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Discussion of code switching issues

Code-switching in the bilingual classroom has become a common occurrence, and it is crucial to the **teaching of bilingualism**. Code-switching aids in the acquisition of vocabulary in a foreign language, aids in comprehension, grabs students' attention, and livens up the classroom environment. It facilitates the development of a tight, **cordial** interaction between professors and students, reduces the time and space between them, strengthens that relationship, and motivates students to actively engage in teaching and learning activities. For bilinguals, **code-switching is a social tool that has a unique impact on communication**.

Since the middle of the 20th century, bilingualism has been in its infancy; two significant works in this regard are the 1953 monographs by Weinreich and Haugen, both of which were published in the 1950s. These writers were pioneers in this area of study and the first to provide the theoretical foundation for language interaction. "Haugen initially introduced the term 'code-switching' to describe the usage of a fully foreign word from another language in the discourse of a bilingual speaker. In his 1954 monograph, Hans Vogt also used the term "code-switching," claiming that it is a psychological phenomenon brought on by non-linguistic circumstances rather than a language occurrence per se. In this time period, Weinreich conducted research on bilingualism that laid the groundwork for the study of code-switching in bilingual environments. His work was founded on psycholinguistic, grammatical, and sociolinguistic approaches. The development of bilingualism research is closely related to the origins of the idea of code-switching as a widespread phenomenon of language contact, and researchers studying bilingualism have long studied and discussed code-switching in bilingual contexts, making a historical contribution to the study of code-switching. Researchers frequently define the term "code-switching" in accordance with their particular study objectives, methodologies, and knowledge of the phenomena. Many different definitions of code-switching exist as a result of various points of view. The distinction between code switching and code mixing, the equivalence between code

switching and code mixing, and the ambiguity of whether there is a difference between the two have led to the emergence of three distinct definitions in the extensive and complex literature on code-switching.

Sociolinguistics, grammar, and pragmatics have started to focus on the phenomena of code-switching from a fresh perspective since the 1970s, diversifying the disciplinary perspective of code-switching study. While pragmatic studies during this time period concentrated on "contextual transformation" and "conversational transformation" based on themes, temporal settings, participants, and non-communicative effects,

grammatical studies at this time focused on "code-switching" in terms of distinctions in bilingualism. Blom (1972) also popularised the idea of metaphorical transformation to describe the intended communicational outcome. In the s and s, the study of code-switching advanced in method and science. To identify and distinguish the many forms and types of code-switching more scientifically was one of the major objectives of scholars at this time. One of the key tenets of current code-switching research is the difference between intra-sentential and inter-sentential transformations.

Krashen (1994) postulated that pupils only automatically pick up a second language if they are completely engaged in a second language learning environment. Due to the immersive, pure language environment it produces and the fact that second languages are used extensively in second language schools, language immersion is extremely advantageous to students' language acquisition. However, successful code-switching tactics provide benefits for bilingual educators. The quality of second language input, not its quantity, should be the primary consideration in second language acquisition. In other words, if pupils are unable to comprehend the content of the second language, everyday immersion in a second language setting is unproductive; As long as students

can completely process the second language they receive, they can learn a second language without daily immersion if the aim is to help them develop communicative competence. In general, teachers gain three advantages from timely code-switching: (1) teachers can establish rapport with students through appropriate use of their mother

tongue; (2) using mother-tongue explanations to set up complex classroom activities ensures that all students understand the content and objectives of the activity; and (3) using a combination of mother tongue and second language in grammar teaching is very helpful (Macaro 2005). In a 1997 research with British students, Macaro found that teachers and students frequently communicate in their mother tongues. As a result, while teaching a second language, the mother tongue may successfully complement learning the first language, and when teachers employ the mother tongue in the classroom, good classroom management and student understanding are guaranteed.

According to Macaro's study from 2001 on new teachers' use of mother tongue in second language classrooms, only 4.8% of teachers used it to teach a second language, and only 6.8% of teachers used it in interactive sessions, where mother tongue might be frequently used. In interactive sessions where the mother language is anticipated to be used frequently, just 6.9% of the time was spent speaking it. This shows that,

although if using the mother tongue to educate can be beneficial in certain ways, it should still be used as little as possible in second language classrooms and that the mother tongue should only be used to support and explain the content of the second language.

The use of the mother tongue in second language acquisition, in both intra- and interlingual dimensions, has been the subject of ongoing discussion in the field of teaching techniques, and this discussion has resulted in one of the longest-running controversies in the field of language education. Interlingual or intercultural teaching methods use the second language as the only underlying framework and use the mother tongue or another language for comparison or reference, as opposed to intralingual or intracultural teaching strategies,

which use only the second language within the same linguistic or cultural context. Therefore, proponents of intra-lingual teaching methods are in favour of the idea that using only the target language in an English classroom leads to more effective language learning and that switching between the target language and the mother tongue can hinder the process of learning a second language. Advocates of interlingual teaching methodologies, on the other hand, hold the opposite perspective, arguing that alternating between the mother tongue and the target language

can improve the efficiency and results of second language learning.

Different linguists have investigated code-switching from a variety of angles, including linguistics, sociolinguistics, psycholinguistics, and pragmatics. Compared to earlier studies, the pragmatic approach is relatively new. When teaching a second language, code-switching refers to the quick and seamless transitions instructors make between the first language and the target language. The argument over whether or not first language should be used in foreign language classes is where the study of code-switching initially began. 'Mother-tongue transfer' has detrimental impacts, according to Ellis (1997) in his book *Second Language Acquisition*. Mother-tongue transfer describes how the first language affects how well a person learns a second language. This transfer may be advantageous if the mother tongue makes learning the second language easier. Cook (2001) notes that the majority of the ideal classrooms outlined in these methods call for the use of the mother tongue to be minimised and prioritise the use of the target language. Additionally, Duff and Polio (1990) contend that pupils' comprehension of the target language increases with increased exposure to it. Turnbull (2001) has studied the usage of mother tongues in the classroom as well, although he is of the opinion that code-switching can aid students in understanding complex grammar or unfamiliar phrases. He continues to emphasise the significance of instructors using the target language as much as possible in the classroom, stating that students have limited exposure to the language outside of the classroom and that as a result, teachers

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should make the most of it. However, according to academics like Brooks and Donato (1994), students already have knowledge of their mother tongue, and they utilise their first language (L1) as a cognitive tool to help them learn and internalise the target language. Van Lier (1995) concurs with the notion of promoting second language learning by employing the mother tongue. He contends that exposure to the target language setting alone does not ensure that the target language will be learned and

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internalised. A language's input quality is significantly more crucial than its input volume. Additionally, he thinks that acquisition requires understanding. Similar to this, Cook (2001) suggests that once a teacher determines that utilising the target language

alone creates understanding issues, he or she should appropriately move from the target language to the first language. Research on code-switching has started to be incorporated into education since the establishment of bilingual education in 1968, according to Cook (2001), who claims that "code-switching is a normal second language learning activity that can serve to encourage students to see themselves as true bilingual speakers in the home of two languages." According to Cook (2001), "it is time to open the door that has been closed for over 100 years in the linguistic community, namely the systematic use of the mother tongue in the classroom." She also views code-switching as a highly skilled activity and as a successful teaching approach. Cook (2001) provides examples of how the use of the mother tongue is already widely used in a number of teaching methods, including community language learning and Dodson's bilingual approach, to illustrate how she claims that avoiding the use of the mother tongue limits language teaching and learning on the one hand and violates the principles of communication on the other. Additionally, she exhorts instructors to converse with students one-on-one in their mother language whether expressing or confirming the meaning of words and phrases, elaborating on grammar, organising the classroom, carrying out duties, maintaining discipline, or communicating with specific pupils.

Contexts in which code-switching occurs in the bilingual classroom: 1. When explaining grammatical knowledge and vocabulary in a text and translating sentences or paragraphs in the bilingual classroom. When explaining a text, the teacher will often explain some important grammatical knowledge and some vocabulary, and then translate some sentences or passages, in which case code-switching often occurs. 2. When the class is about to end, the teacher says: "Now class is over. Which students have not handed in their homework in the last class, please hurry up and hand it in. The students who have not yet handed in their work should do it carefully. If you haven't handed in your work yet, please do it carefully and hand it in as soon as possible." this sentence, the teacher uses code-switching to urge students to complete their homework as soon as possible, so that they can understand the teacher's meaning more directly and turn in their homework as soon as possible. 3. Answer students' questions

about language exams. In the bilingual classroom, students asked the teacher some questions about how to prepare for their second language exams and the teacher answered them one by one: "A student just asked me a question about exams, to get good results in the exams, then, First, you'd better keep practicing listening every day and. The... The..." Here, the teacher clearly tells the students the points they need to do to prepare for the language test through code-switching, reminding them of the process of code-switching from their mother tongue to a second language. 4. When encountering special situations. It is inevitable that the teacher will encounter some special situations in the classroom. For example, in a bilingual class in China, the teacher called on student A to answer the question, and when this student was absent from class, one of his good friends, B, stood up and pretended to be him. The teacher knew that this student was not the one who had been asked to answer, so she stared at him for a while, while other students stared at student B and sniggered. The teacher says, "Are you sure you are A? When did you change your name?" in order not to embarrass student B and to lighten the mood. As soon as the words were spoken, everyone else laughed and Student B smiled in embarrassment. In this example, the teacher did not criticise the student directly, but cleverly used code-switching, interspersed with English in Chinese, to make the student realise that he was wrong. This gave the student face, maintained the teacher's dignity and made the student realise that he or she was wrong, all in one fell swoop. 5. Students encounter second language words that they do not know when answering questions. Not everything in the classroom may be fluent in the second language, so students often use code-switching when answering questions. For example, when introducing his hometown in class, the student found that the word "lobster" was a new word for him and he did not know how to express it, but he could not skip it, because if he did, his introduction to his hometown would be incomplete and the information he provided would be incomplete. Therefore, he uses code-switching to replace it with his mother tongue to keep his linguistic expressions going. As can be seen from the above examples, code-switching occurs frequently in bilingual classrooms. Its presence is helpful and necessary for students' language learning, and it can at times liven up the classroom atmosphere, promote a

love of the second language and spark students' interest in learning it.



Benefits of code-switching in the English classroom: 1. Emphasising difficult points through code-switching makes it easier for students to understand. In the classroom, the teacher uses code-switching to explain something that is not easy to understand in both the mother tongue and the second language, which not only expands the vocabulary of the students, but also facilitates their understanding and helps them to deepen their impression of the new knowledge they have learnt, because after all, the mother tongue is the first language. 2. Code-switching can reduce or eliminate communication barriers. The example given above: a student forgot how to say "lobster" when introducing his hometown in class, but he used code-switching to remove the communicative barrier and allowed his presentation to continue smoothly. 3. Encourage students and attract their attention. The suddenness of the teacher's code-switching and the change in language can attract students' attention and make them pay attention to the lesson, sometimes with encouragement.



Since most children only get classroom exposure to the second language since it is a foreign language to them, they still primarily think in their mother tongue before switching to the second language. Teachers may use their native tongue in the bilingual classroom at suitable moments, which won't hinder students' acquisition of the second language but will boost their interest in studying it. It is advantageous for instructors to code-switch between the mother tongue and the second language at the proper moments in the bilingual classroom. Code-switching is a cognitive, communicative, and educational method. An efficient linguistic technique for teaching and learning a foreign language in the bilingual classroom is code-switching. For second language learners, the right amount of code-switching between the target language and the mother tongue at the right time in a bilingual classroom can liven up the classroom, allow for easy teacher-student interaction in the classroom, as well as bring the teacher-student relationship closer and pique students' interest in language learning.



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FINAL GRADE

50 / 100

GENERAL COMMENTS

Instructor

A fairly good exploration of different possibilities for code-switching. Your work demonstrates some understanding of application of knowledge and critical understanding of contextual issues. It would be useful to highlight other abilities which may result from frequent purposeful code-switching.

You evaluate code-switching research, with particular focus on its applicability to subject, content and age group. Some attempt to maintain a clear line of argument throughout with anecdotal description, but you need to reference to key theories.

Targets:

1. Avoid definite claims. Check for sweeping statements:
2. Check word count limit.
3. Utilise extended reading to further highlight current key issues, with particular focus on your topic. Some of the chosen reading is extremely outdated.



Comment 1

Bilingual teaching ?



Comment 2

Check meaning.



Comment 3

Yes what is unique about codeswitching?



Comment 4

Can you refer to more recent research studies re codeswitching?

PAGE 2



Comment 5

You need to elaborate further and explain fully.



Comment 6

Meaning unclear.

PAGE 3



Comment 7

no comment



Comment 8

Proof reading Do you mean learning the second language?



Comment 9

How can you conclude this ?



Comment 10

confusion with key terminology.

PAGE 4



Comment 11

Meaning?



Comment 12

What do you intend by this statement?



Comment 13

full reference?



Comment 14

He !



Comment 15

Should there be a translated section in Mandarin here to demonstrate the use of Codeswitching?



Comment 16

Fairly anecdotal, descriptive discussion.



Comment 17

Avoid note-taking style.



Comment 18

Garcia refers to 'responsible codeswitching.' Can you think of examples of these 'proper moments'?



Comment 19

Some of this reading is very outdated.



Comment 20

Outdated reading.