

Pedagogic Code-Switching: A Case Study of the Language Practices of Filipino Teachers in English Language Classrooms

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Abstract

This study was conducted to primarily investigate the language practices of two bilingual Filipino teachers in English language classrooms. It made use of the qualitative case study guided by Hymes' methodological approach of the ethnography of communication. The findings of this study revealed that teachers made use of code-switching in teaching and they code-switched for several pedagogic purposes. In sentential-level analysis, the results showed that several code-switching acts were made by teachers in classroom discourse. Intra-sentential, inter-sentential, and intra-word code-switch types were most commonly used by teachers while extra-sentential code-switch was not used in their classroom discourses. In pedagogic-functional level analysis, the results revealed that the teachers frequently used code-switching mostly for instructional or content acquisition. The findings also showed that teachers sometimes code-switched for reformulation and facilitation but they rarely code-switched for language acquisition and habitual purposes. This study recommended that a similar study be conducted to gather sufficient data on class interactions through utilizing intensive classroom observations to deepen investigation on teachers' language practices. Furthermore, it also recommended that other methods like interviews could also be done to gather teachers' viewpoints about when and why they code-switch and their attitudes toward their use of code-switching in second language classrooms.

Keywords: code-switching, language practices, pedagogic functions, English language classrooms

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INTRODUCTION

The Philippines is a Southeast Asian country with more than 170 different languages (Nolasco, 2008); having most of its citizens speaking three or more languages (Lewis, Simons, & Fennig, 2013). Such linguistic landscape is definitely favorable to bilingualism and multilingualism, and most Filipinos are believed to speak two or more languages equally well (Martin, 2014). Bilingualism, according to Li Wei (as cited in Martin, 2014), goes beyond the traditional notion of possessing

two languages; it can also be taken to include the many people in the world who have varying degrees of proficiency in and interchangeably use three, four or even more languages.

Among the languages which dominate Philippine society is English, which for the educated class may be regarded as functionally native (Kachru, 2005). However, it has been observed that among those who speak English in the country, code switching is common. Code switching is defined as “the alternation of two languages within a single discourse, sentence, or constituent” (Jamshidi & Navehebraim, 2013). Thompson (2003) frequently observes this phenomenon in television advertisements, public interviews, radio shows, basketball commentaries, and other media sites and later describes the prevalent use of Tagalog and English code switching as “Taglish.” Bolton (2003) also argues that this preponderance of “Taglish” in Manila and in other provinces makes code switching ‘the unmarked code of choice’.

Several studies on code switching in the Philippines have revealed that this linguistic phenomenon is practiced by various groups, with different purposes, and in various domains. These studies include Azores’ study on English and Tagalog elements in a biweekly newspaper; Bautista’s study on code switching on radio drama, broadcast, and email messages; Pascasio’s study on code switching in business; Chanco, Francisco, and Talamisan’s study on television hosts’ widespread use of code switching; and Dayag’s analysis on print advertisements (as cited in Martin, 2014). Code switching is definitely being utilized in various domains of Philippine society.

In Philippine classroom discourse, code switching which is also known as pedagogic code switching or classroom code switching, has become a tricky issue because Filipino teachers are expected to only use English in teaching content courses like mathematics and science, in addition to English as prescribed by the Bilingual Education Policy (Martin, 2014). Pedagogic code-switching, as defined by Norrish (2007), is a switch between two or more linguistic codes to facilitate the acquisition and/or comprehension of a concept or metalinguistic element in the continual progression of the structured or unstructured learning event. Classroom code-switching, as defined by Lin (2008), specifically refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teachers, students, teacher aide, etc.

Still, Filipino researchers have documented the prevalent use of code switching in education, having positive contributions to learning outcomes. Borlongan (2009) found that most English language teachers code switched frequently, violating the ‘English only’ policy in English-dominated classrooms. Moreover, Asuncion (2010) found that switching to the mother tongue was the most frequently used strategy and argued that code switching should not be considered as

wrong or illegitimate as it somehow helps learners become communicatively competent bilingual members in the society.

Code switching is not only the preferred mode of teaching in Philippine classrooms; it has also been found to have functional dimensions. Limoso (2002) reveals that code switching serves a number of educational objectives in a literature classroom as well as facilitates cooperation and understanding. Martin (2006) supports the claim that code switching promotes the educational goals of delivering content knowledge. Greggio and Gil (2007) stress that code switching can be a useful tool in assisting English language teaching and learning. Bullock and Toribio (2009) also claim that code switching fills linguistic gaps, express ethnic identity, and achieve particular discursive aims.

Although several studies have been conducted on code switching in Philippine classrooms, specifically on the use of “Taglish” in the classroom, it has been found that very few or minimal studies have been undertaken on the widespread use of code switching in Bisaya or Cebuano, another Philippine language, and English, known as “Bislish or Ceblish”, in the classroom. For instance, the study of Abastillas (2015) only determined the divergence in Cebuano and English code switching practices in Cebuano speech communities in Central Philippines while Paculanang’s (2017) study only described the Cebuano pre-service teachers’ speech anxieties when they made use of code switching as a strategy in order to accommodate less proficient students in their classrooms. Thus, this study is significant as it contributes to the existing literature about code switching, particularly the use of “Bislish or Ceblish”, in English language classrooms. Furthermore, this study does not only make us aware of the teachers’ code switching patterns but it also deepens our understanding on the importance of code switching as a linguistic tool or scaffolding device in language teaching and learning.

As bilingualism and multilingualism become common phenomena, it is important to understand patterns of language mixing and why they occur in the classrooms. Does a teacher code-switch in the classroom to communicate meaning, to learn new vocabulary, or to facilitate pupils’ better understanding? This is the primary question that propels an investigation in this study.

Statement of the Problem

This qualitative research was conducted to investigate the language practices of two Filipino high school teachers during instruction in English language classrooms. Specifically, this study aimed to determine the types of code-switching commonly utilized by teachers in teaching as well as the pedagogical functions performed by these code-switching acts during classroom discourses.

Theoretical Framework

The primary theoretical framework considered in this study is Hymes’ ethnography of communication (Saville-Troike, 2003). It was chosen over other

theoretical frameworks for its marriage of etic and emic views of language and community practice, and because it enriches linguistic analysis through the development of models and theories of language in social interaction and through the use of background knowledge and description. The ethnography of communication allows language to be examined in a specific context, that is, the classroom. Thus, members of the class are the speech community; the speech situation is the lesson; and the speech event is the communication of particular lesson objectives, tasks, or activities enacted by the teacher through communication and response with the students.

Hymes (as cited in Saville-Troike, 2003) emphasizes that language cannot be separated from "how" and "why" it is used. Thus, in examining the teachers' use of language in instructional practice, the overarching assumption being made (the "why") is that language is used for content-area instruction. The "how"—the use of codes in practice and the norms that govern each teacher's linguistic choice—is what was investigated in this study. The focus for this ethnography is both, to use Saville-Troike's (2003) words, "particularistic and generalizing". Thus, it provides not only a description and interpretation of the communicative behavior of two bilingual content-area high school teachers in specific settings, that is, their classrooms, but also a framework for using codes as a scaffolding device.

In the classroom context, code-switching appears to be used both by students and teachers (Borlongan, 2009). On one hand, teachers seem to effectively employ code-switching in their EFL curriculum as a tool in various language learning activities (Kasperczyk, 2005). A code-switching activity in pairs, for example, assists students in elucidating misunderstandings using their target language. When a partner code-switches during their discussion, the other partner speaks in their native language exemplifying the notion. In this type of an exercise, students are engaged in practicing and explaining concepts to each other (Kasperczyk, 2005). On the other hand, code-switching may also be used by teachers during teaching to introduce the meaning of concept words when introducing a new unit (Kasperczyk, 2005). In this context, a student has to work on listening and comprehension in his/her target language. These are examples of code-switching being consciously employed as a teaching strategy. However, teachers' use of code-switching is generally performed subconsciously (Mattson & Burenhult, 1999). Therefore, teachers might not always be aware of the functions and outcomes of the code-switching process (Sert, 2005). This behavior seems to be automatic during their in-class speech and according to Qing (2010), it is inevitable. Nevertheless, either conscious or subconscious, inevitable or not, code-switching necessarily serves some basic functions that may be beneficial in language learning environments (Qing, 2010).

There were two levels of analysis considered by the researcher in this study. In the sentence-level analysis, the researcher classified the teachers' code-switching patterns as to their structural types: 1) *Inter-sentential code-switching* which takes place between sentences, i.e. the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language; 2) *Intra-sentential code switching*, in which the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift; 3) *Intra-word code-switching* which occurs within a word itself like at a morpheme boundary; and 4) *Extra-sentential code-switching (tag)* which involves inserting a tag in one language to an utterance which is otherwise in another language.

In the pedagogic-functional level analysis, the researcher considered the five conceptualized categories which emerged as dominant and were expanded from Merrit, Cleghorn, Abagi and Bunyi's four types of classroom-based code-switching and Guthrie's (1982) coding, which was an adaptation of Dore's (1977) conversational acts. The five types of pedagogic code-switching functions considered in this study include: 1) *Instructional for content acquisition* which is coded when the switch takes place during the content instructional learning events and occurs without repetition or disruption of the content material; 2) *Reformulation* is an instructional strategy whereby the teacher either checks for comprehension by concurrently translating a text or speech, or initiates student translation; 3) *Instructional for language acquisition* takes place when content instruction is supplemented or suspended for linguistic reasons; 4) *Coding for facilitation* occurs when the switch takes place during the teacher's discourse where the teacher's role switches from content or language instructor to a facilitator; and 5) *Coding for habitual switching* includes idiosyncratic lexicon, discourse markers, and international participles prevalent in each of the teachers' speech patterns.

RESEARCH METHOD

Research Design

This study made use of the qualitative case study method which was guided by Hymes' methodological approach of the ethnography of communication. In this approach, Hymes (as cited in Saville-Troike, 2003) emphasizes that language, particularly its linguistic form, cannot be separated from how and why it is used. Thus, to understand a language and its patterns of use, one must consider it within its contextualization of practice – or rather the social and cultural contextualization in which it is embedded in a speech community. Duranti (2001) cites three building blocks of Hymes's approach: (1) ethnographic methods of inquiry; (2) the communicative event as the unit of analysis; as well as (3) the introduction of a framework for identifying the event. Ethnographic methods of inquiry, including participant observation, are thus methodological tools in understanding the contextualization of a communicative event. Communicative events can be defined as "a unified set of components throughout, beginning with the same general topic,

and involving the same participants, generally using the same tone or key and the same rules for interaction, in the same setting" (Hymes, as cited in Saville-Troike, 2003).

Research Setting

This study was conducted in the High School Department of the Josefina H. Cerilles State College-Dumingag Campus, Dumingag, Zamboanga del Sur, Philippines during the School Year 2016-2017. Two secondary classrooms were selected by the researcher as sites in this study. The first classroom was occupied by grade 7 students while the second classroom was occupied by grade 9 students. Both classrooms were concrete but slightly old as they were constructed few decades ago. Although the students in these classrooms were culturally and linguistically diverse, all of them could speak and understand Cebuano/Bisaya while a few of them could speak other languages like Subanen, Ilonggo, Ilokano, among others.

Respondents of the Study

The respondents involved in this study were the two (2) Filipino teachers who were teaching the English subject in the high school department of J.H. Cerilles State College-Dumingag Campus, Dumingag, Zamboanga del Sur, Philippines. These teachers were purposely selected based on the following criteria: 1) their area of specialization was English; and 2) had been teaching high school students.

Ethical Considerations

To ensure compliance with existing ethical standards in conducting research, informed consent was accomplished first by the respondents involved in this study. Before accomplishing the consent form, the researcher explained thoroughly to the respondents their rights, including their participation and its termination when they feel the process becomes biased or unfavorable on their part. Furthermore, specific codes were also assigned to each of the respondents instead of using their real names to ensure their privacy as individuals.

Data Collection

The researcher set an appointment first with the respondents to finally agree on the specifics of the classroom observations to be conducted. After the consensus was reached, the researcher then conducted recorded classroom observations in order to properly document the conversations made between teachers and students during their classes as well as the code-switching acts that were made by teachers while teaching. After the said classroom observations, the researcher then carefully transcribed the recorded conversations and reviewed them to confirm that no parts of conversations were missing.

Data Analysis

After the transcriptions of the recorded classroom discourses were made, the researcher took some excerpts which contained code-switching patterns and then made use of content analysis as a method in analyzing and classifying the code-switching patterns as to intra-sentential, inter-sentential, intra-word, and extra-sentential. Meanwhile, to ascertain the pedagogic functions of the teacher's code-switching patterns, the coding used by the researcher was based on Guthrie's (1982) coding on conversational acts as well as Merrit, Cleghorn, Abagi and Bunyi's (1992) types of classroom based code-switching. However, the actual decision-making process that was used by the researcher to determine each instance of the categories was derived from Gumperz (1982) and Levinson's (2003) description of conversational inference.

FINDINGS AND DISCUSSION

Teachers' Code Switching Acts and Their Pedagogic Functions

An in-depth analysis was made by the researcher on the transcripts of the in-class observations conducted to determine the types as well as the pedagogic functions of the teachers' code-switching acts made in the classroom. Based on the analysis made, it is clearly revealed that both English teachers code-switched in teaching and they code-switched because of several pedagogic purposes. The following discussions made on the excerpts taken from the transcripts of the classroom observations present the types of the teachers' code-switching acts and their pedagogic functions.

Excerpt 1

Teacher 1: Yes, teenagers nowadays. Now, what does the poem imply? What do you understand about the poem? What is the general thought of the poem? *Unsay inyong nasabtan sa tula?* [What do you understand in the poem?] Unsa siya? [What is it?] *Unsay kahulugan sa* [What is the meaning of the] rose in the poem?

The first excerpt presented above clearly shows several code-switching acts committed by the first English teacher while teaching the students. In this case, both the *inter-sentential* and *intra-sentential code-switch* types were made by the teacher when she was repeatedly asking her students about what they really understand in the poem she had earlier presented. *Inter-sentential code-switch*, for instance, was committed by the teacher for two times during her classroom discourse as indicated by the two sentences written in red. Meanwhile, *intra-sentential code-switch* was

committed only once by the teacher while teaching the class as shown by the phrase written in blue.

The given excerpt also shows that *reformulation* is the pedagogic function performed by the code-switching acts committed by the teacher during the class discourse. *Reformulation* was performed by the teacher's code-switching acts in this example because the teacher made concurrent translations of the questions she had previously asked in English after she had noticed that no feedback was given by the students after asking those questions to them. Here, the teacher decided to code-switch and made use of reformulation as her strategy so that she could effectively check her students' understanding on the given poem as well as make the lesson more comprehensible to her students. The foregoing finding supports one of the findings made by Le Van Canh's (2011) study which reveals that teachers tended to use English first and then translate the message into Vietnamese as they believed that such code switching is needed to help less proficient students to understand a particular lesson.

Excerpt 2

Teacher 1: Yes, the poem here implies that we must gather or take the opportunities *nga gi-offer sa ato* [that are offered to us]. While we're young, we should take those opportunities. *Kay kun tigulang nata* [if we are already old], we cannot take those opportunities. *Unsay kinaiya sa tigulang?* [What are the characteristics of the old?] *Dali na ka magkasakit.* [You easily get sick] If ang [the] opportunity *kay giingnan ka nga* [you were told that] you have to go to America *karon dayon*, [right now] would you take the opportunity? Would you take that?

The second excerpt shows that the teacher also committed several code-switching acts as she was having the classroom discourse. In this excerpt, for instance, three code-switch types were used by the teacher when she was telling to the students about what the poem implies in general. First, *inter-sentential code-switch* was made by the teacher for two times while teaching as indicated by the two sentences written in red. Second, *intra-sentential code-switch* was committed for three times as shown in some words and phrases written in blue. Finally, *intra-word code-switch* (a switch made within a word) was used only once by the teacher as indicated by the single word written in green.

The given excerpt reveals that *instructional for content acquisition* is the pedagogic function performed by the code-switching acts made by the teacher during

the instruction. *Instructional for content acquisition* was the function performed by the teacher's code-switching acts in this case because the teacher simultaneously used two languages, English and Bisaya, in explaining thoroughly about what the poem generally implies as well as in providing practical and familiar situations to the students so that they could understand better the lesson being taught. Helping her students to easily acquire the content of the lesson was the primary purpose of the teacher on why she made use of code-switching while teaching the whole class. Furthermore, the preceding result strongly supports one of the findings of Kieu Hang Kim Anh (2010) that teachers often used the Vietnamese language in teaching concepts in the English subject through providing more examples and reinforcements in order to help students easily understand the concepts being taught to them.

Excerpt 3

Teacher 1: We should take it because *pananglitan*, [for example] *dli na siya mausab*, [it would not happen again] as what the saying says, "Opportunity knocks once." *Dili na na siya mopalik or mo-knock nimo*. [It would not come again, or knock at you] *Naa pay laing maabot* [Others still come] but *kato nga* [that] opportunity *nga gi-offer sa imoha dili nato siya mopalik*. [that was offered to you, it would no longer come back]

Just like the other excerpts presented, this excerpt also shows several code-switching acts committed by the teacher within the same utterance while having her classroom discourse. As clearly shown, three code-switches were also made by the teacher as she was having the class. *Intra-sentential code-switch* was the most frequently used by the teacher as it occurred three times in the same utterance as indicated by the words and phrases written in blue. *Inter-sentential code-switch*, on the other hand, was also frequently used as it occurred two times in the given utterance as shown by the two independent clauses written in red. *Intra-word code-switch* was often used by the teacher as it appeared twice as indicated by the two words written in green.

In this given excerpt, it clearly shows that *instructional for content acquisition* is also the pedagogic function which was performed by the code-switching acts that were made by the teacher while teaching the students. This pedagogic function was used in this extract because the teacher also made frequent and simultaneous switches between the two languages, English and Bisaya, in explaining thoroughly the content of the lesson to the students. Furthermore, the teacher made use of these code-switches because she really wanted to help her students understand better the lesson. Moreover, the given result supports the finding of another study conducted by Liu, Ahn, Baek, and Han (2004) that high school

teachers used Korean more frequently than English particularly in giving background information as well as highlighting important information to aid students in understanding the lesson being taught.

Excerpt 4

Teacher 1: Okay, because she misses her father. So, there is an opportunity like that. *Nag-sorry iyang papa sa iyaha.* [Her father said sorry to her] We should not reject that. *Dapat atong gi-accept to siya.* [We should have accepted that] *Mo-feel ta ug* [We feel] *guilty kay nangayo na ug pasaylo iya papa.* [because her father had already asked forgiveness] *Dayon, dili nato pasayloon.* [Then, we would not forgive] *Dapat pasayloon kay ginikanan man nato siya.* [We should forgive him because he is our parent] *Kun wala pud ato mga ginikanan, wala pud ta.* [If our parents are not there, then we will not also be here]

Similar to other previous examples, the fourth excerpt shows that the teacher had committed several code-switching acts while teaching her students. As presented, three code-switch types were used by the teacher as she was explaining to the students about the importance of grabbing the opportunities that come to one's life. In this excerpt, *intra-sentential code-switch* appeared three times as indicated by the phrases written in blue. Meanwhile, *inter-sentential code-switch* also occurred for three times as shown by the three sentences written in red. *Intra-word code-switch* also appeared three times as clearly indicated by the three words written in green.

Moreover, the given excerpt shows that *instructional for content acquisition* is the pedagogic function performed by the code-switching acts made by the teacher during instruction. This pedagogic function was identified in this case because the teacher made simultaneous code-switches from English to Bisaya in explaining thoroughly to the students the lesson about the importance of taking the opportunities in life and forgiving other people. The use of code-switching in this situation was made by the teacher because she aimed to promote students' understanding of the lesson being taught. The foregoing result supports one of the major findings of Susanti's (2010) case study that teachers often code switched during classroom instructions to emphasize as well as clarify some important points to help students effectively understand the lesson or topic they are teaching.

Excerpt 5

Teacher 1: If someone offers or gives you an opportunity, bisag unsa-
unsa, [whatever it is] basta kaayohan lang, [only for our
welfare] dapat i-grab to nimo nga [we should grab that]
opportunity.

The fifth excerpt presented above shows that the teacher had committed few code-switching acts within the same utterance. In this case, two code-switch types were made by the teacher when she was telling to her students about the importance of grabbing only the good opportunities that come to one's life. *Intra-sentential code-switch*, for instance, occurred many times as indicated by phrases written in blue as it was observed that the teacher made frequent shifts on her use of the two languages, English and Bisaya, while talking. Meanwhile, *intra-word code-switch* only appeared once as it was rarely used by the teacher in teaching as shown by the word written in green.

Similar to other excerpts provided, *instructional for content acquisition* is also the pedagogic function performed by the code-switching acts committed by the teacher in this case. In this example, the teacher made simultaneous switches from English to Bisaya in sharing her personal viewpoints about grabbing some opportunities that would come to one's life. This example also reveals that the teacher used code-switching as her teaching strategy because she believed that the use of a more familiar language in teaching would contribute to students' better understanding of the lesson. Furthermore, the given result supports another finding disclosed by Then and Ting (2011) that Malaysian teachers frequently used code switching, particularly the Malay language, in explaining the content in order to ensure students' comprehension.

Excerpt 6

Teacher 1: The worm symbolizes problems. This line tells that if *naa
tay problema*, [have problem] *i-take nato ang problema*,
[we should take the problem] then *dili ta mag-control sa
problema, mao nay modaot sa atoa*. [if we cannot control
this problem, then it will destroy us] Kindly read the last
line.

The sixth excerpt presented above also shows several code-switching acts committed by the teacher while teaching a particular lesson to the class. Two code-switch types, *intra-sentential* and *intra-word*, were made by the teacher when she was explaining to the students what do worms symbolize in the given poem. In the given excerpt, *intra-sentential code-switch* appeared many times as indicated by

some phrases written in blue. Meanwhile, *intra-word code-switch type* was committed by the teacher for two times as shown by the words written in green.

In this excerpt, *instructional for content acquisition* is also the pedagogic function performed by the code-switching acts made by the teacher while discussing the lesson. This pedagogic function was used in this classroom situation because the teacher made frequent and simultaneous code-switches between two languages, English and Bisaya, in emphasizing a particular part of the lesson to her class. In this example, the teacher also made use of code-switching as her instructional strategy to ensure that the students would better understand the lesson being taught. Moreover, the foregoing result confirms one of the findings made by Martin (2014) in her study that Filipino high school teachers often make conscious efforts to effectively connect to their students using the language the students are most comfortable with.

Excerpt 7

Teacher 1: I will give these materials to you. Be fast in making your haiku. Kung *sayo mo mahuman, sayo ta manguli*. [If you end early, then we can go home early] All right, kindly start now.

The seventh excerpt presented above contains only one code-switching act made by the teacher while having her discourse in the classroom. In this excerpt, *inter-sentential code-switch* was only committed by the teacher when she was telling her students to accomplish immediately the given activity so that she could dismiss the class early.

The given excerpt shows that *facilitation* is the other pedagogic function performed by the code-switching act made by the teacher while teaching the class. *Facilitation* is the function performed by the teacher's code-switching act because in this excerpt, the role of the teacher switches from being of a content or a language instructor to that of being a facilitator in the classroom. In this case, the teacher had decided to make use of code-switching during the classroom discourse as it was part of the classroom routines and management where instructions or directives were given by the teacher to the students in a more familiar language like Bisaya instead of the English language in order to facilitate the students' active participation in the class. The foregoing finding also strongly supports another major finding of Martin (2014) that Filipino teachers often used code switching to ensure students' active participation not only during the class discussions but also in accomplishing certain activities in the classroom.

Excerpt 8

Teacher 2: Okay! Yes, it's *sabong sa manok*. [cock fight] All right! Do you want to know the story behind this picture?

The eighth excerpt presented above shows the code-switching act made by the second English teacher while teaching her students. In this excerpt, *intra-sentential code-switch* was used by the teacher when she was reinforcing the answer given by the student on the question she had previously asked about what they think regarding the event shown by the picture posted on the board.

Just like the other excerpts previously given, *instructional for content acquisition* is also the pedagogic function performed by the code-switching act made by the teacher while teaching. In this case, the teacher was observed to simultaneously switch codes during her classroom discourse to help her students make connections between what is presented in the motivation and the lesson to be learned. The teacher also used code-switching as an instructional strategy in reinforcing her student's answer to the question as this is seen useful not only in arousing the students' interests but also in ensuring their understanding of the lesson. Moreover, the preceding finding confirms another finding made by Ahmad and Jussof (2009) that teachers code switch to encourage response from the students as well as to support language learning.

Excerpt 9

Teacher 2: What is the author's purpose in writing the story? What do you think is the author's purpose in writing it? *Unsa may tumong nga gisulat ang istorya?* [What is the purpose of writing the story?]

The ninth excerpt presented above shows the other code-switching act committed by the second English teacher during her classroom discourse. *Inter-sentential code-switch* was made by the teacher in this excerpt when she was repeatedly asking the students about the purpose of the author, Francisco Soc Rodrigo, in writing the story "Sa Pula, Sa Puti". In this excerpt, the teacher was observed asking the same question in English for two times but she didn't receive any feedback from the students. Later, she shifted to Bisaya when asking the same question for the third time so that she could elicit the desired response from her students.

Moreover, the given excerpt shows that *reformulation* is the pedagogic function performed by the code-switching act made by the teacher. *Reformulation* was specifically used in this case because the teacher made a concurrent translation of the question she had previously asked in English. In this case, reformulation

became the teacher's instructional strategy after she noticed that no feedback was given by the students after asking the same question twice in English. The teacher's aim of using reformulation as an instructional strategy during the class discussion was not only to gain the desired feedback from the students but also to check their understanding of the given poem. The foregoing result also supports another major finding made by Susanti (2010) that teachers used code switching most frequently in their classroom teaching for reiteration in order to aid students' understanding of the lesson.

Excerpt 10

Teacher 2: Yes, the author's purpose in writing the story is that he wants to tell *nga ang sugal dili maayo* [that gambling is not good] and it does not help our living to be better. Now, what if Kulas won the fight when he cheated and bet on his opponent's cock? What do you think would happen? Would he stop to gamble if he had won the fight?

The last excerpt presented above shows the other code-switching act made by the English teacher while teaching. In this excerpt, *intra-sentential code-switch* was used by the teacher when she agreed to the answer given by the student and then shared to the whole class about the real purpose of the author in writing the story. It could be observed that the teacher started her statement first in English but then code-switched when she emphasized the answer previously given by the student.

The given excerpt also shows that *instructional for content acquisition* is the pedagogic function performed by the code-switching act committed by the teacher while having the classroom discourse. This function was used in this case because the teacher simultaneously code-switched from English to Bisaya when she was emphasizing to the students a particular content of the lesson. This code-switching act was intently done by the teacher not only to reinforce the student's answer but also to help the students easily comprehend the lesson being taught. Furthermore, the given result supports one of the claims of Coulmas (2005) that code switching is used by teachers in providing some explanations in order to help their students learn effectively.

CONCLUSION

Code-switching is a common language practice of both English teachers during classroom instructions and they make use of code-switching as an instructional strategy for several pedagogic purposes. In the sentential-level analysis, several code-switching acts are made by the first English teacher within the same

utterance while the second teacher rarely code-switches during her discourse in the classroom. Intra-sentential, inter-sentential, and intra-word code-switch types are commonly used by the teachers while extra-sentential (tag) code-switch is not used by both English teachers. In the pedagogic-functional level analysis, teachers frequently use code-switching during the classroom discourses mostly for instructional for content acquisition which is similar to the findings revealed by the previous studies of Liu, Ahn, Baek, and Han (2004), Ahmad and Jusoff (2009), Kieu Hang Kim Anh (2010), Susanti (2010), Then and Ting (2011), and Martin (2014). The foregoing result clearly indicates that teachers usually act as a linguistic bridge between the lessons to be taught and learned and their English language learners. Teachers sometimes use code-switching in teaching for reformulation and facilitation but they rarely use code-switching for language acquisition and habitual purposes. Furthermore, code-switching is used by teachers not only as a communicative device (Adendorff, 1996; Myers-Scotton, 1995) and an instrument to enhance discourse such as emphasizing a point (Gal, 1979) and mitigating a message (Koziol, 2000), but also, most importantly, as a scaffolding device that effectively facilitates and optimizes students' learning in culturally and linguistically diverse classrooms (Lin, 2008).

Recommendations

This study recommends that a similar study be conducted to collect sufficient data on class interactions through utilizing intensive classroom observations to deepen the investigation on the language practices of the English teachers during the classroom discourses. Moreover, it also recommends that other methods like surveys and interviews with the teachers can also be undertaken to gather their viewpoints about when and why they code-switch during instruction as well as their attitudes toward their use of code-switching in the second language classrooms.

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