

Attitude Of The Teachers And Students In Code-Switching In English-Instructed Subjects

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Abstract: This study aimed to find out the attitude of the teachers and students in Code-switching in English-instructed Class. Here, the researcher utilized quantitative research. The data were gathered through a researcher-made questionnaire, the data were gathered through a google form. There were 14 teachers and 62 students who served as the respondents of the research. Based on the data gathered, the teachers- respondents strongly agreed that they code- switch from English to Filipino to explain clear concepts and ideas, to better expound complex topics, to get responses from students, to clarify the lessons from the students and it helps the teachers to convey or explain meaning easily to the students. Meanwhile, student- respondents, strongly agreed that usage of Filipino in English classes allows the respondents in expressing ideas that cannot express in English and code-switching helps them improve their communication skills. Meanwhile, in determining if there's a significant difference between the attitude of the teachers and students about code-switching, it was found out that there is a significant difference in the attitude of the teachers and attitude of the students in Code-switching in English-instructed subjects. Therefore, it was recommended that, the school administration may address this by providing plans on how the students can still see the essence of English and strengthen the utilization of English in English-instructed subjects. Also, the school administration should acknowledge the fact that even if their students are Senior High School, students need time to develop the use of English in class. Moreover, the English Coordinator may devise a plan that will address the improvement of the English fluency of the Senior High School students. For instance, students are encouraged to ask and answer English in the English-instructed subjects but for the situation that they cannot express themselves, it will be the time for them to speak Filipino.

Keywords: Attitude, Code-Switching, Students, Teachers

Introduction

English is considered as the second language in the Philippines. Having this language started when the Americans colonized the Philippines. In the academe and business, English plays an important role.

English as a medium of instruction is used in the education curriculum. This serves as the means of instruction in subjects like English, Mathematics and Science. In Senior High School, under the Core Curriculum, there are seven learning areas namely Literature, Language, Communication, Philosophy, Mathematics, Social Sciences, and Natural Sciences. Moreover, the students have different subjects depending on what track they prefer to take. Each student can choose among the three tracks, Academic, Sports and Arts, and Technical- Vocational- Livelihood. For the Academic Track, this includes three strands namely Humanities and Social Sciences (HUMSS), Accountancy, Business and Management (ABM), and Science, Technology, Engineering and Mathematics (STEM). Aside from Core Curriculum in SHS, there are also Applied Subjects and Specialized Subjects.

Teaching these subjects utilized two languages, Filipino and English. There are some subjects that are the medium of instruction in Filipino. However, most of the subjects under the curriculum of Senior High School are written in English, or the medium of instruction is English.

This is not a trend since in Philippine Education, bilingual education is observed. This is part of the language policy of the Philippines. However, in a specific subject, there is a specific language to be used.

In the situation of the educational system, focusing on one language as a medium of instruction is quite an issue, most

especially when teaching subjects that require one code in teaching and that is, using English.

According to Johansson (2013) Code-switching is a phenomenon that happened in a bilingual society. It is where the people or the community have the privilege to utilize two or more languages in communication. In teaching, there are different ways on how to make the students learn. There are various strategies that can be used in making the students involved. In this study, the said variable will be one of the foci. The researcher, as one of the language teachers, will explore the Attitude of the Teachers and Students in Code-Switching in English-Instructed Subjects.

Research Questions

This seeks to answer the following questions:

1. What is the profile of the teacher respondents in terms of:
 - 1.1 position
 - 1.2 age
 - 1.3 grade level?
2. What is the attitude of the teachers in code-switching in English- instructed subjects?
3. What is the attitude of the students in code-switching in English- instructed subjects?
4. Is there a significant difference between the teachers' and students' attitude in code-switching in English- instructed subjects?

Related Literature

Code- Switching

According to Lavigne et.al (n.d) code- switching is shifting from one code of speaking and contains changes in dialect, accent, and language. This happens between and within interactions. (Martin & Nakayama, 2010). This also refers to the process of multicultural individuals utilizing more than

one language in the communicative process or conversation. As cited by Lavigne et.al (n.d). There are various reasons why people code- switch. There was cross-cultural research that explained that the speaker's accent could activate stereotypes and change perceptions. ((Bourhis, Giles & Lambert, 1975; Dixon & Mahoney, 2004).

Code-switching is alternating between two or more languages or language varieties/dialects in the context of a single conversation. Using elements of more than one language when conversing in a manner that is consistent with the syntax, morphology, and phonology of each language or dialect.

Code-switching is a phenomenon that exists in a society where people are using two languages or are bilingual. They have the chance to utilize two or more languages in the communication process. Having the chance to speak more than one language, speakers can use their languages as resources to find better ways to convey meaning and do code-switching. Code-switching can also be defined as: "the alternation of two languages within a single discourse, sentence, or constituent"(Jamshidi & Navehebraim 2013).

Related Studies

Johansson (2013), in her study about Code-switching in the English: What teachers do and what their students wish investigated when and why teachers in secondary school do code-switching when teaching. Based on the results, the respondents said that they generally tried to code-switch as little as possible, but they do it in some scenarios where the learners preferred either a combination of both English and Swedish language.

Moreover, Song and Andrews (2009) revealed that students tended to accept their teachers' code-switching regardless of what and how often they code-switched. There are three teachers that served as the respondents of the study. According to them, they varied their code-switching about purpose, amount, and topic. Here, the confidence of their teachers served as the key to the students' acceptance. They thought that the medium of instruction chosen by their teacher achieved a purpose and served to help them to meet different students' needs (Song & Andrews 2009:204).

On the other hand, Cook (2001) said that code-switching is a vital tool for both students and teachers when dealing with the teaching and learning process and on the acquisition of the second language. All the respondents- teachers who participated in her study agreed with the idea since most of their code-switching served the purpose of facilitating their students' learning. Also, in the syllabus, it clearly states that they should speak as much English as possible, which is what they claim to do

In her study, Pascacio (2000) discussed an update on the language behavior profile of the Filipino who used two languages who were bilingual. Here, she attempted to know the important correlation of English and Filipino proficiency in language. She gave emphasis to a positive attitude towards the language and usage of language is vital in attaining language proficiency. Moreover, in Castro (2004), in her study she concluded that the first language of the students

has played more of a facilitation than interfering role when they are writing in English.

On the other hand, with the study of a certain language, Gonzales (2001) utilized bibliographical sources as the data for the study of Kapampangan Language. These resources were classified into three: bibliographies of the twentieth century (74), nineteenth century (31), and Philippine linguistics (6).

Moreover, as cited in the study of Dayag et.al (2012), Signey (2005) bid to trace the disappearance and evolution of the "g" in orthography of Tagalog since the 1593 Doctrina Christiana. Also, Zorc (2004) studied historical linguistics by emphasizing semantic reconstruction in Austronesian linguistics. The researcher explained the semantic relationship in various aspects such as narrowing generalization, synonymy, synecdoche, antonymy, hyperbole, metonymy, litotes, polysemy, degeneration, and narrowing generalization.

Research Methodology

Research Design

This research will employ quantitative research. This research is interpreted through numeric data gathered. It is a systematic investigation of a phenomenon.

Respondents of the Study

The respondents of the study are the 14 teachers of Talisay Senior High School and 62 students from Grade 11 and Grade 12. Convenience sampling was used in getting the respondents of the study.

Data Gathering Procedure

Data were gathered through a researcher- made questionnaire. The researcher asked permission from the School Head for the conduct of the research. The researcher provided the survey through a generated link from google forms.

Statistical Treatment of Data

The researcher utilizes statistical treatment of Frequency, Percentage, Weighted Mean, and t-test. Where frequency is the number of times the event occurred in a study; while Percentage is a number or rate that is expressed as a certain number of parts of something divided into 100 parts.

On the other hand, weighted mean is the average about the attitude of the teachers in code-switching in teaching English- instructed subjects. As for the test of the difference, t-test is used to treat the data.

Result and Discussion

After a thorough analysis and interpretation, the results are as follow:

Table 1.1. Teachers- respondents profile as to Position

Position	Frequency	Percentage
Teacher II	11	78.57%
Teacher III	1	7.14%
Special Science Teacher	2	14.29%

Table 1.1 shows the respondents profile in terms of their position. 11 or 78.57% are Teacher II, Special Science Teacher got 2 or 14.29% and 1 for Teacher III which got 7.14%. It can be gleaned from the results that most of the respondents were Teacher II.

Table 1.2. Teachers- respondents profile as to Age

Age	No. of Respondents	Percentage
20-25	2	14.29%
26-30	7	50%
31-35	1	7.14%
36-40	1	7.14%
45-50	1	7.14%
51-55	2	14.29%

Table 1.2 shows the distribution of age of the respondents. From the table, it can be inferred that 50% of the teacher-respondents were in the age bracket of 26-30.

Table 1.3. Students- respondents profile as to Grade Level

Grade Level	Frequency	Percentage
Grade 11	35	56.5%
Grade 12	27	43.5%

Table 1.3 shows the students- respondents profile as to Grade level. It can be inferred from the table that there were 35 Grade 11 students which is 43.5% and 27 respondents with 43.5%.

Table 2. Teachers' Attitude in Code-switching in English-instructed Subjects

Statements	Weighted Mean	Statements
1. Code-switching helps me to convey meaning easily to my students.	4	Strongly Agree
2. Code switching makes the discussion more interesting.	3.93	Strongly Agree
3. I code-switch because of the complexity of certain words in my language.	3.93	Strongly Agree
4. I code- switch because I feel that the students are not exposed to English.	3.43	Strongly Agree
5. I code- switch because it helps me illustrate new terms that enables my students to learn better	3.93	Strongly Agree
6. I code-switch from English to Filipino to better expound cultural and complex topics.	4	Strongly Agree
7. I code-switched from English to Filipino to better explain the concepts and ideas in the discussion.	4	Strongly Agree
8. I code-switch from English to Filipino to elicit better responses from students.	4	Strongly Agree
9. I code-switch from English to Filipino to better clarify the lesson content taught.	4	Strongly Agree
10. Code-switching allows the students feel more comfortable and confident while learning.	4	Strongly Agree

From table 2, it shows the teachers' attitude in code-switching in English- instructed subjects. The teachers-respondents strongly agreed that they code- switch from English to Filipino to explain clear concepts and ideas, to better expound complex topics, to get responses from students, to clarify the lessons from the students and it helps the teachers to convey or explain meaning easily to the students. Meanwhile, respondents strongly agreed with a weighted mean of 3.93 in the statements like they code-switch to make the lesson interesting, due to the complexity of the words and to illustrate new terms that will help the learners to understand better. On the other hand, the statement "I code- switch because I feel that the students are not exposed to English" got 3.43 weighted mean. This is supported by the study of Cook (2001) where she said that code-switching is a vital tool for both students and teachers when dealing with the teaching and learning process and on the acquisition of the second language. All the respondents-teachers who participated in her study agreed with the idea since most of their code-switching served the purpose of facilitating their students' learning.

Table 3. Students' Attitude in Code-switching in English-instructed Subjects

Statements	Weighted Mean	Statements
1. Code-Switching improves my communication skills.	3.37	Strongly Agree
2. Code-switching helps me to develop my language skill in class.	3.40	Strongly Agree
3. I code-switch due to the lack of English equivalents	2.99	Agree
4. Code-switching allows me to understand better in English- instructed subjects.	3.39	Strongly Agree
5. Code-switching helps me to discuss new words easily.	3.40	Strongly Agree
6. Code-switching makes me feel more comfortable and confident in classrooms.	3.27	Strongly Agree
7. I code-switch with my classmates during the discussion of my reports	3.2	Strongly Agree
8. Code-switching helps me in learning new words from the educators while they are switching between Filipino to English.	3.34	Strongly Agree
9. I code-switch with my classmates due to the complexity of some words in my native language	3.23	Strongly Agree
10. Usage of Filipino allows me to express the ideas that I can't express in English.	3.45	Strongly Agree

Table 3 shows the attitude of the students in Code-switching in English- instructed subjects. It can be gleaned from the table that the students- respondents strongly agreed on most of the statements. They strongly agreed that usage of Filipino in English classes allows the respondents in expressing ideas that cannot express in English which got the highest weighted mean of 3.45. Also, according to them, code-switching helps them improve their communication skills which got 3.37 weighted mean. With code- switching it helps them to discuss new words, can develop their language skills in class, can allow them to understand better in English-instructed subjects. Moreover, code-switching aids them in learning new words from their education and they are more comfortable and confident in the class. This is supported by the study of Johansson (2013) that many of the students preferred a combination of Swedish and English in many situations, mainly those who could be seen as a little more complex than others.

On the other hand, students- respondents answered that they code-switch due to the lack of English equivalents which got 2.99 weighted mean.

Table 4. Significant difference between the attitude of teachers and attitude of students in Code-switching

	p- value	Decision	Interpretation
Attitude of Teachers and Attitude of students in Code-switching	.00038	Reject H0	Significant

Table 4 demonstrates that there is a significant difference in the attitude of the teachers and attitude of the students in Code-switching in English- instructed subjects.

Conclusion

Based on the results, the following are the conclusions:

1. The teachers are using two codes in their teaching; these are English and Filipino. They believed that code-switching is vital in teaching in class in terms of conveying meaning and making discussion interesting. They also view it as a way for them to discuss complex concepts as well as they see it helpful for the students to feel comfortable and confident while learning.
2. The students are in favor of using English to Filipino in English. They have a positive attitude on code-switching in the class. There are various helps code- switching can provide them like it allows them to learn more, to interact, and to be involved in the discussion.
3. There result on the test of significant difference in attitude of teachers and students implies that they have different views in code- switching. Therefore, the hypothesis is not sustained.

Recommendation

In view of the findings acquired in this study, the following suggestions were hereby given:

1. The school administration may address this by providing plans on how the students can still see the essence of English and strengthen the utilization of English in English-instructed subjects. However, the school administration should also acknowledge the fact that even if their students are Senior High School, students need time to develop the use of English in class.
2. The English Coordinator may devise a plan that will address the improvement of the English fluency of the Senior High School students. For instance, students are encouraged to ask and answer English in the English-instructed subjects but for the situation that they cannot express themselves, it will be the time for them to speak Filipino.
3. For future researchers, this can serve as their springboard for them if they would want to study similar concepts.

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Author Profile



Agnes J. Parma finished her bachelor's degree at Batangas State University where she took Bachelor in Secondary Education- English in 2014. Later, she received her master's degree at Laguna State Polytechnic University where she finished Master of Arts in Education major in English in 2019. Currently, she is pursuing her Doctorate Degree at the University of Perpetual Help System DALTA- Las Pinas Campus.

Moreover, she is currently teaching at a public school, Talisay Senior High School, where she is teaching Senior High School students. Here, she is handling English-related subjects. Also, she is the Research coordinator and English Coordinator of the school.