A STUDY OF CODE-SWITCHING OF TEACHER TALK
ON TRAINEE TEACHER IN PPL II PROGRAM
OF STATE UNIVERSITY OF SURABAYA

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Abstrak

Terdapat perbedaan pandangan tentang penggunaan alih kode dalam bahasa guru pada pengajaran bahasa Inggris sebagai bahasa kedua. Di satu sisi, bahasa Inggris sangat dianjurkan untuk digunakan sebagai bahasa satu-satunya dalam mengajar, namun teori lain justru mengusulkan penggunaan beberapa bahasa sebagai alat guru dalam mengajarkan bahasa Inggris. Menanggapi masalah tersebut, penelitian ini dilakukan untuk mengetahui jenis-jenis bahasa, jenis-jenis alih kode, dan alasan penggunaannya yang dilakukan oleh calon guru pada PPL II, Universitas Negeri Surabaya. Catatan lapangan dan rekaman digunakan untuk mengumpulkan data yang diperlukan dalam penelitian deskriptif kualitatif ini. Hasil penelitian menunjukkan bahwa ada empat jenis bahasa yang digunakan oleh calon guru: Bahasa Inggris, Indonesia, Jawa, dan Arab, dengan tiga jenis alih kode: *tag-switching, inter-sentential switching,* dan *intra-sentential switching*. Hasil penelitian juga mengungkapkan lima alasan penggunaan alih bahasa: sebagai alat untuk mengajar, memberi penegasan, mengkritik, menyemangati, dan menanyakan hal kepada siswa guna membantu calon guru dalam mengelola kelas. Berdasarkan hal tersebut, dapat disimpulkan bahwa hasil penelitian ini mendukung teori kedua yang menganjurkan penggunaan beberapa bahasa dalam pengajaran bahasa Inggris sebagai bahasa kedua.

Kata Kunci: mengajar bahasa Inggris sebagai bahasa kedua, bahasa guru, alih kode.

Abstract

The practice of code-switching in teacher talk for teaching English as second language exposed a contradictory theory about it. On the one hand, English is strongly proposed as the only language to use while other theories allow the use of various languages as a medium of instruction. Coping with the above dilemma, this research aimed at investigating the types of languages, types of code-switching, and reasons for using them by trainee teachers in PPL II program of State University of Surabaya. Field notes and audio recording were employed in five observations to confirm the data revealed under the descriptive qualitative research. The findings pointed out that there were four types of languages used in trainee teacher's teacher talk: English, Bahasa Indonesia, Javanese, and Arabic, with three types of code-switching; tag switching, inter-sentential switching, and intra-sentential switching. The findings also described five reasons for using code-switching: lecturing, giving directions or confirmation, criticizing or justifying authority, praising or encouraging, and asking questions of the students which helped the trainee teacher managed the class. In sum, the result of this study supported the second theory which allows the use of various languages in teaching English in second language classroom.

Keywords: teaching English as a second language, teacher talk, code-switching

INTRODUCTION

Reinforcing Indonesia's competitiveness among developing nations, the demand to improve people's education is greatly needed. To cope with it, teachers as the foremost stakeholder in this area have the most significant role to play in. Research shows that it is generally accepted that students' achievement in the classroom is most impacted by teachers (McCaffrey, Lockwood, Koretz, Louis, & Hamilton, 2004). As a result, this reality becomes a powerful foundation for the government to create changes in education policies. Several policies are made, then the most significant one is the lecturers and teachers regulation that is called

Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen containing three major points: the general rules of teachers, teachers' competences and qualifications, and the obligations and rights of the teachers. The three of them go in certain directions which make the system of education enhanced through the development of the teachers' quality.

Fulfilling the above goal, the policy regulates some criteria that teachers should have: pedagogical, personality, professionalism, and social competences. Indeed, realizing the four criteria mentioned is not an effortless task to deal with. The government will not be able to reach it without working hand in hand with other components in education institutions. With that in mind, the government asks the education institutions to prop up the new policy. One of the institutions that gets the mandate is State University of Surabaya, which main responsibility to educate the undergraduate students majoring in Education.

Regarding to the government's requirements, State University of Surabaya tries to bring them into reality through PPL, stands for *Program Pengalaman Lapangan* consisting of PPL I and PPL II. Consequently, all of the students whose major is Education at State University of Surabaya, including the English Department, have to undertake both courses. PPL I is conducted on campus on the sixth semester in order to train undergraduate students using micro teaching activities.

After the students pass PPL I, in the seventh semester they do teaching practice through PPL II in several schools, approximately three months. SMP Negeri 1 Madiun is one of the schools where four English undergraduate students of State University of Surabaya did teaching practice in the academic year of 2013/2014.

Based on the informal observation toward those trainee teachers, it was found that all of them tried to handle the class by using English. They greeted the students, delivered the material, and even responded the students' questions by utilizing the same language. This special language used by the trainee teachers to address the students in the English classroom is called teacher talk (Ellis, 1985). Teacher talk turns out to be a major resource of the students related to their language input (Al-Otaibi, 2004). By giving a good model through their talk, it is hoped that students can get good example of practicing English. Understanding this theory, the trainee teachers in SMP Negeri 1 Madiun were on the right track to keep implementing English in their talk.

Nonetheless, the implementation of teacher talk of trainee teachers by using English in the seventh grade of SMP Negeri 1 Madiun was not supported well. When the classroom dialogue was consisted of all English, most students got confused and frustrated. They neither understood some words nor comprehend the teachers' instructions. As a result, the trainee teachers sometimes lost the students' attention.

In order to cope with the unforeseen condition, the trainee teachers frequently changed their teacher talk into other languages such as Bahasa Indonesia or Javanese as alternative languages. These change always happened automatically. In the first minute, the trainee teachers used English then suddenly changed it into Bahasa Indonesia or Javanese then got back into English. The three languages were used in one single sentence. On another occasion, a different pattern was utilized; sometimes the trainee teachers used English when opening the lesson, then in the middle of running the class, the use of Bahasa Indonesia was implemented, then finally, the trainee teachers closed their talk by returning to use English.

The above process of changing one language into other languages that happen in the middle of talk is called code-switching (Cook, 2000). The code-switching possibly involved in teacher talk is an unavoidable result of communication that occurs when various languages are being spoken. Moreover, because code-switching in teacher talk is a special occurrence when teaching English, much analysis and theoretical discussion has evolved over the past few decades (Gumperz, 1982).

Regarding to the above fact of code-switching in teacher talk, it provided the underlying principle for undertaking this descriptive research, and which was initiated in a challenge to describe the types of languages, types of code-switching, and reasons for using them in trainee teacher's teacher talk. Furthermore, by identifying them, it is expected that the findings of this research will be useful to draw the map of code-switching language that might happen in five or ten years later when the trainee teachers of PPL II of English Education Department become a part of materializing Indonesia's education improvement as real teachers.

METHODS

The subject of the study was a trainee teacher, undergoing the teaching practice in PPL II in SMP Negeri 1 Madiun. She was selected rather than the real English teacher at that school since it is expected that she would replace the position of the real teacher in conducting the second language classroom in the future. In addition, because the trainee teacher and the students of SMP Negeri 1 Madiun speak the same languages, it was more likely that the phenomenon of code-switching is possible.

Then, field note observation and audio recording were utilized as the instruments. By implementing the field note observation, it is possible to focus on the ongoing behaviors occur and note the most important feature in the classroom (Bailey, 1994). The model of field note was adapted from *Konsep Penetian Tindakan Kelas dan Penelitianya*. It consisted of four parts; identification, instruction, description material, and reflection material (Susanto, 2010). Moreover, the audio-recording was also employed as the second instruments to record the detail information appeared.

To collect data, five observations were conducted. Each observation took 2 sessions each of which lasted in 80 minutes. They were done in five weeks; four weeks on July and one week on August that were classified into two parts; direct informal observation and direct formal observation. Direct informal observation was conducted on the first week of July before running the formal one in order to know the basic information and condition of the

subject observed in the classroom. Then, on the first, second, and third formal observations, the audio recording was placed on the nearest area of the trainee teacher in order to get the clearest sound. Then, the field note described the types of language, types of code-switching, and reasons of using them in the trainee teacher' teacher talk on the description material. Next, the reflection material column was completed with the researcher's point of view related to the case found. Last, while the fourth formal observation was completed, the researcher paid more attention toward the subject observed. Here, since the trainee teacher did not make any difference towards her types of languages, types code-switching used, and reasons of using them, the researcher stopped the observation.

Related to the types of languages, the data found in the observations were coded by numbers. Then they were identified based on the four types of languages used: English, Bahasa Indonesia, Javanese, and Arabic. Those four types of languages were reclassified based on the language combinations made by the trainee teacher namely first, English and Bahasa Indonesia, second, English and Javanese, third, English and Arabic, fourth, Bahasa Indonesia and Javanese, and last, English, Javanese, and Bahasa Indonesia.

Then, the types of code-switching were grouped based on Sankoff & Poplack (1981) namely tag-switching, inter-sentential switching, and intra-sentential switching. They were reclassified based on the process involved stated on the table below:

Table 1: Types of code-switching and its reclassification

No	Types of Code-switching	Classification	Results
1.	Tag-switching	The location of simple fixed word insertion	At the beginning of the sentence
			At the end of the sentence
2.	Inter-sentential switching	The location of code-switching among sentences and clauses.	Between two sentences
			Between sentence and clause
3.	Intra-sentential switching	The location of words and phrases used in different types of languages.	Word or phrase embedded in phrase or clause from another language
			Word or phrase inserted between words or phrases from another language
			Words or phrase stayed between two types of languages.

Last, the reasons of using the code-switching in teacher talk made by the trainee teacher were categorized into lecturing, giving directions, criticizing or justifying authority, accepting feeling, praising or encouraging, accepting or using the students' thought, and asking question towards the students (Flanders,1970).

RESULTS
Types of Languages

After analyzing the field notes and audio recording transcriptions, it was found that there were 211 code-switching used. In those code-switching, four languages were used as the trainee teacher's tool to accomplish the process of teaching English, namely English, Bahasa Indonesia, Javanese, and Arabic. Then, they were reclassified based on the language combinations made by the trainee teacher.

Among all of the code-switching made by the trainee teacher, English and Bahasa Indonesia was the most combination produced during the observation. It was found that a there were 148: 53 on the first observation, 76 in the second observation, and 19 on the third observation. Moreover, one of those examples was labeled by 1:

(1)   Student 18 :I will go to Mecca on May
     Teacher   :That's enough. *Sekarang mana Karina?* Could you please tell me what is Azar's plan on May?
     Student 28 :He will go to Mecca.
     Teacher   :On May, he will go to Mecca, repeat it.

(1) was the example of the use English and Bahasa Indonesia combination. At that time, the trainee teacher wanted student 18 to tell his plan on May. After hearing his, the trainee teacher asked student 28 by first implementing the code-switching that was stated in Bahasa Indonesia, *"Sekarang mana 28?"* to call her and then followed by English sentence stated in interrogative form," Could you please tell me what is 18's plan on May?" Then, related to the reason of using it, the trainee teacher did the code-switching for asking question toward student 28 in order to tell what student 18 planned on May.

The second combination used in trainee teacher utterance was English and Javanese. The trainee teacher only used this combination once in each observation. (2) was the example of it:

(2) Students   :Doubt . . . climbing. (Repeating the teacher)
     Teacher   :Yes, right.
     Student 13   :*ndaut . . .ndaut* (Speaking in Javanese)
     Teacher   :No, it is different. *Ndaut* is an activity which is usually done by the farmer, right?

At this point, the word *ndaut* taken from Javanese came first then followed by English. This code switching was used when the trainee teacher taught the pronunciation of the word doubt. The trainee teacher lectured the students in correct way by saying /daʊt/. Otherwise, the students made fun of it and preferred to pronounce doubt as *ndaut* since they had already known and more familiar with this Javanese word compared to

that of English. For that reason, the trainee teacher commented on the students' pronunciation by criticizing them by delivering code-switching containing English and Javanese language.

Next, the third combination was comprised by English and Arabic language. This language combination was only found in the second observation as seen in (3) below:

(3)   Student 3: *Balik ke Surabaya kapan?*
       Teacher : *Insyaalloh*, I will back to Surabaya at September, 15. Guys, on September 14, my friends and I will have a surprise for all of you
       Students : *Apa?* Surprise?

This code-switching appeared when the students asked when the trainee teacher would return to her college in Surabaya. In answering the students' question, she implemented an Arabic word *insyaallah* that was commonly used in Indonesia even though most of Indonesians do not speak Arabic well. Moreover, it was used as a mark of certainty related to the future plan as cited in," "*Insyaallah*, I will back to Surabaya at September, 15." The Arabic word was stated first then an English sentence formed in the future tense mentioning the exact date of the trainee teacher's leaving. Through this point, it could be observed that the trainee teacher used code-switching as the teacher's tool for giving a confirmation for a certain case.

The fourth combination was the only one that did not contain English in it. It was composed by Bahasa Indonesia and Javanese. This appeared on three numbers in the second observation and one in the third observation as seen in (4) below:

(4)   Teacher : *Kamu tahu kata kerja bentuk pertama?*
       Student : . . . . . (silent)
       Teacher : *Kata kerja pertama itu gak enek embel-embel e.*
       Students : *Ohh . . .*

At first, the trainee teacher used Bahasa Indonesia, and then she switched into Javanese *gak enek embel-embel e*. By delivering this code-switching, the trainee teacher lectured her students in defining the verb used for telling the daily activities. She said, verb one should not be added by –ed or –ing that the students usually made mistakes on.

The last combination was a mix among English, Javanese, and Bahasa Indonesia. This combination was comprised from three types of languages that did not appear on the first and second observation but finally used in the third observation (5):

(5)   Student 21: *Masih bingung*, Miss
       Teacher : Okay. Verb one do not contain *embel-embel apapun. Gak enek embel-embel apa-apanya. Hanya bentuk dasar,* okay (5).

Firstly, English was used to mention the case that the trainee teacher explained, then Javanese appeared in the middle of the sentence, and finally it was ended by switching to Bahasa Indonesia. The combination was utilized to answer the students' question related to the correct form of the verb that should be used in making a

sentence based on the picture given on the slide show. Since many students got confused with the explanation, the trainee teacher chose to explain the case by implementing Javanese and Bahasa Indonesia in order to make the students get a clear understanding.

Types of Code-switching

In this study, types of code-switching were classified based on Sankoff & Poplack (1981); tag-switching, inter-sentential switching, and intra-sentential switching.

Tag-switching was the easiest type of code-switching that could be identified. Its characteristic which is the insertion of simple fixed word from one language in a sentence from another language becomes a valuable sign in marking this code-switching's type. In this study, it was found 60 tag-switching; 18 of them were used in the first observation, 26 in the second observation, and 16 in the third observation. They created two different patterns related to the simple fixed word place of insertion.

The first pattern was the simple fixed word insertion embedded at the beginning of the sentence (6):

(6) Student 21: Miss, *saya?*
    Teacher : *Tunggu*, Budi *duluan*. Come on Budi, *kamu bisa* Budi. *Kamu bisa, ini sangat gampang.*

Come on as part of English simple fixed word was inserted at the beginning of code-switching then was followed by Bahasa Indonesia. At that time, the trainee teacher wanted student 20 to come forward and speak his assignment in front of his friends. However, he did not give any response and kept silent. Dealing with it, the trainee teacher encouraged the student by saying "come on" then automatically switched her talk to Bahasa Indonesia. As a result, student 20 participated in the classroom activity and showed his ability and presented what he did.

Another tag-switching with different pattern related to the position of the simple fixed word insertion was observed in (7):

(7) Students : . . . . (making noise)
    Teacher : I won't start if you are still making noise. Anyone, hello boys over there back to your seat please. I won't start the lesson if you still make noise, *sudah?*
    Students : *Sudah.*
    Teacher : Okay, anyone, do you remember what we did in last lesson? Do you still remember what we did last lesson?

In this tag-switching, *sudah* was inserted in the end of the sentence. It was contradictory with the previous pattern in which the simple fixed word used at the beginning of the tag-switching. In (7), *sudah* was spoken in Bahasa Indonesia that was embedded in the English sentence. By delivering this code-switching the trainee teacher justified her authority in controlling the classroom situation since there were many students who kept busy in their talking when the lesson started. After delivering this tag-switching, the trainee teacher started the classroom activities when the situation was not too noisy.

Besides the above examples, other simple fixed words found were eight in English; okay, sorry, right, hello, please, now, guys, and stop, and three in Bahasa Indonesia; *ya, siapa, and jangan*. All of them created the same pattern with the two examples explored which were either embedded at the beginning or at the end of the tag-switching.

Then, the second type of code-switching was inter-sentential switching. It was also implemented by the trainee teacher. There were 92 inter-sentential switching used by the trainee teacher during her teaching; 25 found in the first, 36 in the second, and 31 in the third observation. Generally, it happened in two patterns: inter-sentential switching between sentences and inter-sentential switching between sentence and clause.

The trainee teacher did inter-sentential switching between two sentences (8):

(8)Teacher　:Okay, could you please continue your plans?
Student 25　:I will visit Bandung on January.
Teacher　: Now, Rio. What is Granta's plan on January? *Gak usah tanya yang lain* .
Student 26　:He will . . .

(8) was composed by two sentences, first sentence formed in all English and then it was followed by the second sentence stated in Bahasa Indonesia. The trainee teacher changed her talk after finishing her full sentence in one language first, and then stated the sentence in different language. This reason made it classified into inter-sentential between two sentences. Next, concerning on the function of this switching, at this time, the trainee teacher wanted student 26 to answer her question about student 25's plan on January. To elicit the student 26's answer, the trainee teacher directed a question to him.

Showing the different pattern, inter-sentential switching used between sentence and clause was found in (9):

(9)Teacher　:Just say the tree is okay, but tree of hopes is also okay because your tree contains of so many hopes so you can say the tree of hopes.
Student 9　:*Opo? Opo?*
Teacher　:The tree is okay. The tree of hopes is okay. Because almost of all of these contain your hopes. That is okay. I give the name "the tree" or "the tree of hopes" *karena pohonnya banyak sekali mengandung harapan-harapan kalian* .

The English sentence was spoken first and then followed by clause in Bahasa Indonesia. Here, the English sentence could actually stand by itself without any clause followed. However, in this case, the clause spoken in Bahasa Indonesia was used as an extended reason for the preceding sentence. As a consequence, it made the existence of inter-sentential switching between sentence and clauses clearly were seen. Moreover, by switching the code, the trainee teacher gave a confirmation toward the title of the assignment that the students asked.

Last, the analysis of the third type of code-switching which is intra-sentential switching was found in 59 times.

Starting from the first to the last observation, the number of intra-sentential switching was decreasing. There were 10 found in first, then 20 in the second, then 12 in the last observation. Furthermore, the present of intra-sentential switching can be observed when there is an insertion of word or phrase embedded in phrase stated in another language inside the sentence boundary. There were three patterns found contributed in intra-sentential switching.

First pattern of intra-sentential switching is a phrase or word that was embedded into another phrase or clause formed in different language. This pattern was mentioned in (10):

(10)Teacher　:*Apa ini pentingnya? Kenapa harus mempelajari ini? Kenapa kita harus mempelajari* telling time?
Student 3　:…(Silent).
Teacher　:*Ada yang tahu*?

On the above situation, the trainee teacher implemented intra-sentential switching by using Bahasa Indonesia to ask the students about the importance of the material given, *"Kenapa kita harus mempelajari . . ."* However, she still stated the theme of the lesson by inserting English phrase "telling time" at the end of the sentence that made the existence of intra-sentential switching used. By implementing this intra-sentential switching, the trainee teacher was able to make the students answer the question she asked about.

Then, the second pattern is a word or phrase inserted in the middle of other words or phrases from another language. This pattern was stated in (11):

(11)Teacher　:Do you have another question?
Student 9　:*Kalau merayakan ulang tahun temen itu apa*, Miss?
Teacher　:I will celebrate my friend's birthday. My friend *pake* apostrophe.
Student 32　:Miss? Miss?

The word *pake* which was taken from Bahasa Indonesia was inserted by the trainee teacher in between English phrase and word. My friend and apostrophe enclosed it on either side, therefore, *pake* was placed in the middle of them. Moreover, by delivering this intra-sentential switching, the trainee teacher lectured the students the lesson given. She informed the students about the use of apostrophe as a possessive noun marker that confused the students.

Next, the third pattern of intra-sentential switching happened among several words in three languages in one sentence. This pattern appeared only in (12):

(12)Teacher　:*Kata kerja pertama itu gak enek embel-embel e.*
Students　:Ohh . . .
Student 21　:*Masih bingung*, Miss
Teacher　:Okay. Verb one do not contain *embel embel apapun.*

This intra-sentential switching was contributed by three types of languages; English, Javanese, and Bahasa Indonesia. It made the third type different from the two previous examples that were made of two types of languages. Furthermore, the word *embel-embel*, which was stated in Javanese, was inserted by the trainee teacher in between English phrases and Bahasa Indonesia

word. This intra-sentential switching was delivered by the trainee teacher when she lectured the students about present tense. At that time, the students commonly made mistakes related to the form of verb that should be used in present tense. As a consequence, the trainee teacher gave them further understanding toward the case by saying intra-sentential switching in 12.

DISCUSSIONS

Related to the types of languages contributed on the code-switching done by the trainee teacher in her teacher talk, the implementation of various languages in the second language classroom was proven. The results pointed out the four types of languages; English, Bahasa Indonesia, Javanese, and Arabic were used. Since the trainee teacher used various types of languages, it can be said that teaching English as a foreign language will not be able to be separated with the practice of other languages that both trainee teacher and students acquired before.

Having compared to the theory of teaching English in the second language classroom, the trainee teacher's decision for applying various languages but still put English as the preferable language used among the others was on the right track. It is believed that the implementation of English provides the language input for the students when there is a very limited support from the other resources (Stern, 1983).

Then, concerning on the second research question, which was the types of code-switching used, there were three types of them were used in teaching second language classroom based on Sankoff & Poplack (1981). They were tag-switching marked by the existence of simple fixed at the beginning or the end of the code-switching, inter-sentential switching identified from its composition between sentences or sentence and clause, and intra-sentential switching used through word or phrase embedded in phrase or clause from another language, word or phrase inserted between words or phrases from another language, and words or phrase stayed in between two types of languages.

Referring to the theory in teaching English as a second language, the implementation of code-switching was also allowed to do since the use of code-switching becomes an alternative way that can be utilized in bilingual or multilingual circumstances (Auer, 1998). Because English was taught as a foreign language in Indonesia, both teacher and students acquired their first language first. In this case, Bahasa Indonesia, Javanese, and Arabic were languages they spoke before. This reason caused the code-switching made by the trainee teacher composed of the four languages. Conversely, if both teacher and students did not live under the bilingual or multilingual circumstances, they would not have been able to speak various languages then the implementation of code-switching would not be there.

Also, by implementing the first language, the process of acquiring the second language which was English would be considered as a successful process since both teacher and students understood the different things about them (Faerch & Kasper, 1983). When the code-switching

was implemented, the English was not the only language that was allowed to be used. Here, both first language and English were used together. Through this practice, the understanding about their differences could be clear. For example, in 2, the trainee teacher described the differences between doubt and *ndaut*. The first word was taken from English while the second one was from Javanese. They both did not have any correlation related to their meaning. In order to make the students understand about them, the trainee teacher used both words in English and Javanese.

The third point, in line with the reasons of using the code-switching in teacher talk reflected on Flanders (1970) which are lecturing, giving directions or confirmation, criticizing or justifying authority, accepting feeling, praising or encouraging, accepting or using the students' thought, and asking question towards the students. Among the seven reasons mentioned, only five of them became the reasons why the trainee teacher used code-switching in her talk when teaching English as foreign language was done. They were lecturing the students, giving confirmation, criticizing or justifying the authority, praising and encouraging, and asking question.

CLOSING REMARKS

Regarding to the results revealed in this study, it exposed the three conclusions related to the research questions discussed. First, related to the types of languages used by the trainee teacher in her teacher talk, there were four types of languages English, Bahasa Indonesia, Javanese, and Arabic represented on the five combinations namely English and Bahasa Indonesia, English and Javanese, English and Arabic, Bahasa Indonesia and Javanese, and English, Javanese, and Bahasa Indonesia. Second, there were three types of code-switching which were tag-switching, inter-sentential switching, and intra-sentential switching in five combinations namely English and Bahasa Indonesia, English and Javanese, English and Arabic, Bahasa Indonesia and Javanese, and English, Javanese, and Bahasa Indonesia. Third, there were five reasons of using the code-switching in teacher talk which were lecturing, giving directions or confirmation, criticizing or justifying authority, praising or encouraging, and asking question towards the students.

Also, related to the types of languages and code switching done by the trainee teacher in her teacher talk, both of them were not deniable to be implemented since it revealed five positive reasons of using them. However, the use of English as a foreign language should be maximized in order to give a comprehensible input for the students.

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