am writing to you to ask if you would be willing to participate in a research project on how bilingual people communicate with each other in Dambi Dollo. This is being conducted by Mr. Mihiretu Wakwoya of the University of Dambi Dollo.

What I would like to do is to make a recording of you having an informal conversation with a bilingual member of your family or a friend. You are welcome to choose the bilingual person you would like to be recorded with, and the place you would like me to make the recording. I can come to your home or your workplace, or if you prefer you can come to the University. The recording will take about 45 minutes and I will also ask you to fill in a short questionnaire. The whole session should not take more than an hour, and I will give a gift each to you and your friend or family member.

Your conversation should just be a natural, relaxed chat. I will however give you some ideas of topics you can talk about to start you off. After the recording you will be given the opportunity to listen to the recording in case there is any part of it you do not want me to keep. Once you have given me your permission to keep the recording, I will analyse it anonymously for research purposes.

One of data collectors will telephone you soon to see whether you would be willing to participate. In the meantime, please contact me if you have any questions or concerns by letter, telephone or email:

Address for letters: Mr.Mihiretu Wakwoya, Dept of English language and Literature, University of Dambi Dollo, Dambi Dollo, Mobile:+251917847041 E-mail: mihiretu2005@gmail.com We look forward to talking to you soon.

Yours sincerely,

Mr.Mihiretu Wakwoya

Quunnamtii Afaan Lamaan Dambi Doolloo keessatti

Dambi Doolloo keessatti namoonni afaan lama dubbatan akkamitti akka wal qunnaman irratti pirojektii qorannoo irratti hirmaachuuf fedhii qabduu jedheen isin barreessaa jira. Kanas kan gaggeessan barsiisaa Mihiratuu Waaqwayyaa Yuunivarsiitii Dambi Doollooti.

Wanti ani gochuu barbaadu miseensa maatii keetii ykn hiriyyaa kee kan afaan lama dubbatu tokko waliin haasawa al-kallatti akka gootu waraabbii gochuudha. Nama afaan lamaa dubbatan wajjin waraabamuu barbaaddan, fi bakka waraabbii sana itti hojjennu barbaaddan filachuuf baga nagaan dhuftan. Mana kee ykn bakka hojii kee dhufuu nan danda'a, yoo feete gara Yuunivarsiitii dhufuu dandeessa. Waraabbiin gara daqiiqaa 45 kan fudhatu yoo ta’u, gaaffilee gabaabaa akka guuttanis isin gaafadha. Kutaan guutuun sa’aatii tokkoo hin ol fudhachuu akkasumas tokkoon tokkoon keessaniif hiriyyaa keessaniif ykn miseensa maatii keessaniif kennaa isiniif kenna.

Haasaan keessan uumamaan, boqonnaa kan qabu qofa ta’uu qaba. Haa ta'u malee isin jalqabuuf mata dureewwan isin waa'ee isaanii haasa'uu dandeessan yaada tokko tokko isiniif kenna. Waraabbii booda yoo kutaan isaa akka keessatti hin hammatamne barbaaddan yoo jiraate waraabbii sana dhaggeeffachuuf carraan isiniif kennama. Waraabbii sana akka tursinu hayyama keessan erga nuuf kennitanii booda, qorannoof jecha maqaa hin beekamneen xiinxala.

Namoota ragaa walitti qaban keessaa tokko yeroo dhiyootti bilbila isiniif bilbilee hirmaachuuf fedhii qabaachuu fi dhiisuu kee ilala. Gidduu kana gaaffii ykn yaada yoo qabaattan xalayaa, bilbila ykn email:

Teessoo xalayaa: Mr.Mihiratuu Waaqwayyaa, Muummee Afaan Ingliziifi Ogbarruu, Yuunivarsiitii Dambi Doollooti, Dambi Dolloo, Lakkoofsa Mooyilii: +251917847041

Kabajaa Wajjin!

B/saa Mihiratuu Waaqwayyaa

* Maddi odeeffannoo Deuchar, M., Webb-Davies, P., & Donnelly, K. (2018) irraa fooyya’ee fudhatame.

በዳምቢ ዶሎ ውስጥ የሁለት ቋንቋ ተናጋሪዎች

በዳምቢ ዶሎ ውስጥ የሁለት ቋንቋ ተናጋሪዎች እንዴት እርስበርስ እንደሚግባቡ በሚደረገው የምርምር ፕሮጀክት ላይ ለመሳተፍ ፍቃደኛ ትሆኑ እንደሆነ ለመጠየቅ እጽፍልሃለሁ። ይህ በዳምቢ ዶሎ ዩኒቨርሲቲ መ/ር ምህረቱ ዋቅወያ እየተካሄደ ነው።

ማድረግ የምፈልገው ከቤተሰብዎ ወይም ከጓደኛዎ የሁለት ቋንቋ ተናጋሪ አባል ጋር መደበኛ ያልሆነ ውይይት ሲያደርጉ ቀረጻ ማድረግ ነው። እንዲቀረጽበት የሚፈልጉትን የሁለት ቋንቋ ተናጋሪ ሰው እና ቀረጻ እንድንሰራበት የሚፈልጉትን ቦታ ለመምረጥ እንኪን ደህና መጣችሁ። ወደ ቤትዎ ወይም ወደ ሥራ ቦታዎ መምጣት እችላለሁ, ወይም ከፈለጉ ወደ ዩኒቨርሲቲ መምጣት ይችላሉ። ቀረጻው 45 ደቂቃ ያህል ይወስዳል እና አጭር መጠይቅ እንድትሞሉ እንጠይቅሃለን። ጠቅላላው ክፍለ ጊዜ ከአንድ ሰዓት በላይ መውሰድ የለበትም እና ለእያንዳንዳችሁ ስጦታ እሰጣችኋለሁ, ለጓደኛዎ ወይም ለቤተሰብዎ አባል።

ውይይትህ ተፈጥሯዊ፣ ዘና ያለ ውይይት ብቻ መሆን አለበት። ሆኖም እርስዎን ለመጀመር ስለምትችሏቸው ርዕሶች አንዳንድ ሃሳቦችን እሰጥዎታለሁ። ከቀረጻው በኋላ እንድንይዘው የማትፈልጉት ክፍል ካለ ቀረጻውን ለማዳመጥ እድል ይሰጥዎታል። ቀረጻውን እንድናቆይ ፍቃድ ከሰጡን በኋላ ለምርምር ዓላማ ሲባል ማንነቴ ሳይገለጽ እተነተነዋል።

ለመሳተፍ ፈቃደኛ መሆን አለመሆንዎን ለማየት ከመረጃ ሰብሳቢዎች አንዱ በቅርቡ ይደውልልዎታል። እስከዚያው ድረስ፣ እባክዎን ማንኛውንም ጥያቄ ወይም ስጋት በደብዳቤ፣ በስልክ ወይም በኢሜል ያግኙኝ፡-

የደብዳቤዎች አድራሻ፡ መ/ር ምህረቱ ዋቅወያ የእንግሊዘኛ ቋንቋ እና ስነ-ጽሁፍ ትምህርት ክፍልት፣ የደምቢ ዶሎ ዩኒቨርሲቲ፣ ደምቢ ዶሎ፣ ሞባይል፡ 251917847041 ኢሜል፡ mihiretu2005@gmail.com በቅርቡ ከእርስዎ ጋር ለመነጋገር እንጠባበቃለን።

ከሰላምታ ጋር!

መ/ር ምህርቱ ዋቅወያ

*ከ Deuchar, M., Webb-Davies, P., & Donnelly, K. (2018). በመጠኑ ተሻሽሎ ተወስደ::

Appendix 5: Participants' consent form (versions in English , Afaan Oromoo and Amharic)

Speakers' Consent

I hereby give my permission for the information I have given on the above questionnaire to be used for research and/or teaching purposes only (including research publications and/or reports) subject to strict preservation of my anonymity.

I also give my permission for my recording (sound and transcript) to be contributed to linguistic archives, including international archives on the Internet. To ensure the strict preservation of my anonymity, all names of speakers and other persons mentioned during the conversation must be replaced with fictitious names in the transcript.

I also agree to authorize full access to these data to the researcher provided he subscribes to the relevant code of ethics. I also understand that, by signing this consent form, I permit the aforementioned researcher to present excerpts of these data as part of his work in written and/or oral form, without further permission from me.

I hereby assign the copyright in my contribution to the PhD student, Mr Mihiretu Wakwoya. Name……..
Address……

Post Code……..……

Signature……

Date…….

Thank you very much for your time and cooperation!

*Slightly adapted from Deuchar, M., Webb-Davies, P., & Donnelly, K. (2018).

Hayyama Dubbattoota

Odeeffannoon ani gaaffilee armaan olii irratti kenne qorannoo fi/ykn barsiisaaf qofa akka oolu (maxxansa qorannoo fi/ykn gabaasa dabalatee) maqaan koo akka hin dhahamne cimsee akka eegamu hayyama koo kanaan kenna.

Akkasumas waraabbii koo (sagalee fi tiraanskriiptii) kuusaa afaanii, kuusaa idil-addunyaa interneetii irratti dabalatee, akka gumaachu hayyama koo nan kenna. Maqaan koo akka hin dhahamne cimsee akka eegamu gochuuf, maqaan namoota dubbattootaa fi namoota biroo yeroo haasawa sanaa caqafaman hundi maqaa icciitiin barreeffama keessatti bakka buufamuu qaba.

Akkasumas qorataan seera naamusaa dhimmi ilaallatu yoo mallatteesse ragaa kana guutummaatti akka argatu hayyamuuf walii gala. Akkasumas, unka hayyamaa kana mallatteessuudhaan, qorataan armaan olitti ibsame, hayyama dabalataa na biraa malee, kutaalee ragaa kanaa akka qama hojii isaatti bifa barreeffamaa fi/ykn afaaniin akka dhiyeessu akkan hayyamu nan hubadha.

Gumaacha koo keessatti mirga waraabbii barattuu PhD, Obbo Mihiretu Wakwoyaaf kenna.

Maqaa…….

Teessoo……

Lakkoofsa Poostaa.....

Mallattoo.....

Guyyaa.....

Yeroo fi tumsa keessaniif baay'ee galatoomaa!

* Maddi odeeffannoo Deuchar, M., Webb-Davies, P., & Donnelly, K. (2018) irraa fooyya’ee fudhatame.

የተናገሪው ፈቃድ

ከዚህ በላይ ባለው መጠይቅ ላይ የሰጠሁት መረጃ ለምርምር እና/ወይም ለማስተማር አገልግሎት ብቻ (የጥናት ጽሑፎችን እና/ወይም ዘገባዎችን ጨምሮ) ማንነቴ እንዳይገለጽ በጥብቅ ተጠብቆ እንዲውል ፈቅጃለሁ።

እንዲሁም ቀረጻዬ (ድምፅ እና ግልባጭ) ለቋንቋ መዛግብት፣ በኢንተርኔት ላይ ያሉ አለምአቀፍ ማህደሮችን ጨምሮ አስተዋፅዖ እንዲያደርግ ፈቅጃለሁ። ማንነቴ እንዳይገለጽ ጥብቅ ቁጥጥር ለማድረግ፣ ሁሉም የተናገሪዎች እና ሌሎች በንግግሩ ወቅት የተጠቀሱ ሌሎች ሰዎች ስሞች በግልባጩ ውስጥ ባሉ ምናባዊ ስሞች መተካት አለባቸው።

እንዲሁም ለተመራማሪው ለሚመለከተው የስነ-ምግባር ደንብ እስከገባ ድረስ እነዚህን መረጃዎች ሙሉ በሙሉ እንዲደርስ ለመፍቀድ ተስማምቻለሁ። እንዲሁም ይህን የስምምነት ፎርም በመፈረም፣ ከዚህ በላይ የተጠቀሰው ተመራማሪ ከእኔ ተጨማሪ ፍቃድ ሳይኖር የእነዚህን መረጃዎች ቅንጭብጭቦች እንደ ስራው አካል በጽሁፍ እና/ወይም በቃል እንዲያቀርብ እንደምፈቅድ ተረድቻለሁ።

ለፒኤችዲ ተማሪ ለመ/ር ምህረቱ ዋቅወያ ባደረኩት አስተዋፅኦ የቅጂ መብቱን ሰጥቻለሁ።

ስም.....

አድራሻ .....

የፖስታ ሳጥን ቁጥር .....

ፊርማ.....

ቀን .....

ስለ ጊዜዎ እና ለትብብርዎ በጣም እናመሰግናለን!

*ከ Deuchar, M., Webb-Davies, P., & Donnelly, K. (2018). በመጠኑ ተሻሽሎ ተወስደ

Appendix 6: Participants Questionnaire (versions in English, Afaan Oromoo and Amharic)

Dear Participants

I am currently conducting a study in the Dambi Dollo community. I'm interested in your answers honor as only this will guarantee the success of the investigation. Therefore, please read each item and give your genuine responses. The concepts of this form are confidential. Information identifying the respondent will not be disclosed under any circumstances. Your name is not required to be written.

Thank you very much for your contributions!

1. Are you: Male ☐ Female ☐?

2. How old are you?_____

3. What is your present occupation (or if retired or unemployed, what was your last occupation before retiring or becoming unemployed)?

……
…

4. Please indicate the areas where you have lived for significant periods of your life:

Eg.

Place: Arsi, Asella Dates: 1980 to1990

Place: East Showa, Ambo Dates: 1990 to 1998

Place: Wallo, Kamise Date: 1998 to 2005

Place:_____ Dates:_____

Place:_____ Date:_____

Place:_____ Dates:_____

Place:_____ Date:_____

Place:_____ Date:_____

5. What is the highest level of formal education you have completed?

☐ School Certificate, Vocational and Technical education certificate level 1 or 2 or equivalent

☐ National Diploma, Vocational and Technical education certificate level 3 or equivalent

☐ Bachelor's Degree, Vocational and Technical education certificate level 4 or equivalent

☐ Master's Degree, Doctorate

☐other specify_____

6. Since when have you been able to speak Afaan Oromoo?

☐ Since I was 2 years old or younger

☐ Since primary school

☐ Since secondary school

☐ I learned Afaan Oromoo as an adult

7. Since when have you been able to speak English?

☐ Since I was 2 years old or younger

☐ Since I was 4 years old or younger

☐ Since primary school

☐ Since secondary school

☐ I learned English as an adult

8. On a scale of 1 to 4, how well do you feel you can speak Afaan Oromoo?

☐ 1 Only know some words and expressions

☐ 2 Confident in basic conversations

☐ 3 Fairly confident in extended conversations

☐ 4 Confident in extended conversations

9. On a scale of 1 to 4, how well do you feel you can speak English?

☐ 1 Only know some words and expressions

☐ 2 Confident in basic conversations

☐ 3 Fairly confident in extended conversations

☐ 4 Confident in extended conversations

10. Which language(s) did your mother speak to you while you were growing up (if applicable)?

☐ Afaan Oromoo

☐ English

☐ Amharic

☐ Afaan Oromoo & English

☐ Afaan Oromoo & Amharic

☐ Amharic& English

☐ Afaan Oromoo, Amharic & English

☐ Other (Please specify)……

11. Which language(s) did your father speak to you while you were growing up (if applicable)?

☐ Afaan Oromoo

☐ English

☐ Amharic

☐ Afaan Oromoo & English

☐ Afaan Oromoo & Amharic

☐ Other (Please specify)……

12. Which language(s) did any other guardian or caregiver speak to you while you were growing up (if applicable)?

☐ Afaan Oromoo

☐ English

☐ Amharic

☐ Afaan Oromoo & English

☐ Afaan Oromoo & Amharic

☐ Other (Please specify)……

13 Through which language(s) were you predominantly taught at primary school?

☐ Afaan Oromoo

☐ English

☐ Amharic

☐ Afaan Oromoo & English

☐ Afaan Oromoo & Amharic

☐ Amharic & English

☐ Afaan Oromoo Amharic & English

☐ Other (Please specify)……

14. Through which language(s) were you predominantly taught at secondary school?

☐ Afaan Oromoo

☐ English

☐ Afaan Oromoo & English

☐ Afaan Oromoo & Amharic

☐ Amharic& English

☐ Afaan Oromoo Amharic & English

☐ Other (Please specify)……

15. Make a list below of five of the people you speak to most in your everyday life, either in person or on the phone, e.g. your partner, your child, a friend, a workmate etc. /en note of which language(s) you mostly speak with that person, as shown in the sample table.

Name of person, or relationship			Language mostly spoken with that person: (place a tick in one cell below for each line)			
	Afaan Oromoo	English	Amharic	Equally Afaan Oromoo and English	Equally Afaan Oromoo, Amharic and English	Another Language
Lali	√					
Mother		√				
Child			√			
Keresa						√
Sister		√				

Please fill in the table below

Name of person, or relationship			Language mostly spoken with that person: (place a tick in one cell below for each line)			
	Afaan Oromoo	English	Amharic	Equally Afaan Oromoo	Equally Afaan Oromoo, Amharic and English	Another Language

				and English		
1.						
2.						
3.						
4.						
5.						

16. How would you rate the Afaan Oromoo on a scale of 1 to 5 regarding the following properties? Circle one number in each line.

	←				→	
old-fashioned	1	2	3	4	5	modern
unfriendly	1	2	3	4	5	friendly
uninfluential	1	2	3	4	5	influential
uninspiring	1	2	3	4	5	inspiring
useless	1	2	3	4	5	useful
ugly	1	2	3	4	5	beautiful

17. How would you rate the English language on a scale of 1 to 5 regarding the following properties? Circle one number in each line.

	←				→	
old-fashioned	1	2	3	4	5	modern
unfriendly	1	2	3	4	5	friendly
uninfluential	1	2	3	4	5	influential
uninspiring	1	2	3	4	5	inspiring
useless	1	2	3	4	5	useful
ugly	1	2	3	4	5	beautiful

18. Do you consider yourself to be mainly……?

☐ Afaan Oromoo

☐ English

☐ Amharic

☐ Tigrigna

☐ Other (please specify):……

19. To what extent do you agree with the following statement: "In everyday conversation, I keep the Aaan Oromoo and English languages separate."

☐ 1 Strongly disagree

☐ 2 Disagree

☐ 3 Neither agree nor disagree

☐ 4 Agree

☐ 5 Strongly agree

20. To what extent do you agree with the following statement: "People should avoid mixing Afaan Oromoo and English in the same conversation."

☐ 1 Strongly disagree

☐ 2 Disagree

☐ 3 Neither agree nor disagree

☐ 4 Agree

☐ 5 Strongly agree

Thank you very much for your cooperation!

Bar-gaaffii

Kabajamtoota Hirmaattota

Yeroo ammaa hawaasa Dambi Dolloo keessatti qorannoo gaggeessaan jira. Milkaa'ina qorannoo kanaatiif deebiin isin laattan gahee guddaa waan qabuuf deebii keessan quubsaa ta'e argachuuf onneerraa abdiin qaba. Kanaaf, tokkoon tokkoon gaaffilee dubbistanii deebii dhugaa ta'e akka kennitaniif kabajaanan isin gaafadha. Odeeffannoo isin kennitanii hunduu iccitiidhan isaa eegamaadha. Odeeffannoofi iccitiin odeef-kennitootaa haala kamiinuu hinibsamu. Kanaauu, maqaan keessan barreessuu isin hinbarbaachisu.

Bakka deebii kennitutti mallattoo [✓] Saanduqaa keessa kaa'i. Bakka duwwaa jiru irratti immoo yaada kee guutuun barreessi.

Gumaacha keessaniif hedduu galatoomaa!

1. Ati: Dhiira ☐ Dubartii ☐?
2. Umuriin kee meeqa?_____
3. Hojiin kee ammaa maali (ykn yoo soorama baate ykn hojii dhaabde, osoo soorama hin ba'iin ykn hojii dhaabdee dura hojiin kee inni dhumaa maali ture)?_____
4. Maaloo naannoowwan jireenya kee keessatti yeroo dheeraaf keessa jiraatte agarsiisi:

   Fkn: Bakka : Arsii Bara 1980 hanga 19

   Bakka: Arsii, Asallaa Baroota: 1980 to1990

   Bakka: Shawwaa Lixaa, Amboo Baroota: 1990 to 1998

   Bakka: Walloo, Kamisee Baroota: 1998 to 2005

   Bakka: _____ Baroota: _____

   Bakka: _____ Baroota: _____

   Bakka: _____ Baroota: _____

Bakka: _____ Baroota: _____

Bakka: _____ Baroota: _____

5. Barnoota idilee sadarkaa olaanaa xumurte maali?

☐ Ragaa Mana Barumsaa, Ragaa barnoota Teeknikaafi Ogummaa sadarkaa 1 ykn 2 ykn kan kanaan wal gitu

☐ Dippiloomaa Biyyaalessaa, Ragaa barnoota Teeknikaafi Ogummaa sadarkaa 3 ykn kan kanaan wal gitu

☐ Digirii jalqabaa, Ragaa barnoota Teeknikaafi Ogummaa sadarkaa 4 ykn kan kanaan wal gitu

☐ Digirii Lammaffaa, Digrii Sadaffaa

☐ kan biroo ibsi_____

6. Erga yoomiiti Afaan Oromoo dubbachuu dandeessee?

☐ Erga waggaa 2 fi isaa oli ture

☐ Mana barumsaa sadarkaa tokkoffaa irraa kaasee

☐ Mana barumsaa sadarkaa lammaffaa irraa kaasee

☐ Afaan Oromoo akka nama guddaatti baradhe

7. Yoom irraa eegalee Afaan Ingilizii dubbachuu dandeesse?

☐ Erga waggaa 2 fi isaa oli ture

☐ Mana barumsaa sadarkaa tokkoffaa irraa kaasee

☐ Mana barumsaa sadarkaa lammaffaa irraa kaasee

☐ Afaan Oromoo akka nama guddaatti baradhe

8. Sadarkaa 1 hanga 4tti, hangam akka Afaan Oromoo dubbachuu dandeessu sitti dhagahama?

☐ 1 Jechootaa fi ibsa tokko tokko qofa beekuu

☐ 2 Haasaa bu'uuraa irratti ofitti amanamummaa qabaachuu

☐ 3 Haasaa dheeraa irratti ofitti amanamummaa madaalawaa qabaachuu

☐ 4 Haasaa dheeraa irratti ofitti amanamummaa qabaachuu

9. Sadarkaa 1 hanga 4tti, hammam akka gaariitti Afaan Ingiliffaa dubbachuu akka dandeessu sitti dhagahama?

☐ 1 Jechootaa fi ibsa tokko tokko qofa beekuu

☐ 2 Haasaa bu'uuraa irratti ofitti amanamummaa qabaachuu

☐ 3 Haasaa dheeraa irratti ofitti amanamummaa madaalawaa qabaachuu

☐ 4 Haasaa dheeraa irratti ofitti amanamummaa qabaachuu

10. Haati kee yeroo ati guddachaa turtetti (yoo barbaachisaa ta'e) afaan (afaanota) kam sitti dubbatte?

☐ Afaan Oromoo

☐ Afaan Ingilizii

☐ Afaan Amaaraa

☐ Afaan Oromoo fi Afaan Ingilizii

☐ Afaan Oromoo fi Afaan Amaaraa

☐ Kan biroo (Ibsi).....

11. Abbaan kee yeroo ati guddachaa turtetti (yoo barbaachisaa ta'e) afaan(wwan) kam sitti dubbate?

☐ Afaan Oromoo

☐ Afaan Ingilizii

☐ Afaan Amaaraa

☐ Afaan Oromoo fi Afaan Ingilizii

☐ Afaan Oromoo fi Afaan Amaaraa

☐ Kan biroo (Ibsi).....

12. Yeroo guddachaa turtetti (yoo barbaachisaa ta'e) eegduun ykn kunuunsaan biraa afaan(wwan) kam sitti dubbate?

☐ Afaan Oromoo

☐ Afaan Ingilizii

☐ Afaan Amaaraa

☐ Afaan Oromoo fi Afaan Ingilizii

☐ Afaan Oromoo fi Afaan Amaaraa

☐ Kan biroo (Ibsi).....

13. Mana barumsaa sadarkaa tokkoffaatti baay'inaan afaan (afaanota) kamiin barsiifamte?

☐ Afaan Oromoo

☐ Afaan Ingilizii

☐ Afaan Amaaraa

☐ Afaan Oromoo fi Afaan Ingilizii

☐ Afaan Oromoo fi Afaan Amaaraa

☐ Kan biroo (Ibsi).....

14. Mana barumsaa sadarkaa lammaffaatti baay'inaan afaan (afaanota) kamiin barsiifamte?

☐ Afaan Oromoo

☐ Afaan Ingilizii

☐ Afaan Amaaraa

☐ Afaan Oromoo fi Afaan Ingilizii

☐ Afaan Oromoo fi Afaan Amaaraa

☐ Kan biroo (Ibsaa).....

15. Namoota jireenya kee guyyaa guyyaa keessatti baay'ee waliin haasoftu keessaa shan armaan gaditti tarreessi, qaamaan yookaan bilbilaan, fkn hiriyaan kee, mucaa kee, jaalallee kee, hiriyaa hojiifi kkf . Sana booda ,akkuma gabatee fakkeenyaa irratti mul'atutti, afaan (afaan) kam akka baay'inaan nama sana waliin dubbattu hubadhu.

Maqaa nama, ykn hariiroo			Afaan irra caalaa nama sana waliin dubbatamu: (sarara tokkoon tokkoon isaatiif saanduqa tokko armaan gadii keessatti mallattoo '√' kaa'i) .			
	Afaan Oromoo	Afaan Ingilizii	Afaan Amaaraa	Afaan Oromoo fi Ingilizii walqixatti	Afaan Oromoo, Amaaraa fi Ingilizii walqixatti	Afaan kan biroo
Lalii	√					
Haadha		√				
Daa'ima			√			
Karrasaa				√		
Obboleettii		√				

Maaloo gabatee armaan gadii guutaa

Maqaa nama, ykn hariiroo	Afaan irra caalaa nama sana waliin dubbatamu: (sarara tokkoon tokkoon isaatiif saanduqa tokko armaan gadii keessatti mallattoo '√' kaa'i) .

	Afaan Oromoo	Afaan Ingilizii	Afaan Amaaraa	Afaan Oromoo, Amaaraa fi Ingilizii walqixatti	Afaan biroo
1.					
2.					
3.					
4.					
5.					

16. Amaloota armaan gadii ilaalchisee Afaan Oromoo sadarkaa1 hanga 5tti akkamitti madaaltu?

kan durii	1	2	3	4	5 ammayyaa
miti michuu	1	2	3	4	5 michuu
dhiibbaa dhabeessa	1	2	3	4	5 dhiibbaa qabeessa
kan hin kakaasne	1	2	3	4	5 kan hin kakaasne
faayidaa dhabeessa	1	2	3	4	5 faayidaa qabeessa
fokkisaa	1	2	3	4	5 bareedaa

17. Amaloota armaan gadii ilaalchisee Afaan Ingilizii sadarkalee 1 hanga 5tti akkamitti madaaltu?

kan durii	1	2	3	4	5 ammayyaa
miti michuu	1	2	3	4	5 michuu
dhiibbaa dhabeessa	1	2	3	4	5 dhiibbaa qabeessa
kan hin kakaasne	1	2	3	4	5 kan hin kakaasne
faayidaa dhabeessa	1	2	3	4	5 faayidaa qabeessa
fokkisaa	1	2	3	4	5 bareedaa

18. Irra caalaa..... akka ta'etti of ilaaltaa?

☐Afaan Oromoo

☐Afaan Inglizii

☐ Afaan Amaaraa

☐ Afaan Tigree

☐ Kan biroo (Ibsi).....

19. Afaan fayyadamuu ilaalchisee hammam dubbii armaan gadii kana irratti walii galta

"Haasaa guyyaa guyyaa keessatti afaan Oromoo fi Afaan Ingilizii addaan nan eega"

☐ 1. Cimsee walii hin galu

☐ 2. walii hin galu

☐ 3 .Lammanuu miti(waliin gala, walii hingalu)

☐ 4. waliin gala

☐ 5. Cimsee waliin gala

20. Hammam dubbii armaan gadii kana irratti walii galta: "Namoonni haasawa tokko keessatti Afaan Oromoo fi Afaan Ingilizii walitti makuu irraa of qusachuu qabu."

☐ 1 Cimsee walii hin galu

☐ 2 walii hin galu

☐3. Lammanuu miti (waliin gala, walii hingalu)

☐ 4. waliin gala

☐ 5. Cimsee waliin gala

Tumsa keessaniif baay'ee galatoomaa!

መጠይቅ

ውድ ተሳታፊዎች

በአሁኑ ጊዜ በዳምቢ ዶሎ ማህበረሰብ ውስጥ ጥናት እያካሄድኩ ነው። ይህ ብቻ ለምርመራው ስኬት ዋስትና ስለሚሰጥ ለመልስዎ ክብር ፍላጎት አለኝ። ስለዚህ፣ እባክዎ እያንዳንዱን ንጥል ነገር ያንብቡ እና እውነተኛ ምላሾችዎን ይስጡ። የዚህ ቅጽ ጽንሰ-ሐሳቦች ሚስጥራዊ ናቸው።ምላሽ ሰጪውን የሚለይ መረጃ በማንኛውም ሁኔታ አይገለጽም።ስምህ ለመጻፍ አያስፈልግም።

ላበረከቱት አስተዋፅዖ በጣም እናመሰግናለን!

1. አንተ፡ ወንድ ☐ ሴት ☐ ነህ?

2. እድሜህ ስንት ነው?_____

3. አሁን የምትሰራው ስራ ምንድን ነው ነው (ወይ ጡረታ ከወጣህ ወይም ስራ ፈት ከሆነ ጡረታ ከመውጣትህ ወይም ስራ ፈት ከመሆንህ በፊት የመጨረሻ ስራህ ምን ነበር)?

---

4. እባኮትን በህይወትዎ ለብዙ ጊዜያት የኖሩባቸውን ቦታዎች ያመልክቱ፡-

ለምሳሌ፡

ቦታ፡ አርሲ፡ አሰላ፡ ቀን:- ከ1980 እስከ 1990፡

ቦታ፡ ምስራቅ ሸዋ፡ አምቦ፡ ቀን:- ከ1990 እስከ 1998፡

ቦታ፡ ዋሎ፡ ካሚሴ፡ ቀን፡- ከ1998 እስከ 2005

ቦታ..... ቀን፡- .....

ቦታ.....ቀን፡- .....

ቦታ.....ቀን፡- .....

ቦታ..... ቀን፡- .....

5. ያጠናቀቁት ከፍተኛው መደበኛ ትምህርት ምን ያህል ነው?

☐ የትምህርት ቤት ሰርተፍኬት፣ የቴክኒክ እና የሙያ ትምህርት ሰርተፍኬት ደረጃ 1 ወይም 2 ወይም ተመጣጣኝ

☐ ብሄራዊ ዲፕሎማ፣ የቴክኒክ እና የሙያ ትምህርት ሰርተፍኬት ደረጃ 3 ወይም ተመጣጣኝ

☐ የባችለር ዲግሪ፣ የቴክኒክ እና የሙያ ትምህርት ሰርተፍኬት ደረጃ 4 ወይም ተመጣጣኝ

☐ ማስተርስ ዲግሪ፣ ዶክትሬት

☐ሌላ ይግለጹ_____

6. ከመቼ ጀምሮ ነው የአፋን ኦሮሞን መናገር የቻሉት?

☐ 2 አመት ወይም ትንሽ ልጅ ሳለሁ

☐ ከአንደኛ ደረጃ ትምህርት ቤት ጀምሮ

☐ ከሁለተኛ ደረጃ ትምህርት ቤት ጀምሮ

☐ አፋን ኦሮሞን የተማርኩት ጎልማሳ ሆኜ ነው

7. ከመቼ ጀምሮ ነው እንግሊዝኛ መናገር የቻሉት?

☐ 2 አመት ወይም ትንሽ ልጅ ሳለሁ

☐ ከአንደኛ ደረጃ ትምህርት ቤት ጀምሮ

☐ ከሁለተኛ ደረጃ ትምህርት ቤት ጀምሮ

☐ እንግሊዘኛ የተማርኩት ጎልማሳ ሆኜ ነው

8. ከ 1 እስከ 4 ባለው ሚዛን፣ ምን ያህል አፋን ኦሮሞን መናገር እንደሚችሉ ይሰማዎታል?

☐ 1 አንዳንድ ቃላትን እና አባባሎችን ብቻ እወቅ

☐ 2 በመሰረታዊ ንግግሮች መተማመን

☐ 3 በተራዘሙ ንግግሮች የመተማመን ስሜት

☐ 4 በተራዘመ ንግግሮች መተማመን

9. ከ1 እስከ 4 ባለው ሚዛን፣ እንግሊዘኛ መናገር የምትችል ምን ያህል ይሰማሃል?

☐ 1 አንዳንድ ቃላትን እና አባባሎችን ብቻ እወቅ

☐ 2 በመሰረታዊ ንግግሮች መተማመን

☐ 3 በተራዘሙ ንግግሮች የመተማመን ስሜት

☐ 4 በተራዘመ ንግግሮች መተማመን

10. እናትህ በልጅነትህ (የሚመለከተው ከሆነ) ያናገረህ የትኛውን ቋንቋ ነው?

☐ ኦሮሚኛ

☐ እንግሊዘኛ

☐ አማርኛ

☐ኦሮሚኛእና አማርኛ

☐ኦሮሚኛ እና እንግሊዘኛ

☐ሌላ (እባክዎ ይግለጹ) ……

11. አባትህ በልጅነትህ (የሚመለከተው ከሆነ) ያናገረህ የትኛውን ቋንቋ(ዎች) ነው?

☐ ኦሮሚኛ

☐ እንግሊዘኛ

☐ አማርኛ

☐ኦሮሚኛእና አማርኛ

☐ኦሮሚኛ እና እንግሊዘኛ

☐ሌላ (እባክዎ ይግለጹ) ……

12. በልጅነትዎ (የሚመለከተው ከሆነ) ሌላ አሳዳጊ ወይም ተንከባካቢ ያነጋገረዎት የትኛው ቋንቋ(ዎች) ነው?

☐ ኦሮሚኛ

☐ እንግሊዘኛ

☐ አማርኛ

☐ኦሮሚኛእና አማርኛ

☐ኦሮሚኛ እና እንግሊዘኛ

☐ሌላ (እባክዎ ይግለጹ) ……

13. በመጀመሪያ ደረጃ በዋናነት የተማሩት በየትኛው ቋንቋ(ዎች) ነበር?

☐ ኦሮሚኛ

☐ እንግሊዘኛ

☐ አማርኛ

☐ኦሮሚኛእና አማርኛ

☐ኦሮሚኛ እና እንግሊዘኛ

☐ሌላ (እባክዎ ይግለጹ) ……

14. በብዛት በሁለተኛ ደረጃ ትምህርት ቤት የተማሩት በየትኛው ቋንቋ(ዎች) ነበር?

☐ ኦሮሚኛ

☐ እንግሊዘኛ

☐ አማርኛ

☐ኦሮሚኛእና አማርኛ

☐ኦሮሚኛ እና እንግሊዘኛ

☐ አማርኛ እና እንግሊዘኛ

☐ አማርኛ : ኦሮሚኛ እና እንግሊዘኛ

☐ሌላ (እባክዎ ይግለጹ) ……

15. በአካልም ሆነ በስልክ በዕለት ተዕለት ሕይወታችሁ ውስጥ በብዛት ከምታናግሯቸው ሰዎች መካከል አምስቱን ከዚህ በታች ዘርዝሩ፤ ለምሳሌ

የሰው ስም ወይም ግንኙነት	አብዛኛውን ጊዜ ከዚያ ሰው ጋር የሚነገር ቋንቋ፡ (ለእያንዳንዱ መስመር ከታች በአንድ ሕዋስ ውስጥ ምልክት ያድርጉ)					
	ኦሮምኛ	እንግሊዘኛ	አማርኛ	እኩል የኦሮምኛ ቋንቋእና እንግሊዘኛ	እኩል የኦሮምኛ ቋንቋ፣ አማርኛ እና እንግሊዘኛ	ሌላ ቋንቋ
ላሊ	√					
እናት		√				
ልጅ			√			
ከፊሳ					√	
እህት		√				

እባክዎን ከዚህ በታች ያለውን ሰንጠረዥ ይሙሉ

የሰው ስም ወይም ግንኙነት		አብዛኛውን ጊዜ ከዚያ ሰው ጋር የሚነገር ቋንቋ፡ (ለእያንዳንዱ መስመር ከታች በአንድ ሕዋስ ውስጥ ምልክት ያድርጉ)				
	ኦሮምኛ	እንግሊዘኛ	አማርኛ	<u>እኩል የኦሮምኛ እና እንግሊዘኛ</u>	እኩል የኦሮምኛ ቋንቋ፣ አማርኛ እና እንግሊዘኛ	ሌላ ቋንቋ
1.						
2.						

3.						
4.						
5.						

16. የሚከተሉትን ንብረቶች በተመለከተ የአፋን ኦሮሞን ከ1 እስከ 5 ባለው ሚዛን እንዴት ይመዝኑታል?

ዘመናዊ ያልሆነ 1 2 3 4 5 ዘመናዊ

ወዳጃዊ ያልሆነ 1 2 3 4 5 ወዳጃዊ

ተፅዕኖ የሌለበት 1 2 3 4 5 ተፅዕኖ ፈጣሪ

የማያበረታታ 1 2 3 4 5 የሚያበረታታ

የማይጠቅም 1 2 3 4 5 ጠቃሚ

አስቀያሚ 1 2 3 4 5 ቆንጆ

17. የሚከተሉትን ንብረቶች በተመለከተ የእንግሊዝኛ ቋንቋን ከ1 እስከ 5 ባለው ሚዛን እንዴት ይመዝኑታል?

ዘመናዊ ያልሆነ 1 2 3 4 5 ዘመናዊ

ወዳጃዊ ያልሆነ 1 2 3 4 5 ወዳጃዊ

ተፅዕኖ የሌለበት 1 2 3 4 5 ተፅዕኖ ፈጣሪ

የማያበረታታ 1 2 3 4 5 የሚያበረታታ

የማይጠቅም 1 2 3 4 5 ጠቃሚ

አስቀያሚ 1 2 3 4 5 ቆንጆ

18. ራስህን በዋነኛነት ታስባለህ……?

☐ ኦሮሚኛ

☐ እንግሊዘኛ

☐ አማርኛ

☐ ትግርኛ

☐ ሌላ (እባክዎ ይግለጹ):……

19. በሚከተለው መግለጫ ምን ያህል ይስማማሉ፡- “በየቀኑ ውይይት፣ የአፋን ኦሮሞን እና የእንግሊዘኛ ቋንቋዎችን ለይቻለሁ።

☐ 1 በጣም አልስማማም

☐ 2 አልስማማም

☐ 3 ሁለቱን አልስማማም

☐ 4 እስማማለሁ

☐ 5 በጣም እስማማለሁ

20. “ሰዎች በአፋን ኦሮሞ እና እንግሊዘኛ በተመሳሳይ ውይይት ከመቀላቀል መቆጠብ አለባቸው” በሚለው መግለጫ ምን ያህል ይስማማሉ?

☐ 1 በጣም አልስማማም

☐ 2 አልስማማም

☐ 3 ሁለቱን አልስማማም

☐ 4 እስማማለሁ

☐ 5 በጣም እስማማለሁ

ስለ ትብብርዎ በጣም እናመሰግናለን!