



<https://jurnal.unigal.ac.id/index.php/jall/index>

JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, September, Vol. 5 No. 2, 2021

Received	Accepted	Published
July 2021	August 2021	September 2021

THE ROLES OF CODE SWITCHING IN SPEAKING ENGLISH AS A FOREIGN LANGUAGE

Mohamad Ijudin

Universitas Galuh

Leni Irianti

Universitas Galuh

Etika Rachmawati

Universitas Galuh

englisheducation.unigal@gmail.com

ABSTRACT

This study highlights on the use of code switching in speaking class and its impact toward the students' language development in target language. Code switching is a regular phenomenon in multilingual conversations. The purposes of the study are to discover the use and the roles of code switching in EFL classrooms, how the roles contributed to the students' language development in the EFL context, and how the code switching influences the process of teaching in EFL classroom. The study gathered the data based on a qualitative research design. There were two instruments used in this study; classroom observations and questionnaire. The study was a case study in the teaching and learning process of Speaking for classroom instruction at the fourth semester students of English department in Galuh University, Ciamis. The findings of the study exposed that using code switching while teaching and learning process is valuable in the Speaking English as foreign language, in this case in the subject of Speaking for classroom instruction. The code switching as one of the kinds of multilingualism is essential and unavoidable in language classrooms.

Keywords: Multilingualism, Code Switching, and Speaking

INTRODUCTION

The term multilingualism which is the focus of this study is derived from two Latin words namely "multi" that means many and "lingua" that means language (Bussmann, 1996). He also asserts that multilingualism is referred to as the ability of a speaker to express himself or herself in several languages with equal and native like proficiency.

On the other hand, it has been recognized in both the written and verbal communicative performances that skill in one language usually leans to take over in a multilingual set up as compared to the others. Multilingualism can also be considered as the co-existence of several languages within a society (Lyons, 1991). These numerous languages can be official or unofficial, native or foreign and national or international.

Occasionally, multilingualism is used interchangeably with bilingualism that refers to the ability to speak two languages with native like proficiency (Lyons, 1991). Multilingualism is considered in this study as a broad term comprising bilingualism (ability to speak two languages proficiently), trilingualism (ability to speak three languages) and there are also instances whereby one speaker has the ability to speak even more than three languages. Since the prefix 'multi' refers to more than one, both bilingualism and trilingualism will therefore technically refer to more than one language. As the teacher uses numerous languages, she/he becomes multilingual. It occurs when the teacher teaches in the classroom. The teacher could explain or give instruction in two or more languages in language classroom. Occasionally, the students are not get clear understanding to do teacher instruction in target language. Thus, the teacher needs to switch the target language into L1.

Switching a language in a classroom is usually utilized as a way to help the teacher giving instructions and explaining the materials to the students. The kind of language change employed by the teacher is code switching. Code switching, to oppose the term with the other term of language shift, code mixing, is the kind of language shift which occurs by intention, in order that, in the classroom context, the teacher could explain the material more clearly.

Code switching and code mixing are the terms in sociolinguistics which refer to the use of more than one language which are combined in different ways. Code mixing means the use of more than one language at once, or in other words, code mixing is emphasized on hybridization. The term of code switching is emphasized on the movement from one language to another. As McArthur (1998) explained that mixing and switching probably occur to some extent in the speech of all bilinguals, so that there is a sense that a person is capable of using two languages. Lin (2007) defines classroom code-switching as the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students. If we refer to the

concept of conversational and situational switching proposed by Gumperz (1982), classroom code-switching would be considered as a form of situational code-switching. However, in the real situation within the class, conversational code-switching might take place in classroom situations. Merrit et al. (1992) in (Martin-Jones, 1995) argue that determining the choice of language to be used in classrooms is necessarily more complex than can be legislated by language policy on medium of instruction in classrooms.

Nevertheless, teachers' code-switching has been a controversial topic because it is occasionally occur subconsciously and automatically rather than as an intended teaching strategy. However, when teachers switch between languages in order to maximize their instruction, code-switching can function to enhance students' understandings and provide students with opportunities to take part in the discussion. Martin (1955) noted that code-switching offers classroom participants 'creative, pragmatic, and safe practices...between the official language of the lesson and a language to which the classroom participants have a greater access'. This endorses research in the past few decades that confirms code-switching as a linguistic strategy rather than merely a language problem (e.g. Poplack, 1980; Gumperz, 1982; Myers-Scotton, 1993). In activity related to comprehension and learning, the use of code-switching can be justified in a situation where teachers and students share pedagogical perspectives (Macaro, 2005).

Code switching involves the interplay of two languages and as well as serving linguistic functions, it has social and psychological implications (Bilgi, 2016). In the circumstance of English language teaching, these psychological suggestions expose themselves as teachers' thought processes. While the nature of code switching in language classrooms has been widely studied, as yet modest if any attention has been paid to the relationship between such switching and the beliefs of the teachers involved.

Code mixing and code switching is often interchangeably used. One of the differences of the terms lies in the purpose of using which kind of language shift in one context and another. Code switching is a kind of language shift which occurs with the intention of the speaker, or on purpose. The use of code switching is usually by conscious awareness, in other words, the speaker uses code switching intentionally and consciously. On the other hand, code mixing occurs not by purpose and the speaker

usually uses code mixing unconsciously. The code mixing phenomena occurs as a result of the speaker's incompetency in using language. By considering this, it can be inferred that the kind of language shift used by the teacher in the classrooms is code switching, because the teacher (the speaker) alternates the two or more languages in giving instructions or materials intentionally and consciously.

Some researchers have described the use of language change in language classrooms, especially in the EFL classrooms. Kamisah and Misyana (2011) in their study of content-based lectures found that code mixing and code switching served some functions such as signaling topic change, giving and clarifying explanation, enacting social relationships and aggravating and mitigating messages. The influence of science and technology has also contributed to the code mixing and the code switching behavior in the classroom.

This study discusses the use and the roles of code switching in EFL classrooms, especially in the Speaking for classroom instruction at the English Department in Galuh University Ciamis, and how the roles contributed to the Teaching English as Foreign Language in the EFL classroom. The learning process of Speaking also tends to be unspontaneous because the learning process of Speaking is memory-oriented. The students tend to memorize things that they have prepared beforehand (Narasati, 2021). In this study also describes the effects of language shift on the teaching and learning process in the EFL classroom. The discussion centers on the following questions:

1. When and why do teachers code-switch in the English classroom?
2. What language do students prefer in the English classroom?

METHOD

This study used a qualitative method. Qualitative method emphasizes on describing in-depth and detail of a particular activity, situation, field, behavior of people and field (Fraenkel and Wallen, 2012). Ary, Jacob, and Sorenson (2010) assert that a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the "case"). In addition, a case study can result in data from which generalizations to theory are possible. Case studies

use multiple methods, such as interviews, observation, and archives, to gather data. Education and psychology researchers have used the case study widely.

In this study, classroom observation was carried out as the instrument used in collecting the data. As Dornyei (2007) claimed that classroom observations provide more direct information than self-reported focus. In this study, the writers played the role as the observer and also as the teacher, thus in this study, the writer took part as a participant observer. In this case the writer investigated the implementation of code switching in speaking class and how the students perceive toward the process teaching and learning by using code switching. Furthermore, the questionnaire is also administered to explore the students' perception in utilizing the code switching. Moreover, the aim of the questionnaires was to facilitate a comparison of teachers' code-switching behavior and students' code-switching preferences. The questionnaire investigated students' attitudes towards code-switching in classroom situations and also included some background information.

To extent, population and sample are important aspects in conducting a study. "Population is the larger group which one hopes to apply the results and sample is small group which applies the information" (Fraenkel and Wallen, 2012). The population of this study was the students of the fourth semester students' of the English Department in Galuh University Ciamis. Meanwhile the sample was only focused at class 2 F (employee/extension class). The population in this study involved the lecturer and the fourth semester students who joined the subject of Speaking for classroom instruction.

RESULT AND DISCUSSION

The first research question about when and why the teacher use code switching, the teacher provided her belief on when and why they code-switch which showed that her code-switching habits are connected to what is being taught. Her code-switching has to do with efficiency in her teaching and how to make it easier for the students to understand what she is teaching and instructing. Her reasons for code-switching often seemed to originate in the fact that she never quite felt that she could be herself when she taught. She explained in *Bahasa* and therefore she always communicated with the students in *Bahasa*.

Based on the observation while teaching in speaking class, language change by means of code switching was often utilized when explaining the materials to the students in the process of teaching and learning of speaking for classroom instruction subject to the students. To extent, the switch codes when teaching English in the language classroom is essential. The use of code switching is necessary and inevitable since some students in 2 F classrooms are still lacking of understanding instruction in English. Most of them might understand well when listening to the teacher's explanation in *Bahasa*. However, they found it quite difficult when they had to give long or detailed instruction, or when they wanted to give responses in long sentences. Thus, the language change by means of code switching often occurred or was used in the Speaking for classroom instruction class.

The second research question is students' language preference in speaking class. Language change in teaching language classrooms is certainly essential for the success of the goal of the teaching and learning process of English, in this case in the process of teaching and learning speaking for classroom instruction. One of the functions of language change by means of code switching in language classrooms was that it assists the students to comprehend the materials that being given or taught or explained better. Since the students of the language classroom did not come from native-speaker of English environment, the students still encountered that it is difficult to understand the concepts in speaking if it was being taught only in full English.

Some of the students (54%) preferred a combination of English and Bahasa Indonesia when learning speaking. Bahasa Indonesia was in fact the least preferred language alternative (13%) whilst one third of the students preferred only English. Consequently, teacher decides only speak Bahasa Indonesia when giving instruction is only desired by about three in twenty three students. The other code-switching is in parts of explaining teaching material if they found it required which is more in line with the majority of the students (54%) who preferred a combination of English and Bahasa Indonesia.

Many of the students preferred a combination of Bahasa Indonesia and English in many situations, mainly those who could be seen as a little more complex than others. Giving instructions and explaining the lesson are examples of such situations while more general instructions were preferred in English. Their teacher try to code-switch as

little as possible and their view on her as mainly English speaking seems to correspond to the students' opinion. A majority of the students (88%) wanted their teacher to make them to speak more English. Even though many of them might have chosen English or a combination of Bahasa Indonesia and English in some of the situations in the questionnaire this last result would indicate that they want to be encouraged to speak English rather than fall back on Bahasa Indonesia or a mixture of Bahasa Indonesia and English.

Additionally, the teacher also indicated some other roles of language change by means of code switching, as elaborated by Jogede (2012). According to Jogede (2012), there are some roles of language shift in teaching the language classrooms, namely: as (1) Repetition, (2) Ease of Expression, (3) elaboration, (4) explanation of unfamiliar words, (5) emphasis, (6) asking for explanation, (7) giving directives, (8) addressee specification, and (9) showing emotion. One of the characteristics found in a Dual Language classrooms is that ELLs are maintaining their L1(*Bahasa Indonesia*) and developing their L2 (English) alongside with native English like speakers while they maintain their L1 (*Bahasa Indonesia*) while developing their L2 (English). It is not only important for learners to learn the languages through explicit instruction, but through natural interaction and exposure of the languages as well. These classes have a population of 97% Sundanese and 3% Javanese with expectations that they both acquire academic and social aspects of the languages.

Within Dual Language classrooms, the language of instruction is separated into their designated schedules (Collier & Thomas, 2004). The language of instruction can be divided in a variety of forms depending on the program. It can be separated by the language of the week, the language of the day, different subject areas can be taught in a certain language, or separated by morning instruction and afternoon instruction (Gomez, Freeman & Freeman, 2005). Either way the program has decided to schedule the languages, it is done with a clear separation of the languages so that they both can be used 50% of the time so that there is the same experience to both languages being taught.

Throughout instruction, the students are learning the language through content-based instruction in both languages (Collier & Thomas, 2004). Based on how the language is divided, the subject is taught through its selected language. Teachers do not

re-teach the lesson in the other language rather they continue to build upon the concept with language accommodations/strategies to accommodate to learners' needs (Collier & Thomas, 2004). The ultimate goal for code switching is to great students who are frequently skilled in both languages so they can meet their academic and linguistic needs.

The first role of language change is repetition. In repetition, the teacher simply translated each sentence they uttered. The second role of language change is as ease of expression which occurs when the students seemed to not understand the teacher's explanation. The teacher started the lesson in the medium of English. Since the students did not show any sign of comprehension, the teacher switched to *Bahasa*. The third role is as elaboration, which occurred when additional information or details on a topic were added in the mother tongue of the students. The fourth role is to explain unfamiliar words. This role occurred when the teacher concerned for vocabulary or expressions that the students were not familiar, she/he switched the code or used the language shift by means of code switching. The next role is to give emphasis or stress a point in the alternate language. The role of language shift to ask for explanation occurred when the pupils negotiated conversational involvement while seeking explanation during the lesson. The next role of language shift is to give directives. For example, as the lesson was about to start, the teacher discovered that there was no marker and instructed a student to get some markers from the next door class. Addressee specification is another role of language shift. In this role, the teacher's switches were mostly used for clarifying the meaning of certain concepts and helping the students to understand what being taught since the students could not really learn in the medium of English. The last role of language shift is to show emotion.

Code switching can also be seen as a culturally and linguistically sensitive pedagogical method (Losey, 2009). With the total of variety teacher is seeing in her classrooms, the institution is asking for teacher to apply culturally sensitive methods in teaching to put up and tell apart for the learners. Teacher who code switch and allow students to code switch within the class are welcoming the kinds of mixture that can be found in the classroom, as well as accommodating those learners that need it (Castillo, 2014). To wrap up, teachers who implement code switching in their lessons, allow for students in their classroom to enhance their learning by accommodating their needs.

Code switching

Furthermore, the finding showed that the roles of the language shift give great contribution to the success of the teaching and learning activity of the subject speaking for classroom instruction. The roles of language shift present both students and the teacher enormous chance to be flexible in order that the goal of the teaching and learning English as foreign language in speaking succeed successfully.

Table 1 Questionnaire

No	Item	Indonesian	English	Combination Both
1.	When my teacher explains grammar I want him or her to use	12.6%	33.7%	53.7%
2.	When my teacher informs us about a test I want him or her to use	22.3%	35.1%	42.6%
3.	When I ask question in Bahasa I want my teacher answer in	26.9	55.9%	17.2%
4.	When my teacher gives us instructions I want him or her to use	25.3%	72.6%	2.1%
5.	When my teacher gives me my result on a test I want him or her to use	25.3%	52.6%	22.1%
6.	When my teacher explains something that I don't understand I want him or her to use	9.5%	80.9%	9.6%
7.	When my teacher explain/speak in English I chose my teacher to speak in	28.4%	67.4%	4.2%
8.	When I don't understand instruction I asked in	58.8%	36.9%	4.3%
9.	When I am in English class I want my teacher to	12.8%	69.7%	7.1%
10.	My teacher normally speaks	23.2%	76.8%	0



<https://jurnal.unigal.ac.id/index.php/jall/index>

JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, September, Vol. 5 No. 2, 2021

The finding from the students' questionnaire showed that the use of language shift by means of code switching in the teaching of Speaking for classroom instruction is very supportive and provide many advantages when learning the subject. The students were asked about their preferences for or against the language change and the reasons for their preference. The result of the students revealed that the students choose for the language change in the teaching and learning process in the classroom. By using the language change, the students were given chances to use the language with which they feel most comfortable and have greater competence. The result also indicated that the students with great degree of bilingual communicative competence were those who most frequently used code switching as a strategy to meet their conversational goals and to communicate with their peers.

The study has revealed enough evidence to support theory that using language shift while learning and teaching English is effective in the process of teaching and learning English as foreign language, in this case in the subject of Speaking for classroom instruction subject; and that code switching as one of the kinds of language change is necessary and inevitable in language classrooms.

CONCLUSION

According to Cook (2001), code-switching is an important tool for both teachers and students when teaching and learning a second language. Based on this study seemed to consent with this analysis since most of the code-switching provided the rationale of assisted their students' learning. At the same time, the syllabus obviously position that they should speak as much English as possible, which is what they claim to do.

One of the aims of the present study was to investigate when and why teacher code-switch and the results show that most of the code-switching done by teacher in this study is both well prepared and has a clear purpose. The teacher uses code-switch in those situations that are most represented in earlier research such as instructions and in one-to-one situations. The teacher is generally code-switched in order to clarify her

teaching at the same time as one of the teachers mainly switched for social reasons or due to her shortcomings in target language proficiency. When it came to the students, they preferred a combination of *Bahasa Indonesia* and English in situations such as giving explanations and instructions. In one-to-one situations and grade discussions they preferred *Bahasa Indonesia*. Moreover, they expected their teacher to make them speak more English. There was a consensus between the teachers' and the students' visions when it came to in what areas the teacher code-switched. A significant fact though, is that the teacher did not claim to ask the students about what language they prefer in different situations. Although experience is a significant skill when being a teacher, moreover teacher learnt by asking the students what they prefer and taking their opinions into account when planning to use code-switching in one's teaching.

REFERENCES

- Ary, Donald; Jacobs, Lusy Cheser; and Sorensen, Christine K. (2010). *Introduction in Research Education: Eight Edition*. Wadsworth. USA.
- Bilgi, Sezen Seymen. (2016). Code switching in English language teaching (ELT) teaching practice in Turkey: Student teacher practices, beliefs and identity. *Academic Journal*. Vol. 11(8), pp. 686-702, 23 April, 2016. DOI: 10.5897/ERR2016.2802. Article Number: 0D2C9E258124. ISSN 1990-3839. Education Research Review. Research Gate.
- Bussmann, H. (1996). *Routledge Dictionary of Language and linguistics*. Routledge, London.
- Castillo, Olmo, and Wendy, N. (2014). Teachers' Attitudes Towards Code Switching within a Bilingual Classroom. *Education and Human Development Master's Theses*. 385. http://digitalcommons.brockport.edu/ehd_theses/385
- Collier, V. P., Thomas, W. P., (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*. 2(1). 1-20.
- Cook, Vivian. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3): 403-423. Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford. Oxford University Press.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford
- Fraenkel, J.R., Wallen, N.E., Hyun, H.H. (2012). *How to Design and Evaluate Research in Education eight edition*. New York: McGraw-Hill.

- Gardner-Chloros, Penelope. (2009). Sociolinguistic factors in code-switching. In Barbara E. Bullock & Almeida Jacqueline Toribo (eds.), *The Cambridge handbook of linguistic code-switching*, 97-113. Cambridge: Cambridge University Press.
- Gomez, L., Freeman, D., Freeman, Y., (2005). Dual language education: A promising 50-50 model. *Bilingual Research Journal*. 29(1). 145-164.
- Gumperz, J. (1982). *Discourse Strategies*. Cambridge. Cambridge UP.
- Jogede, Olusegun. O.,(2012). *Roles of Code Switching in Multilingual Public Primary Schools in Il-Ife, Nigeria*. American Journal of Linguistics, 1(3):40-46.
- Kamisah, A., & Misyanah, S.H. (2011). Code-switching and code mixing of English and Bahasa Malaysia in Content-Based Classrooms: Frequency and Attitudes. *The Linguistics Journal*, 5(1), 220-247, Universiti Teknologi Mara Pahang.
- Levine, G.S. (2011). *Code Choice in the Language Classroom*. Bristol: Multilingual Matters.
- Lin, A. M. Y. (2007). Code-switching in the classroom: Research paradigms and approaches. *Encyclopedia of language and education* (pp. 3464-3477). Retrieved March 3, 2009 from <http://springerlink.metapress.com/content>.
- Losey, K.M. (2009). Written Code Switching in the classroom: can Research Resolve the Tensions? *International Journal of Bilingual Education in the classroom: can Research Resolve the Tensions? International Journal of Bilingual Education and Bilingualism* 12(2): 213-230
- Lyons, J. (1981). *Language and Linguistics: An Introduction*. Cambridge University Press, Cambridge.
- Macaro E (2005). Code switching in the L2 classroom: A communication and learning strategy. In Llurda (ed) *Non-Native Language Teachers: Perceptions, Challenges and Contributions to the Profession*. Springer. pp. 63-84.
- McArthur, Tom. (1998). "Code Mixing and Code-Switching" concise Oxford Companion to the English Language. [encyclopedia.com](http://www.oxfordjournals.org/encyclopedia/com).
- Myers-Scotton, C. (1995). A lexically based model of code-switching. In Milroy, L., & Musyken, P. (Eds.), *One speaker, two languages; cross disciplinary perspectives on code-switching* (pp. 233-256). Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511620867.011>.
- Narasati, R. (2021). The Influence of Using Animated Films in Speaking Ability Improvement. *Journal of Applied Linguistics and Literacy*. 5(2): 10-18