

the benefit of code switching

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The benefit of code switching

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Abstract

This paper discusses the function and  function of teachers' code-switching in English classroom. Through the real  classroom  observation, it is found that teachers mainly use Mandarin Chinese and English in the choice of code in English classroom. Teachers' use of code-switching can promote effective emotional communication, bring students closer, transfer knowledge points, improve classroom efficiency, etc. These functions are all helpful to English classroom teaching and play a positive role in classroom teaching. 

Introduction

Code-switching refers to the alternate switching between the target language and the mother tongue in the process of foreign language teaching, and it is a language strategy adopted by the speaker to achieve communicative purposes. 

Regarding the role of code-switching in class, Baker (2006: 111-113) listed 12 items: (1) Emphasize a specific point in the conversation; (2) When you don't know how to express it in one language, use another language instead of a word; (3) 

There is no equivalent concept of expression in another language and culture; (4) Strengthening requirements; (5) clarify a point of view; (6) expressing identity, conveying friendship or family ties; (7) Relieve tension and inject humor; (8) exclude others from the dialogue; (9) sigh; (10) Discuss some issues; (11) changing attitudes or relationships; (12) Reference. [1]



Ariffin(2009) added another function of teacher's code-switching in class, namely, explanation and clarification. [2] In addition, Pui (2009) analyzes code-switching in English classes of Grade One in Macao, pointing out that teachers use code-switching to help students understand the teaching content, increase their understanding of the second language, ensure students understand the teaching content and manage classroom discipline. [3]



There is little research on the conversion between Putonghua and English codes in Chinese mainland classroom.



This paper focuses on the function and role of teacher code-switching in English classroom through real classroom teaching observation.

Part 1.

1. The benefit of code-switching in bilingual classroom.

(1) Ensure the accurate transmission of information In



English class, code-switching is an effective strategy for English teachers to achieve difficult classroom goals. There are many synonyms and homographs in English, which are difficult for teachers to explain in English. Code-switching is a good way to avoid ambiguity and solve this problem. Due to the limited English level of middle school students, there are always some words, phrases or grammatical contents that are time-consuming and laborious to explain in English, and the effect is not good. If teachers can properly switch between Chinese and English, students can have an accurate and complete understanding of this grammatical phenomenon. Teachers always use various strategies to achieve teaching objectives in class, so the important content can be! It is emphasized by code-switching to deepen students' impression and understanding. In addition, code-switching can also fill the gaps in vocabulary. There are some words in Chinese that can't be found in English, so code-switching is needed to express them in Chinese. Even if the teacher translates the word "wick cake" into English, the students will not understand it, so it is better to express it directly in Chinese.

(2) Maintain a good order and atmosphere in the classroom. Teachers also involve the choice of language in the process of

organizing classes. Some teachers return to their mother tongue after using English to organize classroom activities ineffective, so that students can understand the classroom instructions and ensure the classroom to proceed in an orderly manner. In the process of teaching and learning, there will always be a tense classroom atmosphere, and students will be very tired if they are always in a state of high concentration. In this case, the use of code-switching by teachers will create a relaxed atmosphere and reduce the number of teachers and students. The generation gap between teachers can increase teachers' sense of humor, relieve students' pressure and stimulate their enthusiasm for learning.

(3) Encourage students to attract attention.

For students, teachers' code-switching is sudden. Language changes can attract students' attention, make them concentrate on listening, and sometimes give them encouragement. For example, the teacher read a sentence in class and then said, "Any volunteers? Who can try to translate the sentence? It doesn't matter if the translation is wrong. Can some students try it? " Here, the teacher not only attracts students' attention through code-switching, but also encourages students to speak actively.

(4) Establish a good relationship between teachers and students, and enhance the feelings between teachers and students. In

English class, students often make mistakes when answering, or even stand up and can't say a word. At this time, teachers should not criticize students directly, but try to protect students' face and avoid hurting their self-esteem. Usually the teacher will say that it doesn't matter if the answer is wrong, just try! In this way, intimacy will be established between teachers and students in class. Try to maintain students' self-esteem. Usually, the teacher



Jin says it doesn't matter if the answer is wrong in Chinese, and then says just try in English! In this way, a close and friendly relationship is established between teachers and students in class. The relationship between teachers and students will also become more harmonious.

2. Teachers' perceptions of code switching in the bilingual classroom.

In many lectures, I found that many teachers only use English in class. They seldom use Chinese. There are many teachers who support the use of English alone in class. The mother tongue is interspersed again. They think that if the mother tongue is used to organize teaching, it will deprive students of the opportunity to accept English input, which will destroy the learning process of students. For students, if they use

English completely, they will feel that the context is more real and help them build their own unique language learning system.

Of course, there are also voices against the exclusion of mother

 18 **ngue**. They think it is unrealistic to completely exclude mother tongue from English classes, and it may also deprive students of their intention to use mother tongue as a language learning medium. In English class, teachers can keep English as much as possible, which is conducive to the formation of English atmosphere. When explaining grammar, vocabulary and steps, we can use English to make a brief explanation, which can greatly promote the process of students learning English. It can be said that in the English-as-a-foreign-language classroom, teachers should conduct code-switching for students' English communication needs, which should be one of the effective ways to promote their English learning.

By analyzing the cases of teachers using code switching, code-switching is not arbitrary, but effective emotional communication between teachers and students through alternating use of two languages.  19 In classroom examples, when teachers praise, encourage or criticize students, they will use two languages alternately.

A teacher praises his students' answers in class and says "You are improving." Then use Chinese to affirm the students' progress in oral pronunciation, oral fluency, oral vocabulary richness and so on. All right, let's move on. We will have a discussion about whether teenagers should do the chores. All right, let's move on. We will have a discussion about whether teenagers should do the chores. The teacher will use it first

21 English, praise the students, then in Chinese to affirm the students' specific progress, and finally continue the class in English. Such praise can stimulate students' learning motivation and close the relationship with students' questions, which is particularly important for bilingual classroom teaching.

In class, foreign languages represent authority and formality, while mother tongue represents friendliness and informality.

Criticism is also a way of emotional communication between teachers and students. We will find that most teachers will criticize students in Chinese in class in order to expect them to improve their learning attitude and standardize their classroom learning behavior in time. A teacher asked questions in class to check whether the students reviewed the new words. One student didn't review. The teacher said, "What did you do at

home? You are supported to recite these new words after each class. Then say in Chinese, "You should review the new words carefully after class, which is very important for learning English. If you don't review them, you will soon forget them. "Anyway, I will call you next time and I hope you would do it well ...". The teacher first criticized the students in English, and the students felt blushing, and the teacher felt it, and then converted it into Chinese to criticize. Compared with English, Chinese criticism is more acceptable to students. Therefore, sometimes teachers' criticism should not be too direct, but can be expressed humorously and tactfully in their mother tongue, and students will definitely have positive feedback.

Encourage students to communicate in English. Our students are still very passive in English class, so we need to use Chinese to encourage them to use English and actively participate in classroom interaction. In the classroom, it is often found that teachers use English to encourage students to participate in classroom activities, but their English instructions have no effect on students at all. Teachers have no choice but to speak in Chinese. Obviously, it is easier to get students' positive response in this way, and then the teacher can express what he wants to teach in English, which also shows that the use of

code-switching can achieve the purpose of encouraging students to actively participate in the classroom.

In a word, code-switching is an effective way of emotional communication between teachers and students in English classroom teaching. Therefore, in class, we should change the tone of speech by appropriate code-switching, narrow the distance with students, and 22 create a harmonious classroom atmosphere, which is conducive to promoting our English teaching and learning.

Part 2. The discussion of the code switching.

Scholars are concerned about whether foreign language teachers should conduct code-switching in the classroom and use mother tongue appropriately. Language, opinions differ. Miles Turnbull(2001) 23 pointed out that teachers' mother tongue usage in class should not exceed 75% of the total class, otherwise it will be regarded as excessive use of mother tongue, and excessive use of mother tongue will deprive learners of valuable language input opportunities in class, thus affecting their language acquisition. He also pointed out that the use of mother tongue and target language should be "optimized" to arouse learners' learning enthusiasm, improve their concentration and maximize classroom teaching efficiency.

Nation(1990)²⁴ thinks that abandoning the mother tongue will increase the psychological burden of learners, but it will hinder foreign language learning. Cook(2001) suggested that teachers use the target language as much as possible in foreign language classes. However, he did not advocate abandoning the mother tongue completely, and further pointed out that the mother tongue can be used to explain grammatical forms and meanings, read classroom instructions and conduct classroom management.

~~As we all know,~~ classroom teaching needs the interaction between teachers and students to complete. Brooks & Donato(1994) holds that as a normal psychological process, the use of mother tongue can promote second language output and maintain the smooth communication between teachers and students.²⁶ Cook(2001) pointed out that teachers can use their mother tongue to communicate with students more naturally and smoothly in foreign language classroom teaching.²⁷

Olçay Sert(2005) summed up the functions of code-switching of foreign language classroom teachers as follows: first, to provide a more realistic communication environment; Second, the function of topic change, emotion and repetition; Third, control speech, repetition and ease conflicts.

Although many scholars do not support teachers' frequent classroom teaching or communication with learners with the help of their mother tongue, understanding the functions and principles of code-switching can enhance teachers' foreign language teaching. The awareness of code-switching in classroom teaching can help us better choose and improve classroom teaching discourse and promote second language acquisition.

In bilingual classrooms, teachers can use code conversion to improve teaching efficiency, alleviate students' nervousness, communicate effectively, cultivate a humorous classroom atmosphere, narrow the distance between teachers and students, better impart knowledge points, and help students understand the differences between two languages and cultures.

Generally speaking, code switching in bilingual classrooms refers to the correct use of one's mother tongue to better convey information and emotions in a second language. Code switching usually does not have a fixed routine and is formed according to the needs of the situation. It usually appears in conversations and is not used for writing.

Firstly, code switching alleviate students' nervousness and promote effective communication.

For example, since English is not the mother tongue of the vast majority of students, learning English is a long process that starts from a young age. Therefore, many students express their nervousness and even fear in high school English classes. Even some students, due to not laying a solid foundation in their childhood, cannot understand high school English classes, cannot keep up with their teachers and other classmates, are afraid of difficulties, and are on the verge of giving up. In this situation, the application of code switching in English classrooms becomes very important.  32 Students with poor foundation can also understand what the teacher says in class, making learning easier. Therefore, their inner tension will be greatly reduced, thereby enhancing their enthusiasm for learning English. At the same time, due to insufficient daily contact with English, students often experience anxiety when speaking words or standing up in English classes.  33 Code conversion can effectively reduce this phenomenon, allowing students to better use Chinese words to help themselves express themselves while speaking English.

Teacher: What kind of person makes great discoveries?

Student: The person with strong will and 耐心(patience) can make great discoveries.

Teacher: Which is more important for people's success?

Student: We need 天赋(talent) to learn quickly and to think deeply. We should 不遗余力(spare no effort) to make the research.

Teacher: Yes, I agree with you. Thank you.

In this conversation, although the student forgot about "patience" and "talent" and spared no effort in saying something, he used the method of code switching, but he successfully expressed his own viewpoint, which can also help other students understand and avoid awkward situations. After the activity, the teacher explained to the students the words they had not spoken, in order to deepen their impression and consolidate their memory



Secondly, code switching create a humorous classroom to bridge the gap between teachers and students.

Many researches on code-switching (Flyman-Matts-Son & Burenhult, 1999; Ariffin, 2009; Gulzar, 2010) shows that teachers use code-switching with emotional functions. For example, Ariffin(2009) found that English teachers tried to express their understanding of students by code-switching into their first language. Boredom is a common problem in language learning, so some students may inevitably feel bored during the

long-term listening process, which can easily lead to problems such as distraction and low efficiency. At the same time, due to the heavy workload of high school students, it is inevitable that they will experience a lack of concentration. Therefore, it is necessary for teachers to use code switching to occasionally create jokes and attract students' attention. For example, when explaining an article, an English teacher noticed two students chatting excitedly and loudly, as if no one else was reading. At this point, the teacher did not directly reprimand these two students, but asked the following students to remind them, “I 都快哭哭了, 我这么投入地在讲课, 你们竟然能这么 loudly 而且还 happily 聊天, 声音都要超过我的了”。 (“I was about to cry. I am very engaged in class, and you can speak so loudly, so happy, even louder than me” .) These students who were speaking were very embarrassed, and suddenly the classroom became lively. English immediately seized this opportunity, and then the text just mentioned posed a question to the students: How does music affect your life? With the pursuit of problem-based teaching, the learning atmosphere immediately becomes active, and students' enthusiasm for learning immediately increases. In addition, due to students' familiarity with their mother tongue, they may feel that they do not know

how to communicate with English teachers in class and have a sense of distance between them. The use of code conversion can eliminate students' psychological barriers and make the role of English teachers more approachable in students' mind.

Thirdly, code switching transfer knowledge points to improve classroom efficiency.

Guthrie(1984)[8] and Lin(1990)[9] both point out that teachers can help students have a clearer understanding of what they have learned by explaining or translating the previous English statements in Chinese. Due to the uneven English proficiency of the entire class and the inherent difficulties of high school English, some students may find learning difficulties. At this point, in order to take care of every student in the class as much as possible and ensure that every student can understand the course without reducing the difficulty of the classroom content, it is necessary to use code switching teaching methods. When learning abstract knowledge points, students may not be able to understand these knowledge points when teaching in English. In this case, Chinese and English code conversions can be used to reduce difficulty and improve learning outcomes. Students are more receptive, which can satisfy their small sense of achievement and further enhance

their interest in learning English. In English classes, teachers often explain important grammar knowledge, explain new words, and then translate sentences or paragraphs when interpreting text. In this situation, code switching often occurs. For example, here is a sentence spoken by an English teacher in class: "Let's read this sentence:" The **learned scholar** recommended that he should take up sculpture until after he had learnt anatomy".

"Recommend" means "advise". It means "建议(advice)". 这个句子用的是“虚拟语气”(This sentence uses the subjunctive mood), 意思是“学识丰富的学者建议他学了解剖,再学雕塑。” (The learned scholar advised him to learn sculpture after studying anatomy.)。 In this sentence, the teacher briefly explained the grammar and vocabulary, and translated the sentence. After the teacher's explanation, students must be able to grasp this sentence well. During the explanation process, teachers use code switching to enable students to understand sentences from various levels and convey actual information in detail and clearly.

Conclusion

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Studying the theory and law of code-switching in foreign language teaching can improve our understanding and understanding of the objective laws of foreign language learning and acquisition, and promote the effective input and output of various language materials for students. In the practice of foreign language teaching, we should make full use of the relevant theories and practical achievements of code-switching, create a relaxed and natural language transcoding environment, and promote the acquisition and improvement of students' language ability. One is to study the phenomenon of language adaptation in teaching, such as using language transcoding to explain new concepts, new words or phrases and various terms. When the two languages can't achieve good correspondence, teachers should scientifically and reasonably use code-switching to explain and give examples to achieve better language input results. The second is to adapt to the role of teachers by using the theory of code-switching. Teachers' rational use of transcoding theory can effectively express relevant knowledge, stimulate students' enthusiasm for learning, and also enable teachers to carry out effective teaching management and teaching design. Third, teachers can successfully realize their teaching psychological intentions. Using reasonable

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41

code-switching to praise and encourage students can create an effective teaching environment that supports language learning, and then improve the teaching effect.  42

Reference 43

[1] Baker, C. Foundations of bilingual education and bilingualism [M] . Clevedon: Multilingual Matters. 2006.

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- .

[1]

the benefit of code switching

GRADEMARK REPORT

FINAL GRADE

60/100

GENERAL COMMENTS

Instructor

Very good exploration of different possibilities for the codeswitching. Your work demonstrates secure understanding of application of knowledge and but would benefit from more critical understanding of contextual issues. It would be useful to highlight other abilities which may result from early exposure to codeswitching by referring to the key research studies in more detail.

You need to critically evaluate the research throughout, with particular focus on its applicability to subject, content and age group. Fluent and coherent line of argument made throughout.

Targets:

1. Avoid definite claims. Check for sweeping statements and anecdotal references.
2. Check word count limit.(3499)
3. Utilise extended reading to further highlight current key issues, with particular focus on your topic.
4. Please check Harvard referencing guidelines from UWTSD Library trianing sources.



Comment 1

typo?



Comment 2

through - lower case?



Comment 3

Good interesting focus.



Comment 4

Is this a quote?



Comment 5

Indeed.

PAGE 2



Comment 6

Good.



Comment 7

Please use Harvard referencing instead of footnotes. These are very difficult to follow.



Comment 8

Is this sentence part of the previous paragraph?



Comment 9

You are presenting an assignment here.



Comment 10

Avoid using note-taking style.

PAGE 3



Comment 11

teaching points?



Comment 12

Meaning unclear!



Comment 13

Yes languages rarely map onto each other.

PAGE 4



Comment 14

How??



Comment 15

Meaning unclear.



Comment 16

clarify.

PAGE 5



Comment 17

clarify here .

PAGE 6



Comment 18

Refer to key studies to support this claim.



Comment 19

Refer to the research which supports this idea.

PAGE 7



Comment 20

syntax.



Comment 21

in lower case i



Comment 22

This section is quite anecdotal. Aim to review the research.



Comment 23

Useful reference.



Comment 24

Can you include further details of these particular studies?

Strikethrough.



Comment 26

spacing - see referencing guidelines.



Comment 27

Yes but how does this illustrate his theory of Multicompetence?



Comment 28

How? Much more detail required here.



Comment 29

Terminology?



Comment 30

Are you sure about this? Writers occasionally use snippets of L1 in novels and poetry.



Comment 31

alleviates



Comment 32

This is very anecdotal. You need to cite further theory and evidence to support your claims.



Comment 33

Do you mean codeswitching. Why is this term being included repeatedly?

PAGE 13



Comment 34

Interesting example - what is the source?

PAGE 14



Comment 35

Meaning unclear.

PAGE 15



Comment 36

check terminology.

PAGE 16



Comment 37

Avoid archaic language use.



Comment 38

Try to connect the examples with existing literature.

PAGE 17



Comment 39

??



Comment 40

You are introducing a new concept in the summary section of your assignment.



Comment 41

Meaning unclear.



Comment 42

Overall impact is fine but a great deal of this assignment relies on a descriptive account of some data with limited evidence of critical analysis or new insights from theory.



Comment 43

References.



HARVARD referencing

Check Harvard referencing. The library session (April 2023) and UWTSD referencing guide should be applied consistently.