Code Switching in Linguistics and its Benefits in Language Teaching

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Abstract: From a sociolinguistic point of view, the process of switching codes is seen as a means of ethnic self-identification, expression of independence, or as a means of overcoming ethnic barriers. Sociolinguistic studies have shown that it is the characteristics of the communication participants that play the leading role in the choice of the language code. The article deals with the theory of language contacts, bilingualism and code switching and analyzes benefits of code switching in foreign language teaching process.

Keywords: code switching, bilingualism, language contacts, interference, convergence.

Introduction

Code switching in linguistics refers to the process of conversation, sentence or speech component, in which there is a sudden, spontaneous switching of the speaker from one language to another language or dialect and vice versa. Code switching is often context dependent. This phenomenon can manifest itself both in oral and written speech. Unlike interference, when switching codes, a complete change of language occurs. For example, the main clause can be said in one language, and the subordinate clause in another. Code switching is a common occurrence in mixed ethno-linguistic regions.

Language contacts, as a rule, are determined by historical, political and geographical factors, in which languages undergo changes associated either with their mutual influence on each other, or with the dominant position of one of them.

Traditionally, monolingualism is taken as a starting point in the analysis of a multicomponent language situation, and, as a result, cases of using two languages within the framework of one communicative act appear as a deviation from the norm. However, starting from the situation of monolingualism, it is difficult to adequately assess speech practices in regions that are characterized by a long history of language contact, where, as E.V. Golovko, the situation of bilingualism is the norm rather than the exception. At the same time, an analysis of the specifics of the use of several languages by an individual, regardless of the region of residence, also requires consideration, including taking into account modern globalization processes, in which, due to economic and political migration, the languages of ethnic groups, national languages penetrate into an uncharacteristic area for them, distribution and are used by representatives of various diasporas along with the language of the country of immigration.

Discussions

While studying the interaction of languages in the context of bilingualism, it is important to emphasize that during the development of contact linguistics, the concept of bilingualism has deepened and expanded its terminological potential due to the increase in opportunities in the field of education and tourism. The traditional understanding of bilingualism, reflected in the work of L. Bloomfield "Language" in 1933, is the knowledge of two languages at the native level. However, later U. Weinreich defines this term as the practice of using two languages alternately. Currently, bilinguals include individuals both with naturally acquired bilingualism without a dominant language, and with artificially acquired bilingualism with one dominant

language. Thus, the communicative competence of a bilingual is flexible and can include a wide range of communicative skills, including knowledge of two or more languages and / or dialects to an equal or different degree, the ability to use available language codes, taking into account both morphosyntactic norms of speech construction and extralinguistic features. , characteristic of the language community, and using various communication strategies.

The range of problems that research in the field of contact linguistics is devoted to includes the consequences of the interaction of two or more languages, as well as changes in the contacting languages at the lexico-semantic and morphosyntactic level; new language formations; features of speech behavior in conditions of social and individual bilingualism, in particular, switching and mixing of language codes during communication of individuals. Communication is traditionally understood as the process of exchanging information using a common sign system. The main means of communication is language, but it seems appropriate to interpret it in a broader semiotic context. In this regard, we accept the understanding of the term code, which is common for code-switching studies, as a language or a variant of a language, including a dialect, subdialect, and also a mixed language formation.

Language contacts are the interaction and mutual influence of languages resulting from the contact of groups that speak these languages. Language contacts usually occur in certain geographical areas and are determined by ethnic, historical and social factors. The result of language contacts at the level of the idiolect is interference, at the level of languages in general - convergence. With intensive and long-term language contacts, convergent development can lead to the formation of language unions. Under the conditions of language contacts, various koine and intermediary languages are formed.

According to U. Weinreich's research, in cases where an individual linguistic personality or a group of people who usually use language A is faced with the task of mastering a second language B, there are a number of possibilities. First, language A can be replaced by language B altogether. In this case, we are talking about a language shift. Secondly, languages A and B can be used interchangeably, depending on the requirements of the situation, then we are talking about switching from language A to language B and vice versa. Thirdly, there may be a merging of languages, A and B into a single language system.

E. Hoffman believes that code switching is the most creative aspect of bilingualism. If we consider bilingualism to be a special case of the broader phenomenon of stylistic variation, then switching between languages should be considered as differing only in the degree of stylistic coloring from switching within one language. And indeed, in communities where the majority of speakers are bilingual, the concept of "different languages" looks little justified - except perhaps in the sense of "different styles." Consequently, in the rules of language choice, one can see the operation of exactly the same parameters that appear when trying to correlate the monolingual choice of language elements with situational factors of a predominantly sociological nature.

Bilinguals, people who speak two (or several) languages, usually "distribute" their use depending on the conditions in which communication takes place: in an official setting, one language is used predominantly, but in everyday life, in the family, in contacts with neighbors - another (others). The switching of codes in the speech of bilinguals is always motivated, along with this, mixing of codes is often found in their speech, when the transition from language to language has no motivation. The boundary of codes can even pass within a closely related phrase, so that the definition belongs to one language, the defined belongs to another, the verb belongs to one language (with the corresponding morphology), and the words dependent on it belong to another, etc.

D. Bloom and D. Gumperz distinguish two types of code switching based on style switching. The first type is situational code switching. Situational code switching occurs when languages change depending on the situation the speakers are in without changing the topic of conversation. If a change of topic occurs, then this is already a metaphorical code switch. This type is based on the possibilities of language switching [4. P. 44].

The term "code switching (switching codes)" is a translation of the English term "code-switching". The first works investigating the process of code switching appeared in the English-language linguistic literature in the mid-1970s. However, this phenomenon itself, even without using the above term, was one of the first to be noticed by R. Jacobson, who wrote: "any common code is multiform and is a hierarchical set of various subcodes freely chosen by speakers depending on the function of the message, the addressee and the relationship between interlocutors" [5. P. 16].

The advancement of the problems of synchronous description of the phenomena of language contacts is largely due to the prevalence of bilingualism and multilingualism in modern society and the variety of situations covering various degrees of interlingual interaction. The development and expansion of interregional and interethnic contacts, intensive migration, the interaction of local and official languages in former colonial countries, modern integration processes - these and other factors determine the growth of language contacts and, as a result, the expansion of the sphere of interaction of language codes.

Benefits of Code-Switching in the Classroom

Students code-switch for many reasons:

➢ They may do so subconsciously and do not even realize it,

➢ They want to fit in with social groups,

➢ They want to actively integrate with otherwise outside groups,

➢ They want to avoid negative consequences,

➢ They want to say something in secret, or

➢ They want to express something that cannot be expressed in the standard language or dialect.

Multilingual students will code-switch for a number of the previously mentioned reasons. English language learners will code-switch in the classroom to fill in their language gaps or to express ideas in their native language that they cannot yet express in English. Others will use their common non-English language to converse with each other secretly or to ask each other questions about the class content.

Code-switching in the classroom can have many benefits. Teachers may use code-switching to establish a good rapport with students in order to show them that they can be trusted and make them comfortable in the classroom environment. Teachers may also code-switch to help clarify unknown content or ideas, thus allowing students to build critical background knowledge. Students can code-switch with each other to build relationships as well, both leading to a cooperative and warm classroom environment where students are not embarrassed to express themselves. Students also can compensate for language or knowledge gaps by code-switching. This can help them build their confidence to use the classroom dialect or language over time.

Conclusion

In order to unlock these benefits of code-switching, teachers should do so intentionally. First, teachers should be clear about when code-switching is allowed and when it isn't, because as students either grow up to enter the workforce and/or continue to make progress in the language of their community, they should also understand how to use code-switching to their own advantage in different settings and when they should not

code-switch. When students are multilingual, they should be able to code-switch if they cannot continue using the classroom language; however, they should not be allowed to code-switch when the focus is on practicing in the second language. In addition, when teachers feel that students need encouragement, they can use code-switching to help students grasp concepts, but they should not rely on code-switching to explain everything.

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