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**CODE-SWITCHING AS A HINDRANCE TO FLUENT AND ACCURATE SPEECH  
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**Abstract:** *The phenomenon of code-switching, while often serving communicative and sociolinguistic functions, has been identified as a potential hindrance to the fluency of language learners. This abstract delves into the complexities of code-switching within the language learning context, exploring its impact on learners' fluency, comprehension, and linguistic development. By examining key factors, learner perceptions, and the educational implications of code-switching, this abstract aims to unveil the multifaceted role of code-switching as a potential impediment to attaining fluency in a target language.*

**Keywords:** *code-switching, language fluency, language learners, second language acquisition, linguistic development.*

**INTRODUCTION**

Code-switching, the practice of alternating between two or more languages or dialects within a single conversation, has garnered attention within the context of second language acquisition. While it can serve as a sociolinguistic resource and aid in communication, there's a growing concern regarding its potential hindrance to the attainment of fluency among language learners. This introduction seeks to unravel the complexities of code-switching within language learning, exploring its impact on learners' continued language development and overall fluency in a target language.

**LITERATURE REVIEW.**

The transition from a certain language or form of its existence (code, subcode) to another code, due to a change in the role relationships between speakers in the process of communication. So, Code-Switching may be caused by various reasons related to a change in the communication situation: a change in the addressee who does not own this code, a change in the topic of the message (for example, a transition to a scientific style of presentation), a change in the social role of the communication participants (for example, "colleagues" or "teacher - student"). Code-Switching always motivated by the speaker's desire to achieve the most effective communication possible.

Types of Code-Switching:

1) situational (the choice of language or form of existence of a language is determined by the situation - formal, informal, etc.);

2) metaphorical (implies not a holistic change in the social situation, but a change in one of its components: a change in topic, an orientation towards overcoming social and communication barriers between participants, etc.).<sup>81</sup>

Ability to Code-Switching indicates a fairly high degree of proficiency in language(s) and its subsystems, as well as a certain communicative and general culture of a person. Code switching mechanisms ensure mutual understanding between people and relative comfort in the process of verbal communication. On the contrary, the inability of an individual to vary his speech depending on the conditions of communication, adherence to only one code (or subcode) are perceived as an anomaly and can lead to communicative conflicts. Motivated P.k. should be distinguished from the borrowing of linguistic units, their inclusion in speech, from the mixing of the language code, when the transition from one language to another has no motivation and is, as a rule, the result of inadequate mastery of the language(s), forms of its existence, styles. Code-Switching is always motivated by the speaker's desire to achieve the most effective communication. The boundary between these phenomena is not always defined. Criterion of difference: when mixing codes, the speaker uses phrases and words of a foreign language; The grammatical structure of one language is subordinate to the grammatical structure of another language. When code-switching, the speaker completely moves from one language (or language subsystem) to another language (subsystem). A textbook example of P.k. - change of the Russian language to French (and back) in the speech of Russian nobles in the novel by L.N. Tolstoy "War and Peace".

#### **THE PROBLEMATIC SIDES OF CODE-SWITCHING.**

Exploring the potential benefits of using multiple language codes in communication can provide valuable information about how people navigate and adapt to different social contexts. Code switching, which refers to the practice of alternating between two or more languages or language varieties within a single conversation, has been found to have several benefits.

Simultaneously, code-switching can lead to confusion and misunderstanding among listeners who are not familiar with the languages or dialects being used. Abrupt language switches can disrupt the flow of communication and make understanding difficult. For example, if someone switches between two languages during a conversation without providing context, it can leave the listener struggling to understand the intended message.<sup>82</sup>

Code switching can cause feelings of exclusion or alienation among people who do not speak the same language or dialect used. This can create a gap between those who understand the code and those who do not, which can lead to the marginalization of

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<sup>81</sup> <https://sociolinguistics.academic.ru>

<sup>82</sup> Poplack, S. (1980). Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPANOL: Toward a typology of code-switching. *Linguistics*, 18(7-8), 581-618

certain individuals in social or professional settings. For example, code-switching a group of friends into a language one member is unfamiliar with can make that person feel left out.<sup>83</sup>

Code switching can sometimes lead to loss of language identity or loss of proficiency in one language. Excessive use of one dominant language in certain contexts can result in decreased fluency or vocabulary in the less used language. For example, a bilingual person who constantly switches to their primary language at work may experience a decline in their native language skills.

Code-switching may be associated with negative stereotypes and perceptions of inadequacy or inauthenticity. Some people may view code switchers as being ignorant of the language or disloyal to their cultural heritage. For example, a person who code-switches between two languages may face criticism that they have not fully mastered either language, perpetuating negative stereotypes. Code switching can reveal differences in language proficiency between people, leading to power imbalances and marginalization. Those who are more proficient in the dominant language may have an advantage in certain settings, while others who are less proficient may be at a disadvantage. For example, in a classroom where code-switching is common, students with weak language skills may feel discouraged or left behind.<sup>84</sup>

Code switching, while providing flexibility, can contribute to the erosion of heritage languages. People may become more dependent on the dominant language and gradually lose fluency and cultural connection to their native language. For example, code-switching between a heritage language and a family's majority language may lead to a decline in the use of the heritage language over time. Code switching, especially in educational settings, can disrupt language acquisition and make it difficult for students to learn the language. This can hinder the development of language skills in both the dominant and heritage languages, as learners may rely heavily on code-switching rather than fully learning each language individually. For example, students may have difficulty achieving full proficiency in any language if code switching is used too frequently in the classroom.<sup>85</sup>

Code-switching can interfere with effective communication in monolingual settings when participants are unfamiliar with the code being used. This can create barriers and exclusivity that prevent full participation and understanding. For example, in a formal meeting held entirely in one language, a participant's use of code switching may confuse others and make communication difficult. Code-switching may be perceived as unprofessional or inappropriate in certain formal contexts, especially if it is seen as a

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<sup>83</sup> Appel, R., & Muysken, P. (2005). *Language contact and bilingualism*. Routledge

<sup>84</sup> Milroy, L., & Muysken, P. (1995). *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press.

<sup>85</sup> - Gardner-Chloros, P. (2009). *Code-switching*. Cambridge University Press.

deviation from standard language norms. Some people may view code-switching as a lack of fluency or language control, which can affect professional confidence.<sup>86</sup>

For example, in a formal business presentation, frequent code switching may appear unpolished or unprofessional.

Moreover, code-switching can lead to linguistic fatigue, especially for bilingual or multilingual people who constantly switch between languages. Constantly switching between language systems requires mental effort, which over time can lead to mental exhaustion and decreased cognitive abilities. For example, a bilingual professional who constantly code-switches throughout the workday may experience increased mental stress and decreased efficiency.

### CONCLUSION

The phenomenon of code switching is definitely debatable, and could foster the polemic discussions. However before encouraging it while learning process it is critical not to overutilize this practice, because the middle measure is the best. The ramifications coming from it may lead to language fatigue, lack of accuracy causing mismatch and hindering to learner to have a full command of a language.

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<sup>86</sup> Romaine, S. (1995). *Bilingualism*. Blackwell Publishers

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