

Style-Shifting in Classroom Discourse among Senior High School English Language Teachers

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Abstract- This study draws from the field of Stylistics relative to its investigation of a stylistic feature in the classroom teaching discourse of ESL (English as a second language) teachers, specifically their peculiar use of certain modes of style shifting. The participants of the study are male and female Senior High School (SHS) English Language Teachers (ELTs) who are affiliated to 16 Public Schools that are under the jurisdiction of DepEd Pangasinan-1 Schools Division. Data sets were sourced from the respondents using a battery of survey and perceptual questionnaires that are researcher developed, although theory-informed and subjected to content validation by academic experts prior to their utilization in gathering relevant data. Various modes of quantitative treatment were used to analyze the sets of data, which include quasi-statistical processes.

The study found that all the ELTs, both male and female, practice style shifting at a “high” extent in their classroom EL teaching discourse. This finding cuts across the different aspects of teaching discourse, to wit: “teaching course content”, “calling for students’ participation”, “giving instructions for learning activities”, and “responding to students’ queries and clarifications”. As to the ELTs’ preferred mode of style shifting, a number ELTs manifest a “significant preference” for either code switching or code mixing, although majority of them prefer “code switching”. Some ELTs have a balanced significant preference for both “code switching” and “code mixing”.

Based on the findings and the conclusions of the study, the study recommends that style shifting practices which has become prevalent among ELTs must be duly noted by the school management who might consider the integration of style shifting as a matter of language strategies/practices in the teaching of English course, and prevent teachers’ random and unregulated use of style shifting when merely carried out in their personal discretion.

Keywords- style-shifting, shifting, language teachers

INTRODUCTION

One enduring polemic issue in the enterprise of English Language Teaching (ELT) is whether or not to use the mother tongue (L1) in the English language (L2) classroom. The issue has become very complex as surmised by language scholars and educationists Prodromou [1]. Inasmuch as there is still a dearth of research, or insufficiency in scholarly theory at this point to certify to the efficiency of using L1 as an auxiliary instructional medium in the English language classroom (ELC); nevertheless, the practice is widespread. In fact, this researcher is an English Language (EL) teacher and has commonly observed this practice first hand even among colleagues and familiar teachers in other Department of Education (DepEd) institutions. In modest acknowledgment, this researcher finds herself prompted to use L1 at times she finds the exigency to do so, or in an attempt to facilitate instruction. This mainly fueled the impetus to conceptualize this study, which contributes furtherance to scholarly efforts to substantiate as well as clarify this polemic issue. Merits to these studies may hopefully result to a critical revisit of language policies in EL instruction.

As indicated in the above, it is no longer uncommon to find EL teachers using both English and other languages in their EL classroom discourse. Subconsciously, the teachers simply know by a matter of intuition just when to use English or other languages across the different aspects of their teaching discourse. Some have credited this to be efficient in facilitating instruction as revealed in a survey conducted by Prodromou [1]. Interesting in the latter's survey is his further inclusion of a query about which specific aspects of EL classroom discourse are teachers inclined to use other languages. He also clarified in his survey those instances that teachers allow their students to use other languages in an EL classroom. The survey, though, was conducted among 300 students instead of teachers. Accordingly, there is an average of a mere 11.8% of the students enrolled in an EL classroom course who agreed that EL teachers can use L1 in their classroom discourse Prodromou [1]. This is further broken down to details, wherein the students think that EL teachers' use of L1 can be efficient for "checking listening comprehension" (13%), "checking reading comprehension" (9%), and "discussing the methods used in class" (13.3%). These results led Prodromou to conclude that the use of L1 for EL classroom discourse is mainly for "managerial functions", i.e. for purposes of "classroom management.

However, at the backdrop of Prodromou's survey is still the widespread academic opinion that L1 can and must be used in instruction, whether those of content courses or target language courses. In fact, the Education Bureau --- a division of the Hong Kong Government Special Administrative Region, asserts that "Educational research worldwide and in Hong Kong has shown that students learn better through their mother tongue Education Bureau, HK [2]. The Bureau attests on the number of educational benefits of mother-tongue teaching in English and other subjects, which include: (a) Most students prefer learning in the mother tongue; (b) Students who learn in the mother tongue generally perform better than their counterparts using English-only as medium of instruction (MOD); and (c) Students of traditional mother tongue-medium schools consistently achieve a higher pass percentage than the territory-wide average.

The above issues theoretically signify to the field of "Stylistics", which is a branch of Applied Linguistics. Generally, Stylistics is the study and interpretation of texts of all types and/or spoken language in regard to their linguistic and tonal style, where style is the particular variety of language used by different individuals and/or in different situations or settings, with respect to the choice of language, level of language formality / informality, grammar, pronunciation or accent, and lexicon or choice of words. Sources of study in Stylistics may range from canonical works of writing to popular texts and from advertising copy to news, non-fiction, and popular culture, as well as to political and religious discourse Simpson [3].

Accordingly, this study draws from the concerns of stylistics as it explored the practice of style-shifting that characterized the classroom discourse of EL teachers in the senior high school level. Thus, the item of stylistic analysis taken up by this study was oral discourse, while the setting was EL classroom teaching. As much as Stylistics covers a broad scope of language aspects to analyze, this study's framework was limited to tackling style-shifting in terms of the alternate use of mother tongue and English when conducting teaching discourse in an EL classroom.

Genarro & Schultz [4] provides a general conceptual background on the practice of "style-shifting". As explained by the latter, language users constantly move between speech communities and adjust their language accordingly. Both teachers and students engage in more complex tasks in school,

both spoken and written. Consequently, their ability to style-shift becomes more important, as they are often judged on the appropriateness or efficiency of their language choices. Thus, teachers and students examine their own language use to note how it varies across contexts. By becoming aware of the changes in their own language use, they can gain greater control over the language styles they adopt in different contexts. Rather than ask students or teachers to leave their personalities and multiple language styles outside the classroom, the framework of style-shifting seeks to draw on their multiple language styles to compare and contrast them. Through such meta-analyses of language, teachers and students gain greater control and choice over which styles to use when engaging in academic activities.

In addition to the above, the framework of this study also draws from the concept of “Bidialectalism”, in which students retain their home or community dialect (i.e. their L1) while learning and using Standard English in the EL classroom or in the larger society Perez [5]. This is based on the pedagogy of foreign language teaching and incorporates the use of contrastive analysis.

This approach compares Standard English phonological and syntactic features with those of the student's L1 and is structured so that students can observe how their own linguistic features differ from those of Standard English. The purpose of this instruction is to teach Standard English through a succession of lessons that incorporate contrastive techniques Perez [5]. Teachers assess the phonological and syntactic features of students' speech and language so they can identify targets for contrastive analysis. In discussions with students, teachers should point out that English is a different language and not deficient. The speech and language of radio and television broadcasters, actors in television or movie roles, and characters in books can be used as models for discussion. In this approach, teachers show respect and an appreciation for English, as well as other language differences in the students' L1 Perez [5].

However, Perez [5] specific application of Bidialectalism is between two variants or dialects of English namely, “Black English” and “Standard English”. While these two language variables operate on distinct language rules, the proximity and similarities between them is more vivid as compared to English and another language that is almost totally different. This, however, does not discount the fact that Filipino (the Philippines' national lingua franca) have comparable linguistic features with English, since the two languages originated from the Indo-European language family, thereby English and Filipino take their roots from a common protolanguage Must Go [6].

The type of style-shifting that involves the use of Filipino (or any one of the Philippine languages) and English entails greater challenge when used for Bidialectalism approach in English language teaching, apparently due to the greater distance between the linguistic systems of the languages as compared to the differences between Black English or Ebonics and Standard English. Nevertheless, Perez Perez [5] asserts full credit to the effects of using Bidialectalism approach in ELT as resulting to efficient EL teaching and in advancing students' proficiency in Standard English. In the same vein, this study considered the similar or comparable results follow from the use of a Philippine language in an EL classroom.

Finally, this researcher explored in this study how plausible it would push further UNESCO's in Benson [7].objective in encouraging mother tongue instruction. UNESCO has ever since highlighted the advantages of mother tongue education right from the start, as the catalyst for children to more likely

enrol and succeed in Benson [7]. Likewise, it also results in parents being more likely to communicate with teachers and participate in their children's learning. Students in rural areas with less exposure to the English language in their communities stay in school longer and repeat grades less often. UNESCO also asserts that children exposed to multilingual education tend to develop better thinking skills.

In addition, some educators argue that engaging marginalized children in school through multilingual education is a successful model Benson [7]. We are beginning to get answers to some key questions, such as --- Under what circumstances and with what resources can multilingual education be an effective approach whereby students become proficient in their home language while laying the foundation for learning in additional languages? What are its implications for recruiting, educating, and mentoring teachers and for creating and evaluating curricula in diverse language classrooms? Partly, the objectives of this research could shed light to these queries, or at least, the context in which they apply to the specific research locale of this study, i.e. the DepEd institutions in Pangasinan Schools Division 1.

OBJECTIVES OF THE STUDY

This study that draws from the field of Stylistics analyzed the style-shifting practices (SSPs) of male and female Senior High School (SHS) English Language Teachers (ELTs) who are affiliated to selected Public Schools that are under the jurisdiction of DepEd Pangasinan-1 Schools Division. The ELTs' extent of style shifting practices across the four aspects of teaching discourse was determined, as well the teachers' preferred mode of style shifting (MSS), i.e. either or both "code switching and "code mixing". The study also aimed to differentiate the accounts of male and female teachers in terms of SSPs and preferred MSS. The teachers were also profiled in terms of their demographic characteristics, including some details and conditions related to their teaching load profiles and the characteristics of the students they handle. These sets of variables were then tested for possible statistical correlation or factors that can significantly differentiate the ELTs' extent of SSPs and their preferred MSS.

MATERIALS AND METHODS

The theme of this study draws from the field of Stylistics, a branch of Applied Linguistics. Stylistics is a branch Applied Linguistics that deal on the study and interpretation of texts of all types and/or spoken language in regard to their linguistic and tonal style, where style is the particular variety of language used by different individuals and/or in different situations or settings, with respect to the choice of language, level of language formality / informality, grammar, pronunciation or accent, and lexicon or choice of words Simpson [3]. On that vein, this study explored the practice of style-shifting that characterizes the classroom discourse of English language (EL) teachers. Specifically, this researcher tackles style-shifting in terms of the alternate use of non-English language/s and English when conducting teaching discourse in an EL classroom.

Overall, this study adopted a descriptive design using the quantitative modes of data analysis. The set of data subjected to descriptive statistics include the profile of the respondents. The accounts of the respondents' style-shifting practices distributed to the different aspects of teaching discourse in an EL classroom were analyzed directly from their self-report in a perceptual questionnaire meant to obtain such data. This entailed the use of quantitative mode of analysis. This descriptive research design adopted by

this study is common to social researches Bhat [9]. since many of these studies aim to present the results of surveys or describe the profile of a target population in terms of some selected categories.

Moreover, the research design is also concerned with the identification of causes or determining possible relationships that exist between phenomena, as well as data trends Bhat in Benson. Fitted to such criteria, this study took up “style-shifting practices in English language teaching” as the phenomenon of interest. This phenomenon is explored as they were accounted by Senior High School (SHS) English language (EL) teachers of public schools.

Other objectives of this study that presuppose the use of quantitative analysis was used of inferential statistics, specifically correlation. The objective of research question nos. 4 and 5 entails the use of statistical analysis of variance and correlation, respectively. Many social research resort to inferential statistics as it would be too costly or time-consuming to literally study an entire population of people Cole [9]. Techniques that social scientists use to examine the relationships between variables in inferential statistics include, but are not limited to, linear regression analyses, logistic regression analyses, ANOVA, correlation analyses, structural equation modeling, and survival analysis Cole [9]. In this study, these analytical tools are instrumental to determine if certain variables are deemed to significantly differentiate EL teachers’ frequency and how they carry out their style-shifting practices. Some other variables were tested to determine if they are associated to such practices, which may lay down the bases for hypothesizing them as potential factors that explain EL teachers’ tendency to practice style shifting in their classroom discourse.

Data Gathering Instruments

The conduct of this study used the following instruments to gather the different sets of data as required in answering each of the research questions.

Socio-Demographic, Teaching Qualification and Assignment Profiler for English Language Teachers (SDTQA-ELT). This is a researcher-developed survey questionnaire meant to obtain the set of data for research question no. 1.

The division and order of the items in the questionnaire take after the same order of the profile variables enumerated in the Statement of the Problem. The variables are generally classified into the following: (a) socio-demographic variables (sex, age); (b) educational background (position, cumulative number of years as ELT; academic advancement in the area of specialization); and (c) teaching load features (English course handled; non-English language/s used in EL classroom discourse; characteristics of students handled). This threefold clustering of the variables was used to organize the presentation of data and findings in the outline of this study.

A copy of the above titled instrument is appended for reference purposes (Appendix A). As a measure to reinforce the validation of this instrument, it was subjected to a Content Validation Test (CAT) which employed three experts in the ESL field to rate the validity of the questionnaire and also to provide their inputs for necessary modification thereof prior to its actual use for data gathering. To credit the use of this instrument, a threshold of 3.0 validity rate was adopted. Any lower rate obtain implied revision of the instrument until the rate of threshold validity is achieved. The CAT Tool is also appended for reference purposes (Appendix B.). The actual result of the CAT was reported under this chapter in the final outline of this study.

Style-Shifting Practices of Teachers in the English language Classroom (SSPT-ELC) Survey Instrument. This is a major modification of Prodromou's (2019) survey instrument indicated in his article "From Mother Tongue to Other Tongue". Moreover, this instrument was designed to obtain data for research question no. 2. The original instrument features a structured interview questionnaire meant for students as respondents. In its major modification, a 5-point Likert Scale perceptual questionnaire was constructed, with qualifying statements rated by EL teachers handling SHS students.

Likewise, the questionnaire's qualifying statements are clustered into the four aspects of teaching discourse in an EL classroom namely, (a) Teaching course content; (b) Calling for students' participation; (c) Giving instructions for learning activities; and (d) Responding to students' queries and clarifications. The clustering permits the calculation of the weighted mean of the rates respectively obtained under each aspect to enable ranking and comparison which are essential to the later interpretation of the results.

A copy of the above titled instrument is appended for reference purposes. In a similar measure to reinforce the validation of this instrument, it was subjected to a Content Validation Test (CAT) which employed the same set of validators for the previously described instrument. Likewise, a similar mechanism was employed to credit the use of this instrument, which required passing a threshold of 3.0 validity rate. Any lower rate obtained implied revision of the instrument until the rate of threshold validity was achieved. This CAT Tool is appended for reference purposes.

Inventory of Teacher Discourse Style-Shifting Modes in the English Language Classroom (ITDSSM-ELC). This is a 5-point Likert scale perceptual questionnaire designed to obtain data for research question no. 3. The instrument is research-developed, with its theoretical framework based on the conceptual difference between code switching and code mixing as theorized by Grosjean [10] and Sridhar & Sridhar [11]. Therein theorized indicators of each style-shifting mode were processed to formulate the qualifying statements in the questionnaire. Likewise, the qualifying statements were clustered into the two style-shifting modes which allowed for the separate calculation of the ratings obtained under mode. This allowed the comparison of ratings in which the higher ratings are indicative of higher levels of preference.

A copy of the above titled instrument is appended for reference purposes. In a similar measure to reinforce the validation of this instrument, it was subjected to a Content Validation Test (CAT) which employed the same set of validators for the previously described instrument. Likewise, a similar mechanism was employed to credit the use of this instrument, which required passing a threshold of 3.0 validity rate. Any lower rate obtained implied revision of the instrument until the rate of threshold validity was achieved. This CAT Tool is appended for reference purposes.

Data Gathering Procedure

Initially, the research proposal, including all data-gathering instruments, and its accessories were subjected to technical assessment by the designated thesis committee. Upon the final approval of the research proposal, permission was sought from appropriate authorities for the commencement of data gathering. A formal communication was peddled to the Office of the Schools Division Superintendent of DepEd Pangasinan 1 Schools Division, with its office located at Alvear Street, East Capitol Grounds, Lingayen, Pangasinan. This communication informed the Division about the research thrust, its title, objectives, its purported academic and institutional benefits and ethical clauses. Likewise, this communication attached a modified format of the research proposal, highlighting the research methodology, respondents, and data-gathering instruments. These pave for full transparency on the types of data obtained, as well as the selection of BEIs and the EL teachers represented each institution. At this

point, the random selection of the BEIs has been conducted and the list already indicated in the communication. A copy of this communication is appended for reference purposes.

The researcher then penned separate communications addressed to the Principal or Head of each participating BEI attaching the approval of the Schools Division Superintendent. Should the administrators of each school require further clarifications about any concern on the research, it was addressed properly by the researcher either through letters or a personal audience with the concerned school heads or their duly assigned representatives. Having cleared all issues, the researcher then obtained access to the records of the SHS faculty roster of each school to perform the random sampling to select the LE teacher respondents, which is composed of one male and one female teacher from each BEI. The selected teachers were approached in order to clarify with them their roles on account of their participation in the study. For ethical consideration, the selected teachers' voluntary permission to participate were also obtained. After this, the School Administration was notified about the identity of the teachers.

Data collection was performed personally by the researcher and conducted with the teachers individually in their assigned work station / faculty room / classroom at their convenient and preferred time during office hours or beyond office hours, depending on the teacher's preference. Since the nature of the data requested from the teachers is not complex, the three (3) instruments can be administered in a single setting. Answering time for the three questionnaires is approximately 30 minutes per teacher. Should there be clarifications on the items of the instruments, the researcher has presented to assist the teacher. In this way, retrieval of the completed instruments can be done immediately upon its completion.

Statistical Treatment of Data

Various modes of quantitative data treatment were used to analyze the sets of data corresponding to the objectives of each research question. Generally, the statistical analyses employed feature a combination of the following techniques: frequency, average weighted mean, median, rank, average rank, mean, minimum, maximum, standard deviation, and statistical correlation.

The objective of research question no. 1 is to show the summary of the EL teachers' profile along their "socio-demographics", "educational background" and "teaching load features". Information from all the above clusters of variables entail "nominal data" and thus reported as such using tables as graphic references for the interpretation of the findings.

In classifying the age of the ELT participants of this study, the mechanics in calculating the median was adopted using the same procedure employed by the Philippine Statistics Authority [12] in reporting the "Age and Sex Structure of the Philippine Population". The median age statistically denotes the value or quantity lying at the midpoint of a frequency distribution of observed values or quantities, such that there is an equal probability of falling above or below it. Same mechanics is used in classifying the class academic performance in an English language course.

In determining the "adequacy" of teachers' in-service trainings in terms of "volume of training", a criterion of adequacy was customized for each level or type of training in terms of standard or expected minimum number of trainings. These criteria were duly consulted with DepEd and school officials.

In determining "class sex distribution", the teacher participants were made to assess the sex distribution across the EL classes that they are currently handling. On this assessment, the teachers then reported whether their classes are "male-dominated" or "female-dominated".

The objective of research question no. 2 is to determine the extent of style-shifting practices among the EL teachers as they apply it in their discourse in the EL classroom. In reporting the findings, the overall rating obtained across the qualifying statements of the SSPT-ELC Survey Instrument was highlighted as basis for interpretation. In addition, the respective ratings corresponding to each of the four aspects of teaching discourse was also highlighted. These ratings was ranked and compared to determine the density of style-shifting practices in each teaching discourse. This also showed which teaching discourse practice is style-shifting practiced the most and the least which was evident in the ranking of the ratings. Furthermore, the ratings obtained by the qualifying statements under each cluster was analyzed. Those qualifying statements with the highest ratings in each cluster was highlighted and duly interpreted.

The objective of research question no. 3 is to determine the EL teachers' preferred mode of style-shifting relative to their EL classroom discourse. "Preference" in this context refers to a threshold of rating that must be achieved. Since data for this research question is obtained through responses in a Likert-scale questionnaire, the ratings in each mode of style-shifting can be obtained. Below is the rubric that was used to interpret the ratings obtained. To consider that a mode of style-shifting is preferred, the rating must reach the threshold of 3.50. In case that the two modes of style-shifting register ratings that cross such threshold, then it is considered as a case of a "bi-modal preference". This, however discount the possibility that the two ratings may still be different, with one mode receiving a relatively higher rate than the other (e.g. 3.67 and 4.12). This was noted in the findings although such difference is deemed insignificant.

In addition, the ratings obtained by the qualifying statements under each mode was analyzed. Those qualifying statements with the highest ratings in each mode was highlighted and duly interpreted.

The objective of research question no. 4 carried out an inferential analysis to prove the hypothesis that sex can significantly differentiate LE teachers' extent of style-shifting practices. Multivariate Analysis of Variance (MANOVA) was used to statistically analyze the differences in the style-shifting practices of male and female teachers. This study sets the threshold of significance at 0.05 as the basis for interpreting the statistical results. Access to the services of a professional statistician from the University's Data Processing Center was tapped to assist in the checking the accuracy of the statistical calculations as carried out by this researcher.

The objective of research question no. 5 is to carry out an inferential analysis to prove the hypothesis that certain variables (i.e. age; Non-English language/s used in EL classroom discourse; position; Cumulative number of years as ELT; English course handled; Academic advancement in the area of specialization: (a) Highest educational attainment; (b) alignment of specialization across education pursuits; (c) volume of trainings related to specialization; and Characteristics of students handled: (a) Class size; (b) Class sex distribution; (c) Class academic performance in an English course) are significantly related to LE teachers' extent of style-shifting practices. Fisher Exact Probability Test, Chi-Square test for independence, was used for this purpose. This study sets the threshold of significance at 0.05 as the basis for interpreting the statistical results. Access to the services of a professional statistician from the University's Data Processing Center was tapped to assist in the checking the accuracy of the statistical calculations as carried out by this researcher. The sets of variables to be subjected to this inferential analysis was the ratings under each aspect of teaching discourse vis-à-vis the aforementioned set of profile variables.

RESULTS AND DISCUSSION

1. Socio-Demographic of the English Language Teachers (ELT)

Sex. There is a perfectly balanced representation of the sexes in the research population, which accounts for equal number of male ELTs (16 or 50%) and female ELTs (16 or 50%).

Age. The median age of the ELTs in the study lies within the bracket of 27 – 33 years old, as computed from the actual age entries of the ELTs that range from 21 (youngest) to above 34 years old (oldest). There are higher frequencies of ELTs who register under the “median age” (13 or 40.6%) and “above the median age” (15 or 46.9%). There is only a marginal account of teachers who register below the median age (4 or 12.5%).

Position. The ELT participants in this study have varied position that range across 5 different position namely, “Teacher 1, Teacher 2, Teacher 3, Master Teacher 1, and Master Teacher 2” (arranged from the lowest to the highest position). Most of the ELTs register as “Teacher 2” (19 or 59.4%) and “Teacher 3” (8 or 25.0%). ELTs with other position seem to be rare, if not isolated, cases, such as those who have the position of “Teacher 1” (2 or 6.3%), “Master Teacher 1” (2 or 6.3%), and “Master Teacher 2” (1 or 3.1%).

Cumulative number of years as ELT. The ELTs “cumulative years of EL teaching” are classified into three (3) brackets, in which the median is “7 to 11 years”. Half of the ELTs (16 or 50.0%) register under “below the median” is 2 to 6 years, when it comes to cumulative years in EL teaching. This is followed by the fraction of ELTs who register within the median (11 or 34.4%) and those who are “above the median” (5 or 15.6%).

Non-English language/s used in EL classroom discourse. All the ELT participants in this study use non-English language/s in combination with English when conducting their discourses in the EL classroom. The number of non-English languages used range from 1 (minimum) to 3 (maximum). These other languages that are non-English include (1) Filipino, (2) Filipino, Pangasinan/ Filipino, Bolinao/ Filipino, Ilokano (3) Filipino, Pangasinan and Ilokano. There is a higher frequency of ELTs who use a combination of 2 non-English languages (15 or 46.9%) or who simply use 1 non-English language (12 or 37.5%) in their EL teaching discourse. Other ELTs with a rather isolated case use as much as a combination of 3 non-English languages (5 or 15.6%) in their EL teaching discourse.

Number of EL classes handled. The ELT participants in this study have varied teaching loads ranging from 1 (minimum) to 6 (maximum) EL classes that they are assigned to handle. The higher frequencies, however, are those who are made to handle 1 EL class section (13 or 40.6%) and 2 EL class sections (10 or 31.3%). It comes as a rather rare or isolated case for some ELTs who are made to handle 3 EL classes (5 or 15.6%), 4 EL classes (2 or 6.3%), 5 EL classes (1 or 3.1%), or 6 EL classes (1 or 3.1%).

Academic Advancement in the Area of Specialization

Highest educational attainment. The highest educational attainment of the ELT participants of this study pertains to either a Master’s Degree level or a Doctorate Degree level. There is a marginal account of ELTs who are not currently enrolled to a Master’s Degree program (8 or 25%), majority of

whom are male ELTs (5 or 15.6%). There are equal numbers of male ELTs (9 or 28.1%) and female ELTs (9 or 28.1%) who have already finished (graduated) in their Masteral program. The sum of these accounts (18 or 56.2%) constitutes the majority of the research population. Other ELTs (6 or 18.8%) are still in the progress of completing their Master's Degree, majority of whom are female ELTs (4 or 12.5%). Majority (23 or 71.9%) of the ELTs have not enrolled in a doctorate program, majority of whom are female ELTs (12). Some ELTs (6 out of 32) who are already done with their Masteral studies have not or not yet enrolled to a doctorate program, even if they are eligible to do so. There are more male ELTs engaged, wherein majority of them are still in the progress of completing the program (4), and only 1 has completed a doctorate degree. In the case of female ELTs, there are practically equal numbers of those currently pursuing their doctorate degree (2) and those who have already graduated in the program (2).

Alignment of specialization across education pursuits. For ELTs engaged in Masteral studies, majority (17 or 85.0%) are pursuing Masteral programs vertically aligned to their Undergraduate programs. This leaves only a few ELTs whose Masteral programs are not vertically aligned to their Undergraduate programs (3 or 15.0%). This pattern contrasts to the findings among ELTs engaged in Doctoral programs, wherein there are equal number of ELTs whose Doctorate programs are aligned (2 or 22.2%) and not aligned (7 or 77.8%) to their Master's degree programs.

Volume of trainings related to specialization. The ELTs are able to avail of trainings across the 5 different levels of training namely "local school training, training organized by the Division office, regional training, national training, and international training". Majority (25 or 78.1%) of the ELTs have inadequate number of "local school training" per year. Only a few (7 or 21.9%) receive an adequate number of such training. Majority of the ELTs (20 or 62.5%) receive an inadequate number of schools division-initiated trainings. Majority of the ELTs receive an inadequate number of regional-level trainings (18 or 56.3%), which mimics the same inadequacy in their number of national-level training (25 or 78.1%). Same is true in the encounter of the majority of ELTs of inadequate number of international-level training (21 or 65.6%). ELTs only encounter adequate number of trainings in the level of Division office organized trainings but not in the other training levels. The worse cases of inadequacy of training are those of "local school training" (78.1%) and "National level training" (78.1%).

Characteristics of Students Handled

Class size. The ELT participants of this study are assigned to handle EL classes with sizes ranging from a minimum of "50 students and below" to a maximum of "150 students and above". A higher frequency of ELTs handle EL classes composed of "50 students and below" (15 or 46.9%).

Class sex distribution. Majority (17 or 54%) of the ELT participants of this studently are currently handling classes that are "female-dominated. The rest of the ELTs (15 or 46%) have male-dominated classes.

Class academic performance in an English course. Majority of the ELTs (17 or 53.1%) handle EL classes with academic performance ratings that register within the "median range", which is qualitatively described as "Good". There are relatively fewer cases of ELTs who handle EL classes with academic performance ratings falling below (5 or 15.6%) or above the median range (10 or 31.3%).

1. Extent of English Language Teachers' (ELTs') Style-shifting Practice (SSP) in their Classroom Discourse

Style-shifting practice when teaching course content. The extent of the ELTs' SSPs when "teaching course content" is "High" (AWM: 3.59). The following highly characterize the ELTs' style shifting practices:

- *There are times that they explain some concepts in English, followed by a translation in some local languages that students can understand.*
- *They take liberty in mixing English explanations with the use of local languages and that doing this does not reduce the formal learning atmosphere in the classroom and does not compromise the teacher's credibility*

Style-shifting practice when calling for students' participation. The extent of the ELTs' SSPs when "calling for students' participation" is "High" (AWM: 3.56). The following highly characterize the ELTs' style shifting practices:

- *They use local languages along with English because it reduces the students' anxiety, compared to a continuous use of pure English to deal with them*

Style-shifting practice when giving instructions for learning activities. The extent of the ELTs' SSPs when "giving instructions for learning activities" is "High" (AWM: 3.63). The following highly characterize the ELTs' style shifting practices:

- *they use some local languages to ensure that they will be able to follow the instructions properly*
- *they state a follow-up translation in some local languages*
- *they use or mix local languages because it makes students more comfortable and it makes them more eager to deal and enjoy the learning activities*

Style-shifting practice when responding to students' queries and clarifications. The extent of the ELTs' SSPs when "responding to students' queries and clarifications" is "High" (AWM: 3.66). The following highly characterize the ELTs' style shifting practices:

- *they respond to students mixed with the use of local languages just to initiate some humor that relaxes the students*
- *they respond to students mixing English with local languages as it lends a sense of sincerity when responding to their concerns.*

A closer look at the actual ratings reveals some sort of leverage in the extent of SSPs as they are applied by ELTs in "giving instructions for learning activities" (and "responding to students' queries and clarifications", which are relatively higher than the rest.

2. English Language Teachers' (ELTs') Preferred Mode of Style-Shifting

Only nine (9) ELT participants manifest a "significant preference" on either of the two MSS, majority of whom significantly prefer "code switching" (6 out of 9). A lesser number of ELTs (3 out of 9) have a balanced significant preference for both "code switching" and "code mixing". None of the ELT participants (0 or 0%) highlight a significant exclusive use of "code mixing". Majority of the ELTs (23 or A-MRJ FULL ISSUE (Vol 3, No. 1, s.2019) editor@paressu.org

71.9%) do not significantly prefer to use the two MSS. This latter finding does not mean that the MSS are not used or preferred at all by the ELTs, but it simply indicates that their level of preference is not significant.

In the instances that ELTs use code mixing, it is likely to be carried out through the insertion of lexical items (i.e. words and expressions) found in a local or native language which are discretely situated within English sentences. Moreover, this peculiar mechanics in using code mixing is most preferred by the ELTs when “responding to students’ queries, concerns, and clarifications” (WM: 2.91). Code mixing is least likely to be preferred by the ELTs via its “phonological” usage (WM: 1.99).

3. Sex Differentiation in the Style-Shifting Practices of English Language Teachers (ELTs)

There is no significant difference between the male and female SSPs as indicated by the significance value ($p=.791 > .05$) higher than the level of significance. Moreover, the test between subjects along the four aspects of teaching discourse for the variable sex also found no significant difference between the SSPs of male and female ELTs, corresponding to the significance values for “teaching course content” ($p=0.968$), “calling for students’ participation” ($p=0.728$), “giving instructions for learning activities” ($p=0.913$), and “responding to students’ queries and clarifications” ($p=0.667$). The aforementioned significance values are higher than the threshold of significance ($p > .05$).

4. Variables that relate to English Language Teachers’ (ELTs’) Style-Shifting Practices and Mode of Style-Shifting

a. Variables Correlated to Style Shifting Practices in EL Teaching Discourse

Only one profile variable was found to have a significant relationship with the extent of style-shifting practice, i.e. “alignment of academic program among ELTs’ engaged in Doctorate studies” as indicated by a significance value ($p=0.012$) which is less than the threshold of significance (0.05), which partially confirms the hypothesis of the study.

b. Variables Correlated to English Language Teachers’ Preferred Mode of Style Shifting

None of the profile variables are significantly related to ELTs’ preferred mode of style shifting, thereby preference to either mode of style shifting (i.e. code switching or code mixing) can be randomly identified with just any teacher and not in association to any of the characteristics of the teachers related to the specific profile variables used in this study.

CONCLUSIONS

Based on the merits of the findings, the following conclusions are drawn:

1. Senior high school English language teachers who manifest style shifting practices in their classroom teaching discourse are male and female, aged between 21 to above 34 years old, engaged in Masteral and Doctorate studies (either in progress or completed), have either aligned or non-aligned academic programs, have either adequate or inadequate encounters of different levels of in-service training, have position ranging from “Teacher 1” (lowest) to “Master Teacher 2” (highest), have been teaching EL across the range of 2 years (minimum) to above 12 years (maximum), with varied number of

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teaching load, have used non-English languages coupled with English in their classroom teaching discourse, are handling classes with sizes ranging from below 50 students (minimum) to classes with over 150 students (maximum) that are either male-dominated or female-dominated and with very satisfactory in their academic performance in their English language course.

2. Senior high school English language teachers manifest a high extent of style shifting practices when “teaching course content”, “giving instructions for learning activities”, and “responding to students’ queries and clarifications”.

3. Senior high school English language teachers have significant preference for either “code switching” or “code mixing” to alternate their mode of style shifting in their classroom teaching discourse.

4. Male and female senior high school English language teachers practice style shifting in their classroom teaching discourse in much similar rate.

5. Senior high school English language teachers with “vertically aligned academic programs” in their doctorate studies are likely to have higher rates of practicing style shifting in their classroom teaching discourse.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the set of recommendations below are hereby offered:

1. On account of this study’s extent of profiling the characteristics of English language teachers who practice style shifting in their classroom teaching discourse, it is highly recommended for future research to explore further profile variables, or an alternative set of variables besides those used in this study, as a means to come up with a broader characterization of teachers who are likely to manifest style shifting.

2. On the finding that senior high school English teachers practice style shifting at high extent in their classroom teaching discourse, this phenomenon must be duly noted by the school management who might consider the integration of style shifting as a matter of language strategies/practices in the teaching of English course. This is also to prevent teachers’ random and unregulated use of style shifting when merely carried out in their personal discretion.

3. On the finding that “code switching” and “code mixing” are alternately preferred by English language teachers when they practice style shifting in their classroom teaching discourse, this study confidently offers these findings as significant inputs to theory in order to clarify the negative stigma often associated to style-shifting as something derogatory in ESL or EFL learning. The findings of this study indicate that style shifting actually has its benefits in classroom discourse that teachers use to facilitate their teaching of ESL courses. Moreover, as a further input to theory, this study offers style-shifting as worthwhile means to carry out the principles of Facilitative and Cooperative approaches in ESL / EFL teaching.

4. On the finding that English teachers’ sex does not significantly differentiate their extent of style-shifting practices when conducting their classroom teaching discourse, further research must be carried to strengthen the conclusiveness of such a finding, if it is indeed consistent that EL teachers

densely use style shifting in their classroom discourse, given a bigger research population or even among teachers who work in other institutions.

5. Future research can look into other potential teacher-related variables that can be significantly associated to a teacher's tendency to practice style shifting in his / her classroom teaching discourse. This study was able to find one variable associated to it namely, "vertical alignment of programs", but the extent of analysis only proves a significant association and not how they are exactly associated. Hence, future research can pursue further analysis about this variable to demonstrate its possible causal relation to style shifting practice using a more rigid statistical tool which can confirm causality. Other possible causes or factors that condition teachers to practice style shifting may also be explored by future research.

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