

CODE SWITCHING OF FILIPINO ELEMENTARY TEACHERS IN ONLINE PLATFORMS

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Abstract

This study evaluated the elementary teachers' reasons for code switching and its effects to the academic performance of the learners. It intended to establish the extent to which code switching affects the academic performance of the students. Thirty (30) elementary public-school teachers took part in the study. The qualitative research design was used for this study. This design was chosen for possible data sources which included interviews with participants, observations, documents, and artifacts. Furthermore, the online observations and online interviews were transcribed into written text for analytic use.

The data were gathered from the results of the respondents' online classes and online and offline interviews. The online class observations transcripts revealed that the two major teachers' reasons for code switching acts in online classes (1) facilitate learning in online classes and (2) code switching for content acquisition. The data of the interview transcripts revealed three reasons for teachers' code switch in online classes: it helps learners understand the lesson more; increases learners' participation; and aids teachers to evaluate whether learners understand the content taught, as reasons for code switching on English online classes. Moreover, two themes were revealed that showed the effects of code switching on students' performance in English online class which are as follows (1) develop sense of belongingness in class, and (2) help build learners confidence to speak the target language. This themes clearly identifies the effect of code switching on students.

The articles also revealed how code-switching can be used as an empowerment strategy to scaffold primary school learners to improve their performance in English, which is one of the most challenging subjects for Filipino learners. It is therefore concluded that using code switching made students confident and lessen hesitation while participating inside the online classes resulting to better performance.

The study recommends that the conclusion's generality be investigated. For future researchers that would like to dwell on a similar study, it is recommended to increase the sample size, and proceed with an in-depth Focus Group Discussion (FGD) in order to provide a richer analysis of data as support to statistical data. In ensuring better academic performance, other researcher is encouraged to conduct parallel studies on the usage of code switching to find out other factors that makes concepts such as in Mathematics and Science, aside from English as a subject, difficult to the students. Finally, learners' experiences with code switching should be reviewed to minimize the obstacles they encountered and improve their learning experiences.

Keywords: Codeswitching; Taglish'; Elementary Teachers; Teachers' Reason

1. Main text

Introduction

Language is crucial in many situations, including maintenance of intercultural communication, socioeconomic development, cultural heritage, identity and attainment of high-quality education (Caparas and Gustilo, 2017). As a result, being given with the ability to communicate in languages other than one's own Having a mother tongue has various advantages. Being a bilingual speaker has advantages. advantages, such as cognitive,

communication, culture, and personal development and employment advantages This phenomenon in the linguistics bears to many interesting and head banging topics for researchers, that enables them to go differ in the locating different aspects of language that is used in the community, and one interesting topic within the bearing linguistic “tree” is code – switching.

Code-switching is a totally natural phenomenon that occurs in bilingual and multilingual people, especially when they speak to people who speak the same languages as them. On the other hand, code-switching is also defined as a combination of words, phrases and sentences that result from sentence limitations in similar speech context. Based on these definitions, it can be deduced that code-switching in general can be regarded as the act of speaking in different languages interchangeably in order to overcome language constraints, to deliver speeches effectively and most importantly as a crucial step towards achieving successful communication (Eldin 2014). Recently, code-switching has again attracted a considerable amount of attention. It has become an interesting phenomenon to study in particular the usage of language in society because it is part of the development processes and the use of multiple languages (i.e. bilingualism and multilingualism). About the choice of code, code switching is used by people who are bilingual and multilingual (Wardhaugh, 2006).CS (Code Switching) has become a tool for communication in various bilingual areas of the world.

However, Code-switching has often been discouraged, mainly in bilingual children, as a token of language incompetence (Zanova, 2011). Therefore, examine the academics’ attitudes towards the use of code-switching in social media within the higher educational settings in a discourse context – specifically in Philippine language context where code switching from the first language (Filipino as the Lingua Franca) and second language (English) is often observed and used specially in the classroom and now in different platforms such as social media considering the establishment of modular distant learning as per instructed on DepEd Order No. 18 s. 2020 or the “Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan giving birth to the New Normal set-up in the educational system of the country.

Background of the Study

People who have learned two languages demonstrate an interesting phenomenon known as “code switching.” A ‘code’ is defined as a language or a dialect, thus, Code Switching (CS) is an alternation of words and phrases between two languages or dialects. This usually occurs between people who share those particular languages. (Bista, 2010) as cited by Roxas in 2019). In the Philippines, which is recognized globally as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language, English has always been one of the official languages and is spoken by more than 14 million Filipinos. It is the language of business, as well as the primary medium of instruction in education. Needless to say, English has become the second language of Filipinos. Hence, it is not unusual to hear Filipinos conversing in a mixture of English and the native tongue. This is Taglish, or Tagalog-English code switching, the alternation of Tagalog and English in the same discourse or conversation (Gumperz, 1982 as cited by Roxas in 2019)it is the use of Tagalog words, phrases, clauses, and sentences in English discourse, or vice-versa. The term is also occasionally used generically for the switching that takes place between a Philippine language (not necessarily Tagalog) and English (Bautista, 2004 as cited by Roxas, 2019).

Taglish or the Tagalog-English code switching is also evident inside the classroom even before the pre-pandemic classes as it was used inside the classroom as it is anchored DepEd Order 16 s. 2012 also known as Guidelines on the Implementation of the Mother Tongue-Based- Multilingual Education (MTB-MLE) that mandates that Starting School Year (SY) 2012-2013, the Mother Tongue-Based-Multilingual Education (MTB-MLE) shall be implemented in all public schools, specifically in Kindergarten, Grades 1, 2 and 3 as part of the K to 12 Basic Education Program. The MTB-MLE shall support the goal of “Every Child-

A-Reader and A-Writer by Grade 1.”The introduction of English as a subject in elementary grade level specifically for key stage 1 (Grade 1 to Grade 3) is on 3rd quarter for Grade 1 as mandated by DepEd Order 31, s. 2013 – Clarifications on the Policy Guidelines on the Implementation of the Language Learning Areas and Their Time Allotment in Grades 1 and 2 of the K to 12 Basic Education Program, and shall be continuously taught to the following years of the learners. Previously, teachers taught all subjects excluding English in the learners’ mother tongue under DepEd Order 16 s. 2012 also known as Guidelines on the Implementation of the Mother Tongue-Based- Multilingual Education (MTB-MLE that mandates that Starting School Year (SY) 2012-2013, the Mother Tongue-Based-Multilingual Education (MTB-MLE) shall be implemented in all public schools, specifically in Kindergarten, Grades 1, 2 and 3 as part of the K to 12 Basic Education Program. The MTB-MLE shall support the goal of “Every Child-A-Reader and A-Writer by Grade 1.”

The current curriculum and the shift of academic level for Grade 3 to Grade 4 has greatly affected the usage of language among the teachers to correspond to the needs of the learners specifically heterogenous learners (at least 84 and below average of learners) to help them learn English inside the classroom and this time due to the New Normal setting of the Department of Education inside online classes via google meet or the usage of messenger group/Facebook group and Audio and Video rooms in Facebook.

Code-switching is an interesting linguistic activity which is worth looking at from a pedagogical point of view. It signifies different social and cultural functions in post-colonial territories such as the Philippines. Code-switching is pertinent to different language teaching strategies e.g., the bilingual teaching approach. Most bilingual speech communities suffer from language imbalances. One language may be valued higher than the other. This depends on different factors associated with particular languages.

This research study collected qualitative data. This study provided essential information and understanding of teachers’ reasons for code switching towards their students’ learning motivation by looking at effects of CS to the students’ academic performance. How does code switching affects the communication of the teachers’ students with their students’ teachers considering the use of messenger/Facebook and Google Meet as a platform in modular distant learning? This research did not in any way test or measure the proficiency of English amongst Filipino elementary students and teachers. It merely seeks to find out reasons of elementary English teachers and how did CS was effectively used in social media as a platform in the modular distant learning as a medium of communication.

Data Gathering Procedure

The present study employed qualitative research thus there were no statistical treatment and tool used in the analysis of the research data gathered through online classes’ observation and online interview transcripts. After, the online interviews were conducted as schedule after all the letter to conduct study were approved and the availability of each teacher-participants were considered, the online interviews were conducted after which these recordings of online interviews were transcribed the analysis took place.

The first six (6) teacher-participants whose online classes were observed and transcripts underwent three (3) times of online interview for clarifications, confirmations and data gathering purposes. On the other hand, the researcher interviewed the remaining twenty (24) teacher-participants twice. The online classes’ observation transcripts were transcribed tediously observing five (5) Online Brigada Pagbasa and Online Kamustahan and one (1) English online class. On the other hand, interview transcripts were subjected to analysis using M.J. Maluleke’s (2019) research theme.

Data Analysis Procedure

The researcher secured all the letters to conduct to study and permit to study were sent to all the concern people and offices. After all the letter to conduct study were approved from the Schools Division Office of Laguna down to the District Office and then to the School Principal’s office of three (3) elementary schools in

Magdalena District, the researcher asked to observe six (6) online classes that were only available based on the time schedule of each school and scheduled online interviews base on the availability of the teacher-participants. The researcher upon the approval of the validity of teacher-made questions for interview conducted and scheduled online interviews among the teacher-participants there were different schedules of interview done by the researcher the first one was after each online class observations, followed by another online interview using the teacher-made questions based from M.J. Maluleke 2019 themes, the last interviews were done after all the six (6) online class transcriptions were finished.

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The researcher employed the qualitative approach, specifically hermeneutic phenomenology, to shed light on the study's research questions. This approach helped the researcher to describe the reasons why teachers code switch, the effects of teachers' code switching to their students' performance and their literacy competence. The researcher used M.J. Malulekes's study theme in 2019, each theme determined the reasons for code switching, its implication to students' performance in the online class (i.e., Google Meet, Facebook Messenger).

There were 300 minutes of online class/ online Kamustahan and Online Brigada Pagbasa recordings that were analyzed, along with 160 minutes of online interviews that were transcribed to be used in the analysis phase of the present study. The data obtained were solely enclosed within the research and the teacher-participants for data privacy and were only used for academic and research it served.

Theoretical Framework

The primary theoretical framework considered in this study is Hymes' ethnography of communication (Saville-Troike, 2003). It was chosen over other theoretical frameworks for its marriage of etic and emic views of language and community practice, and because it enriches linguistic analysis through the development of models and theories of language in social interaction and through the use of background knowledge and description. The ethnography of communication allows language to be examined in a specific context, that is, the classroom. Thus, members of the class are the speech community; the speech situation is the lesson; and the speech event is the communication of particular lesson objectives, tasks, or activities enacted by the teacher through communication and response with the students (Mangila, 2018).

Hymes (as cited in Saville-Troike, 2003 and Mangila, 2018) emphasizes that language cannot be separated from "how" and "why" it is used. Thus, in examining the teachers' use of language in instructional practice, the overarching assumption being made (the "why") is that language is used for content-area instruction. The "how"—the use of codes in practice and the norms that govern each teacher's linguistic choice—is what was investigated in this study. The focus for this ethnography is both, to use Saville-Troike's (2003) words, "particularistic and generalizing". Thus, it provides not only a description and interpretation of the communicative behavior of two bilingual content-area high school teachers in specific settings, that is, their classrooms, but also a framework for using codes as a scaffolding device.

In the online class observation analysis, the researcher considered the five conceptualized categories which emerged as dominant and were expanded from Merrit, Cleghorn, Abagi and Bunyi's four types of classroom-based code-switching and Guthrie's (1982) coding, which was an adaptation of Dore's (1977) conversational acts. The five types of pedagogic code-switching functions considered in this study include: 1)

Instructional for content acquisition which is coded when the switch takes place during the content instructional learning events and occurs without repetition or disruption of the content material; 2) Reformulation is an instructional strategy whereby the teacher either checks for comprehension by concurrently translating a text or speech, or initiates student translation; 3) Instructional for language acquisition takes place when content instruction is supplemented or suspended for linguistic reasons; 4) Coding for facilitation occurs when the switch takes place during the teacher's discourse where the teacher's role switches from content or language instructor to a facilitator; and 5) Coding for habitual switching includes idiosyncratic lexicon, discourse markers, and international participles prevalent in each of the teachers' speech patterns.

The abovementioned theories were used to unfold the occurrences of code switching inside the online class and to unfold the reasons why teachers do code switching during online classes, and its pedagogical implications to students' performance in English class.

Statement of the Problem/Objective

This study tried to examine the implications of the usage of code switching in social media among the elementary teachers of Magdalena District. Specifically, answers to the following question will be used:

- 1) What are the reasons for Filipino English Teachers to switch codes in online networking websites such as Facebook and online platform such as Google Meet?
- 2) What are the effects of code switching in the academic performance of the learners?

Research Methodology

The researcher used qualitative method through the use class observations of online classes/ online Kamustahan and Online Brigada Pagbasa and online interview among the respondents with formulated open – ended questions that elicited responses to the topic herein being studied that was carefully developed to collect data about the usage of code switching in social media websites and how it affects each student. The class observations transcriptions were analyzed to see the code switching happening in each class the framework used Hymes' ethnography of communication (Saville-Troike, 2003 and Mangali, 2018), and analysis of the interviews' transcripts under the themes of the research of Mzamani J. Maluleke (August, 2019) were conducted. The coding phase revealed three (3) out of four (4) themes of M.J. Maluleke has resembling features to the present study's findings.

The participants in the online class observations came from Magdalena District from three (3) elementary schools. There were six (6) online classes that was observed to see if code switching is happening in the elementary online classes. With all the first six (6) teacher-participants' online class observations and interviews of their experiences, they have also revealed their reasons for using code switching in the online classes. After having gathered their responses, the researcher performed coding on their transcribed interviews and generated several themes. Maguire & Delahunt (2017) stated that a theme is characterized by its significance; a data set may overlap between the coding stage and the stage of identifying preliminary themes.

The remaining twenty-four (24) teacher-participants were in the 'working from home' setup. As teachers under the New Normal teachers were observed with their consent and the Public Schools District Supervisors and School Principals' approval. Each of them was interviewed several times, through Google Meet at their most convenient time. All thirty (30) teacher-participants came from Magdalena District, the thirty (30) teachers of the said district out of three (3) elementary schools were the center of the study. All which are purposively selected for the study who are all teaching English or is using English as a medium of instruction.

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hand, the researcher interviewed the remaining twenty (24) teacher-participants twice. The first interview was done after the SLAC session (School Learning action Cell) where the researcher briefly discussed about the code-switching phenomena, the second interview was done online through google meet after the approval of the teacher-made interview questions were approved. The researcher observed six (6) online classes/ online Brigada Pagbasa and Online Kamustahan and conducted thirty (30) online interviews starting from the day of the approval of the permit to study.

There were 300 minutes of online class/ online Kamustahan and Online Brigada Pagbasa recordings that were analyzed, along with 160 minutes of online interviews that were transcribed to be used in the analysis phase of the present study. The data obtained were solely enclosed within the research and the teacher-participants for data privacy and were only used for academic and research it served.

Results and Discussion

1. Teachers Reasons for Code Switching Online Class Observations

The researcher did an in-depth analysis of the transcripts of the in-class observations to discover the reasons of the teachers' code-switching acts in the classroom. According to the findings, both English teachers code-switched in the classroom, and they code-switched for a variety of pedagogical reasons. The varieties of code-switching acts and their pedagogic roles are discussed in the following talks based on excerpts from the transcripts of the classroom observations.

1.1 Facilitate learning in online class

All six (6) teacher participants online class transcription revealed that code switching acts happened in their online class to give instructions and directions to the students. The following were excerpts during the online class.

Extract 1:

TP1: Sige nga, from our comment section ilagay nga natin sa ating chatbox, saan kaya belong si Nigel Nightingale sa nocturnal o sa diurnal? Ayan tama si Anna talagang nakikinig, very good anak, okay let's continue.

TP1: Ayan, can you see this kids, tignan nyo yun laser na pinipindot ni Teacher Aileen

TP1: Oh, ano kaya ang Nakita ni Otis Owl, paglabas sa kanyang tirahan, let us find out, okay kids,

TP1: Kagaya ng sinasabi ko sa inyo every week, ahmm, kagaya sa loob ng ating class kapag meron tayong face to face class, you need to support and help one another.

In the extracts, TP1 is giving her instructions on the reading text that their discussing she used both languages convey the instructions smoothly to the students, she used the commonly heard instructions in English language and shift to Tagalog to clarify and emphasize her instructions. TP1 explained the role of complementary functions by shuttling between English and Tagalog in a sentence. Using the two languages, the English teacher was able to express her points clearly and coherently. The given excerpts showed that facilitation is the other reasons performed by the code-switching act made by the teacher while teaching the online class. This claim was supported by Mangila (2018) as he defined facilitation as the reasons behind the teacher's code-switching act - the role of the teacher switches from being of a content or a language instructor to that of being a facilitator in the classroom. In this case, the teacher had decided to make use of code-switching during the classroom discourse as it was part of the classroom routines and management where instructions or directives were given by the teacher to the students in a more familiar language like Tagalog instead of the English language in order to facilitate the students' active participation in the class (Mangila, 2018). The foregoing finding also strongly supports another major finding of Martin (2014) that

Filipino teachers often used code switching to ensure students' active participation not only during the class discussions but also in accomplishing certain activities in the classroom.

Likewise, it can be seen that the teacher-participant was able to present her instructions clearly and direct the students this is posited with Bravo -Sotelo (2020) findings on Math teachers using CS, it can be noted that the sentences from the extract conformed to the syntactic rules of the two languages as cited by, Tagalog and English, and the words from the two languages were linked grammatically, thereby facilitating smooth and natural transition between words.

There are few CS that shows teacher-participants in instructing her students and assuring students participations inside the online class. The extracts are as follows:

TP2: Patingin nga ng mga sagot nyo, sige nga, open cam nga tayo.

Katulad ng ating mga nakaraan na online class kung yung mga cellphones nyo ay walang raised hand icon, yun parang bilog sa baba, okay lang na magsalita, pero ang tanda ko si James lang yon.

TP3 Number 2 please read, Yes James. James Clarence please read the second rule.

Pupil 2: All your things must be prepared before joining the class.

TP3: *Okay toy, ako na babasa ng nasa white kulay black lang kayo. "Be prepared" kailangan lahat ng gamit nyo kaharap nyo na o kapit nyo na.*

This finding suggested to achieve a smooth conversation and coherent delivery of instructions it is best way to use code switching, this claim is supported by the observed math teachers had to use English and Tagalog interchangeably within a sentence in explaining math concepts and solutions, among others. In short, both languages are complementary for instruction (Bravo-Sotelo, 2020).

1.2 Code switching for content acquisition

Data analysis revealed that teachers' reasons for code switching acts on online class observations was the attainment of the content or for this New Normal set – up because of the global pandemic is the MELC (Most Essential Competencies). The teacher-participants do code-switching in order to fulfill the acquisition of content (MELC) inside the online class. The excerpts are as follows.

Excerpt 2:

TP 2: Okay, Angelica. Okay, Angelica what do you think is the right answer for number one?

Pupil 1: *Verbs po ma'am.*

TP2: Verbs! Very good! Tignan nga natin kung tama? Okay tama. So class, pagsinabing verbs laging kasama nya yun action.

When TP2 asked for the what is the correct answer after she gave hints on the previous lesson a student answered correctly. So, TP2 repeated the answer of the student and provided an affirmation by saying, "laging kasama yun action" to emphasize the point. The interchanges of two languages (English and Filipino) to clarify the information were the main reasons why teachers do code-switching. This claim is supported with Mangila(2018) assertion on the five conceptualized categories which emerged as dominant and were expanded from Merrit, Cleghorn, Abagi and Bunyi's four types of classroom-based code-switching and Guthrie's (1982) coding, which was an adaptation of Dore's (1977) conversational acts which included Instructional for Content Acquisition . Instructional for Content Acquisition was the function performed by the teacher's code-switching acts in this case because the teacher simultaneously used two languages, English and Bisaya, in explaining thoroughly about what the poem generally implies as well as in providing

practical and familiar situations to the students so that they could understand better the lesson being taught (Mangila, 2018). Helping her students to easily acquire the content of the lesson was the primary reason of the teacher on why she made use of code-switching while teaching the whole class.

As observed, pure English was used when providing terms and concepts in English this is posited by Bravo-Sotelo, 2020 claims about the use of CS in mathematical explanations or definitions of mathematical terms. Only when the teacher would need to expound on a certain question of a concept that switching to Tagalog or Tagalog-English would be done.

These extracts showed that teacher-participants used CS to instruct students mainly on the usage of the different functions in the online class.

Overall, the data of online class observations affirmed that teachers' reasons for code switching acts in online class were mainly because they wanted to facilitate the online class and for content acquisition.

2. Analysis of Data from the Interviews

2.1. Filipino ESL Teachers' Reason for Code switching in Facebook and in Google Meets

Data obtained from the interviews was carefully transcribed and analyzed to evaluate teachers' reasons on code-switching and how it helps empower learners gain competency in English during Online Classes/Online Kamustahan. The interview data revealed that teachers code switch because (1) it helps learners understand the lesson more, (2) increases learners' participation, (3) Aid teachers to evaluate whether learners understand the content taught, (4) develop sense of belongingness in class and (5) help build learners confidence to speak the target language. These reasons are closely related to the themes of M.J. Maluleke, 2019 themes as it was used as the present study's framework. Several ideas emerged during data analysis and were sequentially arranged under five themes, which focused mainly on the topic under discussion.

The interview data revealed the following reasons why the teacher participants codeswitch during online discussions. The first three reasons are within M. Maluleke's study themes. Each theme is briefly discussed below.

2.1.1 Help learners understand the lesson more.

All 30 teacher-participants agreed that using code switching during online class or even the pre-pandemic classes is really useful. A teacher-participant even said:

"Yes po, it helps a lot po, especially when our subject is English, I need to translate first in Tagalog so that my pupils will understand my lesson."

This claim is supported by the first theme on M.J. Maluleke's research that "Learners lack sufficient knowledge of English, which is the language of learning and teaching", this is consistent with Macaro's (2001, p.535) as cited by Cheng (2013) finding that "learner ability was a major factor in how much L1 was used". In the subsequent interview, the two teachers who claim to use less than 60% English in class complain that their students are mainly non-English majors, whose English proficiencies are so low that they cannot even follow or understand simple teaching formulas, let alone unfamiliar subjects explained in English, thus teachers resort to translation to help students understand the lesson this is related to another research about code-switching within the EFL context was conducted by Khiarunnisa (2016) figuring out that code-switching by the teacher was used as a useful strategy in transferring effective ideas from the teacher to students. Another research under the code-switching theme was also conducted in a secondary school setting. It indicated that code-switching was not only applied by learners but also by teachers as cited by Masha (2020).

All teacher-participants agreed that they are compelled to code-switch timeously to help learners keep abreast of the subject matter presented. One participant had this to say:

My students are not good in English, even before the pandemic they find it difficult to understand

English subject, so I always resort to Taglish to help them understand what I am saying and I think it is still effective during the online classes.

The above statement showed that it is indeed difficult for teachers to teach English to their elementary learners without using code switching and this is related to Maluleke's (2019) findings on South African mathematics learners that is teachers' dilemma because the subject policy does not allow code-switching in class. This claim is also supported by Masna in 2020 that bilingual speakers are able to discuss any topics in different languages. They will switch the language in order that people around them understand well what they are talking about. Al Hayek (2016) explains that bilinguals would be motivated to code-switch because they think that some ideas are more meaningful and understandable to be conveyed in one primary language. Besides that, Holmes (2008 as cited by Masna 2020) argues that particular topics are often easier to be discussed in one code rather than another. This is what is happening to students, for example, who are taking linguistics unit/subject. Some linguistics' words such as „complement“, „phrase“, and „finite“ are easier to be used rather than the terms of students' first language in discussing the topic about the elements of a clause. This argument has a relation with the concept argued by Kim (2006 as cited by Masna 2020) identifying that the topic of discourse influences bilinguals to switch their codes or language. The arguments and examples above are reinforced by Chin and Wigglesworth (2007 as cited by Masna 2020); they explain that topic is another key factor influencing language switching for many bilingual speakers. Therefore, switching makes topics easier and more understandable to be explained; so that bilingual learners can get the points of the topic they are discussing.

Another teacher-participant claimed that to help students understand the lesson they need to translate and look for a word-for-word translation of the English word into the vernacular language.

Yes, for example, when the sentence can't be understood by students, I try to translate some words to Tagalog so that learners will be able to understand the whole sentence.

This claim is supported by Aichuns (n.d.) as cited by Gulzar (2010) outlines that “teachers' concerns for unfamiliar vocabulary or expression often prompt them to code-switch. When the teacher is not sure whether the students know the meaning of the target language word or expression in question, then it is common for him/her to offer the Chinese translation for clarification.”

2.1.2 Increase learners' participation on online classes

Based on the interviews' transcript learners increase their participation on online classes through code switching. A teacher-participant said:

“Yes it can really help increase participation rate. Because using Taglish in the class can really help the learners to express themselves. ... students will participate in class discussion.”

This is relative to M.J. Maluke's (2019) study theme Code-switching serves as a mediation tool that bolsters participation in class. When the teacher attempts to use English only, this communication is lacking, and learners become passive, as very few learners have the courage to contribute in class. One participant said:

“Yes, I agree, many pupils want to participate during discussion specially in oral recitation, but there is a hesitant on their part because they don't understand nor speak in English language, so code switching helps us teachers to gain or increase participation rate of my pupils.”

Code switching removes the feeling of anxiety and pressure in committing mistakes when they speak of the target language. It was found that teachers hold a positive belief and agreed that the use of code-switching in the EFL classroom would contribute to the smooth flow of the classroom interaction (Suganda, Loeneto, & Zuraida, 2018).

Thus, it is clear that code-switching is familiarly used by both teachers and learners in order to achieve meaningful and effective classroom interaction. In line with this, Horasan (2014) argues that code-switching is used by teachers and students to convey their idea in the English teaching-learning process in the classroom. Bista (2010) also adds that most bilingual students in the classroom switch the language/code to overcome their incompetence in a second language. Thus, in an educational setting such as school and university, code-switching frequently occurs Masna (2020). This result also allowed the students to be more participative in the classroom though the subject matter is somehow difficult. Taglish created informal and friendly classroom discussions that were previously shown in the literature (Bautista, 1991; Martin, 1999; Abad, 2005, 2010 and Liwanag 2016).

All teacher participants agreed that code switching really increases students' participation in online classes, here is another excerpt *"Yes it increases participation rate of pupils because they can answer independently using MTB and English as medium of Instruction."*

Two teacher-participated insisted that when they code switch pupils become more participative during the online classes.

"They participate well because they understand the things that I am saying and that's really nice about it, because I get to know if they participate well in my class."

"Opo mas maraming makakasagot o makikiisa sa aralin kung magtuturo tayo sa mga mag-aaral gamit ang code switching dahil may mga words na para sa atin simple words pero sa kanila ay malalim na salita kaya hindi nila ito nauunawaan. Halimbawa sa Grade 3 sa asignaturang Filipino nagtanong ang guro ng kasingkahulugan ng marikit hindi nila alam pero kapag sinabi mo na beautiful alam nila ganun din sa English skapag sinabi mo na gorgeous hindi nila alam pero kapag sinabi mo beautiful o maganda alam nila un. Kaya napakalaking tulong ng code switching sa pagtuturo sa mga mag-aaral upang maunawaan nila ang mga bagay - bagay na dapat nila matutunan sa mga aralin."

This claim is supported with Liu, Ahn, Baek, and Ok (2004) as cited by Masna (2020) explain that code-switching is a useful strategy in classroom interaction. This idea has a good point which reminds us that code-switching is needed in the interaction process in the classroom. For example, in interacting with students, teachers tend to switch the language in order to transfer the knowledge to students in an efficient way. From this notion, it can be suggested that not only does social interaction influence bilinguals' code-switching, but the interaction occurring in the teaching-learning process also contributes to code-switching. Thus, it can be argued that the interaction process influences EFL learners' code-switching in any circumstantial events such as in a group, in a classroom, even at home. The Taglish switch created affective bonds, built solidarity, achieved legitimacy within the group and therefore attained a high level of participation in classroom discussions (Liwanag, 2016)

2.1.3 Aid teachers to evaluate whether learners understand the content taught.

Interview data revealed that all teacher-participants agreed that code switching help in the aid the teachers to evaluate whether the learners understand the content taught. A thorough analysis of the participants' responses indicates that they believe that code-switching helps them to evaluate whether the learners understand the content taught. This is related to M.J. Maluleke's theme that that is it also helps them to emphasize important ideas that require critical understanding in the language that the learners fully

understand, after which the switch back to English is made to maintain the flow of information (Maluleke, 2019). Some participants responded as follow:

“Learners also utilize code-switching to show teachers that they fully comprehend the subject matter being taught and that they can readily explain why they are using code-switching when they are stuck.”

“The teachers will be able to see the improvement of the learners academically because code-switching helps to lessen their difficulty understanding the subject matter. Learners tend to get a high score whenever a test is administered.”

“It is through evaluation that help teachers evaluate the learner’s retention of the content taught. For an instance, when Taglish was applied during discussion in my ODL class, I found out that majority of the learners got the passing scores in the evaluation.”

Code-switching helps learners to fill the lexical gap to understand the content taught It also affords teachers the opportunity to review their lesson plans and presentation as a means to help learners improve their performance (Maluleke, 2019), benefiting the teachers to look back on their lesson and reflect on the strategies that they used for a certain lesson. Unfolding more opportunities for teachers to organize, to align and to redirect activities that are way better and suited to help learners get to understand lessons more clearly and vividly.

In addition, two teacher-participants emphasized that teaching the subjects such as Science and Math using code switching students can easily understand the lesson.

“Yes, especially in Science there are terms that a learner cannot easily understand so I need to explain well even if I used Taglish.”

“Opo mas nakakatulong ito sa mga bata na maunawaan ang leksyon ang gagamitin ng mga guro sa pagtuturo ay TAGLISH halimbawa na lang sa pagtuturo ng Mathematics sa bata may mga words or terminologies ang hindi nauunawaan ng bata kaya hindi nila masagutan ang kanilang mga activity sheets pero kung ituturo natin ito sa pagpapaliwanag gamit ang Taglish halimbawa ay $44 \div 4 = ?$ Kung hahatiin natin ang 44 na mangga sa 4 na grupo ilan ang mabubuo mo. Subok ko na po ito nung ako ay nagtuturo nung $f2f$ pa po.”

The above excerpt showed that code switching is useful to help carry out difficult lesson on different subject areas, even subjects with difficult topics that needs mastery on delivery of the lesson and the medium to be used. This is supplemented by the finding of M.J. Maluleke in 2019 that teachers have a double challenge of teaching the language of mathematics and of focusing on difficult word problems, which require careful understanding. Thus, teachers are expected to code switch to help learners understand the topic more which is related to this research statement ...that teachers engage in code-switching when they realize that learners find it challenging to understand the content presented in English (M.J. Maluleke, 2019).

The above excerpts also posited the difficulty of teaching ‘content’ subjects that made teachers to code switch Chikiwa and Schäfer (2016) opine that mathematics texts are written in highly formal language, which is challenging for learners to comprehend. In this manner, even content subject including Mathematics, Science and EPP/TLE can be best understood by learners when teachers do code switch. Therefore, teachers switch codes as scaffolding to help learners conceptualize what the lesson is all about, and help them to acquire basic knowledge through the use of the learners’ L1 (Maluleke, 2019).

The findings of the study are in line with a study conducted by Jegede (2011:51) in Nigeria. Jegede (2011) opines that code-switching serves as a communication strategy that bridges “the gap of linguistic competence between the two languages.” Kim (2015:45) found that in one Korean university code-switching “has motivational underpinnings,” which enhance communication between teachers and learners.

Butzkamm (1998) refers to the insertion of the L1 during a lesson as a conversational lubricant

which anchors communication between the teacher and learners. Additionally, Sampson (2012) provides other functions of code-switching which include strategies for dealing with communication breakdown, the importance of exposure to and practice of the target language, as well as the need to prepare learners to use English in class. Sampson (2012) compares instances where code-switching is used to instances where English only is used in class. Inserting L1 while teaching through L2 promotes language diversity, which is one of the pillars of the Philippine education system establishing the MTB-MLE subject explained in DO 16, s. 2012 – Guidelines on the Implementation of the Mother Tongue-Based- Multilingual Education (MTB-MLE). It is then not surprising that when participants in this study realized a breakdown in communication, they skillfully resorted to code-switching in a bold move to steer the lesson forward. Teacher education lays the foundation and helps prospective teachers evaluate how code-switching can promote academic achievement when teaching challenging content that requires critical thinking and analysis.

The data of the interview transcripts revealed three themes which are (1) it helps learners understand the lesson more, (2) increases learners' participation, and (3) Aid teachers to evaluate whether learners understand the content taught, as reasons for code switching on English online classes. It is clearly stated that these themes clearly help the teachers in achieving learning. This is in line with Sert's (2005) assertion that code-switching is a useful technique that can scaffold beginner learners to cope in class. The findings of the study are in line with a study conducted by Jegede (2011:51) in Nigeria. Jegede (2011) opines that code-switching serves as a communication strategy that bridges "the gap of linguistic competence between the two languages."

Interview transcripts revealed that the effects of code switching in the learners English Performance is it gained them confidence to use and speak the target language

2.2. Effects on learners' performance in English Online Classes

2.2.1 Learners gained confidence to speak the target language.

A teacher—participant agreed and pointed out that the students become more aware and acquainted with both languages used in code-switching, here is the excerpt. The article also highlights the significance of code-switching as an empowerment strategy that can be used in multilingual classrooms to help learners improve their performance in Mathematics. It further proves that code-switching has a socio-cognitive function of helping learners realize that their L1 can be used to serve the same function as the L2, which is perceived to be a language of power. Interestingly, Moore (2002) as cited by Maluleke (2019) expounds that code-switching provides a sociolinguistic approach essential to help learners acquire and use the L2 effectively.

Yes, I think it help students to understand the lesson well. I, myself use this code-switching especially in difficult terms and lessons. For the very reason that their vocabulary is limited, we need to introduce to them the words and terms thru code-switching. This also helps them to think and speak in both languages, so it involves their intellect as well.

This is posited by the claim that code switching which is a switch between complete stretches of utterances or sentences. This could indicate that students are developing proficiency in both languages (Roxas, 2019). On the other hand, aside from the factors discussed in this study, there are still other factors that might lead students to code switch and these may include enhancing academic achievement among others. Code-switching is a natural phenomenon in settings where learners share two languages (Turnbull & Arnett, 2002). Access to the L1 enables the students to accomplish tasks more successfully (Swain & Lapkin, 2000), especially to those students who are not cognitively matured. So, judicious use of the L1 won't demotivate but motivate students to acquire language. Denying access to the L1 will deprive students of a precious cognitive tool (ibid.) as mentioned by Cheng (2013). In the literature, the tentative functions of the L1 in foreign language or L2 classes are myriad. It can facilitate teacher-student communication, establish teacher-student rapport and most important of all, more so it assist language learning (Harbord, 1992).

However earlier studies that were mentioned by Cheng (2013) argued with the findings of the recent

studies, highlighting the importance of too much use of L1 may lead to the failure of learning the target language. the strongest rationale for target language-only practice in foreign language class. According to Krashen and Terrell (1983), language input plays a significant role in the course of language learning. Therefore, foreign language classrooms should be a source of input, a place where learners can be exposed to sufficient comprehensible input. Turnbull (2001) also emphasizes the importance of maximum language input in class, especially when the classrooms are the only places where the target language can be encountered. However, the importance of language input is exaggerated, which is manifested in the tenets issued in a conference held in 1961. For example, “the more English is taught, the better the results; if other languages are used too much, standards of English will drop” (Auerbach, 1993, p.12). After the dissemination of these tenets, the exclusion of the L1 from foreign language classes is thought to be natural and reasonable.

In conclusion, it is undeniably presented that teachers agreed that students learn to speak the target language with the use of mother tongue or L1 but nevertheless facilitators of learning should know when to use the first language (L1) and when to use the second language (L2)/ target language appropriately and strategically in order to enable comprehension and meaningful involvement of the learners, which ultimately leads to enhancing academic achievement.

Online classes transcriptions revealed that 11 out of 30 teacher-participant pointed out that it gives the students confidence and lessen the hesitation in speaking inside the online classes. A teacher-participant claimed:

Yes it is. At first, they feel a little bit uncomfortable, since they are not used to it, but as I allowed it in our class. They slowly gained confidence in expressing their answers and thoughts thru code-switching.

The above excerpts clearly stated that teachers resorted to code switching to help learners gain confidence in speaking, without creating any pressure or anxiety to the learners. Circumstances beyond their control force teachers tend to breach the departmental policy of using English only as medium of instruction, especially during English classes to help the pupils get acquainted with L2(English) (Maluleke, 2019).

Pupils after being introduced to the online classes and were taught in English through the usage of code switching has emerged into numerous effects including gaining of confidence, less hesitation and active participation in class which is very evident on the increase of their performance in English class found on the students' grades from 1st quarter to 2nd quarter Based from the interview all teacher-participants listed the benefits that their students gain out of using code switching on online classes, that are academic implications and evident in the students' performances inside the classroom. Earlier research done (Shamash, 1990, Collins, 2001) confirms that using the L1 contributes to reducing the affective barriers of second language learning. The use of the L1 minimizes students' language anxiety and eventually uplifts the affective environment for study. It is believed that the use of the L1 helps when it is regarded as a meaning-making tool and a means of communication of ideas instead of as an end in itself.

Citing the fifth hypothesis of Krashen's Monitor Model, Meyer (2008) explains that learners or acquirers of a language would possibly block or filter the L2 if they are tense, bored and annoyed. They will not learn the target language successfully. This is because confused and distracted students normally become upset, frustrated and resentful towards the environment which does not support them positively. Learning is hence discouraged.

Therefore, it makes sense that when learners code switches the anxiety of committing mistakes on the target language decreases, however, certain parties may raise issues of improper language use and the effect on mutual intelligibility in social conversation. Perhaps, it is more fruitful for those who criticize to see it as an effort to learn English than to proceed with passive learning. This, however, should not be an excuse for teachers to increase their use of code switching.

2.2.2 Develop learners' sense of belonging

The interview data revealed that it helps learners to as part of the class and develop their sense of belongingness within the class. A teacher-participant stated:

“(1.) Sense of belongingness develop in the part of the pupils. (2.) Pupils are more participative because they feel their value as class member. (3.) Through Taglish pupils eagerness to listen and understand the lesson increase.”

The above excerpts are evident of the big impact of utilizing code switching in the lessons taught in English, supporting E.R. Flores, 2019 findings that the use of C-S inside the classroom may even bring about a more engaging discussion among learners which may result in a deeper understanding of the lessons and a better performance of tasks. This claim is supported by Davies (1992) as cited by Murad (2013) thinks that most code-switching studies has focused on the syntactic dimension of code-switching, treating it as structural phenomenon, however, he believes that social and psychological dimensions have also an effect. Suggesting the CS is inevitably a strategy to create rooms for communicative efficiency but also socialization development.

This is also supported with earlier studies by Thompson (2003) as cited by Liwanag (2016) also studied teachers and students and found out that the respondents found it difficult to converse in pure Tagalog or pure English sentences. Thus, they resorted to mixing the two languages in order to convey their messages, to facilitate comprehension and to understand with ease. The same line of conclusion was forwarded by Abad (2005) as posited by Liwanag (2016) when she mentioned that code switching allows students to express themselves inside the classroom. Codeswitching assists the triumphant negotiation of meaning of complicated texts coded in English and makes input clear to the learners; generates a low-anxiety classroom atmosphere which is favourable to learning; and, keeps the students focused in class where lessons are highly technical in nature.

All participants indicated that code-switching was an empowerment strategy that helped them develop a strong bond with learners. It afforded teachers with an opportunity to interact more with learners (Maluleke, 2019). Some participants remarked that

“Yes. I do use code-switching in my class. I let my learners to use Taglish whenever I see that they are having difficulty with the English language. With this, they will feel less stress and motivated to speak up and will have a closer relationship with me, as they are able to make comments and give their ideas to a certain topic comfortably.”

“Yes, I believe so. For the homo class (special section), majority can relate and express easily. For the others, I encourage them to speak without the fear of being corrected, but for the sake of expression. I love listening to them and I value our simple conversations. The atmosphere of being not threatened is my priority and everything else follows.”

This strengthens the bond between the teacher and learners as they communicate easily without struggling to construct sentences in English only.

Thus, code-switching promotes active engagement between the teacher and learners who regard their teacher as a mentor and facilitator rather than a custodian who wants to fill the empty vessels with knowledge. Code-switching also gives learners an opportunity to create a sound relationship with the teacher, while at the same time empowering themselves to understand English concepts and lessons, benefiting learners to be confident in interacting with the teachers and breaking the boundaries that made learners hesitant to express their thoughts with their teacher.

The interview data revealed two themes which are as follow (1) develop sense of belongingness in class and (2) help build learners confidence to speak the target language. This themes clearly identifies the effect of code switching on students. This is supported with the claims of Moore (2002) expounds that code-switching provides a sociolinguistic approach essential to help learners acquire and use the L2 effectively. When learners switch codes in response to teacher's questions, it encourages them to make meaningful contributions

in class. In the process the teacher should play a leading role in guiding learners to use mathematical language to get acquainted with the appropriate discourse (Thompson & Rubenstein, 2000).

Summary of Findings

Different salient points were found after the conduct of the research. Therefore, based on the different findings of the study, the following findings are hereby enumerated based on the statement of the problem:

1. The online class observations transcripts revealed that two major teachers' reasons for code switching acts in online classes (1) facilitate learning in online classes and code switching for content acquisition. This in line with Mangali (2018) findings on the usage of CS as an effective tool in teaching. The data of the interview transcripts revealed three themes that answered why teachers code switch on online classes which are (1) it helps learners understand the lesson more, (2) increases learners' participation, and (3) aid teachers to evaluate whether learners understand the content taught, as reasons for code switching on English online classes. It is clearly stated that these themes clearly help the teachers in helping the in the learning process. This is in line with Sert's (2005) and M.J. Maluleke (2019) assertion that code-switching is a useful technique that can scaffold beginner learners to cope in class.
2. On the other hand, two themes were revealed that showed the effects of code switching on students' performance in English online class which are as follow (1) develop sense of belongingness in class and (2) help build learners confidence to speak the target language. This themes clearly identifies the effect of code switching on students. This is supported with the claims of Moore (2002) expounds that code-switching provides a sociolinguistic approach essential to help learners acquire and use the L2 effectively. When learners switch codes in response to teacher's questions, it encourages them to make meaningful contributions in class. In the process the teacher should play a leading role in guiding learners to use mathematical language to get acquainted with the appropriate discourse (Thompson & Rubenstein, 2000).
3. The articles also revealed how code-switching can be used as an empowerment strategy to scaffold primary school learners to improve their performance in English, which is one of the most challenging subjects for Filipino learners. Finally, there is a need to look at the role C-S plays in our classes. If lessons or concepts in mathematics, science, among other curricular subjects, can best be taught by teachers and learned by students in their mother tongue (E.R. Flores, 2019).
4. Code-switching helps learners to fill the lexical gap to understand the content taught. It also affords teachers the opportunity to review their lesson plans and presentation as a means to help learners improve their performance (Maluleke, 2019), benefiting the teachers to look back on their lesson and reflect on the strategies that they used for a certain lesson. Unfolding more opportunities for teachers to organize, to align and to redirect activities that are way better and suited to help learners get to understand lessons more clearly and vividly. It is then not surprising that when participants in this study realized a breakdown in communication, they skillfully resorted to code-switching in a bold move to steer the lesson forward. Giving the teachers the time to reflect on the implications they can benefit out from strategies including code switching.
5. Finally, the study revealed that using code switching made students confident and lessen hesitation while participating inside the online classes resulting to better performance, supporting E.R. Flores, 2019 findings that the use of C-S inside the classroom may even bring about a more engaging discussion among learners which may result in a deeper understanding of the lessons and a better performance of task.

Conclusion

In the light of the summary of findings of this study, the following conclusions were drawn.

The findings of the present study reveal that CS is being practiced by Filipino elementary students and teachers when communicating in their online Kamustahan/Online Brigada Pagbasa in Google Meet and Facebook. Data revealed reasons why teachers code switched first in the online class observations (1) facilitate learning in online class and (2) code switching for content acquisition meanwhile in the interview transcripts it revealed teachers' reason as follows (1) help learners understand the lesson more, (2) increase learners' participation on online classes, (3) aid teachers to evaluate whether learners understand the content taught, and the effects of CS to students (4) learners gained confidence to speak the target language and lastly (5) develop learners' sense of belongingness. The findings suggest that online communication is a quintessential place for code switching.

These findings can create ripples of implication. First, it implies that Taglish is an equalizer. It breaks social gaps. Second, the findings have pedagogical implications. If CS has made online communication dynamic, it would prove beneficial also in the classroom. Lastly, allowing CS in class can promote greater interactivity because it widens comfort zone for students to participate more, aiding their second language learning.

Recommendations

From the said conclusions, the following recommendations were presented:

1. The teachers may sustain the usage of the use of code switching particularly when developing students' confidence in the usage of both languages (English and Filipino). Using these literacy strategies, it can help students to enhance their learning in difficult concepts in English more on content subjects such as the Science, Mathematics and EPP. The teachers may devote more efforts to learn and apply new and different literacy strategies that can be useful to keep classroom well managed and conducive for teaching-learning.

2. The teachers may strengthen the use of code switching as a strategy to further enhance the mastery skills of the students.

3. To ensure better academic performance, other researcher is encouraging to conduct parallel studies on code switching to find out other factors that makes concepts such as in Mathematics and Science, aside from English as a subject, difficult to the students.

4. For the facilitators of learning, teachers should know when to use the first language (L1) and when to the use second language (L2) appropriately and strategically in order to enable comprehension and meaningful involvement of the learners, which ultimately leads to enhancing academic achievement.

5. Future researchers should also use quantitative tools in measuring the frequency of utterances of code switching as well as its communicative efficiency.

6. For future researchers that would like to dwell on a similar study, it is recommended to increase the sample size, and proceed with an in-depth FGD (Focus Group Discussion) in order to provide a richer analysis of data as support to statistical data.

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