

INTRODUCTION

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The Issue of RC25 ISA Newsletter Summer-2009 includes four papers presented at the 16th World Sociological Congress 2006 in Durban (South Africa) at two RC25 ISA Sessions on code switching. It has an Acknowledgement written by Professor James McLellan (New Zealand) and Professor Maya Khemlani David (Malaysia) and an Introduction written by the editor of the Issue.

The Issue on Code-Switching is published to honor the memory of the late Professor Rodolpho Jacobson whose contribution into theoretical and applied studies of languages alternation in Malaysia is highly appreciated by his colleagues, former students and friends worldwide. A few words can be said about the history of the Issue. In 2006 Rodolpho Jacobson organized two Sessions on code switching to be held at the 16th World Sociological Congress in Durban (South Africa) but unfortunately he did not chair them. One the Sessions was chaired by Ondene van Dulm, PhD (Stellenbosch University) and the other by Svetlana Harnisch, PhD (Institute of Sociology RAS). It was Professor James McLellan's idea to publish papers of the Sessions in order to honor Rodolpho Jacobson. This idea was supported by participants of the Sessions and some papers were organized to be published as a special issue of ISA Current Sociology. However, since not all of the abstracts were in French and Spanish publication was postponed until now when Isabella Paoletti thoughtfully proposed publication of the papers as a virtual issue of the RC25 ISA Newsletter. It is also proposed to publish twice yearly a special virtual Issue on code switching. This will include papers devoted to various aspects, spheres and regions of languages alternation as presented at ISA Congresses, Forums and Conferences.

The first Special Issue is titled **“Code Switching in Malaysian Context: Pragmatic Approaches”**. It presents surveys conducted in Malaysia on data of languages alteration as modus of verbal communicative behavior in the class-room (articles by **Caesar Dealwis & Maya Khemlani David**; and by **Paramasivam Muthusamy**); in professional spheres in a working place (an article by **Kamisah Ariffin & Shameem Rafik-Galea**) and on virtual messages of computer-mediated communication on-line (an article by **James McLellan**). All papers are concerned with the pragmatic aspects of code switching in order to find out communicative reasons and results of language alteration in talk. However, factual data of code-switching display a number of linguistic and sociolinguistic issues of code-switching and code-mixing within the frameworks of recent pragmatic theories of verbal communicative behavior.

Sociolinguistic situation in Malaysia presents a peculiar case of code switching of four languages (Bahasa Melayu, Chinese, Tamil and English). The Bahasa Melayu is the national language due to the Constitution of Malaysia (The Article 152) in West Malaysia since 1968 and in East Malaysia since 1974. English is widely used in professional and commercial fields and in the superior courts. It is also used as a lingua-franca for multiethnic population of Malaysia which constitutes over 27 million. The Malays make up the majority (50.4%) and other bumiputra indigenous groups in Sabah and Sarawak make up 11% of the population. 23.7% of the whole population are Malaysian of Chinese descent and 7.1% of the population are Malaysian of Indian descent with Tamils as the majority. There are also Europeans and Eurasians, including British, who settled in Malaysia since colonial times, Cambodians and Vietnamese, who settled in Malaysia as Vietnam War refugees. Non-Malay bumiputra groups, known as Ibans, make up more than half of the state of Sarawak's population. Sabah's population is made up from Bajaus and Kadazan-Dusuns. Aboriginal groups also exist but in much smaller numbers on the Peninsula, where they are collectively known as Orang Asli.

There are also a million legal foreign workers and another million illegal ones in Malaysia. According to the *World Refugee Survey 2008*, published by the U.S. Committee for Refugees and Immigrants, Malaysia hosts a population of refugees and asylum seekers numbering approximately 155,700. Of this population, approximately 70,500 refugees and asylum seekers are from the Philippines, 69,700 from Burma and 21,800 from Indonesia. The multi-ethnic and multi-lingual situation in Malaysia faces challenges in language policy in education. As pupils and students speak various native languages the problem of the language(s) used as the medium of instruction arises. Therefore, problems of code-switching by teachers and students who speak different native languages in the classroom and in the professional sphere are notorious.

The first article in the Special Issue is 'Shifting Codes and Footing in the Reading Classroom' by *Caesar Dealwis* and *Maya Khemlani David* (Malaysia). It deals with two methodological problems, i.e. the (1) pragmatic aspects of code switching in a classroom; (2) communicative and cognitive reasons for a shift to a native language while teaching a foreign language. In countries where English is, depending on the larger setting, either a second or a foreign language, the issue of shifting codes in the language classroom arises. The role of native and foreign languages in the primary socialization of bilingual pupils is seriously considered as a means of instruction and as an instrument of verbal communicative behavior. Real-time examples of code switching used by a teacher and pupils in an English language classroom are provided. Notwithstanding, if not all examples can be classified as "pure" code switching according to Carol Myers Scotton's definition, i.e. an alteration of two languages within a

phrase, the writers explain the problem of L1 and L2 alteration in mixed language proficiency classrooms within the larger framework of pragmatic theories of cognition and learning processes. Focusing on social problems of schooling and education in Malaysia, pedagogical and pragmatic problems of code switching in a classroom are critically discussed and well exemplified.

The concept of footing is extrapolated by the writers in order to explain a teacher's shift to native languages or dialects of the pupils. Two types of footing: (1) disciplinary ones, i.e., to keep a class in order and (2) explanatory ones, i.e., to explain either grammar mistakes or meaning of words are exemplified. The scrupulous analysis of the language choices that occur in a classroom with thirty ten year old mixed language ability pupils demonstrates the pragmatic necessity of switching codes with pupils.

The writers argue that notwithstanding rules which negate the use of the native language/s in the English language classroom, certain situational and cognitive reasons do cause a teacher's shift to the pupils' native language in the classroom. Such rules are therefore hardly reasonable in situations where pupils have a very low command of English and hence are not able to understand what their teachers say. In such situations the need to judiciously shift to a native language is urgent.

Pragmatic problems of code switching in a classroom in Malaysian context are the focus of another article in the Issue, i.e., "**Communicative Functions and Reasons for Code switching: Malaysian Perspective**" written by *Paramasivam Muthusamy*. The aims of the paper are: to discuss communicative reasons and grounds for code switching and to emphasize a peculiarity of code switching in Malaysian context when three languages are available for code-switching within the same communicative situation.

The paper by Paramasivam Muthusamy has introduced a new theoretical problem of a three-language-code-switching-model or (3Ls-CSM). It is a peculiar phenomenon of code switching in the Malaysian context in that an alternation of three languages within talk can be met. The three-language-code-switching model in talk is discussed within the data of Tamil-native speaking undergraduate students of the University of Putra Malaysia (Malaysia). All respondents and interviewed students can speak Tamil, Malay and English more or less fluently and are able to use them as code switchers in spoken communication. Code switching context is emphasized to show their interactions with Malay and Chinese speakers apart from Tamil speakers.

The first and major part of his article presents the author's opinions about the sociolinguistic, cultural and pedagogic approaches dealing with an alternation of L1 and L2 in a classroom. Theories and models of communicative behavior as elaborated by other authors are broadly

discussed in order to lay grounds for methods of data-collection and data-analysis of three components switching in a talk. An attempt to demonstrate how those methods can be used is done in the second part (p.10-12) of the article on factual data. It also discusses the reasons for a teacher's switch to native languages of pupils in a classroom.

Code-switching as a Communication Device in Conversation by *Kamisah Ariffin* and *Shameem Rafik-Galea* focuses on pragmatic aspects of code switching in the work place. Its authors argue that a switch is not merely an outcome of L2 deficit but it can be used as a device of communicative strategy. The aims of the paper are to show how code-switching is employed in a talk to achieve certain intentions; how it can be used to express a range of social and rhetorical meanings and how it works in a professional sphere in a working place. The data were generated from audio-recordings of talk during the organizational training sessions. All recorded talk was transcribed with a focus on cases of code-switching to be identified and extracted. In the paper the term code-switching encompasses both switching at intrasentential and intrasentential levels.

Although a pragmatic approach prevails in the paper, sociolinguists will find it an interesting exploration of linguistic factual data. Thus, it shows how English pronouns can be used as a code switch into a Bahasa Melayu matrix in order to show an equal relationship between a female-speaker and the participants of different status, age and familiarity. The data presented in the article by *Kamisah Ariffin* and *Shameem Rafik-Galea* prove that the certain phonological constrains can lead to a misunderstanding or to a crosstalk in bilingual discourse. It is interesting to note that these constraints can be realized by users of two different languages on contact and hence may switch to a native language in attempt to avoid communication breaks. Long and short vowels are not semantically relevant in Bahasa Melayu and so English words such as *fifteen* [fifti:n] and *fifty* [fifti] can be not always properly distinguished in talk. For example, a speaker switched to the Bahasa Melayu word *lima belas* which means 'fifteen' (See: example 12 of the paper p.??) in order to avoid a misunderstanding but there can also be cognitive reasons for switching to a native language. It is well known that calculations and numerations are usually much better explicated in one's native language.

The article "**When Two Grammars Coincide: Malay-English Code-switching in Public On-line Discussion Forum Texts**" by *James McLellan* (University of Waikato, New Zealand) deals with code switching in computer-mediated communication (CMC) on data of Malay-English language used in Negara Brunei Darussalam. Factual data is based on texts in Malay and English by Bruneians posting messages on asynchronous on-line discussion forums. The aims of the paper are to find out whether language alternation in the virtual postings can be opposed to monolingual texts quantitatively; and how code-switching is done when Malay and English

grammar display a lack of congruence, i.e., the noun phrase; pluralization of nouns; and verb inflections. An analysis of factual data of the corpus (with 211 postings) shows a near-even split between monolingual and mixed-language texts. As James McLellan shows, there is a substantial amount of language alternation with 50% of the posting texts possessing some level of alternation. This is accomplished through the text producers' high level of bilingual proficiency, which facilitates language alternation.

The Matrix Language-Frame (MLF) model, originally outlined by Myers Scotton (1993) and the ideas of Bentahila and Davies (1998) that the relationship between the contributing languages is not necessarily asymmetric - are used in the article to show that both languages can play an equal part in contributing to the morpho-syntax of code mixed texts. In fact there is variability in the extent to which English and Malay dominate, at least at the level of the syntactic group. Some data supports the ideas of asymmetric MLF model.

James McLellan emphasizes the influence of Rodolfo Jakobson's ideas in his survey. The pragmatic aspect of Malay-English code switching in Malaysia and the important claim about grammatical structure in noun phrases was exemplified by Jakobson (2001) with reference to French and Moroccan Arabic mixed text and on data equal mixing in Spanish-English and Malay-English texts. The term 'language alternation' could be applied for such instances. In the article a classification (typology) of CMC users is based on the main types of language users proposed by Jakobson (1996, p. 85) for code-mixed spoken interaction, i.e. monolingual English (E-); main language-English with some Malay (ML-E); equal language alternation of Malay and English (=LA); main language-Malay with some English (ML-M); monolingual Malay (M-).

An assumption that texts of CMC could be more normative than oral utterances is hypothesized, as well as a suggestion that messages of CMC could demonstrate less switching from one language to another. Being devoted mainly to linguistic aspects of code switching, the paper by James McLellan shows that code switching in CMC can be the subject of thoughtful pragmatic research.

A phenomenon of code switching attracts attention of both linguists and sociologists. The interest of scholars in social, pragmatic and linguistic problems of code switching has increased due to certain social factors, such as the wide borderless geographical cross-cultural contacts in a modern society which has enlarged the number of various typologically contact languages. Another factor is increase in the virtual spheres of communication, introducing new forms of verbal communication in which code switching occurs. It is through the medium of English that various forms of code switching within the indigenous Malaysian languages can operate at different levels of language competence.

Another important and interesting factor of code switching is connected with languages in education in a post-industrial society is that There are at least four domains of language education that are dependent on code switching. These domains are: (1) teaching and learning foreign languages; (2) a choice of language(s) of instruction for migrant schoolchildren; (3) languages of instruction in former colonies; (4) integrative re-education of adult professionals looking for jobs in their new countries.