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Research Article

Code Switching in Instruction: Pre-Service Teachers' Lived Experiences

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ABSTRACT

Code switching is really needed in instruction and should be implemented to ensure students' understanding towards various things (e.g. translating of difficult vocabulary, lessons to be acquired and even in giving instructions), especially for teaching students in lower levels. It can also help in teaching students with multiple intelligences, and in general, makes the pre-service teachers' life easy inside the room in terms of clarifying things due to any confusion that may arise in the duration of the discussion. This survey interview research explored the Pre-Service Teachers of Ramon Magsaysay Technological University lived experiences in using code switching in instruction. The study found out that the Pre-Service teachers prefer to use code switching in instruction. The Pre-Service teachers believe that using code-switching in class can help them gain students' interest, manage the class, and make their students understand a particular lesson. Aside from Mattson and Burenholt's three functions of code-switching, pre-service teachers use code-switching in class so that they can express themselves more during class discussions. The Pre-Service Teachers believe that although code-switching might be useful in class, too much use of it can lead to students being used in speaking their native tongue, thus, weakening the chances to improve their skills in using the English language. The Pre-Service Teachers agreed that there is a higher success in students' academic achievement when code switching is being applied in instruction. The study recommends that the Department of Education must set clear guidelines regarding the use of code-switching inside an English class. Schools, in all levels, must strengthen their curriculum so that students' communicative competence will further be developed.

Keywords: *code switching, skills of the english pre-service teacher, qualitative descriptive research*

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Introduction

Today, educators are faced with the challenge of addressing the needs of the growing number of students whose primary language is not English (Gibbons in Magbanua, 2016). One of the progressive ideas being introduced by some scholars and educators in Philippine education, like Prof. Allan B.I. Bernardo of De La Salle University and Dr. Isabel Pefianco Martin of Ateneo de Manila University, is the use of code-switching in the classrooms. But what exactly is code-switching?

Oxford dictionaries define code-switching as "the practice of alternating between two or more languages or varieties of language in conversation". These days, this practice is being used by teachers in ESL / EFL classrooms throughout the world (Abdolaziz & Shahla, 2015; Dar et al., 2014) and there are multiple reasons behind it.

According to Ellis (2015), there are students who do not feel comfortable in proceeding with a certain task or even remembering the lesson in mind if they cannot understand what has been mentioned by their teacher. Because of this, some EFL classroom teachers prefer to use the pupils' first language to explain and organize a task. This is in the belief that by doing so, it will facilitate the medium-centered language-related goals of the lesson.

Moreover, it is also said that code-switching helps low proficient learners with the opportunities to communicate and enhance understanding of the lecture (Selamat, 2014). Some teachers even suggested that code-switching is beneficial to relieve anxiety, nervousness, fright, and reluctance among students as well as learners with low self-esteem (Fareed, et. al, 2016).

In the Philippines, an analysis of the functions of code-switching in English language classes reveals that code-switching does not necessarily mean lack of competence in English. It is used with a purpose and could even be used as a resource in the teaching and learning of English in the Philippines (Borlongan, 2012).

With the information gathered, the researcher wants to know the lived experiences of BSEd English major Pre-service teachers regarding their use of code-switching inside the classroom.

Statement of the Problem

The aim of this study is to document the lived experiences of the Pre-Service Teacher of President Ramon Magsaysay State University towards Code-Switching in Instruction.

Specifically, the study sought to answer the key question:

1. What are the lived experiences of the English pre-service teachers on code switching in the classroom?
 - a. What are the Pre-Service Teachers' perspectives of code switching?
 - b. When do Pre-Service Teachers' code-switch in the classroom?
 - c. Why do Pre-Service Teachers' code-switch in the classroom?
 - d. To what extent do Pre-Service Teachers' code-switching in the class?
 - e. Is there a higher success in students' achievements when they code-switch based on their experience?

Scope and Limitations

This educational research focused on the lived experiences of Pre-Service Teachers' that uses code-switching in instruction and how these results will determine the effect of using code switching in instruction. Since it is a qualitative research, the scope of its result is only applicable to the Pre-Service Teachers who will be conducted. It was conducted in the President Ramon Magsaysay State University San Marcelino Campus in San Marcelino, Zambales. The 11 BSEd English major pre-service teachers served as respondents of the study.

Conceptual Framework

Two distinct but related directions, structural and sociolinguistic, have developed because of the study of the alternate use of two or more languages in conversation. The main concern of structural approach to code-switching is its grammatical aspects. Meanwhile, the sociolinguistic approach sees code-switching primarily as a discourse phenomenon with focus on questions such as how social meaning is created in code-switching and what specific discourse functions it serves. Although these two may seem to contradict, it should be noted, however, that these approaches are but complementary to each other.

Given this framework, this paper attempts to provide the perceptions of the respondents' perceptions on their use of code-switching in the classroom, how they use it and to what extent, and the way they reconcile their teaching goals in the practice of code-switching.

The figure below shows the flow of how the study has been conducted.

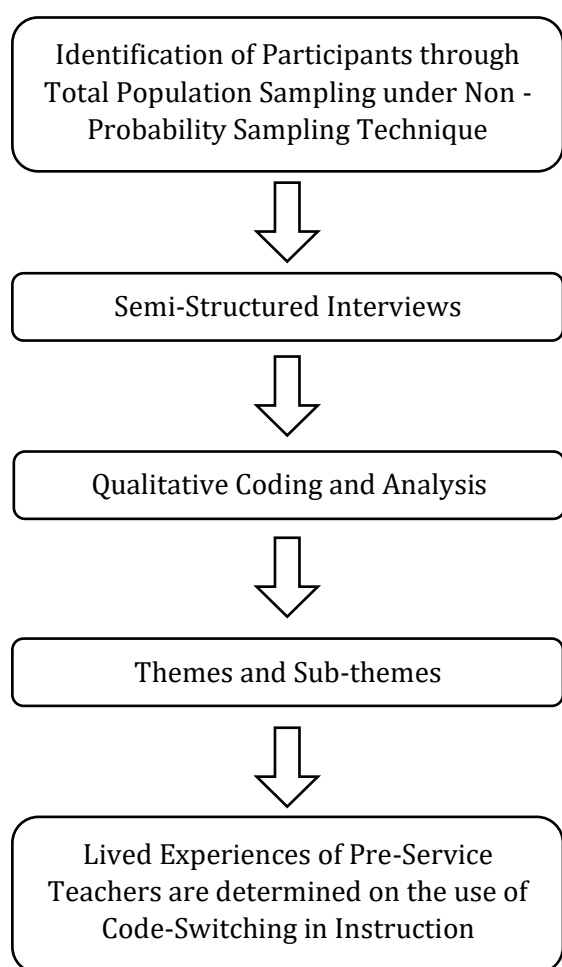


Figure 1. The Research Process

Methodology

Research Design

This study used qualitative research design in the form of face-to-face interview as the

main instrument in gathering the required data and was recorded by the researcher to obtain accurate and sufficient information from the respondents. In the face-to-face interview the process ensured anonymity. The researcher explained to the respondents what the research is all about and how the researcher intends to regard the interview with high confidentiality. Results found how Code-Switching is getting adopted in President Ramon Magsaysay State University- San Marcelino Campus by Fourth Year BSEd English Major Pre-Service Teachers, when and why do they code-switch in the classroom and how these results will determine the effect of using code switching in class.

Respondents and Sampling Technique

The respondents of this qualitative research design were the BSEd-IV English Major Pre-Service Teachers of President Ramon Magsaysay State University San Marcelino Campus, San Marcelino, Zambales.

In this study the researcher used purposive sampling. The data was collected by conducting an interview to the Pre-Service Teachers. Purposive sample is a non-probability sample that is selected based on the characteristics of population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.

The researcher involved students enrolled in President Ramon Magsaysay State University San Marcelino Campus. The Bachelor of Secondary Education Fourth year English major which comprised of 11 students.

Results and Discussion

This section examines the findings of the data gathered from the 11 BSEd Pre-Service teachers, the participant summaries, the thematic analyses of participants' response in each question and the literature reviews that support the findings.

Table 2. Pre-Service Teachers' Start of Teaching Experience and Focus of Teaching

Category	Theme	Significant Statement
Start of teaching experience	Approximately one month from the time of the interview	"I started teaching English since fourth year." (ST1)
		"Maybe... 1 month <i>mahigit</i> ." (ST2)
		"I am teaching a month." (ST3)
		"Almost a month of teaching but I experience my teaching since I'm studying while having my demo teaching in the class." (ST4)
		"One month." (ST5)
		"I've been teaching English for about 5 weeks." (ST6)
		"5 weeks <i>na simula nung nagtuturo ako</i> ." (ST7)
		"I think almost 5 months or more than 1 month <i>na</i> ." (ST8)
		"1 month." (ST9)
		"1 month, 1 month." (ST10)
		"I've been teaching English for 1 month." (ST11)
Focus of teaching	Grade 9 students	"I'm responsible in teaching English in by 4 sections...grade 9... grade 9 class." (ST1)
	Grade 9 students with 1 SPJ class	" <i>Uhm</i> ...Grade 9 <i>isa</i> SPJ (special program for journalism) <i>tapos</i> 3 grade 9 regular <i>ano ba sila</i> Neon, Antimony <i>tsaka</i> Redon." (ST2)
	Grades 7 and 8 students	(ST3) "I am teaching in grade 7 and grade 8 English" (ST3)
	Grade 8 students	" <i>Uhm</i> ...grade... all of my class are grade 8 <i>Camia</i> , <i>Dalia</i> , <i>Chrysanthemum</i> , and <i>Sampaguita</i> ." (ST4)
	Grade 7 students with 1 SPA class	"Grade 7. They are 5 sections in my class... <i>uhm</i> grade 7 <i>Amorsolo</i> , SPA (special program in the arts), <i>Francisco</i> , <i>Einstein</i> , <i>Emerald</i> , <i>Reneious</i> ... <i>yun</i> , <i>Reneious</i> ." (ST5)
	Grade 7 students	"I'm handling grade 7 there is a 3 section grade 7 SPA, SPS and SPFL that is <i>uhm</i> all English subjects. (ST6)
	Grade 7 students	"Grade 7 English <i>tapos</i> 4 <i>na</i> section <i>yung una sa</i> Grade 7 <i>Thomson</i> , <i>tapos</i> Grade 7 <i>Einstein</i> , Grade 7 <i>Archimedes</i> , <i>saka</i> <i>Mendeleev</i> ." (ST7)
	Grades 8 and 9 students	" <i>Tatlo</i> ... Grade 8 which is <i>Jade</i> , <i>Amethyst</i> and <i>Diamond</i> <i>tsaka</i> Grade 9 <i>Jupiter</i> ." (ST8)
	Grade 10 students	"Grade 10 <i>Newton</i> , <i>Pascal</i> , <i>Dyne</i> and <i>Joule</i> ." (ST9)
	Grades 6, 7, and 8 students	"Year and section <i>ahh</i> ... I have grade 6 grade 7 and grade 8." (ST10)
	Grade 8 students	"I'm teaching grade 8 which has 5 sections the <i>Magenta</i> , <i>Crimson</i> , <i>Cian</i> , <i>Lavender</i> and <i>Sienna</i> ." (ST11)

Table 3. Pre-Service Teachers' Philosophy in Teaching

Category	Theme	Significant Statement
Perspective in teaching	Passionate	"My philosophy in teaching is to teach passionately, wholeheartedly and of course to give the students what they should learn." (ST1)
	Focus on depth	" <i>Siguro</i> it is to <i>uhm ano bang tawag dito yung mismong studyante mo is maintindihan nila lalo yung tinuturo hindi ka pwedeng mag</i> next lesson until <i>hindi pa nila nasasapuso yung lesson na binigay mo</i> this day <i>ganun</i> ." (ST2)
	Dedicated	"My philosophy n teaching is to teach all your heart all your mind and with all your might." (ST3)
	Influential	"So my philosophy in teaching is that it's not about how you teach, it's about influencing other students to inspire them in studying and pursuing their dreams in life." (ST4)
	True	"Philosophy in teaching, just love what you do in teaching and just be yourself." (ST5)
	Sincere	"My philosophy in teaching is if you teach by your heart you will touch your students' heart." (ST6)
	Responsible	"Philosophy in teaching, <i>ano</i> , that we are responsible for the knowledge we brought to children." (ST7)
	Passionate and Determined	"My philosophy in teaching is always have your passion and determination and also teach from the heart." (ST8)
	Guide	"My philosophy in teaching is to guide my students in right path." (ST9)
	Applicable to real life	"Okay, my philosophy in teaching is to teach my students the lessons in life and apply the lesson that they have learned from me in their real life situations." (ST10)
	Embracing Diversity	"Philosophy in teaching of course to teach children and also <i>ano</i> since <i>isa akong scholar ng NCIP</i> , for me teaching <i>hindi lang siya sa mga normal na studyante</i> of course <i>dapat meron din siya sa kagaya ng mga aeta</i> community <i>ganun ang goal ko</i> is to established teaching also <i>dun sa mga</i> remote areas." (ST11)

"ST1" started the pre-service teaching last November 27, 2017 and was interviewed on December 23, 2017. She was responsible in teaching English to 4 sections of Grade 9. Her philosophy in teaching is to teach passionately and wholeheartedly to give to students what they should learn. A passionate teacher, as defined by Fried (2001), is someone who is "in love with a field of knowledge, deeply stirred by issues and ideas that change our world, drawn to the dilemmas and potentials of the young people who come into class every day".

"ST2" started her pre-service teaching last November 27, 2017 and was interviewed on

December 23, 2017. She handled 4 sections in Grade 9, 1 was a Special Program for Journalism class. She believes that a teacher must ensure that all students learned the lesson well before moving on to the next lesson. This is the principle of prioritizing the depth before breadth in discussing a particular lesson.

"ST3" started her pre-service teaching last November 27, 2017 and was interviewed December 24, 2017. She taught English 7 and 8 classes. She believes that teaching is to teach with all your heart, mind, and might, a sign of a true, dedicated teacher.

“ST4” started the pre-service teaching last November 27, 2017 and was interviewed on December 23, 2017. In the duration of her pre-service teaching, she handled 4 sections of Grade 8. She stated that teaching is not about how we teach the students but about influencing other students to be inspired in studying and pursuing their dreams. Teaching, for her, should be influential.

“ST5” started the pre-service teaching last November 27, 2017 and was interviewed on December 24, 2017. She taught 5 sections of Grade 7. Her philosophy in teaching is to just love what you do in teaching and just be yourself.

“ST6” started the pre-service teaching last November 21, 2017 and was interviewed on December 23, 2017. She taught 3 sections of Grade 7 including a Special Program in the Arts class. She believes that if you teach students by heart, you will also touch their hearts. As Aristotle puts it, “Educating the mind without educating the heart is no education at all.”

“ST7” started the pre-service teaching last November 27, 2017 and was interviewed on December 27, 2017. She taught 4 sections of Grade 7. She believes that teachers are responsible for the knowledge we brought to children.

“ST8” started the pre-service teaching last November 27, 2017 and was interviewed on December 27, 2017. She taught 3 sections of Grade 8. She believes that teachers should always have the passion and determination and must always teach from the heart. This is supported by Thapan (1986) when he said that, “Commitment to teaching contributes to teachers’ behaviours, attitudes, perceptions and performances”.

“ST9” started the pre-service teaching last November 27, 2017 and was interviewed on December 29, 2017. She taught 4 sections of Grade 10. Her philosophy in teaching is to guide the students in the right path.

“ST10” started the pre-service teaching last November 27, 2017 and was interviewed on December 30, 2017. She handled Grade 6, 7, and 8 classes. She believes that teachers should be able to apply the learnings gained from her to real life situations.

“ST11” started the pre-service teaching last November 23, 2017 and was interviewed on January 2, 2018. She taught 5 sections of Grade 8. She wants to establish teaching even in the remote areas to educate indigenous groups.

Table 4. Pre-Service Teachers' Perspective towards Code switching

Category	Theme	Significant Statement
Point of view in code switching	Students' Understanding	My perspective in code switching is sometimes you should teach it because it is also for the student to understand what is the meaning of this like that those deep words.” (ST1)
		“Code switching, <i>ano kasi</i> , regular students as experienced, <i>yung level ng knowledge nila hindi pa ganun ka smooth dun sa year nila kaya talagang kapag in-English mo kasi sila hindi ka nila papansinin kaya kailangan talaga tagalugin mo pa sigawan mo pa kaya talagang kailangan talaga ng code switching in English.” (ST2)</i>
		“As the students will also understand easily their mother tongue using their first language, the tagalog, in order for them to acquire the knowledge the teacher wants them to acquire.” (ST3)
		“Ahh para sakin ahh ano ok naman kasi yung mga ibang studyante talaga napansin ko hindi talaga nila masyadong nai-intindihan kapag pure English ta's madali silang maboring kaya meron yung mga times na gumagamit ako ng tagalog words kapag malalim talaga yung mga salita halata

Category	Theme	Significant Statement
		<i>mo naman sa mukha nila kung kung naintindihan nila o hindi.” (ST7)</i>
		<i>“Kasi nga maraming studyante ngayon na ang hirap makaintindi pa ng English.” (ST8)</i>
		<i>“I think code switching is useful and is important for the students to understand the lesson well using code switching.” (ST9)</i>
Students’ Multiple Intelligences (MI)		<i>“Code switching is very helpful so that the students can understand my lessons especially under what we so called the multiple intelligence which is some students will not understand what you are saying in front of the class, so we should use code switching.” (ST4)</i>
		<i>“Code switching of course meron kasi minsan yung mga nagdedemand na bata hindi naman parepareho yung knowledge ng mg bata regarding sa English so meron yung mga nagdedemand na kailangan din ng code switching para mas medaling maintindihan ng mga bata yung lesson.” (ST10)</i>
Students fluency in		<i>“I think it is better to speak in Tagalog when your students are not fluent in English.” (ST5)</i>
Filipinos as native speakers		<i>“My perspective about code switching is maybe it is okay for us Filipinos because we are native Filipino speaker and code switching is a must especially when you are teaching lower levels specially grade 7 students.” (ST6)</i>
Convenience		<i>“It can really help the pre-service teachers because mas maeexplain nilang mabuti yung mga directions sa mga studyante.” (ST11)</i>

All the pre-service teachers agreed that code-switching is needed in instruction and have given positive perception towards the practice. ST1, ST2, ST3, ST7, ST8, and ST9 stated that code-switching must be done to ensure students’ understanding towards various things (e.g. translating of difficult vocabulary, lessons to be acquired and even instructions), especially for teaching students in lower levels (ST6).

This is similar with the findings of experts saying that code-switching is a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and in reducing students’ nervousness (Jingxia & Yao in Fareed, 2016). It also serves as a mean to provide low proficient learners with the opportunities to communicate and enhance understanding of the lecture (Ahmad, Jusoff & Selamat in Fareed, 2016).

Meanwhile, ST4 and ST10 mentioned the help that code-switching offers to students with multiple intelligences. According to Howard Gardner, students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. Because there are some students who are not linguistically inclined, code-switching is a tremendous help in keeping these students interested inside the class.

ST6’s perception, on the other hand, is that because English is not really our native language, it is reasonable that students may find it difficult to understand and use the English language. But according to an article published last June 23, 2015, this is not an excuse. The article even encouraged all teachers, even those who do not teach English, to participate in the task of changing students’ attitude towards English as a language.

Another perception is that code-switching helps the pre-service teacher's life easy (ST11), since the teachers do not need to spend so much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise (Ahmad in Modupeola, 2013).

Overall, it can be concluded that the pre-service teachers have positive perceptions regarding the use of code-switching in instruction.

Table 5. Pre-Service Teachers' use of code-switching in the classroom

Category	Theme	Significant Statement	
Application in code switching	For Students' Understanding	"I use code switching in the classroom especially in my class when for example for the situation that students cannot understand the lesson, for example in one sentence I rephrase it or I turn it into another language, our mother tongue." (ST1)	
		<i>"Kapag ano kapag yun 'di sila sumasagot kunwari may tanong ako tapos 'di nila naiintindihan siguro itatagalog ko pero i-e-English ko ulit para kapag sumagot sila English."</i> (ST2)	
		"I use code switching in the classroom when students cannot understand what I am talking in front especially I am handling most of the regular class in Subic." (ST4)	
		<i>"In regular class I used Tagalog because when I speak in English they don't understand me."</i> (ST5)	
		"I code switch in classroom when my cooperating teacher allows me to use Filipino and especially when I am teaching grammar because some terms are not that familiar with my student." (ST6)	
		<i>"Pag ayun nga pag napapansin ko na na medyo hindi na sila nakikinig pag hindi sila interesado."</i> (ST7)	
		"When do I use code switching? When I ask some questions and discuss lesson." (ST9)	
		"I code switch in my classroom when my students didn't get my lessons clearly so that they can understand the lessons." (ST10)	
		For gaining of interest	"After discussing or giving the direction to the students <i>yun nga medyo sabi ko nga kanina mas maiintindihan medyo nahihirapan pa sila umintindi ng mahihirap na words.</i> " (ST8)
		For Understanding and Gaining of Interest	"I code switch in the classroom when I observe that my students are actually not listening or they are not easily getting my point but most of the time I use code switch in order for them to know the exact term they can understand unfamiliar words in my lesson." (ST3)
For Understanding and Classroom Management	"Code switching in terms of discipline <i>yung merong times napapatagalog ka nalang kasi nga hindi sila nakikinig sayo.</i> " (ST11)		

When students cannot understand a certain lesson, the participants admit that they do code-switching so that learners can comprehend and participate in the lesson. Certain studies support this as they claim that code-switching not only increase student's comprehension but also provide a positive learning environment with the help of good student-teacher relationships (Moghadam, Samad, & Shahraki, 2012).

ST6 mentioned that she code-switches in class when she is teaching grammar lessons to students. This practice of ST6 is actually one of the functions of code-switching which is what we call topic switch. In this, the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. According to Sert (2005), in these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way as it is also suggested by Cole (1998): "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2".

In mentioning good student – teacher relationships, it is also good to bring up the statements given by ST3 and ST7 about the help of code-switching in getting their students' interest. Students find it easy and get interested to acquire a foreign language if the environment is comfortable enough for them (Malik, 2014). Promnath (2016) supported this in his study as he noticed that teachers code-switch because they wanted to get the students' attention, or to show informality or sociability in the class by adding fillers at the beginning or end of the English sentences. Code-switching is said to relieve anxious, nervous, frightened, and reluctant students as well as learners with low self-esteem (Fareed, 2016).

Another time to code-switch, said ST11, is when students do not listen anymore and you have to manage the class. ESP teachers in Thailand believe that switching to Thai (their first language) could help with effective classroom management and incorporate morality and ethics in the class (Promnath, 2016).

In conclusion, it is safe to say that pre-service teachers utilized code-switching when they want to get students' interest, manage the class, and to help students' comprehension of a lesson.

Table 6. Pre-Service Teachers' Reasons in Code-switching

Category	Theme	Significant Statement
Reason of code switching	Topic Switch	"Why I use code switching in my teaching it for the students to understand it and so therefore they can <i>yung yung makakasabay sila sakin kung pano</i> and then <i>yung flow magiging maganda dere-deretso makakasabay sila.</i> " (ST1)
		" <i>Yung nga kasi ano yung level talaga ng knowledge nila hindi pa ganun talaga ka kadevelop sa English talagang mahirap pa talaga.</i> " (ST2)
		"So I code switch so that I can easily impart the knowledge or the concepts to my students easily. In return they can easily what I am talking." (ST4)
		"For them to really understand the topic." (ST5)
		"I code switch in class for my student to understand the topic very well and for them to know the topic." (ST6)
		" <i>Para para mas lalo nilang maintindihan tapos kasi minsan napa-pansin ko pag na cocodeswitching ako pag nagtatanong ako after nagegets nila.</i> " (ST7)

Category	Theme	Significant Statement
		<p>"In order for them to have a better understanding on the lesson or the discussion on that day." (ST8)</p> <p>"For the students to easily understand the lessons and for them to get it right and to make their answers correct." (ST10)</p>
	Affective Function	<p>"In code switching in the classroom as a pre-service teacher, I can see that it is the most convenient way of teaching English in order for them to appreciate the English language not only to appreciate their mother tongue and not only to stick at mother tongue the Tagalog language." (ST3)</p>
	Repetitive Function	<p>"I use code switching because some of my students cannot understand English <i>minsan may mga studyanteng nagtatanong</i> for example <i>nagtanong ako</i> in English language then <i>walang sumagot then may isang batang nagsabing maam pwedeng itranslate in Tagalog kaya yun nagtratranslate ako ng Tagalog.</i>" (ST9)</p> <p>"Code switching <i>yun nga para mas madaling maintindihan ng mga bata yung lesson ko. Meron kasing mga bata na nagdedemand na teacher hindi ko po maintindihan yung ganito pwedepong magtagalog ka na lang ganun po.</i>" (ST11)</p>

In discussing this part, the researcher decided to use the different functions of code-switching as explained by Mattson and Burenhult (Moghadam, 2012).

ST 1, ST2, ST4, ST5, ST6, ST7, ST8, and ST10 all said that they use code-switching using its function the topic switch. This is a function of code-switching where the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. This is to make sure that the transfer of new content and meaning is made clear among the learners. As ST5 puts it, she practices code-switching "for them [students] to really understand the topic". Therefore, code-switching is used as a technique to explain and organize a task. It is also said that code-switching helps low proficient learners with the opportunities to communicate and enhance understanding of the lecture (Ahmad & Jusoff, 2009; Selamat, 2014).

On the other hand, ST3 said she uses code-switching for its affective function. In this particular function of code-switching, the teacher uses it to build solidarity and intimate relations with the students. In her case, she uses it to make the students appreciate English as a language and not just our first language, Filipino. Some teachers even suggested that code-switching is beneficial to relieve anxiety,

nervousness, fright, and reluctance among students as well as learners with low self-esteem (Fareed, et. al, 2016).

Finally, the third function of code-switching that was used by ST9 and ST11 is repetitive function. In this function, the teacher code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension (Sert, 2005).

But aside from these, ST10 revealed another reason behind her code-switching in class. She said: "...the students easily understand the lessons they can express themselves well and as a teacher I can also express myself well." This is also the reason of ST11. She said that using code-switching can make her express her thoughts well. Based from these two responses, we can say that the pre-service teachers own fluency in the English language is also a reason why they code-switch inside the class.

Another reason why these pre-service teachers use code-switching is because of people, things, or circumstances around them that influenced them to use this practice inside the classroom. Table 9 answers the question, "Who influence you to use Code-Switching in Classroom?"

Table 7. Pre-Service Teachers' Influence in the Use of Code-switching

Category	Theme	Significant Statement
Influence in code switching	Students	"Influence <i>ano ang nagbibigay reason din kasi estudyante e yung yung aim mo na talagang matuto sila kasi hindi sila matututo hanggat ineenglish mo sila hindi ka nila talaga papansinin."</i> (ST2)
		"Influence I think the students <i>lang.</i> " (ST5)
		"It is I think the student because when they use Filipino it means they did not understand the topic." (ST6)
		" <i>Parang tinry ko rin kung mas lalo ba nilang mas lalo ba nilang maiintindihan yung lesson ganun.</i> " (ST7)
		" <i>Kailangan ng estudyante ko.</i> " (ST8)
	Teachers	"Influence of course <i>yung mga slow learners ay merong mga bata na ganun nga hindi sila nakakaintindi hindi ba nga pag English major dapat goal mo is to establish English speaking class pero nga meron nga tayong mga slow at fast learners so ang nakakainfluence sa king magcode switch is yung mga slow learners na mga bata para mas maintindihan din nila yung lesson.</i> " (ST11)
		"Teachers in my college and <i>yung CT ko kasi sabi niya...kailangan English pero ang sabi ko din na... kailangan ko rin magtranslate kasi hindi rin nila maintindihan kaya sabi niya when you are teaching magenglish ka then itratranslate mo para maintindihan ng mga bata.</i> " (ST9)
		"First of all my former teachers influence me to code switch in the classroom." (ST3)
		"Who influence me? <i>Ano lang parang naobserve ko lang kasi lalo na nung sa fs may mga teachers din na nagtatagalog din minsan sa English subject pero kalimitan eh pure English.</i> " (ST7)
		"So my professor influenced code switching in our major like in translation and editing of text which is very useful so that some students or more of the students will easily understand your lesson." (ST4)
		" <i>...Sinabi din ng CT ko na pwede rin akong gumamit ng code switching.</i> " (ST8)

Their own students and former teachers influenced the pre-service teachers in the practice of code-switching inside the classroom. ST7 even noticed that it is also a common practice in schools. Maybe it is due to the fact that code switching helps learners to enjoy their learning due to their ability to comprehend what the teachers are saying. This practice allows them to feel less stressful and to become more comfortable to learn. Once they are com-

fortable with the environment, without any unnecessary anxiety the learners are able to focus and participate in classroom practice and activities more successfully. This psychological support makes learners feel more relaxed and comfortable to learn English language (Modupeola, 2013).

These are the reasons cited by the participants why they use code-switching inside the classroom.

Table 8. Pre-Service Teachers' extent of code-switching in class

Category	Theme	Significant Statement
Limitation of code switching	Classroom Management	"Lalo na kapag ano pinapagalitan sila pag sinabi mong sit down hindi uupo kailangan umupo ka talagang sisigawan mo ganun." (ST2)
	Interpreting ideas	"When the students need to connect to the second language when they need to really interpret what our lesson is about." (ST3)
	Limited occasions	"There are limitations in using code switching specially when students... <i>nasasanay na ang mga estudyante na magspeak ka ng Tagalog.</i> " (ST4)
	Last resort	"If they really don't understand the topic." (ST5) "For them to really understand what is the current topic." (ST6) "Pag naiintindihan na nila ng lubos ng mga studyante." (ST7) "Kagaya nga kanina yung kapag nagtatanong ako in English then discussion hindi nila maintindihan kaya tinatranslate ko..." (ST9) "When my students didn't understand the story so I translate it into <i>Tagalog</i> so that they could understand the story well and they can apply the lessons of the story." (ST10) " <i>Yun lang pag at times na kailangan na talaga yung hindi na talaga mapiga nung mga bata yung gusto nilang sabihin so meron talagang time na ng cocode switch ako sa klase.</i> " (ST11)

Although all the participants agree that code-switching helps them inside the class, they know that they should set limitation in utilizing this. ST2 said she uses code-switching only when students are not listening to her, thus creating chaos inside the class. ST4 believes that too much code-switching in class can lead to students being used in speaking their first language.

Ellis (2015) also believes this when he said that the more the second language exposure students receive, the faster the students learn. In addition, Yataganbaba and Yildirim (2015) also suggest that L1 should not replace L2. Some teachers are of the opinion that code-switching should be used at beginner or elementary level only and as the level advances it should be limited (Horasan, 2014).

Table 9. Pre-Service Teachers' Perception towards Students' Achievement when Using Code-switching

Category	Theme	Significant Statement
Effect of code switching		"I think... yes. <i>Mas naiintindihan nila</i> their lessons...the more <i>na naiintindihan nila mas madaming</i> achievement...they can get higher grades." (ST1)
		"Yes I really agree with that there is higher success in students' achievements when they code switch based on my experience. I can see that students can really connect to the second language which is English." (ST3)
		"Yes based on my experience <i>kasi</i> most <i>ng</i> students <i>ko sa</i> Subic is <i>kapag</i> pure English <i>ka nagsasalita ipapaulit nila sayo</i> ma'am

Category	Theme	Significant Statement
		<i>pakitagalog ma'am hindi namin naintindihan ganun kaya code switching is very needed talaga.</i> (ST4)
		"Yes because for me you can engage more with your student they can understand you more and the success is high because they know what we are saying unlike speaking in pure English in class and your student do not understand...the most important is they understand you they know the topic and they can apply it." (ST6)
		"Oo sa tingin ko meron... kasi mas lalo nga nilang naintindihan mas lalo silang nakiki-participate sa lesson sa subject na yun..." (ST7)
		"...dun sa tinuturuan ko na first section I think mas matututo sila at mas nakakaintindi na kasi sila ng English kaya 'di na kailangan magcode switch." (ST8)
		"Oo kasi nga dahil nga mas naintindhan ng mga bata yung lesson lalo pag nagcode switch ka syempre mas maexplain mo ng mabuti yung lesson mo. (ST11)

Participants are positive that there is a higher success in students' achievement when they use code-switching in instruction. ST3 said that students can really connect in lessons when code-switching is practiced in class. ST6 said that teachers can engage the students more if they use code-switching rather than monolingual. This is also the belief of a majority of ESL learners because think that they get benefit because of teachers' code-switching and it helps in learning a language in a better way (Nordin, Ali, Zubir, & Sadjirin, 2013).

However, ST8 said that students who somewhat have the mastery of the English language must be discouraged in using code-switching because they can already learn even though they are not utilizing code-switching in class.

This is supported by a number of experts that said that for low proficiency learners, code-switching is an effective strategy to learn, but for intermediate level students, more target language input is required. Therefore, code-switching is not approved or liked by lecturers and students as well (Ling et al., 2014; Jingxia, 2010; Yao, 2011; Horasan, 2014).

It is, therefore, safe to conclude that while code-switching is ideal for low level and low proficiency learners, teachers must limit the extent of this practice inside the class so that learners will have the chance to learn more about English as a language. Furthermore, for

high proficiency learners, it is discouraged to use code-switching since they already have the schema to back them up in comprehending the lessons given by the teacher.

Summary of Findings

The significant findings of the study are as follows:

Pre-Service Teachers' have positive perceptions regarding the use of code-switching in instruction. All the pre-service teachers agreed that code-switching is really needed in instruction and should be implemented to ensure students' understanding towards various things (e.g. translating of difficult vocabulary, lessons to be acquired and even in giving instructions), especially for teaching students in lower levels. It can also help in teaching students with multiple intelligences, and in general, makes the pre-service teachers' life easy inside the room in terms of clarifying things due to any confusion that may arise in the duration of the discussion. Pre-Service Teachers utilized code-switching when they want to get students' interest, manage the class, and help students understand a particular lesson. In addition, Pre-Service Teachers code switch in the class due to three reasons, the (a) topic switch, where the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue,

(b) affective function, where the teacher uses code-switching to build solidarity and intimate relations with the students, and the (c) repetitive function, where teacher code-switch in order to clarify meaning to stress the importance on the foreign language content for efficient comprehension. These three are supported by the study of Mattson and Burenhult. But aside from these three, it is also found out by the researcher that the pre-service teachers' own comfort in expressing themselves in the native language is also the reason why they code-switch. Furthermore, this study also revealed that their former teachers in college, the teachers in the schools where they conducted their field study, their own cooperating teachers, and even their students influenced them to use code-switching inside the class. Although all the participants agree that code-switching helps them inside the class, they know that they should set limitation in utilizing this. Pre-Service teachers only use code switching when the students are not listening and cooperating in class. They believe that too much code-switching in class can lead to students being used in speaking their first language. Moreover, Pre-Service teachers agreed that there is a higher success in students' achievement when they use code-switching in instruction because the students can really connect and participate in class when code switching is applied.

Conclusions

From the aforementioned findings, the following conclusions are derived:

The Pre-Service teachers prefer to use code switching in instruction. Also, the Pre-Service teachers believe that using code-switching in class can help them gain students' interest, manage the class, and make their students understand a particular lesson. Aside from Mattson and Burenholt's three functions of code-switching, pre-service teachers use code-switching in class so that they can express themselves more during class discussions. In addition, the Pre-Service Teachers believe that although code-switching might be useful in class, too much use of it can lead to students being used in speaking their native tongue, thus, weakening the chances to improve their skills in using the English language. Thus, the Pre-

Service Teachers agreed that there is a higher success in students' academic achievement when code switching is being applied in instruction.

Recommendations

In view of the findings and conclusions, the researcher offers the following recommendations:

The English Teachers can use simple words in their lesson and instruction in order for the students to understand the flow of the discussion. Also, the Department of Education must set clear guidelines regarding the use of code-switching inside an English class. In addition, the College of Education must make a stand in whether to allow or discourage their pre-service teachers in using code-switching in their classes. Furthermore, schools, in all levels, must strengthen their curriculum so that students' communicative competence will further be developed. Hence, more research about code-switching in class must be conducted to shed more light to this phenomenon.

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