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**RESEARCH ARTICLE**

## Code-switching as a Conversational Lubricant in the Literature Classrooms: An Explanatory Study Based on the Opine of Fijian High School *ESL* Teachers

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### ABSTRACT

Code-switching in multicultural and multilingual classrooms is a highly acceptable phenomenon that has a repertoire of attributions in a country like Fiji, where English is taught as a compulsory second language (*ESL*). Naturally, the knowledge of literary code-switching can be considered distinguishable from general code-switching because it is used as a writing tool by the authors of literary texts. As the worldwide changes in teaching *ESL* methodologies, techniques and strategies concomitants with English Language Teaching (ELT), code-switching is equally considered as the part of a teaching tool that ought to posit effective learning. Presently, this study seeks to discuss the metadiscourse analysis of code-switching by teachers of English literature in the Fijian high school *ESL* classrooms. The paper intends to give a broader spectrum to the explicit purposes behind teachers' code-switching and their attitudes. This research has adopted one instrument for data collection due to the current pandemic, and it was through an online structured research questionnaire. In totality, twenty-five high school *ESL* teachers were used as samples from selected high schools between Nadi to Ba corridor. It is envisaged that findings should complement the reasons for code-switching, such as during simple classroom communication in literature classes, elucidating abstract contents, interpreting and introducing unversed terminologies. The research has applied the rudiments of the mixed-method research approach for authentic data collection and analysis of the study.

### KEYWORDS

Code-switching, literature, sociolinguistics, English language teaching (ELT) discourse analysis, bilingualism, multilingualism

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### 1. Introduction

Over the past decades, exponential growth has been noticed in the study of bilingualism and multilingualism. Of all, the most salient conversational manifestation is code-switching (CS). According to Narayan (2019), code-switching mainly refers to a shift from one language to the other by speakers during a particular conversation. As such, researchers have been inquisitive to know why speakers have to switch between their  $L_1$  and  $L_2$  when engaged in a conversation. In Fijian *ESL* classrooms, teachers and students alike tend to switch a lot from their  $L_1$  to  $L_2$  or sometimes even  $L_3$ . These switches are done unconsciously and incautiously, without any sense of hesitation. For a linguistically diversified country like Fiji, a thorough inspection should be carried out to give recognition to code-switching. Undoubtedly, Fiji is a country that has a rich language history dating back to colonial times. To work with the current time and is the country's lingua franca, the Fijian school curriculum has made the English language a compulsory subject from primary school level all the way up to tertiary teaching and learning.

As stated by Siegel (1989), the role of English in Fiji is purely functional as it is not only used in education but at the same time in law and order, trade and commerce, sea and air speak, tourism, medicine, diplomacy and telecommunications to name a few. As such, schools in Fiji have been disallowing learners from using their  $L_1$ . The notion of making the students competent in  $L_2$  at the expense of  $L_1$  is highly unfair and questionable. All languages are born independent; however, with time and demands, the suppression of one over the other is unjust and unacceptable. So much so, in the globalised community, language contact has

started to become inevitable because many people have started to accept bilingualism and multilingualism rather than being constricted to one language only. The evidence and prevalence of bi/multilingualism refer to the practice of alternatively using two or more languages simultaneously (Weinreich, 1974), which has led to a linguistic phenomenon. This phenomenon is mainly characterised by the intertwining of the elements that are common in one another, such as lexical borrowing, transferring, interference, code-switching and mixing.

According to Redouane (2005), one of the most prevalent linguistic phenomena that are common and found in bi/multilingual speakers' conversations is code-switching. Notably, it is axiomatic that code-switching comes with pessimistic connotations related to a lack of linguistic competency or intelligence (Dewaele & Wei, 2014). Many researchers have claimed to encourage the avoidance of code-switching while engaging in a conversation, as it is a manifestation of sloppy-choppy use of a language (Polio & Duff, 1994) that would arise language interference and confusion (Kaschula *et al.*, 2008). Nevertheless, in yesteryears, code-switching has gradually seen a favourable abundance of evidence that qualifies the users of more than two languages simultaneously to fairly remain competent and continue to use the desired languages. Further, it is also implied by (Dewaele & Wei, 2014) that code-switching is not an indication of language deficiency. In fact, it is considered an advanced control tool for the choice of language to be used for sound communication purposes. Hence, language choice is mainly influenced by some of these factors, the topic of discussion, language proficiency, setting, speaker relationships, attitudes and emotions (Auer, 2013; Kim, 2014). Apart from these, there are other reasons for language choices as well.

With the optimistic points being justified above regarding code-switching, research focus on code-switching in diverse bi/multilingual fields has flourished over the past decades, which has attracted burgeoning interest in the field of applied linguistics. Additionally, code-switching for educational purposes has been recognised meticulously in a diverse classroom setting and context. As asserted by Ahmad & Jusoff (2009), a plethora of studies has reported a repertoire of linguistic benefits of practising code-switching during classroom interactions, which has also included the improvement of learning outcomes in *ESL* classrooms (Turnbull, 2001). Also, this includes an improvement in communicative competency (Schwarzar, 2004) together with an enhancement of students' involvement and interaction (Creese & Blackedge, 2010; Mati, 2010). In the Fijian *ESL* context, code-switching in an educational setting has intrigued significant interest amongst many postgraduate students and a few researchers over the past years. However, those researches that have been conducted in the last decade have mostly focused on the linguistic features of the occurrence (Barus *et al.*, 2019; Novitasari & Mardiana, 2020; Rahmat, 2020; Siddiq *et al.*, 2020). This clearly states that depending on the scenarios, the occurrence of  $L_1$  and  $L_2$  is simultaneous and dependent on each other.

The literature classroom in the Fijian *ESL* setting is that one class, which many students tend to look forward to. Genres such as short stories, novels, drama, poems etc., are loved by many students, and teachers alike enjoy teaching them. One of the commonalities that are noticed in all these four genres is the use of  $L_1$  as a writing style, which is adopted by the author to make the genre enjoyable and reader-friendly. Earlier research on multilingualism in literature classrooms represents the usage of speech within a specific written text. However, more recent research focuses on multilingualism in a written text more broadly now due to changes in language usage. The work of Schendl (1997, 2000) covers multilingualism in a range of text types during the medieval period, while Pahta (2004) studied multilingualism in medical writings and Wright (2002) has studied languages in business texts. Mullen (2011) and Mullen and James (2012) has provided an overview of the material in which Latin was used as an aided contact language for the other. Basically, this indicates that one cannot simply escape the use of  $L_1$  while studying  $L_2$ , and both the tongues are as imperative as each other.

Idiosyncratically, the use of more than one language or variety within the same text has a multitude of functions within a specific genre. These include using different languages to give voice to characters, mark different parts of the text, represent a mixed speech mode that characterises the community and brings in varied registers to enhance the text. The first form of code-switching, which involved Latin combined with various other vernaculars, is thought to be originated in the late 15th century and was referred to as 'macaronic' writing in a comical poem. As asserted by Callahan (2004), in fiction, code-switching mainly occurs in dialogues and streams of writing. It opts to give the overall impression of an informal register, rejection of literary standards, thereby of piquancy. In other words, it contributes towards heightening the orality of a text. Some of the other examples of code-switching being used in literature classrooms are in the form of satire and humour. This is reflected clearly in Shakespearean texts such as *Henry V*, *War and Peace*, *The Magic Mountain*, to name a few (Traugott and Pratt, 2020). In terms of scholarly attention, code-switching has been playing a pivotal role in students learning and teaching in the Fijian *ESL* classrooms. As such, encouragement and recognition should be given to students to use code-switching as a linguistic tool so that mediocre and below mediocre students can excel in literature classrooms to an admirable level. Not only this, but they will also be in a position to boost their self-confidence and increase enhancement towards actively participating in all the classes. Overall, this can be considered as optimistic towards the holistic development of learners.

## 2. Literature Review

### 2.1 Classroom Code-Switching between L<sub>1</sub> and L<sub>2</sub>

As asserted by Kamwangamalu (2010), code-switching in classroom education involves the simultaneous use of L<sub>1</sub> and L<sub>2</sub>, with one being standard and the other non-standard variety. A well-established tradition on code-switching entails the usage of L<sub>2</sub> over L<sub>1</sub> and vice-versa, which is often considered controversial (Li and Lin, 2012). One of the most significant and consistent findings in applied linguistics states that both learners and teachers ought to find teacher's interactions in the learner's L<sub>1</sub> as an optimistic teaching resource (Mahboob & Lin, 2016). On the other hand, as summarised by Halliday & Matthiessen (2014), the practice of switching from L<sub>1</sub> to L<sub>2</sub> in language and literature classrooms has three main functions. These include ideational, textual and interpersonal functions. Basically, ideational function includes translating, elucidating, elaborating and exemplifying L<sub>2</sub> terms in relation to L<sub>1</sub> academic contexts, while textual function comprises highlighting topical shifts in transiting between different activity types and different focuses. Interpersonal functions consist of sharing values and negotiating shifts in roles, relationships, identities and social distances.

Furthermore, in ESL classrooms where L<sub>1</sub> is supposed to be avoided in regards to Natural Language Approach (NLA) and Communicative Language Teaching (CLT), provisions are still there for code-switching to take place between English and L<sub>1</sub>. While the Natural Language Approach (NLA) states that L<sub>2</sub> can be taught naturally without the learner's L<sub>1</sub> (Richards & Rodgers, 2014), findings also revealed that NLA teachers used students' L<sub>1</sub> in the class occasionally (Nunan, 1996). Investigations also show that teachers and learners of second language classrooms use L<sub>1</sub> as a teaching tool to aid them in comprehending difficult content (Dailey-O'Cain & Liebscher, 2009). However, Newman (2014) argued that the use of code-switching in ESL classrooms could be used as a teaching aid to check the L<sub>2</sub> comprehension and vocabulary acquisition, therefore, disallowing learners, in particular low proficiency learners, to use their L<sub>1</sub> in ESL classrooms can inhibit to L<sub>2</sub> learning and acquisition.

To add on, in Content and Language Integrated Learning (CLIL), although an L<sub>2</sub> is meant to be used as the medium of instruction for specialised subjects (Mehisto *et al.*, 2008), code-switching can work for L<sub>1</sub> as a linguistic tool to aid towards learning both the subject contents and the L<sub>2</sub> (Newman, 2014). As stated by Coyle, Hood & Marsh (2010), "the systemic switch is based on the planned development of contents, language and cognition". So much so, code-switching in CLIL classrooms promotes individual learning and is also considered part of scaffolding (Dailey-O'Cain & Liebscher, 2009). Generally, the core function of code-switching is mainly to elucidate and summarise the lesson contents, check lesson comprehension and build learners' confidence levels (Coyle, Hood & Marsh, 2010). As claimed by García (2001), code-switching is not only the required pedagogical tool for teachers towards delivering the lesson. It also assists in accelerating the second language acquisition and academic use of the L<sub>2</sub>. In this sense, code-switching is seen to be used as an aid towards elucidating new words, checking learner's comprehension and providing optimistic feedback (Zacharias, 2003) in order to promote solidarity amongst the learners (Ferguson, 2003), scold and praise the students (Moodley, 2003), manage the classrooms (Deller, 2003; Schweers, 1999) and compensate lack of fathoming and comprehension (Edstrom, 2006).

### 2.2 Pedagogical Motivations for Codeswitching

Classroom code-switching involves the simultaneous use of two languages that includes L<sub>2</sub> (target language such as English) and learner's L<sub>1</sub> (such as Fiji-Hindi or i-Taukei) for classroom interaction and instructional exchanges. The switching could also take place between two varieties of the target language; however, one could be standard and the other non-standard. In many countries, code-switching has been documented as L<sub>1</sub> and L<sub>2</sub> use in an educational context, for instance, Edstrom (2006), Franquiz & Carmen (2004), Flowers (2000) in the US; Arthur (2001) in Tanzania and Botswana; Peires (1994) in South Africa; Merritt *et al.* (1992) and Bunyi (1998) in Kenya; Canagarajah (1995) in Sri Lanka; Slott-Luttge (2007) in Finland and many others. The paramount quest of this paper is mainly to find the authentic reasoning as to why teachers and students alike tend to use code-switching despite knowing the fact that in Fijian ESL classrooms, English should be used only for all the communication purposes except during L<sub>1</sub> teaching and learning. The literature that has been cited above have shown that classroom code-switching is not to be considered a detrimental factor to learn L<sub>2</sub> but to be used as a tool towards the acquisition of it.

As such, classroom code-switching is an applied linguistics teaching/learning tool that can be considered to be used for a wider range of classroom management. Also, it can be used to scaffold rapport and provide a sense of inclusiveness (Peires, 1994; Rubdy, 2007), compensate for lack of comprehension (Edstrom, 2006), manage the classroom and disseminate contents (Butzkamm, 1998), express solidarity towards the learner's and to scorn or praise (Moodley, 2003), and so forth. An investigation conducted by Rubdy (2007) on Singlish (Singaporean English) in Education has reported the stigma, which is associated with more of Singlish being used in the classroom than standard English. The official mandate in the Singaporean curriculum stipulates English only policy to be used in the classrooms; however, teachers tend to switch to Singlish simply because it best serves its purpose in their teaching and learning needs for the students. Similar studies being conducted in Spanish classrooms in the US shows the same outcome for code-switching (Edstrom, 2006: 283).

As claimed by Ferguson (2003), teachers should develop a healthier attitude towards code-switching in order to foster academic success amongst the learners. This is mainly to avoid alienating or disenfranchising dialect speaking learners by rejecting their L<sub>1</sub> and stigmatising its usage in the ESL classrooms. It is also stressed that teachers can, from time to time, step out from their teaching persona and appreciate the use of L<sub>1</sub> in the classrooms. Simply, at least, they can switch to learners L<sub>1</sub> when they have to scold or praise them. In this regard, it is argued that in an increasingly globalised world, code-switching should be added to the existing curriculum as a required life skill (Liu et al., 2005). In other stronger arguments, Franquiz & Del-Carmen (2004) states that teachers should practice humanising pedagogy in order to inculcate healthy educational orientations for their learners. Basically, humanising pedagogy entails the valuing of learner's culture, background knowledge, life experiences and a conducive learning milieu that is shared by both teachers as well as learners (Bartolome, 2003: 176). Crucially, it is imperative for teachers to practice humanising pedagogy (Moll & Greenberg, 1992) so that learners can feel and have a sense of belongingness and improve their comprehension of fathoming L<sub>2</sub>.

### **2.3 Code-switching as Mimesis**

In literature, the frequent use of code-switching being used as a literary writing tool destabilises the conservative assumption that all languages are inseparable entities. Yet, it cannot be assumed that the code-switching in this modality is functioning co-extensively. Naturally, code-switching may perform as an indexed function for which there is no detailed equivalence in relation to conversational code-switching. Sociolinguistically, it is imperative to know why literary code-switching must perform a mimetic function. As asserted by Anderson (2006), the modern expectation that literature would be monolingual emerged due to the emergence of western language ideologies that dates back to the 19th century. With this ideological framework, uncompromisingly bilingual and monolingual texts are less likely to be read and evaluated by critics. Additionally, it may not also be sold in the market for the general public's reading pleasure. Thus, the sociolinguistic problem that arises for bilingual as well as multilingual writers with an artistic interest in bilingualism/multilingualism is that at any particular point in time, they have to use code-switching to think and convey their ideologies in black and white. Simply, they cannot escape this notion.

In a seminal article by Sternberg (1981), which is also discussed in Taylor-Batty (2012), the consequences of the above problem are distilled in the following way: "Literary art ... finds itself confronted by a formidable mimetic challenge: how to represent the reality of polylingual discourse through a communicative medium which is normally unilingual" (Sternberg, 1981: 222). Further, Sternberg (1981) suggests that there are three strategies that have been used by authors to overcome this problem. Firstly, what is called referential restriction, in which the author simply confines the scope of the literary work to monolingual characters whose speech patterns are fully comprehensible to the intended readership. Secondly, it is the authorial strategy homogenising convention, where the scope of the work in question may include bilingual discourse, characters and settings, all of which are, however, represented monolingually. The final strategy that is purported by Sternberg is referred to as vehicular matching. In this strategy, the literary work does not shy away from multilingual characters/ themes, and multilingual speech is represented without being remorseful.

Considering the sociolinguistic aspects in mind, it is apparent that literature tends to embody the final strategy (vehicular matching) as one of the greatest interests. However, authors rarely commit to a vehicular matching strategy, mostly in an uncompromisingly form, due to reasons of practicality. Sternberg adds by stating that they employ instead one of four types of 'translational mimesis' that exist on a cline between vehicular matching and homogenizing convention. Nandan's integration of *the Fiji-Hindi* language in his short story *The Guru* shows clearly that code-switching has been used in his text, as what Sternberg calls selective reproduction. In this sense, this strategy is referred to as *pars-pro-toto*, whereby limited code-switching is used as a substitution for extensive language switching. While the 'literatures' stated above is indisputable based on the values of literary perspective on the issues, it is clear that literature is not so irrevocably divorced from linguistic reality that it cannot inform scientific enquiry. Particularly, the functions that language experts have identified in conversational code-switching are mainly detectable and uniquely revealing in many literary contexts.

### **2.4 Types of Code-switching**

Many researchers have attempted towards providing a typological framework that delves into the phenomenon of code-switching. Describing the types of code-switching comes with a varied view of the authors. According to Blom and Gumperz (2000), cited in Eldin (2014), there are two types of code-switching; *situational* and *metaphorical* code-switching. Situational code-switching takes place when bi/multilingual speakers tend to use different languages or varieties that suit a compatible situation, while metaphorical code-switching occurs when bi/multilingual speakers send out a special message that agrees with a situation. On the other hand, Chan (2005) suggests that situational code-switching describes how bi/multilingual speakers switch as per their social positions, whereas the application of situational code-switching is to get the attention of the hearer. However, Poplack (1980) claims that there are three types of code-switching, namely, *tag-switching*, *inter-sentential switching* and *intra-sentential switching*. So much

so, many researchers have been following Poplack's types and have been dealing with two types only, i.e. inter-sentential and intra-sentential. Until recently, many writers have started to use all three due to a wider awareness of all the types.

#### 2.4.1 Tag-switching

Tag-switching mainly involves the insertion of short phrases of one language into an utterance that is in another language. Usually, the tagging is done at the beginning and closing of a sentence. It is also known as emblematic or extra-sentential code-switching. Typically, this type of code-switching occurs most easily because it has minimal syntactic restrictions. In other words, the switching does not break syntactic rules when being inserted towards the end of a sentence that is given in the L<sub>1</sub> (Hamers & Blanc, 2000). Some of the tags that are included in the sentence can be in the form of interjections, fillers and idiomatic expressions. **Example (Fiji Hindi/English):** *jindagi mei hum log ke hardum mehanat kare ke chaahiye, isn't it?* We should always work hard in our lives, isn't it?

#### 2.4.2 Inter-sentential switching

Inter-sentential code-switching involves switching at sentential boundaries, where one clause or sentence is in one language, and the next clause or sentence is in the other. As stated by Eldin (2014) and MacSwan (2012), inter-sentential code-switching takes place in the same sentence and in both languages. Basically, it entails that the user of the language is able to follow the rules for both languages. **Example (Fiji Hindi/English):** *Humme etna kharaab se bhuuk lage.* I am feeling so hungry.

#### 2.4.3 Intra-sentential switching

Intra-sentential code-switching involves switching in the middle of a sentence with no interruptions, pauses or hesitations in indicating a shift. This takes place unconsciously or spontaneously, with switching mostly occurring within clause and word level. According to Ariffin & Galea (2009), this type of switching is the most complex of the other two as this takes place at clausal, sentential and word levels. **Example (Fiji Hindi/English):** *Hum magta city jaaye!* I want to go to the city!

### 2.5 Functions of Code-switching

In a literature *ESL* classroom setting, code-switching is used as a functioning tool that varies according to topic, participants and context. As asserted by Eldridge (1996), there are four reasons why code-switching takes place. Firstly, students tend to provide an L<sub>1</sub> equivalence of many unknown lexicons of L<sub>2</sub>, hence overcoming their deficiency in L<sub>2</sub>. Secondly, floor holding is a technique that is used by many bi/multilingual speakers while communicating in L<sub>2</sub> so to fill in the stopgap with their L<sub>1</sub> in order to maintain L<sub>2</sub> fluency. Thirdly, code-switching is performed in order to reiterate, emphasise and reinforce a particular message in L<sub>2</sub>, but then learners repeat the message in L<sub>1</sub> to give a nod that they have understood the message. Finally, conflict control is used to remove any misunderstanding when the exact meaning of a word is unknown.

On the other hand, Mattson and Burenhult (1999) investigated the functions of code-switching in a French classroom of Swedish learners, where they were learning French as L<sub>2</sub> via audio and video recordings. It was concluded that code-switching takes place due to five reasons. Firstly, linguistic insecurity refers to the situation when the teacher wants to control certain words in the interaction. Secondly, teachers sometimes switch the code when they switch the topic, such as explaining a certain aspect of language (e.g. grammar) to students. Thirdly, code-switching to L<sub>1</sub> is for affective functions to create a comfortable environment in the classroom with their students by expressing emotions and showing solidarity. To socialize is the fourth function in which teachers switch to the student's native language to establish solidarity and friendship. Finally, code-switching is a repetitive function. After explaining something in the L<sub>2</sub>, teachers switch to the student's first language to repeat it in their L<sub>1</sub>.

Furthermore, Marcaro (2000) suggested that teachers use L<sub>1</sub> in order to build relationships with their learners, direct complex procedural instructions for carrying out tasks, control and manage classroom behaviour, check learners understating and teach grammar more explicitly. In addition, Greggio and Gil (2007) did an analysis of code-switching on Portuguese teachers through classroom observation and recorded that teachers code-switch extensively from L<sub>2</sub> to L<sub>1</sub>. The observations included; marking the beginning of class from L<sub>1</sub> to L<sub>2</sub>, drawing the learners' attention from L<sub>2</sub> to L<sub>1</sub>, maintaining the planned execution of the class from L<sub>1</sub> to L<sub>2</sub>, clarifying the understanding of grammar rules of L<sub>2</sub> from L<sub>2</sub> to L<sub>1</sub> and providing equivalent meaning from L<sub>1</sub> to translate vocabulary in L<sub>2</sub> from L<sub>2</sub> to L<sub>1</sub>. Also, findings have revealed (Alkatheery, 2014) that in *EFL* classrooms of Saudi Arabia, teachers code-switched for the following reasons: comprehension check, vocabulary elucidation, qualification etc. Additionally, "Baker (2011) listed the different functions of code-switching. He says that code-switching can be used to emphasise an important notion to substitute the unfamiliar word in the second language, to explain notion having no cultural identity with other languages, to release tension and create humour and to introduce the new topic". "These functions consist of translation of new words that are unknown, explanation of grammatical rules, class administration (Mingfa, 2011), clarification (Gulzar, 2010), stressing important notions, creating understanding and harmony with students, and assisting in apprehending by referring words of others. (Jingxia, 2010; Eda & Paul, 2005). Code-switching has also been received criticism, but much has been delivered in its favour. Teachers meet in

classrooms with such students as are totally unaware of the language medium of instruction. In such cases, the only helpful tool is the native language that is switched or mixed with foreign language by the teachers”.

Wholly, researchers have stated an optimistic attitude towards the use of code-switching in *ESL* classrooms. The low proficiency of teachers and learners alike is not always considered the main reason for code-switching. Teachers do code-switching due to their linguistic insecurity, topical switching, affective functions, socialising and repetitive functions. At the beginning of the class, teachers tend to switch between codes to draw learners' attention in order to maintain the planned structure of their class. They also recognise the learners' inability to fathom linguistic competencies; hence, they tend to code-switch to make them feel more comfortable and engage them practically in the classroom. As such, this gives the teachers more privilege to address the learners from all backgrounds and assist them better.

### **3. Research Methodology**

#### **3.1 Research Paradigm**

This research has consulted relevant literature and theories that encompassed bilingualism, multilingualism, classroom discourse analysis, second language acquisition (*SLA*) and teaching of classroom literature. In order to effectively and transparently collect the data for this research, the mixed-method approach was used. An online questionnaire was designed, which fell into the domain of qualitative and quantitative research methods in order to collate the data authentically. According to Cohen *et al.* (2007), the collected data was analysed under the following rudiments; frequencies, percentages, tables and figures. In the process of mixed-method research, the limitation that the researchers could experience is that there could be duplicity of contents as researchers may not be able to handle the information concurrently. Secondly, in order to choose this method, the researcher has to learn and comprehend multiple approaches and methods, including fathoming how well both qualitative and quantitative methods are supposed to be mixed. Also, it is highly recommended that any one researcher should work within the parameters of either of the methods. Other than above, mixed-method is rather more time consuming and expensive due to its content being duplicated. More imperatively, because of the two methods being different, many methodologists and researchers are yet to fully work out problems that are associated with interpreting conflicting results and paradigm mixing.

#### **3.2 Sampling and Data Collection**

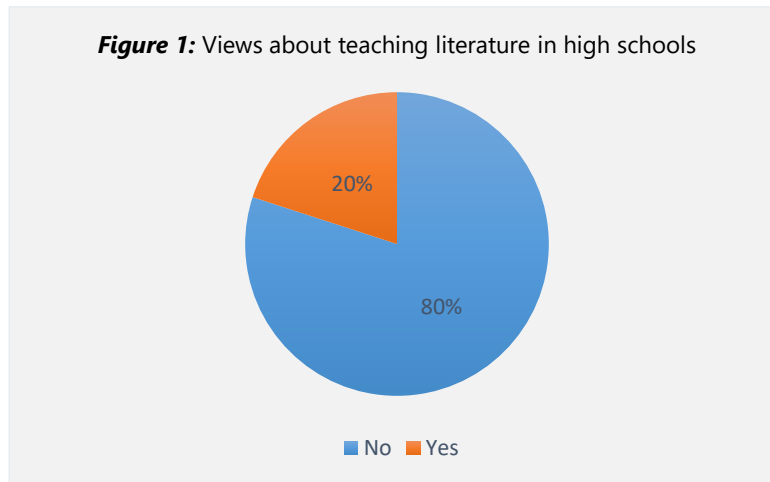
The data for this research was collected from selected high school teachers who are teaching English Language and Literature as a Second language (*ESL*). The respondents were nominated randomly from high schools between Nadi to Ba corridor, and senior *ESL* teachers were chosen in this regard. In totality, twenty-five teachers were approached via social networking sites to be part of this research. The delimitation of this research was that the researchers were not in the position to meet individual teachers in person due to COVID-19 protocols being implemented by the Ministry of Education and Ministry of Health. However, the respondents were fully elucidated about their role in this research via social networking sites (SNS) and through phone calls as what actually is expected from their end towards this research. This prompted them to attend to the survey without any major difficulties and respond with their input aptly and swiftly.

#### **3.3 Data Collection Tool**

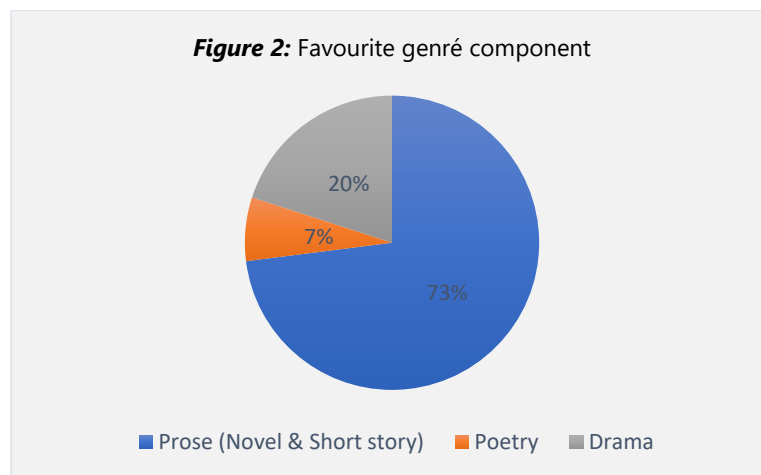
An online survey was conducted for the collection of the data, whereby Grosjean's (1982) model was adopted in order to analyse the questionnaire. After designing questions, it was used as the main tool to collect data from respondents. The questionnaire had one part only, which comprised of fifteen questions that were mainly in the form of multiple choice. Basically, all the questions were close-ended and required responses such as 'yes', 'no' and 'unsure'. The collected data was then codified and categorised accordingly in order to be interpreted based on what the literature above has stated. Other than this, a few questions had responses that required the selection of more than one choice in order to give the feedback.

#### 4. Result Analysis and Discussions

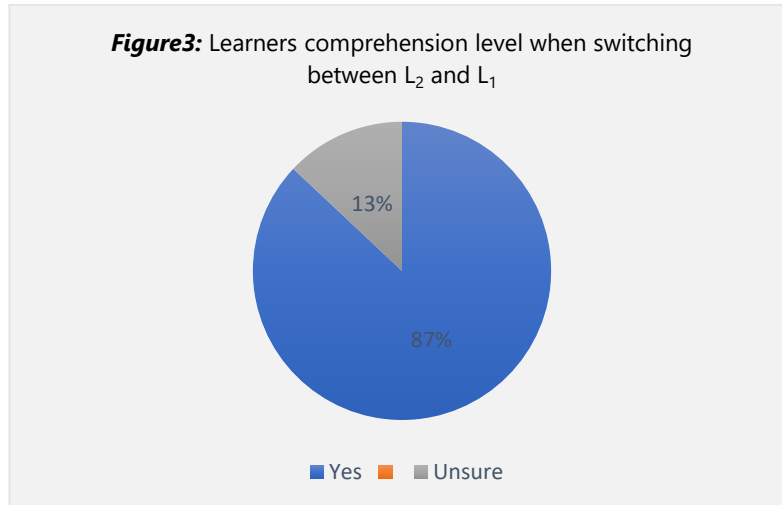
Below are the interpretations of the data that was received and collated accordingly.



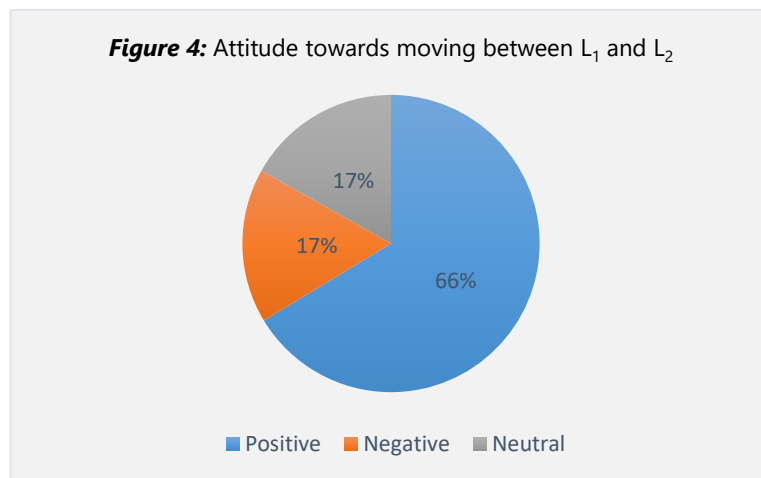
The pie chart above shows the respondents' views about teaching literature in high schools. According to the data that was collected, 80% of the teachers appreciate teaching literature, while 20% claimed they do not. Most of them enjoy teaching novel, poetry and short stories, while only a handful enjoys teaching drama. Some of the reasons to enjoy teaching literature are; it expands vocabulary and improves communication skills, bolsters imagination, teaches about other cultures, assists learners to know about empathy, gives inspiration and develops a lifelong love of reading. These are only a few; however, depending on the setting of the classroom and learners coming from a repertoire of linguistic backgrounds, there could be many other reasons as well.



As stated above, 73% of the respondents stated that they enjoy teaching prose, i.e., novels and short story, while 20% claimed that they prefer teaching drama, and 7% opted to enjoy teaching poetry. The respondents acknowledged that due to the writing styles of the poet, authors and playwright, they were in a position to decide which particular genre was easier for them to comprehend and teach it to the learners. For many, teaching novels and short stories were considered the best since the writing style was simple and easy to comprehend. It was also stated that drama was the most difficult to teach because learners would not be able to understand the contents of it. Hence, it could be interpreted that most of the respondents have opted to enjoy teaching novels and short stories.

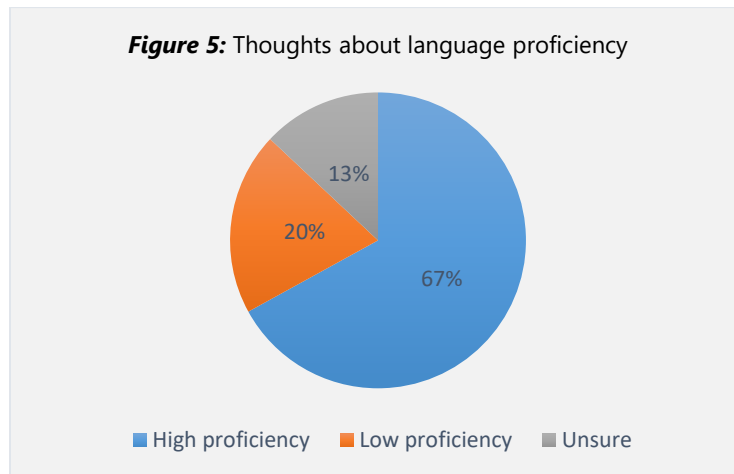


The majority of the respondents, around 87%, had stated that the learners were fully able to understand challenging content when they switched between L<sub>2</sub> and L<sub>1</sub> in order to assist them in comprehending an elucidation. Sadly, 13% were unsure. With the responses from the learners' end, it was a clear indication that L<sub>1</sub> plays a pivotal tool in the comprehension of difficult content and its application of it. Also, it was indicated that learners opt to respond far quicker and more active when they are addressed with their L<sub>1</sub> than in L<sub>2</sub>. For most of the respondents, it's a sigh of relief because the main motive is to assist the learners in comprehending the contents.

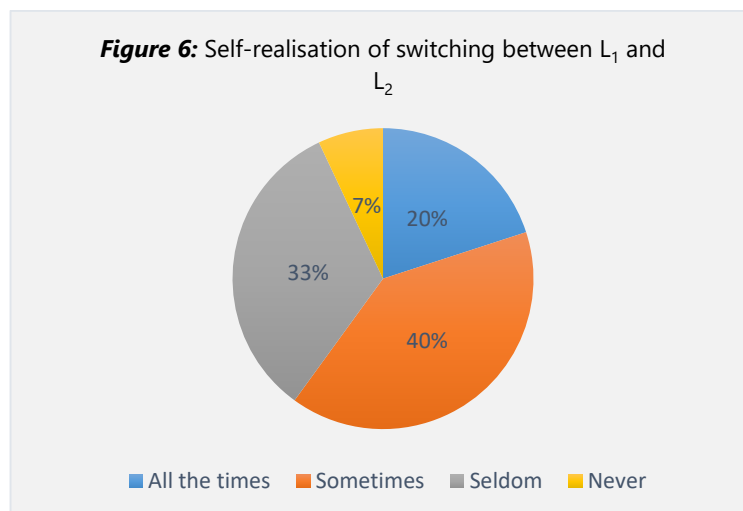


According to the pie chart above, 66% of the respondents have claimed that they show a positive response towards switching between L<sub>1</sub> and L<sub>2</sub> for a literature class to be effectively executed. While 17% have mentioned negative feelings, they came up with their own justifications. The remaining 17% had a neutral feeling. Some of the positive attitudes include; learners getting the chance to express their responses freely, there is the strengthening of teacher-learner relationship/bondage, learners tend to enjoy the literature classes and learners' comprehension ability to grasp the content gets enhanced. For negativity, it is perceived that in L<sub>2</sub> classrooms, L<sub>1</sub> should be strictly forbidden; hence, this is the paramount reason why many respondents are not in favour of using L<sub>1</sub> as this is considered as a detrimental factor.

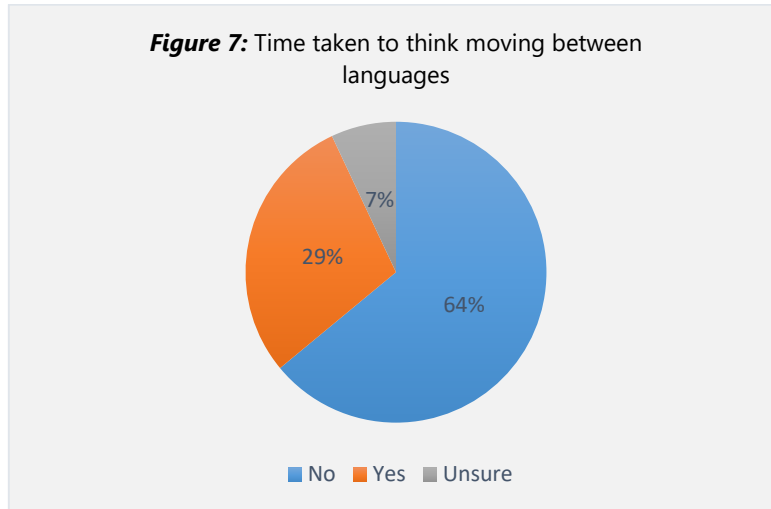




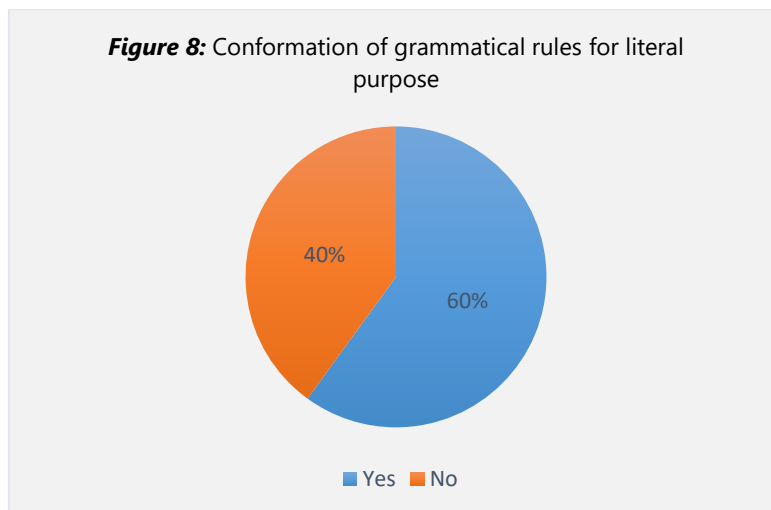
Having a high and low competency of  $L_2$  would prompt the teachers of *ESL* to communicate based on their calibre. As per the questionnaire, 73% felt that they have a high proficiency rate of  $L_2$  and they need not have to switch between languages in order to use it as a learning tool. On the other hand, 20% of the respondents have claimed that they have a low proficiency rate; as a consequence, they have to adopt switching to  $L_1$  in order to assist the learners towards elucidating what they cannot with their ability. The remaining 13% were unsure about the competency level of their  $L_2$ .



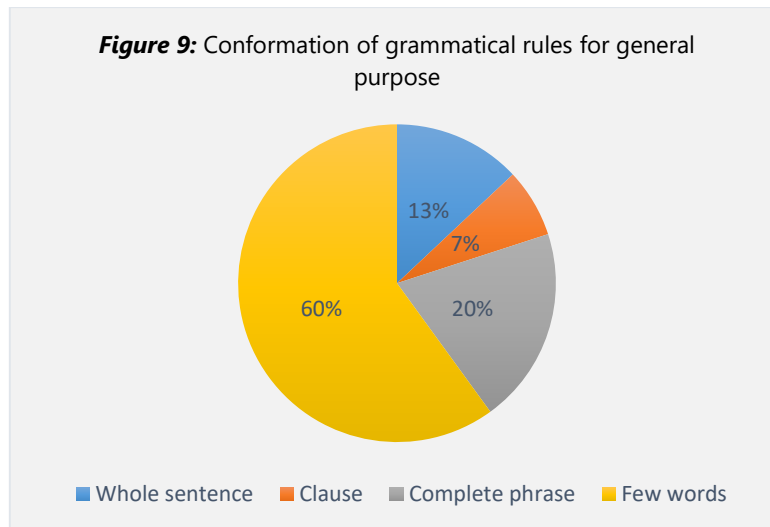
The questionnaire required the respondents to state their self-realisation about switching between  $L_1$  and  $L_2$  in literature classrooms; hence, 40% have stated that they switch between languages sometimes, while 33% have mentioned seldom and 20% claimed all the time with 7% never. From this, it is implied that most of the respondents unconsciously switch between  $L_1$  and  $L_2$  in order to effectively disseminate the content knowledge of the literature classroom to the learners. Depending on the genres, the respondents are using their  $L_1$  and  $L_2$  so that every learner in the classroom are accommodated, and no one is left behind. Those respondents who have stated that they never switch between  $L_1$  and  $L_2$  claim to vigilantly follow their policy of using  $L_2$  (English language) only so that learners do not get the liberty towards using their  $L_1$ , which they believe can further deteriorate learner's language competency.



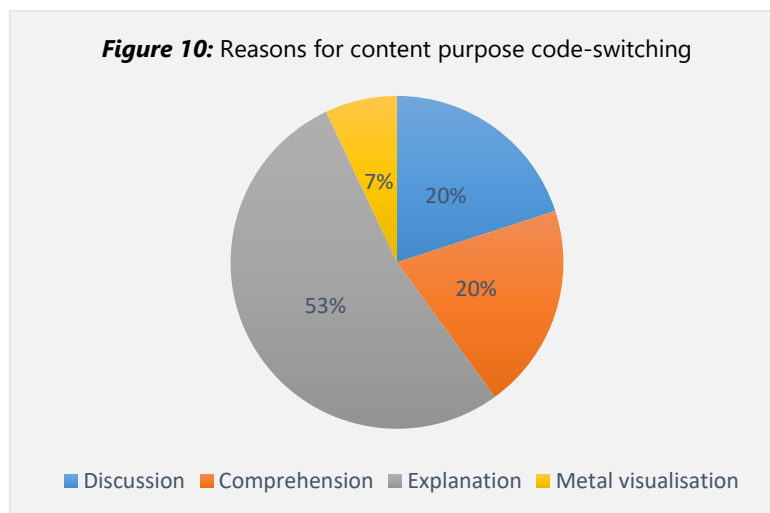
While the literature classes are in progress, the respondents time taken to switch from the L<sub>1</sub> to L<sub>2</sub> depends on their ability to think aptly and in the right direction. When compared this ability with those who do not switch, 64% of the respondents claim that it does not take them much time to think for replacement words, while 29% have stated it takes some time, and 7% were unsure. This clearly indicates that those who do not use their L<sub>1</sub> more frequently tend to take more time than those who use L<sub>1</sub> to elucidate contents. As such, despite the fact that whether or not code-switching between L<sub>1</sub> and L<sub>2</sub> takes place or not, respondents still have their options open to switch between languages irrespective of the time that is taken.



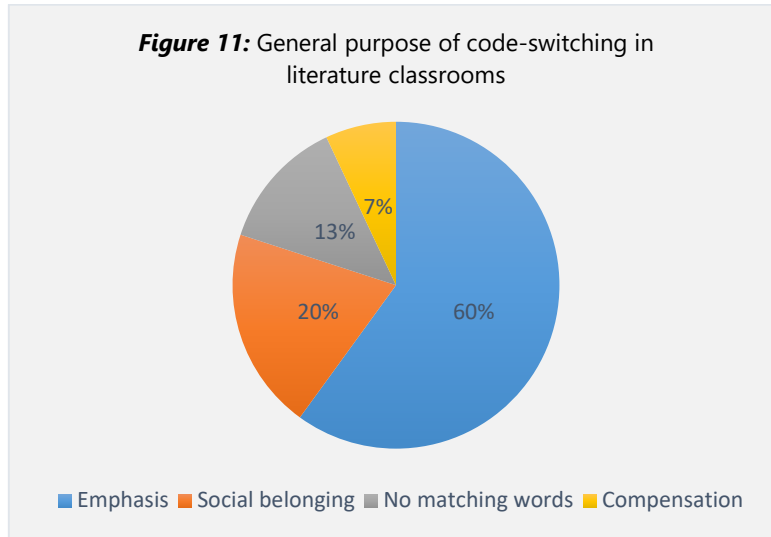
Naturally, switching between L<sub>1</sub> and L<sub>2</sub> takes place at two levels, i.e., literal code-switching and general code-switching. As such, while resorting to switching between L<sub>1</sub> and L<sub>2</sub>, respondents have mentioned that they do take into account grammatical rules while elucidating contents of the genre in the class. As per the data that has been collected, 60% have claimed for this, while 40% have stated they do not consider grammar conformation since the writing style is informal. More so, while switching takes place from L<sub>2</sub> to L<sub>1</sub>, the grammatical rules of L<sub>1</sub> is different anyways. As such, the teacher's target is to teach learners in L<sub>2</sub> and do not to prioritise too much about the grammar of L<sub>1</sub>.



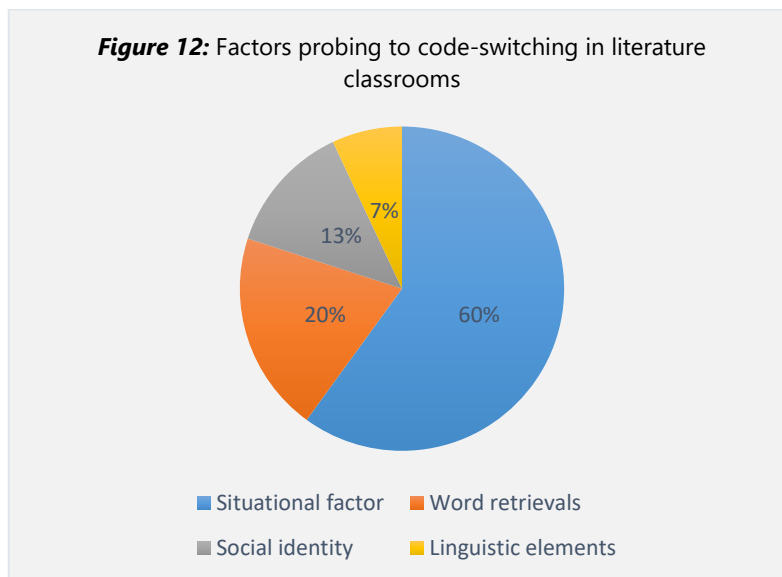
The pie chart above depicts the confirmation of grammatical rules for general-purpose during the process of code-switching between  $L_2$  and  $L_1$ . As per the data, 60% of the respondents have claimed that they switch for a few words only, while 20% are claiming that they switch to make the learners comprehend the whole phrase. On the other hand, 13% have stated that they do code-switching to assist the learners in comprehending the whole sentence, while 7% do switching at the clausal level. From this, it is implied that due to the restrictions of language policy in the Fijian *ESL* classrooms, teachers are not fully resorting to their  $L_1$  in order to assist the learners towards the comprehension of challenging contents but switching as and when required.



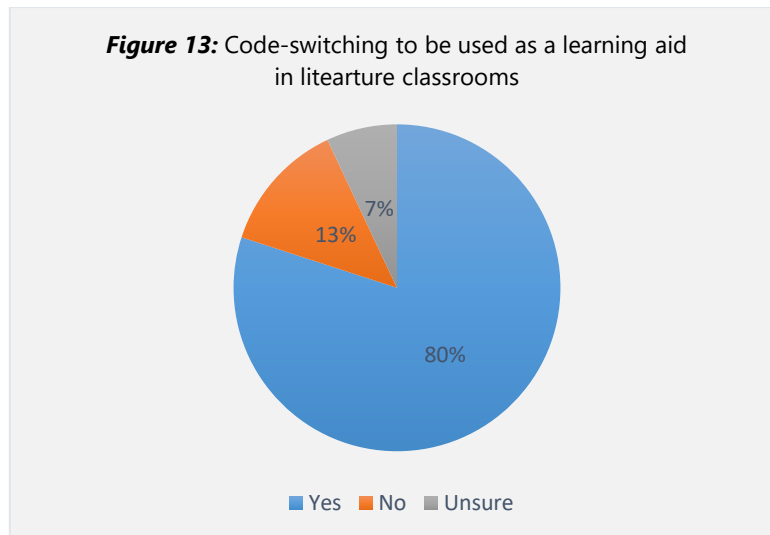
As claimed by the respondents for the reasons of content purpose code-switching, 53% have stated that they resort to  $L_1$  for explanation purposes, while 20% have opted to state discussion and comprehension, respectively. The remaining 7% are switching for mental visualisation. Whatever the purposes are, one thing is certain that learners are fathoming what they are not able to in  $L_1$  than in  $L_2$ . The notion of using  $L_1$  over  $L_2$  should be considered as a learning tool not because of its novelty but as an optimistic way forward to assist the learners in almost all the way possible so that they are able to actively participate in the class and be competent users of English language as they go along.



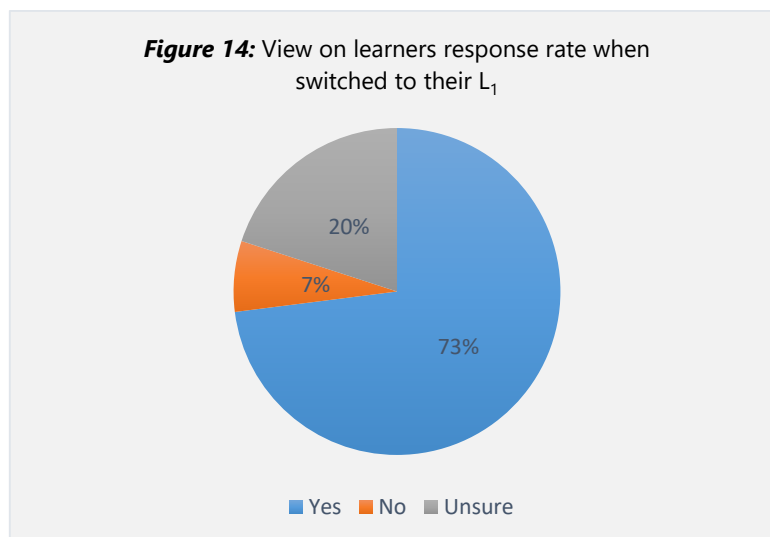
The data on the above pie chart stipulates the reasons for general-purpose code-switching in literature classrooms which have varied reasons. Looking at the data, respondents have mentioned that emphasis, social belonging, no matching words and compensation for language limitation are the four major reasons why they need to switch to L<sub>1</sub> in the literature classes. 60% have stated that they switch for emphasis purposes, while 20% switch between L<sub>2</sub> to L<sub>1</sub> for social belonging reasons and the remaining 13% have to switch because there are no matching words, with the least 7% do switching in order to compensate for language limitation.



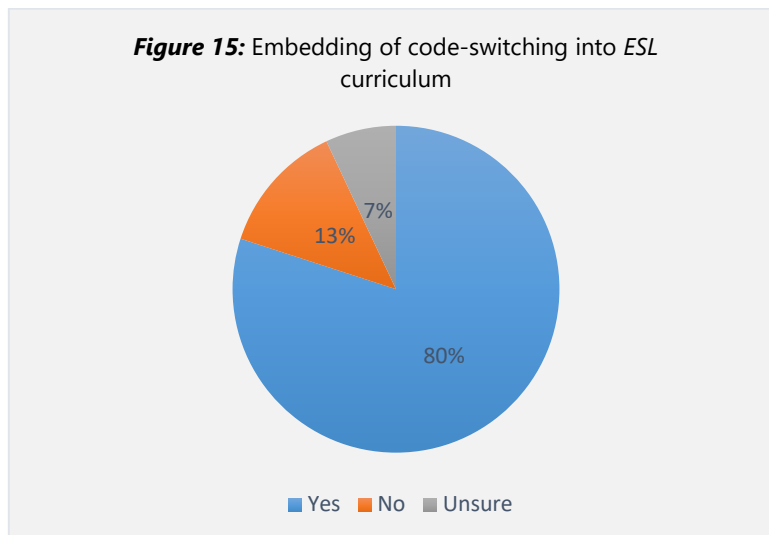
In terms of the factors that lead to switching from L<sub>2</sub> to L<sub>1</sub> in literature classrooms, these are some of them that prompt the respondents to code-switch; 60% have claimed that due to situations, they are forced to use learners L<sub>1</sub> in order to impart the idea during literature classes. 20% have resorted to word retrievals as L<sub>2</sub> does not have the apt explanation when new or old vocabularies are used in the text. Societal identity stands at 13%, while 7% have stated that due to linguistic elements being present in the genres, they have to work out the elucidations in order to justify phonology, morphology, syntax, pragmatics and semantics.



As per the data that has been collected in regards to whether or not code-switching should be used as a learning tool in the literature classrooms, 80% of the respondents have agreed that it should be used, while 13% are not in favour with 7% being unsure. The current Fijian English language curriculum does not recognise L<sub>1</sub> (Fiji Hindi and *i-Taukei* language) as a learning tool in the L<sub>2</sub> classroom. However, from what has been collected as per the data stipulated above, the majority are in favour of L<sub>1</sub> to be used in the literature classrooms. This has allowed the respondents to communicate effectively with mediocre and below mediocre learners allowing them to actively participate in the classroom with ease.



According to the data that was received in regards to learners response rate when respondents switched to their L<sub>1</sub>, 73% have claimed that they were highly content to see a learners response rate of response was quite swift, and they were in a position to respond without many hiccups. While 20% of the respondents are unsure, the remaining 7% have stated no. This means that learners had no reaction at all when the respondents switched to their L<sub>1</sub>. Linguistically, it is an excellent indication that resorting to L<sub>1</sub> learners have the privilege to use their mother tongue and partake in classroom discussions that allows them to express themselves.



In regards to the above pie chart, respondents were asked if code-switching should be embedded into the existing English language curriculum. Surprisingly, 80% of them have stated that they are in favour. Learners L<sub>1</sub> should be taken into account and used as a learning tool to enhance their comprehension level in literature classrooms. While 13% have indicated that they are not in favour, the remaining 7% are unsure. On the brighter side, embedding code-switching into *the ESL* curriculum will not only assist the learners, but at the same time, it will also benefit the teachers as well in so many ways.

### 5. Conclusions and Recommendations

Irrefutably, code-switching has significance towards narrowed custom of investigation on bilingualism and multilingualism in Fijian literature classrooms. Presently, it is moved into the general ground of interest that evolves under the rudiments of psycholinguistics, sociolinguistics, general linguistics and classroom discourse analysis. Just as spoken code-switching is considered as a beacon of hope for learners to deploy their linguistic resources, the use of L<sub>1</sub> and L<sub>2</sub> in literature classrooms clarify the underlying ideologies that could be less apparent in a monolingual context. Drawing upon the findings and analysis of this study, it can be agreed that code-switching is utilised as a scaffolding method in order to execute the lessons in Fijian literature classrooms. It also tends to perform a repertoire of capabilities when its purpose is to impart knowledge.

So much so, an array of conventions and constraints of speaking and writing using L<sub>1</sub> and L<sub>2</sub> could differ; however, the semiotic significances of setting up contrasts by means of alternating the languages are common in both languages. The accumulation of a vast amount of knowledge through the history of sociolinguistics in regards to code-switching precisely shows that L<sub>1</sub> and L<sub>2</sub> cannot be segregated. This has been reflected unequivocally by the findings of this study. Teachers in the Fijian literature classrooms need to fathom the applied linguistic needs of code-switching and how it is beneficial towards using it as an aid to render assistance to mediocre and below mediocre learners. However, the overall findings also suggest that learners should know where to switch between L<sub>1</sub> and L<sub>2</sub> and not just heavily rely on their L<sub>1</sub> in order to master L<sub>2</sub>. It is highly recommended that the Fijian English language curriculum should recognise code-switching and appreciate its linguistic underpinnings.

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**Google Scholar:** <https://scholar.google.com/citations?user=U1EcqeQAAAAJ&hl=en>

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