

## **Sociolinguistic and Classroom Functions of Using Code-Switching in CLIL Context**

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**Abstract :** The aim of the present study is to investigate the sociolinguistic and classroom functions and frequency of Teacher's Code Switching (CS) in the Content and Language Integrated (CLIL) Lesson. Nowadays, Georgian society struggles to become the part of the European world, the English language itself plays a role in forming new generations with European values. Based on our research conducted in 2019, out of all 114 private schools in Tbilisi, full- programs of CLIL are taught in 7 schools, while only some subjects using CLIL are conducted in 3 schools. The goal of the former research was to define the features of Content and Language Integrated learning (CLIL) methodology within the process of teaching English on the Example of Georgian private high schools. Taking the Georgian reality and cultural features into account, the modified version of the questionnaire, based on the classification of using CS in ESL Classroom proposed By Ferguson (2009) was used. The qualitative research revealed students' and teacher's attitudes towards teacher's code-switching in CLIL lesson. Both qualitative and quantitative research were conducted: the observations of the teacher's lessons (Recording of T's online lessons), interview and the questionnaire among Math's T's 20 high school students. We came to the several conclusions, some of them are given here: Math's teacher's CS behavior mostly serves (1) the conversational function of interjection; (2) the classroom functions of introducing unfamiliar materials and topics, explaining difficult concepts, maintaining classroom discipline and the structure of the lesson; The teacher and 13 students have negative attitudes towards using only Georgian in teaching Math. The higher level of English is the more negative is attitude towards using Georgian in the classroom. Although all the students were Georgian, their competence in English is higher than in Georgian, therefore they consider English as an inseparable part of their identities. The overall results of the case study of teaching Math (Educational discourse) in one of the private schools in Tbilisi will be presented at the conference.

**Keywords :** attitudes, bilingualism, code-switching, CLIL, conversation analysis, interactional sociolinguistics.

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