

Mother or Adapted Tongue: The discursive and pragmatic effects of Code-switching in Content-based learning

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This study presents Tagalog-English code-switching practices of students in select Physics general education classes in a Philippine university. The science content-based classes whose discourses have been transcribed were analyzed to determine the word-level communicative efficiency forms and functions of the code-switches of both the students. The analysis of the data reveals that students in the sample code-switch to Taglish. Most of the word-level switches are content and function words. Furthermore, the tendency to code-switch is associated more with the lack of Tagalog words that are equal to the scientific concepts, student's style, and individual-specific trait. Tagalog-English code-switching in the data is also an aide to students' participation in classroom interactions as shown on the frequency of assertives, expressives, and directives speech acts in the Taglish utterances. Moreover, the use of the mentioned speech acts are evidences of relational work among the students.

Key words: Code switching, Bilingualism, bilingual learning, Filipino language

1. BACKGROUND ABOUT THE STUDY

1.1 Code-switching as a language phenomenon

Code-switching (CS) has long been studied in the linguistic, sociological, cultural, and communicative domains. Inside the classroom, CS being “the alternating use of two or more codes within one conversational episode” (Auer, 1998:1), can define the course of learning and participation of students. Moreover, as Myers-Scotton (1993:151) stated that “code choices can reiterate old identities, create new identities, and reject or accept imposed identities,” CS can facilitate active classroom involvement not just among students but also between teachers and their learners.

CS as a language phenomenon, however, has been a thoroughly deliberated and highly scrutinized form of medium in communicative systems (Sert, 2005). In recent years, arguments abound about the ways in which CS has corrupted communicative competencies of students and has challenged the syntactic and grammatical orders of major languages. Some others, nevertheless, are seemingly pleased with the way code switching has been used in conversational and pragmatic ways especially in post-colonial times (Ferguson, 2003, 2009).

Since code switching, as a medium of communication, is determined by the current cultural and intercultural encounters of the specific country which uses it, it is imperative that a continuing trend on code switch usage be investigated. Code switching, then, becomes a continuous quest as it is related to the historical and social background of human beings. Moreover, as it involves gender, sex, socio-economic class, status, aspirations and other demographical factors, the CS phenomenon will continue to become a growing trend as long as half of the world’s population is exposed to at least two languages.

1.2 Context of current research

The Philippines is considered a melting pot of different cultures and languages. It has over a hundred languages and dialects that are used by the inhabitants in formal and informal conversations. Filipinos could incorporate at least two to three languages in an utterance (Bautista, 1989 as cited in Bautista, 1991) so switching and mixing seems to be a “natural” communicative process.

Interestingly, the Tagalog language –a major language of Filipinos who inhabit the Luzon Island - perhaps by virtue of political and economic reasons, appears to have made a significant impact on the code choices in the country. This puts the Tagalog language a major contributor to the construction of the national language in the Philippines. This seemingly dominant major language in the Philippines will be the first language to be characterized in this study.

On the other side of the coin, the English language is highly regarded in the Philippines as shown in the number of English speakers and its evident presence in popular culture (Bolton and Bautista, 2004). It is also the co-official language of the land (Philippine Constitution, 1987).

Since the introduction of the English language in the country during the period of American colonization, there is an eminent use of it in formal set-ups such as in educational institutions (Gonzales, 2004). English, too, is used in deliberating issues, delivering news, advertising, and asserting an educational background (Pascasio; 1984) and even as source of linguistic capital (Probyn, 2009). Another contributing factor that reinforces the usage of the English language in the Philippines is through the country’s legal structure. Government policies are crafted using the English language. These government policies endorse English as the medium in formal communication in Philippine educational institutions (Bolton and Bautista, 2004; Reid, 2008).

In effect of this high regard for the English language, the Filipino language, upon the introduction of English as a formal and professional language in the country, has been used in informal communication. Agoncillo (1990) stated that the use of the English language was so pervasive in the Philippines that several English words already made their way into the local language and consciousness such as in the Tagalog vocabulary: *bistik* (beef steak), *kendi* (candy), *ispiker* (speaker), and many more.

This phenomenon of prioritizing the English language can be traced back to the onset of colonization and globalization - two of the global trends that helped and facilitated the dominance of the language (Sibayan, 1994 as cited by Gonzales, 2004; Ferguson, 2003; Dubner, 2008) in different parts of the world. In the Philippines, the perception of the positive effects of globalization has strengthened the establishment of the English language as an international lingua franca and a communication tool or medium. Schirmer & Shalom (1987) noted that the Filipinos forgot their native language as they acquired the new language introduced in the American education. Tinio (1990:86 as cited by Bolton and Bautista, 2004:5) even claimed that the matter of prioritizing English in the Philippines is a “post-colonial concern that is critically linked to a national culture and national pride... as the educated elite and unlettered masses tend to see the world in the American eyes, accepting the American yardstick as the proper standard for measuring any kind of culture or life.”

In the imperial Manila, more than the tensions that English and Filipino languages pose against each other and more than the issues of which between the two co-official languages should be used as the lone legitimate language, hybrid languages have emerged in a form of a code switch. *Taglish* is one of the developing results of the tensions between the Philippines’ co-official languages.

Taglish or “Tagalog-English,” as a code switching tool, started its pervasiveness in education when former President Ferdinand Marcos proclaimed the bilingual education policy in the 1970s (Thompson, 2003). Before the introduction of a bilingual education, Tagalog was taught only as a subject in the curricula. Other areas of education were taught using English.

In the coming years after the declaration of the bilingual policy, debates have emerged on to the acceptance of the Taglish code switching as the medium of communication in academic institutions, specifically in giving classroom instructions and in academic discourse, in general. To further complicate the matter, day, then President Gloria Macapagal Arroyo has renewed a strong adherence to the English language through an executive order that highlights English as a language of instruction in the country. This move was made in order to cope up with the dwindling proficiency of the Filipinos not only in English but also in scientific and mathematical fields that use English as a medium.

In reality, however, this order appears to be less adhered to. In Metro Manila and other neighboring provinces, Taglish has been the “informal” language tool or strategy in a classroom set-up. It is utilized in daily informal conversations among students, even between teachers (Borlongan, 2009). It is the language adapted by the students as the medium of communication in classroom (Gonzales, 2004; UP Memo on Taglish use, 2008).

Taglish, however, does not create a positive vibe among educators. Gumperz (1982) equated code switching to incompetence and interference. Bautista (2004) asserted that Taglish is a “corruption of English and Tagalog languages” and its use as a communication medium showed the speaker’s lack of knowledge in a specific language, even though most of them were middle-class and educated. From this study, it was found out that code switching is considered an indicator for lack of knowledge in a specific language. However, Bautista also believes that code-switching facilitates communicative efficiency as is the fastest, easiest, and most effective way of saying

something. The Philippines, therefore, really is a veritable natural laboratory for (Bautista, 1991) gauging the communicative, pedagogical, and sociolinguistic benefits and problems of CS.

1.3 Communicative functions of Taglish in Word and Sentence levels

Filipino code switches have been extensively described, characterized, and contextualized (Bautista, 1991). In the area of linguistics, as early as the late 1960s, studies have shown that Taglish code switching has been sociologically and linguistically studied (Azores, 1967; Ramos, 1970; Marfil and Passigna, 1970; Pimentel; 1972, Bautista, 1980; Sobolewski; 1980, summarized in Bautista, 1991).

In 1999, Bautista- one of the well known Filipina researchers in this area -published a study that used John Gumperz's framework in order to identify the functions of code switching used in electronic mails. In defining communicative functions of CS, she mentions the discourse and personalization functions of CS as a language based on Gumperz's (1982) frame. She supports the claim that speakers play upon the connotation of the *we-code* to create a conversational effect in utterances. Thus, code switching is seen as fulfilling the relational and referential function of language that amounts to effective communication and interlingual unity. Bautista (1999) concluded that there are four manifestations of communicative efficiency in word level code switching namely: function words, content words, idioms, and linguistic play. These four manifestations may be attributed in the communicators' style, comfort, and available discourse markers (Poplack, 1980; Pascasio, 1978 as cited by Bautista, 1991).

Equally important in the analysis of CS are the questions: 1.) What is the main language used in the CS phenomenon? And 2.) What should be the medium of instruction and learning for content-based courses? One emerging result of studies points that the main language in a CS would most likely be the mother tongue while word insertions usually come from the second (and usually, the target) language (Abeywickrama, 2007). Others state that CS is used to mark an interjection and operates to fill instances when there is a loss of vocabulary from the first language (Bautista, 1999). In both perspectives, literature points out that for mixed codes to exist there must be a main discourse language and an inserted language where discourse markers are taken (Maschler, 1998).

Following Bautista's (1999) points, this study postulates function words as inserted enclitics from a different language on the matrix or dominant language. She supports this by mentioning that function words in the Philippine experience made the sentences shorter than it should be if delivered in the dominant language (2004). For example, in the following e-mail transcripts: "*They're in men's clothing, but it's teen-age girls who ask for them and not men (hip-hop fashion pala!), so we moved them to the women's side of the store...*" noted that the word "pala" in the phrase enclosed in parentheses served as an enclitic or dependent on the preceding word or words. *Pala* (rough English translation: It was not what I thought it is) is used here as a function word that supports the pragmatic meaning of the utterance.

Content words, the second category, are those that have no corresponding or equivalent words in other languages. These are usually food names, kinship terms, and other culturally-based words (Bautista, 2004). In the same corpus, this sample statement - "*Mama made kare-kare and Grace and Evelyn bought stuff from a Chinese restaurant...*" - used kare-kare, a local dish, was inserted since no equivalent word in the English language provides for such a name for that dish.

The third category is code switching used as idioms. Bautista (2004) defined idioms as, "metaphorical expressions that are available in one language but not available in the other." Like content words, these expressions do not have any corresponding translation in other languages. One of the given examples in her study (Bautista, 1999) was: "*Baka ma-por-nada ang apo natin!*" (Our grandchild might not make it!)

The fourth category is linguistic play. Code switching here is used in order to attain a humorous effect in using Tagalog or English words (Bautista, 2004). For example: "... tapos *dibay-dibay* ang bills." *Dibay-dibay* here is derived from the English phrases "divided by" or "to divide."

Borlongan (2009) did a similar study but instead used Tagalog-English code-switching practices of teachers and students in English language classes in Metro Manila schools in the Philippines to determine the frequency of teachers and students code-switch in those classes and bring to light the forms and functions of the code-switches of both the teachers and students. The analysis showed that most English language teachers in the sample (11 out of 14 or 78.57%) code-switch. She further stressed that both the teachers and students "violated" the implementing policy of "English only" in the Philippines. All classes recorded at least more than one instance of code-switched utterances. However, though the instances of code-switching could be claimed to be significant, one's tendency to code-switch is more of an individual-specific trait.

In the context of this present study, frequency of Bautista's four communicative efficiency word-level categories based on Gumperz's communicative functions is given emphasis in order to find reasons why students in a content-based general education subject like Natural Science would code-switch. Therefore:

H1: Frequent use of function and content words of both students and teachers in content-based science classes lead to more code switching tendencies that aide the students' communicative efficiency.

1.4 Communicative values of Taglish in Classroom Participation

Classroom code switches have been pragmatically studied in literature. The rational model of CS (Myers-Scotton and Bolonyai, 2001) has been established to assert that switches arise from cognitive estimates of the greatest utilities. Ferguson (2009:231) claims that CS's pedagogic functions are "wide-ranging and variously labeled: as a means to repeat material; to give rhetorical emphasis; to offer parenthetical comments; to gain learner's approval; to communicate solidarity; among others." In the Philippines, the CS pedagogic and pragmatic functions have been of constant interest. Inductivo (1994) conducted a study about the effect of code-switching to academic achievement. She found out that grade seven students who were part of experimental and controlled groups through an attitude and perception scale and academic achievement tests seems to show no significant difference between pupils' attitude. However, the post-test and participation of the experimental group was significantly higher than that of the controlled group.

Thompson (2003) also studied teachers and students and found out that the respondents found it difficult to converse in pure Tagalog or pure English sentences. Thus, they resorted to mixing the two languages in order to convey their messages, to facilitate comprehension and to understand with ease. The same line of conclusion was forwarded by Abad (2005) when she mentioned that code switching allows students to express themselves inside the classroom. Code-switching assists the triumphant negotiation of meaning of complicated texts coded in English and makes input clear to the learners; generates a low-anxiety classroom atmosphere which is favourable to learning; and, keeps the students focused in class where lessons are highly technical in nature.

In a latest study by Abad (2010), it is argued "that frequent code-switching in highly technical subjects can be detrimental to the learners because it can cause confusion in the students' understanding of difficult concepts. This is further proofed by the claim that if the English scientific concepts are not supported by everyday concepts which are usually in their mother tongue, the scientific concepts will not be well learned."

To analyze CS in a different frame, the researchers used Speech Act Theory (Searle, 1969) and relational work (Locher and Watts, 2005) as motivating forces in proving the nature of participation of both teachers and students in this paper. Speech act is “composed on a communicative activity (locutionary act) defined with reference to the intention of speakers while speaking (illocutionary force) and effects achieved on the listeners (perlocutionary) (Crystal, 1991:323). Moreover, Austin (1992) mentions two broad issues critical to the application of speech act theory to communication analysis: (1) the identification of a speech act in an utterance according to the rules and conditions set by the theory and (2) the sequential arrangements of the speech acts: how an initial speech act creates an environment in which a next speech act is (or is not) appropriate.

John Searle proposed five classifications of illocutionary acts (in Rossi & Siau, 2001). He categorized utterances as: 1.) Assertive – a category of illocutionary act that enables the relay of information from the speaker to the hearer. An example of this is: “*It’s raining.*” 2.) Commissive – a category of illocutionary act that enables the speaker to commit a specific action in the future. An example of this is, “*I swear to bring it back.*” 3.) Expressive – a category of illocutionary act that conveys the speaker’s preference, attitude, and emotion towards a specific subject. An example of this is, “*I like coffee.*” 4.) Directive – a category of illocutionary act that enables the speaker to direct a specific action to the hearer. An example of this is: “*Please bring me salt.*” 5.) Declarative – a category of illocutionary act that enables the speaker to change a current situation. An example of this is: “*I hereby pronounce you husband and wife.*”

Relational work, on the other hand, is defined as ‘the ‘work’ communicators invest in negotiating relationships with others (Locher and Watts, 2005:10) through the crucial use of language in communication. In the literature, the term relational “work” is derived from Goffman’s (1967) “*facework*”. Relational work is preferred, however, because facework has been often engaged in the literature to refer *only* to the explanation of the mitigation of face-threatening acts. It is crucial to recognize that relational work comprises more than just mitigation as it covers the full range of behavior, from rude and impolite, via normal, appropriate and unmarked, to marked and polite.

With the following frames as backdrops, the focus of this paper will only be on the pragmatic-relational work of CS as shown in the illocutionary speech acts of the utterances. Pragmatics or practical language use (Austin, 1992; Searle, 1969; Rossi & Siau, 2001) enables the researchers to decipher the meaning and the uses of utterances in a conversation as it allows a researcher to analyze the intentions of the communicators as they produce utterances. By providing a list of intentions and actions behind the utterances, the researchers were able to identify the value and the nature of participation of the students inside the classroom.

Therefore:

H2: the higher the frequency of identified illocutionary acts present in utterances, the higher the effectiveness of the communication medium in classroom participation.

1.5 Research Purposes

Overall, the purpose of the study is to investigate on the nature and effectiveness of Taglish as a communication medium inside a science general education classroom. Specifically, the objectives of the study are:

1. To determine the nature of word-level Taglish code switches and its function in a science classroom;
2. To identify the illocutionary forces of the Taglish code switches; and

3. To determine the effects of the Taglish switches on the classroom relational work and participation of the students.

1.6 Significance of the Study

The research focused on how Filipino students articulate particular linguistic Taglish markers and its effects on classroom participation. The study contributes to the growing body of functional and pedagogic knowledge on code switching in the Philippines. This study fills the gap by investigating on the effect of the medium of instruction in learning content-based science subjects. Furthermore, this study satisfies the need to understand Taglish as a language in the Philippines.

1.7 Methods of the Study

1.7.1 Participants

Two sections of college students under the General Education subject Natural Science 1(NASC 1- The Material Universe) in a Philippine university were used in the study. There were eighty one (81) students and their professor who participated in the study.

1.7.2 Procedure and Measures

Permission to conduct the research was sought from the professors who were handling NASC 1 (Natural Science) - a general education course that is focused in Physics. Once granted, data collection commenced. Over a two-week period, classroom sessions were audio recorded with students and a teacher. The recordings were transcribed by the researchers as soon as possible. Spot checks were made as well. The transcribed materials were analyzed for patterns of CS and were tabulated. There were four limitations in the conduct of study: a.) the researchers were able to observe the classes in seven (7) weeks, thus the time allocated for the research was constrained, b.) The schedule of the researchers and the availability of the professor handling the subject permitted only two sections to be observed, c.) The one and a half hour class schedules of the classes were not enough for all students to participate, and d.) The researchers weren't able to give English and Tagalog proficiency tests before the observations.

The NASC 1 classes conducted their lecture-discussions every Wednesday and Friday for a semester. In the span of two weeks, the first section (S1) used Taglish as their medium of communication in classroom discussion while the second section (S2) used English. In S1, the professor was informed to use the Taglish language as a medium of instruction. Students from S1 were given the freedom to choose whatever language they would want to use inside the classroom. S2 had the same topic but was taught in English. English was the medium of communication inside the S2 classroom.

Then, Twelve (12) texts were transcribed from the recorded sessions. These were subjected to analysis using Bautista's communicative efficiency categories and Searle's illocutionary acts. Frequency counting of used words under Bautista's list of communicative efficiency was done to the Taglish words. This was made in order to gauge the type of word-level code switching used by the students in the classroom. The conversations in Taglish were grouped according to the types of code switching (function words, content words, idioms, and linguistic play) used.

The effectiveness of the communication medium was gauged using the frequency of illocutionary speech acts used in the conversation. This was done to determine the type and level of participation and relational work of both students and teachers in the set up.

1.7.3 Results

Table 1. Profile of Respondents' Communicative Efficiency Occurrences

		Function Words	Content Words	Linguistic Play	Idioms
Section 1	Corpus 1	61	9	0	0
	Corpus 2	21	10	0	0
	Corpus 3	18	3	0	0
Section 2	Corpus 1	10	8	0	0
	Corpus 2	5	1	0	0
	Corpus 3	101	25	7	0
	TOTAL	216	56	7	0

The table shows the frequency of communicative efficiency word usage by a select group of students in a Philippine university that use Filipino as language of discourse but use English as discourse markers. Out of 279 words and phrases, the respondents switched to either English or Filipino functions words the most (216 or 77.42%), followed by content words (56 or 20.07%) and linguistic play (7 or 2.5%) the least. Surprisingly, no idioms that used Taglish were heard.

Examples of function words that were used can be seen in the following taken utterances:

Teacher: May *animation* ako. Lalapit ako sa inyo at ikwento ninyo. Ta-dan. Ano ang *story*? Ano ang *story*, sir? 'I have an animation. I will go near you to tell a story. Ta-dan! What is the story'

Student: Si Newton po natutulog sa ilalim ng *apple tree* tapos nabagsakan siya ng *apple* tapos napaisip siya, bakit kaya nahulog yung *apple* tapos dun niya nanao yung *gravity*. 'Newton was sleeping under an apple tree then all of a sudden, the apple fell on his head. It made him think- why did the apple fall? Then, he realized then what is gravity.'

Teacher: Ang galing ng *story*. 'That's a great story.'

Utterances that contained content words were mostly scientific or content words that have no direct translation in Tagalog such as "retrograde motion," "rebirth of learning," and "renaissance period." Samples of embedded words under this category can be seen in the following lines:

Teacher: So, bakit nagkaroon – anong ibig sabihin ng *rebirth* in relation to *retrograde motion*? What happened? 'So, why was there- what is rebirth in relation to retrograde motion? What happened?'

Student: Parang, di ba po kasi gawa po ng *war*, mga *war*. Parang pagkatapos, diba sa panahon na yun, uhm, bumagal po yung pagdagdag ng *knowledge*, yung renai – *renaissance period*, uhm, dun po nagsimula uli, parang (i) *knowledge* po. 'I think, it has something to do with war, a lot of wars. I think after that period, uhm, there was a slow period for adding up to knowledge, the renaissance period, uhm, it started there again, I think, about knowledge.'

Teacher: Oo, 'yes' very good. So, *revital rebirth of learning*.

The third category in communicative efficiency is linguistic play. In this study, this third category was only used once. Student 1 unintentionally gave a humorous effect in his utterance. The

speaker was referring to the “crocodile wire” by calling it “alligator tail” and used humor as a linguistic play in this instance:

- Student 1:** *Alligator tail* ba to? ‘Is this alligator tail?’
Student 2: Ha? ‘What?’
Student 1: *Alligator tail* to diba? ‘This is alligator tail, right?’
Student 2: Oo. ‘Yes.’

Table 2. Profile of Respondents' Speech Act Occurrences

	Section 1		Section 2		TOTAL
	Taglish	English	English	Taglish	
Assertive	98	91	39	84	312
Expressive	19	15	13	200	247
Commissive	0	0	0	1	1
Directive	6	3	19	216	244
Declarative	0	0	0	1	1

The table shows the frequency of speech acts utterances (805) in the recorded interactions. Majority of the utterances were categorized as assertives (312) in both English and Taglish set-ups while commissives and declaratives were only used once. Interestingly, students from both sections used more speech acts in the Taglish language (625 or 77.63%) than in the English language.

Assertives can be seen in the following sample transcripts. The repetitive use of the phrase ‘there was’ suggested that there are assertives in the sentence. It can be observed that the student was using an assertive because he/she was using speech in order to convey information regarding a specific context or subject matter:

- Teacher:** How did Ptolemy explain the retrograde motion of the planets? And you did it through... can you raise your hands? You did it... how did you go through it? Please speak in English.
Student: Um, there were to (incomprehensible) and the guy, um, thought that um, he will make the planet um, um move against its opposite direction and then there was a flashback then there was Ptolemy and then um, there was a role play on the motion of the planets.
Teacher: And there was a short explanation, right?

The next most frequent type of illocution act present in the students’ utterances is the expressive. The words such as ‘wow,’ ‘ay,’ ‘scary,’ and ‘mainit’ indicated the emotions of the speaker towards the subject. Most of the time, students used expressive illocutionary act in order to convey their feelings and attitudes toward the context of the utterance. This type of utterances was mostly from the Taglish utterances during group activities:

- Student 1:** Ay!
Student 2: Wow. Scary. Ayan! ‘Wow. It’s scary. Here!’
Teacher: Ilalagay natin sya over the tissue paper. ‘We’ll put it over the tissue paper’
Student 1: Wow.
Student 2: Mainit. ‘It’s hot.’

Another illocutionary act evident in the students' utterances was the directive. The directive illocutionary acts meant two purposes in the students' utterance. One was giving direction or command, and the other in the form of question. The utterances in question forms were considered to be under the directive illocutionary act because they asked for specific actions from the hearers – to answer questions or to revalidate the meaning of the conveyed message. In these sample sentences and words below, a student is demanding an explanation from his or her classmate:

Student 1: Explain why na *magcoconduct* ng heat ito. 'Explain why it would conduct some heat.'

Student 2: E kasi...di ba... 'It's because... you know...'

Student 1: Bakit? 'Why?'

Student 2: Siguro kasi eto *naka-connect* dito. 'I think it's because this is connected with this one.'

The commissive and declarative forms were barely used by the students in their sentences. In general, most of the utterances used the illocutionary act of assertion, expression, and direction, as seen from the tables below.

2 DISCUSSION

2.1 Communicative Efficiency in Word Level Taglish Utterances

Bautista (1999) listed word-level manifestations of the communicative efficiency of Taglish. In this present study, the students used function and content words the most in almost all the Taglish switches. It seems that the use of function and content words in the code switch can be attributed to the Filipino's natural mode of discourse (Bautista, 1999), individual specific trait (Borlongan, 2009), style and availability of the words in the given communicative context (Poplack, 1980; Pascasio, 1984 as cited by Bautista, 1991). Language use in a content-based general education subject like the Natural Sciences is expected as there is need to explain the nature of the course in the local vernacular (Ferguson, 2003; Borlongan, 2009; Abad; 2010). In the Philippines, the phenomenon to do word-level CS is a reality since both students and teachers perceive switching as a communicative strategy (Gonzales, 2001; Abad, 2005).

Moreover, what became apparent in the corpus is that discourse markers show a consistent pattern of use that is similar to Maeschler's (1998) and Abeywickrama's (2007) studies. English discourse markers were found to frame the utterances in the Filipino speech in the CS. It appears that the word-level language of the participants, given the opportunity to do CS inside the classroom, would choose Tagalog over English as a medium of communication. This was evident in both S1 and S2 discussions that showed predominantly the same pattern of prioritizing Tagalog as a main language more than English as evidenced by the function and content word insertions.

Expectedly, many of the code switches were in the context of the content-based classroom situation. CS in this study was conveniently used by the students to access Physics learning. This is the same findings that Ferguson (2003) mentioned that code switching would be done in classrooms in order for students to access their curriculum. Literature also points that CS would be a natural tendency in content-based classroom set-ups since this medium allow the pupils to understand the lesson of their subject matter (Merritt, 1992 and Canagarajah, 1995 in Ferguson, 2003; Martin, 1999). In this study, the manifestations used by the students indicated that Taglish is a code modification that led to a positive attitudinal tone that was documented in its contextualizing functions performed in the Physics class.

In the macro sense, it seems that the results point to the prevailing reality that the old American grammar analysis method of English language teaching and its application to content-based classes are unfit jigsaw pieces for Filipino learners. The process perhaps of learning the linguistic values of a target language alongside the learning of content in a Physics classroom lead to segmented learning.

2.2 Communicative values of Taglish in Classroom Participation

As shown in this study, speech acts (Searle, 1969; Austin, 1992) and relational work (Locher and Watts, 2005) were observable in both the Taglish and English utterances. The study revealed that the Taglish code-switch has higher frequency of illocutions more than the English language. Since higher number of assertives, commissives, expressives and directives were present in the classroom discussions using the Taglish medium, it appears that the literature is correct in saying that students can explain and elaborate their ideas more in Taglish rather than in English (Pascasio, 1973, 1977; Bautista, 1991). This result also allowed the students to be more participative in the classroom though the subject matter is somehow difficult. Taglish created informal and friendly classroom discussions that were previously shown in the literature (Bautista, 1991; Martin, 1999; Abad, 2005, 2010).

Since the teacher in this study was required to use CS and encouraged Taglish inside the classroom, her teacher position seemed to add some adequate support to the use of the CS inside the classroom. In previous studies, there seems to be no “other” orientation in the set up when the teacher uses a code switch. By virtue of her teacher role as an encourager, she oriented the students to the use of the CS and adjusted to the learners’ language ability and communicative resources (Martin-Jones, 1995 as cited in Ellwood, 2008).

On the other hand, the students followed the lead of the teacher. When they were required to speak in English or Taglish, they did so. This phenomenon seems to be part of the participatory desire to be “good” students inside the classroom (Ellwood, 2008). This finding points to a similar phenomenon referred to as “identity-related code-switching” (Sebba and Wootton, 1998) where students express what they want through a comfortable language that allow them to pragmatically interact inside a situation. The “good” student function inside the two classrooms led relational work- the students wanted to be in the good graces of the teacher.

Moreover, the “good” participations of the students inside the Physics classroom were instances of relational work in interaction. Cashman (2008) found the same result in the study that revealed that self-display through face-work (Goffman, 1967) in class discussions tends to be facilitated well with the use of a familiar code to both teachers and learners. Furthermore, it seems that Taglish code is the safer and the non-surprising choice of code since the students wanted to harmonize the relationships inside the classroom. When a teacher, though expected to require students to use English inside the classroom, allows students to use the first language than the target language, participation is increased. The Taglish switch created affective bonds, built solidarity, achieved legitimacy within the group and therefore attained a high level of participation in classroom discussions. This result has almost the same findings that claim that CS practices allow students to maximize their interpersonal relationships (Faltis, 1989; Myers-Scotton, 1993; Myers-Scotton, et al., 2001). Literature further states that currency for the development of interpersonal relationships is not based on target language but on the mother tongue.

Taglish, in this set-up, as any other forms of code switches is not a dysfunctional language (Ferguson, 2009) as it marked an increased participation among students inside the classroom. Results showed that the Taglish CS developed understanding among the participants as they asserted their views on the topics presented to them. This has been evident in other foreign

literatures that state that CS develops pupils' understanding of subject content (Chan, 2006; Ferguson, 2009) and humanizes the classroom climate (Bokhorst-Heng, et al., 2009; Probyn, 2009; McGlynn and Martin, 2009). Inductivo (1994) supports this through a local study that revealed that code-switching utilized as a medium of verbal expression helped increase the level of participation and raise the level of understanding of the concepts and themes in Philippine classroom discussions.

The results gathered and the cited literature in this study proved that the Philippine experience is not an exemption to the code switching phenomenon. Since the adoption of the bilingual policy in education institutions, students are more open to expressing themselves in Taglish CS in classroom discussions. Most students had already adapted to the use of code switching in daily informal social interactions. Therefore, code switching with Taglish as communication tool could be an alternative for the student's ease and confidence in conveying their messages.

3 CONCLUSION

This study attempted to ascertain the word-level communicative efficiency and effects to participation of Taglish CS of a select group of students taking up a general education course in Natural Science. From the transcriptions of utterances in the two (2) classroom set-ups, two hundred sixteen (217) English embedded words and phrases were observed in 559 Taglish utterances made by students. Students preferred to utter function words in English because the native counterpart words or phrases were not included in the common lexicon of their everyday conversations in a classroom set-up. Aside from the function words, English scientific content words in the Taglish sentences were also manifested as a communicative efficiency tool. These are scientific concepts or words that have no Tagalog translations nor equivalent words or phrases.

Medium of communication is an important factor to consider in enhancing students' participation and attitude in a classroom. With more studies that pertain to Taglish a pedagogical tool, there can be variations in the teacher strategies. For the teachers to be able to maximize the participation of the students, the following strategies are recommended:

1. Tolerate or allow Taglish in a classroom set-up because using it as a medium will enhance the students' performance in conveying information or messages due to its comfort and efficiency.
2. Encourage intersentential code switching, except for content words, so that students will still have the greater chance to be proficient in oral and written discourses in both Tagalog and English language.
3. Test the effect CS in the learning process through oral and written examinations.

4 RECOMMENDATIONS

Future researchers on the matter should consider the following:

1. Students' separate proficiency in both English and Tagalog languages should be determined using some pedagogical standards to analyze if code switching is proficiency or deficiency-driven.
2. The students' study habits should be included along other demographics as these factors may affect participation.
3. Video cameras, aside from a sound recorder, should be used in recording the classroom discussions because facial expressions of students are useful inputs in data gathering. Non-verbals are equally important indicators of participation.
4. The future researchers should also use quantitative tools in measuring the frequency of illocutionary acts as well as its communicative efficiency.

Moreover, this study supports the claim that the “English Only” policy for content-based instruction seems impractical and ineffective in countries where English is the second or foreign language. The findings offer strong indications that code-switching by teachers and students should not be deduced as incompetence in teaching and ineffectiveness to understand because code-switching in content subjects is a bilingual speaker’s communicative skill. It seems that Taglish as a CS must be perceived without reluctance as a bilingual practice and a useful communicative resource.

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I will argue that if a mother-tongue strategy achieves gains in areas such as time-saving or improving teacher-student rapport at the expense of causing the above problems, it must be regarded as suspect and replaced wherever possible by a corresponding L2 strategy. In the remainder of this article, I will look at a variety of mother-tongue strategies I have encountered in various parts of Europe.² These can be divided into three categories on the basis of the teacher's objective in using LI: 1 facilitating teacher-student communication 2 facilitating teacher-student rapport 3 facilitating Code-Switching Pragmatics. Amelia Tseng and Holly R. Cashman. As is the case with so many technical terms, both code switching and pragmatics are not easily defined, and their definition is the source of debate within their respective research communities. Code switching and discursive positioning via shifts in footing. For example, Jaffe (2009) shows that language choice in code switching revealed meta-sociolinguistic stances which. In two experiments, we therefore investigated the combined effects of interactive alignment and lexical triggering on code-switching. In Experiment 1, Dutch-English bilinguals described pictures to each other in a dialogue game where a confederate's code-switching was manipulated.

Table of Contents. vi. List of Tables .viii List of Figures .ix. This order shifted from the original mother tongue approach by specifying twelve major regional languages to be used as the languages of instruction. Under this order, teachers are provided government-issued materials in their regional languages but are expected to adapt them to reflect the students' first languages. Until recently, the MTB-MLE policy resided solely within DepEd. However, in January 2013 the Philippines' Congress officially supported this effort by passing the Enhanced Basic Education Act. As noted above, mother tongue education initiatives in Southeast Asia have been primarily. This paper proposes a cognitive-pragmatic pattern to explain asymmetric code-switching. The various patterns on code-switching (CS) discussed in syntactic, pragmatic or syntactic-pragmatic approaches. The Asymmetric Multi-language Model: A Cognitive-Pragmatic Pattern to Explain Code-Switching by Unbalanced Multilinguals. Authors. Authors and affiliations.