



Reasons for Code-Mixing and Code-Switching in Classroom

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Abstract:

In today's world phenomenon of multilingualism in classrooms is rapidly increasing day by day. Code-switching and Code-Mixing are the two important terms which are used for the implementation of multilingual classroom during teaching process. Basically Multilingualism is a phenomenon which provides the facility for students to communicate in various languages during classroom study. This will create more attractive environment for students. By reviewing the existing literature, research study examines the theoretical foundations, as well as social and cognitive implications that shape their significance. Additionally, the research study explores how Code-switching and Code-mixing within classroom practices becomes popular day by day and how teachers use these strategies to create learning environment more effective by using multilingualism. Other main purpose of this research is to positive impact code-switching and code-mixing in classroom education system.

Keywords: Code-Switching, Code-Mixing, Multilingualism, Multilingual Classrooms

Introduction:

The increase in diversity of Indian students in educational settings has given rise to bilingual or multilingual platform [1]. Hence within this context, the techniques like code-mixing and code-switching has developed as both opportunity and challenge for teachers as well as students. Recently, it is very common to find out bilingualism or multilingualism in Indian schools [2]. It has been noticed that students speak different languages at the same time within school or classroom. That is, they speak in mixed languages and then switch back and forth between two languages. In order to understand this overall process of their pronouncement, it is required to study the phenomenon of code-switching and code-mixing [3]. Code-mixing and code-switching are the broad phenomenon's that are used in bilingualism and multilingualism communities where speaker speak in their native language (L1) and their second language(L2) in different platforms. Hence it would be better for people to know about bilingual technique and try to accept it naturally,

so that they could see how much cultural and social aspects affect bilingual's languages and learn about how bilinguals and their monolingual conversationalist lead to smooth conversation[4].

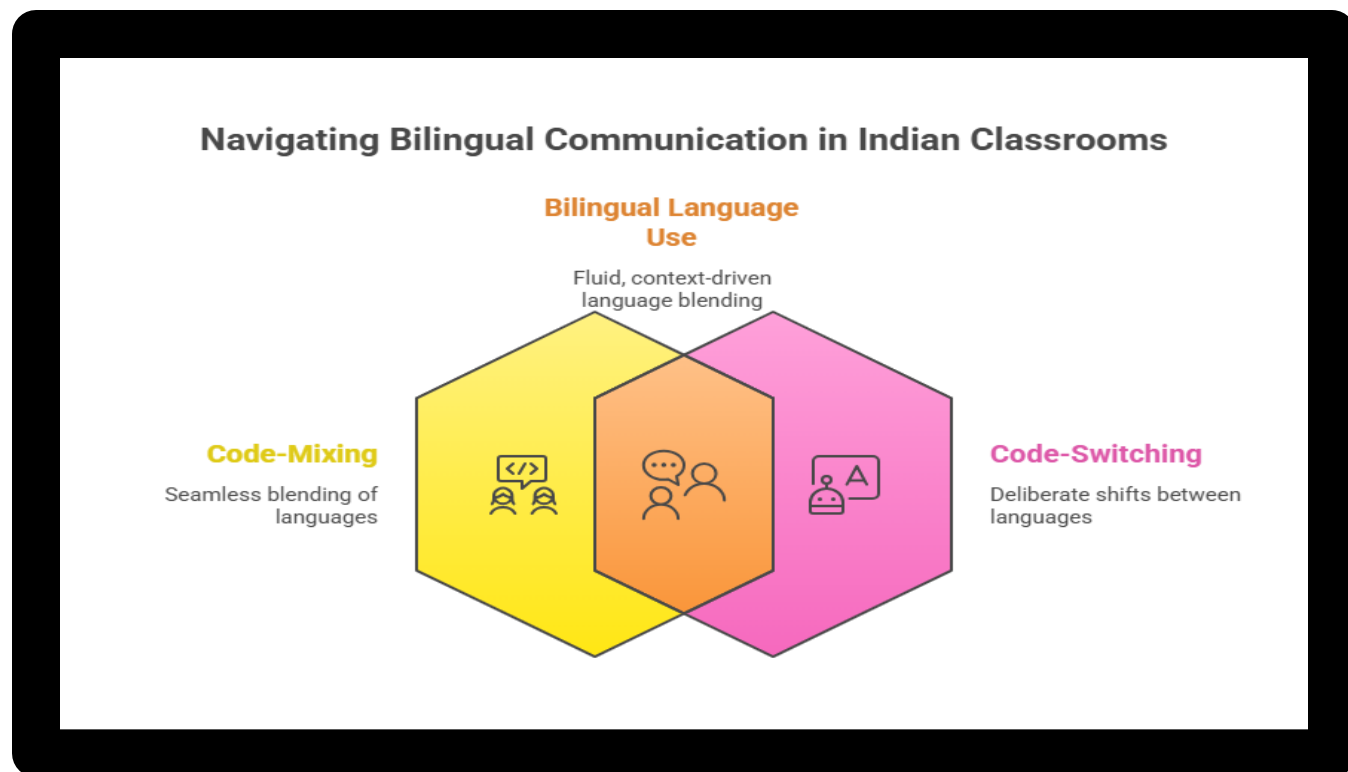


Figure 1: Navigating Bilingual Communication in Indian Classrooms

Reasons for Code- switching and Code- mixing:

When multilingual mix or switch two more languages, then there might be reasons for code-mixing and code switching. Code-switching and code-mixing can be very highly effective teaching learning strategies to improve student's second language acquisition [5] of English in multilingual classrooms. When bilinguals mix or switch two languages, then there might be reasons for code-mixing and code-switching. Grosjean (1982)[5] suggests some reasons for these phenomena. For example, some bilinguals mix two languages at the time when there is no proper translation for the language that are being used. Also their messages, emotions, attitude, situations, conversationalist generate code-mixing. Code-switching can be used also for other reasons, like specifying the address, qualifying that has been said or talking about past events[7]. Hence on the basis of various factors such as about what, with whom and where and when the conversation occurs, bilingual students make their language choice [6].

1. Participant Role and Relationship

Participant's relationships and roles play very crucial role in selecting bilingual's unconscious agreement and disagreement on the choice of language. Which means whether bilingual code mix or not totally depend upon with whom they talk. Grosjean (1982) presents some interviews about how interlocutors are affected by bilinguals' languages.

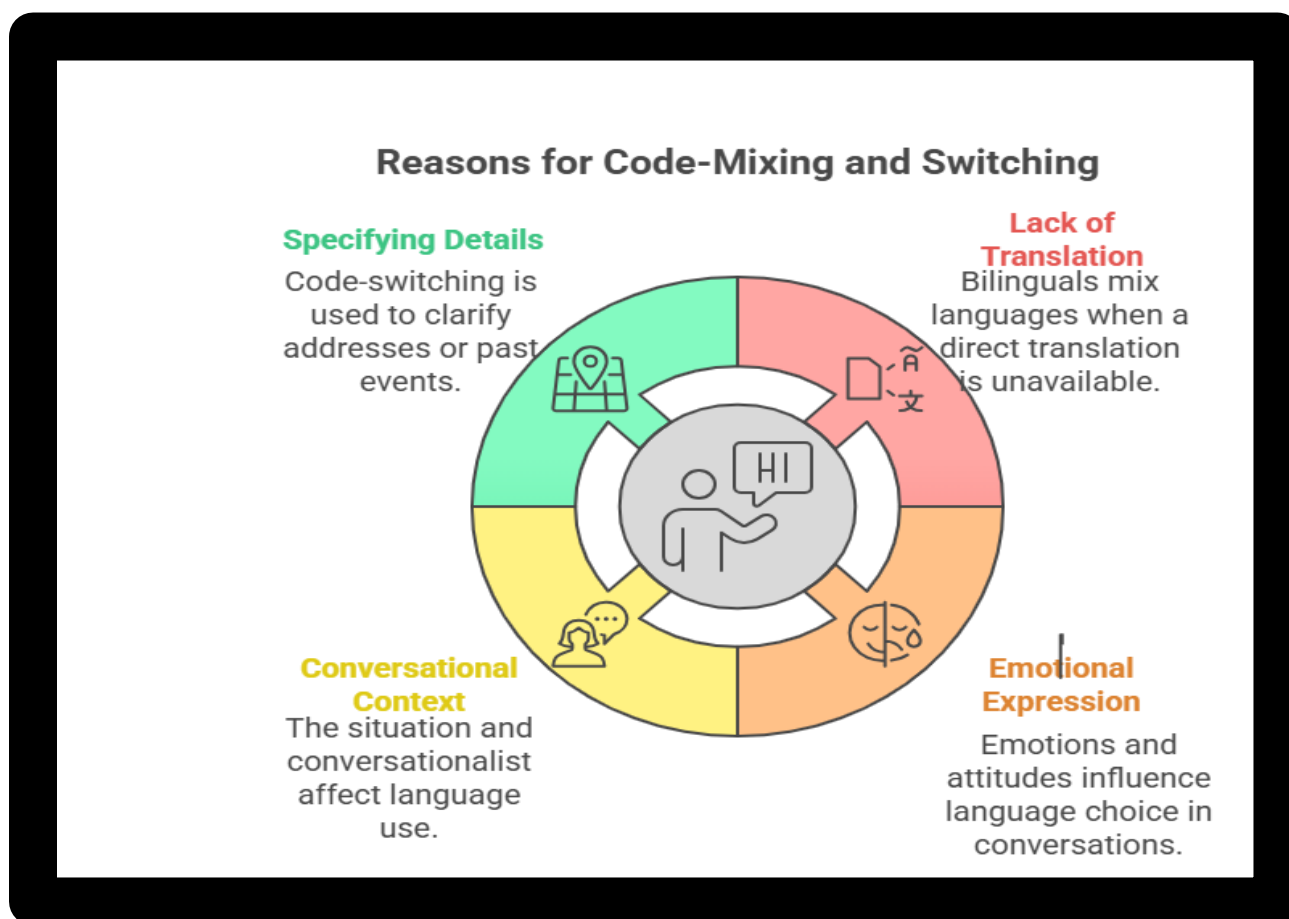


Figure 2: Reasons for Code-Mixing and Switching

2. Message Intrinsic Factors

Some motivations and reasons are highly related to message only. There are few factors which generate code-mixing such as reiteration, quotation, topic related clauses and idioms.

3. Situational Factors

Some languages are more suited to particular social groups or topics than others. They also premise that social variables such as gender, religion, class and age influence the language switching and language mixing pattern. With regard to gender, in many traditional societies, where role of gender are clearly demarcated for example; where women are engaged in household activities and men work outside the home, in these case language switching and mixing in women is totally different from men.

Bilingual's Perception of Code-Switching and Code-Mixing

The broad majority of bilingual students themselves hold a negative view of code-mixed speech. They almost consider language mixing/switching to be a sign of “unintentional”, “laziness “and instance of potential danger and of their own linguistic performance language decadence. However code mixing/switching is more common during informal talks within family meetings or among students within school[8].

Societal Factors of Code-Mixing and Code-Switching

Societal factors seem to be the most important of the factors which trigger bilingual's code-mixing and code-switching. Students may switch from one language to another language for a variety of reasons [9]. They may switch between two languages back and forth in order to redefine the interaction as appropriate to a social arena. The recent function of avoidance is very important one because it concludes that code switching and mixing mostly serves as a strategy of impartiality. Secondly, physical situations play most significant role which triggers code-mixing and code-switching [10]. Bilinguals may mix and switch their languages in accordance with various situations.

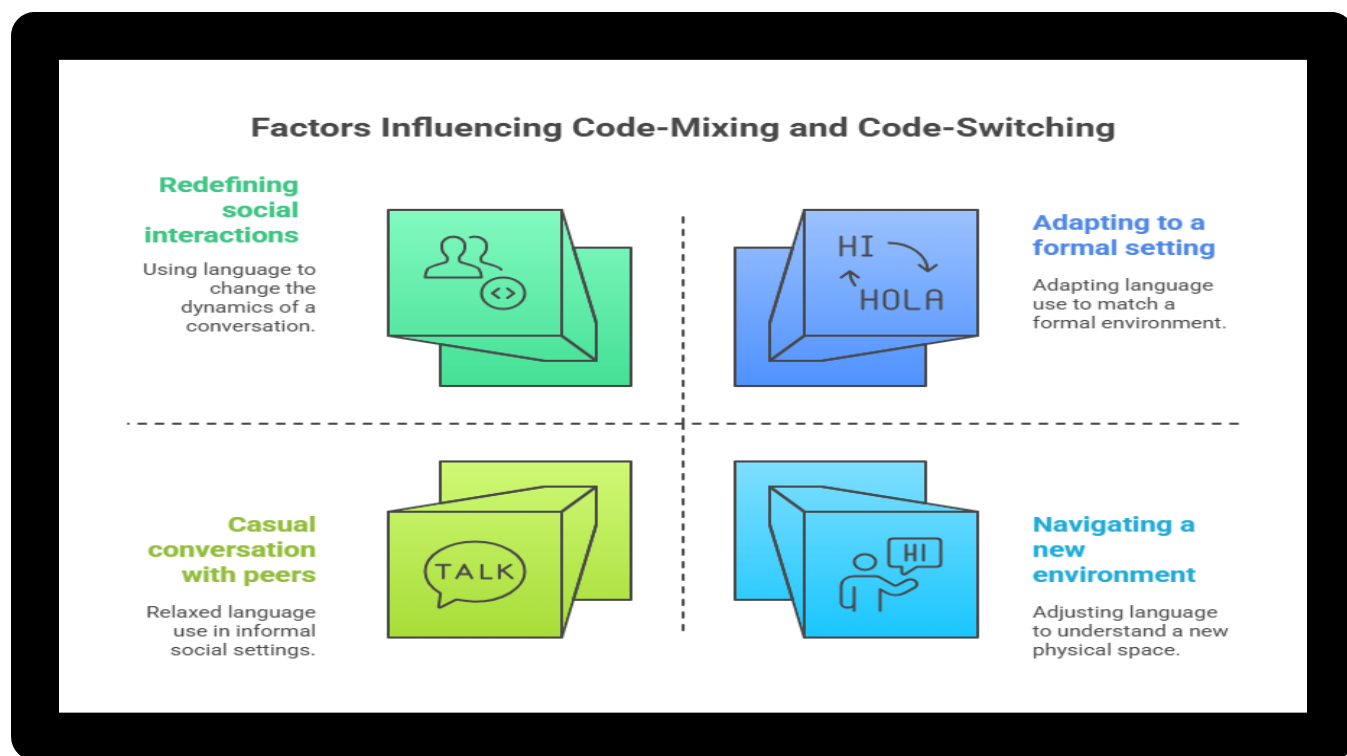


Figure 3: Factors influencing Code-Mixing and Code-Switching

Conclusion

With accordance to the point of view of code-switching and code-mixing, people often think about code-switching and code-mixing negatively. Code-mixing and code-switching are sometime considered as sign of incompetence. These opinions might make bilingual students feel they have a lack of both languages. However, code-switching and code-mixing phenomenon may influence bilingual language in positive way. It is necessary for bilinguals and monolinguals to understand those factors which make code-switching and code-mixing change their negative point of view towards students. In order to make it happen, it is better for teachers to introduce the bilingual education into their classroom and try to teach their students two languages. Also it is the necessity for them to realize that some of their children might get pressurize about learning English from not only being able to learn Hindi in the class and they might learn some English words that they are never going to use within society because of the cultural difference.

Hence from the overall research we have concluded that the reasons behind why bilinguals switch and mix their languages are not only the lack of their language skills rather they try to deliver better meaning related to the society. So it is very important to remember that code-switching and code-mixing contribute to effective language learning.

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