

# Code Switching In The Teaching And Learning Process

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## Abstract

The purpose of this study was to determine whether or not transitioning between different linguistic systems while teaching and learning a variety of secondary topics is successful. The responders came from the tenth grade at Roxas National High School and consisted of fifty students and eight teachers. In order to answer the problems, the descriptive method was utilized. The gathering of data was carried out through the use of interview methods and checklists. The responses were examined based on the respondents' responses to the question of how effectively code-switching can be used in the conversations. According to the findings of the researcher, the utilization of code-switching appears to be helpful in the teaching and learning of a variety of disciplines due to the good impacts that it has on both students and teachers. Because they are more able to express their knowledge within the class without hesitation when they use code-switching, students and teachers are able to go with the discussion, respond well, and build their self-confidence. Code-switching can also be used to replace forgotten terminologies, which further contributes to these positive outcomes.

**Keywords:** Effectiveness, Code-switching, Subject, Secondary.

## INTRODUCTION

Language is responsible for the majority of the functions that are performed in society. Because of language, we are able to interact with one another, share our thoughts, and stay abreast of changes all around the world. Language is the glue that holds all people together; it facilitates communication; it embodies national identity; and it conceives new ideas Muysken,(2000). However, as time passes, a great deal of things shift, most noticeably in the realm of communication. As an indication of how the English language has influenced Filipinos, the fact that most Filipinos are bilingual or multilingual means that it is often impossible to avoid using English in conversation or discourse.

This is one way in which the English language has influenced Filipinos.

Code-switching is a method of communication in which a person uses two or more languages in the course of a single discussion. It has been suggested that code-switching has emerged as a primary concern in the field of sociolinguistics Muhammad (2016). This kind of dialogue may be seen in the communication that takes place between professors and students both within and outside of the classroom. In the Philippines, English and Filipino are the two languages most commonly used in classroom conversations, while other languages are used rather seldom Gafaran(2007). However, for a considerable amount of time, the Filipino language was not prepared to be utilized in academic settings, and the English language sought to displace it in these

contexts. Because of the difficult and in-depth vocabulary, the researcher noticed that the students frequently code-switched when they were studying topics such as mathematics, science, English, ESP, TLE, MAPEH, and Filipino. This was the case regardless of the subject matter. There is no doubting the fact that a significant number of Filipinos, particularly kids, are proficient in the use of both Tagalog and English simultaneously in their everyday classroom dialogue. The purpose of this research is to determine whether or not code switching is effective in the teaching and learning of a variety of subjects taught at the secondary level.

### Research Question

The research was conducted to answer the following:

1. Why are the teachers and the students having code-switching?
2. What are the positive and negative effects of using code-switching in the teaching and learning process on the different subjects in the secondary education?
3. What are the different kinds of code-switching being used by the teachers and students?
4. What are the languages used by the teachers and students in code-switching?
5. In what subjects are the teachers and students always having code-switching?
6. How effective is codeswitching in the teaching and learning process on the different subjects in the secondary education?

### METHODOLOGY

In this specific investigation, a descriptive approach was used as the method of inquiry. The researcher used a technique known as sampling at convenience to select the respondents who were going to be interviewed. The research was carried out with the participation of fifty (50) students and eight teachers from the tenth grade at Roxas National High School. The study focuses on students who are able to switch codes in a wide variety of contexts in an unusually effective manner. The participants were drawn from the school's program for students in the tenth grade. The collection of data was carried out with the assistance of interviewing people and distributing questionnaires. The interviews were first recorded, then transcribed, and last assessed in a methodical manner in order to arrive at an interpretation of the data that was more precise.

### RESULT AND DISCUSSION

TABLE 1. The students' reasons for code-switching

Statement	Total	Percentage	Rank
1.I am used of using it in the discussion	41	82%	3
2.Easily share my ideas	43	86%	2
3.Hard up in speaking pure Tagalog and pure English	37	74%	4
4.Inadvertent use of code-switching	48	96%	1

The reasons that the students gave for code switching are presented in Table 1. It has been determined that statement number 4, "Inadvertent use," is the primary reason for this, as it received a score of 48 out of a possible 100, representing 96%. According to the findings of a study that

was carried out by Castillejo, Calizo & Maguddayao (2018) using the observation and interview method, the most common reasons for code-switching by students and even teachers are as follows: (1) Attempting to communicate in a language that is not their native tongue in order to

communicate in a language that is. According to the findings, a significant number of respondents stated that they do it on purpose but are unaware of what they are actually claiming. This is due to the fact that being able to freely express their thoughts, feelings, and perspectives is extremely essential to them. Some people claim that they try

to speak Filipino but reach a point where they can't think of an equivalent word so they speak it in whatever language they are more comfortable with. Others say that they try to speak Filipino but reach a point where they can't think of an equivalent word.

Table 1.1 The teachers' reasons for code- switching

Statement	Total	Percentage	Rank
1.I am used of using it in the discussion	6	75%	2.5
2. Hard up in speaking pure Tagalog and pure English	8	100%	1
3.Inadvertently use of code-switching	2	25%	5
4.Easier to understand what I am teaching	4	50%	4
5.Students wants their teachers to use code-switching	6	75%	2.5

It turns out that statement number 2, which reads "I find it difficult to speak pure Tagalog and pure English," is the primary cause. This statement has a score of many 8s or 100%. According to the research done by Ligaya Tiamson-Rubin (2006), a person will develop or use code-switching when the speaker is comfortable using the familiar language that is being used, if it is easier to understand what is being expressed, and if it helps

to quickly understand what someone is saying. Code switching makes it possible to borrow terminology that is distinctive to the English language because it is not yet known and cannot be predicted how much of the vocabulary of the English language will be incorporated into the Filipino language, with the exception of scientific and technical terms.

TABLE 2. Positive effects of using code-switching in learning

Statement	Total	Percentage	Rank
1.Can go with the discussion	50	100%	1
2.Effective discussion	44	88%	4
3.Answer questions and share ideas	49	98%	2
4.Build self-confidence	45	90%	3

Table 2 The table that can be found above number 2 illustrates the favorable effects that using code-switching has on learning in a variety of disciplines that are taught in secondary schools. It has come to my attention that statement number 1, "I can go with the debate," is responsible for the favorable effect with either 50% or 100%. According to Agregorio (2017), the field of education places a significant emphasis on the importance of language. It has become

abundantly clear to me over the course of over five years of teaching at the school that the pupils struggle with the utilization of the Filipino language, particularly when the subject matter being discussed is literary. Because the students have trouble understanding what is being discussed, and because they have trouble using the Filipino language to express how they feel about the topic that is being discussed, it is difficult for them to explain what the work that is

being discussed is trying to convey to others. Because of this, they are unable to articulate what it is that they want to say, and as a result, they choose to remain silent even though they may have some thoughts on the subject in question. However, when the students are called upon by their teacher to explain their ideas based on their comprehension of the aforementioned topic, this

is where the manifestation of their knowledge through the use of the language they have uttered comes into play. Code-switching is a strategy that can help teachers better comprehend what their students are saying in class discussions, boost students' self-confidence, and ensure that everyone in the class has access to all of the relevant information.

Table 2.1 Positive effects of using code-switching in teaching

Statement	Total	Percentage	Rank
1.Can go with the discussion	8	100%	1.5
2.Effective discussion	6	75%	3.5
3.Answer questions correctly and share ideas	6	75%	3.5
4.Build self-confidence	8	100%	1.5

The advantages of employing code-switching in the secondary education classroom are outlined in Table 2.1. It would indicate that statement number one and statement number four, "Students can go with the discussion" and "Students' build self-confidence if they use two languages," both of which received a score of eight, or 100%, have a good effect. The usage of code-switching by a teacher is of great assistance to pupils since the teacher spoke in a language that is easier for the students to comprehend. It is

helpful to see that the use of code-switching in teaching has many positive effects on the learning of students in a variety of subjects in secondary school. This is because almost all students are able to participate in the discussion, answer correctly, fully express and share their knowledge in class; in addition, their confidence in themselves increases more every time they explain and express the answer using code-switching, which results in a high score when it comes to recitation (Arceo, 2013).

TABLE 3. Negative effects of using code-switching in learning

Statement	Total	Percentage	Rank
1.Can't understand the discussion	2	4%	2
2.Share limited ideas	0	0	3.5
3.Not comfortable in using two languages	22	44%	1
4. Hard up in speaking pure Tagalog and pure English	0	0	3.5

The use of code-switching has been shown to have a negative impact on the learning of a variety of topics in secondary school, as seen in Table 3. Statement 3, "I am not comfortable using

two languages," received a score of 22 out of 44%, and it suggests that the following impacts are caused by this.

Table 3.1 Negative effects of using code-switching in teaching

Statement	Total	Percentage	Rank
1.The students can't understand the discussion	0	0	2.5

2.Share limited ideas	0	0	2.5
3. Hard up in speaking pure Tagalog and pure English	8	100%	1
4. Not comfortable in using two languages	0	0	2.5

The use of code-switching to teach many courses in secondary school has a number of unintended consequences, which are outlined in table 3.1. It would appear that the impacts described in statement 3 are as follows: "I have a hard time

communicating in both Tagalog and English in their purest forms. I struggle just as much as you do to adjust to the English language "with a grand total of 8, or a perfect score.

Table 4 Kinds of code-switching used by the students

Kinds of code-switching	Total	Percentage	Rank
1.Intra-sentential code-switching	32	64%	4
2.Inter-sentential code-switching	36	72%	3
3.Tag-switching	44	88%	2
4.Intra-word switching	48	96%	1

The following table outlines the many modes of code-switching utilized by pupils in a variety of secondary school disciplines. It would appear that

the method of code-switching that was utilized was number 4, often known as "Intra-word switching," with a figure of either 48 or 96%.

Table 4.1 Kinds of code-switching used by the teachers

Kinds of code-switching	Total	Percentage	Rank
1.Intra-sentential code-switching	4	50%	3
2.Inter-sentential code-switching	2	25%	4
3.Tag-switching	6	75%	2
4.Intra-word switching	8	100%	1

The following table outlines the many modes of code-switching utilized by secondary school instructors across a variety of curricular areas. It has been determined that the type of code-

switching that was employed was number 4, often known as "Intra-word switching," with a figure of 8 or 100%.

Table 5 Languages used by the students in code-switching

Language	Total	Percentage	Rank
1.Taglish (Tagalog & English)	50	100%	1.5
2.Enggalog (English & Tagalog)	50	100%	1.5

The languages that are most frequently code-switched between by pupils are listed in table number 5. It has been determined that the languages spoken are "Enggalog" (English and

Tagalog) and "Taglish" (a combination of Tagalog and English).

Table 5.1 Languages used by the teachers

Languages	Total	Percentage	Rank
1.Taglish (Tagalog & English)	3	37.5%	2
2.Enggalog (English & Tagalog)	5	62.5%	1

The languages that are code-switched between most frequently by teachers are presented in table number 5.1. It would appear that the most often used language is "Enggalog" (a combination of English and Tagalog), which has a figure of 5 or 62.5%, followed by "Taglish" (a combination of

Tagalog and English), which has a figure of 3 or 37.5%. Because it is used by students, which is then used by teachers in their day-to-day studying and teaching, Taglish and Enggalog will inevitably be employed in academic work. This is because it is unavoidable (Santos, 2009).

Table 6 Subjects wherein students often code-switch

Subjects	Total	Bahagdan	Rank
1.Filipino	50	100%	1
2.English	50	100%	1
3.Science	50	100%	1
4.Math	50	100%	1
5.Edukasyon sa Pagpapakatao	28	56%	7
6.Araling Panlipunan	16	32%	8
7.MAPEH	50	100%	1
8.TLE	50	100%	1

Table 6 outlines the various topics with which students frequently code swap. It would appear that the questions answered pertain to the

disciplines numbered 1, 2, 3, 4, 7, and 8, which are "Filipino, English, Science, Math, MAPEH, and TLE," with a figure of either 50% or 100%.

Table 6.1 Subjects wherein teachers often code-switch

Subjects	Total	Bahagdan	Rank
1.Filipino	1	12.5%	1
2.English	1	12.5%	1
3.Science	1	12.5%	1
4.Math	1	12.5%	1
5.Edukasyon sa Pagpapakatao	1	12.5%	1
6.Araling Panlipunan	1	12.5%	1
7.MAPEH	1	12.5%	1
8.TLE	1	12.5%	1

The topic that teachers frequently code-switch between is outlined in table 6.1. It seems that teachers are code-switching across the board in all of their classes. It is better to use in teaching

the language that the students understand more particularly in discussions because it has a great impact on learning so teachers should use the language used by students in a variety of subjects.

The research was titled Effectiveness of the Filipino Language in Mathematics. Based on these findings, it is better to use in teaching the language that the students understand more.

## CONCLUSION AND RECOMMENDATIONS

Code-switching was used by the teachers and students because they are used in using it during class discussion. The students can't use pure Filipino and English in expressing their ideas. They love using code-switching. They understand easier the class discussion if the teachers are using code-switching.

Students are more confident in sharing and explaining their ideas using code-switching and as a result they got high score in their class recitation but there are also subjects wherein code-switching is hard to apply. Intra-word switching was always used by the teachers and students followed by tag-switching, inter-sentential switching and intra-sentential switching respectively. Taglish and Enggalog were also used. Teachers used code-switching in the subjects they are teaching while students are having code-switching in Filipino, English, Math, Science, MAPEH, TLE, Araling Panlipunan, and Edukasyon sa Pagpapakatao.

Code-switching is effective if the students understood what the teachers are teaching them, they have high performance, and they gain self-confidence.

Based on the result of the research, the researcher is recommending for the following:

1. Include other languages being used in code-switching,
2. Conduct the research using other design and sampling method in identifying the respondents,
3. The administrators should make a language planning about code-switching

as an instrument for effective teaching and learning process.

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