

UNIVERSIDADE DO ALGARVE

*FUNCTIONS OF CODE-SWITCHING
IN MULTILINGUAL STUDENT COMMUNITY*

Irina Prelovskaia

Dissertação

Mestrado em Ciências da Linguagem

Trabalho efetuado sob orientação de:

Prof. Doutor Manuel Cêlio Conceição

UNIVERSIDADE DO ALGARVE

*FUNCTIONS OF CODE-SWITCHING
IN MULTILINGUAL STUDENT COMMUNITY*

Irina Prelovskaja

Dissertação

Mestrado em Ciências da Linguagem

Trabalho efetuado sob orientação de:

Prof. Doutor Manuel Cêlio Conceição

2013

Functions of code-switching in multilingual student community

Declaração de Autoria do Trabalho

Declaro ser a autora deste trabalho, que é original e inédito. Autores e trabalhos consultados estão devidamente citados no texto e constam da listagem de referências incluída.

(Irina Prelovskaja)


.....
(assinatura)

Direitos de cópia ou Copyright

© **Copyright:** (Irina Prelovskaja).

A Universidade do Algarve tem o direito, perpétuo e sem limites geográficos, de arquivar e publicitar este trabalho através de exemplares impressos reproduzidos em papel ou de forma digital, ou por qualquer outro meio conhecido ou que venha a ser inventado, de o divulgar através de repositórios científicos e de admitir a sua cópia e distribuição com objetivos educacionais ou de investigação, não comerciais, desde que seja dado crédito ao autor e editor.

Abstract

The aim of the present study is to identify the functions of code-switching in multilingual communication occurring between international exchange university students. Particularly, this study will consider the use of code-switching between English, Portuguese, Spanish and Russian in so-called “temporary language community” of international students within formal and informal settings. In order to achieve this goal, we carried out the investigation which consisted of two stages: applying questionnaire and recording interviews and group discussions. Firstly, we designed and applied an online questionnaire aimed at getting the basic biographical information of participants, overall attitude of exchange students to code-switching, their personal experience and linguistic background. The total of 62 persons answered the questionnaire (completely and partially). Afterwards, we analyzed the results of questionnaire with the help of the Qualtrics online software. As the questionnaire data showed, students more often switch to other languages consciously, to achieve a certain stylistic or pragmatic effect. At the same time, being very tired, anxious or stressed, the students do not realize that they include in their speech units of another language, thus doing it unconsciously.

Secondly, we tape-recorded interviews and group discussions with some exchange students who participated in the questionnaire. The instances of code-switching observed in interviews and discussions were analyzed within the Myers-Scotton's Markedness model (1993), thus examples of marked, unmarked and sequential unmarked code-switching were identified. Besides, such specific functions of code-switching were identified: clarification, social/expressing solidarity, topic-related switching, expressing humor/irony, quotation were identified mainly as marked code-switching explained by conscious choice, while lack of lexical item, saving speech and effort and expressing emotions were identified as unmarked thus unconscious code-choice followed by a speaker in a conversation. It was also identified that exchange students mostly code-switch to save time and speech efforts and for topic-related switching. In addition to that, English and Portuguese turned out to be the most frequently used languages for switching in a daily communication of international university students.

Resumo

O objetivo principal deste estudo é identificar as funções de code-switching em comunicação multilingue, ocorrendo entre os estudantes universitários internacionais. Particularmente, este estudo irá considerar o uso de code-switching entre Inglês, Português, Espanhol e Russo na "comunidade linguística temporária" de estudantes internacionais em contextos formais e informais. Para atingir este objetivo, foi realizada uma investigação em duas etapas: aplicação de questionário e gravação de entrevistas e discussões em grupo.

Em primeiro lugar, um questionário on-line foi projetado e aplicado com fins de obter as informações biográficas básicas dos participantes, a atitude geral de estudantes em mobilidade em relação ao code-switching, a sua experiência pessoal e a sua biografia linguística. O total de 62 pessoas responderam ao questionário (total ou parcialmente). Posteriormente, foram analisados os resultados do questionário, com a ajuda do programa Qualtrics. Como os dados do questionário mostraram, os alunos mais frequentemente mudaram para outras línguas, conscientemente, para conseguir um certo efeito estilístico ou pragmático. Entretanto, quando estão muito cansados, ansiosos ou estressados, os alunos usam mudam de código inconscientemente. Em segundo lugar, entrevistas e discussões em grupo foram gravadas com alguns estudantes que responderam ao questionário. Os exemplos de code-switching observados em entrevistas e discussões foram analisados de acordo com modelo Markedness do Myers-Scotton (1993), portanto, exemplos de code-switching marcado, desmarcado e sequencial desmarcado foram identificados. Além disso, as funções específicas do code-switching foram identificadas: clarificação, social / expressão de solidariedade, a mudança conforme tópico relacionado, expressão de humor / ironia e citação relacionados a code-switching marcado, explicados pela escolha consciente, enquanto a falta de unidade lexical, economia de tempo e esforço de fala bem como expressão de emoções foram identificados como não marcado, ou seja, de escolha inconsciente. Os resultados da análise também mostraram que os respondentes usam code-switching para economizar tempo e esforços da fala e para mudança de tópico. Além disso, Inglês e Português acabaram por ser as línguas mais utilizadas para code-switching numa comunicação diária dos estudantes universitários internacionais.

Acknowledgments.

I would like to show my gratitude to Erasmus Mundus TRIPLE I project for giving me a possibility to participate in this Master program. In particular, I would like to thank all the people who were involved in organization of this program: University of Turku and, of course University of Algarve, and also mobility office, professors and administration staff.

I would also like to thank genuinely my supervisor Professor Dr. Manuel Cêlio Conceição for his invaluable help and guidance throughout this process, and for supporting my ideas about the work.

In addition, I would like to thank all the focus group participants, who answered questionnaire and participated in interviews and discussions, without them this thesis would not be possible.

Lastly, I would like to express my gratitude to my family and friends, who were supporting me during all this long journey. I would not have gone that far without their love and support.

CONTENTS

ACKNOWLEDGEMENTS.....	6
CONTENTS.....	7
LIST OF TABLES.....	9
LIST OF FIGURES.....	9
CHAPTER ONE. Introduction.....	10
CHAPTER TWO. Theoretical background of code-switching.....	13
2.1. Language choice.....	13
2.2. Code-switching: defining the term.....	16
2.2.1. Code-switching vs borrowing.....	20
2.2.2. Spanglish or Portuñol?.....	22
2.3. The pragmatics of code-switching.....	23
2.3.1. CS as a contextualization cue.....	23
2.3.2. Situational and metaphorical code-switching.....	25
2.4. Previous studies on pragmatic functions of code-switching.....	28
2.5. Myers-Scotton's Markedness model (1993).....	32
2.5.1. Social motivations for speaker's code-switching.....	33
2.5.2. Rights and obligations set.....	33
2.5.3. The markedness of code-switching.....	34
2.5.4. Types of code-switching.....	35
2.5.4.1. Code-switching as an unmarked choice.....	35
2.5.4.2. Code-switching as a sequence of unmarked choices.....	36
2.5.4.3. Code-switching as a marked code-choice.....	37
2.5.4.4. Code-switching as an exploratory code-choice.....	38
2.6. Synthesis.....	39

CHAPTER THREE. Methodology of the study: questionnaire and interaction data.....	41
3.1. Questionnaire data: collection and analysis.....	41
3.2. Interviews and group discussions data: collection and analysis.....	52
3.2.1. Functions of code-switching.....	55
3.2.1.1. Clarification/message qualification.....	55
3.2.1.2. Social and solidarity function.....	56
3.2.1.3. Topic-related code-switching function.....	58
3.2.1.4. Humor	60
3.2.1.5. Quotation	62
3.2.1.6. The lack of lexical items.....	63
3.2.1.7. Saving time and speech effort.....	65
3.2.1.8. Expressing emotions.....	67
3.2.1.9. Social function.....	68
 CHAPTER FOUR. The discussion of results and conclusion.....	 70
 REFERENCES.....	 76
 APPENDICES.....	 81

LIST OF TABLES:

Table 1.1. Relationship between diglossia and bilingualism..... 15
Table 3.1. Cross Tabulation on the relation of language proficiency and consciousness of code-switching...../48
Table 4.1. The frequency of use of functions of code-switching.....72
Table 4.2. The frequency of use of languages for switching.....73

LIST OF FIGURES:

3.1. The statistics of responses of question 1.....42
3.2. The statistics of responses of question 2.....42
3.3. The statistics of responses of question 4.....43
3.4. The statistics of responses of question 5.....43
3.5. The statistics of responses of question 6.....44
3.6. The statistics of responses of question 7.....45
3.7. Language use at home and /or with close friends.....45
3.8. The statistics of responses of question 8.....46
3.9. Language use at University with professors and staff.....46
3.10. The statistics of responses of question 9.....47
3.11. The statistics of responses of question 10.....47
3.12. The statistics of responses of question 11.....48
3.13. The statistics of responses of question 12.....50
3.14. General attitude of exchange students to code-switching.....50
3.15. The statistics of responses of question 13.....51
4.1. The identification of functions within the types of CS.....71

CHAPTER ONE. Introduction

In officially bilingual and multilingual countries as Canada, Spain, Haiti, Singapore, South Africa, Switzerland, etc., the linguistic phenomenon of code-switching has become the common reality of daily interaction. There is a plethora of research done on the phenomenon of code-switching in these multilingual communities so far (among others Myers-Scotton 2000; Clyne 2003; Siebenhaar, 2006). However, bilingualism and code-switching can appear not only in officially diglossic communities but can exist temporarily inside the monolingual countries. In a country like Portugal, essentially monolingual nation, where is no need for explicit language policy, there are nonetheless multilingual language practices in evidence. Here, one may find so called “temporary” language communities as international exchange students which beside their mother tongues have to speak English as lingua franca and Portuguese for study and routine purposes. Such “temporary” multilingual communities are at our focus in the present study.

As House (2004) state, due to the situation of contact between different languages as different communication systems, languages mutually influence one another and give rise to changes that may result in the creation of differentiated, multilingual communication systems.

Participants in multilingual interactions can be said to activate links between language and actions, mental activities, perception, thought patterns, knowledge systems etc. – in short, all mental and cognitive processes involved in communication – which are active both universally and in each individual language.

In interaction between members of multilingual communities, multilingual competences are presupposed. They are considered by Lüdi (2006:2) as “linguistic resources available to members of a community for socially significant interactions, and the totality of these resources constitutes the linguistic repertoire of a person or a community and may include different languages, dialects, registers, styles and routines spoken”. Lüdi (2006:3) further defines the multilingualism functionally in the sense that “a multilingual individual is able do adapt his or her language choice to the situation and switch from one language to the other, if necessary, independently from the balance between his or her competences”. Here, Lüdi (2006) is referring to the phenomenon of code-switching, emphasizing that multilingualism serves as a necessary

environment for switching of languages. In other words, multilingualism causes code-switching in most cases as code-switching is seen as the phenomenon that usually takes place in officially multilingual territories. The fact that, in multilingual communities, individuals try to accommodate their speech consciously or unconsciously according to linguistic reality in order to communicate successfully seems to me as a linguist very interesting but at the same time not quite clear. Moreover, code-switching among exchange students still remains not fully investigated, what justifies the research problem of our study: the functionality of code-switching in the speech of international students.

Thus, the aim of the present study is to identify the functions of code-switching in intercultural communication occurring in multilingual community of university students. The definition of code-switching employed here is of Myers-Scotton (1993:1), which states that “the term is used to refer to alternations of linguistic varieties within the same course of conversation”.

The interest of such data lies in the fact that, though there is a number of studies that have considered the functions of code-switching between English and Latin/non-Latin based languages, it mostly focused on stable bilingual communities whose members are early bilinguals or sequential bilinguals who have resided in the community for an extended period of time (Blom & Gumperz, 1972; Myers-Scotton, 1993b; McCormick, 2002). However, this study will consider the use of code-switching between English, Portuguese, Spanish and Russian in so-called “temporary language community” of international students. Among the range of languages spoken in multilingual student community, this set of languages is chosen, firstly, due to the knowledge of given languages by the author, and secondly due to relative frequency of use of these languages in university community.

This study is conducted in the University of Algarve, Portugal.

It examines interactions among international students within formal and informal settings.

The nature of multilingual context is diverse and includes students with different language backgrounds, who are currently enrolled in Portuguese University where classes are taught in English, and Portuguese. The languages in which they code-switch, thus, may not be their first languages, but rather, third or fourth ones. In present work, we are going to discuss the sociolinguistic nature of code-switching: particularly the reasons, factors, motivations. Firstly, we will apply questionnaire aimed at getting the basic biographical information of participants,

overall attitude of exchange students to code-switching, their personal experience and linguistic background. Afterward, we will analyze the results of questionnaire and try to pick the most interesting cases for the personal interviews. Five persons will be selected for interviews on code-switching, which will consist of more formal and informal questions. The audio recordings will be transcribed, analyzed and discussed. The present study aims to demonstrate that code-switching has specific functions and often used intentionally to convey certain meaning. As a theoretical framework of our study, we chose a Myers-Scotton's Markedness model (1993) as it lets analyze the various code choices speaker makes when code-switching with the degree of Markedness.

Questions as a guide in conducting this research will be as follows:

- 1) What types of code-switching can be identified within Myers-Scotton's (1993) Markedness model?
- 2) What specific functions can be distinguished within these types of code-switching?
- 3) Which function(s) is (are) most frequently used in speech?
- 4) What language pair is most frequently used for switching in daily exchange students' interaction?
- 5) Does linguistic background of students influence the conscious use of code-switching?
- 6) What is overall attitude of international students to code-switching?

Chapter two presents a literature review of the researches done on phenomenon of code-switching so far and outlines the Markedness model and functions' classifications, providing a detailed insight into theoretical core of the study. In chapter three, the methodology and data collection are discussed. In chapter four, we discuss the analysis of data and the findings of the study. And lastly, chapter five sums up the findings of the study and provides conclusion.

CHAPTER TWO. Theoretical background of code-switching

In this chapter, we provide the theoretical background for the concepts that will be discussed in the rest of the thesis. In the section 2.1. about Language choice, the concepts of diglossia and diglossic society are reviewed. We also discuss the relationship between diglossia and bilingualism as it is fundamental to code-switching. In section 2.2. we define code-switching as a linguistic phenomenon and research object. Within this section, we discuss the distinction between code-switching and code-borrowing, the building of pidgins and creoles. The section 2.3. is about pragmatic aspect of code-switching, particularly contextualization, situational and metaphorical code-switching. In 2.4. we review the studies on functions of code-switching by different linguists in order to get a deeper insight in this area and analyze the findings of these studies. And, finally, section 2.5. outlines the theoretical core of our research - the Markedness model by Myers-Scotton (1993), which is certainly followed by the overall synthesis section.

2.1. Language choice.

Language choices, including code choices or preferences, serve to index broader social attitudes towards different languages, and ultimately their speakers. These attitudes may be reflected in language policies of some countries, especially in the territories with two or more official languages, or in more localized language practice of a particular community. That is why, before considering code-switching it is useful to discuss such an important sociolinguistic concept as *diglossia*. Before the discussion about the use of languages or varieties of language, it is important to remember that the term “language” is the cover term in the same sense as the term “language variety” is. Either of them could refer to either a standard or non-standard dialect of what is generally called a “language” (Myers-Scotton:2006). The point of this comment is to ensure that a reader don’t assume when a language “name” is used that any specific variety of that language is intended. According to Saville-Troike (2003:45), “diglossia is the clearest example of language choice by domain¹. It is a situation when two or more languages (or

¹Domain - the social and physical setting in which speakers find themselves (Meyerhoff:2006). It is clearly a very general concept which draws on three important social factors: typical setting, participants and topic (Holmes: 2001)

varieties of the same language) in a speech community are allocated to different social functions and contexts". When Spanish is used for education, administration and religious services in Paraguay, and Guarani is an everyday language (Choi, 2005)², these two codes are in diglossic relationship.

Having reviewed the features of diglossia proposed by Holmes (2001) and Saville-Troike (2003), we summarized them into the following crucial features which diglossia should have in the original sense:

1. Two distinct varieties of the same language are used in the same community with one regarded as a High (or H) variety and the other a Low (or L) variety.
2. Each variety is used for quite distinct functions; H and L complement each other
3. H has a higher level of prestige than L., and is considered superior
4. There are different circumstances of acquisition; children learn L at home, and H in school.
5. The H variety is standardized, with a tradition of grammatical study and established norms and orthography.
6. H and L varieties share the bulk of their vocabularies, but there is some complementary distribution of terms

Holmes (2001:27) exemplifies how diglossia works all over the world by discussing some evidence cases. Firstly, she gives as an example the case of Silvia, a bank-teller from Swiss town of Eggenwil, who knows two very distinct varieties of German. One is the local Swiss German dialect of her canton which she uses in everyday interactions, while the other is the standard German that she learnt at school, and though she understands it very well indeed, she rarely uses it in speech. Arabic-speaking countries which use classical Arabic as their H variety and regional colloquial varieties as L varieties also fit these criteria of diglossia.

In some countries, like Haiti, as Holmes claims, there is another diglossic situation with French as H variety and Haitian Creole as L variety. The attitudes to the two codes are complicated. If, generally, the H variety is admired and respected even though not always understandable, some people regard L variety as the best way to express their real feelings, denying the usage of H variety.

² Choi (2005) reports in his book the study about Guarani and Spanish in Paraguay done by Rubin (1968).

Holmes (2001) discussed the opposition of diglossia and bilingualism in her work. She calls diglossia societal bilingualism, where two varieties are expected to cover all the community's domains. Individuals may be bilingual, while societies and communities are diglossic. These terms are quite tricky as on the one hand they interrelate actively, and on the other hand one phenomenon can exist without the other. Holmes (2003) suggests the table, adapted from Fishman (1967), where the four types of relationship are shown. Lets briefly discuss them (Table 1.1.)

Table 1.1. Relationship between diglossia and bilingualism. Holmes (2001:30)

	DIGLOSSIA (+)	DIGLOSSIA (-)
BILINGUALISM (+)	Both diglossia and bilingualism	Bilingualism without diglossia
BILINGUALISM (-)	Diglossia without bilingualism	Neither diglossia nor bilingualism

In first case, the community is diglossic and individuals are bilingual, and two varieties are required to cover the full range of domains. In republic of Vanuatu, for instance, individuals use their local language variety as Erromangan, Aulua, etc. as well as Bislama, the lingua franca of Vanuatu. In the second situation, individuals are bilingual, but they, as members of community, do not differentiate functionally the use of their languages. The American linguist gives as an example the English-speaking countries as the United States, Canada, Australia, etc. Though many people may be bilingual in these countries, their languages are not used by the whole community in different domains. The third number illustrates the situation when languages are used for different functions but by largely different speech communities. And this fits the

situation with Haitian speech community, which speaks mostly Haitian creole, whether French is spoken by restricted number of people mostly officials and people taking administrative positions. Then finally, the fourth case stands for the monolingual communities as Iceland, which are in little or no contact with other languages due to geographical reasons.

Initially, only few communities were qualified by linguists as diglossic, but situation has changed when the term was usefully extended.

Since then, the notion of diglossia has been applied more widely to a functional or domain-based distinction. It was argued that on functional grounds, there was no reason to limit diglossia only to situations where language varieties were diachronically related, thus he emphasized not only the language structure but the shared norms for acquisition and the use in community what makes diglossia a clearly sociolinguistic phenomenon.

For the rest of this chapter, the term of diglossia will not play a large part. In general, the chapter will try to keep focused on the notion of code-switching, and also linguistic and extralinguistic factors influencing the speakers' choice of variety. However, there are obvious connections with the key characteristics of diglossia, so it worth to have a sense of how it complements and sometimes intersects with sociolinguistic phenomena which will be developed later more fully.

2.2. Code-switching: defining the term.

Code-switching is one of the most researched sociolinguistic and contact phenomena nowadays. After the change in attitude towards bilingual communication, it started to be regarded as a natural type of bilinguals' communication and bilingual utterances as structures, which obey certain rules. Researchers began to study the problem of restrictions on code-switching and their boundaries within the proposals and mechanisms for their establishment.

The most general definition of code-switching is the following: the use of two language varieties in the same conversation.

Code-switching can also be conscious or unconscious. While a word from a different language

might be added for clarity, fluently bilingual speakers may switch between languages with little intention or purpose. Persons in multilingual communities tend to code-switch frequently and with little or no conscious effort. A code-switching speaker may simply speak the first word that comes to mind, regardless of which language provides the source. CS is not just a shortcut or a work of semi-bilingual speakers. In fact, it often occurs among speakers with high levels of proficiency in two or more languages. (Curzan, 2002:386).

As Gumperz (1982:59) defined it, code-switching is 'juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems'. Within grammatical (or "structural") framework, two main types of code switching can be identified. Switching between languages at sentence or clause boundaries is called *intersentential*. Switches within a clause, which involve a phrase, a single word or across morpheme boundaries are called *intrasentential* switches. Some researchers also identify *tag switching* as a separate third type of switching. Tag switches involve the insertion of tag forms such as *I mean, you know, isn't it?*, etc., from one language into an utterance of another language.

Myers-Scotton (2006) elaborates further on the structural perspective of code-switching, by discussing the aspects of grammatical structure of clauses, and comes out with the term of *classic code-switching*, which she defines as "code-switching which includes elements from two (or more) languages varieties in the same clause, but only one of these varieties is the source of the morphosyntactic frame for the clause (2006:241). By *morphosyntactic frame*, the American linguist, refers to such abstract grammatical requirements as word order, morpheme order and the necessary inflectional morphemes, which are crucial to make the frame well-formed in the language in question. Myers-Scotton (2006) explains classic code-switching within the terms of Matrix Language Frame (MLF)³ model. This model has a high explanatory power for the vast majority of the studied language combinations, and characterizes the bilingual competence and production of speech. We will come back to the MLF model many times in this chapter. Meanwhile, its worth noticing that there are other approaches to code-

³ MLF model is one of the most comprehensive treatments of intra-clausal code-switching. It highlights the importance of asymmetry in characterizing the bilingual speech and differences between morpheme types (Myers-Scotton 1993b [1997], 2002).

switching which go beyond the classic code-switching. In this relation, we will discuss the triggering hypothesis of Clyne (2003) and Muysken's three-way typology of language switching (2000). These models present a methodological basis for analysis of code-switching and bilingual speech in general.

However, before considering the approaches to code-switching, we would like to make sure that such cognate terms as code-mixing, code alternation and style-shifting will not confuse the reader of this paper later on. Therefore, it is important to define them and differentiate between them if necessary. Some researchers have used the term "code mixing" to refer specifically to intrasentential switching, and "code switching" to refer to intersentential switching (Meyerhoff: 2006). In most recent literature, however, the term 'code mixing' is used interchangeably with 'code switching,' with both terms referring to both types of language mixing (Mahootian:2006). Muysken (2000:1) refers to code-switching as "the rapid succession of several languages in a single speech event", however, code mixing to "all cases where lexical items and grammatical features from two languages appear in one sentence".

Quite often, while discussing code-switching, the term *code-alternation* is mentioned in the relevant literature (Gumperz: 1976, Muysken: 2000, Saviile-Troike: 2003), which refers to change in language according to domain, or at other major communication boundaries. *Style-shifting* usually refers to change in language varieties which involves changing only the *code-markers*: variable features which are associated with such social and cultural dimensions as age, sex, social class, and relationship between speakers (Saviile-Troike: 2003).

The distinction among some of these variations of switching can be demonstrated in the following example reported by Silverio Borges and interpreted by Saviile-Troike (2003: 48).

Example 1.

The setting: Cuban interest section office in an embassy in Washington, DC prior to official political recognition of the Castro government and full embassy status. The receptionist is talking to a visitor in Spanish when a telephone rings. The conversation begins:

1. Receptionist (R.): *The cuban interest section*
2. Caller (C.): *Es la embajada de Cuba?* (Is this the Cuban Embassy?)

→3. R: *Si. Dígame.* (Yes, May I help you?)

This is an example of receptionist code-switching (→) from English to Spanish. He changed the languages within the same clause/speech event, because she identified the caller as a Spanish speaker.

4. C: *Es Rosa* (It is Rosa)

↓5. *Ah Rosa! Como anda eso?* (Oh, Rosa! How is it going?)

The downward arrow here indicates *style-shifting* (↓) from formal to informal Spanish. It happened because the receptionist identified the caller as a friend, still in the same event. There is shift to more marked intonation and faster speed, as well as the use of the informal lexicon as *Como anda eso?* instead of *Como le va?* or *Como esta usted?*. Saville-Troike (2003) also notes the change to louder voice volume as the call is recognized as long distance, which may also be considered a kind of style-switching. Besides, in this conversation we can see the alternation of codes, that takes place together with code-switching. As English is a “language of work” and Spanish is a “language of friends and family” for receptionist, she immediately switches (alternates) from English to Spanish when recognizes her friend. In this example, we may suppose that code-switching took place because there has been a change in the domain (“work” → “family/friends”). According to Holmes (2001), people sometimes switch codes within a domain or social situation. As we previously mentioned, domain draws on three important social factors, which are: setting, participants and topic. Therefore, when there is some obvious change in the situation such as arrival of a new person or change of the topic of conversation, it is easy to explain the switch. In other words, following the idea of Holmes (2001), we can assume that, in a number of cases, code-switching is caused by the change of some social factor of domain or situation. Let us consider an example, reported by Holmes (2001:35), about the group of young New Zealanders having a work meeting that is conducted in English. When their colleague Mere, who is Maori, enters the room, the other girl switches to Maori to greet her.

Example 2.

[*The Maori is in italics.* The translation is given in brackets]

Sarah: I think everyone's here except Mere.

John: She said she might be a bit late but actually I think that's her arriving now.

Sarah: You're right. *Kia ora* Mere. *Haere mai. Kei te pehea koe?* (Hi Mere. Come in. How are you?)

Mere: *Kia ora e hoa. Kei te pai.* Have you started yet? (Hello my friend. I'm fine)

The Maori greeting is an expression of solidarity here. So a code-switch may be related to a particular participant or addressee.

A speaker may also switch to another language in order to signal a group membership or shared ethnicity. even speakers who are not very proficient in a second language may use short phrases and words for this purpose. As we have seen in our latter example, Maori people often use Maori words and phrases in this way too, whether their knowledge of Maori is extensive or not. These factors of code-switching are closely related to functionality of code-switching, about which we are going to comment later in the section on pragmatic perspective.

2.2.1 Code-switching vs borrowing

Adequate definition of bilingualism and distinguishing between its related features, has been an ongoing challenge for researchers. Whenever focus of the research comes to investigating the phenomenon of CS it becomes essential to differentiate it first from the practices of borrowing and using loanwords. According to Curzan (2002), loaned or borrowed words are used by many speakers throughout a language, whereas code-switching happens in specific times and places. Borrowing is actually a part of development and lexical expansion of all languages. Usually, borrowings fill lexical gaps arising from imported concepts *television, telephone, fax, pizza, etc.* Akinnaso (1985) distinguishes between the CS and borrowing by four criteria. The first is the level of individual competence necessary for each. That means, CS requires bilingual or multilingual competence, whereas code borrowing (CB) including loan words, is possible for both the monolingual and bilingual speakers. The number of grammars employed also distinguishes between CS and CB. CS involves more than one grammar whereas CB only involves one grammar. Two other criteria degree of substitution and functional classification, are

also used to define CS and CB. CS can often be used in both languages. CS is often made for socio-pragmatic reason and CB more for referential purposes.

Mahootian (2006) described two main factors related to distinguishing CS from CB. The first one is the length of borrowed utterance and the degree of morphological and phonological integration of the utterance into the host language. The degree of integration can range from the fully integrated single words that have been completely adapted to the host language morphology and phonology systems, such as Japanese word *takshi* [takuši] borrowed from the English *taxi* [tæksi], to phrases of any length showing partial integration. The second factor is the frequency of occurrence in the host language is suggested by the idea that borrowings occur more frequently than code-switches.

According to Mahootian (2006), all the borrowings can be classified, based on degree of integration, as *loanwords* or *nonce borrowings*. Words which are fully integrated into host language and used by monolinguals without any knowledge of word's origin are loanwords. In its turn, loanwords can be further categorized as *necessary loans* and *unnecessary loans*.

Necessary loans serve to fill lexical gaps or to accompany the specific item brought to the host culture. For instance, such necessary loanwords as *pijamas*, *croissant*, *orange*, *chili*, *robot* are hardly identifiable today as borrowings to a monolingual English speaker. Unnecessary loans, on the opposite, do not fill the gaps, they coexist with their native analog but in a semantically altered fashion. For example, the French word *veal* meaning “*yearling*” or “*calf*” did not replace the English word “*calf*”, which also referred to a young animal, but could be used for some other related meaning to refer the meat from the animal rather than the animal itself.

Some of the researches do not consider singly occurring Embedded Language words as code-switching. They say these singly words are type of borrowing, though still recognizing such words to be different from established borrowings. Poplack (1980), one of the early researchers, calls these words “*nonce borrowings*”. Most of these words are nouns, as Myers-Scotton (2006) notes, nouns are the most frequently borrowed element. Because of the controversial status of these words, they deserve some attention. Following Myers-Scotton (2006), we argue that nonce borrowings resemble Embedded Language phrases in code-switching more than they resemble established borrowings, and furthermore we agree that many singly occurring words that are code-switches could become established borrowings if they were adopted by trend-

setters.

As the preceding discussion demonstrates, researches have varying definitions for the alternation between languages. The variation in the definitions may reflect the world-wide diversity of the use of more than one language between speakers, and the attempt by researches to describe its occurrence.

2.2.2. Spanglish or Português?

The traditional common example of CS is in a conversation between two speakers who speak the same two languages. In Portugal, especially in international student communities, the relevant languages are usually Portuguese and English, Portuguese and Spanish. A sentence might begin in Portuguese and end in Spanish, or it may be entirely in English except for one Portuguese word. This phenomenon, which is generally defined as unsystematic mixture of Portuguese and Spanish, is called *Portuñol* (*Portuguese variant* “Portunhol”). This is sometimes used by speakers of two languages to talk to each other. And, as Portuguese and Spanish are closely related Romance languages, it lets conduct quite a fluent conversation in this way. Such phrase, for instance, as: “*Nosotros vamos jantar agora*” or “*Que tenemos hoy para o pequeno-almoço?*” are typical examples of Portuñol, where the speaker starts the utterance in Spanish (*nosotros vamos/que tenemos hoy para*) and finishes it in Portuguese (*jantar agora/o pequeno-almoço*).

Another example of code-mixing is *Spanglish*, which refers to the blend of Spanish and English. It is normally spoken by Hispanic population in the United States, The British population in Argentina and in Gibraltar. The latter one is called *Llanito*, which is know as a mixture of panish, English, Genoese Italian, Maltese, Hebrew and Portuguese. The most popular examples of Spanglish are described as being used in the United States: *carpeta* (“carpet” instead of Spanish “alfombra”), *puchar* (“to push” instead of Spanish verb “empujar”), *hanguear* (“to hang out” instead of “divertirse”), *Lonche* (the Spanish usage for “Lunch”), *que heavy, muy heavy* (the English word “heavy” used unchanged in such phrases akin to “how awful/terrible”), etc. *Porglish* or *Portuglish* refers to the unsystematic mixing of Portuguese and English. It takes place in the regions where the language contact between given languages exists. These range

from improvised code-switching between bilingual speakers of each language to more or less stable dialects. This kind of mixing is quite rare but can still be heard in Macau, among English-speaking expatriates and tourists in Portugal and Brazil. It is basically composed of combined English and Portuguese lexicon and a Portuguese grammar. The most spread examples are *chattear* (to chat), *frisar* (to freeze), *hoovar* (to vacuum/to Hoover), *printar* (to print), etc. Although “Portuñol”, “Spanglish” or “Poglish” may be a far cry from an actual language, code-switching and more general language mixing can solidify into a more permanent structure. In this case, pidgins⁴ develop. These language hodgepodes with simplified grammar pass down through subsequent generations and further develop into creoles⁵. (Curzan, 2002). Keith Whinnom (in Hymes, 1972) suggests that in order to form, pidgins need three languages with one (superstrate) being clearly dominant over the others. It is often claimed that pidgins become creole languages, when a generation of children learn a language as their first language. In this case Creole language can become the native language of a community (as *Chavacano language* in Phillipines, *Krio* in Sierra Leone, *Tok Pisin* in Papua New Guinea).

Another scholar, Mufwene (2002), argues that pidgins and creoles arise independently, that pidgin not always precedes a creole nor a creole evolves from pidgin. According to Mufwene, pidgins evolved among trade colonies among “users who preserved their native vernaculars to their day-to-day interactions”. Creoles, meanwhile, developed in settlement colonies in which speakers of a European language, often indentured servants, whose language would be far from the standard, interacted extensively with non-European slaves, acquiring certain words and features from their languages and resulted in a heavily basilectalized version of the original language.

Creoles exist today in areas where the language of a colonizing nation (e.g. Britain or France) combined with local languages to form a creole: Cape Verde, Hawaii, Macau etc.

⁴ A pidgin is a reduced language that results from extended contact between groups of people with no language in common; it evolves when they need some means of verbal communication, perhaps for trade, but no group learns the language of any other group for social reason that may include lack of trust or close contact (Holm, 2000:5).

⁵ A Creole is a stable natural language that has jargon or a pidgin in its ancestry. It is spoken natively by an entire speech community (Holm, 2000:6)

2.3. The pragmatics of code-switching

Scholars studying code-switching can be subdivided generally into two groups: the ones studying the grammatical/structural aspect and those interested more in pragmatic aspect of language phenomenon. In present study, as we investigate the pragmatic functions of code-switching, we would like to introduce how the pragmatic perspective on code-switching is seen.

2.3.1. CS as a contextualization cue

As we noted above, code-switching as a sociolinguistic phenomenon has been approached so far pragmatically by different researchers. Namely, “social” or “pragmatical” part of code-switching usually stands for social factors, reasons and functions, hereafter pragmatic aspect.

Within the pragmatic trend CS is treated as a communicative activity, such that CS can be assigned several roles and functions within discourse. Gumperz (1982) was one of the first scholars who proposed an interactional approach to CS. He suggests that the use of CS is seen as an additional communicative strategy underpinning human conduct.

A central notion introduced by Gumperz (1982) is that of *contextualization cues* (or contextualization conventions). In general, contextualization cues are certain characteristics of the message to be delivered. These characteristics are embodied in utterances and take various forms via which the speaker gives a hint of what the intended message is about. In other words, contextualization cues provide "a means of conveying pragmatic information to interlocutors as to how a particular utterance is to be "read" in context" (Martin-Jones 1995: 98). One of the most important traits of contextualization cues is their implicit meaning, given that the participants in a discourse have to infer what the intentions of one another are and thus react appropriately. Hence, as Gumperz (1982: 131) cautions, contextualization cues should not be taken in isolation since their functioning derives from an interactive process.

At this point, it is relevant to refer to the fact that Auer, who elaborates Gumperz's (1982) theory of contextualization cues (or contextualization conventions), suggests that CS is analyzed as a contextualization cue since these two phenomena, viz. CS and contextualization cues, share many characteristics.

A model of bilingual conversation was proposed by Auer (1995) in his study of 14 Italian

migrant children in West Germany. According to Auer (1995), CS is a "tool" available to bilingual speakers, which enables them to perform several verbal activities. For instance, change of topic, emphatic repetitions, indirect speech rendition and change of addressee are common activities carried out by CS which can replace other communicative strategies used by monolingual speakers, such as prosodic features. Of course, this does not imply that bilingual speakers always make use of CS in their speech as a cue or without exploiting other strategies.

2.3.2. Situational and metaphorical code-switching

Researchers dealing with code-switching used to distinguish between *situational* and *metaphorical code-switching*. (Holmes; 2001, Saville-Troike; 2003, Meyerhoff; 2006). When code-switching is constrained by where a speaker happens to be, it is called *domain-based* or *situational* code-switching (Holmes; 2001). When it is constrained by who a speaker happens to be talking to it can be called *addressee-based*. In addition, there are other more metaphorical motivations for code switching, and we will look at examples that illustrate these points later. In the example 3, described by Meyerhoff (2006: 116), one can see how domain and addressee can influence the choice of language you might speak in particular situation.

Example 3.

Guy is a lawyer in Honolulu. In court, and when meeting with clients, he wears a suit and tie and he speaks the supra-localised variety of American English he acquired growing up in a family that moved often. Outside work hours he wears T-shirts and jeans, and when he stops an employee at the drugstore to ask for help, he switches into Pidgin, “*Cuz, get dakine pukka beads here?*” (‘Hey mate, do you have any of those, like, surfer beads here?’)

According to Saville-Troike (2003), situational code-switching occurs when a language change accompanies a change of topics or participants, or whenever the communicative situation is redefined. He exemplifies his definition with the conversation of Navajo⁶ teachers. Within a

⁶ Navajo, also known as Diné and Navaho, belongs to the Apachean Language Group of the Athapaskan language

single conversation, Navajo teachers usually speak English to one another when discussing matters related to school, for instance, but may switch to Navajo to discuss their families, or rodeos and other community activities. They may also situationally switch into English if non-Navajo speakers join the conversation, so the new arrivals will not be excluded.

A switch may reflect a change in status relations between people or the formality of their interaction. Here, we deal with *metaphorical* code-switching. Metaphorical code-switching occurs within a single situation, but adds meaning to such components as the role-relationships which are being expressed. (Meyerhoff: 2006). More formal relationships such as doctor-patient or administrator-client are often expressed in the H variety, for instance: Classic German in Switzerland, Spanish in Paraguay, Standard American English in Hawaii. Informal, friendly relationships, involving minimal social distance, such as neighbor or friend, are generally expressed in L variety or code: e.g. Guarani in Paraguay, Swiss German in Switzerland and Hawaiian Creole in Hawaii respectively.

In the example 4, reported by Holmes (2001: 37), the language varieties of the little village in Hemnesberget are described. Bokmål⁷ or Standard Norwegian is the variety normally used while in tax office to sort out your tax forms. But the person you deal with may also be your neighbor. the conversation may look like this.

Example 4.

[Bokmål is not italicised, *Ranamål is in Italics*]

Jan: Hello, Petter. How is your wife now?

Petter: Oh, she's much better. Thank you, Jan. She's out of hospital and convalescing well.

Jan: That's good I'm pleased to hear it. *Do you think you could help me with this pesky form? I am having a great deal of difficulty with that.*

Petter: *Of course. Give it here...*

family. About 170,000 Navajos speak their language in the Southwest (in the states of Arizona, Colorado, New Mexico, and Utah) of the United States, with about 7,616 monolinguals (according to the 1990 census). <http://emeld.org/school/case/navajo/about.html>

⁷ Bokmål is one of two official [Norwegian](#) written [standard languages](#), the other being Nynorsk. Bokmål is used by 85–90% of the population in [Norway](#). (Blom, Gumperz;1972)

We could see that with the topic of discussion, the code changed. Here, the change of the topic symbolizes the change in the relationship between the men. They switch from their roles as neighbors to their roles of bureaucrat and member of the public. In other words, they switch from personal interaction to more formal one, situational code-switching causes metaphorical.

As we have seen in the example above, topic of discussion as well as addressee and the setting, can be a reason people switch from one code to another. Bilinguals often find it easier to discuss particular topic using one code rather than another. In Hennesberget, Bokmål is the most appropriate variety to discuss business matters. Holmes (2001: 38) gives as an example, Chinese students sharing a flat in English-Speaking countries. They tend to use Cantonese with each other, except to discuss their studies they switch to English. It is explained by the fact, that they have learned the vocabulary of economics, linguistics or physics, so they do not always know the equivalent words for “capital formation” or “morpheme” or “electron” in Cantonese. But it goes further than simply borrowing words from English. They often switch to English for considerable stretches of speech. Similarly, technical topics are firmly associated with a particular code and the topic itself can trigger a switch to the appropriate code.

Another vivid example by Holmes (2001) about metaphorical code-switching, describes the village meeting among the Buang people in Papua New Guinea. Mr Rupa, the main village entrepreneur and “big man”, is trying to persuade people who have put money into a village store to leave it there. This is a short section from his skillful speech.

Example 5.

[*Tok Pisin is in Italics*, Buang is not italicised]

Pasin ke ken be, *meni* ti ken nyep la, su lok lam *memba* re, olo ba *miting autim* olgeta tok...*moni* ti ken nyep ega, rek mu su rek ogoko nam be,one *moni* rek,..*moni* ti ken bak *stua* lam vu Mambump re, m nzom agon.

English translation:

This is the way - the money that is there can't go back to the shareholders, and the miting brought up all these arguments...the money that's there you won't take back, your money will...these money from the bulk store will come back to Mambump, and we'll hold on to it.

In this example given by Holmes (2001) we cannot see any obvious explanatory factors for switches between Buang and Tok Pisin. There is no change of the topic nor the setting, and no new person joined the conversation during the speech event. There are no quotations and angry and humorous utterances. (observed in 2.5. Functions of CS). What are the social meaning of these rapid switches? By analyzing this short abstract, we can say that by switching between the codes, Mr Rupa draws on different associations of the two codes. By using Buang, the local tribal language, he emphasizes to be a member of Buang community, thus gaining the trust of people. In other words, he wants to express his solidarity and friendly feelings with tribal people. On the other hand, the use of Tok Pisin, the valuable lingua franca and an official language of Papua New Guinea, emphasizes his role of entrepreneur, his business knowledge and experience in the world of money and marketing, which symbolizes social distance, status and the referential information of the business world. The speaker here is code-switching for rhetorical reasons. It is referred sometimes as metaphorical switching, because the social meanings of two codes are skillfully used in the speech as the metaphor to enrich the communication.

Following Gumperz's (1982) and Auer (1995) consideration of code-switching from pragmatic perspective, we assign certain roles and functions to this phenomenon within discourse. In other words, whenever speakers are involved in code-switching, they try to send a certain message with implicit meaning for addressees to infer what the intentions are and thus react in an appropriate way. Thus, according to these scholars, code-switching is, in most cases, conscious and intentional. In order to see other perspectives, let us continue the discussion in the next section which presents the review of previous studies on functionality of code-switching from the earliest to the most recent ones.

2.4. The previous studies on functions of code-switching

The views and opinions on functional aspect of code-switching have differed throughout the time in the extent to which they are prepared to assign a specific meaning to the instances of code-switching. According to Poplack (1980), for example, "true" code-switching is void of any pragmatic significance. On the other hand, McConvell (2001) attributes some meaning to

every case. Meanwhile, Gumperz (1982) seems to be in between these positions, as he notes that only because code-switching conveys information, it does not mean that every switch should be assigned particular meaning. Gumperz (1982) suggests to look at code-switching as a communicative activity, available to a bilingual as well as style shifting available to a monolingual speaker.

Gumperz (1982) identified six basic discourse functions of code-switching in a conversation.

1) addressee specification 2) reiteration 3) quotation 4) interjections 5) personalization versus objectivization 6) message qualification.

By operating the addressee specification function, the speaker switched the code to direct the message to one particular person among other prospective addressees. When a speaker repeats a message in the other code, he is exercising the reiteration function. While code-switching to native language in order to clarify meaning, a speaker stresses this way importance on the foreign language content for efficient comprehension. For instance, English-speaking student comes to a Portuguese supermarket to buy milk without lactose, she asks: “Excuse me, do you have milk without lactose, *leite sem lactose?*” By switching from English to Portuguese, the native language of the consultant, the speaker wants to clarify the utterance as much as possible in order to ensure that the hearer understands the message. The Quotation function is employed, when a speaker is reporting an utterance as direct quotation in the other code. The example is provided by Holmes (2001: 38).

Example 6.

[*the Maori is in italics*, the translation is in brackets]

A Maori person is recalling the visit of a respected elder to a nearby town. “That’s what he said on Blenheim. *Ki a matou Ngati Porou, te Maoritanga i papi ake i te whenua.* [we of the Nagti Porou tribe believe the orogons of Maoritanga are in the Earth]. and those Blenheim people listened carefully to him too”.

The switch here is used just to quote the words the quoted person said. So the switch acts as a set of quotation marks. Interjections simply serve to mark sentence fillers; e.g. *well, so, andale,*

pues, bueno. Personalization versus objectivization function of code-switching indicates speaker's involvement in what is being said. Message qualification presupposes the elaboration of the preceding utterance in the other code.

Myers-Scotton (2006) also distinguishes some functions of code-switching among which are solidarity, power, expressing emotions (emotional) and demonstration of national identity. As for the code-switching serving as a symbol of power, Myers-Scotton (2006:135) gives an example of English as a language in power in such African countries as Kenya, South Africa, etc.

In Tolstoy's *War and Peace*, there are a lot of switching from Russian to French. French was considered in Imperial Russia the language of Elite and only rich and wealthy families could afford to hire a teacher for private language classes, so in communication switching to French was a demonstration of power. Solidarity is seen by Myers-Scotton (2006:150) as an attribute of relationships that arises through a shared membership with another person, particularly shared ethnicity. Examples [1] and [2] are demonstrating well the code-switching applied as a shared ethnicity function. Code-switching as a demonstration of national identity is considered a lot in Myers-Scotton's data from Mozambique, former Portuguese colony. After getting the independence from Portugal, code-switching to ethnic language was seen a lot, because it demonstrated the formation of new national identity of speakers.

There also have been other studies (Heller,1995; Maschler,1991,1994; Finlayson and Slabbert, 1997) which as well identified several functions of code-switching, some of which overlap with Gumperz' classification and Myers-Scotton's functions. These studies note that code-switching (particularly Hebrew-English, Chicano, Japanese-English) is triggered by different speech acts such as challenge, request, agreement, etc., different styles (narrative versus evaluative) and differences at the connotational level. McCormick (2002) focuses upon the forms and functions of code-switching in Cape Town, South Africa. According to McCormick (2002), code-switching can often serve a specific purpose or have a stylistic or social effect. Her data consists of interviews, meetings, interactions with the families in their homes, and interactions with children at school. Particularly, its fifty-two hours of tape recordings with people from the area, as well as with people who previously lived in the area.

Chirsheva (2000) in her turn identifies many different functions in the use of code-switching.

Beside those that were already presented, she introduces time and effort saving function, esoteric, humorous. When when a person cannot recall a particular word or phrase in one language, he switches to another code in order to save time and effort in the conversation. The usage of this function very often takes place in informal interaction. Esoteric function is implemented when a speaker switches to another code in order to “hide” particular information from other participants, who do not share the knowledge of other code. In order to demonstrate how esoteric function is used, we suggest you consider a short example reported by Chirsheva (2000) and recorded at University among Russian students:

Example 7.

[*Russian is in Italic*, English is a regular font]

Student 1: *Куда ты идешь?* [*Kuda ti idesh?*] (where are you going?)

Student 2: to WC. (to WC).

Humorous function takes place when a speaker switches codes in order to create a humorous effect. Only skillful bilingual implement successfully this function.

McCormick (2002) distinguishes between situational and conversational code-switching in this community. For most families, the vernacular language is the principal code for home interaction, while English and Afrikaans is used in formal occasions such as meetings. And only when a topic in the meeting becomes heated or controversial, speakers may switch to non-standard vernacular. According to McCormick (2002) conversational code-switching is more common and mostly unconscious, and it has many functions among which are word replacement, loanwords and using a new language to start a new sentence.

This overview of research works on code-switching offers certain background on its occurrence and functions. In the following section, the Myers-Scotton’s (1993) Markedness Model, as a theoretical base of the study, is outlined. The Markedness Model was chosen for the analysis of code switches in our study as it accounts for speaker’s socio-psycholocial motivations while code-switching, which serves as a perfect tool for identifying the pragmatic functions of code-switching.

2.5. Myers Scotton's the Markedness model (1993)

The Markedness model explains social motivations of speaker for a code choice . When speakers engage in code-switching, they exploit the socio-psychological values which are associated with different linguistic varieties in a specific speech community.

And though, the Markedness model was initially created for analyzing African languages such as Afrikaans and Swahili, to our opinion, it can successfully be implemented for analyzing other language groups. For instance, some applications of Myers-Scotton's the Markedness Model (1993) have been seen already in works of Tuc (2003) in the study of Vietnamese-English code-switching in Australia; Chirsheva (2000) Russian-English code-switching, Chen (2006) on analyzing English expressions in Chinese.

According to this model, language users are rational and choose a language that clearly marks their rights and obligations (RO), relative to other speakers, in the conversation and its setting (Myers-Scotton, 1993b). In this relation, when there is no clear unmarked choice, speakers practice code-switching to explore possible language choices. The Markedness model emphasizes that the "speaker is a creative actor, and that linguistic choices are accomplishing more than just conveying of referential meaning" (Myers-Scotton, 1993:75). Moreover, within this model, code choices are made intentionally to achieve specific social ends.

The problem of analyzing bilingual and multilingual utterances sometimes occurs when deciding what language should be considered *Matrix*⁸, if both languages are presented quantitatively and qualitatively equally in speech. In such cases Markedness Model is implemented (Myers-Scotton, 1993). According to this model, the ratio of languages is dynamic and can be determined by the specific social and psychological factors: the ML is the one in this situation, that is the least marked, that is expected as a means of communication with the highest probability.

The Markedness model uses the marked versus unmarked distinction as a theoretical construct to explain the social and psychological motivations for making one code choice over another. As part of their innate language faculty, "all language users have a predisposition to view linguistic

⁸ Matrix language (ML) is the 'base' language (ML) and the 'contributing' language (or languages) is called the embedded language (EL) (Myers-Scotton, 1993:20).

codes as more or less marked or unmarked, given the social and intellectual context”. It is called *Markedness metric*. Therefore, all people have the competence to assess linguistic codes in these terms (1998:6). The important point is that while the metric is considered to be a universal cognitive structure, “it underlies a particular ability: the ability to assess the Markedness of codes, only developed in reference to a specific community and through the actual social experiences and interactions there” (Myers-Scotton, 1993:80).

2.5.1. Social motivations for speaker’s code-switching

Before discussing the theoretical base of the model, we would like to consider first the normative framework for the social motivations for code-switching. Myers-Scotton (1993) emphasizes the necessity of such framework for speakers to be able to interpret code choices. Furthermore, Myers-Scotton (1993) suggests that most of the interpretation within a conversation depends on the framework of markedness which is provided by the community’s values and norms. It is also important to note that Myers-Scotton (1993:111) argues that “Markedness model does not consider the actual choices as arising from the community’s norms, but that the speaker makes the choices”. The norms are needed to help to interpret the choice and help the speaker weigh the costs and rewards of alternative choices, and then make a decision. Thus, in the Markedness model, which we will discuss in the next sections in more details, the speaker makes the choice primarily based on enhancing their social position and to communicate their own perceptions.

2.5.2. Rights and obligations set

The central notion used by Myers-Scotton (1993) to measure marked and unmarked choices is the rights and obligations (RO) set, upon which “speakers can base expectations in a given interactional setting in their community” (Myers-Scotton, 1998:23). The RO set stands for codes of behavior and norms which are established and then maintained in social communities. The unmarked RO set usually accounts for situational features of the community for that interaction

type. It is predictable there are factors in most communities which are evident as the same in the establishment of the RO set in different interaction settings. Some of these factors are “occupation, sex, socio-economic status and ethnic groups, which are all the main identity features of participants” (Myers-Scotton, 1998:24). Therefore, it can be assumed that the speaker as well as the hearer can use the input of their experiences in daily interactions together with Markedness metric as a cognitive device, in order to arrive to readings of Markedness. So first of all, they take into account the specific salient situational factors of a given community and interaction type and establish the perimeter of the unmarked RO set for a specific interaction setting. Second of all, they calculate the relative Markedness of code choices to index the unmarked RO set.

2.5.3. The Markedness of code-switching

The main “superpremise” of the Markedness model suggested by Myers-Scotton (1998) is the Negotiation principle, which is crucial to interpretation of all the codes. The Negotiation principle states: “Choose the *form* of your conversation contribution such that it indexes the set of rights and obligations which you wish to be in force between speaker and addressee for the current exchange”. The Negotiation principle is expected to inform the addressee that, “together with conveying information, the speaker also has interactional goal” (Myers-Scotton, 1998:21). Three maxims follow this principle: 1) unmarked choice maxim directs: “Make your code choice the unmarked index of the unmarked RO set in talk exchanges when you wish to establish or affirm that RO set” (Myers-Scotton, 1993:114). 2) the marked choice maxim directs: “ Make a marked code choice...when you wish to establish a new RO set as unmarked for the current exchange” (Myers-Scotton, 1993:131). 3) the exploratory choice maxim states: “When an unmarked choice is not clear, use code-switching to make ultimate exploratory choices as candidates for an unmarked choice and thereby as an index of an RO set which you favor” (Myers-Scotton, 1993:142). Thus, the social meanings of language (code) choice, as well as the causes of alternation, are defined entirely in terms of participant rights and obligations. Code-switching which arises from the application of one of these maxims may be classified as one of

four related types, namely: 1) code-switching as an unmarked choice 2) code-switching as a sequence of unmarked choices 3) code-switching itself as a marked choice 4) code-switching as an exploratory choice (Myers-Scotton, 1993:114).

2.5.4. Types of code-switching

2.5.4.1. **Code-switching as an unmarked choice**

Unmarked choice is that one that is more or less expected, given the ingredients of the interaction (participants, topic, setting, etc.). The unmarked code-choice directs the speaker in the following way: “the speaker makes a code choice according to the unmarked index of the unmarked RO set in the exchange of speech when he /or she wishes to establish or affirm the RO set ” (Myers-Scotton, 1993:114). The sequence of unmarked choices and CS itself as unmarked choice occur under different circumstances but have related motivations: they are triggered by the change in the situational factors during a conversation. Situational factors remain very similar during the course of the conversation when unmarked code-switching occurs.

Because the unmarked choice, according to Myers-Scotton (1993:75), is “safer” (i.e. it conveys no surprises as it indexes an expected interpersonal relationship), speakers generally make this choice. But not always. Speakers assess the potential costs and rewards of all alternative choices, and make their decisions, typically unconsciously. For example, for bilinguals in France, the unmarked choice to use in a government office is French, not any other languages that they speak. Or, for most Spanish-English bilinguals in the United States (especially if they are recent arrivals), the unmarked choice to use to elderly relatives at family gatherings is Spanish. The linguistic choice is *indexical* of the RO set. Thus, “when a speaker makes the unmarked choice, he or she is causing no social ripples because participants expect such a choice, based on experience”.(Myers-Scotton, 2006:159).

In unmarked code-switching, switching often takes place within the single sentence or even within a single word. It differs it from marked or exploratory code-switching, which do not

possess the same to-and-fro pattern . As Myers-Scotton (1993:19) points out there are some certain conditions which have to be met in to let the unmarked code-switching occur: bilingual peers, interaction should symbolize the mutual membership, “speaker should positively evaluate for his/her own identity the indexical values of the varieties used in the switching” and, lastly, as proficiency is an vital condition of code-switching, a speaker-hearer needs to be relatively proficient in the two languages involved.

2.5.4.2. **Code-switching as a sequence of unmarked choices**

According to Myers-Scotton (1993), any change in situational factors within a conversation may change the unmarked RO set. Generally, it can happen when a focus or topic of a conversation is shifted. If the RO set is altered by one of such factors, it means that speaker wishes to index the new unmarked RO set. We have been discussing this when describing situational and metaphorical code-switching in chapter two. And the examples [2] and [4], which took place in New Zealand and Norwegian settings, demonstrate vividly the process of changing the unmarked RO set with the change of the participants or the topic of conversation. The model predicts that “the speaker will generally choose either to accept or to renegotiate the new unmarked RO set” (Myers-Scotton, 1993:115). In this kind of code-switching, it can be said that change in codes is speaker-motivated, and not necessarily driven by the situation.

The example [1] that we used in chapter one, when a receptionist discovers that the caller is a friend of hers, the content of the factor “relationship” changes from “unknown/stranger” to “friend, and the unmarked RO set changes from that holding between strangers to that between friends.

Thus, according to Myers-Scotton (1993), when speakers choose to follow unmarked code-choice, they accept, thus, the role relationship which people from the same communities and same social identities have with one another.

2.5.4.3. Code-switching as a marked choice

Marked code-switching is generally used by a speaker with particular intention. As Myers-Scotton (2006:160) states, “marked choices are those that are not predicted, given the RO set that is in effect. This type of code-switching directs a speaker to make a marked code choice which is not the unmarked index of the unmarked RO set in an interaction”. According to Myers-Scotton (1993), marked code-switching usually takes place in relatively formal interactions, when unmarked choice is quite clear to index the unmarked RO set between speakers. The marked choice, therefore can be assigned two meanings: 1) “negotiation against the unmarked RO set”; 2) “it calls for another RO set in its place, for which the speaker’s choice is unmarked index” (Myers-Scotton, 1993:131). The speaker in this case is seen as a creative actor by not simply following the unmarked choice but taking a different path, the marked choice.

A marked choice can present a message of its own in its indexical function. This leads to the idea suggested by Myers-Scotton (1993), that all marked choices have one general motive. This motive stands for the fact that when the speakers implement marked code-switching in conversation, they indicate the range of emotions from anger to affection, as well as negotiate outcomes ranging from demonstrations of authority to assertion of ethnic identity. As a rule, all these motives have one general effect, which is to negotiate a change in the expected social distance between participants, either to increase it or to decrease it.

As Myers-Scotton states (1993:35), marked code-switching may be used, for instance, as “an ethnically-based exclusion strategy”. It means that people generally feel closely related to those who share the same ethnic and language background. Usually it serves as a means to keep the ethnicity salient, but sometimes it may even become the reason of a conflict in a multicultural communities. Yet, in many cases, the person takes the risk and uses their own ethnic language as a marked code, leaving the others excluded from the conversation. If we consider example given by Myers-Scotton (2006) we can see how marked code-switching is used by bilinguals as an ethnically-based exclusion strategy. In this example, the meeting of two brothers in Nairobi, Kenya, is described. The emphasis is made on relation of code-switching and the current social status of both brothers: one brother still lives in the village, while the other one lives in the city

and has important position. Thus, city brother greets the rural brother in English, an official language in Kenya, instead of following the unmarked code, greeting his brother in their shared ethnic group language. The city brother uses marked code-switching deliberately as he suspects his relative is there to ask for a loan or some other favor, so lets him know that ethnicity won't get the rural brother anything special. Understanding the risk of alienating his brother and probably his relatives in village by this situation, he still decides to follow the marked choice and has strong intention for that.

“Speakers engaged in marked code-switching, according to Myers-Scotton (1993:141), are innovators in the entrepreneurial sense” , and may be one of two types: 1) individuals with sufficiently high status, who are positioned so that the possibility of achieving such status is real and could be elevated through successful negotiation of personal interpersonal position through marked choices; 2) The second type of individuals includes entrepreneurs.

As we have noted already the Markedness model of code-switching and code-choice is more “speaker-oriented and audience-oriented”, in contrast with other communication theories (Myers-Scotton, 1993:141).

Code-switching occurs in all communities at all linguistic levels, making a marked code choice may be the most universal use for code-switching.

2.5.4.4. Code-switching as an exploratory choice

In cases when the unmarked choice is not clear, a speaker generally uses an exploratory choice. This type of code-switching applies when speakers themselves are unsure of the expected or optimal communicative intent or RO set. And, as the unmarked choice is usually clear, exploratory code-switching, thus, is the least frequent type of code-switching. A speaker can also be engaged in exploratory code-switching when he/she is uncertain which norms should be applied. This often takes place when meeting different cultures and social identities, but it can also occur when societal norms are in the state of transformation.

One can see the exploratory choice functioning when a speaker avoids committing themselves to a single RO set by not speaking only one code. The speaker recognizes that the use of two languages has its values in terms of costs and rewards. Thus exploratory code-switching

employs code-switching as a safe choice in attaining cost-reward balance which is acceptable to all participants. Therefore “a speaker may use a strategy of neutrality provided by the exploratory code-switching to arrive at the solution, which can happen to be a single code” (Myers-Scotton, 1993: 147).

2.6. Synthesis

In this chapter we made a theoretical review of studies done on phenomenon of code-switching, and particularly on its functional aspect. In the first sections, we have discussed the relation of such concepts as diglossia and bilingualism to code-switching. We came to a conclusion that diglossia and bilingualism, being quite controversial phenomena in societal-individual distinction, can both serve the most frequent environment for code-switching. Thus, in diglossic society, when individuals speak a different language (code) for different domains, the usage of code-switching is closely related to domains. Code-switching mostly takes place when there is a certain shift in domain: a change of setting, topic or participants. Whereas bilingualism is more individual phenomenon and thus more complicated, not dependable directly on certain social factors .

As our focus of study is functions of code-switching, certainly, we could not miss the discussion of pragmatic aspect of code-switching. Following Gumperz's and Auer's definitions, we considered code-switching to be a communicative strategy, a type of a useful tool which speakers use to achieve their communicative goals. And, as any communicative strategy, code-switching can be assigned certain roles and functions. Therefore, we continued on analyzing the studies carried out on the functionality of code-switching. Many of the studies applied Myers-Scotton's Markedness model (1993) as their theoretical base. As it provides the framework for analyzing speaker's social motivations for code-switching, we assumed this model would reasonably fit our study on pragmatic functions as well.

And, though, there has been some critics of this model by such analysts as Peter Auer (1998), Blommaert & Meeuwis (1998) and Woolard (2004), which mostly referred to the use of code-switching as a conscious choice only and argued the producing of social meaning according to situation by speakers rather than using pre-existing normative model, the Markedness model

still remains one of the most complete model for analyzing speaker's motivations for code-switching.

In the next chapter, we are going to describe and discuss the investigation we have carried out in order to answer our research questions and try to resolve our research problem. Generally, we will analyze the results of the online questionnaire and match them with the results of the interviews, making discussion over the relation of factors of code-switching and biographical and linguistic background of students as well as their attitude.

CHAPTER THREE. Methodology of the study: questionnaire and interaction data

The research incorporates the elements of quantitative and qualitative ethnographic approaches. The quantitative methods are used here for statistical analysis of the questionnaire, while qualitative ethnographic methods are applied for analysis of such qualitative data as transcribed interviews and conversations. Being quite common for sociological and anthropological studies, qualitative ethnographic approach has been also broadly used in sociolinguistics, particularly studies on code-switching (Myers-Scotton, 1992; Finlayson and Slabbert, 1997; McCormick , 2002; Brown, 2008).

For the present research, we examined the subset of data, that was gathered at the University of Algarve, Faro and outside by means of observation, interviews and questionnaire. The collection of data was made over six weeks. It represents transcribed interviews and conversations among international students, as well as the filled in questionnaire questionnaires. The questionnaire aims at getting the basic biographical information of students, overall attitude of exchange students to code-switching, their personal experience and linguistic background. Thus, interviews and recorded conversations are aimed at getting information about how code-switching affects interaction of participants in formal and informal settings.

3.1. Questionnaire data: collection and analysis

This questionnaire plays an important role in our study as it aims at gaining information on biographical data of participants, personal opinions and general attitude to code-switching. It was designed with the help of Qualtrics software (trial version) which enables users to do many kinds of online data collection and analysis. The questionnaire consists of 13 questions⁹, which were grouped in three main blocks. The first block is general biographical information about participant. The second block aims at getting information about linguistic competence of a participant (the level of proficiency in languages). Lastly, the third block is more specific to the topic and particularly questions a participant about their code-switching experience.

⁹ The sample questionnaire form can be found in Appendix A.

The link to questionnaire was placed in Facebook social network, particularly in the groups “Erasmus Faro 2011/2012”, “Erasmus Faro 2012/2013” and “ESN - Erasmus students in Portugal” in the middle of April. During two weeks that the questionnaire was active, it was answered 62 times, however only 40 were completed.

We are going to present the collected data first, then present an analysis performed in order to answer our research questions.

All the statistical analysis was performed with the help of Qualtrics software. If we look at the results of the first block on biographical information , we can note that the respondents in most cases have been exchange students (89%), most of which are doing Master (57%) and Undergraduate courses (40%) at different departments, such as tourism, engineering, language sciences, management, etc.

Figure 3.1. The statistics of responses of question 1. ¹⁰

1. Are you an exchange student?

#	Answer	Response	%
1	Yes	47	89%
2	No	6	11%
	Total	53	100%

Figure 3.2. The statistics of responses of question 2.

2. What course are you doing (please, indicate also the field of study)

#	Answer	Response	%
1	Undergraduate	21	40%
2	Master	30	57%
3	PhD	2	4%
	Total	53	100%

The majority of responded students stay in Portugal for either less than six months (42%) or from six to twelve months (28%), which means their knowledge of Portuguese is generally quite limited. We will be able to look at that in the language background section.

¹⁰ Complete report of the answers with statistics can be found in Appendix B.

Figure 3.3. The statistics of responses of question 4.

4. How long do you reside in Portugal? (months*)

#	Answer	Response	%
1	0-6	22	42%
2	6-12	15	28%
3	12-24	10	19%
4	other	6	11%
	Total	53	100%

The group of respondents is quite diverse and includes students with different language backgrounds. We can see it from the statistics of answers of the 2nd block mainly. Being from different countries of origin they speak different mother languages (61%): Brazilian Portuguese, Catalan, Chinese, Croatian, French, German, Greek, Italian, Luxembourgian, Polish, Romanian, Slovak, Ukrainian. Though, among the languages at our research focus, Russian was mentioned the most (24%) as a mother language, which was followed by Spanish (10%) and Portuguese (5%) respectively.

Figure 3.4. The statistics of responses of question 5.

5. Your mother language

#	Answer	Response	%
1	English	0	0%
2	Portuguese	2	5%
3	Russian	10	24%
4	Spanish	4	10%
5	Other (please specify)	25	61%
	Total	41	100%

We asked the respondents to evaluate their knowledge in other languages if any, so we could get the answer to one of our research questions about the effect of language background on the consciousness of use of code-switching.

All our languages under research were evaluated according to Common European Framework of Reference for languages (CEFR). Evidently, almost all the respondents demonstrated their knowledge of English (41 response) and Portuguese (38 responses), whereas Spanish and

Russian were less popular. Thus, the majority of respondents indicated their proficiency in English as C1 (39%), B2 (25%), C2 (25%), showing, thus, quite proficient knowledge of English. In case of Portuguese, the situation is the opposite: 38 respondents indicated their levels of proficiency in Portuguese from initial A1 (19%) to lower intermediate B1 (19%), with most often A2 level (32%) thus stating basic knowledge of Portuguese by respondents. In case of Russian language, our respondents were stuck to two extremes, they either indicated no knowledge or very basic knowledge of Russian A1 (40%) to proficient native level C2 (50%), meaning that Russian language is not the most common linguistic asset among European students and those C2 level responses were given by native Russian speakers. Spanish has a higher rate, being indicated 24 times total by respondents. However, the knowledge of Spanish language is spread evenly throughout our matrix, with 29% of respondents indicating no knowledge or very basic knowledge of Spanish. Making conclusion we can say that, almost all of our respondents are fluent in English (41 responses), 38 respondents have basic and intermediate knowledge of Portuguese, fairly competent in Spanish (24 responses) and very little know Russian language. (20 responses).

Figure 3.5. The statistics of responses of question 6 (adopted).

6. Please indicate other languages and your proficiency in them according to Common European Framework of Reference for languages (CEFR) where/if applicable

#	Question	A1	%	A2	%	B1	%	B2	%	C1	%	C2	%	Total Responses
1	English	1	3	1	3	3	8	10	25	16	39	10	25	41
2	Portuguese	7	19	12	32	7	19	4	10	4	10	4	10	38
3	Russian	8	40	1	5	1	5	0	0	0	0	10	50	20
4	Spanish	7	29	3	13	2	8	3	13	4	16	5	21	24
5	Other (please specify)	5	16	4	13	8	26	5	16	2	6	7	23	31

It was found out that respondents mostly use English (average value 60,62) and Portuguese (average value 47,77) when communicating at home or with close friends. This might be due to the fact that, many exchange students either share flats with other exchange students so they use English as means of communication, or they share flat with locals, so they speak

Portuguese. Russian language was also indicated as languages used for communication at home quite often (average value 50,86), but we cannot make generalizations in this case, because supposedly these responses were given by the Russians sharing a flat with their compatriots.

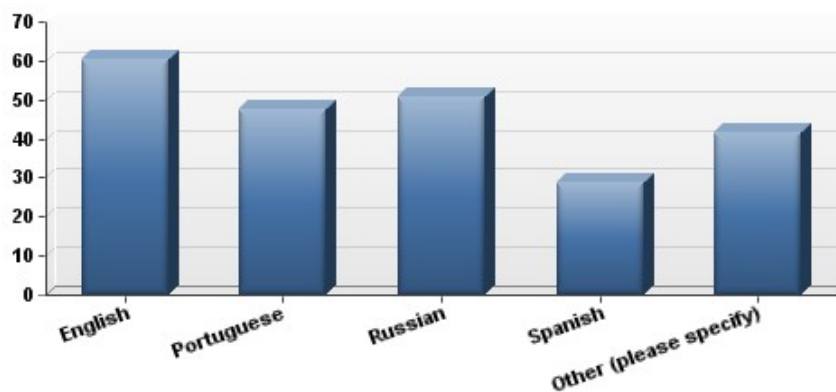
Figure 3.6. The statistics of responses of question 7.

7. Please rank the language (s) you currently use the most for communication at home? (and/or with close friends)

Note: 0 -100 (%), where 0 is non-usage of language and 100 is a regular usage of language.

#	Answer	Min Value	Max Value	Responses
1	English	2.00	100.00	39
2	Portuguese	1.00	100.00	35
3	Russian	0.00	100.00	21
4	Spanish	0.00	100.00	21
5	Other (please specify)	0.00	100.00	27

Figure 3.7. Language use at home and /or with close friends.



As all these students are currently enrolled in Portuguese University, the classes are normally taught in English, and/or Portuguese. The languages in which they code-switch, thus, may not be their first languages, but rather, third or fourth ones. As we could see English and Portuguese again contribute to the majority of languages used more often for communication at University with professors and staff. However unlike in the previous situation, here Portuguese (average

value 64,41) prevails English (average value 61,00) in the frequency of use at University. Looking at the Graph 2. we can visualize the distribution of languages. Spanish language is used quite rarely as a language of communication with professors and staff, and Russian language is hardly used at all.

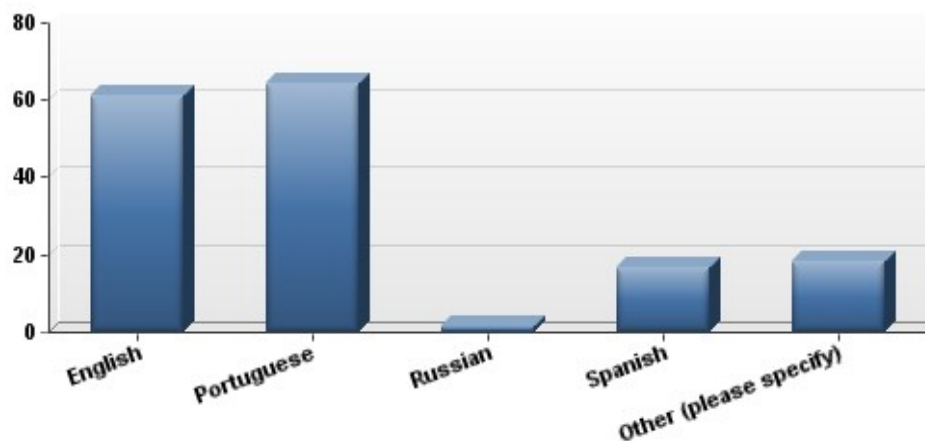
Figure 3.8. The statistics of responses of question 8.

8. What language (s) do you use mostly at University? (interactions with professors and staff)

Note: 0 -100 (%), where 0 is non-usage of language and 100 is a regular usage of language.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	English	0.00	100.00	61.00	38.83	39
2	Portuguese	5.00	100.00	64.41	36.81	32
3	Russian	0.00	19.00	1.67	5.47	12
4	Spanish	0.00	80.00	16.75	24.90	16
5	Other (please specify)	0.00	100.00	18.46	37.16	13

Figure 3.9. Language use at University with professors and staff.



All the respondents (100%) replied positively to the question if they happen to switch languages within a conversation. Therefore, all of them can potentially be our subjects for further

interviews.

Figure 3.10. The statistics of responses of question 9.

9. Do you ever switch languages within one conversation?

#	Answer	Response	%
1	Yes	41	100%
2	No	0	0%
	Total	41	100%

An interesting fact is that mostly our international students code-switch at home (73%) and at social events while having informal interaction (73%), and they generally code-switch less at University: informal setting (60%) and formal setting (25%). Thus, we may assume that as informal settings (home, social events and University breaks) provide a relaxed atmosphere, when people feel that they are not judged by the way they speak, speakers joke, use irony switching codes, and the priority becomes understanding not the correctness of speech.

Figure.3.11. The statistics of responses of question 10.

10. Please indicate where

#	Answer	Response	%
1	At University (formal interactions)	10	25%
2	At University (informal interactions)	24	60%
3	At home	29	73%
4	Social events (informal interactions)	29	73%

We can prove our previous idea by considering the answers of question 11: 55% of respondents confirmed that they code-switch consciously in formal and informal settings, while 45% gets involved in code-switching unconsciously. We will consider the strategies and functions of code-switching in the next section when analyzing interview and group discussion data.

Figure 3.12. The statistics of responses of question 11.

11. Do you usually use it consciously (for some particular reason: demonstration of shared ethnicity, humor, changing topics, etc.) or unconsciously?

#	Answer	Response	%
1	Consciously	22	55%
2	Unconsciously	18	45%
	Total	40	100%

After presenting the necessary data, we need to answer one of our research questions “Does the language background of students influence the consciousness of code-switching?” In order to find out the answer, we performed Cross Tabulation analysis with the frequencies of questions 6 and 11 (Table 3.1.), where 6 is the proficiency in languages and 11 is consciousness of code-switching.

Table 3.1. Cross Tabulation on the relation of language proficiency and consciousness of code-switching (constructed in Qualtrics online software, 2013).

		English						Portuguese						Russian						Spanish									
		A1	A2	B1	B2	C1	C2	Total	A1	A2	B1	B2	C1	C2	Total	A1	A2	B1	B2	C1	C2	Total	A1	A2	B1	B2	C1	C2	Total
The use of CS	Consciously	0	0	2	5	10	5	22	2	9	6	1	1	3	23	2	1	0	0	0	8	11	2	1	0	3	1	4	11
	Unconsciously	1	1	1	5	6	4	18	5	3	1	2	3	1	15	6	0	1	0	0	2	9	5	2	2	0	3	1	13
	Total	1	1	3	10	16	9	40	7	12	7	3	4	4	37	8	1	1	0	0	10	20	7	3	2	3	4	5	24

If we look at the table 2, we can notice the general tendency: students with more proficient language knowledge tend to code-switch consciously, while students with basic knowledge tend to code-switch unconsciously. As for the English and the Russian, this tendency is quite clearly seen: 10 students with C1 level and 5 students with C2 level marked their general use of code-switching as conscious against 6 and 4 students who marked unconscious code-switching respectively. Whereas the only students with basic A1 and A2 levels marked their use of code-switching as unconscious. The same situation can be seen with the Russian, where 8 respondents with C2 level use code-switching consciously against 2 respondents of the same level who use it unconsciously. Similarly, respondents with 6 respondents with very basic knowledge of Russian A1 tend to code-switch unconsciously in daily interactions, while only 2

respondents of the same basic level tend to code-switch consciously. Exactly the same picture is seen with Spanish language with clear distinction on consciousness of code-switching by respondents with basic language skills. However, as for Portuguese language, the situation is quite ambiguous as 2 out of 7 respondents with very basic knowledge of Portuguese actually fit in our tendency, indicating their general code-switching experience as unconscious, but 9 respondents out of 12 and 6 respondents out of 7 with still basic levels of proficiency A2 and B1 respectively indicated conscious use of code-switching in daily interaction. This is very interesting fact, as we are in Portugal and Portuguese stands out a little bit from our tendency, so it can be due to the fact that surrounding reality influences language behavior of respondents in such a way that it becomes one of the main means of communication, especially in formal situations it becomes a useful tool. Answering our research question about relation of language background to consciousness of code-switching, we can say that, certainly, by comparing these 2 variables, language proficiency and consciousness of use of code-switching, we cannot make generalizations about typicality of this tendency for all international students as the sample should be much bigger in order to get valid results. However, within the scope of our study, the results that we received let us assume that: students who are more proficient in languages tend to switch more often consciously, while students with basic language skills get involved in code-switching mostly unconsciously.

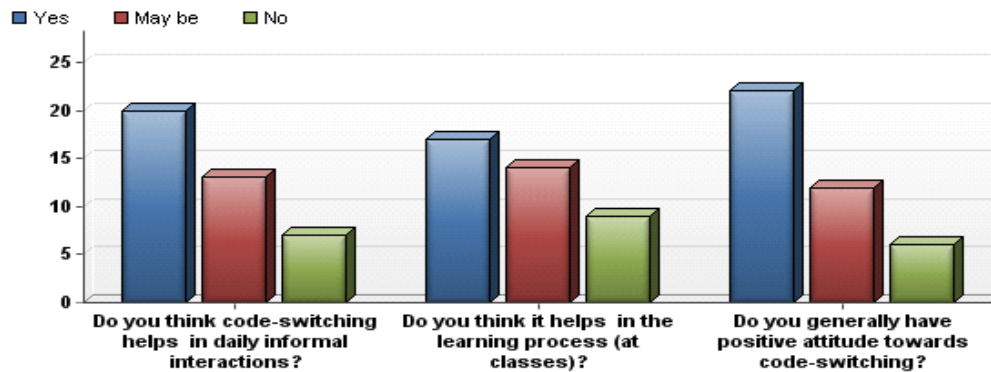
Next research question aimed at getting information about general attitude to code-switching as linguistic phenomenon. As we can see by statistics, respondents have mainly positive attitude to switching languages in daily interactions (22 responses), moreover they think it helps in informal communication (20 responses). As for the learning process, opinions haven't been quite extreme, though the respondents generally consider code-switching helpful for the learning process (17 responses out of 40), still many respondents have doubts about its usefulness (14 responses) and 9 respondents don't think code-switching can be helpful in learning. Thus, being seen as a useful and helpful tool for communication, students are not afraid of using it more and more often in daily interactions as a communicative strategy for different situations.

Figure 3.13. The statistics of responses of question 12.

12. Your attitude towards switching of languages (code-switching)

#	Question	Yes	May be	No	Total Responses	Mean
1	Do you think code-switching helps in daily informal interactions?	20	13	7	40	1.68
2	Do you think it helps in the learning process (at classes)?	17	14	9	40	1.80
3	Do you generally have positive attitude towards code-switching?	22	12	6	40	1.60

Figure 3.14. General attitude of exchange students to code-switching



Lastly, our questionnaire requested information about any code-switching examples that respondents can give. After analyzing these examples, we identified some motivations (later functions) which generally make our respondents code-switch:

- 1) Lack of lexical items (*When I can't find the equivalent in Russian, I may switch to English or Ukrainian; when I wasn't able to express my thought in Portuguese, I used English*)

- 2) Saving time and speech efforts (*in any conversation, the people who you are with know the language, you can use different languages to make the conversation fluid and sometimes even funny!*)
- 3) addressee specification (*to introduce a friend to our conversation when he/she speaks a different language*)
- 4) clarification (*when talking to my Slovakian roommate in Portuguese (because we both study it) I sometimes switch to English to explain the word I used that she doesn't know*).
- 5) switching related to certain topics (*my classes are in Portuguese therefore I know scientific words in Portuguese, but I can't have a whole conversation in Portuguese*)
- 6) humor (*in any conversation, the people who you are with know the language, you can use different languages to make the conversation fluid and sometimes even funny!*)

Figure 3.15. The statistics of responses of question 13.

13. Can you provide any examples of code-switching that have been used by yourself or others? (this answer is optional, though it would be really helpful)

Text Response
When I was in Barcelona trying to talk in Spanish, but I couldn't because before I was in Italy for about 4 days just listening and talking in Italian. When I tried to talk something in Spanish, the Italian came in my mind and I got very confused.
When talking to my Slovakian roommate in Portuguese (because we both study it), I sometimes switch to English just to explain a word I used that she doesn't know.
en la Universidad expongo en español, sin embargo cada vez utilizo más palabras en portugues, como mas, entao, obrigado, etc. (En mis conversaciones informales diarias sucede lo mismo)
my classes are in portuguese, therefore I know the scientific words in portuguese, but I can't have a whole conversation in portuguese
It happens when I explain English grammar to the Russian speaking students so that they could understand better the most difficult parts
usage of simple words and phrases like "Bom dia", "Vamos" by tourists (those not Portuguese-speaking) during their stay at Portugal; substitution of distinct words in a phrase with those from another language while making an order at a restaurant (octopus instead of polvo)
Specially when looking for meaning of words, when we don't know in one language, we try different ones until it makes sense for everybody
when I was not able to express my thought in Portuguese I used English
I speak with friends who speak portuguese, then spanish, then english and so ... I have speak all the languages I know a lot of times, with friends or in nightclubs never in formal
expressing myself better talking in English with somebody whose native language I know better than English (Polish, Italian)

in any conversation, if people who you are with know the language, you can use words from the different languages to make the conversation fluid and sometimes even funny!
to introduce a friend to our conversation when he/ she speaks a different language
To understand better the grammar rules of one language it's good to give examples in other languages.
When I can't find equivalent in Russian, I may switch to English or Ukrainian
este autocarro wa para gambelas desuka? (Japanese&Portuguese)

Statistic	Value
Total Responses	15

These are just few of the functions used by students when they code-switch consciously. More functions and motivations are to be identified and discussed in details in the following section of interviews and group discussions' analysis.

After considering the questionnaire data, we could get an idea that all the respondents have been involved in code-switching during their exchange period, what is more, students with higher language competence generally code-switch more consciously than students who are less competent. Moreover, we discovered that mostly students tend to code-switch in informal settings: at home, at social events and at University (between classes). Besides, they use English as a main language for communicating at home and with close friends and Portuguese as a main language for communicating with professors and staff at University. And lastly, the majority of our respondents replied that they support the idea that code-switching helps in daily informal interaction, learning process and generally showed positive attitude to phenomenon of code-switching.

Summing up, besides getting necessary biographical data, information on personal perceptions of international exchange students to language use and code-switching, this questionnaire helped us to see the general picture of research problem and guide to the next step of analysis, which consists of interviews and group conversations, the analysis of which will help us to answer our main research questions.

3.2. Interviews and group discussions data: collection and analysis.

The interviews and group discussions are an important part of our investigation as the study of

code-switching is impossible without capturing live interaction. These qualitative methods will contribute to collection of real code-switching instances occurring in the speech of students, which cannot be provided by the questionnaire.

Two different kinds of data were collected according to formal and informal settings: 1) narrative data where the participants tell the interviewer about their studies and exchange experience in Portugal (formal setting) 2) conversational data which consisted of group discussions to some particular topics (hobbies, free time, gossips) as informal setting.

The results of the analysis of transcribed interviews are presented below. The analysis of instances of code-switching data according to different types of code-switching identified by Myers-Scotton's Markedness Model (1993) is presented. A number of functions identified for each type are discussed and illustrated with the examples from the data (the complete set of data with the mentioned code-switching instances can be found in the Appendix 3). As we suppose, certain functions of code-switching are exercised mostly in formal setting, being a marked choice, while other functions are generally used as unmarked choice in informal setting, when a speaker doesn't switch intentionally. However, marked choice can be used in informal setting as well and we are going to discuss that later in the analysis of switches.

The analysis of questionnaire data helped us to choose the most interesting cases for interviews and group discussions. The choice was based on the following criteria: 1) it must be an international student, who is currently doing their exchange period in University of Faro 2) The good ability to communicate in at least three languages including English, Portuguese and preferably Russian or Spanish. 3) they should have been experiencing code-switching quite often. After all, 5 students were chosen for formal interviews.

“Student 1 (S1)” is from Moldova, the mother language is Romanian. This student draw our attention by the good proficiency indicated in almost all languages under our study. Particularly, this student speaks fluent Russian language (C1), English (C1), Portuguese (B2) and Spanish (B1). This exchange student resides in Portugal for 20 months and is enrolled in a Master program in Marine biology.

“Student 2 (S2)” is Undergraduate student from France, mother language is French. He has good proficiency in English (B2), Portuguese (B1) and basic Spanish (A1) . During an informal

pre-interview conversation, this student was code-switching a lot from Portuguese to English and vice versa sometimes inserting some French words in the conversation, thus being an ideal subject for investigation.

“Student 3 (S3)” is an undergraduate student from Spain with Spanish as his mother language. Due to the fact that this student doesn't have good proficiency in English (B1), in conversation he mostly switches between Portuguese (B1) and Spanish (C2), using English only in “urgent situations”.

“Student 4 (S4)” is Master degree student from Russia, who's mother language is Russian. As she resides in Portugal almost 2 years, in the speech of this student we noted many Portuguese-Russian and Portuguese-English switches. It is worth mentioning that this student has got good knowledge of English (C1) and fair knowledge of Portuguese (B1).

“Student 5 (S5) is a Master student from Brazil, who has been residing in Portugal for 11 months. His mother language is Brazilian Portuguese, though he is quite fluent in English (B2) and Portuguese (B1). Portuguese-Spanish and English-Portuguese switches prevail in his speech.

We sampled this student for interview, in spite of his mother language being Portuguese, he is still international student speaking quite different Brazilian variant of Portuguese. Furthermore, from day to day he communicates mainly in English with other international students.

The interviews were conducted in four different languages (in Spanish, Portuguese and Russian with native speakers and two interviews in English with students from France and Moldova), in order to see the nature of code-switching when interviewing the students using native languages and using English with non-English students.

In group discussions, besides the participants who were interviewed previously, take part some other international students and some Portuguese students. All the participants have knowledge of Portuguese and English, so mostly this kind of switching is observed, although switches to other languages also take place.

3.2.1. Functions of code-switching

Marked code-switching:

As we discussed already in previous chapter, marked code-switching is used when a speaker wants to establish a new RO set as unmarked for the current exchange. Such code-switching usually occurs in relatively formal conversational interactions (Myers-Scotton 1993:131). In other words, following a marked code-choice, a speaker uses code-switching as a strategy in order to achieve certain communicative goals.

3.2.1.1. Clarification/message qualification.

This type of code-switching takes place when there is need to clarify a meaning of a word or phrase for another speaker. Sometimes, the speaker switching from one language to another to give a direct translation of a word or give an explanatory definition. We could see it in an example (1) and (2). [I – interviewer]:

(1) topic: life in Portugal (interview conducted in English, Portuguese appears in bold)

I. - What do you like about living in Portugal?

S1. - Well, first of all is food! I love Portuguese cod fish, **bacalhau**. They have lots of ways to prepare it, one of my favorite one is cod fish with milk cream or **bacalhau com natas**.

(2) topic: exchange period in Portugal (interview conducted in Spanish, English appears in bold)

I. - Por que elegiste Portugal como tu destino del intercambio Erasmus?

S3. - Pues la verdad habia outros paises para donde aplique pero me salio la beca para Faro. Em principio no estaba muito animado, porque el sur de Portugal es muy parecido al sur de Espana , y yo queria algo diferente. Pero al final esta experiencia ha sido de las mejores que pase en la vida y de nada me arrepiento,

solo que no haya durado mas! **It was really the best time of my life!**

Here, as you can see, in (1) speaker switches from English into Portuguese to name specific dishes of Portuguese cuisine giving direct translation in order to clarify the previous message to a speaker, while in (2) the Spanish speaker clarifies his previous message in Spanish. Knowing the fact that the interviewer is not a native Spanish speaker, though speaks Spanish, our interlocutor frequently tried to clarify his messages, switching to English. However, the next example is taken from group discussion between Spanish students, who also use code-switching to English for clarifying the message.

(3) topic: neighborhood (group discussion is in Spanish, English appears in bold)

S3. - Me encanta vivir en el puche de Montenegro, es genial!

I like to live in bad neighborhood of Montenegro, it's cool!

P1. - Que es puche?

What is puche?

S3. - Puche **is a very bad neighborhood**, o como se dice, **full of gypsy people**.

Puche or how to put it,

No te quejes, que en un mes serás el nuevo yonki del puche português.

Don't complain, in a month you will become a new junkie of "Portuguese neighborhood"

3.2.1.2. Social and solidarity function

Code-switching is always seen as functional when participants of conversation are seen as being social and friendly yet in quite formal setting. Solidarity is seen by Myers-Scotton (2006:150) as an attribute of relationships that arises through a shared membership with another person, particularly shared ethnicity. In our case, shared membership is Erasmus/other exchange students, so what they have in common? They all now live in Portugal and Portuguese language is what unites different students, therefore switch to Portuguese from English, Russian, Spanish,

French, etc. is seen in our study as a demonstration of shared membership or solidarity. The examples of such functions can be seen frequently in speech, when speakers greet or say goodbyes to each other and also in specification of addressees like in excerpts (4) and (5):

(4) topic: Erasmus in Portugal (interview conducted in Portuguese/Brazilian Portuguese)

I. - Ola, esta tudo bem?

S5. - Ola, esta tudo **fixe**, e com voce?

I. - Estou bem, obrigada.

In this example, the Brazilian native speaker is using Portuguese word “**fixe**” which is normally not used in Brazil, for social purposes, showing the shared membership of exchange students in Portugal. Besides that, the usage of “non-Brazilian” words in Portuguese in this situation is supposed to create a friendly international student atmosphere.

(5) topic: experience and feeling about exchange period (interview conducted in English)

I. - So, now your Erasmus is coming to an end. What feelings do you have?

S2. -**Um bocado triste** and excited at the same time. I made a lot of friends here and experienced beautiful moments. **Vou ter muitas saudades!** This time is unforgettable. But of course I understand that I have to move forward as there are another adventures to come!

(6) topic: plans after Erasmus (interview conducted in Spanish: English and Portuguese switches are in bold)

I. - Entonces, cuando acabas el Erasmus que vas a hacer?

S3. - Ya en dos semanas! No quiero irme! **Eu não quero ir embora!** Todavía no lo se que voy a hacer..

In the above examples (5) and (6) the speaker switches from English/Spanish to Portuguese for the sake of building social interaction. There are no necessary reasons to switch as the speaker

can express the same message in Matrix language (English/Spanish), he doesn't seem to have word-finding difficulties or clarifying the message, he just makes switches to Portuguese to show solidarity, that he belongs to this community of exchange students in Portugal.

3.2.1.3. Topic-related switching

Some switches can be explained in terms of topic (7), (8),(9), (10) or connotational implications such as degree of emphatic strength conveyed by different expressions (11). We placed this function as a marked code-choice as quite often these kinds of switches are made to add the words authority and make them sound serious.

(7) topic: study (interview conducted in Russian: English switches appear in bold)

I. - Что вы изучаете?

What do you study?

S4. - Вообще я должна была изучать **International business**, но изучаю

Actually, I had to study

but I study

Marketing, потому что не было набора на специальность в этом году.

because there wasn't such option in this year.

(8) topic: favorite disciplines (interview conducted in Russian: English appears in bold)

I. – Можете ли вы рассказать подробнее что вы изучаете, а также назвать свои

Can you tell more in details what you are studying, may be you have

самые любимые дисциплины из курса?

favorite disciplines of the course?

S4. - Вообще, последний семестр посвящен туризму, потому что в Португалии

Well, last semester was dedicated to tourism, because generally in Portugal

в основном изучают **tourism** или **marine biology**. До этого изучали

are popular for study or before we studied

Análise e Estudos de Mercado, Comportamento do Consumidor. Ну а одними

One of my

из любимых курсов, наверно: **Gestão de Marcas e Canais de Distribuição** и

favorite disciplines, probably, were:

Marketing de Serviços Turísticos.

(9) topic: current work

I. - Чем вы занимаетесь в данное время? Вы закончили уже учебу?

And, what are you doing now? Are you done with studies?

S4. - Пока нет, сейчас я пишу **thesis**

Not yet, right now I'm writing my

I. - Можно ли узнать о чем?

Can you tell about what?

S4. - **Brand analysis of Portugal as a touristic destination.**

In these examples (7), (8) and (9), taken from the interview with Russian student, we could observe switches mostly from Russian to English, but only those related to studies topic. As this student acquired all the knowledge related to this specific fields of study in English, thus her switches to English might be motivated by the topic and by the fact that her knowledge in Russian might not include this kind of specific lexicon. The same situation is observed in (10) with Spanish student talking about his studies in Portuguese.

(10) Topic: favorite disciplines (interview conducted in Spanish: Portuguese appears in bold)

I. - Cuales son tus disciplinas favoritas?

What are you favorite disciplines?

S3. - Pues, unas de mis disciplinas favoritas eran **Desenho técnico, Mecânica dos**

Well, ones of my favorite disciplines were

meios contínuos e também Tecnologia das Construções.

(11) Topic: extra-curricular activities (interview conducted in Spanish: Portuguese appears in bold)

I. - Estas haciendo algunas actividades extracurriculares como deporte o algo mas?

Are you involved in any extra-curricular activities like sport or another thing?

S3. - Pues, juego futbol cada semana. Con unos companeros portugueses hemos

Well, I play football every week. With some Portuguese friends of mine we created

hecho un equipo que se llama “**Portunhol**” [laugh] que ganó el **troféu de Reitor**

the team which is called

which won

da Universidade do Algarve.

The example (11) demonstrates that switches can be motivated by the desire to give these words some authority and significance, which wouldn't be expressed equally with Matrix language, by Spanish or English equivalents.

3.2.1.4. Humor

Students sometimes use code-switching as a way to get positive and humorous response (12). As the creation of humorous effect is always intentional, it can be considered as a marked choice.

These kinds of switches are frequently seen in informal situations which is exceptional for marked-choice, which usually occurs in formal settings.

(12) topic: plans after Erasmus (interview conducted in Spanish: English appears in bold)

I. - Que vas a hacer despues de tu Erasmus?

What are you going to do after your Erasmus?

S3. - Todavía no he pensado bien en eso, pero de todas formas primero tengo que

I haven't thought about it yet, but anyway I have to

acabar mis estudios en **Espain**, y despues vamos ver!

Finish first my studies in and then we will see!

In example (12), a Spanish speaker creates a humorous effect by merging Spanish word “España”

and English “Spain”, accentuating the common pronunciation error of the Spanish, when they put sound [e] in front of every word starting with “s” (e.g. *especific* unstead of *specific*, *estairs* instead of *stairs*, etc.)

(13) topic: neighborhood (group discussion is in Spanish, the switch under interest appears in bold)

S3. - Me encanta vivir en el puche de Montenegro, es genial!

I like to live in bad neighborhood of Montenegro, it's cool!

P1. - Que es puche?

What is puche?

S3. - Puche **is a very bad neighborhood**, o como se dice, **full of gypsy people**.

Puche or, how to say it,

No te quejes, que en un mes serás el nuevo yonki del puche **portugação**

Don't complain, in a month you will become a new junkie of “Portuguese”
neighbourhood.

The Spanish speaker in (13) tried to make a humorous effect by adding typical for Portuguese nouns suffix -ção to an adjective “Portugues”, what resulted in non-existent word “portugação”, with the intention to imitate Portuguese pronunciation.

3.2.1.5. Quotation

The use of code-switching in quotations is mostly reserved for those situations in which the speaker assumes a different role, when he/she is no longer herself/himself but a taxi operator, shop assistant, a teacher, etc. The example (14), taken from the conversation of two students, demonstrates how switching to another language is used for quoting. The speaker quotes the words of taxi operator in order to create all the picture of that night to express the emotions she felt. [P is participant of group discussion who didn't take part in interviews]

(14) topic: taxi story

P1. - So, what were you up to yesterday?

S4. - Oh, don't ask, you can't imagine what has happened to me! After guys left, I caught a bus and went home, and...fell asleep! So I missed my stop! When I got off, I was in the middle of nowhere, it was unbelievable...I started to call taxi to the bus stop: but the woman replied to me: “**A minha senhora, não podemos enviar o carro para a paragem de autocarro, tem que dizer o numero do predio!**” I tried to be calm, so I went and looked for the number of the nearest house and called again, and now, imagine what? She said: “**Nesta rua os numeros das casas não são seguidos, pode dizer o que fica perto?**” And at that moment I ran out of credit, which was just “the cherry on the top” that night.

Unmarked code-switching

As Myers-Scotton (1993:114) notes, the unmarked code-switching occurs when a speaker makes a code-choice the unmarked index of the unmarked RO set in the speech exchange when he or she wishes to establish the RO set. In other words, it is more of an unconscious switching that occurs when a speaker is involved in code-switching without pursuing any particular communicative goals. Being mostly unconscious, this kind of code-switching is still

considered to be functional as it the overall speech pattern carries the social meaning.

3.2.1.6. The lack of lexical items

Some of the switches are linguistically motivated in the sense that speaker switches into another language, when they lack a lexical item in their matrix language. These kinds of switching are very often marked by pauses and hesitation, as we can see in (15), (16) and (17). [pauses are marked as“...”]:

(15) topic: Portugal as destination for Erasmus (interview conducted in English)

I. - How did you end up studying in Portugal?

S2. - I received..**bolsa** Erasmus. I also applied for Check Republic but I wasn't chosen.

(16) topic: plans after exchange period (interview conducted in English)

I. - What are your plans after Erasmus?

S2. - Well, I will go back to France and finish my ...**licenciatura**. I also want to do Master course in Tourism, my University offers ..**intercambio** with University of Rio de Janeiro in Brazil. And as ...**eu ja falo Português**, it would be a great great opportunity for me.

(17) topic: unique experiences in Portugal (interview conducted in English)

I. - what unique experiences you had in Portugal?

S1. - Well, just yesterday, I ate ...**caracois** for the first time in my life

here! ...**Cerveja** with **caracois** on the beach...mm what can be better? [laughing]

The excerpts (18), (19), (20) are taken from interview with student from Moldova. It was conducted in English, though as the student knew that the interviewer's native language is Russian and current student has got quite good knowledge of Russian, sometimes she was

switching from English into Russian when she had troubles in recalling some lexical item. Besides, as this student has her classes taught in English, she doesn't switch a lot while talking in English about her studies, in comparison with other interviewed students.

(18) topic: study/disciplines (interview conducted in English: Russian appears in bold)

I. - Can you say how study in Portugal differs from study in Moldova?

S1. - Well, to me it's completely different. We have here lots of projects to do and field trips that we didn't do in Moldova. I mean there is more practical work here.

And even the way professors ...**презентуют** their lectures is different.

Present

(19) I. - Well, and are you involved in any scientific work now?

S1. - Currently, I'm participating in one project related to investigation of reefs along the coastal line of Portugal. It's going to be on the big boat. And, I am a part of diving group.

I. - That sounds interesting! How did you get into this project?

S1. - Well, when I did a diving course here in Portugal, I happened to have a very good instructor. So when he knew about my desire to do scientific work and knowing that ...**у меня не хватало средств**

was short for money

to take part in projects with fee, he told me about this project. Soon, I was officially invited. There are different scientific groups from different universities of the country. I'm really excited to start work already!

(20). topic: favorite disciplines (interview conducted in English: Russian appears in bold)

I. - And what about courses you are taking: which of them you like the most and the less?

S1. - That's a good question. Well, I guess my favorite one was fishery biology. It was a really great course where we had to cut fish at the classes and study its organs. Also I like scientific diving, aquaculture, water coastal management and dynamics of aqua system. All the courses I like were mostly due to teachers, the way they were giving classes. And the terrible one was biochemistry. The teacher had terrible accent in English that was hard to understand, but moreover she didn't contact the students. You know, some people just ...**абстрагируются**, ignore like they don't care, they don't really communicate with students.

3.2.1.7. Saving time and speech effort

Code-switching as saving time and speech function (21), (22), (23) is used for the sake of facilitating the communication between speakers, allowing the use of the first lexical item which comes to their mind. As a rule, unmarked code-switching which implies saving time and speech effort function, occurs when a speaker uses Embedded language¹¹ almost as much as Matrix language in a conversation, and these switches are not motivated by the lack of language knowledge. A speaker can know all the lexical items needed for expression of the message but he/she still uses the lexical items from another language as they come to their mind first. It happens a lot with simple words, which make part of our everyday interaction routine. This function is implied a lot in the conversations in informal settings, but also can occur in quite formal situations.

(21) topic: unique experience in Portugal (interview conducted in English: Portuguese appears in bold)

I. - Can you tell me about unique experience you had in Portugal?

S2. - Well, my whole Erasmus is the biggest and most amazing unique experience

¹¹ Embedded Language – the “contributing” language in code-switching. (Muers-Scotton, 1993:20).

I had in my life. During the first semester I made a lot of friends from different parts of the world: Brazil, Spain, Poland, Greece, etc. It's funny how Faro could unite everybody; as it is small town, everywhere you go you bump into the same people: **na praia** during the day, **nas festas** during the night and of course at University!

I. - What feeling do you have leaving Faro?

S2. - Of course I am sad to leave. **Vou ter muitas saudades!** But now I have my personal **bandeira portuguesa** with all Erasmus'es signatures, so every time I look at I will remember Portugal and **meu lindo** Faro!

A speaker in (21) switches from English into Portuguese not because he doesn't know how to say “beach” or “parties” in English but to keep the flow of the speech. Such simple words as *praias, festas, lindo, mas, entao, etc.* are used very frequently in speech of international students and that's why they are recalled faster.

(22) topic: University (interview conducted in Portuguese: English appears in bold)

I. - E gostas da Universidade?

S5. - Sim, gosto, Quando cheguei o **mobility office** fez uma **orientation week** para todos estudantes de intercambio e foi muito bom porque no só deu para ver a Universidade, mais tambem conheci muitos amigos la.

A Brazilian student switched from Portuguese to English (22) while describing the work of University' staff due to the fact that these words are also frequently used in English between Erasmus students, so it might have caused the switching.

The next example (23) of time and speech effort saving code-switching are taken from group discussions.

The conversation (23) is another example of code-switching occurring in informal setting, where participants of conversation do not care a lot about the correctness of their speech but

more about understanding of each other and saving time and efforts of speech. It started in Russian between students S1 and S4, and as for S1 Russian is not a native language sometimes she finds it difficult to express herself so she switches to English. S3 joins the conversation later.

(23) topic: smoking in public places (Matrix language is in normal script, switches are in bold)

S1. - Каждый раз когда я выхожу **go out**, мои волосы и одежда все пахнут

every time after my hair and clothes smell

сигаретами, **it's disgusting!** И почему они не **ban** курение **in public**

Cigarettes, Why they cannot smoking

places?

S4. - О да, я это тоже терпеть не могу. Я стираю одежду каждый день!

Yeh, I also hate it. I have to wash my clothes like everyday!

P2. - **Para mi**, it's OK. I enjoy smoking **dentro de bar**, but I understand you

For me inside the bar

S1. - And moreover, its passive smoking, which is worse.

S4. - Last **sexta-feira** we went to a bar in **baixa**, so we spent there like 20 minutes because it was impossible to breath!

3.2.1.8. Expressing emotions

Code-switching is also used when expressing different emotions (24) like anger, surprise or affection. It is difficult to control your speech when you are very emotional, therefore code-switching in this case is mainly unconscious, thus unmarked. Following the unmarked code-choice, speakers express their feelings and emotions in the language they are fluent in or, as a rule, their mother tongue.

(24) topic: fim de semana/ Lisboa

P2. - O que fizeste este fim de semana? Não te vi

S1. - Fui a Lisboa! Tinha que ir a embaixada para resolver um negocio.

P2. - Então, resolveu?

S1. - Não, não resolvi. **Oh, Jesus**, era um dia horrível... Quando cheguei la o metro não estava a funcionar por causa de greve, e eu tinha marcação as 10 de manha! **Oh, I was so pissed! Every time you need it, it doesn't work!** Então, tinha que pegar o autocarro mas ao final, não consegui chegar a tempo, porque tambem havia muito transito nas ruas, ..e pronto, perdi a minha marcação. **I hate** greves!

P2. - Pois, é. As greves só causam problemas para o povo, não para o governo, o governo não usa autocarros nem metro.

In this example (24), the student from Moldova who was talking in Portuguese with her Brazilian colleague about trip to Lisbon, happened to switch to English when expressing anger and irritation. As English is the language, this student is more proficient in, it is easier for her to express emotions in English than in Portuguese.

Sequential unmarked code-switching

According to Myers-Scotton (1993), sequential unmarked code-switching occurs when the unmarked RO set changes. This often occurs when the focus of the conversation changes. Thus, when such situation happens, the speaker switches code in order to index a new unmarked RO set.

The Markedness Model predicts that “the speaker will choose either to accept or to re-negotiate the unmarked RO set” (Myers-Scotton, 1993:115).

3.2.1.9. Social function

The sequential unmarked code-switching can be functional when participants of conversation want to be social. When the topic changes from “doing project” to watching the video”, and when one of the students wants to return to work, she switches the code (25).

(25) topic: project

S4. - Do you remember that we have to deliver this project **até quarta-feira?**

So we have 2 days to finish it.

S2. - I've done my part already. Oh, guys, have you seen the last episode of “Game of thrones”? They kill everybody at the wedding of ...this king!

S5. - Really? I haven't seen yet, don't tell me!

S2. - I am craving for the next episode!

S4. - We all do, but now **vamos acabar con isto primeiro, ok? Fazemos tudo rapido** and that's it. **So, who** ho is doing presentation?

Exploratory code-switching

No examples of the exploratory code-switching were recorded in present interviews and group discussions (cf. the discussion of results).

As the questionnaire data showed students more often switch to other languages consciously, to achieve a certain stylistic or pragmatic effect. Moreover, it showed that students with higher language proficiency tend to code-switch more consciously than those with low proficiency. The analysis of questionnaire data contributed to description and explanation of the code-switching occurred in interviews and group discussions. We will discuss the results of our methodology more in details in the next concluding chapter.

CHAPTER FOUR. Discussion of results and conclusion

The present study aimed at providing an overall view of functions of code-switching in the international university student community.

As any research work the present study started with literature review including previous research done in the area of code-switching and collecting data on various applicable research methodologies.

The practical part of the study consisted of the design and distribution of the questionnaire, recording and transcribing interviews and group discussions and further analysis of results with the help of Qualtrics online software and ethnographic analysis of qualitative data.

The analysis of data presented in the previous chapter showed that code-switching is quite common phenomenon among international students, particularly students of University of Algarve. Moreover, it showed that motivations behind student's code-switching may go deeper than the lack of competence in one of the languages. The research problem of the study was the identification of functions of code-switching in the speech of international students. We have tried to resolve this problem by answering the research questions.

The first research question was the following: “What types of code-switching can be identified within Myers-Scotton's (1993) Markedness Model?”.

Following the Markedness model, the instances of code-switching observed were analyzed, thus examples of marked, unmarked and sequential unmarked code-switching were identified. It was concluded that no exploratory choices occurred due to the context and the nature of the study.

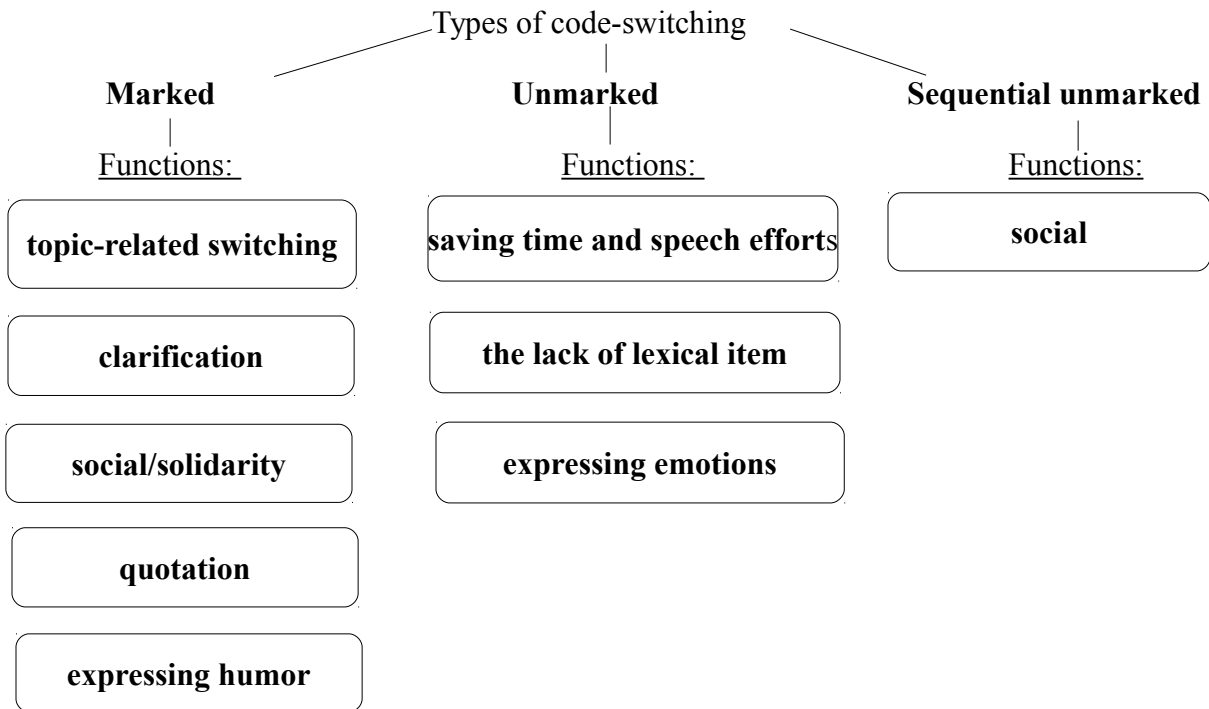
After that the second question was to be answered: “What specific functions can be distinguished within these types of code-switching?”

Within these types, some specific functions of code-switching were identified: clarification, social/expressing solidarity, topic-related switching, expressing humor/irony, quotation were identified mainly as marked code-switching explained by conscious choice, while lack of lexical item, saving speech and effort and expressing emotions were identified as unmarked thus

unconscious code-choice followed by a speaker in a conversation.

The illustration of these two answers, that is relation of types and functions of code-switching, can be seen in Figure 4.1.

Figure 4.1. The identification of functions of code-switching within the types of code-switching.



As we could see from the analysis of results, our code-switching data taken from recorded interviews and group discussions, mostly occurred due to such motivations (functions) as saving time and speech efforts, topic-related-switching and the lack of lexical items. (Table 4.1).

Table 4.1. The frequency of use of functions of code-switching

Functions of CS	Type of CS	N of CS instances	% of instances
Saving time and speech effort	Unmarked	17	27
Topic-related	Marked	16	25
Clarification	Marked	8	12,5
The lack of lexical items	Unmarked	8	12,5
Social/solidarity	Marked	4	6
Expressing emotions	Unmarked	4	6
Social	Sequential	3	5
Quotation	Marked	2	3
Expressing humor	Marked	2	3
Total		64	100

Here we found the answer for the third research question: “What function (s) of code-switching is (are) most frequently used in student's speech?”.

As we can see from the Table 4.3, saving time and speech effort turned out to be the most frequently used function for code-switching (27% of cases) as well as topic-related function (25%). It means that international university students code-switch to save time in speech communication with bilingual interlocutors, quickly discuss the academic things with peers or just save speech effort in a relaxed informal setting. Topic-related code-switching can be explained by the lack of technical language (temporary or not). As for clarification function (8 instances), it was also used quite frequently by students, when they tried to explain some things, giving definitions or direct translations.

The fourth research question was : “What language pair is most frequently used for switching in daily international students' interaction?”.

The most common and diverse switching observed in verbal communication of these international students is the English-Portuguese switching (52%), i.e, with English/Portuguese as a Matrix language, although, there are a few number of code-switching including other languages as Russian, Spanish, etc. (Table 4.2.)

Table 4.2. The frequency of use of languages for switching

Languages of switching	N of instances	% of instances
English-Portuguese	33	52
Russian-English	13	20
Spanish-Portuguese	8	13
Russian-Portuguese	5	7
Spanish-English	4	6
Portuguese -Brazilian Portuguese	1	2
Total	64	100

This fact can be explained by the frequent changes of the use of the two languages (with the leading role in English) during the day. The reasons might be the following:

- 1) before or after classes in Portuguese, students can not completely "deactivate" it;
- 2) the majority of their interlocutors are competent in the same language and understand utterances using Portuguese units;
- 3) during the breaks students, normally, have very little time to exchange the necessary information. Therefore, they are not making efforts to find English equivalent units, and use the Portuguese-language morphemes, words, phrases and even whole sentences, if they recall faster as in the examples.

I cannot avoid emphasizing one interesting finding about the languages of switching. As we mentioned before, we interviewed three people in their native languages (Russian, Portuguese and Spanish) and two non-natives in English. It was found that in a conversation speakers tended to switch to a language, which is more understandable to a hearer, thus accommodating a person. For instance, while the Moldavian student was being interviewed, she was switching to Russian when she had difficulties with expressing herself, because she knew that Russian is native language of the interviewer. The same situation was seen in conversation with Spanish and Brazilian students who were switching to English.

This leads us to the fifth research question of the study: “Does linguistic background of students influence the consciousness of code-switching?”. In fact, we answered this question in chapter

three (Table 3.1.) when performing analysis of the questionnaire data, by making cross tabulation of two questions about proficiency of students and conscious/unconscious use of code-switching. The results showed the general tendency: students with more proficient language knowledge tend to code-switch consciously, while students with basic knowledge tend to code-switch more unconsciously.

The last sixth question was about the general attitude of international students to code-switching. We have discussed it as well in the chapter three (Figure 3.13, Figure 3.14.) Briefly saying, the results have shown that respondents have mainly positive attitude to switching languages in daily interactions, moreover they think it helps in informal communication.

So far, we answered all our research questions: we identified the types of code-switching following the Myers-Scotton Markedness model (1993), also identified specific functions within these types. We could find the most frequently used function, which implies switching codes for saving time and speech effort. By means of the questionnaire data analysis, we could examine how linguistic background of students influence the nature of code-switching and could grasp the overall attitude of students to phenomenon of code-switching.

This work has certain theoretical implementations. A study of student code-switching can make some contribution to the study of multilingual communication, and the specifics of today's youth speech. Due to the novelty of the work discussed in previous chapters, which concerns investigation of the code-switching phenomenon in the speech of exchange international university students using second and third acquired languages for switching, this work together with literature review and research methodology can serve as a basis for other papers on code-switching.

Among the difficulties of the study we can point out the low response rate on the internet questionnaire. As there were not enough responses coming from the posts in groups, we had to ask for assistance in filling in the questionnaire via personal messages.

Due to the limited time of collecting responses, limitation of the sample size and certain objectivity of responses, we cannot make generalizations about the functionality of code-switching, so further research in this area is needed to prove the validity of results obtained.

To further develop the structural and communicative grammar of code-switching is necessary to investigate bilingual speech from different social, occupational and age groups. This will provide an opportunity to identify the processes that characterize the interaction of pairs of specific languages and appear in a bilingual communication.

However, this study will attempt to make contribution to further study on the issue of code-switching. The data to be analyzed in this research is expected to indicate that the conversational code-switching in intercultural communication not only represents the lack of competence and communication breakdown, but can be implemented intentionally for different pragmatic purposes. The functions of code-switching and their meanings identified by the author in the speech of students in this study can serve a a good example of it.

Concluding above said, we may say that as students are the most active part of the youth, including their constant desire to improve the expressiveness of their speech, they try to use all the languages they know. And international students observed, happened to live in multilingual community, where their native languages are barely used. Therefore, their code-switching can be considered as a result of adaptation to the multicultural environment.

REFERENCES

- Akinnaso, F.N. (1985). On the similarities between spoken and written language. *Language and Speech*, 28(4), pp.324–359
- Auer, P. (1995). The pragmatics of code-switching: a sequential approach. In L. Milroy and P. Muysken (Eds.), *One Speaker, Two Languages*. Cambridge: Cambridge University Press.
- Auer, P. (2003). *Code-Switching in Conversation: Language, Interaction and Identity*. New York, NY: Routledge
- Appel, R., Muysken, P. (1987). *Language contact and bilingualism*. London: Arnold.
- Baker, C. (2000). *Parents' and Teachers' guide to Bilingualism 2nd Edition*. Clevedon: Multilingual Matters, Ltd.
- Blom, J.P., Gumperz, J.J. (1972). *Social meaning in linguistic structures: code-switching in Norway*, in Gumperz & Hymes (Eds.). New York: Holt, Rinehart & Winston.
- Brown, D.W. (2008). Curricular Approaches to Linguistic Diversity: Code-Switching, Register-Shifting and Academic Language. <http://hdl.handle.net/2027.42/61797> [20/11/2012]
- Callahan, L. (2004). Spanish/English code-switching in a written corpus. *Studies in Bilingualism*, 27. John Benjamins Pub Co. <http://linguistlist.org/issues/15/15-2086.html> [10/11/2012]
- Chen, C. W. Y. (2006). The mixing of English in magazine advertisements in Taiwan, *World Englishes*, vol. 25, no. 3, pp. 467-478.
- Chirsheva, G.N. (2004). *Bilingual communication*. Cherepovets: CGU
- Choi, J. K. (2005). Bilingualism in Paraguay: Forty years after Rubin's study. *Journal of Multilingual and Multicultural development*, 26(3), 233-248
- Clyne, M. (1987). Grammatical constraints on code-switching – how universal are they? *Linguistics*, 25, 739-764.
- Clyne, M.(2003). *Dynamics of Language Contact: English and Immigrant Languages*. Cambridge:

Cambridge University Press.

- Curzan, A. (2002). Teaching the politics of standard English. *Journal of English Linguistics*, 30(4), pp. 339-352.
- Finlayson, R., Slabbert, S. (1977). I'll meet you halfway with language: Code-switching within a South-African urban context. In M. Pütz (Ed.) *Language choices: conditions, constraints and consequences*. Amsterdam/Philadelphia: John Benjamin Pub Co
- Firth, A. (1995). *The discourse of negotiation: Studies of language in the workplace*. Oxford: Pergamon.
- Fishman, J. (1967). Bilingualism with and without diglossia. *Journal of social issues*, 23, 20-38.
- Gardner-Chloros, P. (1995). Code-switching in community, regional and national repertoires: the myth of the discreteness of linguistic systems. In L. Milroy and P. Muysken (Eds.), *One Speaker, Two Languages*. Cambridge: Cambridge University Press.
- Goldbarg, R.N. (2009). Spanish-English Code-switching in Email communication. *Language@Internet*, 6, article 3. www.languageatinternet.de 0009-7-21398, ISSN 860-2029. [06/12/2012]
- Gumperz, J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.
- Gumperz, J.J., Hymes, D.H. (Eds.) (1972). *Directions in sociolinguistics: the ethnography of communication*. New York: Holt, Rinehart & Winston.
- Heller, M. (1988). *Code-switching: anthropological and sociolinguistic perspectives*. Berlin: Mouton de Gruyter.
- Heller, M. (1995). Code-switching and the politics of language. In L. Milroy and P. Muysken (Eds.), *One Speaker, Two Languages*. Cambridge: Cambridge University Press.
- Holm, J. (2000). *An Introduction to Pidgins and Creoles*. Cambridge: CUP
- Holmes, J. (2001). *Introduction to sociolinguistics*. www.openisbn.com/preview/1405821310/ [20/02/2013]
- House, J. (Ed.). (2004). *Hamburg studies on Multilingualism. Multilingual communication*. Philadelphia: John Benjamins Pub Co
- Hudson, R.A. (1996). *Sociolinguistics. Cambridge textbooks in linguistics. Second edition*. Cambridge: Cambridge University Press.

- Hymes, D.(1972). Models of the Interaction of Language and Social Life. In Gumperz and Hymes (Eds.) *Directions in Sociolinguistics*. New York: Holt, Rinehart, Winston, p.35-71.
- Jacobson, R. (2001). *Code-switching worldwide II*. Berlin, New York: Mouton De Gruyter
- Li, W. (1994). *Three generations, two languages, one family: language choice and language shift in a Chinese community in Britain*. Avon: Multilingual Matters.
- Li, W. (1998).The ‘why’ and ‘how’ questions in the analysis of conversational code-switching. In P. Auer (Ed.), *Code-Switching in Conversation: Language, Interaction and Identity*. New York: Routledge.
- Li, W. (2000). *The bilingualism reader*. London: Routledge
- Lüdi, G. (2006). Multilingual repertoires and the and the consequences for linguistic theory. *Multilingualism across Europe: findings, needs and best practices*. Conference proceedings. 24-26.08.2006 Bolzano/Bozen
- Mahootian., S. (2006). Code-switching and mixing. In: Keith Brown (Eds.), *Encyclopedia of Language & Linguistics, second edition, 2*, pp.511-527. Oxford: Elsevier
- Martin-Jones, M. (1995). Code-switching in the classroom: two decades of research . In L. Milroy & P. Muysken (Eds.), *One Speaker, Two Languages*. Cambridge: Cambridge University Press.
- Maschler, Y. (1991). The language games bilinguals play: Language alternation at language game boundaries. *Language and Communication*, 11(4), pp.263-289.
- Maschler, Y. (1994). Metalanguaging and discourse markers in bilingual conversation. *Language in Society*, 23(3), pp.325-366.
- McConvell, P. (2001). Mix-Im-Up Speech and Emergent Mixed Languages in Indigenous Australia. *Proceedings from the Ninth Annual Symposium about Language and Society—Austin, April 20-22, 2001*, Texas Linguistic Forum 44(2), pp.328-349
- McCormick, K. (2002). Code-switching, mixing and convergence. In R. Mesthrie (Ed.), *Language in South Africa*. Cambridge: CUP, pp.215-233.
- Mesthrie, R., Swann, R., Deumert J., Leap, W. L. (2000). *Introducing Sociolinguistics*. Philadelphia, PA: John Benjamin Pub Co.
- Meyerhoff, M. (2006). *Introducing sociolinguistics*. London and New york: Routledge.

- Migge, B. (Ed.). (2007). Substrate Influence in the Creoles of Suriname. *Special issue of Journal of Pidgin and Creole Languages*, 22(1).
- Milroy, L. (1995). *One Speaker, Two Languages* / L. Milroy & P. Muysken (Eds.). Cambridge: Cambridge University Press.
- Mufwene, S. (2002). *Pidgins and creole languages*.
 humanities.uchicago.edu/faculty/mufwene/pidgin/creolelanguage.html
 [28/02/2013]
- Muysken, P. (2000). *Bilingual speech: A typology of Code-mixing*. Cambridge: CUP
- Myers-Scotton, C. (1993). Social motivations for code-switching.
[www.questia.com/read/74455814/social-motivations-for-codeswitching-evidence- from](http://www.questia.com/read/74455814/social-motivations-for-codeswitching-evidence-from) [05/11/2012]
- Myers-Scotton, C. (1995). A lexically based model of code-switching. In L. Milroy & P. Muysken (Eds.), *One Speaker, Two Languages*. Cambridge: C.U.P.
- Myers-Scotton, C. (1998). A way to dusty death: the Matrix Language turnover hypothesis. In Lenore A. Grenoble and Lindsay J. Whaley, (Eds.), *Endangered Languages: Language Loss and Community Response*. Cambridge: Cambridge University Press.
- Myers-Scotton, C. (2002). *Contact Linguistics: Bilingual Encounters and Grammatical Outcomes*. Oxford: Oxford University Press.
- Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell.
- Myers-Scotton, C. (2007). Code-switching. *The Handbook of Sociolinguistics*. Coulmas, Florian (ed). Blackwell Publishing, 1998. Blackwell Reference Online. 15 May 2007
<http://www.blackwellreference.com> [20/01/2013]
- Pfaff, C. (1979). Constraints on language mixing: Intra-sentential code-switching and borrowing in Spanish-English. *Language*, 55, 291-318.
- Poplack., S. (1980). Sometimes I'll start a sentence in Spanish y termino en Español: toward a typology of code-switching. *Linguistics*, 18, 581-618.
- Romaine., S. (1995). *Bilingualism. Second edition*. Blackwell Oxford UK&Cambridge USA.
- Romaine., S. (2000). *Language in Society. An introduction to Sociolinguistics*. Oxford: OUP
- Sacks, H., Shegloff, E.A. (1979). Two preferences in the organization of reference to persons in

- conversation and their interaction. In G.Panthal. (Ed.). *Everyday language: studies in ethnomethodology*. New York, NY: Irgington.
- Saville-Troike, M. (2003). *The Ethnography of communication: an introduction*. 3rd edition. Oxford: Blackwell publishing.
- Siebenhaar, B. (2006). Code choice and code-switching in Swiss-German Internet Relay Chat rooms. *Journal of Sociolinguistics*, 10 (4), pp. 481–506.
- Timm, L. (1975). Spanish-English code-switching: el porque how-not-to. *Romance Philology*, 28, 473-482.
- Tuc, H. (2003). *Vietnamese-English bilingualism*. Oxford: Routledge.
- Ytsma, J. (1988). Bilingual classroom interaction in Friesland. In A. Holmen et al. (Eds.), *Bilingualism and the individual (Copenhagen Studies in Bilingualism)*. Clevedon, Avon: Multilingual Matters.
- Unamuno, V. (2008). Multilingual switch in peer classroom interaction. *Linguistics and education*, 19, 1-19. www.sciencedirect.com [15/12/2012]
- Wardhaugh, R. (2006). *An introduction to Sociolinguistics*. Oxford: Blackwell Publishing
- Woolard, K. (1987). Comedy and Code-switching in Catalonia. Papers in Pragmatics 1 (1):106 -122. Reprinted in M. Heller, (Ed.) 1988. *Code-switching: Anthropological and Sociolinguistic Perspectives*. Berlin: Mouton de Gruyter, pp. 53-76.
- Zentella, A.C. (1981). Ta bien, you could answer me en cualquier idioma: Puerto Rican codeswitching in bilingual classrooms. In R. Duran (Ed.), *Latino language and communicative behavior*. Norwood, N. J.: Ablex Publishing Corporation.

APPENDIX A. Sample questionnaire

▼ Block 1. General information

1



Dear participant,

I am a Master student at the University of Algarve and currently I am doing the research on the use of code (language) switching (particularly English, Portuguese, Russian, Spanish) in daily interaction by international students of the University. The present questionnaire will contribute to a better understanding of the use of code-switching within multilingual student community and will make up the part of my research. I would like to kindly ask you for collaboration by answering this questionnaire. I can ensure you that data collected will be treated only for the sake of research, and never will be presented individually, thus guaranteeing the confidentiality of information.

The questionnaire consists of 3 main blocks. The first block is general biographical information about participant. The second block aims at getting information about linguistic competence of a participant (the level of proficiency in languages). Lastly, the third block is more specific to the topic and particularly questions a participant about their code-switching experience.

Please, note that questions marked with (*) are obligatory to answer.

Thank you for your help!

2



1. Are you an exchange student?

- Yes
 No



3



2. What course are you doing (please, indicate also the field of study)

- Undergraduate
- Master
- PhD



4



3. Place of birth



5



4. How long do you reside in Portugal? (months*)

- 0-6
 6-12
 12-24
 other



▼ Block 2. Linguistic competence

6

5. Your mother language



- English
- Portuguese
- Russian
- Spanish
- Other (please specify)

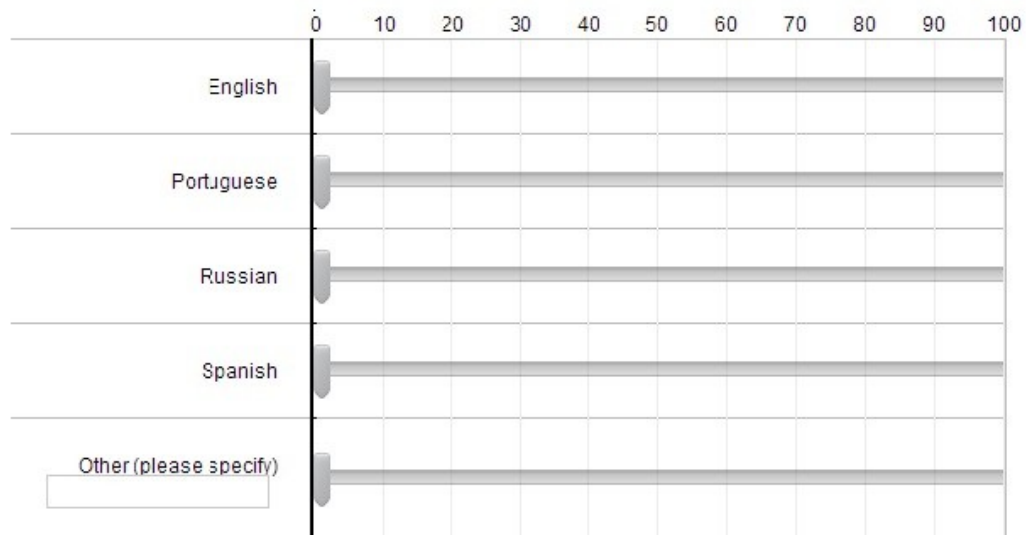
7

6. Please indicate other languages and your proficiency in them according to *Common European Framework of Reference for languages (CEFR)* where/if applicable

	A1	A2	B1	B2	C1	C2
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portuguese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

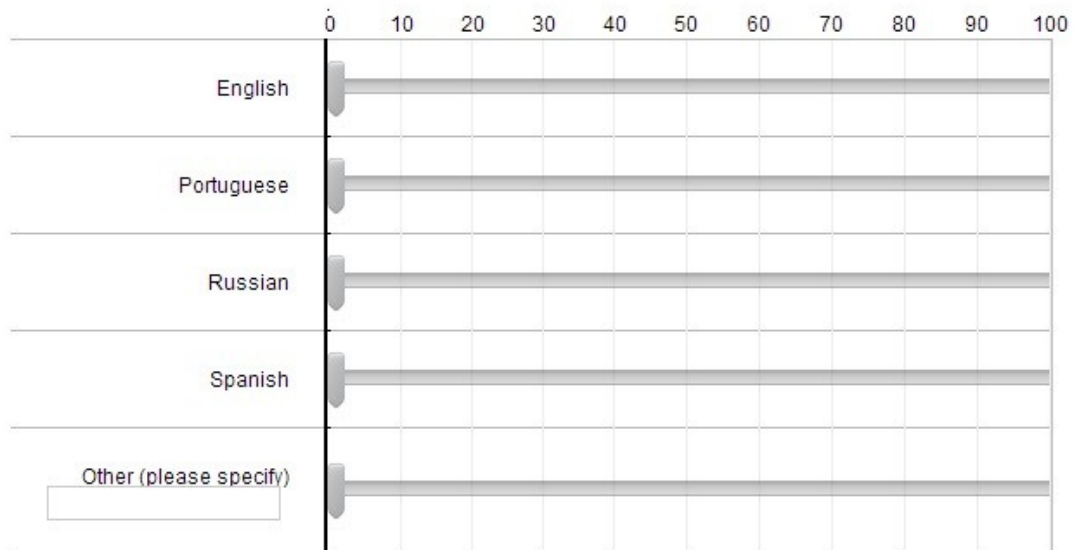
8

7. Please rank the language (s) you currently use the most for communication at home? (and/or with close friends)
 Note: 0 -100 (%), where 0 is non-usage of language and 100 is a regular usage of language.



9

8. What language (s) do you use mostly at University? (interactions with professors and staff)
Note: 0 -100 (%), where 0 is non-usage of language and 100 is a regular usage of language.



▼ Block 3. Questions on code-switching*

10

*Code-switching is an unconscious or conscious switching between two or more languages, or language varieties, within a single conversation (general definition).

11

9. Do you ever switch languages within one conversation?

- Yes
- No



12

10. Please indicate where

- At University (formal interactions)
- At University (informal interactions)
- At home
- Social events (informal interactions)



13



11. Do you usually use it consciously (for some particular reason: demonstration of shared ethnicity, humour, changing topics, etc.) or unconsciously?

- Consciously
- Unconsciously

14



12. Your attitude towards switching of languages (code-switching)



	Yes	May be	No
Do you think code-switching helps in daily informal interactions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think it helps in the learning process (at classes)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you generally have positive attitude towards code-switching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15



13. Can you provide any examples of code-switching that have been used by yourself or others? (this answer is optional, though it would be really helpful)

APPENDIX B. Full statistical report on online questionnaire¹²

(constructed with Qualtrics online software)

1. Are you an exchange student?

#	Answer	Response	%
1	Yes	47	89%
2	No	6	11%
	Total	53	100%

Statistic	Value
Min Value	1
Max Value	2
Total Responses	53

2. What course are you doing (please, indicate also the field of study)

#	Answer	Response	%
1	Undergraduate	21	40%
2	Master	30	57%
3	PhD	2	4%
	Total	53	100%

Undergraduate	Master	PhD ¹³
sciences of communication	Medicine	
biological engineering	Iberian Filology	
communication	Physics	
International Commerce	Tourism and Urban Cultures	
business	medecine	
Business	economic	
Bachelor Communications	Waste Management & Contaminated Sites Treatment	
management	Marketing	
architecture	Medicine	

¹² The present report has been issued automatically by the Qualtrics program, so that the answers are original and inedited and may have stylistic or grammatical errors.

¹³ The field of study was an optional choice.

European Studies	Forensic Sciences	
Hotel Management	Enviromental Engineering	
TURISM	clinical and health psychology	
languages	naval architecture	
scienze della formazione	Law	
science	engineer	
Language science	Management	
economics	Economics	
	engineering	
	Management	
	Marine Biology	
	Psychology	
	Merine Biology	
	Linguistics	
	Linguistrics	
	nlp	
	tourism	

Statistic	Value
Min Value	1
Max Value	3
Total Responses	53

3. Place of birth

Text Response
Slovakia
New York
Brasil
Poland
Croatia
Mexico
Nantes,France
Germany
Russia
Almaty, Kazakhstan
luxembourg
Poland
Dresden, Germany
Russian Federation
deauville
Slovakia
Manaus, Brazil
Italy

China
Germany
Croatia, Rijeka
Mexico
Poznań, Poland
Brazil
Germany
Augsburg, Germany
Belgium
Saint Petersburg
Mexico
Hungary, Orosháza
sweden
Lisbon
Czestochowa, Poland
Germany
Verona, Italy
Poland
France
Poland
Moldova Republic of
Moldova
Spain
Russia
barcelona
napoli
Turkey
Barcelona
Kharkiv, Ukraine
Russia
rome,italy
Russia
Dubno, Ukraine
Russia
france

Statistic	Value
Total Responses	53

4. How long do you reside in Portugal? (months*)

#	Answer	Response	%
1	0-6	22	42%
2	6-12	15	28%

3	12-24	10	19%
4	other	6	11%
	Total	53	100%
other			
two and a half years			
25 years			
98			
3 years			
26			
30			

Statistic	Value
Min Value	1
Max Value	4
Total Responses	53

5. Your mother language

#	Answer	Response	%
1	English	0	0%
2	Portuguese	2	5%
3	Russian	10	24%
4	Spanish	4	10%
5	Other (please specify)	25	61%
	Total	41	100%

Other (please specify)
Slovak
Greek
Polish
Croatian
French
German
luxembourgish
polish
German
french
Slovak
Brazilian Portuguese
Italian
Chinese
Croatian

Polish
German
German
French
roumanian
Romanian
italian
Catalan
italiano
Ukrainian

Statistic	Value
Min Value	2
Max Value	5
Total Responses	41

6. Please indicate other languages and your proficiency in them according to Common European Framework of Reference for languages (CEFR) where/if applicable

#	Question	A1	A2	B1	B2	C1	C2	Total Responses
1	English	1	1	3	10	16	10	41
2	Portuguese	7	12	7	4	4	4	38
3	Russian	8	1	1	0	0	10	20
4	Spanish	7	3	2	3	4	5	24
5	Other (please specify)	5	4	8	5	2	7	31

Other (please specify)
Slovak, Czech
Armenian
Italian
Polish
Italian
french
french
French
French
Kazakh
french

French
german
Japanese
German
French, Italian, German
Italian
Italian
Italian french
French
German
Belarusian
French
French
ukrainian
italian
catalan
Italian
French
French
Japanese

Statistic	English	Portuguese	Russian	Spanish	Other (please specify)
Min Value	1	1	1	1	1
Max Value	6	6	6	6	6
Total Responses	41	38	20	24	31

7. Please rank the language (s) you currently use the most for communication at home? (and/or with close friends)

Note: 0 -100 (%), where 0 is non-usage of language and 100 is a regular usage of language.

#	Answer	Min Value	Max Value	Responses
1	English	2.00	100.00	39
2	Portuguese	1.00	100.00	35
3	Russian	0.00	100.00	21
4	Spanish	0.00	100.00	21
5	Other (please specify)	0.00	100.00	27

Other (please specify)
Greek
Italian
french
German
german
polish
German
german
Italian
Chinese
French, Italian, German
Polish
German
German
roumanian
Romanian
italian
italiano
catalan
Ukrainian

8. What language (s) do you use mostly at University? (interactions with professors and staff)

Note: 0 -100 (%), where 0 is non-usage of language and 100 is a regular usage of language.

#	Answer	Min Value	Max Value	Responses
1	English	0.00	100.00	39
2	Portuguese	5.00	100.00	32
3	Russian	0.00	19.00	12
4	Spanish	0.00	80.00	16
5	Other (please specify)	0.00	100.00	13

Other (please specify)
Polish
french
German
italiano

9. Do you ever switch languages within one conversation?

#	Answer	Response	%
1	Yes	41	100%
2	No	0	0%
	Total	41	100%
Statistic		Value	
Min Value		1	
Max Value		1	
Total Responses		41	

10. Please indicate where

#	Answer	Response	%
1	At University (formal interactions)	10	25%
2	At University (informal interactions)	24	60%
3	At home	29	73%
4	Social events (informal interactions)	29	73%

Statistic		Value
Min Value		1
Max Value		4
Total Responses		40

11. Do you usually use it consciously (for some particular reason: demonstration of shared ethnicity, humor, changing topics, etc.) or unconsciously?

#	Answer	Response	%
1	Consciously	22	55%
2	Unconsciously	18	45%
	Total	40	100%

Statistic		Value
Min Value		1
Max Value		2
Total Responses		40

12. Your attitude towards switching of languages (code-switching)

#	Question	Yes	May be	No	Total Responses	Mean
1	Do you think code-switching helps in daily informal interactions ?	20	13	7	40	1.68
2	Do you think it helps in the learning process (at classes)?	17	14	9	40	1.80
3	Do you generally have positive attitude towards code-switching?	22	12	6	40	1.60

Statistic	Do you think code-switching helps in daily informal interactions?	Do you think it helps in the learning process (at classes)?	Do you generally have positive attitude towards code-switching?
Min Value	1	1	1
Max Value	3	3	3
Total Responses	40	40	40

13. Can you provide any examples of code-switching that have been used by yourself or others? (this answer is optional, though it would be really helpful)

Text Response
When I was in Barcelona trying to talk in Spanish, but I couldn't because before I was in Italy for about 4 days just listening and talking in Italian. When I tried to talk something in Spanish, the Italian came in my mind and I got very confused.
When talking to my Slovakian roommate in Portuguese (because we both study it), I sometimes switch to English just to explain a word I used that she doesn't know.
en la Universidad expongo en español, sin embargo cada vez utilizo más palabras en portugues,

como mas, entao, obrigado, etc. (En mis conversaciones informales diarias sucede lo mismo)
my classes are in portuguese, therefore I know the scientific words in portuguese, but I can't have a whole conversation in portuguese
It happens when I explain English grammar to the Russian speaking students so that they could understand better the most difficult parts
usage of simple words and phrases like "Bom dia", "Vamos" by tourists (those not Portuguese-speaking) during their stay at Portugal; substitution of distinct words in a phrase with those from another language while making an order at a restaurant (octopus instead of polvo)
Specially when looking for meaning of words, when we don't know in one language, we try different ones until it makes sense for everybody
when I was not able to express my thought in Portuguese I used English
I speak with friends who speak portuguese, then spanish, then english and so ... I have speak all the languages I know a lot of times, with friends or in nightclubs never in formal
expressing myself better talking in English with somebody whose native language I know better than English (Polish, Italian)
in any conversation, if people who you are with know the language, you can use words from the different languages to make the conversation fluid and sometimes even funny!
to introduce a friend to our conversation when he/ she speaks a different language
To understand better the grammar rules of one language it's good to give examples in other languages.
When I can't find equivalent in Russian, I may switch to English or Ukrainian
este autocarro wa para gambelas desuka? (Japanese&Portuguese)

Statistic	Value
Total Responses	15

APPENDIX C. Full transcribed versions of interviews including code-switching instances.

1. Interview with student 1 (Moldova).

I. - How did you end up studying in Portugal?

S1. - Well, it happened by chance. I was looking for some options to go abroad. Then, I saw there was a program in Portugal, I applied and I got a scholarship.

I. - What do you study?

S1. - Marine biology.

I. - Can you say how study in Portugal differs from study in Moldova if it does?

S1. - Well, to me it's completely different. We have here lot's of projects to do and field trips that we didn't have in Moldova. And, even the way, professors **презентуют** their lectures is different.

present

I. - What are you doing now?

S1. - Currently, I'm participating in one project related to investigation of reefs along the coastal line of Portugal. It's going to be on the big boat. And, I am a part of diving group.

I. - That sounds interesting! How did you get into this project?

S1. - Well, when I did a diving course here in Portugal, I happened to have a very good instructor. So when he knew about my desire to do scientific work and knowing that **у меня не хватало средств** on to take part in projects with fee, he told me about this project.

was short for money

Soon, I was officially invited. There are different scientific groups from different universities of the country. I'm really excited to start work already!

I. - That seems like a great opportunity for you. My congratulations! You've mentioned you like lab work and field trips most of all in your study, so what about the disciplines you liked and you didn't like?

S1. - That's a good question. Well, my favorite one was fishery biology.

It was a really great course where we had to cut fish at the classes and study its organs. Also I like scientific diving, aquaculture, water coastal management and dynamics of aqua system. All the courses I liked were mostly due to teachers, the way they were giving classes. And the terrible one was biochemistry. The teacher had terrible accent in English that was hard to understand, but moreover she didn't contact the students. You know, some people just **абстрагируются**, like they don't care, they don't really communicate with students.

ignore

I. - What do you like about living in Portugal?

S1. - Well, first of all is food! I love Portuguese cod fish, **bacalhau**. They have lots of ways to prepare it, one of my favorite one is cod fish with milk cream or **bacalhau com natas**.

I. - what unique experiences you had in Portugal?

S1. - Well, just yesterday, I ate ...**caracois** for the first time in my life here! **Cerveja** with **caracois** on the beach...mm what can be better? [laughing]

I. - What plans do you have after exchange period?

S1. - Oh, I was waiting for this question. I don't really like answering it [laugh]. Well, I applied for some vacancies related to my field "marine biology". I also try to do a lot of volunteer work. So, I will just try to get as much experience as I can in my area.

2. Interview with student 2 (France)

I. - I. - How did you end up studying in Portugal?

S2. - I received..**bolsa** Erasmus. I also applied for Check Republic but I wasn't chosen. But anyway, I'm happy to be in Portugal at the moment. I always think that things don't happen by chance, if I didn't come to Portugal I wouldn't have met the people I met and wouldn't experience the same emotions, everything would be different.

I. - That's right. So, what do you study?

S2. - Tourism.

I. - What is your opinion about the school of Tourism of University of Algarve?

S2. - Well, as I've heard it's one of the best schools that specialize in tourism here in Portugal. I

don't have any complaints about the courses or teachers, the only thing that it's in Portuguese which I don't know well yet.

I. - What are your plans after Erasmus?

S2. - Well, I will go back to France and finish my ...**licenciatura**. I also want to do Master course in Tourism, my University offers ..**intercambio** with University of Rio de Janeiro in Brazil. And as **eu ja falo Português**, it would be a great great opportunity for me.

I. - Can you tell me about unique experience you had in Portugal?

S2. - Well, my whole Erasmus is the biggest and most amazing unique experience I had in my life. During the first semester I made a lot of friends from different parts of the world: Brazil, Spain, Poland, Greece, etc. It's funny how Faro could unite everybody; as it is small town, everywhere you go you bump into the same people: **na praia** during the day, **nas festas** during the night and of course at University!

I. - So, now your Erasmus is coming to an end. What feelings do you have?

S2. -**Um bocado triste** and excited at the same time. I made a lot of friends here and experienced beautiful moments. **Vou ter muitas saudades!** This time is unforgettable. But of course I understand that I have to move forward as there are another adventures to come. And as now I have my personal **bandeira portuguesa** with all Erasmus'es signatures, so every time I look at I will remember Portugal and **meu lindo** Faro!

3. Interview with student 3 (Spain).

I. - Como tu ya estas acabando tu intercambio, queria hablar contigo sobre tu experiencia Erasmus?

S3. - Si, claro.

I. - Por que elegiste Portugal como tu destino del intercambio Erasmus?

S3. - Pues, la verdad que habia otros paises en mi lista para donde apliqué, pero me salió la beca para Faro. Y, em principio, yo no estaba muito animado porque el sur de Portugal es muy parecido al sur de España, pero yo queria algo diferente. Pero al final, esta experiencia ha sido de las mejores que pase en la vida y de nada me arrepiento, solo de que no haya durado mas!**It**

was really the best time of my life!

I. - Que estabas a estudiar aqui?

S3. - Ingeniería civil.

I. - Que disciplinas eran tus favoritas?

S3. - Pues, unas de mis disciplinas favoritas eran **Desenho técnico, Mecânica dos**

Well, ones of my favorite disciplines were

meios contínuos e também Tecnologia das Construções. Me gustan mas la disciplinas técnicas.

I. - Estas haciendo algunas actividades extracurriculares como deporte o algo mas?

Are you involved in any extra-curricular activities like sport or another thing?

S3. - Pues, juego futbol cada semana. Con unos companeros portugueses hemos

Well, I play football every week. With some Portuguese friends of mine we created

hecho un equipo que se llama **“Portunhol”** [laugh] que ganó el **troféu de Reitor da**

the team which is called

which won

Universidade do Algarve.

I. - Que guay! Felicidades! Y entonces, cuando acabas el Erasmus y que vas a hacer despues?

What are you going to do after your Erasmus.

S3. - Todavía no he pensado bien en eso, pero de todas formas primero tengo que acabar

I haven't thought about it yet, but anyway I have to finish first

mis estudios en Spain, y despues vamos ver! Me voy ya en dos semanas! No quiero irme! **Eu não quero ir embora!** Todavía no lo se que voy a hacer.

4. Interview with student 4 (Russia)

I. - Как оказалось так что в результате вы учитесь в Португалии?

How you ended up studying in Portugal?

S4. - В программе был перечень университетов, куда можно поступать по Erasmus

Mundus.

There was a list of universities where it was possible to apply for

Португалию выбрала из-за хорошего климата.

I chose Portugal because of a good climate.

I. - Что вы изучаете?

What do you study?

S4. - Вообще я должна была изучать **International business**, но изучаю **Marketing**,

Actually, I had to study

but I study

потому что не было набора на специальность в этом году.

because there wasn't such option in this year.

I. - И вам нравится?

And, you like it?

S4. - Да, но сложность в том что занятия на португальском. Когда приезжаешь и не знаешь

Yes, but there is a difficulty – the study is in Portuguese, so when you come and don't know

язык, иногда достаточно сложно влиться в процесс.

the language, it's quite difficult to get into the study process.

I. – Можете ли вы рассказать подробнее что вы изучаете, а также назвать свои

Can you tell more in details what you are studying, may be you have

самые любимые дисциплины из курса?

favorite disciplines of the course?

S4. - Вообще, последний семестр посвящен туризму, потому что в Португалии в

Well, last semester was dedicated to tourism, because generally in Portugal

основном изучают **tourism** или **marine biology**. До этого изучали

are popular for study

or

before we studied

Análise e Estudos de Mercado, Comportamento do Consumidor. Ну а одними из

One of my

любимых курсов, наверно: **Gestão de Marcas e Canais de Distribuição** и

favorite disciplines, probably, were:

Marketing de Serviços Turísticos.

I. - Чем вы занимаетесь в данное время? Вы закончили уже учебу?

And, what are you doing now? Are you done with studies?

S4. - Пока нет, сейчас я пишу **thesis**

Not yet, right now I'm writing my

I. - Можно ли узнать о чем?

Can you tell about what?

S4. - **Brand analysis of Portugal as a touristic destination.**

I. - После окончания учебы вы планируете остаться в Португалии или вернуться в Россию?

After you finish the studies, are you planning to stay in Portugal or come back to Russia?

S4. - Пока не определилась, вообще попытаюсь найти работу здесь сначала.

I haven't made up my mind yet. Well, first, I'll try to look for some job here.

I. - И напоследок, хотелось бы узнать ваши общие впечатления от Эразмуса в Португалии?

And lastly, can you tell me your overall impressions of living in Portugal and your exchange period?

S4. - Эти два года были, пожалуй, самыми лучшими в моей жизни. Ну, во первых, это так

These two years were probably the best in my life. Well, first of all it's so

отличается от жизни в России. Затем, новый опыт, новые друзья из разных стран.

different from living in Russia. Then, new experience, new friends from different countries.

Первый семестр это конечно же вечеринки, так как еще мало учебы. В общем, я получила то,

First semester, of course, its mainly parties, as there's no much study. So, I experienced exactly

что ожидала.

what I expected.

5. Interview with student 5 (Brazil).

I. - Ola, esta tudo bem?

S5. - Ola, esta tudo **fixe**, e com voce?

I. - Estou bem, obrigada. Es Erasmus, não e?

S5. - Sim, sou.

I. - O que é que estas a estudar aqui?

S5. - Economia.

I. - Ah ok. Então, gostas da Universidade? Organização das coisas?

S5. - Sim, gosto, Quando cheguei aqui, o **mobility office** fez uma **orientation week** para todos estudantes de intercambio e foi muito bom porque no só deu para ver a Universidade, mais tambem para conhecer muita gente de Erasmus. As aulas são interessantes, umas são com os professores muito legais.

I. - E o Faro? Gostas de viver aqui?

S5. - O Faro é uma cidade bem pequena, mas a mesmo tempo é muito legal, porque chegas a conhecer quase todos os Erasmus, que sería impossível em Lisboa u Oporto, e por isso se sente mais unido, nos chamamos isso "**Erasmus family**".

I. - Que planes tens depois de acabar o Erasmus aqui?

S5. - Ainda não sei, a verdade, não quero que acabe! Acho que quando volto para o Brazil, vou acabar primeiro meus estudos depois achar o trabalho. Eu gostei muito de Portugal, Da Europa, mais vou ficar no Brasil, porque eu gosto viver la.

I. - Que recomendarias às pessoas que pensam em fazer inrecambio?

S5. - **It's a moment of a lifetime!** Não tem que perder. E uma experiencia inesquecível.