Between the Languages: Delineating the Motives and Attitudes of Language Learners Towards Code-Switching

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ABSTRACT

This study was conducted to analyze the motives and attitudes of students towards code switching. This study employed a qualitative phenomenology research design. According to the findings, the students revealed that they encountered different challenges in terms of their teaching and learning especially in speaking correctly without any error because of the rules and other things they must follow as well as to consider during the making of sentences. The speaking skill of the students will never be as constant because language is not only dynamic but also code-switching can be more expressive and active to express themselves and share their thoughts much easier. Furthermore, code-switching alternates between the speakers' native language and the second language which they aim to acquire. It is said that English should be used to increase the input and output of the target language and that the L1 should be avoided. Therefore, nowadays, people are bilinguals and they spoke language to which they are comfortable. Data suggest that codeswitching can help with language fluency by keeping both languages active and accessible, and therefore providing an alternative means of communicating meaning.

Keywords: *Code switching; motives; attitudes; phenomenology; Philippines*

INTRODUCTION

In English as a Second Language (ESL) classrooms, code switching has been a contentious language technique that has been a contentious topic due to the fact that it has been found to be inconsistent with current research findings. Code switching is a common communication phenomenon that teachers and their students employ to meet linguistic demands while also enhancing knowledge and accuracy in classroom teachings and directions. This is because code switching allows teachers to meet linguistic demands while simultaneously improving understanding. According to Probyn (2010), code switching was the most visible approach that teachers used to achieve a variety of communication goals. This does not decrease the significance of communicative skills in the classroom, however. If the pupils of the teacher use code switching, it may be possible for them to better clarify the message that they are trying to express to the audience.

Despite the fact that teachers at the school use a variety of methods to give instruction in the English language, there are still students who are unable to develop fluency in the English language. Unfortunately, there are graduates who are unable to

get employment because they lack the ability to communicate effectively. In spite of the fact that the student has been receiving instruction in English since preschool, there is still a discernible decline in the student's proficiency in English.

In accordance with Hall and Cook (2012), the utilization of first language (L1) in foreign language (L2) classes has been a contentious issue ever since the eighteenth century. But throughout the course of the past twenty years, there has been a significant increase in the amount of interest in this topic. According to the findings of research investigations, the perspectives of students and teachers regarding the realism of code switching (CS) in the classroom were found to be different.

Furthermore, according to Valdez (2010), code flipping is utilized extensively for a variety of educational objectives, including classroom administration, idea emphasis, reliance on instructions, and interpersonal interaction. In the same way as in the class for students who are learning multiple languages, there are certain other things and terms that do not have a direct translation in other languages. In many instances, when the learner has a limited command of the English language, other professors allow code switching to allow for the natural flow of ideas. This is done without denying the learners the ability to express themselves in a manner that is comfortable for them.

It was discovered in one of the studies that were conducted in Davao City regarding code switching that code switching had become increasingly common in English as a Second Language (ESL) classrooms (Baquerfo, 2012). Linguistics transitioning from the target language (English) to the native language has become a natural occurrence in classroom instruction at colleges and institutions all across the country throughout the country. Discussions in the classroom are the context in which teachers and students practice code swapping. According to, this phenomena is prevalent not only in schools but also in other parts of the country, particularly in the media, such as talk shows, variety shows, commercials, sports broadcasts, and newscasts. As a result of this, the status of English in our country is becoming increasingly ambiguous.

People in today's society are able to speak two languages, and they do so in the language that they feel most at ease with. The purpose of this study is to get an understanding of the reasons and attitudes that learners have regarding the use of code switching, as well as the ways in which it may influence the ability to comprehend conversations that take place during the process of teaching and learning. This paper will outline the reasons why we should study and concentrate on code switching. In today's world, a significant number of students are lacking in communication skills, and teachers play a significant role in the development of communication skills among students, particularly those who are learning English as a second language (ESL).

METHOD

Research Design

For the purpose of this research study, the qualitative research design was utilized. During this particular phase, the phenomenology technique was utilized most specifically. The study of the lived experiences of the individuals who take part in

research is the primary focus of the academic discipline known as phenomenology. In order to provide a description of how people experience a certain phenomenon, it seeks to put away any preconceived notions or assumptions that may have been made in the past regarding human experiences, feelings, and reactions to one particular circumstance. Creswell (2017) explains that it accomplishes this by defining the way in which people experience a phenomenon.

Participants

The participants for this research study are the students of one of the state colleges in the Province of Davao de Oro. Subject selection in qualitative research was purposeful. In this phase, non-probability sampling specifically purposive sampling techniques was used to select the tertiary students in one the higher education institutions in the Philippines.

Data Collection

The researcher used an interview guide containing questions that helped the researcher to generate themes that supported the results in the quantitative phase. Questions from the interview guide were subjected to validation. The questions covered from the experiences and insights of the tertiary students with regards to code switching. In each main question, sub-questions were formulated to answer the main question. In addition, encapsulated in the main question under the sub-questions were the probing questions. These questions were asked to provide richer detail of the accounts of the participants, in case when the utterances of the participants were a bit vague and still need further elaboration.

Data Analysis

The researcher analyzed IDI and FGD replies using Braune and Clarke (2006) thematic analysis methodology. The researcher analyzed transcribed in-depth interviews and FGDs for patterns, themes, and fundamental concepts. These patterns will provide codes that highlight tertiary instructors' research involvement experiences. Data expansion requires theme analysis. Methodical data collection on respondents' experiences is possible. After that, the analyst analyzed the data. After asking the data analyst for themes, the researchers gathered their findings. Qualitative research often uses this analysis strategy.

FINDINGS AND DISCUSSION

Motives and Attitudes of Learners in Code Switching

Boosting One's Self-Esteem. It was found that students were able to clear up their questions and concerns regarding a subject matter through the utilization of code flipping in the classroom (Lee, 2010). When it comes to kids, they have a higher level of self-assurance when they are utilizing a language that they are familiar with. In addition, it is based on John Gumperz's Conversational Function Theory, which proposes that code switching is the mode of discourse or communicative function that

enables speakers to convey and display pragmatic meaning. This theory is also a foundation for this theory.

In light of this, it may be deduced that the students and the teachers had nearly identical responses. According to Lee (2010), when you utilize multiple languages, such as Bisaya and Tagalog, you are able to fully communicate your thoughts and ideas in a certain circumstance. For example, when it comes to teaching and learning, teachers are able to readily convey the topic, and students are able to comprehend the lesson more easily.

Depending on its Intention. It is important to note that the underlying motivations for employing this method differ depending on the intents, purposes, or requirements of the pupils. According to Macaro (2014), it is a reference to the virtual position, in which the learning process ought to be carried out in the target language; nevertheless, in fact, some L1 will be employed due to the learner's low skill in the target language. Code switching is something that the majority of students engage in because they discovered that their teachers also engage in code switching, and this is one of the reasons why they translate a term.

In addition, Fishman (2012) proposes a model of code-switching that is specific to a domain. According to this model, bilingual speakers choose which code to use based on their location and the topic that they are discussing. For instance, a person who is fluent in both Spanish and English might speak Spanish at home and English in school, but they might speak Spanish during their free time. Through the use of code switching in the classroom, students are able to come up with the same thought that it is difficult for teachers to provide examples of the topic, and it is difficult for students to comprehend the topic very well, particularly when it does not have an exact equivalent meaning in a word from the English language down to the Vernacular language.

They have sought to emphasize numerous causes in relation to the phenomena of CS, as stated by Jdetawy (2011) and Alkhresheh (2015). These reasons include interpreting the intents of the interlocutors and characterizing the morpho-syntactical constraints by concentrating on the location of the switches inside the phrase. Additional social motives for code-switching include the psycholinguistic and social characteristics of various community groupings, as well as the interplay between the attitudes and proficiency of bilinguals. As mentioned by Eldin (2014), speakers may switch codes for many reasons include showing oneness with a community, distinguishing oneself, engaging in public meetings, addressing a certain topic, expressing feelings and attachments, and influencing interlocutors as per the following:

Showing Solidarity. Switching to another language is used among people from various or similar ethnic individuals in order to signal shared ethnicity as well as group membership among addressees.

Reflecting Social Status. Bilingual speakers tend switch between languages to distinguish themselves from other social classes, reflect prestige and power as well as signal competence and education in more than one code.

Topic. It is another important reason leading a bilingual speaker to switch from one language to another. According to a study revealed by Alenezi (2010), several

motives of code-switching differ due to the conversation's topic, speakers and context. In terms of topic, according to Baker (2011), he has investigated twelve purposes of code-switching from sociolinguistic functions; these functions encompass emphasizing a particular point, expressing a concept that lacks an equivalence in the target language culture, substituting a word with an unknown one in the target language, reinforcing a request, expressing identities, clarifying a point, easing tension and injecting humor into conversations of the target language. These functions are conversation tags, contextualization cues and emphasis, quotation switch, politeness and averting of taboo terms, technical expressions, emphasizing concurrent constriction and linguistic repertoire.

Affection. Bilinguals code switch to express their attitudes and emotions; they switch between languages to express feelings of cheerfulness, eagerness, anger, grief, anger, dissatisfaction and affection.

Persuading Others. Nerghes (2011) asserts that code-switching is frequently employed in the realm of speech and rhetoric with the purpose of either convincing an audience or attracting their attention, which ultimately results in an increase in the audience's motivation to scrutinize the message that is being conveyed. In addition to this, it displays a certain socioeconomic identity, which offers the speaker the opportunity to increase their reliability and credibility. It was mentioned by Nerghes (2011) that computer science functions as one of the influencing approaches, which ultimately results in an organized informational manipulation while strong arguments are being presented.

The conclusion is that code flipping would have both positive and negative effects on the students. When it comes to the positive influence, it would be beneficial to both the students and the instructors, particularly in terms of making the conversation simpler and more straightforward to comprehend. One of the negative effects of code flipping is that it would reduce the amount of time spent using the English language, which would have an effect on the students' ability to communicate proficiently in the English language. In order for the students to follow the instructors' lead and for the students' English language skills to develop, the teachers themselves must be the ones to use the English language. The use of the English language is required at all times when instructions are being given, and it must be utilized consistently.

Impact of Code Switching to the Learners

Expressing Freely. When you are learning a second language (L2), it is essential to not only be able to master specific parts of the language, but also to be able to use those areas simultaneously when you are speaking, reading, writing, or listening in your second language. Instruction becomes more effective for the straightforward reason that students learn more quickly and comprehensively when they switch codes. It can be deduced from this that if code switching were permitted and if it were consistently utilized in the classroom, both the students and the teachers would begin to express themselves more freely.

In speaking and rhetoric, code-switching is frequently utilized in order to convince an audience or to grab their attention, which ultimately results in an increase in the audience's drive to conduct an in-depth analysis of the message that is being delivered. According to Momenian and Samar (2011), they discovered that the utilization of local language in educational and instructional settings serves three roles. These functions include the development of scaffolding and the engagement of learners in interactions, the establishment of inter-subjectivity, and the maintenance of privacy. This indicates that we are unable to bring the English language to its full potential, particularly when the instructor permits the pupils to transition between different languages on a regular basis.

Fulfilling Functions. Students may unknowingly resort to code-switching in order to fulfill specific functions, which is comparable to the situation that occurs when educators transition between different codes. In their study, Bilgin and Rahimi (2013) identified four functions of code-switching. These functions include conflict control, floor holding, reiteration, and equivalence. To begin, bilinguals make use of conflict control in order to reduce the number of misconceptions that have the potential to arise in situations where the specific meaning of the lexis is not known during the contact.

It is important to note that the underlying motivations for employing this method differ depending on the intents, purposes, or requirements of the pupils. The second function that will be discussed is floor holding. Students who are bilingual utilize the floor holding approach in order to avoid any stopgaps with the suitable structure or vocabulary of the target language and to retain fluency while talking in the foreign language. When it comes to students' ability to switch between languages, the third factor to take into account is the reiteration strategy. This strategy is frequently employed for the purpose of emphasizing, reinforcing, and clarifying messages in a systematic manner. Native language speakers often employ a repetition technique in their native tongue because they are unable to transfer the exact meaning in the target language.

Equivalence is the final function of code-switching, which involves bilingual speakers using lexical phrases from their second language in the target language and code-switching to their original tongue in order to overcome difficulties with the target language. The equivalence approach serves as a defense mechanism for pupils who are bilingual; it enables them to communicate constantly by bridging the gaps that are caused by a lack of proficiency in a foreign language.

Enhancing Comprehension. The ability to transition between several codes enables children to communicate while simultaneously enhancing their comprehension, as stated by Asali (2011). There is also a reduction in the amount of time that teachers have to spend explaining or looking up simple terminology in order to clear up any misunderstandings that may arise. The findings of a study that was carried out by Simasiku (2014) demonstrated that switching codes was beneficial to the students' comprehension. Switching between different codes throughout class not only helped students feel more confident and at comfortable, but it also saved time. Switching between several languages, as opposed to relying solely on English, makes it

simpler for pupils with lower levels of performance to comprehend educational material. As a result of the fact that they were able to switch to Thai in the event that they did not know how to state it in English, students had less stress because they did not have to worry about what phrase to use. Making the switch to Thai was also helpful in terms of managing the classroom and incorporating morality and ethics into the discussions.

Sampson (2011) made the observation that in English-medium schools, the use of mother tongue was not just for the purpose of classroom administration, but also for the purpose of language analysis, teaching grammatical rules, discussing cross-cultural concerns, providing directions or prompts, clarifying faults, and checking for comprehension. He admitted that students can utilize code-switching as a resource to help them study and absorb the material presented in their lectures, which contributes to an improvement in their performance on examinations. Furthermore, it is a tool that may be utilized to enhance the level of student interaction in the classroom, which is an essential component of both academic achievement and cognitive development.

Coping Mechanisms and Strategies of Learners with the Use of Code Switching

Translation. Students could jump between different languages without even realizing it in order to fulfill certain functions. As stated by Bilgin and Rahimi (2013), one of the four roles of code-switching is conflict control. This function is exploited by bilinguals in order to decrease the occurrence of misconceptions that occur when the specific meaning of the lexis is unknown in the conversation. Putting it another way, the teacher plays a key role in the manner in which he or she speaks or the timing of when code switching is accomplished. Vernacular language is utilized by both teachers and students in the process of translating the English language in order to ensure that individuals, particularly pupils, are able to comprehend the language translated.

Speaking the Target Language. Students had a tendency to accept their teachers' code-switching, regardless of what they code-switched and how frequently they code-switched, according to the findings of a study that was conducted by Bista (2010). This indicates that teachers are required to urge their students to speak English by employing code switching on their students. In the meanwhile, students are permitted to seek assistance from other individuals, particularly those who are considered experts. Furthermore, despite the fact that teachers are required to have their students talk in English, they are nevertheless required to take into account the circumstances or experiences of their students.

It is the responsibility of teachers to instruct their students in the practice of communication skills in the English language. In addition, Sampson (2011) asserts that if students believe that code-switching is permitted for all communicative roles in the classroom, they may purposefully engage in excessive usage of the phenomenon, even when they possess the appropriate linguistic resources to express themselves in the second language. This indicates that code-switching was also considered to be a pedagogical approach for the process of teaching and learning. In addition to this, classroom instructors believed that code flipping assisted pupils in establishing a

connection between their first language (L1) and their second language (L2). Students were able to clear up any questions or concerns they had regarding a subject area through the utilization of code switching in the classroom.

Consideration. Consideration should come first, and students should always be prepared. Students should engage in activities that help them improve their communication abilities in the English language. According to Nerghes (2011), he noted that code-switching is frequently employed in speech and rhetoric in order to convince an audience or to capture their attention, which ultimately results in increasing the audience's incentive to carefully examine the content that is being provided. The implication of this is that teachers should instruct their students to practice communication skills in the English language because they are the ones who are accountable for the growth of their students, particularly in terms of speaking. Along with these responsibilities, students are also responsible for helping themselves develop and enhance their communication skills. First, they compose their words, then they organize them, and last, they communicate their ideas. This is the technique that they have developed.

Therefore, it is important to note that when the instructor employs code-switching as a means of compensating for the teacher's own lack in the target language, this sends the wrong message to the learners. It implies that the teacher should be a good model for the "Standard English" that the learners should copy. Additionally, the process of code-switching, which involves repeating a concept or lesson in a different language, has the potential to slow down the rate at which one achieves proficiency in the target language. Therefore, in order to prevent a decline in the kids' ability to communicate effectively, it is imperative that they practice using the English language.

CONCLUSION

A study was conducted to investigate the reasons and attitudes of students who switch between different languages while they are learning the language. In addition to this, it demonstrated the many coping techniques that students employ, as well as their insights about the reasons and attitudes that students have regarding code flipping in the classroom.

The reasons and perspectives that were presented in this research paper revealed that they faced a variety of difficulties in terms of their teaching and learning, particularly in terms of speaking correctly and without making any mistakes. This was primarily due to the rules and other things that they were required to follow, as well as the considerations that they had to take into account when constructing sentences. Due to the fact that language is not only dynamic but also code-switching can be more expressive and active, students will never be able to maintain the same level of speaking ability. This is because it is much simpler for students to express themselves and share their opinions. Both teachers and students have been known to engage in code switching within the confines of the classroom. This practice has been supported by Lee (2010) and Bilgin and Rahimi (2013), who proposed that code switching can

take place between two distinct languages at the boundaries of sentences, rather than between two distinct varieties within the same discourse.

In addition, code-switching involves the speakers going back and forth between their original language and the second language that they are training themselves to learn. In order to improve both the input and output of the target language, it is recommended that English be utilized, and that the L1 language be avoided wherever possible. However, when teachers plan ahead for code-switching, it can contribute to a more efficient knowledge of a particular subject or be a component of the learning of a second language (L2).

As a result, people in today's society are able to speak two languages, and they do so in the language that they feel most at ease with. According to the available evidence, codeswitching can be beneficial to language fluency because it maintains both languages in a state of activity and accessibility, thereby offering an alternative method of conveying meaning.

I would want to conclude that swapping codes has a positive impact not only on pupils but also on teachers. It makes it easier for students to comprehend difficult parts of the course while also allowing them to participate actively in the overall learning experience. It is also helpful for pupils in linking the material they have previously learned. The management of the classroom is made easier as a result. Learners are also able to openly express themselves without the fear of being unable to do so otherwise. As a result of the fact that students in rural areas have difficulty with the English language, they are able to translate difficult sentences into their home language while they are speaking.

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