Competing Standpoints Of Code-Switching In Classroom Instruction Of The Pre-Service Secondary Teachers

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Abstract
The purpose of this qualitative study was to analyze the types and functions of code-switching in the discourse utterance of the twenty four pre-service secondary teachers in English, Math and Science in classroom instruction, and to investigate the participants’ different standpoints in the use of code-switching in classroom instruction. To achieve the purpose of the study, the documented classroom observations and individual in-depth interviews served as the multiple tools that led towards achieving the goals of the study. After a careful analysis of data, the results revealed that among the types of code-switching employed by the participants in classroom instruction, intra-sentential was the most regular type used, followed by intersentential code-switching. The least among the types used was tag. The result further revealed that among the functions of code-switching, addressee specification came out to be the function most used by the participants. It was followed by reiteration. The third in rank among the functions was message qualification. Direct quotation was found in a very minimal instance. Personalization or objectivization was never found in the analysis of transcripts in the three content areas. From the positive and negative standpoints of the participants on the use of code-switching in classroom instruction, the results revealed seven major themes. For the positive standpoints, the major themes were interpersonal communication enhancer, lexical difficulty replacer, and lesson enhancer. For the negative standpoints, the major themes were oral communication barrier, habit, vocabulary deficiency, and dependence on first language.

Keywords: competing standpoints, code-switching, classroom instruction, pre-service secondary teachers

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Introduction
Switching from English to native language becomes very natural and ordinary occurrence in classroom instruction both in colleges and universities around the country. Classrooms reflect the use of code-switching for intellectual discussions among teacher and students. The amount of shifting from English to the native language increases when students interact with the teacher in their lessons. This exploitation predominates not only in classrooms but also everywhere around the country most particularly in media, like in talk shows, variety shows, commercials, sports and newscasts. However, Thompson (2003) justifies the use of code-switching among Filipinos. He said that there is no sphere of the daily usage of English that draws Filipinos to speak pure English. Hence, the status of English in our country becomes blurred.

Moreover, looking at the trends of education nowadays, we are undeniably coping to equate or even to level up with Europe and in other Asian countries like Singapore and Malaysia not to lag behind in terms of education. Thus, Adams and Keene (2000) has reminded the importance of English and the role it plays in education. They maintained that students are expected to communicate effectively in academic institutions where English is the medium of instruction. Moreover, they added that learners should face the task of mastering content area in subjects such as mathematics, social studies, science, and business, which are taught in the target language (English). In such cases, teaching and learning of English can help the students to deal successfully with their academic demands and perform successfully in their disciplines and professional contexts.

However, despite this prevalent phenomenon in the classroom, many researchers showed support on the matter of allowing code-switching in the classroom as cited by Inductivo, (1995). He said that code-switching benefited students and teachers, and it is preferred language for discussion for a majority of students and teachers for science class. Moreover, he maintained that classroom code-switching should be allowed. This is due to the supposed advantages that code-switching gives to learning.

Statement Of Objectives
The purpose of this qualitative research was to analyze the types and functions of code-switching of the discourse utterance of the pre-service secondary teachers in English, Math and Science in classroom instruction. Moreover, this was also conducted to investigate the participants’ standpoints regarding the use of code-switching in classroom instruction.

Methodology
This study employed qualitative type of research. Hence, the data were obtained from the observation of classes to 24 pre-service secondary teachers in English, Mathematics and Science in their classroom instruction, and from the individual in-depth interview conducted. Both the audio-video recorded observation and audio-recorded interview were translated into transcripts and then were analyzed to determine the types and functions of code-switching used by the participants. And for the interview, the answers were classified and categorized into themes to find-out the standpoints of the participants in the use of code-switching in classroom instruction.

Results And Discussion
Table 1 clearly shows that most of the switches committed by the pre-service secondary teachers in English, Math and Science are on intrasentential, followed by intersentential and the least is tag.

<table>
<thead>
<tr>
<th>Pre-service Secondary Teachers</th>
<th>Types of Code-switching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intersentential</td>
</tr>
<tr>
<td>English</td>
<td>109</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78</td>
</tr>
<tr>
<td>Science</td>
<td>191</td>
</tr>
</tbody>
</table>

Below is a sample of an episode of the pre-service secondary teacher in English during the classroom observation conducted.
What happened to Lam-ang? Diba gitabangan sya sa rooster and dog? (He was helped by the rooster and the dog, right?) (No answer from the students.) How about Angelito, ang batang ama? (How about you, Angelito, the young father?)

In the transcript, the pre-service secondary teacher in English started her utterance in English (L2) in a question form, then in her next utterance; she switched to Bisaya (L1) and completed it in English (L2) by asking again the students. Since there was no answer from the students, then she asked again another question by switching to English (L2) and completed it to Tagalog (L1). The switches from English (L2) to Bisaya (L1) and English to Tagalog (L1) in the utterance showed the biggest syntactic risk because the switches are found within the sentence. This observation is supported by Weinrich (2010) who accentuated that switching of different types occurs within the clause or it may include mixing within word boundaries.

Another episode from the pre-service secondary teacher in Math (PstM2) who consistently committed code-switching in all her utterances.

So, who answered number 2? Yes, Jessa? Okay. So, is it correct? Nasabtan ninyo giunsa? (PstM2)

PstM2 tried to ask students in English (L2) in full sentence, then continued again in English (L2) then once more to English (L2), then proceeded again in English (L2) in full sentence, but shifted her utterance in Bisaya (L1) in complete sentence. The switch to Bisaya (L1) in complete utterance is an example of Intersentential switching because the switch was done at the boundary of the preceding utterance. This is supported by the concept of Poplack (2000) that Intersentential switching is a switch at a clause or sentence boundary where each clause and sentence is in one language or another.

Table 2. Functions of Code-switching Used by Pre-service Secondary Teachers in English

<table>
<thead>
<tr>
<th>Pre-service secondary teachers in English</th>
<th>Reiteration</th>
<th>Message Qualification</th>
<th>Addressee Specification</th>
<th>Interjection</th>
<th>Direct quotation</th>
<th>Personalization/Objectivization</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>57</td>
<td>13</td>
<td>61</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>44</td>
<td>17</td>
<td>80</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>124</td>
<td>15</td>
<td>170</td>
<td>12</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on the tabulated results on table 2, the most common discourse functions of code-switching by the pre-service secondary teachers in English, Math and Science were addressee specification. Reiteration comes next. It is followed by message qualification. The use of interjection was found to be minimal. Direct quotation and personalization/objectivization were not found in the analysis of the transcript.

It was found out that the pre-service secondary teachers in English, Math and Science commonly used code-switching to address learners in the middle of the content-lesson discussion to draw students’ responses and encourage participation in the discussion. The result is proven in the study of Choi and Kuipers (2003) who found out those students code-switched for calling attention (addressee specification).

Here is one of the scenarios inside the class in which addressee specification was used.

“Sige na, dili ka lage namo kaunon.” (Come on, we’re not going to eat you.)

Moreover, in the result, code-switching was also used for reiteration or to repeat in the first language (Bisaya) what has been said already in the second language (English) for clarification. Elridge pointed out that in reiteration, messages are reinforced, emphasized or clarified where the message has already been transmitted in one code, but not understood. In the example, the pre-service teacher in English (PstE3) said her first utterance in English (L2) and reiterated it in Bisaya (L1).
“Okay, what is the meaning of the sentence? Unsay pasabot sa sentence? (What does the sentence mean?)

Moreover, in the tabulated result, reiteration comes next. The following extract shows pre-service secondary teacher’s (PstE3) reiteration in her lesson, How My Brother Leon Brought Home a Wife, for the learners to appreciate the beauty of the literature.

“Kariton, not really kariton, pero kana bitawng kabaw ang naga-guyod”
(Cart, not really a cart, but that one being pulled by a carabao)
Ss: (shouted in chorus) “Kangga!” (cart)
Yes, kanga. (Cart)

Here, PstE3 tried to make the word clearer to the learners by qualifying it to the mother tongue to simplify the meaning of the word to make it comprehensible to the learners. The shifting from English (L2) to Bisaya (L1) made the story clear to the students. PstE3 also tried to facilitate comprehension of the lesson. Here, she tried to let the students understand the word kariton but somehow reiterated to the mother tongue by saying, “pero kana bitawng kabaw nagaguyod.” (But that one which is being pulled by a carabao) simply because she wanted to make the word clear to the students so that they could have a clear mental picture of the word. Then she qualified the message by saying, “yes, kanga” (cart).

Another extract below shows Pre-service teacher in Math (PstM1) addressing the learners if there were still terms that could be simplified in the lesson on Multiplication of Rational Numbers.

Ok, naa pa ba siyay terms na pwede masimplify? (Ok, are there terms that can be simplified?) Tan-awa ang numerator, (Look at the numerator?) naa pa? (Is still there?) Wala na? (No more?)
Students: (in chorus) wala na. (No more)
If there is none, so this is our final answer. O, kinsay nakakuha? (O, who got the correct answer?)

In the episode, it is apparent that the pre-service secondary teacher mixed her utterances in Bisaya (L1) and English (L2) to clarify if there were still terms that could be simplified in the computation. The code-switching was used to determine who among the students were able to get the correct answer. This was an attempt made by the participant to determine if the learners were still listening and following her explanation. Switching was also used here to encourage participation by mixing English (L2) and Bisaya (L1) or the mother tongue.

The next example was taken from PstM5 in which the episode shows reiteration.

That was correct. Tama tu ganina. (That was correct.)

The pre-service secondary teacher in Math said in English (L2) and reiterated by saying “tama tu ganina” meaning their previous answer was correct.

Positive and Negative Standpoints of Pre-secondary Teachers on the Use of Code-switching in Classroom Instruction

On the positive and negative standpoints of pre-secondary teachers on the use of code-switching in classroom instruction, Colaizzi’s (1978) phenomenological method was employed in analyzing the participants’ transcripts. In this method all written transcripts were read several times to get their views regarding the phenomenon. Core ideas were clustered allowing for the emergence of themes common to all of the participants.
Table 3. Positive Standpoints of Code-switching in Classroom Instruction

<table>
<thead>
<tr>
<th>Positive Standpoints</th>
<th>Core Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Themes</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Interpersonal Communication enhancer | Good resource of intimate relationship between the teacher and students  
Mediator between teacher and students  
Establishes rapport.  
Teacher becomes closer to students  
Students are motivated and interested.  
Catches the attention of the students  
Students do not hesitate to speak and participate  
Makes students more comfortable and at ease  
Class is more enjoyable.  
Used to call students’ attention/scolding students |
| Lexical difficulty replacer | Employed when run-out of words/  
Used when students lost vocabulary  
Widen students’ vocabulary  
Used if students cannot understand unfamiliar words  
Used to explain terms that cannot be explained in English  
Alternative way if the teacher or students cannot think of the right word to use in English  
Important terms/topic can be given emphasis  
There are terms in Tagalog or Bisaya, which are more suitable to use than in English. |
| Lesson Enhancer | Students understand the lesson because it is their native language  
Used for clarity of the lesson  
Used to repeat/reiterate instruction;  
Used to expound the lesson  
Difficult lessons will be easier for the students.  
It is the fastest way to explain the lesson  
It is convenient to use.  
Best strategy to make the lesson simple and understandable.  
Good to use in the lower section  
Can help in the teaching-learning process  
Important to use especially in literature  
Good resource to make the students understand difficult topics  
Used to express students view and opinion  
Students participate in the class. |

Table 3 shows the positive standpoints of the pre-secondary teachers, with the major themes extracted from core ideas. One of the major themes that emerged from the responses of the participants is **Interpersonal communication enhancer**. In the positive responses of the participants, they viewed code-switching as a good resource of intimate relationship between teacher and students. They also perceived code-switching as a mediator between teacher and students, establishes rapport to make them closer to students, and they are no longer afraid of, so they become motivated and interested to participate. Moreover, they also articulated that code-switching catches the attention of the students, and they do not hesitate to speak and participate. They added that code-switching makes the students more comfortable and at ease, and so the class is more enjoyable. Furthermore, they said that code-switching is used to call students’ attention. In the study of Malik (1994), he said that bilinguals and monolinguals often explain that they code-switch when they can not find an appropriate expression or vocabulary item or the language of conversation does not have the particular word needed to carry on the conversation smoothly.

Another major theme that surfaced regarding the positive standpoints of the pre-secondary teachers on the use of code-switching in classroom instruction is lexical difficulty replacer. It is also interesting to know that the participants employ code-switching when they run out of words because of limited vocabulary. In other words, code-switching can happen if the speaker lacks lexemes in the second language due to limitation of his or her lexical components.
Moreover, it came out that code-switching is used as a lesson enhancer. One of the participants said that interspersing English (L2) to Bisaya (L1) could make students learn easily because Bisaya (L1) is their own language. This result is supported by Nivera (2001) that teachers prefer using code-switching since it helps to facilitate comprehension of the lesson.

**Negative Standpoints of Pre-service Secondary Teachers on the Use of Code-switching in Classroom Instruction**

In spite of the optimism of the participants on the use of code-switching in classroom instruction; however, they also considered code-switching to have a negative effect to the English language proficiency of the students and teachers. Table 4 shows the major themes and core ideas of the negative standpoints of code-switching in classroom instruction.

<table>
<thead>
<tr>
<th>Negative Standpoints</th>
<th>Core Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Themes</td>
<td></td>
</tr>
<tr>
<td>Oral communication barrier</td>
<td>Students could not practice well in English.</td>
</tr>
<tr>
<td></td>
<td>They could not develop their communication skills.</td>
</tr>
<tr>
<td></td>
<td>It can affect the language proficiency of the teacher.</td>
</tr>
<tr>
<td></td>
<td>Barrier in learning English</td>
</tr>
<tr>
<td>Habit</td>
<td>It defeats the purpose of making the students good English communicator</td>
</tr>
<tr>
<td></td>
<td>It can deteriorate the communication skills of the teacher and students.</td>
</tr>
<tr>
<td></td>
<td>It can make students become handicapped in the use of the second language</td>
</tr>
<tr>
<td>Vocabulary deficiency</td>
<td>Vocabulary of the teacher becomes lesser.</td>
</tr>
<tr>
<td>Decrease language competence</td>
<td>Competency in speaking the second language decreases.</td>
</tr>
<tr>
<td></td>
<td>It lowers the competency as an English instructor.</td>
</tr>
<tr>
<td></td>
<td>It will be used if it is needed.</td>
</tr>
<tr>
<td>Dependence on first language</td>
<td>Teachers become dependent on the use of the first language.</td>
</tr>
</tbody>
</table>

Based on the results, majority of them said that code-switching hinders students to practice well in English because of its constant use in classroom instruction; hence, students could not enhance their communication skills. Moreover, the participants also perceived code-switching as a barrier in learning English, and it can defeat the purpose of making the students become a good English communicator. To sum it up, the major theme that emerged from the core ideas is oral communication barrier to both students and teachers. Pollard (2002) supported the result saying that in code-switching, students will not be able to communicate effectively in either language.

Another theme that emerged from the core ideas is a habit. Code-switching, as one of the participants pointed out, can become a habit of the students due to its constant use in the classroom, which would result to difficulty in speaking the target language.

**Conclusions**

In conclusions, the most common type of code-switching used by the participants is intrasentential that rank as first, followed by intersentential and the last was tag. Among the functions of code-switching, addressee specification comes as the first, followed by reiteration. The third in rank is message qualification. For the positive standpoints of the participants in the use of code-switching, the themes that emerged are interpersonal communication enhancer, lexical difficulty replacer, and lesson enhancer. For the negative standpoints, oral communication barrier, habit, vocabulary deficiency and incompetence in the target language were the themes that emerged from the core ideas.

**Recommendations**

Based on the results of the study, the researcher proposes that teachers as sole models of the students have to give judicious use of code-switching for them to learn, but there is still a need to strengthen and maximize the use of standard English in the classroom for the students to develop their English communication skills. They have also to speak English to the students even in informal conversation to encourage them to answer in English.
References


