Code-Switching and Code-Mixing

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Abstract: This study is an attempt on Code-switching and Code-mixing strategies in English language and literature teaching at the Under Graduate level at the King Saudi University. In addition, it explores how such linguistic practices can be more productive and effective in terms of enhancing the linguistic proficiency and literary understanding among the young Saudi learners. Likewise, this study would be analyzed in the discourse analysis perspectives. The study concludes that such linguistic practices are very effective, productive and objective oriented in terms of motivating the young Saudi learner for the acquisition of second/foreign language and an ability to interpret the literary texts.

Index Terms: English language, code-switching; code-mixing; motivation.
1. Introduction

English language has spread most rapidly and extensively across the globe. It has become a global language. It has become a second language in most of the countries of Asia, Africa and in Middle East. It is perhaps the most spoken language across the globe. It has become a lingua-franca across the globe. It has become the language of scientific and social sciences research journals.

The aim of the study is to foreground the significance and application of the code-switching strategy at the Under Graduate level at the King Saudi University. In addition, the study investigates how the strategy of code-switching and code-mixing can be effective and productive for teaching language skills as well as for the interpretation of literary discourses in the class rooms. The paper also explores how the English instructors deploy the code-switching and code-mixing strategies in their language classes in order to motivate learners as well as to obtain the objectives of the most effective, productive, and meaningful way. It also investigates that with the code-switching and code-mixing strategy from English to Arabic; or from Arabic to English the second language learners’ show a keen interest in acquiring English language skills.

The selected and collected contents of study would be analyzed in the frame work of Discourse analysis. The study would be very constructive in terms of the non-western pedagogical settings of the Saudi Arabia and the Middle East. The Researcher attempts to conclude that such strategies can be very effective and constructive for the motivation of the learning of the second language as well as for the interpreting literary texts in the non-western academic settings.

2. Review of Literature

Crystal (1987) suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language. This includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have considerable skill in a second language (Crystal, 1987). This type of alteration, or Code-switching, between languages occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in a long narrative. In the similar vein, Berthold, Mangubhai and Barttorowicz (1997, pg 2.13) supplement the definition of Code-switching thus far with the notion that it occurs where ‘speakers change from one language to another in the midst of their conversations’ (Cook, 1991, pg 65). Furthermore, Cook (1991) puts the extent of Code-switching in normal conversations amongst bilinguals into perspective by outlining that Code-switching consists of 84% single word switches, 10% phrase switches and 6% clause switching.

2.1 Language and Literature Teaching

Cook (1989) provides another method of using Code-switching as a second language and literature teaching tool through reciprocal language teaching. This method requires students to switch languages at predetermined points pairing students who want to learn each other's languages. Thus, the students alternate between the two languages and exchange the roles of student and teacher. A similar system may also be used whereby the teacher uses Code-switching by starting the lesson in the first language and then moving into the second and back (Cook, 1991). This makes the lesson as communicative as possible and is similar to the 'New Concurrent Approach' presented by Rodolpho Jacobson, outlined in Cook (1991). The approach gets teachers to balance the use of languages within each lesson with the teacher allowed to switch languages at certain key points, such as during important concepts, when students are getting distracted, during revisions or when students are praised and told off. On this basis, switching may be used as an effective teaching strategy for second language and literature learning.
However, there is a means for viewing Code-switching as language interference, particularly from a teaching perspective. Prucha (1983) examines how language usage is determined by consideration of extra-individual and extra-linguistic purposes, or social needs, taking a 'socio-functional' approach to the study of language. Prucha is of the opinion that all of linguistic reality is determined by certain purposes, programs or aims reflective of societal needs. As a result, social needs have caused an evolution of language and language communication. This proposition relates to the notion that language acquired by an individual will have an effect on the society in which the individual participates (Clark & Clark, 1977; Winner, 1977; Dodd & White, 1980) as successful societal functioning demands an adaptable, thinking and autonomous person who is a self-regulated learner, capable of communicating and cooperating with others (Birenbaum, 1996). Acquisition of these skills is addressed by Cherryholmes (1993) and others (Percy and Ramsden, 1980; Moore, 1988), with a consideration of reciprocal teaching. Cherryholmes (1993) adapts a definition by Vygotsky (1978) suggesting that cognitive development takes place as students undertake activities in the presence of experts, or teachers, coming to eventually perform the functions by themselves. This allows the student to become autonomous.

Over a period of time, whereby the teaching is reciprocated from the teacher to the student or. In terms of societal consequence, the teaching-learning activity would then produce individuals who are able to participate in society independently. These concepts applied to reciprocal teaching/learning, as presented by Cook (1991) above, would suggest that a use of Code-switching in the classroom would provide for a bilingual norm whereby Code-switching is seen to be acceptable method of communication. Students then would feel comfortable switching languages within normal conversations providing for a bilingual society. In turn, those who were not bilingual may be disadvantaged as they would not be able to communicate as effectively as those who were not. Perhaps a societal expectation of currency is bilingualism and this may be a foundation for the high degree of languages other than English programs existing in all levels of schooling. In this situation the environment is set whereby interference may occur as the societal norm moves to the inclusion of Code-switching and the degree of bilingualism increases. Interference may occur in this instance by monolingual speakers who attempt to use a second language for a social reason such as solidarity or bilingual speakers attempting to integrate the second language into the first to be understood by monolingual speakers.

3. Code-switching

First, people may use code-switching to hide fluency or memory problems in the second language. Second, code-switching is used to mark switching from informal situations to formal situations. Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group). Code-switching also 'functions to announce specific identities, create certain meanings, and facilitate particular Interpersonal relationships (William B, 2004).

Code-switching is an important tool of bilingualism or multilingualism. Anyone in the society knows more than one language and able to speak more than one language chooses between them according to circumstances. Firstly, he considers which language is more effective to the person address. Normally speaker is being interested to choose a language which the other person could understand. In a society the multi linguist used the different languages always in different circumstances and the choice is always controlled by social rules.

4. Code-mixing

Code-mixing occurs when fluent-bilingual changes occur. When using a multi-language without any change in situation while speaking to another fluent bilingual for the correct effect, the alternation is called code-mixing.
The code-mixing seems to be to symbolize in ambiguous situation. The speakers balance the two languages against each other as a kind of linguistic cocktail in order to create effective communication. A few words of one language then a few words of the other, then back to the first for a few more words and so on. This change generally took place more or less randomly as far as subject matter was concerned but they seem to be limited by sentence structure.

So in this way we can understand the term code-mixing. There are some examples of code-mixing:

On the phone

1. Eehkalimni any time Ana ready.
   (Yes, talk to me anytime)
2. Bitta’keed very nice
   (sure, very nice )
3. A: Zooroona , lhnamushtaqaen el ku.
   (Visit us, we miss you)
B. Mata (when)? A: Any time.
4. A: Baddaktroohlal party?
   (Do you want to go to the party?
B. Wain? A: fi el otel,
5. A: Tabi ice-cream? Do you want ice cream?
   Please aa’teeni two icereams; ok!

In the restaurant

1. Jeebwafter tea wethain coffee,
   (Bring one tea and two coffee)
2. Badnawajbeh big size.
   (We want a big size meal)
3. Jeeb el menue.
   (Bring the menu)
   (Bring pepsi very cold)
5. Kamfolous cost ? How much?

All these examples show us the users of the language mix the codes. The use English words in the Arabic sentences. They use it without breaking the rules of the making sentence.

There are some examples in which speakers use English words in Arabic sentences.

Examples.

Fixing a car
1. Law samaht fee leak here. If you don’t mind, here is a leakage.
2. Inta fee fixing zain? Would you fix it excellently?
3. How much foloosyreed? How much money do you want?
4. Hatha fee problem fi elengine? There is problem in the engine.
5. Sadeeq Ana yreed change oil and filter.
I want to change oil and filter friend.

At home (computer chat)

1. Iftah el computer? Open the computer!
2. Emaildownloadbaa’daine’malloh printing.
   (Make download and then print it)
3. El desktop malianehfilat. The desktop is crowded with files.
4. Jeebkul el CDS. Bring all the CDS.
5. Iftahlifreezer? Open the freezer.
6. Jeebmoya min el cooler.
   Bring water from the cooler.
7. wainmawjood el receiver? Fi elstore
   Where is the receiver? In the store.

5. Discussion
In this research study, we have applied both the Qualitative and Quantitative method for the analysis and interpretation of the selected data. We have observed and found that most of the Saudi learners from rural area demonstrate ambivalence towards English Language and new learning in their stereotypical local settings. However, with the using of code-switching to the Arabic language, they show keen interest and motivation. The survey was taken among thirty students and most of them learnt and understood that Code-switching and Code-mixing strategies is an effective factor in teaching and learning English as a second language in the context of Arabic classrooms in the Universities of the Middle East.

6. Conclusion
Accordingly, this study authenticates and validates that the practices of Code-Switching and Code-Mixing are very effective and productive strategies for teaching and learning of foreign or second language in the indigenous Universities of Saudi Arabia. We have analyzed and interpreted the chosen data from the undergraduate English language and literature Classrooms of King Saud University. The selected data on both modules demonstrate that the individual differences among the foreign/second language learners can be identified and observed by the monitoring process.
References


