I'm not robot

reCAPTCHA

Continue

Diglossia and code switching

The term code switching is used when examining how people talk in different situations. The code is considered as a more neutral way of expressing the dialect and is believed to be generally two codes, a prestigious code and a daily code. The term diglossia is also used to describe a person's ability to move from one dialect or code to another. The subtle difference between code switching and diglossia is that diglossia is considered to be a more intentional change of dialect due to the situation and code switching is perceived as a more subconscious change. This article refers to alternating between two or more languages in speech. For other uses, see Switch code (disambiguation). The action to change between two or more languages or varieties of languages in the context of a single conversation The lead section of this article may be too short to adequately summarize its key points. Please consider extending the leads to provide an accessible overview of all important aspects of the article. (November 2020) Sociolinguistics Key Concepts Code-toggle Diglossia Language Change Language Language Planning Multilinguals Study Fields Accent Dialect Register Speech Analysis Language Varieties Language Description Variation People Sociolingvists Related Linguistic Swaying Linguistics Linguistic linguistics Linguistics Sociological Linguistics Language Portalvte Language Category In Linguistics, Switching Codes or Alternating Language Occurs When a Speaker Alternates Between Two Or More Languages , or varieties of language, in the context of a single conversation. Multilingual, multilingual speakers, sometimes use elements of multiple languages when they make conversation with each other. Thus, the switching of the code is the use of several linguistic varieties in a manner compatible with the syntax and phonology of each variety. Used in 1940 and 1950, many researchers considered code switching to be a substandard use of language. [1] Since the 1980s, most researchers have come to consider it a normal, natural, bilingual and multilingual use of languages. [2] [3] The term code switching is also used outside the linguistics domain. Some scholars use the term to describe literary styles that include elements from several languages, such as in the novels of Chinese-American, Anglo-Indian or Latin writers. [4] In popular use, code switching is sometimes used to refer to relatively stable informal mixtures of two languages, such as Spanglish, Taglish or Hinglish. [5] Both in popular use and in the study of name switching is sometimes used to refer to switching between dialects, styles, or registers. [6] This form of switching is practiced, for example, by African-American Vernacar English speakers as they move from less formal to more formal settings. [7] Such when carried out by public figures, would be politicians, are sometimes criticized as signaling inauthenticity or insincerity. [8] Distinctive features Switching the code is different from other linguistic contact phenomena, such as loans, pidgins and creoles and translation of the loan (calques). Loan affects the lexicon, the words that make up a language, while the switching code takes place in individual statements. [9] [10] [11] Speakers form and establish a pidgin language when two or more speakers who do not speak a common language form a third intermediate language. On the other hand, speakers practice switching code when speaking fluently in both languages. Mixing code is a thematically related term, but the use of code switching terms and code mixing varies. Some researchers use any of the terms to designate the same practice, while others apply code mixing to designate the formal linguistic properties of linguistic contact phenomena and switchcodes to designate the actual uses spoken by multilingual people. [12] [13] [14] Code change and language transfer There is much debate in the field of linguistics about the distinction between code switching and language transfer. [15] According to Jeanine Treffers-Daller, considering CS (code change) and language transfer as similar phenomena is useful if someone wants to create a theory as parsimonious as possible, and it is therefore worth trying to pursue such a unified approach, unless there is convincing evidence that this is not possible. [15] Not all linguists agree on whether similar phenomena should be considered. In some cases, linguists refer to the benefits and disadvantages of language transfer as two separate phenomena, namely language transfer and linguistic interference, respectively. [16] In such opinions, these two types of language transfer, together with the change of code, may include what is known as translinguistic influence. [16] Part of the debate can be resolved by simply clarifying key definitions. Obviously, linguists sometimes use different terminology to refer to the same phenomenon, which can confuse him to distinguish between two phenomena from each other in the investigative discourse. For example, psycholinguists frequently use the term language switching with reference to controlled and willful switching to another language. However, this term is difficult to use by linguists working on the natural switching of codes. [15] Linguists have adopted that switching codes involves switching between languages. But when a multilingual speaker fluent in languages being alternated, mitigate the claim behind this debate. This is because language transfer does not require switching between language systems to be performed by a multilingual speaker. Therefore, this may explain transfer errors where competence in a language is less than speaker in the other. On the other hand, there are linguists who argue that CS and transfer are manifestations of the same phenomenon, i.e. the influence of one language on another, is an attractive null hypothesis that can be tested in experimental environments. [15] Reason There are several reasons to change codes in a single conversation: A particular topic: People generally change codes during speech about a particular topic when a particular language is needed or preferred; alternative speech can better convey relevant concepts. Quoting someone: People will change the codes while quoting another person. Solidarity and gratitude: When expressing gratitude or solidarity, changing the code may take place by mistake or with the intention of promoting a report. Clarification: A speaker may engage in code switching when listeners have difficulty initially understanding certain words or concepts, or when the speaker does not know or remember the right words in one of the languages. Group identity: People can change their language to express group identification. This can happen, for example, when you introduce members of a particular group to others. [17] To soften or strengthen the command: While asking someone to do something, the switching code works to mark the accent or provide inspiration. Lexical need: People often use technical or idiomatic speech in a foreign or non-primary language; code switching occurs when the translation of such words or phrases could distort the precise meaning. Unconscious effort: People can engage in switching code without thinking about it. This can happen when one is scared of a particular event or circumstances, would be going on a thrilling walk to an amusement park. [18] To fit in: Switchcode is a useful tool for people to talk and act more like those around them. [19] To get something: When a person moves to a dialect, language or accent of local people in the area, he or she can get better offers, prices, or treatments when purchasing an item or service. [20] To say something in secret: Code change can be used when a person wants to send a message to another person with the intention that no one else around them understands if they are talking in another language. [21] Types of researchers use different names for different types of switching code. Inter-stenting switching takes place outside the level of the sentence or clause (i.e. at the limits of the sentence or clause). [22] Sometimes it's called extratential switching. [23] In Assyrian-English it can be said, Ani wideili. What's going on? (These, Made. What's the matter?). [24] Intra-sentence switching takes place in a sentence or in a clause. [22] [23] In Spanish-English switching you might say, La onda is to fight y jambar. (The last fad is to fight and steal.) [25] Switching labels is switching either a label phrase or a word, or both to another, (common in intra-sentence switches). [22] In Spanish-English switching you might say, Él es de México y así los criaron a ellos, you know. (He's from Mexico, and they grow like this, you know.) [26] Intra-word switching takes place in a word itself, would be at a morpheme limit. [23] In English Shona might say, but ma-day-s a-no a-ya ha-ndi-si ku-mu-on-a. (But these days I don't see it much.) Here appears the English plural morphheme -s next to the prefix Shona ma-, which also marks the plurality. [26] Most code switching studies focus primarily on intra-sentence switching, as it creates many hybrid grammatical structures that require explanation. The other types of switching words that simply follow the grammar of one language or another. Intra-sentence switching may be alternative or inserted. In alternational code-switching, a new grammar appears, which is a combination of grammars of the two languages involved. Switching the insertion code involves inserting items from one language into the morphosintactic frame of the other. [26] Theories Social Theories The switching code refers to, and sometimes indexes membership of social groups in bilingual and multilingual communities. Some sociolinguists describe the relationships between code-changing behaviors and class, ethnicity and other social positions. [27] In addition, researchers in interactional linguistics and conversation analysis studied the switching of codes as a means of structuring speech in interaction. [28] [29] [30] Some speech analysts, including conversation analyst Peter Auer, suggest that switching codes does not simply reflect social situations, but is a means of creating social situations. [31] [32] [33] The Marking Model Main Article: The Marker Model, the Marked Model, developed by Carol Myers-Scotton, is one of the most comprehensive theories of code-changing motivations. It posits that foreign language users are rational and choose to speak a language that clearly marks their rights and obligations, in relation to and within other speakers, in the conversation and within it. [34] When there is no clear, unmarked choice of language, speakers practice switching the code to explore possible language options. However, many sociolinguists oppose the postulation of the Demarked Model that the choice of language is entirely rational. [35] [36] Sequential analysis The researchers of the conversation analysis, such as Peter Auer and Li Wei, argue that the social motivation behind code switching lies in the way code switching is structured and managed in conversation interaction; in other words, the question of why code switching occurs cannot be solved without first addressing the issue of how it occurs. conversation analysis (CA), these researchers focus their attention on the sequential implications of code switching. That is, whatever language a speaker chooses to use a return of conversation, or part of a turn, impacts subsequent language choices by the speaker as well as the listener. Instead of focusing on the social values inherent in the languages that the speaker chooses (the meaning brought), the analysis focuses on the meaning that the act of switching the codes itself creates (the meaning brought). [28] [35] Communication Accommodation Theory Communication Accommodation Theory (CAT), developed by Howard Giles, a professor of communication at the University of California, Santa Barbara, aims to explain the cognitive reasons for code change and other changes in speech, because one person either emphasizes or minimizes social differences between him and the other person (other) person in the conversation. Giles posits that when speakers seek approval in a social situation, they are likely to converge their speech with that of the other speaker. This may include, but is not limited to, the chosen language, accent, dialect and paralingual characteristics used in the conversation. In contrast to convergence, speakers could also engage in a divergent discourse in which an entire person emphasizes the social distance between him and other speakers by using speech with linguistic characteristics characteristic of his or her own group. Diglossia Main article: Diglossia In a diglossic situation, some topics are more suitable for using one language over another. Joshua Fishman proposes a domain-specific code switching model[37] (later refined by Blom and Gumperz)[38] in which bilingual speakers choose which code to speak based on where they are from and what they discuss. For example, a child who is a bilingual Spanish-English speaker could speak Spanish at home and English in class, but Spanish at halftime. [39] Language Theories The Critical or Controversy Section of this article may compromise the article's neutral view of the subject. Please integrate the content of the section into the article as a whole or rewrite the material. (June 2016) In studying syntactic and morphological patterns of language alternation, linguists postulated specific grammatical rules and specific syntactic boundaries for where code switching might take place. Model based on constraint: Poplack (1980) Shana Poplack's code switching model is an influential theory of grammar switching codes. [26] In this model, the code switching is subject to two constraints. The free morphem constraint stipulates that the code switching cannot take place between a lexical strain and the bound morphs. In essence, this constraint distinguishes the switching of the loan code. In general, the loan takes place in the lexicon, while the switchcode takes place either at the syntax level or at the [9] [10] [11] The equivalence constraint provides that switches only take place at points where the surface structures of the languages coincide or between elements that are normally ordered in the same way by each individual grammar. [26] For example, the sentence: I like you porque eres simpático (I like you because you are beautiful) is allowed because it obeys the syntactic rules of both Spanish and English. [40] Cases such as the noun phrases white house and casa blanca are excluded because the combinations are nongrammatic in at least one of the languages involved. Spanish noun phrases are made up of determinants, then nouns, then adjectives, while adjectives come before nouns in English noun phrases. The White House is excluded from the compulsion of equivalence because it does not follow the syntactic rules of the English language, and the blanca house is excluded because it does not comply with the syntactic rules of the Spanish language. [26] Critics cite the weaknesses of Sankoff and Poplack's model. Constraints of free-morphhems and equivalence are insufficiently restrictive, which means that there are numerous exceptions that arise. For example, free morpheme compulsion does not take into account why switching is impossible between certain free morphemes. The sentence: The students had visto to the Italian película (Students saw the Italian film) does not appear in the Spanish-English code-toggle, but the free-morphheme compulsion would seem to postulate that it

can. [41] Equivalence coercion would also exclude switches that frequently appear in languages, as when Hindi post-positional phrases are exchanged with prepositional phrases in English as in the sentence: John gave a book ek larakii ko (John gave a book to a girl). The phrase ek larakii ko is literally translated as a girl to, making it ungrammatic in English, and yet this is a sentence that appears in the English-Hindi code of switching, despite the requirements of coercion of equivalence. [26] The Sankoff and Poplack only identify the points at which the switch is blocked, as opposed to explaining which components can be switched and why. [26] Matrix Language Framework Model This section may be too technical for most readers to understand. Please help improve it to make it easy for non-experts to understand without removing the technical details. (November 2013) (Learn and when to remove this template message) Carol Myers-Scotton's Matrix-Frame (MLF) is the dominant insertion code switching model. [26] The MLF postulates that there is a matrix language (ML) and a built-in language (EL). In this case, elements of the embedded language are inserted into the morphosintactic frame of the array language. The hypotheses are as follows (Myers-Scotton 1993b: 7): The matrix language hypothesis states that those grammatical procedures in the central structure of the linguistic production system that the surface structure of the matrix + constituent language of the embedded language (linguistics) are only procedures based on the language of the matrix. Matrix. the hypothesis is intended to suggest that the construction of the frame precedes the insertion of morphemes of the content. An array language can be the speaker's first language or the language in which morphs or words are more commonly used in speech, so the dominant language is the Matrix language and the other is the embedded language. A Matrix Language island is a constituent composed entirely of matrix tongue morphs. [42] According to the lock hypothesis, in the language matrix + embedded language constituents, a lock filter blocks any embedded language content morphem that is not congruent with the Matrix Language in terms of three levels of subcateing abstraction. Congruence is used in the sense that two entities, linguistic categories in this case, are congruent if they correspond to the relevant qualities. The three levels of abstraction are: Even if Embedded Language achieves a certain grammatical category as a content morphem in the Matrix language the Matrix Language blocks the appearance of the embedded language content morphem. (A content morphem is often called open-class morpheme because they are part of categories that are open to the invention of arbitrary new elements. They can be invented words such as smurf, nuke, byte, etc. and can be nouns, verbs, adjectives and some prepositions. A system morphem, such as function words and inflections, expresses the relationship between content morphemes and does not assign or receive thematic roles.) The Matrix language also blocks a morphem of constituent embedded in these components if it is not congruent with a morpheme equivalent of matrix language content in assigning this role. The congruence between the morphs of the content of the embedded language and the morphs of the matrix language content is achieved in terms of their pragmatic discourse or functions. Examples Hindustani (Urdu or Hindi)/English Like to do kiijiye with himmat and faith in you. (Code switch, English to bold) Face life with courage and self-belief. (Translation) Swahili / English Hata wengine nasikia washawekwa cell. (Code switch, English to bold) Even others I heard were put [in] cells. (Translation) We see that example 1 is consistent with the lock hypothesis and the criteria for morpheme system content, so the prediction is that Hindi or Urdu equivalents are also content morphemes. Sometimes, the non-congruence between Matrix and Embedded Language counterparts can be circumvented by accessing empty forms. The cell is an empty shape and thus the thematic role of the cell is assigned by the verb -wek- put in/on; this means that the verb is a content morpheme. The hypothesis of triggering the island of language states that when an embedded language morpheme occurs, which is not permitted either in the matrix language hypothesis or in the The hypothesis, it triggers inhibition of all matrix language accessing procedures and complements the current constituent as an embedded language island. The built-in language is composed only of embedded language morphemes and are well formed by the grammar of the embedded language, but are inserted within the Matrix Language. Therefore, the Embedded Language Islands are under the constraint of matrix grammar. Examples swahili /English *Sikuona your barau ambayo ulihypothesis. (Ungrammatic, Bold English Code) I didn't see the letter you lost. (Translation) Swahili / English * Nikamwambia anipe ruhusa niende ni-ka-check for wewe. (Switch code, ungrammatic, English in bold) and I told him he should give me permission to go look for you. (Translation) Nikamwambia anipe ruhusa niande ni-ka-check for you. (Code switch, grammar, English to bold) Example 1 is negrammatic (indicated by the main asterisk) because you have the right to use the internet. is accessed, so the trigger hypothesis of the built-in language island predicts that it must be followed by an English head (for example, your letter) as an island of built-in language. The reason is that possessive adjectives are system morphemes. We see the same thing happening in example 2, which is therefore negrammatic. However, the correct way to finish the sentence is not for wewe, moving back to Swahili; rather, it should end with for you, which would be an embedded language island. The hierarchy hypothesis of the implications of embedded language can be declared as two under the assumptions: The further away a constituent is from the main arguments of the sentence, the more free it is to appear as an embedded language island. The more structure there is, the more likely it is to appear as a built-in language island. Declared more powerful, choosing any part of an idiomatic expression will result in an embedded language island. [26] Hierarchy of the implications of the embedded linguistic islands: formulaexpressions and expressions (in particular prepositional phrases expressing time and manner, but also as the verb phrase complements) Other expressions of time and manner Quantifier expressions Non-quantifier, non-time nouns phrases like verb phrase complements Agent Noun phrases Role and case assignors, ie the main finite verbs (with complete inflections) Examples Wolof / French Le matin de bonne heure ngay joge Medina pour dem juilli. Suba tae nga fa war a joge. (Switch code, French in bold) Early in the morning you leave The Morning to pray. Early morning you should leave then. (Translation) Arabic/English (Kayf heya derasatik I English?) (Code switch, Arabic with bold characters) go language studies (Translation) Swahili /English Ulikuwa ukiongea a lot of nonsense. (Code switch, English to bold) You were talking a lot of crap. Nonsense. We see example 1 working, because French Embedded Language island Le matin de bonne heure, early in the morning, is an expression of time. (Also repeated in Wolof in the second sentence.) In Example 2, we see the quantifier a lot of is a predicted island embedded language. Here we see an objective addition of a finite verb that begins with the quantifier. Jeff MacSwan's constraint-free approach to analyzing the switching code. This approach sees the explicit reference to switching codes in grammatical analysis as tautological and aims to explain language variation with regard to the unique contributions of the grammatical properties of the languages involved. MacSwan characterizes the approach with the chorus, Nothing limits the switching code apart from the requirements of mixed grammars. [43] The approach focuses on rejecting any rule or principle that explicitly refers to changing the code itself. [44] This approach does not recognize or support terms such as matrix language, embedded language, or linguistic framework, which are typical in constraint-based approaches, such as the MLF Model. Rather than highlighting constraints specific to language alternation, as in traditional works in the field, MacSwan argues that mixed words should be analysed with a focus on the specific and unique linguistic contributions of each language found in a mixed expression. Because these analyses are based on the full range of linguistic theory, and each dataset presents its own unique challenges, a much broader understanding of linguistics is generally necessary to understand and participate in this style of codswitching research. For example, Cantone and MacSwan (2009)[45] analyzed the differences in the order of words for nouns and adjectives in German-Italian codes using a typological cinema theory that was proposed independently in syntax literature; their account derives from the word deeds of order of The Italian-German codes which stumble from the underlying differences between the two languages, according to Cinque's theory. [citation required] Controversy remains much to be done before a more complete understanding of the phenomena of code change is obtained. Linguists continue to debate apparent counter-examples to the proposed theories and constraints of code-changing. [12] [26] [46] The closed-class constraint, developed by Aravind Joshi, posits that closed class elements (pronouns, prepositions, conjunctions, etc.) cannot be switched. [47] The functional head constraint developed by Belazi et al. argues that the commutation of the code cannot take place between a functional head la complementizer, a determinant, an inflection, etc.) and its complement (sentence, noun-expression, verb-expression). [41] These among other things, would be the Matrix Language-Frame model, are controversial among linguists who postulate alternative theories, so it is seen that they support and make general predictions based on specific assumptions about the nature of the syntax. [12] [46] Myers-Scotton and MacSwan discussed the relative merits of their approaches in a series of exchanges published in 2005 in Bilingvism: Language and Cognition, Issues 8(1) and 8(2). Bilingual Neuroscience Advantage Compared to their monolingual peers, bilingual children seem to have some advantage in non-linguistic tasks related to executive and attentional control. For example, they are able to identify relevant visual information and better ignore irrelevant perceptual information than monolingual children. Bilinguals use these executive and attention processes on a daily basis, as they must be able to quickly select the correct vocabulary and grammar in context. [48] Neuroanatomy Research has shown that knowledge and use of multiple languages alters both the anatomical and functional organization of the brain, leading to different functional capacities in both language and other fields. Certain regions of the bilingual brain have repeatedly been shown to differ from that of monolinguals, both in size and neuronal activity. One such study (Michelli et al., 2004) showed a significant increase in the density of gray matter in the left lower parietal cortex of bilinguals in relation to monolinguals, as a specific example of experience-dependent cerebral plasticity. Another study (Coggins et al., 2004) showed an increase in the volume of the anterior middle body of the calos body, which is involved in primary and somatosensory function, in bilinguals. Research suggests that growth is accommodation to increase the telephone capacity of bilinguals. [48] Subcortical Network Using case studies of bilingual patients with brain damage, the researchers theorized that language switching is based on inhibition of non-target language using left basal ganglia alongside executive control processes with anterior, prefrontal, and frontal corticals, or bilateral supramarginal gyri and Broca's area. The dorsolateral prefrontal cortex has also been shown as significant in the control of language switching and inhibition of unused language by uncontrollable language switching observations in patients with damage to this area of the brain. Increased activation is observed in the dorsolateral prefrontal cortex during language change, but not regularly. [48] Extended control process model Postulates that the language that is not used is active while using another language and can be primed through a conversation. This primer is making it difficult to identify activation changes within any data network. Based on the various studies, it is shown that the spoken context immediately affects the likelihood of a code switch; may influence the activation of lexico-syntactic representations, thus making representations more available Selection. [49] The model of the extended control process states the following: Language control signals operate on a subcortical gate that acts as a builder of expression plans. The gate interacts with the frontal regions to select a syntactic structure and links the roles in that structure to a specific lexical content. Plans are built into the competition planning layer of the CQ queue network. The competitive choice layer of this network allows the serial order to exit the parallel activation of the elements in the plane. [49] The model assumes that use in code switching uses two different types of language control, which is competitive control and cooperation control, with respect. In competitive language control, the gate will allow single-language constructions to enter the plan. On the other hand, there are two forms of cooperative control: the coupled control (the language of the matrix temporarily cedes control of another language to allow the intended insertion or alternation before the control is returned) and the open control (the entry into the repentance planning mechanism is determined by the elements in any of the most active languages at a time). [49] Brain Response In a study published in 2001, even related potentials (ERPs) were recorded by native English speakers because they randomly named figures in English or L2. The results of the study showed that participants named slower figures after a language switch, regardless of the direction of the switch. Language switches from L1 to L2 have been characterized by an ERP N320, indicating inhibition of the unwanted lexicon, which may reflect a greater need to suppress an active L1 when using L2. However, switching the code during language comprehension, as opposed to production, did not result in an N320. [48] A 2002 study showed that language switches based on expected endings in sentences (in context) resulted in a response consistent with code switches treated as unexpected events at the physical rather than lexico-semantic level. The more competent the bilingual in L2, the lower the latency and amplitude at the code switch. [48] Limitations The lack of controlled environments for test subjects and their cognitive abilities in terms of language use and fluency has long been a concern in multilingual experimentation. Researchers try to compensate for results that do not follow trends by analyzing the social and linguistic history of the populations they are testing, but a good method of standardizing data models and variations based on individual idiocs has yet been created and implemented. [48] [49] Only a few studies have been to measure brain activity during code switches, so that general trends cannot be expanded into larger theories without follow-up tests. Literary Switch code There is an increase research that examines how code switching fits into the mimetic function of literary dialogue and how its functions can be compared with those of natural speech. [50] The study of the change of the literary code is relevant for understanding the oral code exchange. [51] [52] There is an overlap between CS functions in spoken and written ways. [53] Literary CS provides relevant sociolinguistic information on the modes of speech found in different communities; also portrays postcolonial tensions, cultural and emotional markers in speech. [54] Multilingualism in literature can embody complex multicultural identities and language-choice patterns. [50] Among the well-studied literary examples of radical multilingualism is The Novel Yo-Yo Boing by Giannina Braschi! (1998) and the memoirs of Susana Chavez-Silverman Killer Chronicles; both feature supported by the switchcode. [55] In Braschi's work, neither Spanish nor English are contained by the other by subjugation; rather, both languages appear at close frequency, and code switching is a constant throughout the book. [56] This liquidity finds in border situations (in characters often changing languages on emotionally related topics) be they cultural, social, linguistic or personal. [57] The topics of Braschi's multilingual dialogues include discrimination, sexism information, racism and harassment related to language choice, fluency and trust in word choice, accents, grammatical inflection, and miscommunication. [58] Thus, the paper provides an interesting exploration of language issues in Latin cultural production in the US, as well as changing the code in other bilingual discourses. [59] To a lesser extent, Junot Díaz's The Brief Wostrous Life of Oscar Wao (2007) also shows code change as aesthetics and emotional markers in stories. [60] [61] Examples in conversation In this section, segments that are switched from the primary language of the conversation are displayed in red. African-American English in the classroom Children who grow up in African-American communities, who speak native African-American Vernacular English (AAVE), acquire a kind of bilingualism (or bidialectism) when entering mainstream American classrooms. Teachers and academic expectations they face require them to use standard, higher-prestige language features for school assignments and classroom participation, often effectively leading these students to develop an ability to quickly switch between nonstandard and standard English aave features. This may be a processing obstacle for some students who need to navigate subtle grammatical differences between the English varieties when interpreting prompts and instructions (see, for example, Terry, et al., 2010 on the past time the copula was/were). [62] [63] [64] Age is a significant factor in determining AAVE vs. several standard forms are produced by a certain with a significant decrease in AAVE class production occurring around the transition from kindergarten to kindergarten and first class. Craig and Washington (2004) found a reduction in five of six morpho-syntactic features studied during the transition from pre-K to kindergarten, including zero copula, zero items, zero past, zero plurals and zero prepositions. [65] The bidialectism developed by these children-show similar advantages to other types of bilingualism, including increased executive function and advances in critical thinking. [66] [67] As an example of this code change in action, see the following transcript of Rachel Jeantel's (RJ) testimony in George Zimmerman's trial for the murder of Trayvon Martin below. This transcript was analyzed in Rickford and King (2016); bold elements are phrases written in AAVE, represented by the symbol Ø) was originally used that was switched to an open copula(s) when asked for clarification by the court reporter (CR):[68] BR = prosecutor Bernie of Rionda BR: Okay. And after he used, excuse my language, he said, damn it, what happened then? RJ: The crow of behind me. CR: I'm sorry, what? RJ: [Slowly, deliberately] the black is behind me. Spanish and English researcher Ana Celia Zentella offers this example of her work with bilingual Spanish-English Puerto Rican speakers in New York. [5] In this example, Marta and her younger sister, Lolita, speak Spanish and English with Zentella outside their apartment block. Zentella explains that children in the predominantly Puerto Rican neighbourhood speak both English and Spanish: Within the children's network, English prevailed, but the switching of the code from English to Spanish took place every three minutes on average. [5] (English is in Italian; Spanish is in boldface.) Lolita: Oh, could I stay with Ana? Marta: - but you could ask Papi and Mommy to see if you could come down. Ana, if I leave her here, will you send her upstairs when you leave? I'll tell you exactly when I have to leave at ten o'clock. Y son las nueve y cuaro. (In Spanish) And it's nine fifteen.) Marta: Lolita, te voy a dejar con Ana. [In Spanish] I'm going to leave you with Ana.) Thank you, Ana. French and Tamil This example of switching from French to Tamil comes from ethnographer Sonia Das working with immigrants from Jaffna, Sri Lanka, to Quebec. [69] Selvamani, who moved from Sri Lanka to Quebec as a child and now identifies as Québécois, speaks to Das in French. When Selvamani's sister Mala laughs, Selvamani moves to Tamil to ask Mala why she laughs. After that, Selvamani continues to speak French. Selvamani also uses the word tsé (you know, contraction of you sais) and the expression je me ferai pas poigné (I will not manipulated), which are not standard French, but are typical for the working class Montreal Joual dialect. [69] (French is in Italic; Tamil is in boldface.) Selvamani: Parce que n'importe quand when I'nregistre ma voix Ça faire un faire d'un garçon. (In French) Because whenever I record my voice I sound like a boy) Also, TSÉ, i me ferai pas poigné ([in French] So, you know, I won't have had.) [Laughter] Selvamani: enmaa, ennata, enna romba cirità? ([in Tamil] What, what, why are you laughing so much?) Alors, is that i disais? ([in French] So what was I saying?) Researcher Paul Kroskrity and Tewa offers the following example of code switching by three elderly men from Arizona Tewa, who are trilingual in Tewa, Hopi and English. [70] They discuss the selection of a site for a new high school in the Eastern Hopi reserve. In their two-hour conversation, the three men mainly speak Ofewa; however, when Speaker A addresses the Hopi reservation as a whole, he code-switches to Hopi. His speaking Hopi when talking hopi-related issues is a norm of conversation in the Arizona Tewa speech community. Kroskrity reports that these arizona Tewa men, who identify culturally as Hopi and Tewa, use different languages to build and maintain their ethnic identities discreetly. (Tewa is in italics; Hopi is in boldface.) Speaker A: Tutuqtaykit qanaanawakna. ([in Hopi) Schools were not located.) Speaker B: Wedit'ókánk'egena'adi imbí akhonidi. ([in Tewa) They didn't want a school on their land.) Speaker C: Naembi eeyae nadenyadni dibit'ö'ámmí kaay's wediímu:di. ([in Tewa) It is after our children go to school right here than far away.) The Irish Latin and Irish annals were written in Ireland between the 8th and 17th centuries by Christian monks and priests. They spoke fluently in both Irish and Latin and wrote the annals in both languages, often changing them into a single system in which the code was switched from the primary Martyrology of Oengus. Irish is in italic; Latin is bold.) Conadail victorious Prince Conandil of Ess Mac nEirc in Connacht, ie Conna, which is the name, and his mother, out of love, joined the addition of dil silaba, ie dear is Conna to me.) Here is given a false etymology of the name of Prince Conandil. According to Nike Stam scientist, many switches consisted of inserted Latin fragments: short phrases or unique words. Some of these Latin phrases seemed to be of a formulaic nature and seemed to have originated in the medieval catena tradition. They are often used to cross-references to other sources or to conflicting opinions on a text. These are phrases like ut in proverbio dicitur [as they say in the proverb] and ut ferunt periiti [as experience wears out]. Most of the language switches, however, consisted of what Muysken called alternation: longer fragments, would be clauses or long sentences. This type of switching code has been linked to bilingualism in societies that are highly diglossic, and thus suggests that scribes compile and write glosses preferred to use the two languages according to specific rules. [75] See also the language portal Bibliography switching code switching in Hong Kong Cultural assimilation Hegemony Heteroglossia Llanito conditional language Metaphoric code-toggle mixed language Racilinguistics Register (sociolinguistics) Compatibility policy Situational code-style Style changetranslanguaging References ^ Weinreich, Uriel (1953). Languages in contact. The Hague: Mouton. ^ Goldstein, B.; Kohnet, K. (2005). Speech, language and hearing in the development of bilingual children: Current findings and future directions. Language, Speech and hearing services in schools. 36 (3): 264–67. two:10.1044/0161-1461(2005/026). PDID 16175889. Gutierrez-Clellen, V. (1999). Choosing language in intervention with bilingual children. American Journal of Speech Language Pathology. 8 (4): 291–302. two:10.1044/1058-0360.0804.291. Kohnet, K.; Yim, D.; Nett, K.; Duran, P.F.; Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on the development of language (languages) at home. Language, speech and hearing services in schools. 36 (3): 251–63. two:10.1044/0161-1461(2005/025). PDID 16175888. ^ Brice, A.; Brice, R. (2009). Language development: Monolingual and bilingual acquisition. Old Tappan, NJ: Merrill / Prentice Hall. ^ Torres, Lourdes (2007). In the contact area: Strategies for switching the Latin code / Writers. Melus, you've got it. 32 (1): 75–96. two:10.1093/melus/32.1.75. ^ a b c Zentella, Ana Celia (1997). Growing up bilingual. Malden, MA: Blackwell. ^ Demby, Gene (April 3, 2013). changing the code explains the world. Archived from the original on February 12, 2020. September 20, 2016. ^ DeBose, Charles (1992). Codeswitching: Black English and Standard English in the African-American linguistic repertoire. In Eastman, Carol (ed.). The codes are successful. Clevedon: Multilingual matters. pp. 157–167. ISBN 978-1-85359-167-9. ^ Kanngieser, Anja (2012). A sonic geography of the voice: Towards an affective policy. Progress in human geography. 36 (3): 336–353. two:10.1177/0309132511423969. S2CID 143836366. ^ a b Gumperz, John J. (1982). Speech strategies. Cambridge: Cambridge University Press. ISBN 9780521288965. Archived from the original on 2019-04-07. Taken 2018-08-09. ^ a b Poplack, Shana; David Sankoff (1984). Loan: Synchronize integration. Language. 22 (269): hdl:10315/2840. S2CID 14465695. ^ a b Muysken, Pieter (1995). Code change and grammar theory (PDF). In L. Milroy; P. Muysken (ed.). One language: Cross languages: transdisciplinary perspectives on code change. Cambridge: Cambridge University Press. pp. 177–98. ^ a b c Bokamba, Eyamba G. (1989). Are there syntactic restrictions on mixing codes?. World English. 8 (3): 277–92. two:10.1111/j.1467-971X.1989.tb00669.x. ^ Clyne, Michael (2000). Code switching constraints: how universal are they?. In L. Wei (ed.). The reader of bilinguialism. Routledge. ISBN 9780415213356. ^ Genese, Fred (2000). Early development of bilingual language: one language or two?. In Li Wei (ed.). The reader of bilingualism. Routledge. ^ a b c d Treffers-Daller, J. (2009). Bullock, Barbara E; Toribio, Almeida Jacqueline (ed.). Switch and Transfer Code: An Exploration of Similarities and Differences (PDF). Cambridge Language Code Switching Manual: 58–74. two:10.1017/cbo9780511576331.005. ISBN 9780511576331. Archived (PDF) from the original on 2020-01-22. 2019-07-22. ^ a b Brice, A.E. (2015). Multilingual language development. International Encyclopedia of Social and Behavioral Sciences. 2: 57–64. two:10.1016/B978-0-08-097086-8.23126-7. ISBN 9780080970875. ^ Hult, F.M. (2014). Hidden bilingualism and symbolic competence: Analytical reflections on negotiating functions from the inside/out in Swedish speech situations. Applied linguistics, 35(1), 63-81. ^ Martin, Judith N. (May 16, 2017). Intercultural communication in contexts. Nakayama, Thomas K. (seventh ed.). New York, NEW YORK. ISBN 978-0-07-352393-4. OCLC 969438815. ^ Martin, Judith N. (May 16, 2017). Intercultural communication in contexts. Nakayama, Thomas K. (seventh ed.). New York, NEW YORK. ISBN 978-0-07-352393-4. OCLC 969438815. ^ Hult, F.M. (2014). Hidden bilingualism and symbolic competence: Analytical reflections on negotiating functions from the inside-out in Swedish speech situations. Applied linguistics, 35(1), 63-81. ^ Martin, Judith N. (May 16, 2017). Intercultural communication in contexts. Nakayama, Thomas K. (seventh ed.). New York, NEW YORK. ISBN 978-0-07-352393-4. OCLC 969438815. ^ Martin, Judith N. (May 16, 2017). Intercultural communication in contexts. Nakayama, Thomas K. (seventh ed.). New York, NEW YORK. ISBN 978-0-07-352393-4. OCLC 969438815. ^ a b c i Wei, ed. (2000). The reader of bilingualism. London: Routledge. ^ a b c Myers-Scotton, Carol (1989). Codeswitching with English: switching types, community types. World English. 8 (3): 333–346. two:10.1111/j.1467-971X.1989.tb00673.x. ^ McClure, Erica (2001). Oral and Written Assyrian-English Code-switching Archived 2019-04-07 at Wayback Machine. In Rodolfo Jacobson. Codeswitching Worldwide II. Berlin, New York: Mouton de Gruyter, 2001. pg 166. Print. ^ Woolford, Ellen. Bilingv Code-Switching and Syntactic Theory Archived 2018-09-28 at Wayback Machine. Language survey. Vol. 14. Cambridge: MIT, 1983. 520-36. Print. ^ a b c d e f g h i j Winford, Donald. Code linguistics An introduction to contact linguistics. Malden, MA: Blackwell Pub., 2003. 126-167. Print. ^ See: Heller, Monica (1992). Codeswitching policy and language choice. In C. Eastman (ed.). The codes are successful. Clevedon: Multilingual matters. Rampton, Ben (1995). Passage: Language and ethnicity among adolescents. London: Longman. Pujolary, Joan (2000). Genre, Heteroglossia and Power. A sociolinguistic study of youth culture. Berlin: Walter de Gruyter. ^ a b Wei, Li (1998). Why and Questions in The Codewitching Conversation Analysis. In P. Auer (ed.). Switch code into conversation: language, interaction, and identity. London: Routledge. Pp. 156–76. ISBN 978-0415216098. ^ Sebba, Mark; Wooton, Tony (1998). We, them and identity: sequential versus identity-related explanation in the code switch to conversation. In P. Auer (ed.). Switch code into conversation: language, interaction, and identity. London: Routledge. pp. 262–86. ^ Cromdal, Jakob (2001). Overlay in bilingual play: Some implications of switching code for resolution overlap. Research on language and social interaction. 34 (4): 421–51. two:10.1207/S15327973RLSI3404_02. S2CID 144487309. ^ Auer, Peter (1984). Bilingual conversation. Amsterdam: John Benjamins. ^ Cromdal, Jakob (2004). Building bilingual oppositions: Changing the code in children's disputes. Language in society. 33 (1): 33–58. two:10.1017/S0047404504031021. ^ Musk, Nigel John (2012). Performing bilingualism in Wales: Arguing the case for empirical and theoretical eclecticism. Pragmatics: Quarterly publication of the International Pragmatic Association. 22 (4): 651–669. two:10.1075/threshold.22.4.05mus. ^ Myers-Scotton, Carol (1993). Social motivations for Codeswitching: Evidence from Africa. Oxford: Clarendon. ISBN 9780198239239. Archived from the original on 2019-04-07. Taken 2018-08-09. ^ a b Auer, Peter (1998). Switch the code into the conversation. London: Routledge. ^ Woollard, Kathryn (2004). Codeswitching. In A. Durati (ed.). A companion of linguistic anthropology. Malden, Mass.: Blackwell. pp. 73–94. ^ Fishman, Joshua (1967). Bilingualism with and without diglossia; Diglossia with and without bilingualism. Journal of Social Issues. 23 (2): 29–38. two:10.1111/j.1540-4560.1967.tb00573.x. ^ Blom, Jan-Petter; John J. Gumperz (1972). Social significance in linguistic structures: code change in northern Norway. In J. J. Gumperz; D. Hymes (ed.). Directions in Sociolinguistics. New York: Holt, Rinehart and Winston. ISBN 9780415213356. ^ Reyes, Iliana (2004). Code-changing functions in student conversations. Bilingual research journal. 28 (1): 77–98. CiteSeerX 10.1.1.584.9938 two:10.1080/15235882.2004.10162613. S2CID 37003011. ^ Sankoff; David; Shana Poplack (1981). A formal grammar for switching codes. Works in linguistics. 14 (1–4): 3–45. CiteSeerX 10.1.1.667.3175. ^ a b Belazi, Heidi; Edward Rubin; Almeida Jacqueline Orbio (1994). Code change and X-Bar theory: functional head constraint. Linguistic query. 25 (2): 221–37. ^ Scotton, Carol. Dueling languages: grammatical structure in codewitching. Oxford: Clarendon Press; 1993. Print. ^ a b MacSwan, Jeff (2013). Code change and grammar theory. In T. Bhatoa and W. Ritchie. Manual of multilingualism (second ed.). Cambridge: Blackwell. ^ Cantone, K. F.; MacSwan, J. (2009). DP-internalwitching code syntax. In Isurin, L.; Winford, D.; Bot, K. (ed.). Multidisciplinary approaches to codswitching. Amsterdam: John Benjamins. pp. 243–278. ^ a b Bhatt, Rakesh M. (1995). Switching the code and functional head constraint. In Janet Fuller; et al. (ed.). The work of the eleventh Conference of Eastern States on Linguistics. Ithaca, NY: Department of Modern Languages and Linguistics. pp. 1–12. ^ Joshi, Aravind (1985). How much context-sensitivity is required for assigning structural descriptions: Tree adjacent to grammars. In Dowty, D.; Karttunen, L.; Zwicky, A. (ed.). Natural language analysis. Cambridge, England: Cambridge University Press. ^ a b c d e f Kutas, Marta, Moreno, E. & Wicha, N. (2009). Changing the code and the brain. In Bullock, B. E., & Orbio, A. J. E. Cambridge Language Code Change Manual. Cambridge University Press. 289–306. ^ a b c d Green, David (2018). Language control and code switching, Languages, 3, 8. two:10.3390/languages3020008. ^ a b Weston, Daniel; Gardner-Flores, Penelope (2015-08-01). Attention to the gap: What a switchcode in literature can teach us about the switching code. Language and literature. 24 (3): 194–212. two:10.1177/0963947015585066. ISSN 0963-9470. S2CID 145514498. ^ Diaz-Campos, Manuel (2015-09-08). Hispanic sociolinguistics handbook. John Wiley & Sons. ISBN 978-1-118-11810-0. ^ Aldama, Frederick Luis (2013-01-17). Routledge Concise History of Latino/a literature (in Italian). Routledge. ISBN 978-1-136-16174-2. ^ Gardner-Flores, Penelope; Weston, Daniel (2015-08-12). Code change and multilingualism in literature. Language and literature. 24 (3): 182–193. two:10.1177/0963947015585065. S2CID 145697937. ^ Aldama, Frederick Luis (2020). Poets, philosophers, lovers: on the writings of Gianina Braschi. Stovans, Ilan, O'Dwyer, Tess. Pittsburgh, Pa.: U Pittsburgh. pp. 5–6. ISBN 978-0-8229-4618-2. OCLC 1143649021. There is a rich and necessary corps of scholarships that focus on each writing, interfacing of English, Spanish, and language registers of switching codes, both as unique cultural markers and as aesthetic modeling devices. line flow character in Iquote» at 129 (help) ^ Torres, Lourdes (2007). In the contact area: Strategies for switching the Latin code / Writers. MELUS, YOU GOT IT. 32 (1): 75–96. two:10.1093/melus/32.1.75. ISSN 0163-755X. JSTOR 30029707. ^ Callahan, Laura (2003). The role of the register in the Spanish-English codes that are included in the prose. Bilingual Review / At Bilingve Magazine. 27 (1): 12–25. ISSN 0094-5366. JSTOR 25745760. ^ Moreno-Fernandez, Francisco (2020). Yo-Yo Boing! Or Literature as a translingual practice (poets, philosophers, lovers). Pittsburgh: U Pittsburgh. ^ Discrimination, evasion and stability in narrative in Puerto Rico in New York - ProQuest. search.proquest.com. Retrieved 2020-11-06. ^ Carroll, Julia; Parker, Margaret R.; Fuentes, Yvonne (2006-03-01). Leading Ladies: Mujeres en la literature hispana y en las arts (in Spanish). LSU Press. pp. 93–109. ISBN 978-0-8071-3082-7. Yo-Yo Boing!: The extremely complex link between identity and language can provide new insights for addressing language issues in the US Latin cultural production, as well as in bilingual speeches in other countries. CS1 tomorrow: date and year (link) ^ Torres, Lourdes (2007). In the contact area: Strategies for switching the Latin code / Writers. MELUS, YOU GOT IT. 32 (1): 75–96. two:10.1093/melus/32.1.75. ISSN 0163-755X. JSTOR 30029707. ^ Casielles-Suárez, Eugenia (2013). Radical Code-switching in wonderful short living by Oscar Wao. Bulletin of Hispanic studies. 90 (4): 475–487. two:10.3828/bhs.2013.30. ISSN 1475-3839. ^ Terry, J. Michael, R. Hendrick, E. Evangelou, R. L. Smith. 2010. Variable dialect of switching between African-American children: Deductions about working memory. Lingua 120 (10): 2463–75. ^ Mills, Monique T. & Julie A. Washington. 2015. Management of two varieties: Switching the code in the educational context. In Jennifer Bloomquist, Lisa J. Green & Sonja L. Lanehart (ed.), The Oxford Handbook of African American Language. Oxford University Press. two. www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199795390.001.0001/oxfordhb-9780199795390-e-22 (10 June 2020). ^ Washington, Julie A, Nicole Patton Terry, Mark S Seidenberg & Others. 2013. Language variation and literacy learning: The case of African-American children. Language and Literacy Handbook: Development and Disorders. Guilford Press New York, NY 204–221. ^ Craig, Holly K. & Julie A. Washington. 2004. Grade-related changes in the production of African-American English. Journal of speech, language and auditory research. American Speech Language Hearing Association 47(2). 450–463. 2004/036). ^ Lee-James, Ryan & Julie A. Washington. 2018. Language skills of bidialectal and bilingual children. Topics in Language Disorders 38(1). 5–26. ^ Fricke, & Quint Jan Kootstra. 2016. Amorsat in a spontaneous bilingual dialogue. Memory log and language. 91. 181–201. ^ Rickford, John R. & Sharee King. 2016. Language and language in the trial: Hearing Of Rachel Jeantel (and other Vernacular speakers) in the courtroom and beyond. Language 92(4). 948–988. ^ a b Das, Sonia (2011). Rewriting the past and reimagining the future: the social life of a language industry of Tamil heritage. American ethnologist. 38 (4): 774–789. two:10.1111/j.1548-1425.2011.01336.x. ^ Kroskrity, Paul V (2000). Linguistic ideologies in the expression and representation of Arizona Tewa's identity. In P. V. Kroskrity (ed.). Language regimes: ideologies, policies, and identities. Santa Fe, New Mexico: American Press School Research. pp. 329–59. ^ Codewitching in Irish-Latin Leabhar Breac (thesis). Archived from the original on 2016-04-16. 2019-04-28 – by www.lotpublications.nl. ^ Bisagni, Jacopo (January 1, 2014). Prolegomena to study code switching in old Irish glosses. Peritia, you've got it. 24-25: 1–58. two:10.1484/J.PERIT.5.102737. hdl:10379/7074. ^ Johnston, Elva (August 15, 2013). Literacy and identity in early medieval Ireland. Boydell Press. ISBN 9781843838555 – via Google Books. ^ Pahta, Päivi; Skaffari, Janne; Wright, Laura (December 18, 2017). Multilingual practices in language history: English and beyond. Walter de Gruyter GmbH & Co KG. ISBN 9781501504945 – via Google Books. ^ Stam, Nike. The Irish-Latin code-switching in a medieval Irish commentary. Archived from the original on 2019-06-17. 2019-04-28. External links Wikimedia Commons has media related to code switching. Taken from