

## *English-Swedish Code-switching in EFL Classroom: Discourse Resource & Mechanism*

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### **Abstract:**

This paper reports the results of an empirical study to discover different kinds of code-switching in the discourse of high school adult students in EFL classroom in Sweden. It investigates also the functions of code-switching practiced by the learners of English. The participants in this work are 26 adult students of second level English(6 male and 20 female) and their teacher. All the students are non-Swede and most of them come with various cultural and linguistic backgrounds from 12 different countries such as Iraq, Turkey, Iran, Poland, Greece, Somalia, Romania, Eritrea, Syria, Lithuania, Azerbaijan. They study English as a foreign language and Swedish is their second language. They practice English-Swedish code-switching in the classroom when they speak English with the teacher or with one another.

The study depends on descriptive discourse analysis methodology. The researcher uses video recording to capture any possible code-switching in the learners' speech. The recorded speech of learners of English is encoded into special labelling with detailed transcription in the process of data analysis. The analysis linguistically focuses on the use of code-switching and the main findings of this work are the following :

1. In the eighteen extracts of learners' conversations containing code-switching, adjectives appeared to be the largest majority of code-switching occurrences. There are more than 7 cases of Swedish adjective code-switching.
2. The English-Swedish code-switching indicates the development of the learners' language production.
3. The English-Swedish code-switching occurs naturally and smoothly for the class discourse is spontaneous and code-switching is not accompanied by any kind of hesitation and not preceded by long pauses.
4. Swedish versus English choices are considered as a functional resource of individual preference which may indicate proficiency because the meaning can be explained in the interaction.
5. The occurrences of code-switching in the learners' utterances highlight the values code-switching may have as a communicative resource in the multilingual interaction.

## التناوب اللغوي بين اللغة الانجليزية والسويدية في فصل اللغة الانجليزية كلغة أجنبية : مصدر وآلية خطاب

الباحث

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المستخلص :

يعرض هذا البحث نتائج الدراسة التجريبية في اكتشاف انواع التناوب اللغوي المختلفة في خطاب طلبة اللغة الانجليزية كلغة اجنبية بمدارس البالغين في السويد . ويتفحص كذلك وظائف ذلك التناوب اللغوي . وتتألف العينة التي اعتمدها الباحث من ٢٦ طالبا (٦ ذكور و ٢٠ اناث) من طلبة المستوى الثاني في اللغة الانجليزية في مركز يارفيلا التعليمي للطلبة البالغين بالعاصمة السويدية ستوكهولم عام ٢٠١٣ . فضلا عن اللغة الام ، يتحدث المشاركون في الدراسة اللغة السويدية كلغة ثانية وهم يتعلمون اللغة الانجليزية كلغة اجنبية . وجميع المتعلمين في فصل اللغة الانجليزية هم من غير السويديين ومن الوافدين بخلفيات ثقافية ولغوية متنوعة من بلدان مختلفة مثل العراق وتركيا وايران واليونان وبولندا والصومال وارتيريا وسوريا ورومانيا وليتوانيا واذربيجان . تم اختيار المشاركين بشكل عشوائي وبالاحرى تطوعي واستخدم الباحث وسائل التسجيل الصوتي والمرئي للمشاركين في صف اللغة الانجليزية اثناء تحدثهم مع المعلمة او مع بعضهم البعض الآخر . اعتمد الباحث في هذه الدراسة على منهجية تحليل الخطاب . تركز التحليل لغويا على استخدام التناوب اللغوي ونتائج الدراسة الرئيسية هي الآتي :

١. تضمنت جميع مقتطفات محادثات المتعلمين المشاركين في الدراسة ال ١٨ مقتطف تناوبا لغويا وكان أغلبها صفات وبمعدل ٧ حالات .
٢. شكلت حالات التناوب اللغوي من اللغة الانجليزية الى السويدية مؤشرا لتطور النتاج اللغوي للمتعلمين .
٣. جاءت حالات التناوب اللغوي بشكل طبيعي وعفوي ولم يصاحبها اي تردد او تكون مسبوقه بوقفات طويلة .
٤. كانت خيارات المتعلمين في اللغة السويدية بدلا من الانجليزية تفضيلا باعتبارها مصدرا وظيفيا لافراد العينة مما قد يشير الى براعة منهم لجعل المعنى واضحا .
٥. تؤكد حالات التناوب اللغوي في تعبيرات المشاركين قيمة التناوب اللغوي كمصدر صريح في التفاعل

## **1.Introduction**

This study is about investigating the use of code-switching in the second level of English as a foreign language classes in an adult school in Sweden. It presents how adult learners of English use Swedish words or phrases in their English discourse, and what the motivations behind selecting a suitable code-switching at some points of interaction in the classroom are. The word "discourse" will mean the learners' naturally occurring language use in the classroom throughout this study.

In this research, the researcher examines some selective excerpts from conversations of twenty six adult students of English as a foreign language. Through the study, the code-switching will be shown to be a widely used linguistic phenomenon among adult learners of English. This phenomenon may occur in the form of a phrase or a whole sentence, but it can just be a single word in a sentence. Most of the learners' code-switching in this study can be seen as a single word.

Code-switching in the educational context is very common especially when the learners are multilingual speakers as in this study and they have the national language as a second language. As languages are associated with different groups of speakers in the language classroom, "a typical feature of bilingual or multilingual language classroom interaction is that code-switching" (Simon, 2001:312). The Swedish school for adults in which the present study is conducted, is a multilingual institution which has English as a foreign language learnt by non-Swede learners and as a second language for adult Swedish learners at the same school. It has been shown as the finding of a study by Sert, 2006, about using some kinds of code-switching in educational contexts in a bilingual society, that the code-switching functions to bring an authenticity to the learners' discourse and to help participants to infer the meaning being communicated.

This study discusses some of the functions code-switching may have in the process of learning English in an adult language classroom to conform other studies which have proved how important code-switching is in an educational context. Some researchers have shown that the purpose of using code-switching in many language classrooms is to offset the learners' deficiencies, (i.e. , Crystal, 1987; Eldridge, 1996; Skiba, 1997; Moore, 2002; Trudgill, 2003; Sert, 2005; and others). In this study, I intend to present something different, though I acknowledge that it is argued by other linguists such as Auer, where students of English EFL use code-switching and show knowledge and competence in exploiting another language as an available resource in conveying what they mean and completing their ongoing actions.

The current study underscores the fact that code-switching is used as a medium of interaction in language learning classrooms. It seems to be used as a strategy or a technique sometimes used to repair the discourse in the target language and this allows learners to effectively go on with their interaction. Some linguists think that code-switching may be considered as a useful technique in classroom interaction, if the purpose is to make meanings clear and to convey knowledge in an efficient way, (i.e. , Grosjean, 1982, 2010; Auer, 1984, 1998; Wei, 2002; Myers-Scotton, 2002; Sert, 2011 and others).

It has been shown through many studies conducted by Cromdal (2000) about investigating the speech of children in preschools that code-switching is not a result of limited linguistic competence, but rather a functional resource of discourse. In this respect, code-switching is used by the learners of EFL to create a supportive language environment in the multiple language classroom especially when the teachers are Swedish speakers or at least know Swedish, though it may not always be a conscious process on the part of learners of EFL to switch from English to Swedish.

Using code-switching may clearly display the linguistic knowledge learners can have as a resource for learning the target language. This kind of language resource obtained by using code-switching can be shown through direct and close observation of speakers' discourse.

The main purpose of this study is to discuss the possible functions of learners' code-switching as an explicit resource used by the learners of English EFL in the language classroom. It is particularly concerned with investigating what the learners of English may accomplish by using different forms of code-switching in their discourse, and what functions code-switching may serve for organizing the learners' discourse in the classroom.

## **2. Research Questions**

The aim of the study is to discuss and describe the ways in which the learners of EFL use English-Swedish code-switching to accomplish different actions and practical purposes. This study traces the occurrences of code-switching in the learners' of English classroom interaction and discusses what functions these code-switching may have in the process of learning English EFL, trying to refute the classical notion that code-switching practiced by learners of English is due to a lack of language competence.

This study shows that there is no problem when learners of English switch using the second language as they attempt to collaboratively make use of the available linguistic knowledge as a resource in the discourse. More specifically, the present research tries to investigate how the continual use of code-switching in the language classroom can be a resource for the language classroom interaction. Accordingly, this study aims to answer two main research questions. The two questions are :

1. When do the learners of English as a foreign language use English-Swedish code-switching as a linguistic device in the process of learning English in the classroom?

2. How and why do the learners of English as a foreign language practice the English-Swedish code-switching in the classroom.

To study these two questions, the researcher analyzes materials collected from students' speech in the classroom. However, before that I develop some aspects in the theoretical framework. Firstly, I discuss several previous studies and findings on code-switching, but I do not necessarily refer to all elements of the literature since code-switching is studied from many different perspectives. Secondly, I outline types of code-switching in three kinds according to the point in the flow of speech where the switch occurs as classified by Poplack (1980) with some examples from the learners' code-switching in this study and a short presentation of differences between code-switching and code-mixing. Different views about code-switching are reviewed before this. Finally I present the collected data and the applied method in the study with the detailed analysis of some relevant excerpts.

### **3.Background**

This section is intended to shed light on preceding studies of code-switching. It is based namely on the researcher's readings of relevant previous studies that focus on code-switching (relevant with regard to the research interests). A brief review of related literature is given to support the claim, that code-switching is used by the learners of English as a resource in the process of learning English EFL. Code-switching steadily occurs in the linguistic context as well as the social context; therefore other studies are to be taken into consideration.

It has been shown that code-switching leads to certain aspects of competence both in grammar and language production according to Myers-Scotton( 2001). But Sert( 2005) claimed that using code-

switching works as a "defensive mechanism" for students because they lack foreign language competence. Sert also mentioned many valuable functions of code-switching used by learners of English EFL classrooms.

Hence, there are two ways to look at code-switching. First of all, it is a linguistic phenomenon showing a change in speech production, either at the level of language or dialect. Sometimes this phenomenon is referred to as evidence of the speakers' incompetence in the main linguistic medium, and sometimes as evidence of the speakers' competence in using the language that the speakers switch to. Trudgill (2003) conditions that speakers as bilingual or even in( bidialectalism ) have to show code-switching from one to another language or dialect when he clearly defines the term (bidialectalism) as "the ability of a speaker to command more than one dialect of a language" (Trudgill, 2003:14). What is more interesting to recognize is also that in this context, any code-switching is possible for learners when they switch from a foreign language to a second language even with a very limited knowledge of both languages.

Contrary to this, Cook( 2002) considers the case in multilingual classrooms that using code-switching in these classes is potential where participants do not share the same native language may create a problem. In this study, many examples of international learners' code-switching are shown as a resolution or a mechanism for the learners of English when they switch from English to their second language, Swedish in order to be understood in the classroom. As they are multilingual, they speak more than two languages. Though they learn one language and switch using their second language but each one has his own native language as well.

The speakers design their speech production in a way that is relevant to the circumstances of the use of any possible code-switching for practical purposes. These practical purposes in the data are both communicative and learning purposes. Code-switching

production is designed in relation to the participants' linguistic abilities and relevant to the context of their use. This study as confirmed earlier underscores conversation analytic researches that result in studies of some linguists such as Poplack, Auer and Cromdal.

It has been shown also that "learners in a foreign language class generally have limited knowledge of the foreign language" (Simon, 2001:316). As such, the learners of English in this study have apparently a good deal of knowledge in both languages especially when they correlate between the foreign language they have to use as a formal language in the classroom and the second language as code-switching.

It has been found in a study by Jorgensen(1998) focusing on the language choice of switches of Turkish immigrant students in their Danish school, investigates the students' practices of code-switching that code-switching derives its strategic potential from the values related to both languages, where Danish has the most influence due to the fact that it is the official language. The same notion of language influence appeared as a manifest phenomenon through most of the learners' practices of Swedish code-switching in English classrooms in Sweden, where the learners are non-Swedes and Swedish is the official language in the school.

English-Swedish code-switching practiced by adult learners of English in the classroom has different functions, and showing some sort of language competence is one of these functions. In Sert's paper( 2005) many functions of students' code-switching have been investigated and equivalence is the most important function of code-switching.

Also in this study, equivalence which may be defined as a linguistic synonym that means exactly or nearly the same as another word in other languages, is there where learners of English switch to convey their meanings to be clearly understood in the classroom discourse. The impact of one language on another has been

emphasized through discussing the social meaning of code-switching and the relationships between constituents of both languages, as shown in Gumperz 's researches, 1982 where code-switching is revealed to be functional device more than simply showing the grammatical and syntactical differences between two languages. Rather it indicates also the social meaning of interaction . As much, it has been shown that "By using code-switching, the speaker may show what the activity is, how semantic content is to be understood and how each sentence relates to what precedes or follows" (Gumperz, 1982:131).

### **3.1.Different Views on Code-switching**

In the literature of code-switching, the definition of code-switching must be dealt with because its meaning is considered as one of the most important motives for knowing what code-switching is. Traditionally, code-switching has been viewed linguistically as both a bilingual and multilingual phenomenon, and sociolinguistically as speaker behaviour. I review various linguistic definitions to see what points of agreement or disagreements exist; who has considered the code-switching as a purely linguistic phenomenon and who says it is solely a social phenomenon, and who says that it should be seen as a practice in speech production, and who says that it should also be considered in its social and interactional context.

Code-switching is the use of words of two languages in one utterance or discourse by a speaker of these languages. It is simply the change from language to another especially by masters of two languages during the course of speech or even in writing, which is not our concerns now, and the switch may occur in words or in the form of intra-words structure.

Penelope(2009) defines code-switching as a linguistic phenomenon which is quite common for bilingual speakers to use two or more languages in the same conversation or sentence without any apparent effort. Penelope claims also that speakers ' use of

code-switching tends to be arbitrary and not organized. While Penelope has a linguistic view about code-switching, Chad( 2006) defines the term of code-switching within a sociolinguistic view. He defines code-switching as the practice of selecting or altering linguistic elements so as to contextualize talk in interaction. Chad has stressed that code-switching is not only used in linguistics but also in a variety of related fields. He outlines the code-switching by changes in context in his book "*Code-switching in Sociocultural Linguistics*". Alternatively, in "*An Introduction to English Sociolinguistics*", code-switching can be linguistically accepted as a situation with conditioned features of similarity among the two languages, Trousdale( 2010) defines code-switching as" the linguistic situation where a speaker will alternate between varieties (or codes) in a conversation with others who have a similar linguistic repertoire" (Trousdale, 2010:97).

Raising the issue that code-switching is a linguistic conduct, Trudgill( 2003) defines code-switching as the process whereby bilingual or bidialectal speakers switch back and forth between one language or dialect and another within the same conversation. He has stressed that code-switching as a linguistic behaviour occurs continuously in multilingual situations. Similarly, code-switching has been considered as a linguistic situation, Numan and Carter( 2001) briefly define code-switching as "a phenomenon of switching from one language to another in the same discourse" (Bullock, 2001:275). Romaine( 2000) has stressed that code-switching is a communicative option available to a bilingual member of a speech community. Among other sociolinguistic view , Wardhaugh ´s (1998) sociolinguistic account of the notion of code-switching as a strategy, defines code-switching as conversational strategies used to establish, cross or destroy group boundaries; to create , evoke interpersonal relation with their right and obligation. In the same context, importantly it should be noted that Gumperz (1982) has defined code-switching as "the juxtaposition within the same speech

exchange of passages belonging to different grammatical systems or subsystems" (Gumperz, 1982:59). The examples of Gumperz were two speakers speaking different languages, Spanish and Italian.

As a linguistic phenomenon, code-switching is a kind of alternating between two codes in the same discourse, changing part of a discourse. Code-switching in wording or even as a change of a morpheme, "It's possible to offer interesting indications about the underlying structure of language systems by analyzing the code-switching constraints, i. e. the points within a sentence at which the transition from one language to the other is possible" (Auer, 1984:3).

According to Cromdal(2000) "code-switching refers to various forms of alternations between two languages or between clauses" (Cromdal, 2000:58). Not only this, but contrary to others , Cromdal considers "code-switching is not an effect of limited linguistic competence, but a functional resource of discourse" (Cromdal, 2000:74). Code-switching as accomplishing a social action shows competence. As Jorgensen, 2003 asserts "using code-switching is not evidence of lack competence"(Jorgensen, 2003:49). Also Moore( 2002) has done the same that it could be hasty to consider switches as no more than a mere discursive proof of lack of competence.

Back to Gumperz, who has classified code-switching into two kinds, according to him, code-switching is either situational or metaphorical. The situational one can occur only when a speaker uses one language in one situation and another in a different situation. Language changes according to the situation in which the speakers of language find themselves. Some linguists argue that the situational code-switching occurs in schools for a school is an organized society having a social discourse through interaction, and "the social meaning of any interaction is a feature of discourse" (Cromdal, 2000:68). But they account for the fact that bilingual interaction in such places is socially ordered and consequently they

consider code-switching as a social action is well constructed and deliberately practiced.

Gumperz 's notion of situational code-switching has been rejected by Auer, 1984 because it is "derived from sociolinguistic notions of complementary distribution of different language varieties" (Cromdal, 2000: 72). Auer insists on saying "Whenever language alternation is functional, it contributes to the definition of the situation, and is influenced by it" (Auer, 1984: 90). The notion of code-switching as a functional device emerged out of the early works on the ethnography of speaking and interactional sociolinguistics. Auer 's reaction to Gumperz is pointless for language alternation is in Auer's words "a locally functional usage of two languages in an interactional episode"(Auer, 1984:4). Not only Auer, but also Maehlum(1996) criticizes Gumperz's situational and metaphorical code-switching, and is not content with the claim that two local dialects in a village in Norway constitute two distinct language varieties. And code-switching has a social significance when code-switching is employed. Finally Maehlum concludes that the local and standard variety are actually "idealized entities" (Maehlum,1996:753).

Heller, 1988, 1995 has studied different impacts on language conduct and how bilinguals are forced to draw on the linguistic resources available to them. She defines code-switching as "a form of language use by means of which bilingual individuals draw on their linguistic resources to accomplish conversational goals" (Heller, 1995: 161). Also Gafaranga and Mondada(2007) have stated that code-switching is the use of the same resources of two languages in the same conversation. It has been shown that when code-switching occurs, the "language alternation leads to the adoption of a new language-of-interaction" (Gafaranga and Mondada, 2007:205)

It has been shown also in a previous research by Cromdal 2000; Moore, 2000; and Auer, 1984 that code-switching practiced by

different participants from one language to another in a conversational process is not arbitrary but tends to be "related to local problems of language choice, language preferences, language competences, and regularities of language use" (Auer, 1984: 104).

Myers-Scotton, 1993, 2001; Baker, 2008, and De Hawer, 2008 consider any code-switching as a natural language change that results from the constant social, potential and cultural changes and assimilations in the world. They, therefore, attribute code-switching to the knowledge of the speaker about the routine/international base medium when it is switched to another medium. The speakers of language have implicit knowledge of the rules and the meaning of language as a part of their competence.

Myers-Scotton, 2001 in other previous studies, defines the term, code-switching as "Classic code-switching is defined as the alternation between two varieties in the same constituent by speakers who have sufficient proficiency in the two varieties to produce monolingual well-formed utterances in their variety. This implies that speakers have sufficient access to the abstract grammar of the both varieties to use them to structure code switching utterances as well" (Myers-Scotton, 2001:23).

More importantly, Myers-Scotton also states that code-switching does not, however, necessarily involve a complete switch to another language. In her Matrix Language Frame(MLF) model, one of the two languages generally takes a more predominant role in code-switching in that it determines the grammatical frame of the utterance. This language is considered to be the matrix language( or "base" language) of the interaction, and the other is the embedded (or "guest" language). Thus languages in code-switching are different from each other and, therefore, the switch may be easily recognizable even if it is nothing more than one word in an utterance.

### 3.2. Types of Code-switching

As talking about investigating code-switching in this study is important, the researcher takes some examples with some crude transcriptions of speech interaction in the classroom, without more detailed analysis, to illuminate just the most accepted types of code-switching.

According to Poplack( 2000) the first type of code-switching is called *emblematic* and consists of individual nouns, tag-questions, interjections and idiomatic expression code-switching. (e.g. , Oh my God, You know, and I mean) In this study, there is one occurrence or may be two of this code-switching practiced on at least one occasion by the student of English . "Tag-switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language" (Romaine, 1989:112).

The second type of code-switching is *the intrasentential switching* , which occurs within the sentence boundary and should follow the sentence-internal syntactic constraints. "Intrasentential switching involves, arguably, the greatest syntactic risks, and may be avoided by all but the most fluent bilinguals" (Romaine, 1989:113). The most widely occurred switch is this code-switching in this study where the learners of EFL have employed it in many examples.

The third type of code-switching is *the intersentential switching* which involves changes at the sentence boundary. This intersentential code-switching "involves a switch at a clause or sentence boundary, where each clause is in one language or another" (Romaine, 1989:112). This kind of switch is practiced in the gathered corpus for this study. On the whole, based on Poplack's classification, three types of switching identified in the present study are as follows:

### 1. Single-word Code-switching

This refers to lexical items which include adjectives, adverbs, verbs, or single and compound nouns, excluding proper names. This will be exemplified in the following excerpt. In the following example, the learner of English EFL agrees with what her classmate has stated in her sentence. To do so, she uses the adverb *Jo* in Swedish which means 'of course' in English. She uses it directly after her friend's turn in line 17. The conversation is about free time activities that the learners are asked to talk about

#### Excerpt 1

- 01 T: I'd like you to be in groups and ask each other on holiday.  
02 1L: what do you usually do on holiday?  
03 2L: I go for shopping ((short pause))  
04 1L: you?  
05 3L: computers program ((short pause)) this is my hobby  
((laughter)) computer is my best ((short pause))  
06 2L: can you ((short pause)) question ((pause)) him  
07 1L: ask ↑  
08 2L: can you ask him?  
09 3L: what do you like ((short pause))  
10 1L: what do you do?  
11 4L: in my free time, I write articles, reading and going for shopping.  
12 1L: yes  
13 2L: shopping?! ↑ ((surprised))  
14 3L: like you ((laughter))  
15 4L: shopping yeah  
16 2L: I think ((short pause)) women like shopping but men ((short pause))  
17 1L: **jo**  
( of course)  
18 4L: men are different? ↑  
19 3L: not different ((short pause)) but women are mer than men  
(more)

As it mentioned earlier in the code-switching categorization proposed by Poplack, the learner of English EFL practices single-word code-switching in the excerpt 1 above in line 17. The obvious Swedish code-switching used by the participant (1L) is the adverb **jo** to sustain the participant (4L). The learner (1L) launches the word in the conversation and there is some sort of individual preference of the participant for using Swedish in general. Some learners switch more easily than others and use either more segmental code-switching or they use Intrasentential ones.

The smallest clauses considered as part of the first type are also independent lexical items that may be placed anywhere in the utterance. Examples are: "You know", " I mean", and "Oh my God". Examples of first kind code-switching are different from others for they occur in English but not in any other languages. The following example will show that the learner (1L) uses the first kind of switch in Excerpt 2 line 09 after she answers all her classmates' questions in the activity and she begins to talk further more to play the role of the person in the textbook that she is talking about in the conversation.

The teacher asks her students to organize themselves into groups to do the exercises in the classroom. There are two learners who engage doing the exercises. The learners ask one another using their textbook as their guide in a listening comprehension activity. One of them reads the question and the other gives the answers or sometimes the same student reads it and answers it. As in the end of excerpt 2 line 09, the learner (1L) practices code-switching by using the minimal clause **Oh my God** which is of the first type of code-switching.

Excerpt 2

01 T: I am going to let you in pairs or threes

02 1L: because when she was young, she hasn't done baby-sitter

03 2L: what time does he look at his favourite TV program ?

04 1L: at seven also

- 05 1L: why couldn't she say "No" to Jenny?  
06 1L: because Jenny was very happy to go to the party  
07 1L: why does she say "Yes" to Jenny?  
08 2L: she loves Swiss roll ((laughter))  
09 1L: and doughnuts (( slight pause)) and she said: **Oh my God**  
((laughter))

## 2. Intrasentential Code-switching

The second kind of code-switching is called *intrasentential code-switching*. It is widely used by the participants in this study. Intrasentential code-switching includes segments within an utterance that are larger than one constituent. According to Poplack (2000) "in order to produce this sort of code-switching, the speaker must also know enough about the grammar of each language, and the way they interact, to avoid ungrammatical utterances" (Poplack, 2000:247).

An example of this type of code-switching can be seen in excerpt 3 line 4. The learners ask each other about who starts the conversation. One of them talks about what she did on holiday and employs *intrasentential code-switching* as she switches to Swedish for one word when she answers the question. Her answer begins in English and it follows the English grammar. When she inserts the Swedish adjective **roligt**, which means (funny) in English, the sentence continues to follow English rules.

### Excerpt 3

- 01 1L: who will begin to ask? ((laughter))  
02 2L: you can begin ((laughter))  
03 1L: what would you like best to do on holidays?  
04 2L: I like to do something **roligt**. ((laughter))  
(funny)

The learner who uses Swedish in this example may have knowledge of the grammar of both languages. As Myers-Scotton

has stated "code switching is defined as the alternation between two varieties in the same constituent by speakers who have sufficient proficiency in the two varieties to produce monolingual well-formed utterances in either variety. This implies that speakers have sufficient access to the abstract grammar of the both varieties to use them" (Myers-Scotton, 2001:23). Therefore, the learner may know that the adjective is placed in its proper position or fit grammatically. According to Poplack (1980), it requires a lot of integration in a language to be fully capable of controlling it and the speaker should have a good command of the languages to use *intrasentential code-switching*, therefore it is only used by the most fluent bilinguals.

I agree with Poplock's view that code-switching occurs naturally and that *intrasentential code-switching* requires a language competence that some of the adult learners of English as EFL in Sweden may have.

### 3. Intersentential Code-switching

The third kind of code-switching is called *intersentential code-switching*. The intersentential code-switching refers to one or more sentences that appear in the class discourse having elements of both languages for languages or varieties in contact cannot exist without influencing one another.

Bilingual speakers may be able to employ the different types of code-switching as asserted by Poplack (1980) "bilingual ability is an important factor in predicting the type of code-switch that will be uttered" (Poplack, 1980:608). Poplack also states that intersentential code-switching "require less knowledge of the grammar since they are freely distributable within discourse" (Poplack, 2000:242). An example of this kind of code-switching can be seen in the excerpt 4 line 2. The learner of English starts her question in English and switches freely to Swedish. The excerpt begins with the teacher's question. The teacher asks her students whether they have questions

before she leaves the classroom. One of the learners asks the teacher using intersentential code-switching as in the following example:

01 T: is there any question? Please ask ((pause))

02 L: excuse me teacher **ska vi ha också** IN THE KITCHEN  
**i provet?** ((laughter))

(Shall we have also)

(in the exam)

03 T: yes

The switch in the example above includes segments that are longer than one constituent. The learner in line 2 used more than one Swedish stem in order to convey the message. IN THE KITCHEN is the last subject the learners of English have finished in their textbook before the proposed exam, therefore the learner asks the teacher about it whether it is to be included in the exam or not. The learner's switch comes with several complex phrases in English while one clause is in Swedish. The learner uses preposition code-switching in the end of utterance.

According to Romaine, (1995:122) "Intersentential code-switching occurs between sentences where each clause or sentence is in a different language" . The previous example above shows how the learner of English distributes code-switching freely. Subconsciously the speaker is motivated by factors within the conversation itself to use the code-switching. I have intended to make this rapid review of most code-switching types and selected them according to the position of the occurrence of the code-switching to shed light on how learners of English employ different code-switching in the language classroom.

I can personally accept all kinds of code-switching which have been displayed by linguists such as Poplack, Romaine and Gumperz in the sense that they evoke the researcher's curiosity about

increasing of investigations in some linguistic aspects such as speakers' language competence and how learners of languages in general and English especially EFL, can make use of code-switching and gain an understanding about how to develop their knowledge.

### **3. 3 Differences Between Code-switching and Code-mixing**

In this study, and as code-switching is given much more focus in details in the previous sections, I will follow Maschler, (1998) who defines code-mixing as, "using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern" (Maschler, 1998:125). Maschler (1998) makes a distinction between code-switching and code-mixing where two languages are used by a speaker who may not be bilingual and claims that code-switching necessarily involves bilingualism while mixing does not. However, and most importantly code-mixing occurs within a simple utterance without any associated topic change, but consists only of the incorporation of small units like words or short phrases from one language to another, whereas code-switching has a functional feature.

Thus, there is a purpose behind the occurrence of code-switching. Connectedly code-switching is therefore defined as a kind of alternation of using two languages or their varieties or styles in the same conversation in a bilingual or multilingual community. Code-switching in Auer's words is "Language alternation a locally functional usage of two languages in an interactional episode" (Auer, 1984:7). Code-switching as a change is the outcome of interaction.

According to Poplack, (2000) the term code-mixing refers to mixing two or more languages within a sentence while the term code-switching refers to mixing of two or more languages at the clause level in a discourse in a fully grammatical way.

However, it should be noted that not all researchers make this distinction between the two terms, code-switching and code-mixing. In this study, it is quite necessary to take it as a stance that I can accept the difference between the two code-switching and code-mixing when there is a function behind the change.

### **3. 4 Code-switching in an Educational Context**

The prototype of code-switching in the language classroom occurs during interaction where a foreign language and a second language are the sources of code-switching in that context. The learners of language as main participants in class activities create a priority for using one language or both at the moment a bilingual uses code-switching. According to the formal statistics in Sweden (2009) "The share of foreign born persons in municipal adult education increases and has done so steadily every academic year. Metropolitan areas have the highest share of foreign-born students. 87 percent of the students in municipal adult education are foreign born persons". As the majority of adult learners in adult schools in Sweden are foreigners, they are surely multilingual speakers. Most of the learners have English as a second language in their home countries before they come to Sweden. Therefore, and as a result, Swedish becomes their second or may be third language. Thus, they must be sure of the choice of Swedish, when they switch from English to Swedish as possible to be accepted as a resource in language classroom interaction.

In the process of learning English as a foreign language in adult Swedish high schools, students' interaction with teachers or with each other and students' communication in the classroom is still a challenging task. It has been difficult for some of the learners of English to speak English fluently. They use Swedish code-switching when they convey their messages, answer their teacher's questions, and express their limited language competence. Sert (2006) has found that by applying code-switching in educational contexts in

bilingual community, code-switching can bring authenticity to conversation and help readers figure out the ideas being communicated in a better way.

As mentioned above, language learning problems lead to the frequent use of code-switching by both learners and teachers. It has been shown by Auer (1998) that code-switching is practiced from one language to another in a conversational process and the purpose of using code-switching is "related to local problems of language tendency".

Conversational activity involves different types of code-switching in the language classroom practiced by the learners of English when they learn both Swedish and English at the same time in one school. They sometimes practice specific types of English-Swedish code-switching such as *intrasentential code-switching* more than other kinds of the code-switching. Code-switching contributes to other linguistic factors to develop the coordinate bilinguals as proficient learners of languages in using both languages separately.

By using English-Swedish code-switching, the learners of English accomplish their language interaction in the classroom and use code-switching to bring forward linguistic evidence by which learners can get help to communicate easily in the spoken discourse. The spoken discourse in language classes is as any other linguistic behaviour considered as face-to-face interaction and its spontaneous remarkable feature is code-switching. The idea that this study focuses on is to consider code-switching as a linguistic resource for learners and that there is nothing negative in the phenomenon. Therefore, the researcher would like to propose to consider code-switching not as a way to retract but a thoughtful forward act in the educational context especially in learning English as a foreign language in adult schools as long as learners show linguistic competence in the choice of words in one language when they switch from English to Swedish in the classroom.

#### **4. Methodology**

This section of the study deals with some aspects of the methodology of analysis that can be used here to transcribe and analyze the collected data. Data is collected through observation, video-recording of the classroom spoken discourse and interviews. Data is analyzed in the study using a qualitative methodology. So the strategy used in the study is descriptive and qualitative in the form of ethnography.

It is known that "in the context of ethnographic field research, participant observation is used" (Flick, 2009:169). In the process of collecting and analyzing data, the researcher in this study uses discourse analysis.

According to Allwright and Bailey (1991) discourse analysis can be used either quantitatively or qualitatively or both with an emphasis on the linguistic structure or contextual function, through most discourse studies use a combined design of qualitative-quantitative and structural-functional methods and analysis. "First of all, discourse analysts are interested in discourse, whether spoken or written. In classroom research discourse analysis means the analysis of spoken language as used by the teacher and the pupils. Secondly discourse analysts collect data by audio-recording or video-recording and they transcribe the data" (Allwright&Bailey, 1991:61-62).

According to Winford (2003), there are two methods scientifically employed to study code-switching. They are the linguistic and social approaches. "The linguistic approach deals with a sentence, the attempt being to identify the linguistic principles and constraints that govern the production of code-switching utterances" (Winford, 2003:126).

The social approach focuses on the motives and the social meanings of the code-switching. Therefore, in that approach "code-switching is seen as a communicative event, as code-switching happening between speakers" (Winford, 2003:125). The study will adopt both the linguistic approach and the social approach as the

interaction in the classroom is most important. Moreover, it will look at how code-switching functions as part of the social conduct in the classroom where students' practices are in focus.

The most important thing in classroom research discourse analysis, according to Allwright&Bailey(1991), is transcribing the data. What is also an essential and preceding task is listening carefully to all data recordings. The other step of data processing in this study is to look at the data and when the participants use Swedish and English in the language classroom interaction. The most serious step of processing data in this study is to identify some examples of English-Swedish code-switching which are analyzed according to Poplack's categories or types of code-switching. This selection is based on the position of the real examples of code-switching in the learners' utterances. These examples of code-switching should be given further analyses in order to find out what functions they can have.

All data is given the same level of treatment and importance. The last important step is to interpret and explain the occurrence of the code-switching. All that the participants say and the way in which they say the utterances is of equal importance to explain the purpose of employing code-switching. The daily classroom language interaction and all the learners' activities will be important to explain when code-switching occurs.

All parts of the participants' utterances should be looked at and investigated for they can give justification of how code-switching functions in different practices during the classroom interaction. However, the process of observation is not easy because the students sometimes talk at the same time and they do not speak loudly enough. Therefore, it is quite difficult to capture clearly their utterances and what they mean. Thus, I have to go back to ask them after they finish their sessions. As a result I had to focus on filming just one group and had to keep moving from one group to another in the classroom.

This research is qualitative in nature with an observational case study that collects most of its data by conducting a passive participation observation. I sit silently in a place where I do not disturb the students in the classroom. Although they are informed about the research and they gave the consent for being filmed for the purpose of this study, the details of focusing on the research topic, code-switching, is not revealed to them because I would not want them to stop practicing code-switching in the classroom interaction.

Code-switching practices in the classroom are found in the data to be analyzed in order to show the function of code-switching. I captured some code-switching practices during observation in the first days and it was very important to write down the details as notes on a piece of paper before using video-recording. Though the observation was very important but I could not write down all the details of several conversations as quickly as possible, therefore the first occurrences of the students' code-switching came in a brief way of speech extract. Without the observation process, it would be difficult for me to gain a clear idea about how the learners of English EFL practice code-switching or how their negotiations look like and the whole process of tracing their switches would be impossible. Focusing on a phenomenon such as code-switching practiced in the classroom needs not only a piece of paper and pens, but also how much closemouthed the researcher would be to listen carefully and clarify the students' speech in the spoken discourse during very limited time. I have to be immersed and interested in their everyday activities and "in their executions and beyond-in the constitution of a locally oriented context of interaction in which activities are carried out-characterized the ethnographical research program in general" (Flick, 2009:60). I also conducted individual interviews with the would-be volunteer learners of English in their rest time to get as much knowledge as possible about their experiences in learning languages and to determine the reasons behind their English-Swedish code-switching . Each participant was asked the same questions and they were not forced to answer if they did not want to.

## **5. Data Sources**

The data which is analyzed and collected in the empirical study consists of qualitative data of twelve English lessons which are filmed when the students were doing their tasks in the classroom groups. The data sources of the study involves the following:

### 1. The informant's interviews.

The interviewee are groups of 26 learners of English and their teachers of English in the Swedish High School for adults somewhere in Sweden. Most of the interviews are recorded alternatively between November 2013 and January 2014. The learners of English are chosen as a sample of this investigation from the second level of English as EFL with an agreement from the teacher and the learners. A list of the interview's questions can be seen in the appendix.

### 2. The audio video-recording of the group work in the class.

The class observation process has not totally been video-recorded; though it is conducted for two months because most participants are quite uncommunicative when it comes to making conversations in English. The class has three lessons a week on different days (not consecutive) and each lesson is 90 minutes with a break of 10 minutes. The groups in the class were filmed more than 10 hours.

### 2. Notes collected through class observation.

The researcher wrote notes about how the interaction in the classroom looks, what is the occurrence of code-switching and how the learners use it when they speak in the classroom. During the first three weeks in the class observation period, I did not film the groups but took notes as the first step in the process of observation. The topics discussed in the classroom observations are different

depending on different language learning activities such as listening comprehension, reading, speaking and doing grammar assignments. The teacher supplied me with a copy of the same textbook the learners have as well with all written assignments they should do during the daily class activities as well as. The name of the textbook of the second level English is *STEPPING STONES*. I refer to the name of the book in this way later on in an appendix of transcriptions at the end of thesis.

### **5.1 The Participants**

The participants I investigated their linguistic conduct in an English class are non Swede students. The participants are international adult formal students of English attending the Swedish adult school in Sweden. Most of these students come from different countries with various cultural and linguistic backgrounds. Thus, they are engaged in a Swedish language setting; they have Swedish as a second language. They find it easy to switch to Swedish as Swedish is their second language; therefore, they switch using Swedish when they speak English through studying English as EFL in the classroom. The learners of English EFL are a mixture of either students in the age of eighteen years old or older. There are sometimes more than twenty six students in one class. They are divided into groups inside the classroom in order to ensure that all participants contribute to the class activities. I listened to what they say moving from one group to another using the video camera to film the groups of learners in the classroom.

Approximately the majority of the learners of English are born in English speaking countries like Somalia, Syria, Iraq, Turkey, Poland, Iran and Greece. The other learners have either grown up in Sweden or they have never studied English in their countries before they come to Sweden. Most the learners can speak Swedish outside and inside the school. All learners in the present study have spent a

minimum of four years in Sweden and have attended Swedish classes either before they study English or at the same time.

Their teachers of English who are also important participants in this study are non-native English speakers. They are both Swedes. They are in their forties or fifties. Most of the participants were observed in two hours lessons for three or sometimes two days a week.

## **5. 2 The Language Setting in the English Classroom**

Sweden is officially bilingual (Swedish and English) in schools and gives recognition to a number of other European languages such as French, Spanish and Italian. The linguistic choice of English is apparently inevitable in the Swedish education. That is to say, in Sweden it is mandatory for all students in high schools to study both the national language (Swedish) and English. Learners of English in adult schools may expect to spend 90 minutes three times per week from the first to the fifth grade studying English.

The class featured in this study is an English medium classroom in high school for adults. While a number of studies investigate the topic of code-switching in the classroom, there are not many conducted in adult's schools in Sweden. Through studying English in a diverse multicultural classroom for adults, the learners interact in a multilingual educational setting.

According to the school conventions, Swedish is the formal contact language between learners and teachers in the Swedish lessons, but learners of English have to speak English in the classroom (more than 4 hours per week, at three occasions). The rest is left for Swedish which is spoken most of the time. So learners of English in adult Swedish schools in Sweden are seen to intermix English and Swedish everyday. Code-switching is not accepted as a legitimate option for learners of English to be used in the English classroom though several studies on code-switching show how it

functions as a specific activity and resource to demonstrate the linguistic proficiency of the bilingual or multilingual speakers.

Code-switching is quite common not only in the classroom where English is the class language, but also sometimes outside the classroom and in the school as well. I observed two female students passing in the school corridor talking English fluently and on their way back to the classroom they spoke Swedish fluently too. When a learner of English switches from English to Swedish, other learners in the same class are rarely surprised, or indicate what Auer (1984), calls "a preference for same language talk". Thus, most of the learners' involvement in the classroom activities is done in both languages

The category of English language classroom in adult Swedish schools encompasses learners with different levels of language knowledge and competence. The cultural and linguistic diversity of such a community is marked by a normal tendency for using code-switching as a bilingual behaviour. Simon, (2001), asserts the frequent usage of code-switching as a feature of such community. It is according to her "a typical feature of bilingual or multilingual language classroom interaction" (Simon, 2001:312).

### **5. 3 Data Validity**

All information collected was verified using the triangulation technique. The triangulation method is done to confirm the trustworthiness of information through observing the source of information repeatedly to arrive at the same conclusion about the phenomenon observed. According to Hopkins, (1993), the technique of triangulation increases the validity of a category in verifying data.

I conducted a triangulation of verification through making a comparison among the three techniques, the field-notes, the video-recording and the result of interviews. The video-recording was compared to and confirmed by the field-notes and the results of

interview. This triangulation technique can control the researcher's subjectivity in analyzing the data. The researcher verified an agreement with what he observed and what really occurred in the process of the empirical study. The following research activities were carried out:

1-Developing objective and actual description through film-recording, writing all field-notes that are relevant to the topic as objective as possible. The writing of field-notes consisted of two sorts: descriptive material and reflective material. Descriptive materials cover all the objective description of researcher to the observed phenomenon and reflective materials form the subjective judgment of the observer to the same observed case in the study. The process of isolation of notes is deliberately meant in order to eliminate any possible confusion in mixing between actual notes and other personal and subjective opinions of the investigator. That is to say, the more separation of notes has been intended, the best reliability and result would be achieved

2- The diversity of methods of data collection. Not only observation is needed but also the researcher has to conduct other methods such as interview, and filming the participants in order to study the same data by using different means of investigation. Making use of all the different methods in a study will support the researcher to reach the objective results in the study.

#### **5.4 Data Analysis**

A descriptive discourse analysis is applied to the data. The choice of using a discourse analysis is because it can be used for analyzing both written and spoken discourses, and the code-switching is, as the research topic here, practiced also in both written and spoken languages.

The aim of analysis is to find out the reasons why learners of English practiced English to Swedish code-switching in the process of learning English in the classroom. The researcher have

examined the field-notes gathered through the classroom observation and the transcripts of the learners to identify the use of code-switching. All English-Swedish code-switching practiced by the learners of English are identified in the process of analyzing the data.

Code-switching samples and labelling of each data sample are applied according to their potential kinds. All the data was labelled and code-switching gathered from filming the groups in the language classroom with other similar code-switching were grouped together before filtering them and their relationships to see the functions of each English-Swedish code-switching that occurred in the classroom. Each type of code-switching was re-examined carefully to make sure that it adequately and accurately represented the same nature of its supporting data.

The researcher have tried to analyze all code-switching collected through video recordings in detail and with detailed transcription of some parts of the excerpts that expose the phenomenon of code-switching between English and Swedish. I will refer to some of these transcription conventions in an appendix later in this study.

The researcher have tried to analyze the learners' code-switching and present them in the analysis section according to Poplack's category through which they are classified in the beginning of the study so that the excerpts are ordered under theoretical headings that were introduced in the background section. The new type of code-switching that did not belong to that category was classified in a specific group.

## **6. Analysis**

This section will present a corpus of transcribed excerpts of English-Swedish code-switching in the English classroom. English is viewed here, as the interaction language in the classroom, since video recordings, from where I get my main data materials, are recorded in English and Swedish. The analysis focuses on the use of different types of code-switching and the main functions of these

code-switching. This code-switching takes different forms. It may occur in the form of an individual item, short phrase or a complete clause. Let us have a look at the following examples of code-switching practiced by the learners of English where Swedish as a second language code-switching is considered as a resource for the learners to show linguistic knowledge and competence. This section of the study will present why participants use code-switching by focusing on the functions of code-switching. The code-switching is introduced as follow:

## 6.1 Intrasentential Code-switching

### 6.1.1. The weather (09:00-09:05)

- 01 T: how is the weather today?
- 02 L: it is **regnar** (( laughter))  
(raining)
- 03 T: it is raining now.
- 04 or we can say: it is rainy
- 05 and it is drizzling when there is light rain

In excerpt (1), the teacher asks her students about the weather that day and the learner answers by using Swedish code-switching. The teacher gives the right answer in details after the learner switches. Because the learner of English, as a bilingual speaker, has the option of integrating what he/she utters into the patterns of the base language, (English) the item in line 2, which follows the English syntactic pattern of verb, is considered as an example of code-switching in the study. The example shown follows the Swedish syntactic pattern of verb placement where the learner uses the Swedish verb instead of the English one.

According to Poplack's, (1981), "Equivalence Constraint" which states that codes tend to be switched at points where the surface structures of the languages map onto each other, this code-

switching is allowed for the word order requirements of both languages are met at the sentence structure. This switch is a case of an Intrasentential code-switching. The example of code-switching practiced by the learner of English above highlights the learner's response to the teacher's inquiry about the weather. The activity is to warm up the class with a conversation about the weather in the beginning of every class.

Using the linguistic equivalent by the learner of English shows the learner's capability of using the language and code-switching as a resource of discourse for it enables the learners to continue their speech and communication without any hint of obstacle. Code-switching is definitely not the outcome of attrition of Swedish nor a lack of English equivalents. It is a means in the hand of non-Swede learners of English who have become bilingual and multilingual speakers as suggested by Auer, (1984), as a resource for the interactive construction of bilingual discourse and also by Heller, (1995), as a linguistic resources to accomplish conversational goals. As the learner replaces the non-finite English verb form (raining) with the finite Swedish verb form (**regnar**), the learner must know the right way to interact without making any grammatical violation. According to Poplack, (2000), in order to produce intrasentential code-switching, the speakers must know enough about the grammar of each language, and the way they interact, to avoid ungrammatical utterances.

### 6.1.2. The question (10:05-10:07)

- 01 1L: how can we answer the questions?  
02 2L: we have to answer the questions ↓ **muntligt** ((laughter))  
(orally)

In excerpt (2) above, one of the learners asks the other about the way in which they have to answer the questions given in the textbook for he/she does not hear the teacher's instructions. Here the learner of English unconsciously uses the Swedish adverb

(**muntligt**) at the end of line 2, to continue the statement that goes correctly with the use of (**muntligt**) the Swedish adverb of manner in the place of or instead of the English adverb (orally). In order to continue his/her speech, the learner switches and the code-switch may perform an expressive function. According to Gumperz, (1982), it is a strategy that represents a communicational option for bilingual speakers.

2L answers the question of 1L and explains that the teacher would like them to answer the questions orally within the groups and not in written form. The purpose of using the intrasentential code-switching here is to continue the participant's previous speech and convey the meaning for code-switching is a creative process of language change. As confirmed by Myers-Scotton, (1993), it is a form of performance expressing the capability of the speakers to exploit their different codes they control. According to Gumperz, (1982), "a speaker uses a second language either to reiterate his message or to reply to someone else's statement" (Gumperz, 1982:59). Although the learner of English uses the Swedish adverb in the place of the English adverb, the meaning of the sentence is understood by the interlocutor and the adverbs in both languages are modifiers. Moreover, the learners of English EFL have considered Swedish, their second language, as a common language by which they can communicate and understand each other easily. Though they are neither encouraged to use Swedish in the English classroom, nor receive training in using the Swedish code-switching in learning English EFL, they switch from English to Swedish to use code-switching as a resource in classroom interaction. By using Swedish code-switching in the classroom, the second language can be an important resource for multilingual learners to learn a foreign language. This case shows how bilingual speakers are able to use elements of their linguistic knowledge in their second language for learning a foreign language.

### **6.1.3. The upset lady (09:15-09:20)**

- 01 T: she was very upset  
02 T: what is the meaning of upset? ((pause))  
03 T: no answer? ↑  
04 L: when a person is **arg** then a person will be upset.  
((smile))

(angry)

The teacher here in excerpt (3) reads in the textbook and asks her students about the meaning of the word (upset). One of the learners answers her to explain the meaning of the word. While the learner is explaining the meaning, the learner has switches from English to Swedish in line 4. It is once again intrasentential code-switching. This type of code-switching does not violate the syntactic rules of English for the speaker uses Swedish code-switching within the linguistic frame of the English sentence.

Without using code-switching in the speaker's utterance above, the speaker's statement would not be continued to be understood. The only way to go on speaking with no need to stop or falter is to practice code-switching in the excerpt (3). The analysis of the discourse in excerpt ( 3 ) reveals that code-switching is used as a means to support the interactive construction of bilingual discourse. "Code-switching is used to enhance or complement communication to bilingual speakers" (Malakoff & Hakuta, 1991:146). Moreover, the learner of English EFL as a bilingual speaker, uses such kind of intrasentential code-switching for "bilinguals are treated as skilful and competent users of code-switching" according to (Söderberg & Jörgensen, 2003:23). The same opinion that they share with Auer, (1984) who asserts that code-switching demands proficiency by the fluent speaker as bilingual or multilingual who has a good command in both languages. The learner of English EFL may have, to a certain extent, some language competence to switch using a

Swedish adjective in the place of an English adjective in the excerpt ( 3 ).

#### 6.1. 4 . The temperature (10:00-10:03)

01 T: temperature should be measured

02 T: ↑who has measured the temperature? ((short pause))

03 L: she has measured her ↓ **temperatur** /tempratu:r/  
((laughter))

(temperature)

In excerpt ( 4 ), the teacher launches the speech by reading in the textbook. She asks her students then a question in line 2. One of the learners answers the question in English and switches to Swedish in the end of her utterance line 3. She practices intrasentential type of code-switching for she finds it easy for her to pronounce the Swedish word rather than the English one. She applies code-switching for this practice presents her to pronounce otherwise incorrectly. The learner may have no problem at all with this word in other activities like writing, but only in speaking. This shows that the learners of English EFL are interactionally competent as they do not hinder the flow of the talk on one hand. And by practicing different kinds of code-switching, they show preference for the progressivity for the talk on the other hand. This practice of code-switching in line 3 above is very revealing with regard to the role and function of the codes in the interaction. She makes use of code-switching and practices it without any hesitation or long pauses.

As confirmed by Poplack, (1980) that one of the characteristics of skilled code-switching is a smooth transition between two languages elements "unmarked by false starts, hesitations or lengthy pauses" (Poplack, 1980:601). It needs pointing out that using code-switching by bilingual learners of English EFL may reflect the speaker's ability to minimize problematic and troublesome embarrassment that results from difficulty in pronunciation.

**6.1. 5 . The Operation (08:30-08:33)**

01 T: what have you done on holiday?

02 L: I could not study because my son had an **operation**  
/opə'reɪʃən/

(surgery)

03 T: you mean surgery?↑

04 L: yes ↓

In excerpt ( 5 ), the teacher launches the class by asking her students about the duties and activities the students have done at home or somewhere else during holiday. She asks the students individually to talk in a dialogue through which she encourages them to speak English. The learner switches from English to Swedish while she is answering the teacher's question. The switch is shown through the learner's Swedish pronunciation which is phonetically different from the English phonetic system especially in pronouncing the structure (...tion), though Swedish pronunciation of most consonants is similar to that of other Germanic languages and English is included.

The learner of English EFL in this example does not pause or hesitate when the utterance is spoken along her speech from the beginning to the end of the sentence. As the learner of English has the qualification of bilingual speaker who has the choice of integrating the language he/she speaks into the patterns of the other language, she keeps the English grammatical system as in the example (5) above. An important evidence is expected to prove the proficiency the learner of English has, is the use of the indefinite article (an) before she switches in line 2. She may have this preference toward Swedish, but she is aware of using the right syntactic pattern of English when she uses the suitable indefinite article before singular nouns beginning with a vowel as (**operation**).

It has been shown as Cromdal, (2000) argues that "It needs pointing out that the notion of language preference may reflect participants' linguistic proficiency" (Cromdal, 2000:70).

As the example (5) shows that the Swedish code-switching is employed by the learner of English EFL to be an evidence of a sign of language competence and her second answer to the teacher in line 4 confirms it. Not only this but also, the learner shows some competence in the linguistic practices, such as the recognition of the type of the word she needs (if she needs verb, noun, adjective etc.), in the exact place for it/after the article, etc., and its function too. Although there is also an indefinite article used in Swedish before singular nouns which either (en) or (ett), the learner chooses the English indefinite article (an) which is fit to precede the singular noun or the noun preceding by an adjective beginning with a vowel sound.

#### **6.1.6. The understanding (11:26-11:27)**

- 01 T: is there something difficult?  
02 L: I want to **förstå** ↑  
(understand)

In excerpt 6, we are introduced to the scene in which one of the learners switches from English to Swedish in one constituent in line 2. She has practiced smoothly an intrasentential code-switching as outlined by Poplack, (1980), that "code-switching is defined as the alternation of languages within a single discourse, sentence or constituent" (Poplack, 1980:583). Poplack has suggested also a kind of mechanism through which an analyst can determine that code-switching is skilled or not. Due, among other things, to the smooth occurrence of code-switching which is considered as an important indicator for the competency of the speaker who employs code-switching as in the example above. Poplack, (1980), asserts "one of

the characteristics of skilled code-switching is a smooth transition between two languages elements" (Poplack, 1980:601).

The learner of English EFL has the possibility to produce his/her speech which is fully understood by using code-switching. Code-switching shows an orientation toward the recipient who is a Swedish speaking person in origin. Auer, (2005) asserts that code-switching is not free from social value and has communicative and social meaning.

Therefore the learner does not switch to her native language but Swedish because that is the only language that all have in common. Competency is perhaps the use of code-switching to solve the practical problems at hand and not knowing the word in English, using Swedish shows the learner's competency in the recognition of the suitable choice to replace the word. The learner has replaced the English item (understand) with the Swedish item (**förstår**) to make it easy for the interlocutor who knows Swedish to get the meaning understood. By using code-switching as in the example above, the communication will be achieved in a possible way that leads to understand the participant's speech. This understanding will create a way for the learner to use such kind of code-switching as an easy resource in the interaction. Code-switching is used here as the participant's resource for meeting the classroom language interaction needs.

#### **6.1.7. The dialogue (09:45-09:50)**

- 01 1L: who will begin to ask?
- 02 2L: you can begin ((Laughter))
- 03 1L: what would you like best to do on holidays?
- 04 2L: I like to do something **roligt** ((laughter))  
(amusing)

The two participants in excerpt (7) are about to answer the teacher's question, but they wonder who will ask each other first in the group. The learner (1L) starts the dialogue asking learner (2L)

after he has got the other learner's permission. The learner (2L) switches from English to Swedish in line 4 while she is answering the question.

The learner of English (2L) applies the appropriate adjective which does not deviate from the syntactic system of the English sentence for she inserts Swedish adjective, **roligt** instead of the English one. This type of code-switching which is called Classic Code-switching according to Myers-Scotton, (2006), is not a complete switch. It combines both languages' elements in the same sentence, but only one of these languages is the source of the morpho-syntactic frame for the clause. That is to say, the syntactic frame of the entire utterance comes from one language, which is here English, as excerpt (7) shows.

The switch is practiced smoothly as an intrasentential code-switching that a bilingual can use naturally and effectively. The linguistic contribution of the learner of English EFL in the classroom interaction as a multilingual community is understood here by using this type of code-switching. Thus, code-switching in this context should have both linguistic and social functions as well.

Learners' interactional competence is one of these functions code-switching may show in this piece of conversation. As development in languages is the aim of most language classes, without it learners would not be fluent speakers of the language and respectively they cannot interact and cooperate through useful communication with each other successfully. Using the skilled code-switching practiced by the learner of English helps to achieve such development.

#### 6.1.8. The game (09:48-09:50)

- 01 1L: a person who looks after **barn** ((laughter))  
(baby)
- 02 2L: a babysitter ? ↑
- 03 1L: right ((smile))

In excerpt (8), two learners of English EFL play the word-guess game in one group as other learners do in the classroom. One participant gives the feature of a given thing or person by saying the information written in the play and the others have to guess what is it. The learner (1L) is the talker who reads the predictable information found in a piece of paper in his hand. While he is explaining the feature of the word intended, he switches from English to Swedish. The switch here is not complete switching but it follows the English syntactic pattern of noun replacement. The answer which is hidden from the interlocutor and mentioned by the learner (2L) later on, is already in the hand of learner (1L), though learner (1L) switches to Swedish smoothly.

The occurrence of code-switching is smooth and it does not violate the English syntactic system. The switch is skilled code-switching for it is not accompanied by any hesitation or pauses. Notice that the Swedish item **barn** is used for both singular and plural but Swedes use the indefinite article (ett) before the word to indicate it is singular but certainly not in this example, where the learner of English uses the word without any indefinite article.

The learner is skilful enough to show competence when he masters the language and through using intrasentential code-switching as well. The interaction in this play occurs when the members of group negotiate or sometimes cooperate to accomplish a definite goal which is knowing the meaning of word. The learner of English EFL in line 01 has to give adequate and accurate details concisely. Other participants in the play will depend on his speech to guess the meaning of word. So the speaker in charge of the play is involved to direct a clear message to the other participants in order to explain the meaning of word. The learner (1L) switches from English to Swedish and code-switching can contribute to the definition of the situation as confirmed by Auer, (1984) "Whenever language alternation is functional, it contributes to the definition of the situation, and is influenced by it" (Auer, 1984:90). Also

according to Gumperz, (1982) as when a speaker uses a second language, "code-switching is observed to occur as a method of directing a message to a particular addressee" (Gumperz, 1982:63).

### 6.1.9. The Candy (10:22-10:26)

01 1L: what is a doughnut? ↑

02 T: do you prefer doughnuts or Swiss roll? ((showing pictures in the book))

03 2L: but I think, this is too much söt ((laughter))  
(sweet)

04 T: sweet ((pause))

In excerpt (9), one of the learners of English EFL does not know the meaning of the word doughnuts, therefore he asks the teacher about it. The teacher answers by asking the learner another question with the help of some pictures in the textbook. While the teacher is about to present the pictures of different kinds of pastry, another learner (2L) switches from English to Swedish when he comments in line 3. According to Myers-Scotton, (2006) the intrasentential code-switching occurs where there are two clauses, each showing intra- clause switching. The use of intrasentential code-switching is clear in excerpt (13) line 3 and the learner (2L) uses the Swedish adjective instead of the English one.

Using the adjective directly after the adverb in the switch above is an indicator that the learner is grammatically competent. Notably, it is a suitable choice that the position of the adjective in (9) does not violate the English syntactic system.

The adjective used though it creates a switch, may give an indication that the learner is able to interact using the linguistic contribution to communicate without destroying the contact. Moreover, code-switching presents also one of the features of the word the learner in line 01 looks for. The interpretation of any observer to the learner's switch may also include that by using such code-switching, the interaction is going on and code-switching is used as a resource. It has been shown according to Cromdal, (2000),

that code-switching is used by bilingual pupils to be "a functional resource discourse" (Cromdal, 2000:74). Code-switching in this example highly generates the effectiveness of interaction and contributes to give part of the answer the learner (1L) seeks.

According to Auer, (1984) "Code-switching is not necessary semantic in nature, and it is not originated from the meaning of the used languages, but rather is embedded in the sequential development of the conversation" (Auer, 1984:93).

#### **6.1.10. The negative meaning (11:25-11:29)**

01 T: Does the word terrible refer to negative or positive meaning?

02 1L: negative ((pause))

03 T: is there something difficult?

04 2L: ↑I have difficult **fråga** ((laughter))  
(question)

The teacher launches the discourse here in this excerpt (10) by asking her students a question. The learner (1L) answers the teacher's question in line 2 by choosing one of the multiple choices the teacher offers in the same question. Still, another learner does not understand the answer. In response to the teacher's question in line 3, the learner (2L) informs the teacher that he has a difficult question. The learner (2L) switches from English to Swedish using a single noun **fråga** instead of the English word, question. This switch with the Swedish item does not violate the English syntactic pattern, so it is considered as one of the examples of code-switching in this study. Though the learner (2L) switches into Swedish, code-switching preserves the original shape of the learner's English utterance.

It is a type of a smooth switch occurred without any hesitation or pause. "Spontaneous switches of words, sentences and larger units at a turn boundary, not involving any change in interlocutors, are

considered to be code-switches" (Poplack, 1980:585). It is naturally occurred intrasentential code-switching in the classroom discourse.

Although it is difficult in some cases to say what the function of code-switching is, it is obviously shown in this excerpt above that code-switching is used as functional resource. Using code-switching in recipient-designed way may show competency of the speakers. Therefore, the learners of English EFL using code-switching in such way may be considered as competent bilingual speakers. As confirmed by Cromdal, (2000) "Code-switching is not an effect of limited linguistic competence, but a functional resource of discourse" (Cromdal,2000:74). Needless to say, the occurrence of single noun code-switching after an adjective in the utterance of the learner of English can be considered as a skilled switching. The learner makes use of practicing code-switching in accomplishing word or meaning searches. The learner does not say that she never conceives the teacher's question as learner (1L) does and answers. Instead, she claims or raises a question and switches to highlight her case.

#### **6.1.11.The Jar (08:40-08:44)**

01 T: where is the marmalade?

02 L: the marmalade is putting in **burk**.  
(jar)

03 T: you mean in a jar?↑

04 L: yes. ((smile))

In excerpt (11), the teacher reads the questions in the textbook and the learners of English EFL give the answers. While they do the exercises, one of the learner switches from English, the current language of interaction, to Swedish to make use of code-switching in the form of a Swedish noun preceding by an English preposition. In example (11) there is an English clause beginning with an English noun which is followed by a Swedish noun in the end of the

utterance. In the example above the definite article or indefinite article is required in English and Swedish. The switch occurs smoothly without any hesitation or pauses.

It does not violate the English syntactic system, if we excluded the missing indefinite article, for "a code-switched segment, and those around it, must conform to the underlying syntactic rules of two languages which bridge constituents and link them together grammatically" (Poplack, 1980:589). This example of code-switching practiced by the learner of English follows these rules suggested by Poplack.

Auer, (1984) also suggests that bilingual speakers have access to an additional linguistic resource. As such, code-switching is a linguistic production practiced by the learner of English EFL as a resource at any time and in any form. The choice of Swedish as a medium allows the learner to make use of code-switching as an interactional resource in designing the utterance. According to Poplack, (1980), it was found that "the choice of code-switching as a resource in the case of the balanced bilingual, who has the linguistic ability to make such a choice" (Poplack, 1980:589). The same notion of ability is expressed by another to formulate code-switching as a preference or rather competence. "Co-participants in conversation can use codeswitching to re-negotiate the language of interaction in order to signal their language preference or competence, or to ascribe linguistic competence to their interlocutor" (Cashman, 2001:144). So the learner of English EFL seems, as a bilingual speaker to have competence or ability to make use of code-switching as a linguistic resource in the language classroom interaction.

**6.1.12. The shy boy (09:30-09:33)**

- 01 1L: you begin?↑ ((short pause))  
02 2L: you begin first((laughter))  
03 1L: why you laugh? ((smile))  
04 2L: I am really **blyg** ((laughter))  
(shy)

In excerpt (12), two learners of English EFL are sitting in one group and told to start a conversation between them in English. Both request the other to start the conversation. While they argue with each other, one of them switches from English to Swedish. Learner (2L) uses Swedish code-switching in the form of an adjective in an English sentence in line 04 at the end of the dialogue above.

In response to the learner's question in line 03, learner (2L) employs intrasentential code-switching to show a skilled and smooth change between the two languages elements the learner of English can manipulate unconsciously

The switch is characterized as incomplete code-switching, but it is skilled code-switching for it occurs smoothly. English and Swedish generally have equivalent rules for adjective placement. In English, attributive adjectives typically precede nouns and predicative adjectives follow a linking verb such as verb to be, and in Swedish almost the same. So the Swedish adjective code-switching in the example above does not violate the English syntactic pattern of adjective placement. This code-switching is suitable for it does not destroy the meaning of the sentence and serves as a linguistic resource for the learners of English.

According to Poplack, (1980) "Other characteristics of skilled code-switching include a seeming 'unawareness' of the alternation between languages; i.e., the switched item is not accompanied by metalinguistic commentary, it does not constitute a repetition of all or part of the preceding segment, nor is it repeated by the following segment" (Poplack, 1980:601).

**6.1. 13 The Mother (09:12-09:17)**

01 1L: no, it is not right **också** ((short pause)) also he is.  
((pause))

(also)

02 2L: jemmy knew already about the children.

03 1L: yeah, she was ((short pause)) because when she asked  
her mother ((short pause))

04 1L: she said I had a lot to do when I was young.

05 2L:↓ it is **fel** ((smile))

(wrong)

In the excerpt above, the learners of English EFL are engaged in doing the exercises in the classroom. While they are discussing the possible answers, (1L) practices code-switching from English to Swedish. The learner of English (1L) who switches in this example, as a bilingual speaker, has made use of the two distinct languages, English and Swedish, from which he/she draws in order to produce code-switched output.

The linguistic production is the result of using code-switching. The instance of code-switching in line 01 is practiced to work grammatically accepted choice for it does not deviate from the English syntactic pattern. It does not destroy the meaning of the sentence for the learner uses the Swedish conjunctive adverb, **också** in the right place after the English adjective, right. Code-switching in this example follows the English syntactic pattern of a conjunctive adverb placement. Therefore, Code-switching may work to enhance the learner's selection of alternation for the learner repeats the same English conjunctive adverb( also) after switching in the same utterance in line 01 above to emphasize that selection. Code-switching is an alternation selection and it may serve to enhance the speaker's selection as suggested by Cromdal, (2001).

In the second example in line 05, the speaker is another learner who switches using the form of Swedish adjective as code-switching can be occurred anywhere in the main clause according to Poplack,

(1980). This intrasentential code-switching is the suitable choice of learner of English EFL as a bilingual speaker for it does not violate the English syntactic system of adjective placement.

The instance of code-switching in the second example line 05 is revealing with regard to the role and function of the languages used in the language classroom interaction. Practically the second language, Swedish is clearly the marked choice the learner assumes its role as a linguistic resource in the interaction, where the foreign language is the formal language in the English EFL classroom interaction. The last duty the learners have to do when they finish the unit, is to discuss some assignments orally and reading comprehension is the activity here. According to Auer, (1995), bilingual speakers use code-switching as an available tool to enable them to perform several verbal activities. Auer asserts that code-switching is a part of verbal action.

#### **6.1. 14. The exercise (09:46-10:00)**

01 1L: call he?

02 2L: she was calling but she don't ((long pause))

03 1L: she didn't go ((short pause)) she didn't call him.

04 3L: ok, what would you have done((short pause)) if you had been in ((pause))

05 2L: Bandy's situation↓

06 3L: in Bandy's situation?↑

07 1L: we have finished this.((pause))

08 2L: what do you think why John still must stay working in the evening?

09 3L: I think (( long pause))

10 1L: what makes you angry?

11 2L: it's ((short pause)) when somebody is speaking harsh to me ((pause)) or the case so which I didn't know what ((slight pause)) the speaking was.

- 12 3L: what makes you happy? ((laughter))  
13 2L: staying at home, listening to music ((long pause)) may  
be  
14 1L: ↑yeah, may be, I don't know really ((laughter))  
15 2L: what makes marriage dull?  
16 3L: teacher, what is the meaning of marriage?↑marriage  
17 1L: it is when you are **gift**  
(married)  
18 1L: married is verb and marriage is noun  
19 T: you have got married to someone and what you have in  
this bond between the two is called marriage. if you are married,  
you are in a marriage.

Above, a group of three learners doing some exercises, focusing on finding answers to reading comprehension questions in the classroom. While they are engaged to find the right answers, the learner (1L) switches from English to Swedish in line 17 to highlight the choice of language to be at hand in the conversation. To implement the selection of language into practice, the learner switches in order to make a recipient designed code-switching used to solve an immediate problem for the previous speaker.

Code-switching may work here as both a linguistic and interactional mechanism for the learner to respond to other participants in the same group. In response to what the learner (3L) has inquired about, the learner (1L) employs code-switching to design an orientation in the form of an adjective switch. Practically a learner providing another learner with certain information. "Learners may also elicit additional information from a classmate" (Simon, 1997:450). Code-switching seems to be as a means at the disposal of the learners of English EFL who have become bilingual or multilingual speakers, as suggested by Auer, (1984), as a resource for the interactive construction of bilingual discourse. Code-switching is used to show an orientation toward the recipient who is a Swedish speaking person. It is totally recipient designed that the learner designs his natural speech to be recipient oriented skilful practice of code-switching.

Code-switching employed in the piece of conversation above is skilled switch according to Poplack, (1980) for it is practiced smoothly and is not accompanied by any hesitation or a pause before switching. The kind of switch in line 17 is categorized as a skilled intrasentential instance of code-switching. It does not deviate from the English syntactic system nor it destroys the meaning of the utterance. Code-switching is so spontaneous with the learner of English (1L) that it seems to be free from confusion or constraint or hesitation. What is more significant to recognize is that the switched item from second language is embedded in the syntactic pattern of the foreign language, and this is possible by conforming the suitable syntactic position in the utterance. By using Swedish code-switching, the learner of English EFL is skilful enough to make the whole utterance sound like English. The learner's discourse seems to be a natural juxtaposition of two constituents from English and Swedish to create a continued interaction.

This kind of switch highlights code-switching's value as a communicative resource in a multilingual interaction within the frame of learning English EFL in the classroom.

## 6.2. Intersentential code-switching

### 6.2. 1. The Kitchen (10:30-10:33)

01 T: is there any question? please ask ((pause))

02 L: excuse me teacher↑ **ska vi ha också IN THE KITCHEN i provet?** ((laughter))

(Shall we have also) (in the exam)

03 T: yes

[[

In this excerpt, the teacher asks her students whether they have any inquiry before she leaves the classroom and one of the learners asks her to get information about the content of the next exam. She is uncertain for she has no adequate information about the last subject in the unit, IN THE KITCHEN, is included in the exam or not. As the learner in need for information's clarification, the

learner asks to get the necessary information. Although the student is seen confused when she has no idea about the authentic information and uses two languages in one utterance, the teacher can make something of her words.

The learner has practiced a complete switch in the above example. This is a normal type of learners' intersentential code-switching practiced in the classroom. The learner of English EFL uses code-switching for practical purposes in the language classroom interaction, and seeks information is one of these purposes. The learner begins the utterance with an English verb and a pronoun followed by a verb plus a pronoun and a main verb in Swedish. In the example line 2 above there is an English clause followed by a Swedish clause which is followed by an English prepositional phrase and a Swedish prepositional phrase at the end of the utterance. According to Romaine, (1995), "Intersentential code-switching occurs between sentences where each clause or sentence is in a different language" (Romaine, 1995:122).

To convey the message and make the communication better understood, the learner uses intersentential code-switching. The aim of using code-switching is also to get clarification. This clarification comes to reduce any ambiguous word or statement leading to incomplete understanding. Code-switching is observed here as reported by Heller, (1995) that bilingual speakers draw on their linguistic resources to accomplish conversational goals.

### **6.3 Generalized Intrasentential Code-switching**

#### **6.3.1. The assignments ( 10:33-10:56)**

- 01 T: I am going to let you in pairs or threes  
02 1L: because when she was young, she hasn't done baby-sitter  
03 2L: what time does he look at his favourite TV programme?  
04 1L: at seven also  
05 1L: why couldn't she say "No" to Jenny?  
06 1L: because Jenny was very happy to go to the party

- 07 1L: why does she say "Yes" to Jenny?  
08 2L: she loves Swiss roll ((laughter))  
09 1L: and doughnuts.((slight pause)) and she said: Oh my God((laughter))  
10 1L: I come **nu** ((laughter))  
(now)

The excerpt above involves a different instance of code-switching practiced by the learner 1L of English in line 10. She uses a Swedish temporal or time adverb which is (**nu**) instead of the temporal adverb in English (now).

The teacher in this excerpt above tells her students to divide into two groups to do some assignments about the listening comprehension in the textbook in the classroom. While the two participants, learner (1L) and learner (2L) are engaged in doing the assignments, learner (1L) practices a code-switching in line 10. This time, it is a Swedish code-switching, though it is a switch not classified by Poplack, (1980).

The learner (1L) practices the code-switching in her utterance, line 10, where the learner's speech is not permeated by any sort of pause and the switch comes smoothly. By the way, the final sentence and the previous one in this excerpt are both extra-sentences, and not found in the assignments.

They come as a commentary and complementary utterance by learner (1L) to respond with the switch she practices to what learner (2L) has answered in line 8. The switch in line 10 is a generalized intrasentential code-switching. In the whole of the participants' utterance as the excerpt shows, most of the utterance belongs to learner (1L), where most of the assignments are done by learner (1L). Learner (1L) does not seem to make a false start or her speech includes a hesitation or long pauses. According to Poplack, (1980), skilled code-switching is unmarked by false starts, hesitation or lengthy pauses. This kind of code-switching that emerges in the learner's utterance is characterized by different type of

intrasentential code-switching. Also the switch reflects different degrees of ability the speaker may have as both interactional competence and motivations. "Code-switching, then, rather than representing deviant behaviour, is actually a suggestive indicator of degree of bilingual competence" (Poplack, 1980:616).

The excerpt shows how competent learner (1L) is to formulate herself in English. She goes on reading the question after the question with their answers, adding comments with the answers as well. Anyhow, the excerpt shows the other participant in the same group either speaks out of just one utterance or two, while learner(1L) is shown skilful enough to answer, switch, use idiomatic expression and give additional answers. As an interpretative description, if it is correct, it is not changing an adverb from one language to another is a sign of the learner's competence, rather it is an interactional capability on the part of the learner of English to switch from English to Swedish smoothly. These students are showing that they know how to exploit structural-grammatical and lexical similarities found in cognate languages such as Swedish and English. A generalized use of intrasentential code-switching may represent an overall discourse value between the bilingual members in the same group. The fact that the learners make use of English-Swedish code-switching has interactional implications and motivations.

#### **6.4. A Language Turn yet not Code-switching**

##### **6.4.1. The attention (11:20-11:23)**

01 T: what else Jenny is going to do?

02 L: she is going to ((pause)) **vänta** ↑ ((laughter))((looking at the book))

(wait)

The teacher asks her students a question during doing listening comprehension exercises in the classroom. The excerpt begins with the teacher's question. While she is waiting for an answer, one of the learners who is encouraged by the teacher to take part in the activity has been given the chance to answer but she fails to complete. Instead, she uses Swedish in line 2. The learner is eager to participate and answer the teacher's question starting with the right words but there are other learners who are ready to answer the same question also. The learner finds herself obliged to look at her book to seek the right answer before she makes a turn in using the language in order to continue speaking. The learner unfortunately finds it difficult to go on finishing the answer, therefore she changes her English to Swedish to give a signal with raised intonation that the others can wait her for giving the full answer. Here the learner is using Swedish to regulate the turn-taking. This is not an intrasentential code-switching for the Swedish word used here is not a part of the learner's answer and at the end it would be out of the context.

The language turn is used for different purposes and one of these is to negotiate the interaction. The learner, addresses the teacher and other participants in the classroom using the Swedish word, (**vänta**) to let her continue answering the question. Thus, the learners of English EFL design their speech to be effective in the interaction.

#### 6.4.2. The Hobby (10:41-11:27)

- 01 1L: what do you usually do on holidays?  
 02 2L: I go for shopping.  
 03 1L: you? ((pause))  
 04 3L: computers program((pause)) this is my hobby((pause))  
 05 3L: computer is my best((pause)) I ((pause))((smile,  
 nodding his head))  
 06 2L: can you ((short pause)) question ((short pause) him  
 07 1L: ask

- 08 2L: can you ask him?↓  
 09 3L: what do you like?((pause))  
 10 1L: what do you do? ↑  
 11 4L: in my free time, I write articles, reading and going for shopping  
 12 1L: yes  
 13 2L: shopping?!↑ ((surprise))  
 14 3L: like you ((laughter))  
 15 4L: shopping, yeah  
 16 2L: I think ((short pause)) women like shopping, men?((pause&laughter))  
 17 1L: **jo** ↑  
 (of course)  
 18 4L: men are different?↑  
 19 2L: not different((short pause)) but women are mer than men  
 (more)

In the excerpt above , the learners of English EFL are told to discuss what to do in their free times and each group is engaged to do this task in the classroom. The four participants in this excerpt are learners in one group. Two of them practice turns in line 17 and line 19. In line 17, the learner (1L) applies the Swedish interjection form to highlight her classmate's response in line 15 to the other participant's question in line 13 and to enhance the learner's utterance in line 11 for the learner (2L) does not agree with her classmate's utterance in line 11. Using such interjection as **jo**, though in Swedish, is considered as a feedback expression to show objection. This turn is seen as a tool by which the speaker can respond to others and to show how quick the response is.

The second turn practiced by learner (3L) is considered as a change to use the Swedish adjective **mer** instead of the English one (more). The learner of English in line 19 appears to reformulate the

idea she is going to communicate by making use of turn from English to Swedish. Notice that, while the speaker of the same utterance makes a minimal pause before she changes, in line 16 the speaker has made the same pause and her utterance has a high intonation in line 13.

On these grounds, it can be suggested that the use of another language is seen as confirmed by Gumperz, (1982), as the speaker's additional communicative strategy for enhancing human conduct. The speaker who changes languages in line 19 is the only learner who comments on her male classmate for his answer implies the activity of shopping. Other learners in the same group would not take sides with her, for they accept what she rejects.

Weinreich, (1953) has characterized the ideal bilingual speaker as an individual who switches from one language to the other according to appropriate changes in the speech situation such as topics and interlocutor. As such, the disputed topic in the pieces of conversation in the excerpt above can be seen in the situation of going for shopping in which the speaker who switches into Swedish in line 19, has a view that differs from the other interlocutors.

## **7. Discussion and Conclusion**

This thesis presents the use of English-Swedish code-switching in the process of learning English as a foreign language. It has revealed that learners of English practice different kinds of code-switching in the classroom and code-switching may serve as a strategy to continue the learners' utterances, or to direct a message or to involve the addressee or to clarify information. Code-switching is definitely not the result of the attrition of Swedish as a second language nor a lack of language competence in English as Sert(2005) claimed that using code-switching works as a "defensive mechanism" for students of English because they lack foreign language competence. Rather, it is used as a linguistic resource for the interactive construction of bilingual discourse as this study may

show. Also the functional resource that Cromdal(2000) talked about is going to hold true for most code-switching practiced by the learners of English in the present study.

The data analyses of eighteen excerpts of English-Swedish code-switching have clearly demonstrated that code-switching as a linguistic phenomenon occurs during learning English. Code-switching is employed continually in the classroom to achieve certain functions, such as that learners develop ways of making sense by using code-switching in their interaction in the classroom and code-switching is viewed in their discourse clearly as a significant social practice to design the recipient orientation.

I can sum up that code-switching, in this study, performs an expressive speech function. As confirmed by Myers-Scotton (1993), it is a form of performance expressing the capability of the speakers to exploit the different languages they control. Most of code-switching that is practiced by the learners of English in this study is Intrasentential code-switching. This shows the learners' proficiency in language change and interaction in the classroom.

The analysis has also revealed that code-switching occurs in the language classroom interaction in the form of nouns, adjectives, verbs, adverbs or verbal clauses. The most common code-switching occurrence in this study is the adjective and the single noun. The code-switched Swedish verb, prepositional phrase and adverb may also be found in this corpus. Most of the learners' code-switching occurred in the classroom naturally and undeliberately.

It might be concluded that the adult learners' of English code-switching is not only a combination of different constituents of two different languages in one context, but rather it is used as a strategy by the learners of English to employ it as both a linguistic and interactional resource to direct a fully comprehensible discourse and

to reformulate a quintessential way of speech and recipes for accomplishing certain interactional purposes in the classroom. By doing so, the meaning of their utterances can work out through interaction.

English as a foreign language classroom in adult school of Sweden is characterized by the continued occurrence of skilled code-switching, where the learners of English practice different kinds of code-switching smoothly. The linguistic production of learners of English contains many cases of code-switching which may give rise to a great deal of implications and motivations. The analysis has also revealed that code-switching is part of the learners' discourse in the classroom and intrasentential code-switching has been characterized as the core of that discourse, yet the learners practice intersentential code-switching too.

The researcher can summarize my findings in this study as follow:

1. In the eighteen extracts of learners' conversations containing code-switching, adjectives appeared to be the largest majority of code-switching occurrences. There are more than 7 cases of Swedish adjective code-switching.

2. The English-Swedish code-switching indicates the development of the learners' language production.

3. The English-Swedish code-switching occurs naturally and smoothly and the class discourse is spontaneous because code-switching is not accompanied by any kind of hesitation and not preceded by long pauses.

4. Swedish versus English choices are considered as a functional resource of individual preference which may indicate proficiency for the meaning can be explained in the interaction.

5. The occurrences of code-switching in the learners' utterances highlight the values code-switching may have as a communicative resource in the multilingual interaction.

The researcher concludes that code-switching can work as a helping device for both learners and teachers. Code-switching supports the students by providing the classroom discourse with relevant constituents. Moreover, teachers of English and languages in general can make use of the empirical studies of the phenomenon of code-switching in classrooms to discover facts and results which may contribute to finding solutions for many social and linguistic problems. As a future research, the students are allowed to have code-switching in the empirical studies. Code-switching in this study can be seen as a resource for the learners who have one feature in common that they treat code-switching as a functional discursive resource which they make use of to develop real language interaction.

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### Appendix 1 : list of Abbreviation

EFL	English as a foreign language
ELT	English Language Teaching
CS	Code-switching
L	Learner
T	Teacher
DA	Discourse Analysis
CA	Conversation Analysis

### Appendix 2 : Transcription Notation

The transcription conventions used in the transcriptions are as follows:

(( )) Observer note

**word** words in bold indicate the occurrence of code-switching

( ) words in parentheses indicate translation in English

*WORD* words in the upper case written in italics indicate title of the textbook of students

↑ rising intonation

↓ falling intonation

// transcription of pronunciation of the preceding word

word underlined word or syllable indicates that it is accentuated by the speaker

**Appendix 3: Questions in Adult Students' Interview**

1. How old are you?
2. What is your mother tongue?
3. What other languages can you speak?
4. Do you like to speak English or Swedish in school?
5. Do you feel that you can understand English in the classroom?
6. What activity do you enjoy in English classes? Give your priority 1, 2, 3, 4  
Reading.... Writing.... Speaking..... Listening.....
7. Do you have any problem or difficulty in speaking English?
8. How long have you been here in Sweden?
9. Did you study English before you come to Sweden?
10. Do you prefer to answer your teacher's questions in written or oral form or both in the classroom?
11. Do you usually use a Swedish-English dictionary?
12. How often do you use a dictionary in the school?
13. Do you want to study much more advanced level in English?
14. Do you prefer to study more than one language at the same time?