



Predominant Types of Code-Mixing Among Secondary Students

Gejazyhlle P. Engano-Tamos¹, Nahla Silongan¹ and Sweetzel Martuna¹

School of Teacher Education, J.H. Cerilles State College, Mati, San Miguel, Zamboanga del Sur, Philippines
Email: gejazyhlle@jhsc.edu.ph

ABSTRACT

Code-mixing is a common phenomenon in multilingual communities, where different languages are used in a single conversation. This study aimed to investigate the main types of code-mixing, such as insertion, alternation, and congruent -lexicalization, and to identify the reasons for code-mixing among Maguindanao and Subanen students. It made use of a qualitative approach, the instrument employed to gather data during the field research was a closed-door interview comprising of both closed-ended and open-ended questions, and an observation sheet. The aim of the instruments was to collect the extent of information about the reasons of code-mixing and its predominant types. The use of observation sheet was to take note of the different code-mixing words present in an utterance and other reasons in code-mixing that was applied by the respondents. The respondents of the study were asked about their knowledge and personal experiences relevant to the study and these respondents are Cebuano and Maguindanao native speakers. While they use Cebuano, English and Filipino languages for academic and formal conversation, students use of code-mixing was prevalent. The researchers applied convenience sampling considering accessibility and proximity of the respondents in the pandemic time. The data collected was analyzed using Creswell's method. The findings of the study revealed that insertion is the most used type of code-mixing, followed by alternation and congruent lexicalization. The researchers identified several reasons for code-mixing, such as talking about a particular topic, expressing emphasis, clarifying speech content for the listener, and expressing group identity. Future studies should investigate code-mixing on a wider scope to provide a more in-depth analysis and to confirm the findings and analysis of the present study.

Keywords: code-mixing, classroom setting, predominant types of code-mixing

1 INTRODUCTION

In a community where multiple languages are spoken, it is common for bilingual or multilingual individuals to use various languages in a single conversation. This linguistic phenomenon is referred to as code-mixing and can occur in both oral and written communication when individuals incorporate multiple languages or codes within a sentence or utterance. Code-mixing involves blending words from two or more languages to express ideas or thoughts. When a speaker uses pieces of different languages in a conversation, it is called code-mixing (Waris, 2012).

According to Heredia and Altarriba (2001) the term code (language) - mixing and code-switching are used interchangeably in current discussions, differences between the two phenomena have been pointed out in previous work. Code-mixing was originally described as words and phrases from one language in place of those in the other language within a sentence. On the other hand, code-switching has been described as a switching between languages based on changes in the speech situation, where the topic or members of the conversation change.

This implies that code-switching does not occur within a sentence whereas code-mixing is extrasentential and does not rely on situational changes in the conversation (Sridhar and Sridhar 1980).

Code-mixing is a phenomenon where bilingual and multilingual speakers use two or more languages where lexical and grammatical items appear in one sentence. It should not be confused with code-switching, which is another phenomenon that also involves the use of multiple languages. Code-mixing indeed differs from code-switching as it occurs at a lower linguistic level, while code-switching takes place at a higher level. This means that code-mixing involves the mixing of two or more languages or language varieties within a sentence or phrase, while code-switching involves switching between two languages or language varieties at the level of full sentence or discourse

According to Muysken (2000), code-mixing occurs when lexical items and grammatical features of two languages are used in a single utterance. It is important for individuals who speak more than one language to be aware of their use of different languages in communication and to understand code-mixing.

Code-mixing is a common practice in bilingual discourse, and

it should not be viewed as a separate phenomenon from other language practices (Muysken, 2000). Most studies on the typology of code-mixing or language mixture rely on the work of Muysken (2000), in which he identified three types of code-mixing: insertion, alternation, and congruent lexicalization. He emphasized that it is impossible to prove the division of code-mixing in different cases, and thus, the three types can only be identified by analyzing the entire language speech.

Lina (2020) also highlighted the predominant types of code-mixing in her study, which is based on Muysken's (2000) work. Lina observed English language education students to determine the most common type of code-mixing in their communication. The study found that insertion is the most dominant type of code-mixing used by students, which involves inserting English words into Indonesian sentences without changing the Indonesian language structure (Lina, 2020). The second most common type of code-mixing in Lina's study is alternation, in which students mix English and Indonesian language with the same grammatical and lexical level (2020). The third type of code-mixing that occurs in student communication is congruent lexicalization, where students incorporate random English words into the Indonesian language structure (2020).

This study focuses on code-mixing because it is believed that ethnographically as second language learners in a year of tech and vision, students tend to code-mix to express ideas smoothly. It is primarily used to facilitate the learning of complex language contents and enhance retention, particularly in a second language situation. In this context, code is essentially a language variety or dialect used in communication; while code-switching and mixing are the individual's dynamic use of two languages. The strategic use of code-mixing is widespread in the region. According to Dinoy et al. (2021), code-mixing acts as a bridge between languages, aiding in comprehension and engagement. It is pedagogically used in teaching strategies to facilitate better comprehension and encourage student participation in classroom discussions. Given that Zamboanga del Sur is home to the original inhabitants, the Maguindanao and Subanen, it is not surprising that multilingual speakers code-mix to simplify terms for fast and easy comprehension. Both indigenous people code-mix due to the common reason that as multilinguals use words from the other language, they do not know the proper word in the language they are currently using. Therefore, Grosjean, (1982) they go in and out of languages because they do not have all necessary vocabulary in both languages. However, Heredia and Altarriba (2001) have suggested that the absence of lexical knowledge may not be responsible, but rather the ease/difficulty of retrieval is responsible.

However, research have yet to investigate the predominant types of code-mixing used by secondary students and the reasons for their code-mixing utterances in one of the schools in Zamboanga del Sur province, Philippines.

2. METHODOLOGY

The study was a qualitative study that pursued an in-depth investigation on the occurrence of code-mixing identifying its predominant types evident in the oral responses of Maguindanao and Subanen students in a particular topic. It made use of a qualitative approach, the instrument employed to gather data during the field research was a closed-door interview comprising of both closed-ended and open-ended questions, and an observation sheet. The aim of the instruments was to collect the extent of information about the reasons of code-mixing and its predominant

types. The use of observation sheet was to take note of the different code-mixing words present in an utterance and other reasons in code-mixing that was applied by the respondents. used was thematic analysis by the next method made use of Cresswell (2013) based on its six steps, compiling and preparing data, reading the data, generate initial codes, searching for themes, reviewing themes and define themes. The analyzed data were then subjected to two language experts in the field for validation. The researchers also analyzed the code-mixed data found to identify the reasons for code-mixing among the students.

They related the identified reason to the observations made by the researchers towards the participants during the interview. The reasons for code-mixing analyzed were based on Hoffman's (1991) theory of seven reasons why bilingual speakers do code-mixing. The seven reasons are talking about a particular topic, quoting somebody else, being emphatic about something, interjections, repetition used for clarification, intention of clarifying the speech content for interlocutor, and expressing group identity.

3. Results

Table 1

Summary of the Pre-dominant Types of Code-Mixing

This shows the total percentage of the three predominant types of code-mixing found from the oral responses of the respondents. Insertion has a total percentage of 85.47, Alternation has a total percentage of 13.96, Congruent lexicalization has a total percentage of 0.57. This implies that insertion is the most dominant type of code-mixing produced by the students. Alternation comes second while congruent lexicalization is the least type of code-mixing found in the students' utterances.

Types of Code-Mixing	Participants	Sample Utterances
Insertion 85.47%	1	po, currently, graduate, need, requirement, hinder
	2	no, school, modules, activities, hours, yes, because
	3	happy, pass, module, research, siguro, ko, direct, ho, currently, activities, is, requirements, graduate, actually
	4	parents, pero, minsan, nag, transfer, prepare, activities, is, so, work, prefer, school, schedule, morning, student
	5	modules, yes, lessons, adjust, teacher and po
	6	my parents, ako po si, modular learning, English teacher, so far
	7	po, module, submit, adjust
	8	currently, exam, modular, instructor
	9	Yes, sometimes, late, busy, blended, modular, teacher, adjust, so, reporting, English
	10	akong gikuha karon, among mga, signal like, signal

		and then, face to face, financial like			
Alternation 13.96%	2	pero minsan gabi naku nakakagawa mga 7:30 hanggang 9 pm	Being emphatic about something	3	experiences actually, personally
	3	they used their native language		4	majority, transfer, school assignments, past school
	4	so I decided, so I said		5	English classes, final exam, graduating student, schedule for graduation
	5	final exam, schedule for our graduation, I'm afraid, on time, graduating student, at first		7	especially, kasi
	7	as a working students, then we are busy complying, during this pandemic, and during English classes		9	Summer class, time management, online class, whole day, first time
	8	instruction through online, rush hour type person, but I have to, because I need to finish it, but some of us complying activities, but I somehow manage to adjust		6	yes, so far
					Intention of clarifying the speech content for interlocutor
Congruent Lexicalization 0.57%	9	as we all know no one is perfect, yes, sometimes especially if you are going to report something, and yes, very difficult			
	10	kompleto siya ganina nangaon me			
	3	modyol			
	6	pinansyal			

Similarly, Lina (2020) also found out that the three predominant types of insertion, alternation, and congruent lexicalization, are being used code-mixing, of the students inside their classroom. Findings of her study revealed that the most dominant type of code-mixing found is insertion, alternation is the second dominant type, while congruent lexicalization is the least evident in students' communication.

This displays the code-mixing reasons identified by the researchers. Among the seven reasons of code-mixing suggested by Hoffman (1991), there were only four reasons of code-mixing identified by the researchers in the students' utterances, these are; talking about a particular topic that identified seven times, being emphatic that identified six times, intention of clarifying the speech content for interlocutor and expressing group identify that was both identified once.

This implies that talking about a particular topic is identified as the most reason for code-mixing.

The respondent's use of code-mixing to express a group identity implies that using a specific word or words to their native or first language sentences only natural thus, they deliberately or unconsciously use this specific word or words

The lack of empirical studies regarding investigation of code-mixing in Region IX, Philippines area brought this present study to investigate the predominant types of code-mixing according to insertion, alternation, and congruent lexicalization as well as identifying reasons for code-mixing. The focus of this study is to explore the students' practice of code-mixing in their speeches. In line with that, the present study sought to investigate the following research questions:

1. What predominant types of code-mixing are evident among oral responses of the students?

The study found out that the three predominant types of code-mixing are the oral responses of the students. It was also revealed that insertion is the most dominant type of code-mixing that occurred among oral responses of the students. This implies that the students have an ease in using other languages while using their mother tongue to express ideas smoothly. They even habitually use it even in conversing to their peers and teachers, especially in the school premises. They were also encouraged to speak the English language and by preventing the difficulty to express words

Reasons of the Students' Code-Mixing Utterance

Table 2. Derived Themes based on the Reasons of the Students' Code-Mixing

Category of Reasons	Participants	Sample Utterances
Expressing group identity	1	code-mixed word po
	2	modules, activities
Talking about a particular topic	4	signals, pandemic, online
	5	stress, modules, instruction language
	6	activities, teachers
	7	submit, during this pandemic, that is why sometimes
	9	practice, research, reporting, internet, online
	10	load, wifi
	2	mobile internet, online class, learning

due to limited vocabulary words, they are forced to code-mix. According to Asyraff (1999) it is not a matter of what language are we going to use universally, but what matter the most is our capability to understand each other through words.

2. What are the reasons of the students' code-mixing utterances?

Findings of the study also revealed that talking about a particular topic, being emphatic about something, intention of clarifying the speech content for interlocutor, and expressing group identify are the reasons for students' code-mixing utterances. Also, the most identified reason for code-mixing is talking about a particular topic. This implies that Utilizing code-switching enhances students' grasp of educational concepts. The practice empowers students to confidently articulate their subject knowledge to peers and educators. In contrast, the restriction of code-mixing in the classroom frequently causes students to falter mid-sentence or express uncertainty when responding to questions.

4 Conclusion

This study highlights the importance of code-mixing in everyday speech. The oral responses of students have shown that different types of code-mixing are present, with Insertion being the most dominant. This suggests a deeper understanding of code-mixing among the respondents. As a speaker, knowing the types of code-mixing is essential to evaluate one's own utterances. It enables a speaker to produce more meaningful words and phrases. Additionally, code-mixing is important for second language learners to fill long pauses, fillers, and speech problems that they may encounter. Furthermore, code-mixing should not be viewed negatively as it can convey more precise meaning in everyday speech. It is evident that speakers have their own reasons for code-mixing, which may vary from person to person. Dialectal influence may also justify some reasons for code-mixing, as some people use it to express a group identity naturally. In conclusion, code-mixing reveals to be vital in everyday speech. It should be given emphasis to convey more exact meaning. Therefore, it is crucial to understand that code-mixing should not be viewed negatively, but rather as a tool to enhance communication and express identity.

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