



Code-switching for non-native Korean lecturers in teaching Korean as a foreign language for basic and additional level

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ABSTRACT

Although communication is a means of exchanging ideas between people, it can be challenging due to the abundance of synonyms and the evolution of language. The idea is that rather than code-switching, each person needs to have the aptitude and competence to comprehend different kinds of language. This study focuses on the use of code-switching by lecturers in the learning process. The purpose of this study was to find out what types of code-switching were used by lecturers during the learning process, what was the function of using code-switching, and how students perceived the use of code-switching by lecturers in learning activities. This research is based on the awareness that the ability of students to capture learning in the classroom varies. This research is expected to help Korean language learning effectively. The method used in this research was descriptive qualitative, with one lecturer and 71 students as respondents. Data in the form of a transcription of the lecturer's speeches were obtained from four learning video documentation and questionnaires. Three types of code-switching were found in the lecturer's speech at each meeting, namely the tag-switching type, the intra-sentential-switching, and the intersentential-switching. Then there were five functions realized at each meeting, namely referential functions, emotive functions, conative functions, fatigue functions, and metalinguistic functions. Students' responses to the lecturer's code-switching, as evidenced in the questionnaires, were generally positive, especially in terms of understanding the materials.

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1. INTRODUCTION

As explained by Sridhar in the book entitled *Societal multilingualism* in 1996 in Chung, 2006 and Song, 2019 that in a multilingual society, each language uniquely fulfills a particular role and represents a distinct identity, all of which complement each other to serve the complex communicative demands of a pluralistic society. Communication is a tool to convey a message between individuals, but because of the many equivalent words and language development, it is difficult to communicate. The solution is that each individual needs the ability and skill to understand various forms of language as an alternative to using code-switching. Code-switching is a linguistic term that means going back and forth between two or more languages in a conversation (Deuchar, 2020; Nilep, 2006). It can also refer to a person's ability to switch languages or dialects from one conversation to another, depending on the situation or the interlocutor (Kim, 2013; Svennevig, et al., 2019). Code-switching, commonly used by people in bilingual countries in daily conversation, has penetrated the classroom as one of the resources for carrying out foreign language learning. The process of changing or changing languages can be done to make it easier for students to understand the material. In line with this, Novianti and Said (2021) and Nur (2015) argue that code-switching is one way to make it easier to learn a foreign language so that it is useful for teachers to use as a tool to convey material and communicate with students as part of learning, listening and speaking exercises for students in the learning process. Code-switching plays a very important role in clarifying a term used (Bhatti, et al., 2018). The use of code experts during learning certainly has advantages and disadvantages. The advantage is that students can learn a new language as knowledge, but on the other hand, the use of code-switching will cause students' misunderstandings in interpreting the knowledge obtained (Nurhamidah, et al., 2018).

In practice, code-switching is closely related to the use of the first language (B1) and the second language or target language (B2). However, there are differences of opinion regarding the dominance of one of the languages used in classroom learning. Many studies have consistently found that using B1 as a resource can be beneficial for students in terms of cognitive and emotional development (Anton & Dica-milla, 1999; Canagarajah, 2013; Choi, 2017; Hall & Cook, 2012; Pavón Vázquez & Ramos Ordóñez, 2019). Several reasons for the use of students' B1 have been put forward by several previous researchers. First, the use of B1 can facilitate cognitive learning of B2, as it helps students to engage with complex tasks at a deeper level and with a more independent learning setting. It also serves as a fulcrum for understanding lessons when students have only a limited target language. Skills. (Hall & Cook, 2012). Second, as explained by Canagarajah in the book entitled *Translingual practice: Global Englishes and cosmopolitan relations* in 2013, reduce the affective barriers of those who lack confidence in the use of B2 and empower students if their mother tongue is marginalized in a wider social context outside the classroom.

On the other hand, many also agree that for the development of a successful second language (L2) classroom, the classroom must create an input-rich environment that provides students with optimal opportunities to use the target language (B2) through various types of interactional modifications (Gupta, 2019; Pica, 2000). Given that the teacher speaking occupies the largest part of the classroom discourse, the use of a second language (B2) by the teacher has a potential role not only as a major source of comprehensible input but also as a facilitator of interaction during the learning process, especially for learners who have limited access to the community target language (Walsh, 2002). It is important for the parties concerned that language transfer cannot be understood in a narrow sense but must look at various points of view

if language translation will facilitate interaction between individuals. The case examples above, it shows that language switching is still a consideration for teachers to use during learning activities; what kind of use of language switching will give students the same understanding and the actual function of code-switching. The way teachers use language in the classroom context almost certainly plays an important role in determining the success of foreign language learning in the classroom or vice versa. However, students' perspectives and perceptions also have an important role in the successful acceptance of knowledge for them. The two subjects in this study are interrelated in the use of language translation.

The researcher found a phenomenon of the use of two languages interchangeably in the learning carried out by foreign-speaking lecturers in the Korean Language Education Study Program. The use of these two languages interchangeably can affect students' understanding in various ways. This research was conducted in two classes with different levels with the aim of 1) knowing what types of code-switching appear in the teacher's speech, 2) what is the function of the code-switching, and 3) how students perceive the use of code-switching by the teacher. in the classroom. This study was investigated using the theory of code-switching proposed by (Poplack, 1980 in Jingxia, 2010) and the theory of language functions by Jakobson, 1960 in the research by Hebert entitled *The functions of language* in 2011 <http://www.signosemio.com/jakobson/functions-of-language.asp>. The essence of this context is to answer the efforts of Korean lecturers to deal with situations in the classroom by using code-switching so that students can understand it and also the form of students' responses to the code-switching delivered. Until a relationship is obtained with this study, namely code-switching as a basic level language in forming communication, besides that it is also a new knowledge for others about code-switching used by Korean lecturers.

2. METHODS

This research uses a descriptive qualitative approach by describing students' perceptions of code-switching used by dose Korea. Lambert (2012) suggests that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. As explained by Bogdan and Taylor in the book entitled *Qualitative research for education an introduction to theory and methods* in 1992 in book by Nugrahani entitled *Metode penelitian kualitatif (Qualitative research method)* in 2014 explain that qualitative research procedures produce descriptive data in the form of written or spoken words from people and observed behavior. This approach is directed at the background and individuals holistically (whole), not isolating individuals into variables or hypotheses but viewing them as part of the whole. With this research, the descriptive method was chosen because it relates to ongoing events and relates to current conditions.

This research was conducted in the Malhagi-Sseugi 2 and 4 courses in the UPI Korean Language Education study program for the 2020/2021 academic year through four zoom meetings. This class was chosen because it is taught by a foreign-speaking lecturer who uses two languages in the implementation of their learning, so it has the potential for the phenomenon of code-switching, which is then used as research data. This study involved 1 lecturer and 73 students with data in the form of code-switching utterances carried out by foreign-speaking lecturers in learning in the Malhagi-Sseugi 2 and 4 classes. The data were obtained from learning documentation videos recorded using zoom meetings.

This study uses research instruments in the form of data analysis cards and questionnaires. The data analysis card is used to record code-switching data and language functions from the speech delivered by the lecturer. Questionnaires are used to find out the students' perceptions of the use of code-switching by lecturers. The data card was made based on the type of code-switching proposed by (Poplack, 1980 in Jingxia, 2010), the language function proposed by Jakobson, 1960 in the research by Hebert entitled *The functions of language* in 2011 <http://www.signosemio.com/jakobson/functions-of-language.asp>, and the questionnaire statement was adapted from Levine's (2003) research and classified using a Likert scale. The questionnaire consists of 17 statements adapted from Levine's (2003) research and is divided based on 3 main topics, namely 1) students' feelings towards the use of code-switching by lecturers; 2) students' understanding of the material using lecturer code-switching; and 3) students' opinions on the reasons for using code-switching by lecturers.

Data analysis in this study went through three stages, namely data reduction, which contained the transcription process of the lecturer's speech which was further categorized using a data analysis card, then the results of the data analysis were presented in the form of a lecturer's speech code-switching table that had gone through the classification process according to the type of code-switching according to Poplack. (Jing Xia, 2010), the language function, according to Jakobson in 1960 in the research entitled *The functions of language* by Hebert in 2011 <http://www.signosemio.com/jakobson/functions-of-language.asp> is also the result of the questionnaire that has been distributed to participants along with the interpretation of the answers from the questionnaire. Then the last process is the conclusion of the research results.

3. RESULTS AND DISCUSSION

To answer the problems taken, namely about students' perceptions in understanding code-switching from lecturers to the knowledge and ability of the dose to explain learning material in class, this research certainly requires the subject used. This research was conducted in the elementary and intermediate levels of the Malhagi-Sseugi class. There were 4 meetings with 1 lecturer and 71 students as respondents. The data used in this study is the speech of the lecturer while teaching. This data is obtained from online teaching and learning activities through the Zoom Meeting application, which is documented by recording and then through the transcription process into writing. This data is then analyzed according to the type of code-switching and language function. Finally, the data is presented in table 1 below.

Table 1. Finding code-switching and language functions

Analysis in speech	Meeting 1		Meeting 2	
	Basic	Intermediate	Basic	Intermediate
Tags Switching	81	23	21	44
Intersentential Switching	88	54	39	84
Intrasentential Switching	180	131	117	143
Referential Function	56	23	21	37
Emotive Function	-	2	4	1
Conative Function	53	27	24	38
Fatigue Function	81	35	17	25
Metalinguistic Function	54	61	38	28
Poetic Function	-	-	-	-

In the code-switching type analysis that has been done, the type of code-switching that most often appears is the intrasentential-switching type. Intrasentential-switching type code-switching is code-switching contained in a phrase or clause. This is in line with research conducted by [Jingxia \(2010\)](#), the lecturers use bilingualism such as code-mixing in the delivery of learning materials and instructional instructions to avoid miscommunication. In addition, although the difference in the number of utterances is not far apart, the intrasentential switching type of code-switching is more commonly found at the basic level, which is as many as 297 utterances. Meanwhile, at the intermediate level, the type of intersentential switching was more common, with as many as 138 utterances. This is in line with research conducted by [Min in 2018](#) that the emergence of the intersentential switching type is more common in high-level classes, while at low levels, teachers use the intrasentential switching type more often.

From the four meetings studied, the metalinguistic function has the highest frequency of occurrence; after that, the fatigue function, conative function, referential function, and emotive function are sequential. This indicates that lecturers, in their implementation, often switch codes to explain terms, maintain communication with students, provide direction to students and provide information. This is in line with research conducted by [Jingxia \(2010\)](#) that the language switching performed by teachers serves to translate vocabulary, explain grammar, manage classes, and build close relationships with students. The following is a description of the statement on the questionnaire, along with the results of the data collected.

Based on the table below, the majority of students feel the benefits of code-switching from lecturers.

Table 2. Student Perceptions Regarding the Use of Lecturer Code-Switching

No	Statement	Strongly agree %	Agree %	Neutral %	Do not agree %	Strongly disagree %
1	I got useful information	39,4	46,5	14,1	-	-
2	I feel comfortable	40,8	42,3	16,9	-	-
3	I like class	33,8	43,7	22,5	-	-
4	I find it easy to participate in class activities	23,9	45,1	29,6	1,4	-
5	I hope the lecturers continue to use code-switching	26,8	39,4	33,8	-	-

When the lecturer did code-switching, students liked the class (43.7%) and felt comfortable in the class (42.3%). Students get useful information (46.5%) and find it easy to participate in class activities (45.1%), although there are students who feel the opposite (1.4%). This explains that the use of code-switching carried out by lecturers has a positive effect on the learning environment with the help of good communication between lecturers and students ([Moghadam,](#)

Samad, & Shahraki, 2012; Narasuman, et al., 2019; Rolin-Ianziti & Brownlie, 2002) so that students feel more confident. to be active in teaching and learning activities. However, students also hope that lecturers will continue to do code-switching when delivering lessons in class (39.4%). This indicates that students are too comfortable with code-switching carried out by lecturers so that if the lecturer continues to do code-switching, it is likely that there will be no greater increase in language skills.

Based on the table 3 below, when lecturers do code-switching, the majority of students realize that they get benefits regarding the explanation of a concept that is delivered using code-switching (45.1%), they find it easy to understand the lesson (59.2%), get new vocabulary (54.9%) and aware of errors in the use of Korean (64.8%).

Table 3. Student understanding due to lecturer code-switching

No	Statement	Strongly agree%	Agree %	Neutral %	Do not agree%	Strongly disagree%
6	I find it easy to understand the lesson	21,1	59,2	18,3	1,4	-
7	I realized my mistake in using Korean	28,2	64,8	7,0	-	-
8	I benefit from the explanation of the concept	40,8	53,5	5,6	-	-
9	When the lecturer asks, I feel I can give an answer	15,5	45,1	38,0	1,4	-
10	I got new vocabulary	54,9	39,4	5,6	-	-
11	I feel my performance is increasing	14,1	36,6	46,5	2,8	-

Students also feel they can answer questions from lecturers (45.1%). This shows that the use of code-switching by lecturers in classroom learning has become a good strategy for reducing student anxiety in using B2 in the classroom, in line with research conducted by (Jingxia, 2010; May & Aziz, 2020).

Although there are students who feel their achievements have increased (36.6%), more students do not feel a significant increase in achievement by answering neutrally (46.5%) or not feeling at all (2.8%). This shows that the use of code-switching by lecturers in classroom learning does not significantly affect the target language proficiency. In line with the research conducted by Kim (2015) and Olivera (2021), code-switching is not directly related to target language proficiency, on the contrary, the use of code-switching has a motivational basis that positively affects the learning of content knowledge and target language.

The table 4 below shows data related to student opinions regarding code-switching carried out by lecturers.

Table 4. Student opinions regarding code switching performed by lecturers

No	Statement	Strongly agree %	Agree %	Neutral %	Do not agree%	Strongly disagree%
12	Lecturer wants to help students understand the lesson	60,6	36,6	2,8	-	-
13	Lecturer worried about students	25,4	47,9	25,4	1,4	-
14	Lecturer is not proficient in Korean	-	4,2	12,7	35,2	47,9
15	Lecturer asked by students	-	11,3	62,0	22,5	4,2
16	Lecturer wants to clarify explanation	21,1	54,9	21,1	1,4	1,4

Students feel they do not ask lecturers to do code-switching (62%) because students believe that the use of code-switching by lecturers is done. After all, lecturers are worried about students' abilities (47.9%) and want to help students understand the lesson better (60.6%) but not because the lecturers are not proficient in the use of B2 (47.9%). Most of the students revealed that the lecturer did code-switching to clarify an explanation (54.9%).

4. CONCLUSION

This research was conducted to find out what types of code-switching are used by lecturers in classroom learning, then the function of the use of code-switching and students' perceptions of the use of code-switching by lecturers. The tag-switching type occurs when the lecturer wants to continue his speech but stops for a moment before continuing his speech. The intersentential-switching type occurs when the lecturer finishes explaining one topic in one language and then translates the previous sentence using another language. The intrasentential-switching type is a type of code-switching that occurs more often than the other types. This type of intrasentential-switching occurs when the lecturer switches languages only to translate one or two words in a sentence, or when the lecturer mixes the two languages in one sentence to convey his meaning.

Five language functions appear at each meeting studied. These functions are referential function, emotive function, conative function, fatigue function, and metalinguistic function. The function of language switching in the lecturer's speech at each meeting has a different frequency of occurrence, depending on the topic of the material discussion at that time. The referential function appears when the lecturer provides information about something related to the discussion material or regarding the implementation of the exam. The emotive function is when the lecturer shows his sympathy for the story of one of the students who was hit by a disaster. The conative function appears when the lecturer invites or orders students to do something. The fatigue function appears when the lecturer tries to extend communication or when he is about to end the class. The metalinguistic function appears when the lecturer explains a new term or

vocabulary in Korean and then re-explains it in Indonesian. So in some conditions that require lecturers to use code-switching, students already know the form of code-switching used. Because this is the basis or core of student understanding, it is necessary to have continuity between lecturers and students. If the relationship has been established, it will be easy for students to find out the learning provided. The results of this study are the answer when other people want to know how Korean lecturers use language transfer in their classes. So the answer is that lecturers and students must have the same understanding of the code-switching used, in building this understanding, lecturers' skills are needed to convey it. When students understand it, the class will run conducive without any misunderstandings

Student responses to the lecturer's code-switching as evidenced by the questionnaire got a positive response. This can be seen in the results of the topic 2 questionnaire regarding understanding due to lecturer code-switching, students feel that they get benefits, especially in terms of understanding the material. Students also feel comfortable in class and can contribute actively to class activities as evidenced in the results of the topic 1 questionnaire, namely student perceptions of the use of lecturer code-switching. Although the use of code-switching by teachers may not necessarily improve student achievement, it can be one of the tools used in foreign language learning to improve students' understanding of the material as well as encourage students' confidence to actively contribute to class activities.

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