Code Switching in Instruction: It's Acceptability Among Pre-Service Teachers in The Philippines

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ABSTRACT

This quantitative-descriptive study investigated the acceptability of code switching in instruction by 251 pre-service teachers. Results revealed that aacceptance of code switching in instruction along affective state and learning success by pre-service teachers is "accepted." There is no significant difference in the acceptance of code switching in instruction when grouped according to age, sex and number of languages spoken. However, there is a significant difference in the acceptance of code switching in instruction when grouped according to field of specialization. Interestingly, Bachelor of Secondary Education (BSEd) pre-service teachers whose field of specialization is English yielded a significantly higher level of acceptance of code switching in instruction as compared to Bachelor in Elementary Education (BEEd) pre-service teachers whose field of specializations are Generalist and Pre-school Education and BSEd pre-service teachers whose field of specialization is Mathematics.

Keywords: Code Switching, Field of Specialization, Acceptability, Pre-service Teachers.

INTRODUCTION

Both Filipino and English are utilized as instructional mediums throughout all levels of the Philippine educational system. Pupils have been prepared for education in both languages through their participation in basic education, which is the first level of curriculum exposure for the students. This is a consequence of the directive that was issued in DO 52, S. 1987 – THE 1987 POLICY ON BILINGUAL EDUCATION, which stated that both Filipino and English should be utilized as modes of instruction. The direction given to the school system is to use English for subjects relating to science, mathematics, and technology, and Filipino for topics relating to social studies and social sciences, music, arts, physical education, home economics, practical arts, and character education. Yanagihara, (2007). DO 52, Section 1987 stipulates that one of the goals of the Policy on Bilingual Education shall be to improve learning through the use of both Filipino and English in order to realize the objective of providing a quality education. The Policy on Bilingual Education aims to achieve competence in both Filipino and English at the national level.

Pre-service teachers in higher education are expected to be fluent in both Filipino and English, and they are welcomed with open arms if they meet these requirements. The Filipino language, as it is confidently spoken by a large number of students, is exposed to pre-service instructors in higher education as frequently as is possible. According to Labitigan (2013), "Tagalog (now Filipino) serves as the lingua franca throughout the country and throughout the world in communities of Philippine diaspora." In other words, Filipino has replaced Tagalog as the national language of the Philippines. Due to the fact that DO 52, Section 1987 designates English as the international language for the Philippines, all languages are held to the same standard. In addition to this, studying English is a direct response to the demands placed on the nation by the international community. Ramos, (2010). Pre-service teachers at the College of Teacher Education in the Philippines, which prepares students for careers as teachers, are expected to meet the requirements of the Association of Southeast Asian Nations (ASEAN), which recognizes the Philippines as a resource in the mobilization of manpower among ASEAN nations. Students who are in their first, second, third, or fourth years of study at the College of Teacher Education make up this group of future educators. According to Katigbak and Amante, the objective of ASEAN in the field of education is to raise the level of cultural awareness among educators by means of exchange programs and an online database (2019). Concerning the integration of ASEAN, CHED is of the opinion that it is of the utmost importance for Philippine higher education to be able to respond in the most effective manner possible by ensuring the quality of university students and well-prepared university graduates for the working world. Katigbak & Amante (2019).

Higher education in the Philippines has embraced the language policy outlined in CHED Memorandum Order (CMO) No. 59, s. 1996 in order to be aligned with the integration of ASEAN. In accordance with the Bilingual Education Policy that was emphasized in DECS Order No. 52, Series of 1987, the medium of instruction, to wit: Language courses, whether Filipino or English, should be taught in that language.; at the discretion of the HEI, Literature subjects may be taught in Filipino, English, or any other language as long as there are enough

instructional materials for the same and both students and instructors/professors are competent in the language. In addition, there should be enough instructional materials for the same (Espiritu, 2015). This is a demonstration of the support that Higher Education Institutions have for the use of bilingual education in the learning process (HEIs). The utilization of the Filipino and English languages in the framework of teaching and learning vividly displays a context in instruction on the utilization of two languages provided that there exist instructional resources and that both teachers and students are competent in the languages.

However, it is commonly observed and practiced that the majority of the professors at the College of Teacher Education, including the researcher, use both languages in instruction regardless of the courses that are being taught, for the purpose of concept clarification and achievement of students' understanding of the concept. This is done in order to achieve students' comprehension of the concept. It would appear that instructors engage in a practice known as code swapping.

Researchers from the Philippines have provided evidence of the widespread implementation of code switching in educational settings, which has been shown to have a good impact on students' ability to learn (2018). According to Mangila (2018), who cited the research of Borlongan (2009), the majority of English language teachers engage in code switching on a regular basis, which is a violation of the 'English only' regulation in classes where English is the dominant language. This is consistent with the experience that the researcher herself has had, as well as the accounts provided by a few instructors at the college. Even if the class is supposed to be taught in English, the members of the faculty in the college of teacher education at Cagayan State University have noticed and experienced that students feel more at ease using Filipino in their classroom arguments and discussions. This is the case even though the course is supposed to be taught in English. This results in the professors and students in the classroom engaging in the practice of code swapping during discussion and engagement. Within the confines of this discussion, code switching opens the way for learners' abilities to convey their comprehension of questions and learners' ease within the setting of classroom interaction.

The majority of the time, when the topic is supposed to be taught in English or when questions are hurled at them in English and demand them to respond, they first inquire as to whether or not they are permitted to respond in Filipino. Code switching refers to the practice of answering questions in not one but two languages simultaneously. This phenomenon occurs even among those who are proficient in the English language. There is a situation that is out of control. These pupils are engaging in a practice known as "Tagalog-English code switching," which Bautista (2004) defines as "an instance of random, irregular mixing of languages that emerges from inadequate control of either language." Because they are multilingual, these students have the advantageous ability to code switch and use their respective languages as resources to discover more effective methods to transmit meaning (Johanssen, 2013).

The literature sheds light on the reasons why teachers and students engage in the practice of code swapping. According to Mangila (2018), the majority of the time when teachers switched codes, it was for either instructional purposes or content acquisition. In addition, code switching in English language classes does not necessarily indicate a lack of proficiency in English; rather, it is used as a resource in the teaching and learning of English in the Philippines, and it is a common practice there. Borlongan, (2012). In addition, there is a considerable connection between teachers' code-switching and learners' affective support, as well as between teachers' code-switching and learners' academic achievement. Ahmad, (2009). (2009). On the other hand, none of them have been researched in the context of the pre-service teachers who attend Cagayan State University in the Philippines. According to the available literature, code switching does not have any significant association with age or sex. However, the results of this study determined the association between code switching and field of specialization. Given the background information presented above, the purpose of this study was to investigate, in a broad sense, whether or not code flipping in the classroom is acceptable among pre-service teachers.

In particular, it investigated the following topics: (a) the profile of the respondents, including their age, gender, the language they spoke at home, and the field in which they specialize; (b) the acceptability of code switching in relation to emotional state and understanding; and (c) the significance of differences in acceptability of code switching in instruction based on grouping respondents according to profile variables.

Conceptual Framework

The research is supported by Ahmad and Badrul Hisham's conceptual framework for research (2009). He demonstrated to the audience that the use of code switching can have a positive influence on students' affective states and the success of their learning. In addition, the study enumerated the effect that code switching had on the emotions of students, namely that it made students enjoy their communication in classes; that they felt satisfied with their learning as a result of the code switch; that they were feeling more comfortable with the lessons when teachers code switched; that it made them feel less tensed; and that it assisted them in feeling less lost during the lesson. It helped them understand new words. It assisted them in understanding any difficult concepts contained in the lesson. It helped them understand the grammar that was being taught. It assisted them in learning English in the classroom. And it helped them carry out any task assigned by the teachers when teachers code-switched. On the other hand, the effect of code switching on the learning success of students is as follows: It helped them

understand new words. It assisted them in understanding any difficult concepts contained in the lesson. It helped them understand the grammar that was being taught.

This study attempted to investigate the acceptability of code switching in teaching along two dimensions, similar to the research that Ahmad, (2009) conducted. The first dimension is a person's emotional state, and the second dimension is their level of comprehension. In addition, it found a statistically significant correlation between the use of code switching in teaching and the following profile variables: gender, age, languages spoken, and field of expertise.

METHODOLOGY
Research Type and Respondents
This study utilized qquantitative descriptive research design. A survey was conducted to determine the level of acceptability on code switching in instruction. Moreover, the level of acceptability of the respondents was compared based on their profile variables.

Sample size, with a total of 251, was selected using random sampling. The sample were the fourth-year students who were perceived to be the ones most exposed in instruction in the university. The sample size came from Bachelor of Elementary Education (BEEd) major in Generalist and Pre-school Education (PSEd), Bachelor in Technical Teacher Education (BTTE) major in Food and Service Management (FSM), Electronics, and Garments and Fashion Design (GFD, Bachelor of Secondary Education (BSEd) major in English, Mathematics, Biological Science (Bio.Sci.), Physical Science (Phy. Sci.), Social Science (Soc. Sci.), Technology and Livelihood Education (TLE), Filipino.

Research Instrument
The instrument that was employed was a questionnaire developed by the researcher and then modified. The framework study that Ahmad and Badrul Hisham (2009) conducted and titled "Teachers' Code Switching in Classroom Instructions for Low English Proficient Learners" served as the basis for the constructs that were used for the two dimensions of the questionnaire as well as the statements that were included under each domain. The affective state is the first factor that determines whether or not code switching is acceptable, and the success of learning is the second factor. Under each dimension, there are ten (10) assertions in total. Validation of both the form and its content was performed on the questionnaire by three specialists from both the institution and an outside agency. External English instructor with a distinguished reputation in the field of English education; she has previously held teaching positions at Oman University and has presented her research at conferences on both the national and international levels. One professor at a university who offers courses on learning assessment and has presented her findings at conferences both nationally and internationally. One researcher on the university faculty who is also a professor at the institution, and whose work has been published in publications that are indexed by Scopus.

Each expert was asked to rate each item as for its relevance, clarity, simplicity, ambiguity. The criteria for measuring content validity developed by Waltz and Bausell was used with the four-point scale: relevance, 1=not relevant, 2=item need some revision, 3=relevant but need minor revision, 4=very relevant, clarity, 1=not clear, 2=item need some revision, 3=clear but need minor revision, 4=very clear, simplicity, 1=not simple, 2=item need some revision, 3=simple but need minor revision, 4=very simple, ambiguity, 1=doubtful, 2=item need some revision, 3=no doubt but need minor revision, 4=meaning is clear (Yaghmale, F., 2003). The result of the CVI of the scale was analyzed. The item that has a CVI over 0.75 remained and the rest were improved based on suggestions of validators. Two statements in each construct were negatively stated but reversely coded for analysis.

Data Gathering Procedures
After receiving authorization from the director of the academic program, the questionnaire was distributed. During the second semester of the academic year 2018-2019, the researcher herself distributed the questionnaire to the potential participants. On the questionnaire, it was stated that their participation was entirely optional and that the information they submitted would be kept in the strictest of confidence.

Data Analysis
Frequency and percentage, weighted mean and standard deviation (SD) were the statistical tools that were used to treat the data. These statistics were used to determine the level of acceptability on code switching. The t-test for independent sample means was used to compare the acceptability of code switching in instruction when the samples were divided into separate groups based on gender and age. On the other hand, an analysis of variance (ANOVA) was applied to compare the level of acceptance on code switching in instruction when the participants were categorized according to the number of languages spoken and the area of expertise.

Discussion of Result and Findings
Profile of Respondents
Table 1 reflects that majority of the sample size belongs to age range 18-20 years old, 159 (63.3%) while 21 years old above is 92 (36.7%). There were 181 (72.1%) and 70 (27.9%) male respondents. There were 106 (42.2%) respondents who can speak one (1) language only, followed by 49 (19.5%) respondents who can speak two (2) languages, 80 (31.9%) respondents can speak three (3) languages and 16 (6.4%) respondents who can speak four (4) languages. The biggest group of the sample size emanates from BEEd generalist major, 55 (21.9%) while the smallest group is from the BTTE Electronics major, 8 (3.2%).

Table 1: Distribution of respondents according to profile variables

Variables	Frequency (n=251)	Percent (%)
Age		
18-20	159	63.3
21 years old & above	92	36.7
Sex		
Female	181	72.1
Male	70	27.9
Number of languages spoken		
1	106	42.2
2	49	19.5
3	80	31.9
4	16	6.4
Field of Specialization		
BEEd Generalist	55	21.9
BEEd PSEd	11	4.4
BTTE FSM	14	5.6
BTTE Electronics	8	3.2
BTTE GFD	9	3.6
BSEd English	26	10.4
BSEd Filipino	15	6.0
BSEd Social Science	34	13.5
BSEd Physical Science	13	5.2
BSEd Biological Science	15	6.0
BSEd TLE	19	7.6
BSEd Mathematics	32	12.7

The appropriateness of code switching in instruction is outlined in table 2a, which is organized according to affective state. Statements that pertain to affective states are almost universally assessed as having a high level of acceptance among the responders. Surprisingly, however, their acceptance of code flipping in teaching along affective state was graded as "acceptable" with an overall mean score of 3.30. The atmosphere that is created when code switching is tolerated in the classroom is one that encourages and facilitates the affective component of the teaching and learning process. This is addressed in deeper detail in a study that said the objective of code flipping is to create a congenial atmosphere in the classroom (Nguyen, Grainger, Carey, 2016). This is consistent with a claim that supports the idea that programs such as those offered by colleges of teacher education should equip teachers to work with students who are bilingual (Brisk, Homza, Smith, 2014). As a consequence of this, the development of a dynamic bilingual curriculum would be beneficial to the preparation of bilingual teachers (Rodriguez, Alma D., Musan, Sandra I., 2014).

When a teacher uses code switching, they are supporting their students' affective states, which helps learners feel more confident when interacting with others and increases their odds of participating in class. This is reinforced by Zainild and Arsyad, (2021), who state that the affective functions of code switching were beneficial in enabling the teacher to overcome the weak English proficiency of their pupils, to give feedback, to maintain the flow of the class, and to save time. In a similar vein, code swapping during instruction helped learners participate, particularly those who had issues learning English because it assisted them in expressing themselves when they did not know how to state particular things in English. Memory, Nkengbeza & Liswaniso (2018).

Table 2a: Acceptability of Code Switching in Instruction along Affective State

Statements	Mean	Sd	Descriptive Value
1. I am satisfied with my learning when my teachers teach in English and Filipino.	3.71	0.48	Highly Accepted
2. I am comfortable with the lessons when my teachers teach in English and Filipino.	3.67	0.52	Highly Accepted
3. I am not tensed seated and listening to discussion in class when my teachers teach in English and Filipino.	3.41	0.70	Accepted
4. I am focused when my teachers teach in English and Filipino.	3.53	0.65	Highly Accepted
5. I am nervous while participating in group discussion in English.	2.18	0.92	Slightly Accepted
6. I feel nervous when my teachers ask me to answer their questions in English.	2.04	0.85	Slightly Accepted
7. I am relaxed while listening to my teachers' discussion in English and Filipino.	3.52	0.58	Highly Accepted
8. I appreciate my teachers more when teaching in English and Filipino.	3.67	0.51	Highly Accepted
9. I am confident of learning when my teachers use English and Filipino.	3.62	0.53	Highly Accepted
10. I am motivated to learn from teachers who use English and Filipino.	3.63	0.55	Highly Accepted
Overall Mean	3.30		Accepted

Legend: 3.50 - 4.00 Highly Accepted
        2.50 - 3.49 Accepted
        1.50 - 2.49 Slightly Accepted
        1.00 - 1.49 Not Accepted

The acceptability of code switching in instruction is presented in Table 2b together with the success of learning. Each and every comment was perceived as being highly acceptable, accepted, and somewhat accepted. Students give a rating of "acceptable" with an overall mean score of 3.03 when asked about their level of acceptance on teachers' code switching in instruction along with learning success. Students' progress in learning is facilitated by code switching that is considered acceptable instruction. When teachers code switch in the middle of instruction, it contributes to the construction of meaning for the concepts being taught. This is corroborated by a study that shows code swapping contributes to a comprehension of the message that was intended, Mahsain, (2015). (2015). The positive influence of code switching in instruction was supported by a number of other research. Alongside their teaching responsibilities, teachers code switched to teach grammar, explain new vocabulary (translation), verify students' comprehension, describe the objectives of the class, provide instruction, and check students' understanding of concepts. Zainild & Arsyad (2021). In addition, Leoanak and Amalo (2018) reported in their research that teachers used code-switching in order to fulfill its pedagogical goals and to make the process of teaching and learning English as a foreign language easier for students. According to the findings of their research, teachers who switched codes were better able to explain challenging vocabulary. Another study found that learners were better able to understand challenging portions of the lesson being taught and were better able to follow the instructions that were given when code switching was used. Memory, Nkengbeza & Liswaniso (2018). In addition, a study discovered that teachers saw code switching as improving academic accomplishment since it improved teaching and learning, boosted learners' learning, and improved how learners answered problems., Simasiku, Kasanda & Smit (2015).

Table 2b: Acceptability of Code Switching in Instruction along Learning Success

Statements	Mean	Sd	Descriptive Value
1. I can elaborate a statement about the concept when my teachers use English and Filipino in discussion.	3.56	0.53	Highly Accepted
2. I understand questions in English when my teachers provide the Filipino counterpart.	3.51	0.61	Highly Accepted
3. I am able to comprehend difficult concept when my teachers teach in English and Filipino	3.41	0.64	Accepted
4. I successfully accomplish activities in class when my teachers explain instructions in English and	3.57	0.59	Highly Accepted

Filipino			
5. I find it difficult to organize my thoughts in answering English questions.	1.98	0.84	Slightly Accepted
6. I struggle summarizing in my own words concepts discussed in English.	2.00	0.83	Slightly Accepted
7. My teachers' use of English to Filipino help me to appreciate concepts being taught	3.33	0.88	Accepted
8. My teachers' use of English and Filipino help me carry out any task assigned in class.	1.75	0.92	Slightly Accepted
9. My teachers' use of English and Filipino help me understand English statements and explanations.	3.56	0.55	Highly Accepted
10. My teachers help me retain the lesson when teaching in English and Filipino.	3.62	0.57	Highly Accepted
Overall Mean	3.03		Accepted

Legend: 3.50 - 4.00 Highly Accepted
        2.50 - 3.49 Accepted
        1.50 - 2.49 Slightly Accepted
        1.00 - 1.49 Not Accepted

According to the results in Table 3, the acceptability of code switching in the classroom remains consistent regardless of factors such as age, gender, or the number of languages spoken. According to the findings of Al-Qaysi (2019), gender and age do not have a major impact on students' opinions toward the use of code-switching. This finding is in agreement with those findings. On the other hand, Huang, Lyu, and Lin (2020) asserted that there is a substantial gender difference in the quantity of intra code-switching, with male participants switching codes more frequently than female participants did. Similarly, pupils' first languages might have a factor in their ability to switch codes, according to research by Muthusamy et al (2020)

In contrast, there is a substantial gap in the amount of acceptance of code switching in the classroom among teachers when they are categorized according to their respective fields of specialization. A Post Hoc test was carried out in order to demonstrate the existence of a large gap between the respondents' levels of acceptance on the topic of code switching in the classroom.

Result as revealed in the Post Hoc test:

BEEd Generalist has significantly higher acceptance of code switching in instruction as compared to BTTE Electronics, BTTE GFD, BSEd Bio.Sci., BSEd Mathematics, BSEd TLE, BSEd Soc.Sci., and BSEd English.

BTTE FSM has significantly higher acceptance on code switching in instruction as compared to BSEd Mathematics

BTTE Electronics has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist and BEEd PSEd.

BTTE GFD has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist and BEEd PSEd

BEEd PSEd has significantly higher acceptance on code switching in instruction as compared to BTTE Electronics, BTTE GFD, BSEd Bio.Sci., BSEd Mathematics, BSEd Soc. Sci., BSEd Filipino, BSEd English

BSEd Bio.Sci. has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist and BEEd PSEd

BSEd Mathematics has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist, BTTE FSM, BEEd PSEd, BSEd Phy.Sci., BEEd TLE, BSEd English

BSEd Phy.Sci. has significantly higher acceptance on code switching in instruction as compared to BSEd Mathematics, and BSEd Filipino

BSEd TLE has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist and BSEd Mathematics

BSEd Soc.Sci. has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist and BEEd PSEd

BSEd Filipino has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist, BEEd PSEd, and BSEd Phy.Sci.

BSEd English has significantly higher acceptance on code switching in instruction as compared to BEEd Generalist, BEEd PSEd, BSEd Mathematics

A pedagogical method that improves students' affective states and facilitates learning success is called code switching, and it involves alternating between the Filipino language and the English language throughout instruction. The use of different instructional codes has a greater impact on oral performance than it does on written performance (Akumu, Elisha Ochieng, 2014). In addition, kids who come from different regions and speak different languages can quickly make friendships through the use of code flipping since it allows them to

communicate in a language that is understood and spoken by all of them. Simply stating that students should be fluent in the languages spoken by their peers of different ethnicities is not enough (Hopf, McLeod, McDonagh, 2015).

The use of activities in groups is one method of requiring students to participate actively in the learning process. Students are able to interact with one another in these group activities with ease and self-assurance, which enables a quick transition to a language that is comprehended by all participants. In this manner, it acts as a support to their affective state and the success they have with learning. Code switching is not a challenge to the English-only policy; rather, it is a cognitive-pragmatic approach that views code-switching as more of a collaborative than a combative relationship between the two languages (Kecskes, 2006).

It is possible to see that code flipping needs to be implemented as an instructional strategy because doing so assists pre-service instructors in retaining knowledge of subjects and enhances ease during the learning process. According to Boztepe (2003) interpretation, code switching can be understood as a tactical instrument that is available to speakers.

Table 3: Comparison on the respondents' level of acceptance on code switching in instruction when grouped according to profile variables

Variables	n	Mean	Sd	Critical value	P-value	Interpretation
Age						
18-20 yrs old	159	3.17	0.29			
21 yrs. old & above	92	3.15	0.25	0.524	0.601	Not significant
Sex						
Female	181	3.15	0.28			Not Significant
Male	70	3.20	0.26	1.004	0.316	
Number of languages spoken						
1	106	3.14	0.27			
2	49	3.18	0.27			Not Significant
3	80	3.19	0.27	1.421	0.237	
4	16	3.06	0.25			
Field of Specialization						
BEEd Generalist	55	3.30	0.22			
BEEd PSEd	11	3.35	0.17			
BTTE FSM	14	3.19	0.31			
BTTE Electronics	8	3.10	0.25			
BTTE GFD	9	3.08	0.18			
BSEd English	26	3.15	0.36			
BSEd Filipino	15	3.07	0.21	3.907	.000*	Significant
BSEd Social Science	34	3.11	0.22			
BSEd PhysicalScience	13	3.26	0.24			
BSEd Biological Science	15	3.12	0.26			
BSEd TLE	19	3.16	0.18			
BSEd Mathematics	32	3.00	0.32			

*Significant at alpha= 0.05

CONCLUSION

It is "acceptable" for pre-service instructors to use code switching in their instruction along the lines of affective state and the success of their students' learning. When individuals are categorized according to age, gender, and the number of languages they are able to speak, there is not a discernible difference in their acceptance of teaching that incorporates code switching. However, when analyzed according to the many fields of specialty, it becomes clear that there is a substantial gap in the level of tolerance for code switching in educational settings. When compared to another field of specialization, one that has a significantly higher level of acceptance on acceptance of code switching in instruction is understood to be one that has a significantly higher level of acceptance overall because it has a mean value that is significantly higher. When compared to BEEd Generalist, BEEd PSEd, and BSEd Mathematics, the results of the post-hoc test show that one of the fields of specialization, namely BSEd English, has a much greater level of acceptability of code flipping in the classroom.

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