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Sociolinguistics: Code-Mixing and Code-Switching as a Teaching Mechanism in the Classroom

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ABSTRACT

This paper highlighted on effectiveness of the student perception of applying this kind of mechanism (code-switching and code-mixing) in the classroom. Many research claims that teaching in classroom using these approaches makes the lesson more clear than using one language for the student regarding the teaching but at the same time its disadvantages more than its advantages, and also in the speech case when using the approach will clearly give an unsatisfied amount of results, and might cause a "terminological confusion" of the sentence during the speech whereas it has an unclear effectiveness on the student language vocabulary and perception during the time. The data of this research collected form five universities in Indonesia, and interviewing five students of every year in every university (100). The results and the outcome of this research were more than positive, switching and mixing in the classroom is considered in the classroom for about nearly 85%, students faces an unconscious threat for their language and speech fluency, not to mention the lake of vocabularies that encountered of applying this technique as a teaching mechanism in the classroom. This research is a combination of sociolinguistics and psycholinguistics mechanism studies the how and the why the act of "terminological confusion" happened.

Background

Code-switching and code-mixing are well-known traits of the average bilingual in any human society the world over. This study evaluate and examine code-switching and code-mixing phenomena in the classrooms, and how long the phenomena may affect the pupil's perception when obtaining or acquiring a foreign or second language. It highlights also on the possible ways in using two languages in teaching. Code-mixing is the use of two languages within the same clause (sentence) or in the same written sentence. It is a common phenomenon in societies in which two or more languages are used. Studies of code-mixing enhance our understanding of the nature, processes and constraints of language and of the relationship between language use and individual values, communicative strategies, language attitudes and functions within particular socio-cultural contexts.

- (R.A. HUDSON 1996) "Code-switching is the inevitable consequence of bilingualism"
- Lesley-Anne Kasperczyk the first type of language switching "is known as mechanical switching. It occurs unconsciously, and fills in unknown or unavailable terms in one language. This type of code-switching is also known as code-mixing. Code mixing occurs when a speaker is momentarily unable to remember a term, but is able to recall it in a different language" (Lipski, 1985, p. 12).

Codes

Code (mother tongue language), Code (Second, foreign language), Third code (the mix between mother tongue and second or foreign language)

Third code, as Bentahila and Davies (1983) named it. The recreated sentence after mixing two codes (languages) performed to produce a sentence code was considered as a third code, ("act of choosing one code rather than another").

Muscle memory

When a movement is repeated over time, a long-term muscle memory is created for that task, eventually allowing it to be performed without conscious effort. This process decreases the need for attention and creates maximum efficiency within the memory systems. Examples of muscle memory are found in many everyday activities that become automatic and improve with practice, such as riding a bicycle, typing on a keyboard, typing in a password, playing a musical instrument, or martial arts.

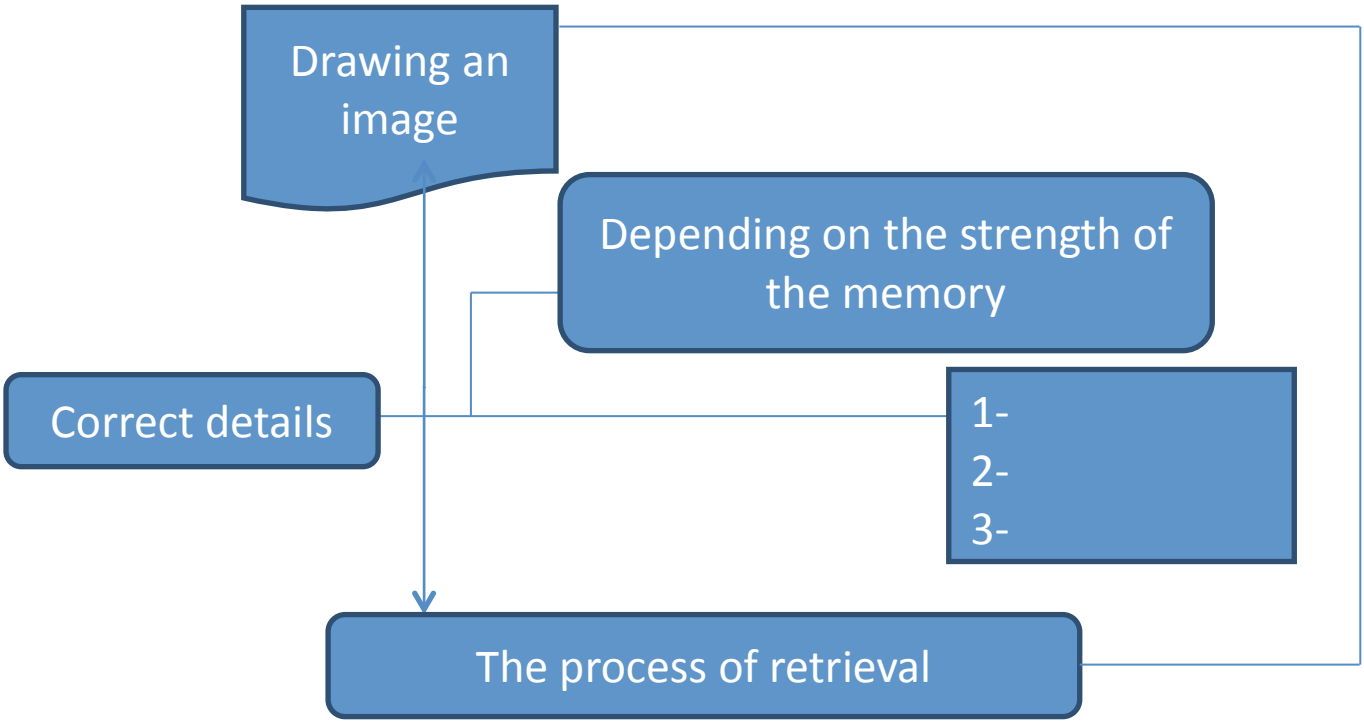
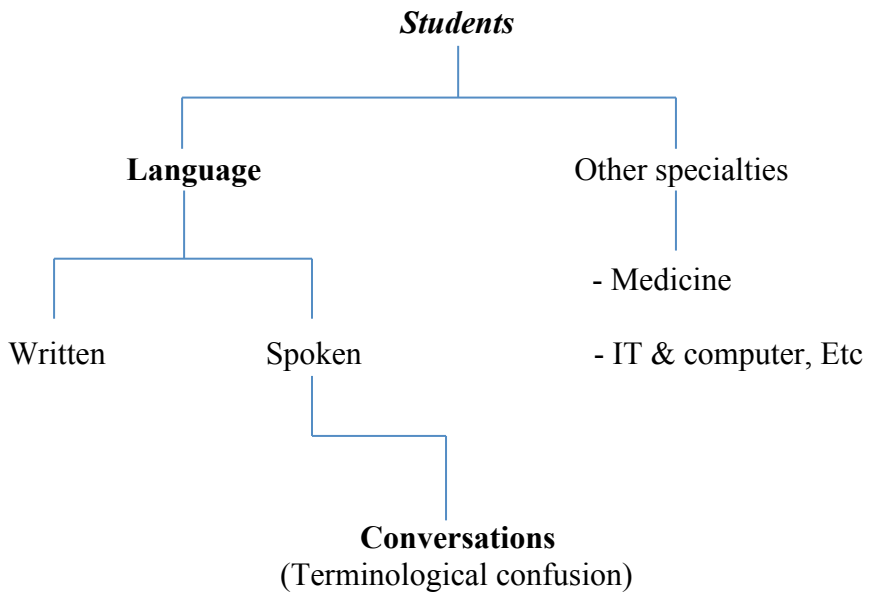


Figure 1. The Information Processing Mechanism of the Brain (Bertil Osterberg)

Main Point



Ping Liu defines this issue as "As with any aspect of language contact phenomena, research on code-switching and code-mixing firstly plagued by the issue of terminological confusion" (Ping Liu 2008)

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