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Code-Switching Patterns Among Bilingual Fourth-Grade Students in Bloomington, IL: Potential Implications for Educators

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Oral Presentation O5.1

**CODE-SWITCHING PATTERNS AMONG BILINGUAL FOURTH-GRADE STUDENTS
IN BLOOMINGTON, IL: POTENTIAL IMPLICATIONS FOR EDUCATORS**

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With a growing Spanish-speaking population in the United States, linguistic studies related to this group become increasingly important. One aspect of linguistics with particular significance to education is code-switching, or the alternation of two languages. Understanding code-switching patterns and its use is important in assessing fluency and language acquisition, as well as language shift dynamics, or linguistic changes due to such factors as dual language contact. Drawing upon previous investigations, this study focuses specifically on the use of code-switching among bilingual fourth grade students. Through analysis of verbal interactions during a school day, this study will provide a basic assessment of the quantity and quality of code-switching utilized, as well as how the students code-switch differently among each other, with bilingual teachers, and with monolingual English-speaking teachers. Findings of this study will also provide potential implications for educators of bilingual students.