

## Code-switching in instruction among language teachers and students and communicative competence of second-year students of UMDC

<sup>1</sup>Christian D. Plariza, <sup>1</sup>Rodel C. Camposo, <sup>1</sup>Aira C. Ansa,  
& <sup>1</sup>Tessie G Miralles \*

<sup>1</sup>Department of Teacher Education, UM Digos College, Philippines

\*Corresponding author: [tessiegmiralles@gmail.com](mailto:tessiegmiralles@gmail.com)

### ABSTRACT

This study comparatively analyzed the relationship between the code-switching of teachers and students and second-year students' communicative competence. The comparison between teachers' and students' code-switching and communicative competence of second-year students was carried out through a descriptive correlational method. This study's respondents were those teachers and second-year English major students of UM Digos College officially enrolled in the first term of the first semester of the academic year 2016 – 2017. Based on the statistical results, there is no significant relationship between the code-switching of teachers and students and the second-year students' communicative competence. Moreover, the interpretation shows that the level of code-switching of teachers and students is both high. On the other hand, the communicative competence of the second-year students is interpreted as very low.

*Keywords: code-switching, communicative competence, UM Digos, descriptive – correlational*

## INTRODUCTION

One of the vital decisions academic institutes and learners have to face is the selection of the language of instruction. In this selection, teachers and learners are very much affected, yet learners' opinions and beliefs are rarely considered and usually excluded from this vital decision (Alenezi, 2010). However, at present, it is not only the process of choosing the language of instruction that is crucial because nowadays, students and teachers tend to code-switch during instruction.

Merit (1995) found that instructors in Kenyan Primary Schools code-switch from English to first language dialect while reformulating ideas, bringing new substance data, substituting words, and when educators needed to draw in understudy's consideration (Kamisah, 2011). Moreover, Cook (1996), as cited by Chowdhury (2013), notice the new concurrent approach created by Rodolfo Jacobson where the educators can use an adjusted utilization of two dialects in specific circumstances like to examine vital focuses, to pull in understudies' consideration when they are occupied or to commend or to berate the understudies.

In the Philippines, the Bilingual Education Policy (BEP) emphasizes the value of Filipino and English competence. However, despite the policy's goal, some Filipino learners became semilinguals, speakers who have inadequate command of both languages (Metila, 2009). According to Yanagihara (2007), the language of instruction in bilingual education is either English or Filipino, and the auxiliary language of instruction, depending on the subject, is the regional language. That is, Metila (2009) believed that one of the varieties of code-switching is Taglish, which the whole generation of youngsters uses today, mostly some of whom were elite private school students who have not been spared from becoming semilinguals themselves. The study of Payawal – Gabriel and Reyes – Otero (2006) reveals that mathematics teachers' code-switching was said to negatively affect learning. The study's analysis reveals that the teacher's code-switching confused the learners and eventually affected their lesson comprehension.

In UM Digos College, the researchers observed that both teachers and students, particularly teachers of English subjects and students taking up Bachelor of Secondary Education with English as the field of specialization, indulges in code-switching during the discussion language of instruction is English. Thus, this study aimed to determine the code-switching level of students and teachers and their communicative competence. Moreover, this determined the relationship between code-switching and communicative competence.

## METHOD

The method that the researchers are using to conduct this study is descriptive – correlational. It is a method used to obtain information relating to the status of the problem. This method is appropriate to determine the relationship between the code-switching of language teachers in instruction and the communicative competence of second-year students in UM Digos College.

This study focused on the 85 randomly selected second-year students taking up BSED – English. Furthermore, to quantify the usage of code-switching, the researchers used an adapted survey questionnaire. The instrument comprises 15 items for students to evaluate or assess their teacher's use of code-switching. On the other hand, to evaluate the second-year college students' communicative competence, the researchers adapted the 100 items questionnaire from Sargadao et al. (2008).

To address the study's objectives, the mean was used to determine the general level of code-switching in instruction and the general level of communicative competence of second-year BSED – English students. Moreover, Pearson r was used to establish the statistical relationship between code-switching and communicative competence.

## RESULTS AND DISCUSSION

### *The Level of Code-Switching in Instruction Among Teachers in UM Digos College*

Table 1 revealed the level of code-switching in instruction among teachers in UM Digos College. Data reveal that ten itemized responses got a rating of high. Item 1 earned a mean score of 4.11 which means high in the descriptive rating; item 2 has a mean score of 3.45, interpreted as high; item 3 has a mean score of 3.80 and interpreted as high; item 4 got a mean score of 3.69 which is interpreted as high in the descriptive rating; item 5 the mean score is 3.28 which is high; item 6 has high description with a mean score of 3.72; item 7 has a mean score of 3.56 and interpreted as high; item 8 with a high description having a mean score of 3.53; item 9 has a mean score of 3.54 and interpreted as high, and item 10 with a mean score of 3.48 and is interpreted as high. Generally, the overall mean score is 3.62, likewise interpreted as high.

This means that code-switching is frequently observed in the classroom. Language teachers use both English and vernacular to process their lessons, which implies that the teacher is meaningfully providing important and understandable information to the students since the use of the native language is being employed as a tool to make the students understand better unfamiliar words and the lesson in general.

*The level of Communicative Competence of UMDC English Majors*

Table 2 shows the level of communicative competence of second-year major English students. Data showed that students obtained a general score of 14.07 for

Table 1. *Level of Code-Switching of Teachers*

ITEMS	Mean	Interpretation
1. The teacher uses English and Vernacular in giving instructions.	4.11	High
2. The teacher shifts from English to Vernacular as he/she presents the lesson.	3.45	High
3. The teacher does the translation from English to Vernacular for the students to comprehend well.	3.80	High
4. The teacher shifts the instruction from English to Vernacular to emphasize the lesson's key points.	3.69	High
5. The teacher uses instructional materials printed in Filipino and English to process his/her lesson.	3.28	High
6. The teacher utilizes English and Vernacular to expound concepts in the lesson.	3.72	High
7. The teacher shifts the English language to Vernacular to cite examples and concretize students' understanding of the lesson.	3.56	High
8. The teacher shifts from English to vernacular in getting the attention of his/her misbehaving students.	3.53	High
9. The teacher shifts from English to Filipino or English to Vernacular for instructions/ directions of a particular task to be done by his/her students.	3.54	High
10. The teacher shifts from English to Filipino or English to Vernacular in conversing with his or her students during the lesson's discussion.	3.48	High
OVERALL	3.62	High

Table 2. *Level of Communicative Competence of Second – Year BSED – English Major Students*

<b>INDICATORS</b>	<b>Mean</b>	<b>Interpretation</b>
Grammatical Competence	14.07	Very Low
Discourse Competence	14.24	Very Low
Sociolinguistic Competence	4.99	Very Low
Strategic Competence	8.96	Very Low
<b>OVERALL</b>	<b>10.56</b>	<b>Very Low</b>

grammatical competencies, which is interpreted as very low. Further, in discourse competence, the students earned an average score of 14.24, which is interpreted as very low. Moreover, students obtained a mean score of 4.99 for sociolinguistic competence, which is verbally described as very low. Lastly, students` obtained a very low rating of 8.96 for strategic competence. Generally, students earned a general mean score of 10.56.

This described that the communicative competence of BSED – major English students is poor in all four components, namely – grammatical competencies, discourse competence, sociolinguistic competence, and strategic competence. This concluded that the students had very poor ability in knowing the use of utterances appropriately in various social contexts. This implies that they have a daily conversation with other people in school, home, and other social situations. This will affect their socialization skills since language is the primary tool or a symbolic interaction for them to get involved socially. Moreover, a very low level of communicative competence results in a decrease in students` self-confidence to verbally express their ideas in the class because they are conscious if their utterances are grammatically correct, cohesively constructed, and appropriate in respect to a particular social situation. This will consequently affect their academic performances in school since their comprehension of English, and other subjects are affected. Thus, students must strive hard to master the four components of communicative competence as their specialization to attain a high level of proficiency.

*Significant Relationship Between the Level of Code-Switching of Teachers and Students in Instruction and Level of Communicative Competence of Second Year BSED – English Students*

Table 3 reflects the correlational analysis of the relationship between the level of code-switching of teachers and students in instruction and the level of communicative competence of second-year BSED English students. It was revealed that there is no statistical evidence showing a significant relationship between the two variables with an  $r$ -value of 0.025 ( $p=0.146$ ). This means that communicative competence has no relationship with code-switching activities inside the classroom. Generally, all components of code-switching have no significant relationship to communicative competence.

Table 3. *Significant Relationship Between Code-Switching in Instruction and Communicative Competence of Second-Year Students*

<b>Code-Switching</b>	<b>Pearson r</b>	<b>Interpretation</b>	<b>P-Value</b>	<b>Decision</b>
Code-Switching of Teachers	0.008	No linear relationship	0.425	Fail to reject $H_0$
Code-Switching of Teachers	0.042	No linear relationship	0.059	Fail to reject $H_0$
OVERALL	0.025	No linear relationship	0.146	Fail to reject $H_0$

### CONCLUSION AND RECOMMENDATIONS

After the data analysis, this research concluded that the level of code-switching in instruction among teachers in UMDC and code-switching in instruction among students is highly manifested. Moreover, the level of communicative competence of second-year students in UMDC is very low. Statistically, there is no significant relationship between code-switching and the level of communicative competence of second-year students.

Thus, it was recommended by the researchers of this study that the school administrators must consider monitoring the high level of code-switching in their schools for it to provide educational opportunities for the learners in second language learning. Secondly, the students should continue the code-switching inside the classroom to make their learning meaningful and enjoyable. Also, it helps them to express their thoughts and ideas. Lastly, the teachers should employ different teaching strategies to improve their level of communicative competence.

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