

**Individual Paper Session 20**  
**Oral Discourse**  
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**11:15-11:45am**

**It's not just about language: Code-Switching across the curriculum**

**Ferdos Jamali**  
**University of New Hampshire**  
[fjamali@cisunix.unh.edu](mailto:fjamali@cisunix.unh.edu)

This article examines the code switching that goes on during group work in English as well as in content-based classes in which the learners shared an L1. Twelve high school classes, three each from English, mathematics, chemistry and history classes were video-taped and analyzed to find out the patterns of code switching – The term code switching, according to Crystal (1987), refers to when an individual who is bilingual alternates between two languages during his/her speech with another bilingual speaker.

Following Goffman's (1974) distinction between literal and non literal frames, the author argues that off-record discourse is produced more often than on-record discourse in content-based classes while in language classes there are more instances of on-record discourse – by definition, discourse produced in the literal frame is termed off-record and is concerned with negotiation between the learners; discourse in the literal frame is on-record and is performed to be overheard by a referee (here, the classroom teacher). In other words, in language classes there were more instances of code switching from L2 to L1 during teacher-fronted activities, while in content-based classes there were more L2 to L1 transitions when students were involved in group work.

The findings of the study add a new category to Crystal's (1987) list of reasons for code switching. Other findings of the study as well as some pedagogical implications will be illustrated in the conclusion section of the paper.