

9-26-2018

LINGUISTIC APPLICATION OF CODE SWITCHING AS COMMUNICATIVE STRATEGY IN LANGUAGE LEARNING

Dilfuza Shavkatovna Tursunova
EFL teacher at the department of English Integrated Course 3, UzSWLU

Follow this and additional works at: <https://uzjournals.edu.uz/buxdu>

Recommended Citation

Tursunova, Dilfuza Shavkatovna (2018) "LINGUISTIC APPLICATION OF CODE SWITCHING AS COMMUNICATIVE STRATEGY IN LANGUAGE LEARNING," *Scientific reports of Bukhara State University*: Vol. 1 : Iss. 4 , Article 4.
Available at: <https://uzjournals.edu.uz/buxdu/vol1/iss4/4>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Scientific reports of Bukhara State University by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact brownman91@mail.ru.

УДК 378.147:811.112.2

ТИЛ ЎРГАНИШДА БИР ТИЛДАН БОШҚА ТИЛГА ЎТИШНИ ЛИНГВИСТИК ТАТБИҚ
ЭТИШ КОММУНИКАТИВ СТРАТЕГИЯ СИФАТИДА

ЛИНГВИСТИЧЕСКОЕ ПРИМЕНЕНИЕ ПЕРЕКЛЮЧЕНИЯ ЯЗЫКОВОГО КОДА КАК
КОММУНИКАТИВНАЯ СТРАТЕГИЯ В ИЗУЧЕНИИ ЯЗЫКОВ

LINGUISTIC APPLICATION OF CODE SWITCHING AS COMMUNICATIVE STRATEGY
IN LANGUAGE LEARNING

Tursunova Dilfuza Shavkatovna

EFL teacher at the department of English Integrated Course 3, UzSWLU

Таянч сўзлар: бир тилдан бошқа тилга ўтиш, тилларни аралаштириш, кўп тиллилик, икки тиллилик, бир тиллилик, бир гапнинг ичида, гаплараро.

Ключевые слова: переключение языковых кодов, код-смешивание, многоязычие, двуязычие, одноязычие, интрасентенциальный, интерсентенциальный.

Key words: code-switching, code-mixing, multilingualism, bilingualism, monolinguals, intra-sentential, inter-sentential.

Ушбу мақола мулоқот жараёнида бир тилдан бошқа тилга ўтиш ҳақида бўлиб, мақоланинг биринчи қисмида муаллиф концепцияга олимлар томонидан берилган изоҳларни таҳлил қилган. Бир тилдан бошқа тилга ўтиш феноменасининг сабаблари биринчи тили ўзбек тили бўлган мулоқотчилар мисолида мақоланинг кейинги қисмида келтирилган.

В статье рассмотрены вопросы переключения языковых кодов в процессе коммуникации. В первой части работы автор объясняет основную концепцию языковых кодов, а во второй указывает причины языкового переключения на основе примеров, взятых у носителей узбекского языка.

The article discusses issues related to code-switching in the process of communication. In initial part of the work, the definitions of the concept given by researchers have been provided and in the second half of the paper the reasons for code-switching phenomenon have been given with some examples taken from subjects whose L1 is Uzbek.

In everyday lives of people with linguistic globalization as a growing trend in the modern world, most of the world's speech communities are multilingual, which make contact between languages an important force in the everyday lives of most people. In a multilingual society like Uzbekistan (Uzbek, Russian, English), each language uniquely fulfills certain roles and represents distinct identities, and all of them complement one another to serve "the complex communicative demands of a pluralistic society. For example, in Uzbekistan, Uzbek and Russian functions as the medium of education, administration, legal system, the nation's press and media outlets, and communication among different language users, whereas minority languages, essentially English, serve to establish and reinforce the ethnic identities of their speakers and their communities. In order to meet "the complex communicative demands," speakers who live in a community and household where two or more languages coexist frequently switch from one language to another, either between or within utterances. This phenomenon, known as code switching (CS), has recently attracted a great deal of my attention.

What is code switching? Code switching is going from one language to the other in mid-speech when both speakers know the same two languages. As with any aspect of language contact phenomena, the thorny issue of terminological confusion plagues research on CS. Not all researchers use the same terms in the same way, nor do they agree on the territory covered by terms such as code switching, code-mixing, borrowing, or code-

BUXORO DAVLAT UNIVERSITETI ILMIY AXBOROTI/SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY 2018/3 (71)

alternation. In particular, at issue here is the perceived distinction between the terms code-switching and borrowing (Gysels, 1992; Myers-Scotton, 1992; Poplack, 1980, 1981) on the one hand, and code-switching and code-mixing (Kachru, 1978; 1983; Sridhar & Sridhar, 1980) on the other. Several criteria have been proposed to distinguish between these two pairs of concepts. But before looking at them more closely, a consideration of the definitions of some basic terms in language contact, together with a working definition of CS that I adopt, may be useful. The term code is a relatively neutral conceptualization of a linguistic variety- be it a language or a dialect.

However, not many researchers really explicate the term in their definitions. Milroy and Muysken (1995), for example, define CS as “the alternative use by bilinguals of two or more languages in the same conversation” (p. 7). They use code-switching as a cover term under which different forms of bilingual behavior are subsumed. The term intra-sentential is used to refer to switching within the sentence, in contrast with the term inter-sentential used for switches between sentences as the relevant unit for analysis. Myers-Scotton (1993b) also uses code-switching as a cover term and defines it as “alternations of linguistic varieties within the same conversation” (p. 1). Other researchers (e.g., Gardner-Chloros, 1991) also emphasize that switching can occur not only between languages but also dialects of the same language. In the same vein, Gumperz (1982) refers to the term as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (p. 59). I will be using the term code-switching as an umbrella term in the remainder of this paper to cover the phenomena of alternating between two languages or dialects of the same language within the same conversation. Some researchers (e.g., Auer, 1995) use the term code-alternation as a hyponym to replace CS, but it is marginally used in that sense. The term alternation is, in fact, used in the literature to refer to instances of one language being replaced by the other halfway through the sentence, and it is mostly, but not always, associated with longer stretches of CS. The term insertion, in contrast, mostly correlates with occurrences of single lexical items from one language into a structure from the other language. In this sense, the terms represent two distinct but generally accepted processes at work in CS utterances (Muysken, 1995, 2000). Others (Kachru, 1983; Singh, 1985; Sridhar & Sridhar, 1980), however, reserve the term code-switching for inter-sentential switches only, and instead prefer to use code-mixing for intra-sentential switches. The reason is that only code-mixing (i.e., intra-sentential CS) requires the integration of the rules of the two languages involved in the discourse. However, as far as the structural constraints are concerned, the intra-vs inter-sentential distinction can equally well distinguish the two types of switches. Therefore, it largely remains as a matter of individual preference, but at the same time, it creates unnecessary confusion. In order to avoid this confusion I would like to give some examples for these two types of codeswitching.

Intra-sentential codeswitching(code-mixing)

- ***Googling*** қилиб юбор. Қанақа ***pronounce*** қилинар экан.
- ***Copy machine*** ишламаяпти. ***Заправка*** қилиш керакми дейман.
- ***Регистрация***дан ўтдим. ***Online регистрация*** экан.
- ***Homemade, Motherlandmade*** деган ёзувлар ***патриотизм***ни шакиллантиришга ёрдам беради.

Intersentential codeswitching

- ***Мне всё равно.*** У келадими йўқми.
- ***Welcome to Tashkent*** деган ёзувлар кўчаларда осилганди.
- - Мен ваъдамда тураман. – ***I do hope.***
- ***Созвонимся попозже.*** Бўпти унда.

Code-switching is found wherever bilingual speakers talk to each other. There are two modes of using language for bilinguals. In monolingual mode, they speak either one language or the other; in bilingual mode, they use two languages simultaneously by codeswitching from one to the other during the course of speech. Bilingual codeswitching is

SOCIAL AND BEHAVIORAL SCIENCES: LINGUISTICS

neither unusual nor abnormal; it is an ordinary fact in many multilingual societies. Codeswitching is a unique feat of using two languages at once which no monolingual can ever achieve.

What are the main reasons of Uzbek-English and Uzbek-Russian codeswitching? Vivian Cook suggests eight reasons for code-switching: reporting someone else's speech, interjecting, highlighting particular information, switching to a topic more suitable for one language, changing the speakers role, qualifying the topic, singling out one person to direct speech and last one is ignoring a form in one language. The all suggested reasons can be analyzed in my observees' communication. As Uzbekistan is home for different nations, people in Uzbekistan have a great chance for code switching, especially Uzbek-Russian in family or friend conversations and English-Uzbek in colleague conversations. I could observe some of the mentioned reasons of code-switching in my workplace (Uzbek State World Languages University). A common reason for switching is to report what someone has said, as when one of my colleagues is telling a student's words to the teacher, who taught that student previous year, switches from Uzbek to English to report what the student said "Talabangiz sizni haligacha eslarkan, "we really appreciate what she did for us" dedi. The next reason is the feeling that some topics are more appropriate to one language than another. A colleague of mine considers to switch classroom language from English into Uzbek when she is disappointed with the results of her students, wants to tell off the students(whose L1 is Uzbek) for making noise in English classes or vice versa if she wants to praise her students. As she thinks words may lose the color and its effect if she uses English in these cases.

The common factor underlying these reasons is that the speaker assumes that the listener is fluent in the two languages. Uzbek people mostly switch to Russian for that reason especially in bilingual families. The process can be observed as both inter sentential and intra sentential types of code switching. The Russian words like **просто, давай, пока, вообще, короче, почти, нервный, зато** are switched in the colloquial speech of common Uzbek people. This is intra sentential code-switching or code-mixing. Monolinguals think that the reason is primarily ignorance, when you do not know the word, but it is a communicative strategy of the type. This is a reason presented by Crystal for the switching behavior, it is the notion that when speakers may not be able to express themselves in one language, they switch to the other to compensate for the deficiency. It mostly happens with students, whose L2 is English and L1 is Uzbek, when they make spontaneous speech and cannot remember some words that are not frequently used. "We show **ehtimom** to elderly people" is taken from my student's speech.

Malik (1994) in discussing the sociolinguistics of code-switching of the language situation in India explained ten reasons for speakers to code-switch: Lack of facility: When certain concepts in a variety are not available in the other, bilingual speakers switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intended meaning. Lack of registral competence: Bilinguals may find difficulties in choosing appropriate words in the target language for specific topics and choose to code switch when they are not equally competent in the two languages. Mood of the speaker: Code-switching takes place when bilinguals are in different moods such as angry, anxious or nervous. Although the intended words are available in both languages, bilinguals may code-switch when the words in the other language seem to take less effort and time to be used at that particular moment. To amplify and emphasize a point: Bilinguals may code-switch on selected parts of a speech to make sure that listeners know what to highlight and focus on in situations such as an argument. Habitual expressions: Code-switching also happens commonly in fixed phrases such as greetings, commands, requests, apologies and discourse markers. This may suggest strength to a speech such as warning or threat. Semantic significance: Used as a verbal strategy, code switching can convey important and meaningful linguistic and social information. To show identity with a group: people of a same group or culture use Code-switching to signify shared values and experiences. Hence, words

SOCIAL AND BEHAVIORAL SCIENCES: LINGUISTICS

and phrases are retained in their original languages to represent a sense of belonging and familiarity to the group. To address different audience: Similar to Gumperz's (1982) addressee specification, different languages are used to convey messages when they are targeted to different listeners or recipients. Pragmatic reasons: Sometimes, code-switching is dependent on the context of a conversation or other factors such as formality, participants and location where a conversation is taking place. Therefore, code switching may portray a varying degree of speakers' involvement. To attract attention: When two languages or more are used in the media or advertisements, audience are often attracted to the language that they are familiar with first. I agree with the reasons provided by Malik as I noticed most of them through my observation of Uzbek-English and Uzbek-Russian bilinguals.

The table illustrates the reasons of codeswitching in the first column and matching examples in the second column.

Table. Reasons of Uzbek-English and Uzbek- Russian code switching

#	REASONS	EXAMPLES
1	Lack of facility: certain concepts in a variety are not available in the other.	Шуни ҳам ўйлаб сиқиласизми <i>ignore file</i> ингизга солинг бу гапни.
2	Lack of registral competence: find difficulties in choosing appropriate words in the target language for specific topics.	Мен <i>office</i> даман <i>ICT</i> дан <i>test</i> тузиб 1- <i>computer</i> ни <i>desktop</i> ига <i>сохранить</i> қилдим.
3	Mood of the speaker: when bilinguals are in different moods such as angry, anxious or nervous(mostly Uzbek-Russian)	a) <i>Классно</i> , мен сен учун хурсандман. b) <i>Ах чёт побери</i> . Яна эпполмадим.
4	Habitual expressions: commonly in fixed phrases such as greetings, commands, requests, apologies and discourse markers	<i>Привет! Hi! /пожалуйста, please/ извиняюсь, sorry/ ладно, ок.</i>
5	To show identity with a group: people of a same group or culture use Code-switching to signify shared values and experiences.	Teacher-teacher talk: <i>Lunchroom</i> даман, ҳеч нарса қилмаяпман <i>just killing the time</i> .
6	To attract attention: When two languages or more are used in the media or advertisements, audience are often attracted to the language that they are familiar with first.	Names of the products made in Uzbekistan: <i>Cheers</i> чипслари, <i>зелёный чай</i> кир ювиш кукуни.
7	Pragmatic reasons: dependent on the context of a conversation or other factors such as formality, participants and location where a conversation is taking place.	In international conferences, in opening and closing ceremonies the speeches of MCs are mostly switched from Uzbek into Russian/English.

What does codeswitching have to do with language teaching? The profile of the proficient L2 user includes the codeswitching mode of language. It is not something peculiar or unusual. If the bilingual knows that the listener shares the same two languages, codeswitching is likely to take place for all the reasons given above. For many students the ability to go from one language to another is highly desirable; there is little advantage in being multi-competent if you are restricted by the demands of a single language in monolingual mode. A simple point to make to students is indeed that codeswitching between

SOCIAL AND BEHAVIORAL SCIENCES: LINGUISTICS

two people who both know the same two languages is normal. There is a half-feeling that people who switch are doing something wrong, either demonstrating their poor knowledge of the L2 (in our case it is English) or if it is out of the classroom vice versa demonstrating their acquirement of L2 (English or Russian). Nowadays, most children whose mother tongue is Uzbek go to Russian classes at school in order to learn the language. When it is observed, schoolchildren communicate in Russian switching some Uzbek words while interacting with their friends out of the classroom. Too long codeswitching has been seen as something reprehensible – schoolchildren who use switching are doing something terrible – they cannot keep their languages separate! – Rather than something completely natural and indeed highly skilled, as Fred Genesee (2002) points out. Codeswitching is a normal ability of L2 users in everyday situations and can be utilized even by children. 'Good' learners employ a variety of strategies for effective language learning (Naiman et al. 1978.) *Switching to the mother tongue* (Using the mother tongue for an expression without translating it, as in *Ich bin eine girl* [used when a native speaker of English learning German cannot remember the German word for 'girl']) is one of the six strategies to employ in language learning. This strategy may also include adding word endings from the new language onto words from the mother tongue. Codeswitching proper can also be exploited as part of actual teaching methodology. When the teacher knows the language of the students, the classroom itself becomes a codeswitching situation. The lesson starts in the first language or the control of the class takes place through the first language, or it slips in other ways. It especially occurs at primary or secondary school education system in Uzbekistan. At the Higher Educational system, it is preferable to use only English in specialized educational institutions. However, there are some modules like Discourse Analyses and Research writing at the University programme that are theory-based that is why most teachers prefer to switch to L1 (Uzbek or Russian) whenever they find it necessary mostly because of the students' level of the target language. Rodolpho Jacobson developed the New Concurrent Approach (Jacobson and Faltis, 1990) which gets the teachers to balance the use of the two languages within a single lesson. According to this approach, the teacher is allowed to switch languages at certain key points. In a class where English is being taught to Uzbek/Russian speaking students (or schoolchildren), the teacher can switch to Uzbek/Russian when concepts are important, when learners are getting distracted, or when the student should be praised or told off. It means a mentioned above colleague of mine, who switches to L1 in order to praise or tell off her students, applies codeswitching appropriately due to the approach.

To some up there are different functions and reasons of codeswitching that are analyzed by researchers. Most of them coincide with Uzbek-English or Uzbek-Russian codeswitching. Even though code switching is defined differently it is a unique feat of using two languages at once which no monolingual can ever achieve. There are several reasons why bilinguals switch their utterance and mix their languages and it is not only because of their lack of language skills but because they try to deliver better meaning related to the society that they belong to. In addition, it is important to remember that code-mixing and code-switching contribute to effective language learning and communication.

REFERENCES

1. **Auer, P.** The pragmatics of code-switching: a sequential approach. – New York: Cambridge University Press, 1995. – P. 115-135.
2. **Gardner-Chloros, P., Charles, R., & Cheshire, J.** Parallel patterns? A comparison of monolingual speech and bilingual codeswitching discourse. *Journal of Pragmatics*, 2000. – P. 32, 1305-1341.
3. **Gumperz, J.J.** Contextualization and understanding: Rethinking context. – New York: Cambridge University Press, 1992. – P. 229-252.
4. **Gysels, M.** French in urban Lubumbashi Swahili: Codeswitching, borrowing, or both. *Journal of Multilingual and Multicultural Development*, 13, 1992. – P. 41-55.
5. **Kachru, B. B.** On mixing: The English language in India. New Delhi: Oxford University Press, 1983. – P. 193-207.

SOCIAL AND BEHAVIORAL SCIENCES: LINGUISTICS

6. **Milroy, L., & Wei, L.** A social network approach to code-switching: The example of a bilingual community in Britain. – New York: Cambridge Univ. Press, 1995. – P. 136-157.
7. **Myers-Scotton, C., & Bolonyai, A.** Calculating speakers: Codeswitching in a rational choice model. *Language in Society* 30, 2001. – P. 1-28.
8. **Poplack, S., Wheeler, S., & Westwood, A.** Distinguishing language contact phenomena: evidence from Finnish-English bilingualism. Helsinki: University of Helsinki Press, 1987. – P. 22-56.
9. **Vivian, Cook.** *Second Language Learning and Language Teaching: learner differences.* – New York: Routledge, 2017. – P. 174-182.