

# Level of Usage of Teachers' Code Switching Practices as Perceived by Students in Relation to their English Language Proficiency

Felyn Mae G. Yap, Freden S. Delgado, Virginia J. Magbanua, Lalaine E. Ricardo, Merlyn F. Filosofo

Faculty Members, CapSU- Mambusao Satellite College

**Abstract-** This survey-correlational study was conducted at Capiz State University- Mambusao Satellite College to determine the level of usage of teacher's code-switching practices as perceived by the students and its relation to their English Language Proficiency. Specifically it sought answers to determine the level of usage of teacher's code-switching practices as perceived by the students when taken as a whole and when classified according to the profile of the respondents in terms of course pursued, year level and type of high school graduated from, to determine the English Language Proficiency of the respondents when taken as a whole and when classified according to the profile of the respondents in terms of course pursued, year level and type of high school graduated from, to determine the significant differences in the level of usage of teacher's code-switching practices as perceived by the students when taken as a whole and when classified according to profile of the respondents in terms of course pursued, year level and type of high school graduated from, to determine the significant differences in the English Language Proficiency of the respondents when taken as a whole and classified according to profile of the respondents in terms of course pursued, year level and type of high school graduated from and to determine if the level of usage of teacher's code-switching practices as perceived by the students significantly related to the English Language Proficiency of the respondents.

Respondents perceived their teachers as "always" practicing code-switching in delivering their lessons. When grouped according to selected variables, the perceived level of usage of teacher's code-switching practices only differ in the type of high school where the respondents graduated from. Moreover, the respondents has a "Very Satisfactory" English Language Proficiency. Only when grouped according to the course pursued did the English Language Proficiency of the respondents varied. Lastly, the analysis of the data using Pearson product moment correlation showed a significant relationship between the level of usage of teacher's code-switching practices and the English Language Proficiency of the students,  $r=-0.146$ ,  $p=0.029$ .

**Index Terms-** Code-switching Practices, English Language Proficiency

## I. INTRODUCTION

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.

Generally, code switching in informal contexts is not contested, but research is divided on the matter of allowing code-switching in the classroom. On the local front, Inductivo (1994) cites the studies of Menil (1980), Braganza (1988), and Abad (2005) as supportive of classroom code-switching.

Abad (2005) noted that code-switching managed to lower the affective filter, and this consequently established rapport and created an atmosphere of informality. Lee (2006) likewise contends that the discourse in a math classroom should not be so different from the discourse used by students outside the classroom. The similarity in the discourses will allow students to contribute in classroom discussions and bridge any social and cultural gap. Inductivo (1994) recommended that provisions be created for code-switching in classroom interactions.

English proficiency of the college students covering 305 respondents in Capiz State University, Mambusao Unit was conducted by Magbanua, (2016). Results revealed that in terms of English proficiency, the college students are very satisfactory in terms of grammar, satisfactory in terms of spelling but are not proficient in terms of vocabulary (Magbanua, 2016). In line with this result, it might be timely to conduct study about code-switching in English subjects.

Along with this premise, this research also builds in the concept of understanding the linguistic phenomenon of code-switching.

## II. RESEARCH ELABORATIONS

The study was conducted at Capiz State University- Mambusao Satellite College from September 2015-August 2016. The respondents of the study were 497 randomly selected second year, third year and fourth year students officially enrolled at Capiz State University- Mambusao Satellite College during the first semester of academic year, 2016-2017.

Proportional allocation was used to determine the number of respondents per course. A questionnaire composed of three parts- Student's Personal Characteristics, Level of Teacher's Usage of Code-switching (Norba et.al. 2016) and Level of English Language Proficiency (Magbanua, 2010). were used. Part I gathered data on student's personal characteristics.

Mean was used to describe the level of code-switching practices and English Language Proficiency of the respondents as

categorized by variables. T-test for independent samples and one-way ANOVA were used to determine the significant differences on the level of code-switching practices and English Language Proficiency of the respondents in terms of selected variables. Pearson's  $r$  was used to determine the significance of the relationship level between code-switching practices and English Language Proficiency of the respondents. Alpha level was set at 0.05.

### III. RESULTS OR FINDINGS

Most (48.20%) of the respondents were taking BS Computer Science. The rest were taking up BS Office Administration (26.58%), BS Food Technology and Entrepreneurship (14.41%) and Bachelor of Arts (10.81%). This indicates that majority of the students prefer to enroll in the BSCS course.

Most (49.10%) of the respondents were categorized as second year or sophomore students. The rest were in their third year or junior (25.23%) and fourth year or senior (25.68%). The decrease of the enrollees in fourth and third year levels could be attributed to the fact that the campus is offering a ladderized course both in BSFTE and BSCS courses. Therefore, majority of the students would graduate after their second year level.

More than two-thirds (81.08%) of the respondents hailed from public schools. Being a state university, CAPSU offers a lower tuition as compared to other private schools and universities, thus students from public schools who wanted to pursue their tertiary education opted to enroll in CapSU.

Results revealed that majority (51.80%) of the students perceived their teacher as "often" practicing code-switching in their classes. Most perceived their teachers as "always" (37.84%) practicing code-switching. Only a few perceived their teachers practicing code-switching as "sometimes" (4.96%), "seldom", (3.15%) and "never" (2.25%). This implies that code-switching is prevalent in the classes and is always utilized by the teachers in discussing their lessons.

When grouped according to course pursued, almost all of the respondents perceived their teachers as "always" practicing code-switching. Only in the Bachelor of Arts, did the respondents perceived their teachers as "often" practicing code-switching. English is embedded in the curriculum of Bachelor of Arts. This could be one of the reasons why they had a lower perception of the code-switching practices of their teachers as compared to the other courses.

Regardless of the year level, the respondents perceived their teachers as "always" practicing code-switching in their classes.

Respondents that had graduated their high school education in public high schools perceived their teachers as "always" ( $M=4.60$ ) practicing code-switching. Meanwhile, those who hailed from private schools perceived their teachers as practicing code-switching "sometimes" ( $M=3.33$ ). This difference could be attributed to the schema of students from the private high schools to perceive their teachers as strictly utilizing English as a medium of instruction in the classroom.

When taken as a whole, respondents have a "Very Satisfactory" English Language Proficiency ( $M=25.99$ ). This

implies that the respondents possessed an acceptable background knowledge on the English subject.

When it comes to the course pursued, the Bachelor of Arts had the highest English Language Proficiency ( $M=40.83$ ) interpreted as "Very Good". This was followed by the BSOA ( $M=24.42$ ) and BSCS ( $M=24.09$ ) categorized as "Very Satisfactory". The BSFTE ( $M=18.53$ ) has a "Satisfactory" English Language Proficiency. These results could be attributed to the exposure of the students in English. The Bachelor of Arts students are more exposed to the structure and application of the English Language because it is a part of their curriculum.

Regardless of the year level of the respondents, their English Language Proficiency were classified as "Very Satisfactory".

Students who attended private schools ( $M=30.17$ ) during their high school education has a "Good" English Language Proficiency while students who attended public high schools ( $M=25.75$ ) has a "Very Satisfactory" English Language Proficiency. Probably, students from private high schools are more exposed to English materials that could explain their higher English Language Proficiency than those who were from public high schools.

Difference only emerged in the level of usage of teacher's code-switching practices when grouped according to type of school the respondents graduated from ( $t=0.015$ ,  $p=0.000$ ). However there were no significant differences in the level of usage of teacher's code-switching practices when grouped according to course pursued ( $f=0.621$ ,  $p=.684$ ). The results imply that the type of school where the respondents graduated from is related to their perception of the level of usage of their teacher's code-switching practices. On the other hand, the course pursued and the year level of the respondents did not differ. Therefore, regardless of the aforementioned variables, their perception of the level of usage of teacher's code-switching did not vary.

Results showed that the English Language Proficiency of the respondents differ, when it was grouped according to the courses they pursue ( $f=2.138$ ,  $p=0.001$ ). However, there were no significant differences in the English Language Proficiency when they are grouped according to year level ( $f=1.779$ ,  $p=0.173$ ) and type of school ( $t=1.342$ ,  $p=0.182$ ).

The analysis of the data using Pearson product moment correlation showed a significant relationship between the level of usage of teacher's code-switching practices and the English Language Proficiency of the students,  $r=-0.146$ ,  $p=0.029$ . Therefore, the level of usage of teacher's code-switching practices as perceived by the respondents is related to their English Language Proficiency.

### IV. CONCLUSIONS

1. The respondents had perceived their teachers as "Always" practicing code-switching in the classroom. This implies that code-switching is always utilized by the teachers in their discussions.
2. The respondents had a "Very Satisfactory" English Language Proficiency. This shows that the respondents possessed an acceptable background knowledge on the English subject when it comes to

subject-verb agreement, spelling, vocabulary and writing skills.

3. Students who were from private high schools perceived a lower usage of code-switching practices as compared to those who graduated from public high schools.
4. The Bachelor of Arts students had higher English Language Proficiency because they are more exposed to English Language for it is embedded in their curriculum.
5. The level of usage of teacher's code-switching practices is significantly related to the English Language Proficiency of the Students.

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#### AUTHORS

**First Author** – Felyn Mae G. Yap, Faculty Members, CapSU-Mambusao Satellite College

**Second Author** – Freden S. Delgado, Faculty Members, CapSU-Mambusao Satellite College

**Third Author** – Virginia J. Magbanua, Faculty Members, CapSU- Mambusao Satellite College

**Fourth Author** – Lalaine E. Ricardo, Faculty Members, CapSU-Mambusao Satellite College

**Fifth Author** – Merlyn F. Filosofo, Faculty Members, CapSU-Mambusao Satellite College