STUDENTS' PERCEPTION ON THE USE OF CODE-SWITCHING IN ENGLISH AS A SECOND LANGUAGE CLASS

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Abstract: *This study investigates the attitude of students towards code-switching in English as a Second Language Class among the thirty Legal Management Students at the Cagayan State University, College of Business, Entrepreneurship and Accountancy for the Second Semester, School Year 2015-2016. The study further explores the perception of the students on the effects of English-Filipino code-switching in teaching, on their first language and second language, emotional state of the learner, teachers' image among the students and on passing the examinations. The result of the study reveals that students attitude towards the use of code-switching in ESL Class is positive in general. It also shows that code-switching has a positive impact on their first and second language, thus; code-switching helps in the maintenance of both. Moreover, the study reveals that respondents learn better when taught in English and Filipino.*

Keywords: *Code switching, English as a Second Language Class, first language(L1), second language(L2)*

INTRODUCTION

Integration and globalization processes contribute in the development of modern society and expansion of International contacts. This led to the spread and strengthening of English as the leading language of civilization, the de facto language in business. The integration process which is taking place in the Philippine Educational System particularly in ESL classrooms leads to the dynamic development of English language which consequently affected all spheres of life. Due to the general trends in the world development and integration, there has been a mandate in all schools in the Philippines to use English as a medium of instruction in teaching Math, Science and English subjects. The rest of the subjects be taught using Tagalog/Filipino, the Filipinos first language. As civilization demands, students should be competent in the use of English for them to be immersed in the world market.

English, being the International language should be used by the students in constant interaction and communication specially in English classes for them to be exposed to this language. However, despite of the directive to use English as a medium of instruction and communication, students do not completely use English in the expression of their ideas and feelings. For them to better express their ideas and feelings they resulted to code switch. Code switching defined by Myers-Scotton as the use of two language varieties in the same conversation and which plays a significant role in the multilingual communities where language contacts are inevitable. Gemperz's (1982, p. 59), defined code switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems. A related concept to code switching is code mixing. Researches often differentiate between the two terms. One of the differences between the two terms is the way each of them is used as proposed by Muysken (2000) in that code switching is used for cases in which the two codes maintain their monolingual features, while code- mixing is used for cases where there is some convergence between the two languages. On the other hand, Myers-Scotton (1993) differentiates between the two terms, stating that code switching occurs when bilinguals alternate between two languages during one interaction with another bilingual person while code mixing is the use of words, affixes, phrases and clauses from more than one language within the same sentences.

Code switching has a variety of functions which vary according to the topic, people involved in conversation and the context where the conversation is taken place. Baker (2006) have discussed the topic of code switching from a sociolinguistics perspective, in which he listed twelve main purposes of code switching, which are relevant to bilinguals talks in general. Some of these functions can be observed in classroom environment and in relevance to teachers and students interactions. According to Baker, code switching can be used to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humor into a conversation, and in some bilingual situations, code switching occurs when certain topics are introduced. In the substituting a word in another language, Man and Lu (2006) (cited in Baker,2006) found that in Hong Kong schools both

teachers' and students' major reason for code switching was that there was no direct translation of words between English and Cantonese, additionally, the same study of Man and Lu found that teachers in Hong Kong schools use code switching also to ease tension and inject humor in to conversations.

In a previous study, Eldridge (1996) (cited in Sert, 2005) has listed four purposes in which student code switching as equivalence, floor-holding, reiteration and conflict control.

Equivalence which is a strategy that bilingual used to find the equivalent of the unknown lexicon of the target language in the speakers' first language to overcome the deficiency in language competence in second language. The second purpose of code switching is for floor holding which is a technique used by bilingual students during conversing in the target language to fill in the stop gap with words in native language in order to maintain the fluency of the conversation. The third purpose of is reiteration, as it implies, it is emphasizing and reinforcing a message that has been transmitted firstly in the target language but then students rely on repeating the message in first language to convey to the teacher that the message is understood. The last function is conflict control, which is used to eliminate any misunderstanding when the accurate meaning of a word is not known in the communication.

Within the world of languages use, code-switching has often been perceived as being of lower status, a strategy used by weak language performers to compensate for language deficiency. This view of code-switching and bilingual talk in general is more normatively based than research-based as pointed by Lin(1996) who added that such a view conveys little more than the speaker or writer's normative claims about what counts as standard or legitimate language.

An extensive body of literature studies reported that code switching in classrooms not only just normal but useful tool of learning. Cook (2001) referred to code switching in the classroom as a natural response in a bilingual situation. Furthermore, in the same study, Cook considered the ability to go from one language to another is highly desirable among learners. Moreover, in eliciting teachers reflections to their classroom teachings, Probyn (2010) noticed that most notable strategy that teachers used was code switching to achieve a number of communicative and metalinguistic ends. Cook's studies were mainly in the second language classroom context. Rollnick and Rutherford's (1996) study of science

classrooms found the use of learners' main languages to be a powerful means for learners to explore their ideas. They argue that without the use of code switching, some students' alternate conceptions would remain unexposed. (Cited in Setati*et al* 2002). The recognition to switch codes goes beyond switching between languages; it also recognizes the value of using the vernacular which believes to allow students to draw on useful sense- making resources (Amin, 2009).

Researchers see using code switching in the classroom as a "legitimate strategy" (Cook, 2001, p.105) and no matter how it might be disruptive during a conversation to the listener, it still provide an opportunity for language development (Skiba, 1997).

Hence, the present study was undertaken to ascertain the perception of students on the use of code switching in English as a Second Language Class.

THEORETICAL FRAMEWORK

Code switching has been in the center of the many heated argument or debates in the field of second language acquisition. As Martin Jones notes, the first investigation in this field received attention in 1980s when researchers began to work with audio-recordings made during the classroom interactions. Students analyses had a more linguistic orientation and classroom discourse functions became the focus of investigations. Since then, there have been a lot of discussions on code switching between the target language and the native language in English as a Second Language class.

One of the most important issues focused on in the field of second language acquisition is the use of the native language in English as a Second Language Class. The practice of the native language in the process of learning the second language is deemed a negative phenomenon that hampered the effective and productive second language acquisition. This is because code switching is considered as a haphazard mixture of two languages, thus; students were not allowed to switch forth and back between the native language and the target language. The advocates of the intralingual teaching strategy support the idea that the use of only the target language in English classrooms promotes and contributes to productive language acquisition and any switching impacts negatively the process of second language acquisition. Some supported this strategy while others were against it. There has been a lot of researches in the area of first language use in English classes. Most of these

studies focused on teachers' opinions about the use of native language in the classroom or the frequency of usage in their interactions.

Furthermore, a large number of researches have been devoted to teachers' code switching. Alternate use of the two languages among teachers occurs spontaneously, purposefully or intentionally. Much debate has been centered on teachers' attitude towards code switching of teachers. The proponents of target language exclusivity believe that it is not necessary to know all linguistic material and teaching through the target language allows students to immerse in an authentic second language class environment. On the other hand, the tradition of excluding the native language from the second language class restricts the possibilities of language teaching. For them the classroom is a natural code switching condition and code switching is a highly skilled activity.

Vivian Cook (2001) discussed the different ways in which first language(L1) can be positively used in ESL classes. She looked at the arguments that second language teachers and linguists have about this topic. She argued that L1 and L2 have two different linguistic systems and characteristics. As a result students should reduce the use of L1 or code switching in order to fully acquire L2. Although teachers keep reminding the students to separate the two languages, students keep using L1 resulted to code switching. In as much as students need to be exposed in the use of the second language, they opt to combine the two in their interactions. Cook also compared the process of students' acquisition processes of the two language. When the students learn their first language, they did not use other language to acquire it. Consequently, in learning the second language, they should only use L2 or the target language to reach a level of competency closer to their level in their first language.

Elsa Auerback (1993) carried out a detailed study on the concept of code switching in the English language classrooms. She looked at the two different views of the topic. To either use it or avoid it. She tracked the English –Only movement through history and provided the justifications and reasoning behind that movement. She offered the following justifications for code switching in ESL classes. First, Students who are unable to participate in English only programs will have an opportunity to study both their first language and second language. Second, using L1 or resulting to code switch reduces barriers to language learning and develops rapport between teachers and between the students themselves. Third, it was

found that students who were allowed to use their native tongue had acquired L2 faster than students who were mandated to use L2 alone in their classrooms. However, Auerback concluded by saying that although there are two points of view to this topic, it is the teachers maneuvering the class who ultimately decides whether they need to code switch or not. Every classroom is unique and for that, the teacher is the best judge to decide whether to code switch or not.

STATEMENT OF THE PROBLEM

This study ascertained to assess students' perception on code switching in English as a second language class. Specifically, it aims to answer the following questions:

1. What is the profile of the respondents with respect to:

    1.1. Age

    1.2. Gender

    1.3. First language

2. What type of code switch pattern do respondents use?

3. How do the respondents perceive code switching with respect to:

    3.1. its use in teaching

    3.2. its effects on L1 and L2

    3.3. its effects on the respondents' emotional state

    3.4. its impact on language learning

    3.5. its effects on teachers' image among the students

    3.6. its effects on passing the examinations

SIGNIFICANCE OF THE STUDY

The researcher embarked on this study in the hope that it may be in significance and use to the following:

School Administrators. The administration could plan adequately the kind of English curriculum to be adopted to improve the students' second language acquisition.

Teachers. The teachers be able to give necessary solution to the problem of students frequent code switching specially in the expression of their ideas and feeling during class discussion in English Class.. That they to be able to plan enrichment activities to address the problems of students in learning the second language.

Students. The students would be aware of their errors so that they may take necessary steps to correct their errors themselves to improve their writing skills.

Researcher. This study will help the researcher to be become fully adept in her field of specialization especially in equipping the students with the necessary skills to avoid frequent code switching during discussion in English classes.

Future Researchers. This study will serve as a reference to those who will undertake studies in parallel with the current study.

SCOPE AND LIMITATION OF THE STUDY

The study was focused on determining the perception of the Second Year Legal Management Students on Code Switching in the College of Business, Entrepreneurship and Accountancy for 2nd Semester of the School Year 2015-2016.

Moreover, the study was limited to one class only of Second Year Legal Management Students who have English as a Second Language Class. The students' conversation where the data were extracted was limited only to 15 minutes.

Definition of Terms

To provide the reader a clearer grasp of the contents of this study, the following words are defined:

ESL (English as a Second Language). It is an English subject offered to Legal Management Students only.

Code Switching. It is the use of two language varieties in the same conversation.

Students' Perception. It is defined as the students ability to understand the importance of code switching in the expression of their ideas.

METHODOLOGY

This chapter presents the research methodology employed in this study. Specifically, it deals with the research design, selection of respondents, the research instruments used, the data gathering procedures and data analysis that were undertaken in this study.

Study Design

Since the study tried to look into the perception of the respondents on the use of code switching in ESL class, both qualitative and quantitative research approaches were used. The data were analyzed by using statistics and therefore the data yielded was statistical data.

The final data were analyzed using percentages to measure students perception on code switching in ESL class.

Participants

The study was conducted among thirty second year students of Legal Management enrolled in the College of Business, Entrepreneurship and Accountancy during the 2nd semester of the academic year 2015-2016.

Table 1 Frequency Distribution of Respondents' Gender

GENDER	NUMBER
Male	9
Female	21
TOTAL	30

Table 1 reveals that of the thirty respondents, 9 are male students and 21 are females. This gives a picture that the second year section of Legal Management Students is a female dominated.

Measures

To obtain the needed information for the study, a questionnaire was used to gather the needed information on the personal profile of the thirty Legal Management students as to age, gender and the Language previously taught.

The students were subjected to a group discussion where each member is encouraged to participate. Their conversation was recorded to check on the type of code switch pattern used.

An interview was conducted where in the students were asked questions in Taglish, Engalog, and pure English and see how the subjects respond to these questions.

The students were also asked to answer an adopted questionnaire indicating their views on code switching with respect to: its use in teaching, its effects on L1 and L2, its effects on the respondents' emotional state, its impact on language learning, its effects on teachers' image among the students, its effects on passing the examinations.

Students were requested to give their honest views in a 4-Likert scale. The scale comprised as follows; Strongly Agree(SA), Agree(A), Disagree(D), and Strongly Disagree(SD).

Data Gathering Procedure

The following procedures were followed to gather the data needed for this study.

1. The respondents were asked to group into five.

2. After having grouped, the teacher gave the topic to be discussed by the respondents.

3. The respondents were only given fifteen minutes to discuss.

4. While having the discussion, the leader in each group was instructed to tape the conversation.

5. After fifteen minutes, the respondents were interviewed individually and asked to answer the questions. This is to check how students respond to questions in Taglish, Engalog, and pure English.

6. The respondents were also asked to answer a questionnaire to measure students perception towards the use of code switching in teaching, its effects on L1 and L2, its effects on the respondents' emotional state, its impact on language learning , its effects on teachers' image among the students, its effects on passing the examinations.

Data Analysis

The following instruments were used to analyze the data gathered.

Frequency and Percentage Distribution. To answer questions number 1 and 4 frequency and percentage distribution are used.   This was used to analyze the profile of the students in terms of age, gender, and language previously taught. These were also used in measuring the students perception or views about code switching.

RESULTS

✓ All the respondents were previously taught using both Filipino and English.

✓ The most frequent code switch pattern used by the respondents is Engalog- more English, less Tagalog. Probably because at the beginning of the classes, the students were oriented to use English inside the ESL class.

✓ Students have a positive view on the use of code switching as a medium of instruction or in teaching.

✓ English-Filipino code switching does not have a negative impact on the students first and second language. Instead; it helps in the maintenance of both.

✓ The respondents are satisfied when using code switching as a medium of Instruction giving them a positive emotional state.

✓ The respondents learn better when taught in English-Filipino.

- ✓ Professors gain more respect from the students when they teach using both English and Filipino.
- ✓ Code switching increases students' performance in examinations.

DISCUSSIONS

This chapter presents the discussion of data on the language the second year BS Legal Management students previously taught, the code switch pattern used in their conversation, their perception on code switching with respect to: its use in teaching, its effects on L1 and L2, its effects among teachers and students, and its effects on passing the exams.

Table 2 Frequency, Percentage and Rank Distribution of Language the Respondents were previously taught

Language	Frequency	Percentage	Rank
Filipino-English	30	100%	1
Filipino only	0	0%	2
English only	0	0%	2

Table 2 shows the language of which the respondents had been taught in their previous schooling. All the respondents responded that they have been taught using the two languages Filipino and English. This only means that these students during the early years of their schooling were already exposed to bilingual education or even to code switching.

Table 3 Frequency, Percentage and Rank Distribution of the Code Switch Pattern used by the Respondents

Pattern	Frequency	Percentage	Rank
Taglish	10	33.3%	1
Engalog	15	50%	2
Intersential	5	16.6%	3
English only	0	0%	4

Table 3 shows the code switch pattern used by the respondents in the expression of their ideas. The highest number of pattern used is Engalog with 15 or 50%, followed by the use of Taglish with 10 0r 33.3%, third in row is the use of intersential with 5 or 16.6% and non from the respondents used English only in the expression of their thoughts. This means that students most of the time observe code switching in class.

Sample conversation:

1. *Business communication taught me a lot. Through this subject, I have known that being a good communicator may help paramakamitang purpose ko like promoting a product or service.*

2. *This course helps me realized that verbal skills are necessary. Dahil kung hindikamagalingmagsalitakahitmagandaang ideas mo, hindimorinmasasabisamgakasama mo. So, this subject helps.*

3. *Business communication as a subject is great. I learned a lot from it. Hindi langpalapagsasalitaangkailangansa business communication kundiyunggaling din natinbumasang non-verbal expression ngisangtao. Dapatmaging sensitive tayosapagpoint out nun. Dahil kung hindi, maaringmamisinterpretnatinsila.*

Table 4 Frequency and Percentage Distribution of the Respondents' Views Towards the Use of Code Switching in Teaching

No.	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1	I prefer to study only in English.		6 (20%)	24 (80%)	
2	I prefer to study only in Filipino.		8 (26.6)	22 (73.3%)	
3	I prefer to study in English and Filipino.	10 (33.3%)	20 (66.6%)		

Table 4 reveals the respondents' views towards the use of code switching in teaching. Twenty four(24) or 80% from the respondents disagree to be taught only in English, 22 or 73.3% disagree learning only in Filipino, 66.6% agreed to be taught in English and Filipino, while 10 or 33.3% strongly agreed that they be taught in English and Filipino. This only means that students have a positive view in the use of code switching in class.

Table 5 Frequency and Percentage Distribution of the Respondents' answers on Code Switching an its Effects on L1 and L2

No.	ITEM DESCRITION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
4	Mixing Filipino and English leads to he loss of Filipino.		5 (16.6)	18 (60%)	7 (23.3%)
5	Mixing Filipino and English leads to the loss of English.		5 (16.6)	20 (66.6%)	5 (16.6)
6	Mixing Filipino and English leads to the maintenance of both language.	9 (30%)	21 (70%)		

Table 5 discloses that 18 or 60% of the respondents disagree on the idea that mixing Filipino and English leads to the loss of Filipino, 20 or 66.6% also disagreed on the hint that mixing Filipino and English leads to the loss of English, while 21 or 70% of the respondents agree and 9 or 30% strongly agree that mixing or using English and Filipino leads to the maintenance of both language. This only means that code switching does not have a negative effect on the respondents' first and second language, instead; it helps in the maintenance of both their first and second language. Again this shows that the respondents have a positive view on code switching.

Table 6 Frequency and Percentage Distribution of the Respondents' answers on Code Switching and its Effects on their Emotional State

No.	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
7	I feel nervous when I mix Filipino and English.			19 (63.3%)	11 (36.6%)
8	I feel satisfied during the process of learning when I mix Filipino and English.	7 (23.3%)	23 (76.6%)		
9	I feel lost when I mix Filipino and English.		5 (16.6%)	7 (23.3%)	18 (60%)

Table 6 divulges the respondents' answers whether or not code switching affects their emotional state. As revealed by the table, 19 or 63.3% of the respondents disagree that they are nervous when they use mixed Filipino and English, 23 or 76.6% feel satisfied in learning when Filipino and English are mixed while 18 or 60% of the respondents strongly disagreed that they are lost when they mixed Filipino and English. This only tells that the learners are in a positive emotional state when Filipino and English are used as a medium of instruction and communication in class.

Table 7 Frequency and Percentage Distribution of the Respondents' answers on Code Switching and its Impact on Language Learning

No.	ITEM DESCRITION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
10	I understand difficult concepts when taught in Filipino.	3 (10%)	9 (30%)	12 (40%)	6 (20%)
11	I understand difficult concepts when taught in English.	5 (16.6%)	9 (30%)	15 (50%)	1 (3.3%)
12	I understand difficult concepts when taught in Filipino and English.	12 (40%)	18 (60%)		

Table 7 illustrates the respondents' answers on the impact of code switching on the respondents' language learning. As revealed by the table, 12 or 48% among the respondents disagree that they understand difficult concepts when taught in Filipino, 15 or 50% disagree that they understand better difficult concepts when taught in English, 18 or 60% agreed and 12 or 40% strongly agreed that they learn difficult concepts when taught in Filipino and English. This implies that code switching impacts the process of language leaning.

Table 8 Frequency and Percentage Distribution of the Respondents' answers on Code Switching and its Effects on Teachers' Image among the Learners

No.	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
13	I respect more the professor when teaching in Filipino and English.	1 **(3.33%)**	23 **(76.6%)**	6 **(20%)**	
14	I respect more the professor when teaching in Filipino only.		5 **(16.6%)**	25 **(83.3%)**	
15	I respect more the professor when teaching in English only.		10 **(33.3%)**	20 **(66.6%)**	

Table 8 reflects the respondents' degree of respect given to a professor when teaching using the language- English and Filipino. 23 or 76.6% agree that they more respect a professor teaching in Filipino and English, 25 or 83.3% disagree that they respect more a professor who teaches in Filipino only and 20 or 66.6% disagree that they respect more a teacher who teaches in English only. This only means that respondents are more comfortable with professors teaching both in English and Filipino.

Table 9 Frequency and Percentage Distribution of the Respondents' answers on Code Switching and its Effects on Passing the Examinations

No.	ITEM DESCRIPTION	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
16	Teaching in Filipino only increases my chance of passing the examination.		12 **(40%)**	18 **(60%)**	
17	Teaching in English only increases my chance in passing the examination.		22 **(73.3%)**	8 **(26.6%)**	
18	Teaching in Filipino and English increases my chance of passing the examination.	20 **(66.6%)**	10 **(33.3%)**		

Table 9 articulates the effects of code switching in the respondents performance in an examination. As the table shows, 18 or 60% disagreed and 12 or 40% of the respondents agreed that teaching using Filipino increases their chance of passing the examination. 8 or 26.6% disagreed and 22 or 73.3% agreed that teaching in Filipino only increases their chance of passing the exam while 10 or 33.3% agree and 20 or 66.6% strongly agreed that teaching the course both in Filipino and English increases their chance of passing the examinations. This further means that code switching has a positive effect on students' performance in examinations.

CONCLUSIONS

In the above findings, the following conclusions were drawn:

- ✓ That the students have a strong preference in the use of code switching than using one language as a medium of instruction. Although, majority of the students agree that using one language is beneficial, they find it more desirable to use code switching as believed that it makes a subject easier to understand and it is a means of strengthening their comprehension.

- ✓ That the use of code switching does not only have an impact on L1 and L2 but it also has an effect on students' attitude towards the professor, students' emotional state and on students' performance in examinations.

RECOMMENDATIONS

The following recommendations are given:

1. Students in English as a Second Language Class are mandated to use English as a medium of Communication. While English is the medium of textbooks, examinations, assignments and lectures reality tells based from the result of the study that Filipino-English is still the dominant preference of students as a medium of communication in the classroom. Therefore, decision makers should revise the policy in order to reach the desirable goal of learning, in which code switching can be included in the writing of the syllabi.

2. Teachers must consider the language preferences of the students as a medium of communication, so the professors should be encouraged to make adequate use of

code switching in classrooms when explaining concepts to students so that they will be able to actively participate in the activities and discussions.

3. The researchers should help identify the correct level of utilizing code switching in classrooms to promote the advancement of classroom teaching and learning.

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