



Чувашский государственный педагогический университет им. И.Я. Яковлева

Кафедра педагогики и гуманитарных дисциплин

СЕРТИФИКАТ УЧАСТНИКА

VI Международной научно-практической конференции

«Актуальные вопросы преподавания иностранного языка в высшей школе»

выдан

Trinh Thi Van

магистру, преподавателю кафедры иностранных языков

Ханойского горно-геологического университета, г. Ханой (Вьетнам)

Ректор

В.Е. Иванов

17.05.2022





ЧУВАШСКИЙ
ГОСУДАРСТВЕННЫЙ
ПЕДАГОГИЧЕСКИЙ
УНИВЕРСИТЕТ
ИМ. И. Я. ЯКОВЛЕВА

Выпуск 6

Актуальные вопросы преподавания иностранного языка в высшей школе



REASONS FOR ENGLISH-VIETNAMESE CODE-SWITCHING IN CONVERSATIONS OF VIETNAMESE ENGINEERS

Abstract. At the globalization time, English has been considered as the most favorable foreign language that creates a community of bilinguals using English and Vietnamese. Code-switching is a widespread linguistic phenomenon in bilingual speech that attracts many scholars and researchers to carry out investigations on it such as Gumperz (1972), Poplack (1980), Grosjean (1982), Malik (1994), Appel & Muysken (2006), Ho-Dao-Tuc (2003), Kim (2006)... The aim of this study is to find out the reasons why a group of engineers in a company use English-Vietnamese code-switching in conversations at work. A combination of qualitative and quantitative research methods was employed to collect and analyze the data with a system of two questionnaires based on the audio-recorded conversations of those engineers in the meeting and the theoretical frameworks of Malik (1994). It is found that most of the respondents use code-switching to emphasize a point at work, to show identity of a group, for habitual expression, lack of register and lack of facility. Besides, they state four other reasons useful for their work, namely to work in the international contexts, to clarify the specification, to take for granted from internet or Facebook and to save time. Code-switching needs to be used while teaching and learning English, especially vocabulary and terms of specification.

Key words: code-switching, bilinguals, engineers' conversation, global communication.

1. Introduction

A sociolinguistic phenomenon defined as "code-switching" or "code-mixing" is very popular in "bilingual communities where speakers use their native tongue (L1) and their second language (L2) in different domain" (Kim, 2006, p.1). Since English became "a global language" (Crystal, 2003), many words of English has been widely used on the Internet, Facebook and even in daily conversations. The young people and teenagers prefer saying as a habit the following phrases such as "*ok uh, hello bạn, bye dâ, lên Face d, lướt web, search mạng, vào google map, check lại, chọn đường link, dùng cel, quà date*" and "*down xuống*" and that is accepted by the others in the society. Code-switching attracts many scholars and researchers to carry out investigations on it such as Poplack (1980), Grosjean (1982), Malik (1994), Appel and Muysken (2006), Ho (2003) and Kim (2006). Many people have used English as the second language (ESL), because they usually work and live with foreigners, especially the engineers who are high-qualified at work. In spite of living in their first language environment, they usually use code-switching of English in speeches at work as the bilinguals of Vietnamese and English. This study focuses on the reasons of the use of code-switching found in daily speeches at workplace of the engineers in a company of oil and gas in the South of Vietnam who are not linguists or teachers of English but most of them are quite good at English. In order to reach this aim, the re-

search tries to find the answer to the question: "What are the reasons for code-switching used in conversations of Vietnamese engineers in the Company of Oil and Gas?"

The study aims to identify the reasons why this phenomenon enters the daily working life of the high qualified people in Vietnam, especially the people who can use English fluently at work, so the researcher hopes to get some points of views on code-switching which is a widespread sociolinguistic phenomenon and give some contributions to studies of speech community of bilinguals using code-switching.

2. Literature Review

Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live. Bilingualism is considered as a field concerning sociolinguistics and a bilingual speaker who can communicate in more than one language. (Spolsky, 1998).

Code-switching is a linguistic phenomenon where two or more varieties are used alternatively by bilinguals in a conversation. This phenomenon is considered as one that involves "the regular use of two or more languages" (Grutjean, 1982, p. 1) within a certain speech community. Poplack (1980) - simply defines code-switching as "the alternation of two languages within a single discourse, sentence or constituents" (p. 1), often with no change of interlocutors or topics. This view is shared by many other linguists, such as Hudson (1996), Spolsky (1998), Crystal (2003), Ho (2003), and Holmes (2008). Code-switching is very common among bilinguals, and Myers-Scottons (1993) suggests that it serves important social functions. The motivations, functions and reasons of code-switching have been studied extensively by a number of researchers from various linguistic perspectives. There are the views of Halliday (1975), Gumperz (1982), Malik (1994), Appel and Muysken (2006) on this problem. For the purpose of this study, Malik's (1994) ten functions of code-switching are then used to elaborate on the examples in detail to give a clearer view on why a group of Vietnamese engineers use code-switching in conversations at work and will be the basic theoretical frameworks in collecting and analyzing the data.

3. Methodology

A survey was carried out in order to find answers to the research question in the study. Firstly, a group of fifteen engineers in PVC-PT Company who were preparing documents and contracts for international bidding was chosen as the respondents in the self-report forms of the questionnaire dealing with the reasons of code-switching and the questionnaire based on Malik's functions (1994) having two sub-sections was designed and launched out to get the data. After getting the agreement of the company, their conversations at work were naturally recorded and transcribed. Two respondents (one leader and one staff) were interviewed to clarify their view on code-switching and other reasons for using it. Then, the codes in conversations were collected and given to all participants in the meeting to find out the percentage of code using and reasons why they used these codes. Finally, the data were analyzed to get the findings of the study.

4. Results

There are three main audio-recorded conversations lasting for one hour nine minutes and nine seconds (1h09'09") with 180 codes of English to support the data

for Questionnaire consisting ten functions as Malik (1994) proposed. The replies of fifteen respondents were collected and divided into groups of each item based on their choice of codes occurred in their conversations. To support the purpose of the research question: "What are the reasons for code-switching used in conversations of Vietnamese engineers in the Company of Oil and Gas", the questionnaire was based on Malik's (1994) theoretical framework and it has two sub-sections (Tables 1&2): the first sub-section is for ten reasons of Malik (1994), and the second is for other reasons chosen by the respondents.

4.1 Malik's ten functions of code-switching

Table 1. Reasons for code switching (proposed by Malik, 1994)

Reason	No of occurrence	%	Example
1. Lack of facility	43	23.88%	Diagram, histogram, PDF, Excel, CV, PVC, logo, form...
2. Lack of register	83	46.11%	S-curve, chart, outdoor steel, indoor steel, proof coating, curb stone, structure, material, spec...
3. Mood of speaker	0	0%	
4. To amplify and emphasize a point	174	96.66%	Note, view, review, logo, refer, chart, portable water, fresh water, S curve...
5. Habitual expression	118	65.55%	Ok, update, cel, fila, list, job, PDF, view, rerview, note, logo, S curve, chart, PVC, refer, job, check, search...
6. Semantic significance	0	0%	
7. To show identity with a group	159	88.33 %	Equipment, time, S-curve, civil work, construction, resource, utility consumption, power station, job, office site, camping, structure...
8. To address a different audience	0	0%	
9. Pragmatic reasons	0	0%	
10. To attract attention	8	4.44%	Note, closing

As the results revealed in Table 1, the most preferred reason is to amplify or emphasize a point, the second favorite one is to show identity in a group, the third is for habitual expression, and then for lack of register, lack of facility and few people wanted to attract attention. The other reasons were not selected and the respondents did not explain why, but actually the chosen reasons are quite appropriate and useful in their working conditions that demand the high proficiency of English and good knowledge of terminology or specification.

4.2 Other reasons for code-switching (proposed by the respondents)

Some other reasons are more appropriate for code-switching in the workplace as to be shown in Table 2. In the view of all respondents, one reason is that the working contexts closely related to high technology. International business and international bidding require the documents and contracts prepared and translated in both English

and Vietnamese, so they usually code-switch back and forth to give it more accuracy. The second reason is to clarify the specific words (specification) used in their narrow specialization that also need the high accuracy and urge them to switch codes to emphasize it. The third reason that twelve of them chose is the code-switching already used on social network attract them so that they like taking it for granted or imitating it in their conversations. The last reason is to be faster for them or to save time to understand the content of work.

Table 2. Other reasons for code-switching (suggested by the respondents).

Reason	Number of choice	%	Example
1. To work in the international contexts	15	100%	Hyundai, PVC, PTSC, job, shift, PDF, Excel, equipment, time, logo, monthly utility consumption, temporary power station, civil work, site construction, site office, camping, structure,...
2. To clarify specific words (specification)	15	100%	Portable water, fresh water, civil work, monthly utility consumption, power station, construction, site office, S curve, structure, proof coating, curb stone, ...
3. To take code-switching for granted (from Internet, Facebook, ...)	15	100%	Ok, update, chart, diagram, histogram, view, file, PDF, cel, header, footer, note, check, search, time, logo, bill, ...
4. To save time	12	80%	PVC, PDF, cel, file, note, ok, Hyundai, equipment, time, power station, structure, material, ...

5. Conclusion

In conclusion, according to Malik's reasons, there are five more preferred reasons the respondents code-switch English and Vietnamese in speech at work gradually estimated: to amplify or emphasize a point, to show identity of a group, habitual expression, lack of register, lack of facility, and four other reasons that the respondents would like to choose: to transmit the documents in both English and Vietnamese in the international working contexts, to clarify the specification at work, to take for granted from Internet and to be faster when explaining the contents of speech. All the reasons explained that they use code-switching for its usefulness and importance for their work.

REFERENCES

1. Appel, R. & Muysken, P. (2006) *Language contacts and bilingualism*. Amsterdam: University Press.
2. Crystal, D. (2003). *English as a Global Language*. (2nd ed) Cambridge University Press.
3. Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Cambridge, MA: Harvard University Press.
4. Hu, D. T. (2003). *Vietnamese-English bilingualism: Patterns of code-switching*. London & New York: Routledge.
5. Holmes, J. (2008). *An introduction to sociolinguistics* (3rd ed). London: Pearson Longman.

Муромова Е. А.	Современные интерактивные средства обучения немецкому языку как иностранному	181
Nguyen Thi Thu Phuc, Trinh Thi Van	Reasons for English-Vietnamese code-switching in conversations of vietnamese engineers	187
Nguyen Thi Cuc	Suggested procedures for English-Vietnamese translation of relative clauses in geological documents	191
Новосельцева И. И.	Этноориентированный подход в процессе развития коммуникативной компетенции магистрантов-иностранцев	197
Ногоева Ч. А., Абдуллаев С. Н.	Предпосылки воспитания концепта «свобода» в английском, русском и тюркских языках	202
Орехова Ю. М.	Интернет-технологии в преподавании иностранного языка и лекции онлайн	208
Павлова К. А., Генязола Е. А.	Формирование социокультурной компетенции в процессе обучения английскому языку детей дошкольного возраста	213
Пайгильдина Е. Е.	Методы и приемы эффективного формирования концепта «время» в английском языке у школьников начального и среднего звена	217
Пикалова Т. В.	Технология «flipped classroom» как одна из разновидностей смешанного обучения. Ее практическая реализация и эффективность применения в общеобразовательных школах	220
Рахманова Н. В., Всербьев Н. В.	О формировании методической компетенции студентов в процессе самостоятельной работы	224
Салытиреева Е. А.	Difficulties in teaching English to international students	228
Сергеева И. В., Байсууд М., Халх Т.	Влияние k-pop музыки на современную молодежь	230
Смирнова В. Н.	Использование канала Great Big Story в рамках темы 'Ecology' как способ повышения мотивации в изучении английского языка	234
Смирнова М. Н., Жижина А. Д.	Использование образовательных мобильных приложений в изучении английского языка	238
Сорокина Л. В.	Практическая реализация дидактических принципов обучения иностранному языку в неязыковом вузе	242