

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covered the review of related literatures consists of previous studies, the definition of Code Mixing and Code Switching, definition of teaching, and teachers' interaction in a bilingual classroom.

A. The Previous Studies

Related to the study, before conducting the study, the writer reviews some related previous studies. These previous studies give a view about the issues discussed in the study. There were two previous studies related to this topic. Both are elaborated in the following.

Functions of Code-switching in Bilingual Classrooms, Abdur Rehman Tariq, Hafiz Ahmad Bilal, Naeem Abbas, Asad Mahmood, Department of English, University of Sargodha, Sargodha, Department of English, University of Lahore, Sargodha Campus, Pakistan. The role of code switching and code mixing in classrooms become a medium of instruction in second/foreign language teaching. Observations of bilingual/multilingual classrooms show that teachers use code switching and code mixing in different situations for different purposes. This study aims at knowing the functions of *CS* (code switching) and *CM* (code mixing), used by the teachers in classrooms and the significance of the functions. The data for this study were collected from teachers, teaching at intermediate level of government and private colleges using survey technique. The data were analyzed statistically using SPSS software. The finding of this study developed

awareness about the use of Code Switching and Code Mixing in bilingual classrooms. This study is significant as it would create flexibility in teaching methodologies of teachers. Findings and analyses of this study highlighted that the functions of code-switching in bilingual classrooms occurred especially with reference to Pakistani classrooms. Teachers preferred to the functions of code-switching in different conditions to fill the communication gap. As a result, this study suggests that the use of code-switching is a strategy to encourage teaching the foreign language in bilingual classrooms. Students' level should also be kept in mind while using code-switching. Aguirre describes that in classrooms where students and teachers are culturally and linguistically varied where the code-switching is inevitable as teachers use it as a strategy to learn students the target language. Code-switching offers a chance both for students and teachers to communicate without any restriction in the classroom. The outcome of this investigation shows that the use of Code switching is not a sin. Though, the use of Code switching receives much criticism but still in the light of the result of this study, we can say that the use of Code switching is significant in bilingual classrooms.¹

The similarity between the study and this study is that both of them talked about Code Switching. It was quite clear to say that the writer study is different

¹ *Functions of Code-switching in Bilingual Classrooms*, Abdur Rehman Tariq, Hafiz Ahmad Bilal, Naeem Abbas, Asad Mahmood, Department of English, University of Sargodha, Sargodha, Department of English, University of Lahore, Sargodha Campus, Pakistan. International Journal, Research on Humanities and Social Sciences www.iiste.org ISSN 2222-1719 (Paper) ISSN 2222-2863 (Online) Vol.3, No.14, 2013.

from this previous study. This study is concentrated on the functions of code switching in bilingual classrooms. Meanwhile, the writer's study focuses on the analysis of code mixing and code switching in the terms of their types and potential functions in bilingual teachings classroom interaction.

Linguistic Features of Code-Switching: A Study of Urdu/English Bilingual Teachers' Classroom Interactions. This study was an attempt to know about the practice of code-switching by the university teachers between Urdu and English in Pakistani context. From this study, we can conclude that code-switching is a natural, creative and innovative way of communication of the bilingual university teachers in Pakistan, which is used as a technique for facilitating students. The study suggests that while making use of the code-switching phenomenon, there is a frequent use of different linguistic features of code-switching between the two languages by university teachers. Most of the university teachers make use of code-switching between Urdu and English but in order to avoid its blind use; it remains on them to search different approaches and procedures to approach the significance, constraints and limitations of code-switching in the life of students. The following section contains some suggestions and recommendations that are worth considering for teachers.²

² Liaqat Iqbal, *Linguistic Features of Code-Switching: A Study of Urdu/English Bilingual Teacher's Classroom Interaction*, Departement of English International Islamic University Islamabad, Pakistan, International Journal of Humanities and Social Science Vol. 1 No. 14; October 2011.

In specific, from the data analyzed that the ratio of intra-sentential code-switching was far high than inter-sentential code switching, reflects the unawareness of the teachers. As severe use of intra-sentential code-switching makes teachers' language broken and gives students wrong impression of the teacher and have difficulty in learning language. Jacobson quoted by Aichun, also addresses this fact and says that if teacher uses intra-sentential code switching, then the child is not exposed long enough to any one language to drive from the teachers' talk the grammatical, semantic and lexical rules of English nor Spanish. This does not mean that teachers should say goodbye to the use of intra-sentential code-switching, rather they should take care of the place and proportion regarding its use.

The similarity between the study and this study is that both of them talked about Code switching. And the differences between writer study and the previous study is if the previous study only focuses on the linguistic features of code switching, meanwhile, this study focuses on the analysis of code mixing and code switching both the types and functions in bilingual teaching classroom interactions.

B. Definition of Code Mixing and Code Switching

1. Code Mixing

Code-Mixing is the use of two or more language by putting in or inserting linguistic elements in one language into other language

consistently. In code-mixing, dependency features are marked by the relationship between the language role and function. If the speaker mixes his/her code/language, then it must be asked who the speaker is: his/her social background, level of education, religion, etc. A speaker who masters many languages will have chance to mix code more than the other speaker who only masters one or two languages. For example is the use of Dutch language represents that the speaker is educated and “*tempo doeloe*” person. The use of ‘*krama inggil*’ in Indonesia- Javanese language represents that the speaker is from royal family or “*bangsawan*” etc.

As opposed to Code Switching, Code Mixing has generated numerous definitions. In early studies, it has been dismissed as abnormal behavior. It was observed that except in ‘abnormal cases, speakers have not been observed to draw freely from two languages at once’ and that at any given moment they are actually speaking one language. Kachru defines Code Mixing as a strategy used for the transferring of linguistic unit from one language to another. This transfer results in a ‘restricted or not so restricted code of linguistic repertoire’ which includes the mixing of either lexical items, full sentences or the embedding of idioms. In this sense, there is no limit insertion. Kachru re-emphasizes the theory later on in his *Alchemy of English*.³

³ Iwan Fauzi, Sociolinguistics, unpublished modul, STAIN Palangkaraya, p.51.

Further, Hock and Joseph state that Code Mixing occurs when content words are placed or inserted into the grammatical structure of another language. They also distinguish Code Mixing from lexical borrowing, stating that in Code Mixing, the mixing is heavier than in lexical borrowing.⁴ Blanc and Hamer refers to Code Mixing as a strategy that ‘transfer elements of all linguistic levels and units ranging from a lexical item to a sentence’.⁵ Further, they observe that though it is difficult to distinguish between Code Mixing and Code Switching, Code Mixing represents ‘*lack of competence*’ whereas Code Switching does not. In considering the above definitions, it is apparent that there is consensus among researchers that Code Mixing is a kind of ‘transfer’ of linguistics items, in most instances ‘content words’ or ‘constituent insertions’ from one language to another. Note that in many instances, there is reference to ‘insertion’ from one language to another, suggesting an asymmetrical involvement of languages in the bilingual lexicon.⁶

Hence, in Code Mixing as opposed to Code Switching, there is consensus that most often, the utterance (though bilingual) belongs to the structure of one language. There is also agreement among researchers that Code Mixing should be distinguished from its more celebrated counterpart

⁴ *Ibid.*

⁵ A pro Gradu Thesis: *English/Spanish Code Switching In Chicano Short Fiction*, Elina I. Lopez, p.19

⁶ *Ibid.*, p.20.

‘borrowing’, whilst acknowledging that the boundary that separates them is very thin. This observation is broadened in Muysken’s typology of Code Mixing.

Kachru defines Code Mixing as a strategy used for the ‘transferring’ of linguistic units from one language to another. Hock and Joseph propose that Code Mixing occurs when content words are placed or inserted into the grammatical structure of another language. Consensus among researchers that Code Mixing is a kind of ‘transfer’ of linguistic items, in most instances ‘content words’ or ‘constituent insertions’ from one language to another suggesting an asymmetrical involvement of languages in the bilingual lexicon.⁷

2. The Types of Code Mixing

a. Intra-sentential code mixing

This kind of code mixing occurs within a phrase, a clause or a sentence boundary, as when a French-English bilingual says: “I started going like this. *Y luego decla* (and then he said), look at the smoke coming out my fingers.” Another example is from Wardaugh “*Estaba training para pelar*” : “He was training to fight”, and as when a Yoruba/English bilingual says: *Won o arrest a single person* (*won o* they did not).

Or in Indonesian mixing *Bagaimana weekend kamu hari ini?*

⁷ *Ibid.*,p.51.

In learning English there are some capability needed such as *kepekaan bahasa*.

b. Intra-lexical code mixing

This kind of code mixing which occurs within a word boundary, such as in *shoppā* (English *shop* with the Panjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning ‘to’).⁸

Another example of Intra-lexical code mixing between Indonesia and English is:

Aku beli HP Pavilion mx50, walau *processor-nya* celeron 766 tapi spesifikasinya bagus.

Siapa yang *meng-order* buku ini?

Siapa *developer-nya*, pak?

3. Code Switching

Poplack and Meechan in Iwan Fauzi define Code Switching as the ‘juxtaposition of sentences or sentence fragments each of which is internally consistent with the morphological and syntactic rules of its lexifier language’.

⁸ Dias Astuti Cakrawarti, *Analysis Of Code Switching And Code Mixing In The teelit Canting Cantiq* By Dyan Nuranindya, Semarang, Faculty Of Humanities Diponegoro University, 2011, P 14-15

Myers general definition of code switching is ‘the use of two language varieties in the same conversation.’

Grosjean in Iwan Fauzi observes that Code Switching is an extremely common characteristic of bilingual speech and defines it as ‘the alternate use of two or more languages in the same utterance or conversation’.⁹ Bokamba says: “Code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech even. Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand”.

Code-switching and code-mixing are wellknown traits in the speech pattern of the average bilingual in any human society the world over. Myers-Scotton defines code switching as the use of two languages varieties in the same conversation. But it may be appropriate to mention some researchers’ view on two terms, code switching and code mixing. Muysken says that code switching is used for cases in which the two codes maintain their monolingual features, while code- mixing is used for cases where there is some convergence between the two languages. On the other hand, Myers-Scotton differentiates between the two terms, stating that code switching occurs when

⁹ Iwan Fauzi, *Sociolinguistics*, Palangkaraya:STAIN Palangkaraya, 2012, p.50.

bilinguals alternate between two languages during one interaction with another bilingual person while code mixing is the use of words, affixes, phrases and clauses from more than one language within the same sentences.¹⁰ Code-switching is changing event from one code to another. For example, at first someone uses Indonesian language, and then he/she switches into Javanese. This event manifests in switch of regional, social, style and register variants.

4. The Types of Code Switching

There are three kinds of Code Switching as follow:¹¹

1) Emblematic or Tag Switching

Tag switching according to Poplack “is an insertion of a tag in one language into an utterance which is entirely in other language.” In this kind of code switching, **tags and certain set phrases** in one language are inserted into an utterance otherwise in another, as when a Panjabi/English bilingual says or Indonesian-English bilingual says:

It's a nice day, *hana?* (*hai nā-isn't it*).

It's okey, no problem, *ya nggak?*

Gimana ya? Any suggestions or ideas for me, dear?

¹⁰ Muysken, P. 2000. *Bilingual Speech: A typology of Code-Mixing*. Cambridge: Cambridge University Press.

¹¹ Hanna Yletyinen, *The Functions of Code Switching In EFL Classroom Discourse*, Department of Languages, University of JYVÄSKYLÄ, 2004, p.13

The first type of code switching is tag-switching, which requires only little integration of the two languages. Poplack uses the term tag-switching. Tag-switching involves inserting a tag in one language to an utterance which is otherwise in another language.

2) Inter-sentential Switching

This switching **occurs between sentences**. It switches at a clause or sentence level. In which each clause or sentence is in different language.

This kind of code switching occurs between clause or sentence boundary, where each clause or sentence is in one language to other language, inter-sentential (switches from one language to the other between sentences), as when an adult Spanish-English bilingual says:

“Tenia zapatos blancos, un poco, they were off-white, you know.”

It’s really great new that all of you can be together now. It’s really great.

Gimana, mas Bambang sekolah disitu atau tidak?

According to Poplack, the second type of code switching is inter-sentential switching. It takes place between sentences, i.e. the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language.

3) Intra-sentential code switching

Intra-sentential switching, the third type defined by Poplack is a type of Code Switching that **occurs within a clause or sentence boundary**.

Examples: You are welcomed anytime *kalau mau kesini*..¹²

Intra-sentential switching occurs within a sentence. As this is so, it also involves the greatest syntactic risk as words or phrases from another language are inserted into the first language within one sentence or utterance.

Switches can be either intra-sentential (switches within the same sentence, from single morpheme level to higher levels) or inter-sentential (switches from one language to the other between sentences); furthermore, intra- and inter-sentential code switching often involves stretches of more than one word. As seen in figure 1 below:

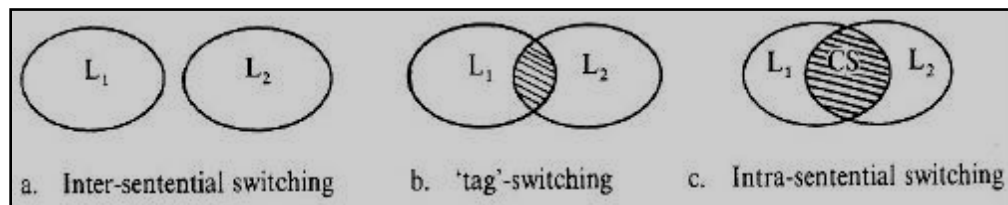


Figure 1: The types of code switching and the degree of code switching in two languages.¹³

5. Reasons for Bilinguals to Switch or to Mix Their Languages

According to the Hoffman's theory there are some reasons or functions of the code mixing and code switching, as follow:¹⁴

- a. Talking about a particular topic

¹² *Ibid.*, p.14

¹³ *Ibid.*, p. 16.

¹⁴ *Code Mixing and Code Switching In Bam's Logging House*, 2011, URL : <http://eva-euy.blogspot.com/2011/02/code-mixing-and-code-switching-in-bams.html>. Accessed on 17 june 2013, at 11.00 a.m

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express their emotional feelings in a language that is not their everyday language.

b. Quoting somebody else

People sometimes like to quote a famous expression or saying of some well-known figures. In Indonesian, those well-known figures are mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays are good at English, those famous expressions or sayings can be quoted intact in their original language.

c. Being emphatic about something

Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, he/she, either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, there are some cases where people feel more convenient to be emphatic in their second language rather than in their first language.

d. Interjection (Inserting sentence fillers or sentence connectors)

Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.

e. Repetition used for clarification

When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).

f. Intention of clarifying the speech content for interlocutor

When bilingual talks to another bilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his/her speech runs smoothly and can be understood by the hearer.

g. Expressing group identity

Code switching and code mixing can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups. In other words, the way of communication of one community is different from the people who are out of the community.

h. Additional Reasons Given by Saville-Troike: To soften or strengthen request or command

For Indonesian people, mixing and switching *bahasa Indonesia* into English can also soften a request because English is not their native tongue so it does not sound as direct as *bahasa Indonesia*. However, code mixing and code switching can also strengthen a command since the speaker can feel more powerful than the listener because he/she can use a language that not everybody can.

- i. The most common reason for bilinguals to switch or mix their languages is due to the lack of equivalent lexicon in the languages.

To exclude other people when a comment is intended for only a limited audience. Sometimes people want to communicate only to certain people or community they belong to. To avoid the other community of people in their communication, they may try to exclude those people by using the language that not everybody knows/masters.

6. Code Mixing versus Code Switching

The term Code Switching according to Milroy and Gordon can describe a 'range of language alternation and mixing phenomena'. Many researchers further categorized Code Switching to include extra-sentential Code Switching, which involves tags and filler in conversation. Tag code switching, happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances. For example: An Indonesian bilingual switches from English to Indonesian, e.g. *It's okay, no problem, ya nggak?*

These definition of Code Switching are often linked to syntactic or morphosyntactic constraints. Generally, the term Code Switching is applied when there is equal participation of two languages in the utterance. Going into more detailed definitions on the term, Gumperz studying Spanish-English, Hindi-English and Slovenian-German language pairs refers to Code

Switching at the 'juxtaposition within the same speech exchange of passages of speech belong to two different grammatical system or sub-system'. Gumperz observed that alternation occurs when a speaker uses two subsequent sentences either to reiterate his message or to reply to someone else's statement. A similar observation is made by Kachru on Code Mixing.¹⁵

Hock and Joseph observe that '*switching occurs at major syntactic boundaries*'. They limit switching to syntax and morphology. An important observation in this definition is that they suggest that the phonology on the entire utterance will be in the phonology of the speaker's native language or dominant language. They distinguish Code Switching from Code mixing is a lexical phenomenon. Auer observes that Code Switching and code alternation have been used interchangeably by scholars. Code Switching is defined by Auer as 'language alternation at a certain point in conversation without a structurally determined return to the first language'.¹⁶

Blanc and Hammers define Code Switching as phenomenon that 'differs' from Code Mixing and Borrowing, for them Code Switching is when '*chunk from one language alternate with chunk from another*'. A chunk can vary in length from a morpheme to the utterance. Code

¹⁵ Iwan Fauzi, *Sociolinguistics*, Palangka Raya:STAIN Palangka Raya,2012,p.50

¹⁶ *Ibid.*

Switching is categorized into intersentential and intrasentential switching and will include 'chunk that are constituents of a sentence'.

Myers-Scotton defines Code Switching as the 'selection by bilinguals or multilinguals of forms from an embedded language or languages in utterances of a matrix language during the same conversation'. Grosjean observes that in Code Switching is an extremely common characteristic of bilingual speech and defines it as 'the alternate use of two or more languages in the same utterances or conversation'.¹⁷

Code Mixing is used as a cover term to signify the presence of linguistic items from two languages. Code Switching is controversial in term of definitions and analysis. Muysken argues that as an umbrella term, Code Mixing is more 'appropriate' than Code Switching to refer to mixed utterances. Muysken suggests that Code mixing as a term is more 'neutral' than Code Switching. According to him Code Switching 'suggests the alternational type of mixing' and separates bilingual language mixing too strongly from the phenomena of borrowing and interference.¹⁸

Muysken further argues that mixing as a language contact phenomenon with lexical borrowing, semantic borrowing, interference, switching and convergence. Hence, in his analysis of Code Mixing, borrowing patterns are

¹⁷ *Ibid.*

¹⁸ *Ibid.*,p.51.

observed in the each of the three mixing strategies. A related concept to code switching is code mixing. Researches often differentiate between the two terms. One of the differences between the two terms is the way each of them is used as proposed by Muysken in that code switching is used for cases in which the two codes maintain their monolingual features, while code- mixing is used for cases where there is some convergence between the two languages.

In a Muysken used the term 'switching' for language interaction between clauses, and 'mixing' for intra-clausal phenomena. Or, switching is alternation and mixing is insertion

It can be concluded that code mixing occurs when words of two languages which insert into one utterances, and switching is phenomena that shows us the language interaction between clauses or sentence fragments in one utterance.

7. Advantages and Disadvantages of Code Mixing and Code Switching

Positive attitudes towards Code Mixing and Code Switching has been attributed to communicative strategy and a resource for effective communication, social group reinforcements and social prestige brought by the value of the languages used. Meanwhile, negative attitudes towards Code

Mixing and Code Switching are associated with bad manners, language pollution and linguistic incompetence.¹⁹

Those who see Code Mixing and Code Switching as a normal communicative behaviour in bilingual classroom claim that it can be a useful tool in teaching. For example, Rollnick and Rutherford contend that Code Mixing and Code Switching help the learners to explore their ideas. In their study of science classrooms, they claim that by Code Mixing and Code Switching learners are able to expose their alternate conceptions of the subject learned. This is supported by Amin who put forward that Code Mixing and Code Switching to students' own languages allow them to draw on useful sense-making resources.²⁰

Arthur and Martin's study on interactional patterns support to this. They found that Code Mixing and Code Switching is employed to facilitate students' comprehension and to provide bilingual support. Teachers in the study perceived the use of Code Mixing and Code Switching as hearer-oriented, that is, taking into account the students' competence in the target language. Other support for the pedagogic validity of Code Mixing and Code Switching are increasing students' inclusion, participation and understanding

¹⁹ Kamisah Ariffin and Misyana Susanti Husin, *Code-switching and Code-mixing of English and Bahasa Malaysia in Content-Based Classrooms: Frequency and Attitudes*, The Linguistics Journal. June 2011 Volume 5 Issue 1. Universiti Teknologi MARA Pahang, Malaysia. P.5.

²⁰ *Ibid.*, p. 7.

in learning process, as well as developing relationships between the participants, conveying ideas more easily and accomplishing lessons.²¹

There is a dilemma of Code Mixing and Code Switching among teachers between “access to meaning and access to English”, This is because although they can not formulate the concepts in the students’ mother tongue, students need to receive and produce the content in English as it is the language that they will be assessed. The practice of Code Mixing and Code Switching in class might jeopardize students’ ability to answer examination questions in pure English.²²

In addition, Payawal-Gabriel and Reyes-Otero’s study shows another disadvantage of Code Mixing and Code Switching in the classroom. The study claims that the practice of Code Mixing and Code Switching by mathematics teachers in their instructions was said to negatively affect learning. Their analysis reveals that teachers’ Code Mixing and Code Switching confused students and consequently affected their lesson comprehension. The practice of Code Mixing and Code Switching in the classroom has also been negative viewed by bilinguals themselves. Shin for example, notes that “bilinguals may feel embarrassed about their code

²¹ Ibid.

²² *Ibid.*, p. 8.

switching and attribute it to careless language habits". It is often lambasted as 'bad practice', blamed on teachers' lack of English-language competence.²³

C. Definition of Teaching

Teaching is a social process influenced by the political and social backgrounds of the country. There are so many experts in education who have complimented their definitions about teaching. According to Gage, "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person."²⁴ Edmund Amidon defined it as "Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."²⁵ Brubacher, "Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so." Skinner- Teaching is the arrangement of contingencies of reinforcement."²⁶

Ryans "Teaching is concerned with the activities which are concerned with the guidance or direction of the learning of others."

From these definitions, I want to make a conclusion in one definition, as my view. For me teaching is a process that improves the student's seeking level more easily and it might be overcome any situation.

²³ Ibid.

²⁴ English Work Online, *Definition of Teaching*, (Online), 2010, URL: <http://www.schreyerinsitute.psu.edu/Definition/>. (accessed on May, 30th, 2013).

²⁵ Ibid.

²⁶ Ibid.

At Penn State, teaching excellence is viewed as: An academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel; a process that elevates students to a level where they learn deeply and remarkably because of teacher attributes that are outlined below.²⁷

Teaching is about establishing effective and affective communications relationship with students. Effective teachers are effective communicators; they are those who understand communication and learning are interdependent and the knowledge and assortment of verbal and non verbal messages about the subject, the teacher, and themselves.²⁸

Instructional communication is defined as the process of the teacher establishing an effective and affective communication relationship with the learner so that the learner has the opportunity to achieve the optimum of success in the instructional environment. Teaching is also about relationship with students and about achievements of students.

D. Teachers' Interactions in A Bilingual Classroom

There are many phenomena in Sociolinguistics. One of them is bilingualism. According to Wardaugh, bilingualism means the ability of communicating in two languages but with the possibility of the greater skill in one language. So, the bilingual teaching is a usage of more than one language

²⁷ *Ibid.*

²⁸ Jason S.W, Virginia Peck R., Joan G, *Communication, Affect, and Learning in the Classroom 3rd edition*, 2009. USA. p. 15.

in instructional process. The people who have such ability are called bilinguals. Most people in the world are bilinguals for various social needs, either for local or global social interactions.²⁹ In this case, we can say that the teachers or lecturers are bilinguals, because they can use more than one language instead of their mother tongue. The results of the interactions are various. Some of them are *code mixing* and *code switching*.

Language mixing and switching can actually happen only in a bilingual situation. The definition of bilingual itself is a person who has some functional ability in the second language. On the other hand, Hamers and Blanc define bilingual as “an individual who has an access to two or more different codes or languages”. While Macnamara, as quoted by Hamers and Blanc defines bilingual as “anyone who possesses a minimal competence in one of the four skills, i.e. listening comprehension, speaking, reading and writing in a language other than his mother tongue”.³⁰

In this respect, since the members of a bilingual community vary in the capacity of mastering the languages used in the community, they have to be able to set a condition where they can communicate effectively. This condition leads them to do code switching and code mixing.

²⁹ Ardina Adlis, *Code Switching found in Malaysian Serial Movie 'Cuti-cuti Cinta'*, English Department of Faculty of Humanities Andalas, Padang, 2011, p.3

³⁰ Najmah Soraya Wahdani, *Analysis of Code Switching and Code Mixing in the Novel Macarin Anjing by Christian Simamora*, p.1

In bilingual teaching, the condition makes the speakers, in this case students and teachers, switch or mix their utterances. Bilingual teaching means the condition where the teachers and students speak more than one language, so that this condition brings the speakers to use code mixing and code switching.

Saunders argued that bilingualism leads to language mixing and language confusion which in turn results in a decrease in intelligence and a reduction in the ability to think. Then many studies have emerged to support the claims that bilingualism had negative effects on intelligence and cognitive ability. The results of such studies led the researchers to claims that bilingualism is a mental burden for bilingual children causing them uncertain and confused.

On the other hand, a number of researchers and investigators found that bilingualism is a great help to the children. They declared that the bilingualism has positive effects that facilitate in learning a new language and they reported that in school, bilingual children are more motivated and often ahead of other classmate, especially in intellectual development. To consider bilingual teaching brings either students or teachers to use code mixing and code switching, this study is taken into account on this matter.