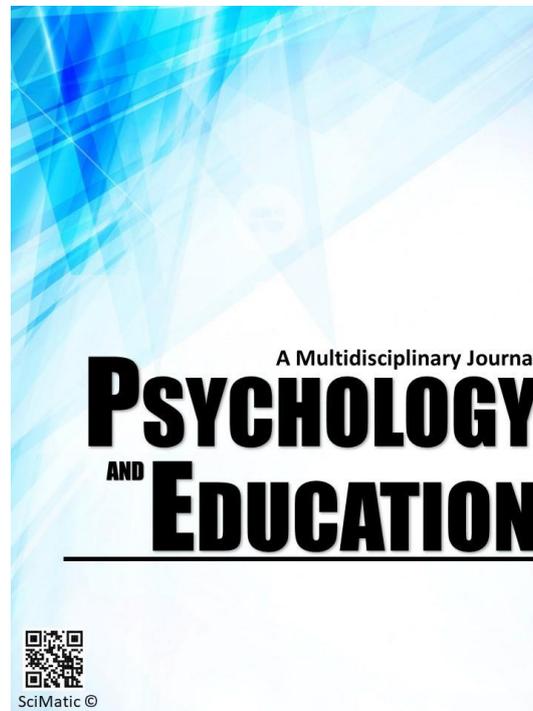


**THE ATTITUDES OF TEACHERS TO CODE-SWITCHING IN THE PUBLIC SECONDARY SCHOOLS IN ALAMADA, COTABATO**



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## The Attitudes of Teachers to Code-Switching in the Public Secondary Schools in Alamada, Cotabato

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### Abstract

English is the common means of communication between the peoples of different nations. It is considered as a *lingua franca* which means that it is used for communication between two or more groups that have different native languages. Thus, this research was conducted to investigate the attitudes of secondary teachers in the Municipality of Alamada, Cotabato to codeswitching in teaching English, Mathematics, and Science. Based on the findings, it can be concluded that the English, Mathematics and Science teachers codeswitch in order to facilitate understanding of the lesson among students and to encourage class participation. Moreover, teachers have found codeswitching to be favorable especially for subject access. Lastly, although codeswitching is generally found to be favorable in teaching English, Mathematics and Science, the attitudes to codeswitching differ among teachers of the three disciplines. It is further concluded that codeswitching can be helpful and conducive to the natural learning environment.

**Keywords:** Attitude, Classroom Management, Secondary Teachers, Code-switching

### Introduction

English is the common means of communication between the peoples of different nations. It is considered as a *lingua franca* which means that it is used for communication between two or more groups that have different native languages. As a global language, it is studied across the globe either as a foreign language or a second language in education institutions. In the realm of research, its various areas have been largely investigated, especially that of English as a Second Language (ESL) teaching and learning.

In schools where English is taught as a second language, the teachers' main focus is on developing the speaking skill of learners. This is perhaps because language is primarily spoken. Moreover, teachers and learners are required to abandon any use of their first language in the classroom context.

This Monolingual Approach maintains that the target foreign language should be the only medium of communication in the classroom. According to Sharma (2006, p.80), the rationale for using only the target language in the classroom is that, "the more students are exposed to English, the more quickly they will learn, as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it."

Theorists and researchers believe that the focus on the Foreign Language (FL) can enhance communication and activate both conscious and unconscious learning.

They added that learners could understand the message even when they do not know the exact meaning of words or structures, which indicates that they do not need to grasp all the words they read or hear.

In contrast to monolingual teaching using the foreign language, Mukattash (2003, in Al-balawi, 2016) contends that using the first language or L1 in English as a Second Language (ESL) or English as a Foreign Language (EFL) teaching has been found to facilitate both teaching and learning, systematize comprehension of language structures and items and hence, lead to meaningful learning.

The researchers, teachers and learners who believed that the use of L1 assists the language classes at more than one level. They commented on the use of the Monolingual Approach and claimed it as a common feature in language learning, and is a natural act which seems to make a positive contribution to the learning process, if used judiciously. According to Phillipson (1992, in Bernardo, 2005), the monolingual fallacy occurs in relation to the presupposition that English as a foreign language is best taught monolingually. It fails to take advantage of the rich support for second language learning which is the learner's first or native language.

The shift from the target language to the mother tongue and back again to the target language is commonly referred to as codeswitching. Moradi (2014) further describes code-switching as both a communicative tool, and a phenomenon which



bilinguals for various reasons apply in their process of communication in multilingual communities, where two or more languages or language varieties are used in a single conversation; in this process, language changes even within a sentence.

Metila (2009), in her study on codeswitching in the Philippines, stated three reasons why codeswitching is used. The first is its communicative function where it fosters positive learning ambience. Codeswitching is considered as a simplification strategy that students with poor English and Filipino proficiency have been observed to use since it transforms the mood of the classroom from formal to informal. Another reason for codeswitching is the existence of the socio-psychological factors in the learning environment. This means that the context is a significant factor that influences what codes will be combined and even the manner with which the codes will be mixed. The third is the pedagogical function as codeswitching helps make challenging subject matters comprehensible to students. Codeswitching is necessary in explaining abstract concepts which have no real object counterparts.

Similarly, Abad (2010) found that codeswitching is particularly helpful in simplifying meaning of difficult words or abstract concepts to the level of competence and experience of the learners. The speech mode has also been shown to create a low-anxiety classroom atmosphere conducive to learning. Moreover, in a school setting where the language of instruction in Mathematics and Science is English, teachers codeswitch purposively to achieve instructional goals without prejudice to English as the mandated language instruction. This is an indication of their awareness of how, when and to what extent they codeswitch.

Admittedly, many people in the language teaching community still have reservations about using the learners' L1 or code switching in classrooms, objecting to it on the grounds that it limits exposure to the target language and keep students thinking in their L1.

These days, the taboo against using L1 and codeswitching in the classroom is breaking down, and the attitude to L1 and codeswitching in language classes has witnessed a positive change following the recognition that some learners use L1 as a communicative strategy to learn and use the target language.

There have been various shifts to and from the utilization of L1 and codeswitching in classrooms over the decades. While advocates of the Monolingual

Approach suggest that English should be the only language used in the classroom which would foster English language learning, many researchers, teachers and learners see a role for L1 and codeswitching and support their use as a communication strategy and as an instructional tool.

In the Philippines, English is considered as a second language. It has become the language of official notices, laws, court decisions, board examinations and even the Philippine Constitution (Cruz, 2004 in Martin, 2008). The use of English as a medium of education began in 1901 after the arrival of some 540 teachers from the United States (Mc Arthur, 2002 in Nordquist, 2015).

Subsequently, the Bilingual Education Policy of 1987 which was originally promulgated in 1974, particularly aims for an enhanced learning through English and Filipino and the development of a bilingual nation competent in the use of both English and Filipino. A clear separation of the use of English and Filipino in schools was made: English is to be used as the language in teaching English, Mathematics and Science while Filipino is for other subjects. The only difference of the 1987 promulgation from that of 1974 is that the latter allows for the use of major vernaculars in Grades I and II (Borlongan, 2009).

In 2003, President Gloria Macapagal-Arroyo implemented Executive Order 210 that established the policy to strengthen English as a medium of instruction in the educational system in the Philippines (Martin, 2008).

Though the current policies for both the 1987 Bilingual Education Policy and the order from President Gloria Macapagal-Arroyo, do not, in any way, argue against codeswitching in teaching and learning, the classic interpretation and usual implementation of these policies have always precluded code-switching as a language mode in Philippine classrooms. The understanding is that both teachers and students would use solely the English language in English, Mathematics, and Science classes and solely Filipino in all the others. Teachers are reprimanded by their supervisors and other superiors when observed to be code-switching during teaching while students are penalized for speaking the unwanted language in class. While the policies have only indicated English, Mathematics, and Science classes as English-using classes, the want to be more proficient in English has prompted quite numerous schools to adopt the very popular English-only policies throughout everyone's stay inside the school, except in

the designated Filipino-using classes (Borlongan, 2008).

However, Valerio (2015) points out that combining the international language with the vernacular is a habitual practice among Filipinos both in rural and urban scenarios. Some Filipinos are trilingual, speaking an indigenous language plus Filipino, and English. Most Filipinos, however, continue to primarily speak their indigenous language, rather than the national language. When a native speaker combines any of his dialect and English language in single utterances in the same setting, codeswitching occurs as a common natural linguistic phenomenon.

Although numerous studies had been conducted on codeswitching in the Philippines, especially on the Tagalog-English shifts, no local study has yet been done on the codeswitching practices and attitudes of teachers, particularly in the public schools in Alamada, North Cotabato. It is not an uncommon practice, however. Teachers in Alamada public schools employ codeswitching in the classroom especially in the English-only classes like English, Mathematics and Science where the shift is commonly from English to the learners' mother tongue.

It is within this context that this study was anchored to find the attitudes of the secondary school teachers in the Municipality of Alamada, Cotabato to the use of codeswitching in teaching English, Mathematics and Science. The study would become a basis to gain insights and valuable data in dealing with the matter especially in the curriculum development and classroom strategies and management, among others.

### Statement of the Problem

This research was conducted to investigate the attitudes of secondary teachers in the Municipality of Alamada, Cotabato to codeswitching in teaching English, Mathematics, and Science. For the purposes of this study, the following research questions were identified:

1. What are the reasons of the teachers to codeswitch when teaching
  - 1.1 English;
  - 1.2 Mathematics; and
  - 1.3 Science?
2. What are the attitudes of the English, Mathematics and Science teachers to codeswitching in terms of:
  - 2.1 teachers' persona;
  - 2.2 subject access, and
  - 2.3 classroom management?
3. Is there a significant difference in the teachers'

attitudes to the use of codeswitching in terms of the teachers' persona when grouped according to subject area?

4. Is there a significant difference in the teachers' attitudes to the use of codeswitching in terms of subject access when grouped according to subject area?

5. Is there a significant difference in the teachers' attitudes to the use of codeswitching in terms of classroom management when grouped according to subject area?

6. Is there a significant difference in the teachers' attitudes to the use of codeswitching when grouped according to subject area?

## Literature Review

### Language and Instruction

The greatest invention of humanity even in the early times is language. Human ancestors were able to express their ideas, viewpoints, arts, and cultures through language and communication. Proofs on these are the artworks, figures, and caricatures found inside the caves that were once their dwelling places. People and societies are able to send messages and transact business using language. In educational institutions, government systems, banking and finance, and even personal conversations, language and communication play a vital role in human interactions activities. In schools, where learning is being pursued, the same phenomenon has been found true up to this day. Language becomes the heart and soul of the learning institutions.

### The Monolingual Approach

Many linguists object to using the learners' mother tongue in teaching on the ground that it hinders learning. In other words, the Monolingual Approach maintains that the target foreign language should be the only medium of communication in the classroom. According to Sharma (2006, p.80), the rationale for using only the target language in the classroom is that "the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it. In fact, the proponents of this approach suggest more than one reason for their attitude. First, using L1 may become a habit resorted to whenever any difficulties arise. Other than that, this use might be misleading sometimes owing to differences existing

between the L1 and the target language. They add that when L1 is used, errors might emerge owing to negative L1 transfer like in translation. As an example, difficulties for Arab learners may be related sometimes to the different syntactic structures of sentences in Arabic and English. While Arabic has a verb-subject-object sentence structure, English generally follows the subject-verb-object pattern.

### Problems of Monolingual Teaching

The Monolingual Approach has been criticized by researchers, teachers, and learners who hold that L1 use is beneficial in classes at more than one level. In other words, the use of the mother tongue is looked at as a common feature in language classrooms, and is a natural act which seems to make positive contribution to the learning process if used judiciously. Macaro (2001) argues that it is not only impractical to exclude the L1 from the classroom, but that it is also likely to deprive learners of an important tool for language learning. Similarly, Auerbach (1998, in Sharma, 2006) not only acknowledges the positive role of the mother tongue in the classroom, but also identifies the following uses of it: language analysis, class management, presenting grammar rules, giving instructions or prompts, explaining errors and checking for comprehension. Moreover, Widdowson (2003) suggests that the principal problem of monolingual teaching is that it misunderstands that learners will always relate the new language to their own, even in their own minds, and that L1 is implicated in Second Language Acquisition (SLA). From psycholinguistic, pedagogic, and political perspectives, he argues strongly for the L1 to be used as a resource for the bilingual process, and questions why this has not been embraced in language teaching.

Another problem of the Monolingual Approach is that while exposure to language leads to learning, excluding the students' L1 for the sake of maximizing students' exposure to the target language is not necessarily productive (Dujmovic, 2007 in Nazary 2008).

There has been a gradual move over the years away from the "English only" dogma that has long been a part of the British and American ELT movement (Baker, 2003, in Nazary, 2008). Similarly, Miles, 2004 in Nazary, 2008, advocates the use of Bilingual approach and discredits the Monolingual Approach in three ways: 1: it is impractical; 2: native teachers are not necessarily the best teachers; and 3: exposure alone is not sufficient for learning. In support of the bilingual approach Atkinson (2003, in Mattioli, 2004), espouses

that L1 works as a vital source and also a communicative tool both for students and teachers.

### Codeswitching Defined

The term, codeswitching may be construed to mean as the borrowed words being adapted and become part of the lexicon of the first language. It usually takes place when the speakers can speak more than one language and, have the ability to use elements of both languages when conversing with one another.

Redouane (n.d.) defines code switching as the rapid succession of several languages in a single speech event. In some cases, people may not even be aware they have code-switched, or maybe not conscious about it. Code switching is a natural consequence of competence in more than one language and should not be considered for a language deficit.

Ayeomoni (2006), in his study entitled Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community, established that the average child of the community starts to become bilingual from the primary school stage of his education. This, in effect, makes codeswitching and code-mixing manifest in the child's linguistic performance right from his early age. This would imply that, since both phenomena correlate positively with the educational attainment of individuals, language teachers should devise the means of preventing the demerits of code-switching and code-mixing from adversely affecting the language acquisition process of the child. Codeswitching and code-mixing are well-known traits in the speech pattern of the average bilingual in any human society in the world.

Such views have been supported by Moradi (2014) who asserts that codeswitching is both a communicative tool, and a phenomenon which bilinguals for various reasons apply in their process of communication in multilingual communities, where two or more languages or language varieties are used in a single conversation. In this process, language changes even within a sentence. Thus, codeswitching is one of the linguistic phenomena claimed to be the most prevalent and common modes of interaction among bilingual and multilingual speakers.

### The Bilingual Policy of the Philippine Education System

It is a fact that Philippines is not a native English speaking country whose people, the Filipinos, are not

native English speakers. However, history tells that the archipelago was invaded and colonized by the Americans in the mid-19<sup>th</sup> Century and the ties between the two countries continued for the next decades which brought with it a strong force of the Western influence affecting the culture of Filipinos, including language. With this, English is even considered as the second language (L2) in the country.

In most cases, however, there are still common instances where Filipino learners in the learning environment found difficulty using English as medium of communication. Although, the Philippine government through the Department of Education (DepEd) mandated all schools to use English as medium of instruction in all level, still the inadequacy continues to prevail, and English proficiency is yet to be achieved.

Such main concern has been managed with alternative solutions at one point or the other. Two of which are Bilingual Instruction, and Mother Tongue-Based Multilingual Education.

The 1987 Policy on Bilingual Education (DO 52, s. 1987) states that for the purposes of communication and instruction, the official languages of the Philippines are Filipino, and until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction.

In consonance with this mandate, the declared policy on bilingualism in the schools aims at the achievement of competence in both Filipino and English at the national level, through the teaching of both languages and their use as media of instruction at all levels. The regional languages shall be used as auxiliary languages in Grades I and II.

Also, the Department programs funds for implementing various policies, in materials production, in-service training, compensatory, and enrichment program for non-*Tagalogs*, development of a suitable and standardized Filipino-for-classroom-use and the development of appropriate evaluative instruments.

Additionally, the newly implemented educational reform on Mother Tongue-Based Multilingual Education through DepED Order No. 74 s. 2009, required the effective use of more than two languages for literacy and instruction. This institutionalized fundamental educational policy is even expanded in the formal and non-formal education including pre-school, in the Alternative Learning System (ALS), and

TESDA skills and livelihood courses (DO 74 s. 2009).

It is also worthy to note that Basic Education Sector Reform Agenda (BESRA) recommends the benefits and relevance of mother tongue-based education. Notable empirical studies like the Lingua Franca Project and *Libuagan* First Language Component point that: (a) First, learners learn to read more quickly when in their first language (L1); (b) Second, pupils who have learned to read and write in their first language learn to speak, read, and write in a second language (L2) and third language (L3) more quickly than those who are taught in a second or third language first; and (c) Third, in terms of cognitive development and its effects in other academic areas, pupils taught to read and write in their first language acquire such competencies more quickly (DO 74 s. 2009).

The present educational system in the Philippines being anchored on the K to 12 Curriculum is geared towards the global pursuits, and international standards. Such goals are being undertaken to meet the demands of the present time, however, not being able to sacrifice the acquisition of the lifelong skills, and the 21<sup>st</sup> Century skills among Filipino learners.

In reality, there is a common experience and observation among the classroom activities and instructions today, that of codeswitching. More often than not, educators, mentors, even heads have resort to code switching in giving instructions, lectures, activities, and in engaging students' participation. These happen in core subjects being taught in English as required by the Education bureau.

In fact, the use of L1 in teaching English as a Foreign Language (EFL) is one of the major issues that have dominated the area of EFL acquisition for the last few decades. A number of studies have been conducted, which either supported or opposed the use of L1 in EFL classroom. However, the large quantities of research, as well as the flourishing forms of bilingual education programs, have paved the way to the development of a new area of language teaching methodology.

### Codeswitching in Philippine Classrooms

Classroom codeswitching is perceived as a natural and expected practice of students and teachers who share common first language (Abad, 2005 in Metila, 2009). The fact that they belong to multilingual societies is a contributing factor to this. Speakers mix codes due to several reasons.

Another use of codeswitching is the discourse mode or

communicative function. Students codeswitch in teaching and learning situations because Filipino-English codeswitching allowed them to communicate in a more effective way. The communicative function fosters a positive learning ambience (Metila, 2009). Hence, it is an option that a teacher can take if he or she wants the class to be more relaxed and to ask questions during the lecture.

In addition, codeswitching fulfills a pedagogical function when it makes challenging subjects more comprehensible to students. English is used for formal class discussions, but codeswitching is used during all group activities which usually required students to brainstorm in order to arrive at an answer to a given problem or fulfill a particular task. Codeswitching during group activities can be due several reasons. One factor can be the time constraint involved in group activities. Solving a problem under time pressure naturally required a language that facilitates fast communication. Second, group activities give the students a chance to work more closely with their classmates who in turn also mix codes. Third, the ambience in group activities which show informal instances invited the students to correspond in informal languages.

### Functions of Teachers' Codeswitching

Sert (2005) opines that in a bilingual environment, teachers are not always conscious that they are codeswitching. This means that they may not be always aware of the functions and outcomes of codeswitching and this may be regarded as an automatic or unconscious behavior. Nevertheless, codeswitching serves some basic functions which are beneficial in a language learning environment. Mattson and Burenhult (1999, as cited in Sert, 2005) propose three functions of teachers' codeswitching: topic switch, affective functions and repetitive functions.

Topic switch involves teachers altering their language according to the topic that is under discussion. For example, in grammar instruction, the teacher shifts to the mother tongue of the students in dealing with particular grammar points. In these cases, the students' attention is directed to the new knowledge by making use of codeswitching and accordingly, making use of the native language. Thus, it can be seen 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.

While topic switch is done by the teacher, it also

carries affective functions that serve for expression of emotions. In this case, codeswitching is used by the teacher to build solidarity and intimate relations with the students. Thus, Sert (2005) suggests that codeswitching contributes to the creation of a supportive language environment in the classroom.

Lastly, codeswitching has a repetitive function in the classroom. Teachers use codeswitching to transfer the necessary knowledge for the student for clarity. An example of codeswitching's repetitive function is when a teacher gives an instruction in the foreign or second language and codeswitches to the native language clarify meaning. In this way, the teacher stresses the importance of the foreign language content for efficient comprehension.

In supporting the existence of codeswitching in language classrooms, Skiba (1997, as cited in Sert, 2005) suggests that in the circumstances where codeswitching is used due to an inability in expression, it serves for continuity in speech instead of presenting interference in language. Thus, codeswitching stands to be a supporting element in communication of information and in social interaction. All these in general lead to the idea that the use of codeswitching somehow builds a bridge from known to unknown and may be considered as an important element in language teaching when used efficiently.

### Teacher's Persona, Subject Access and Classroom Management

**Teacher's Persona.** The art and profession of teaching requires not only wisdom, knowledge and expertise. It also requires the adoption of a teaching persona – an image the instructor presents to the classroom audience (Chapman, 2006). In social interactionism, this is viewed as adopting roles and defining oneself depending on one's understanding of and response to situations (Blumer, 1969; Mead, 1982; Zurcher, 1983, as cited in Davis, n.d.).

Eisner (2002, as cited in Davis, n.d.) calls the classroom a context for improvisation and likens teaching to standup comedy. Those who teach know that they do not necessarily play the same role in class as they do at home or among friends. More often than not, teachers adopt personae and present the sides of themselves that suit them and the situation. Eisner further points out that this aspect of teaching is especially relevant to the current push to determine what successful teachers do.

For Lang (2007), the teaching persona should be

consistent not only with the teacher's convictions about the discipline, but also with classroom practices and the learning objectives set for students. He further suggests that if teachers want students to love their respective disciplines, teachers should not hesitate to let the students see their devotion to the intellectual pursuits. By displaying generous and welcoming attitude toward student comments and ideas in class, teachers may inspire students to be more active in class discussions and would not hesitate to talk about their ideas.

Thus in a language classroom, teachers may possibly codeswitch to show that they understand and are able to relate to students whose mother tongue is not English. In grammar instruction, for example, the teacher shifts his/her language to the mother tongue of the students in order to make the meaning clear to his/her students. This shows the versatility and the accommodating nature of a teacher who makes effort to reinforce student learning. By codeswitching, Sert (2005) states that the teacher underscores the importance of the foreign language content for efficient comprehension.

Chapman (2006) aptly sums that the choices instructors make about how they represent themselves to students could have an impact on the motivation of student to learn.

**Subject Access.** Subject access simply means the students' ability to grasp the topics in a given subject. It is a common aim among teachers to ensure that maximum learning occurs within their respective disciplines.

Codeswitching for subject access, according to Shujing (2013) aims to facilitate students' understanding of the subject matter of their lessons. Codeswitching plays an essential role in the teachers' elicitation, interpretation of written texts, or elucidation of the meaning of texts. As observed in classrooms, teachers switch codes to elicit responses from the students at various points in the lesson, to discuss culturally relevant anecdotes, to give explanations or provide illustrations, to clarify important points and to ensure students' understanding of the lesson content.

As mentioned, Sert (2005) expounds that the teacher alters his/her language according to the topic that is under instruction. Codeswitching serves as a bridge from known (native language) to unknown (new foreign language content) in order to transfer the new content.

**Classroom Management.** Classroom management refers to a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class (Abbott, 2014). Effective teachers use rules, procedures, and routines to ensure that students are actively involved in learning (Marzano, Marzano & Pickering, 2003, in Stronge, Tucker and Hindman, in 2004). In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (McLeod, Fisher & Hoover, 2003, in Stronge, Tucker and Hindman, in 2004).

Marzano et al., 2003, Shellard and Protheroe, 2000 (as cited in Stronge, Tucker and Hindman, in 2004) state that effective teachers create focused and nurturing classrooms that result to increased student learning. Yao (2011) believes that codeswitching functions as a resource for the management of classroom discourse. For Goffman (1974, as cited in Yao, 2011), switching often contextualizes a change of "frame" away from lesson content and toward some "off-record" concern like disciplining pupils, attending to latecomers, and to gain and focus students' attentions. It can further be used to manage pupil learning; that is, negotiating task instructions, eliciting student response, specifying particular addressee and so on.

## Methodology

### Research Design

This study was quantitative research using the descriptive design. A descriptive design seeks to describe an outcome of interest and its patterns (Kervin, Vialle, Herrington & Okely, 2006). This study identified the reasons and the attitudes of the secondary school teachers in Alamada High Schools for codeswitching to teach English, Mathematics and Science. Moreover, it tried to find if there was a significant difference between the attitudes of teachers when grouped according to their subject areas. The primary source of data came from the research-conducted questionnaire.

### Locale of the Study

The study was conducted in seven secondary schools in Alamada, Cotabato. These schools were Alamada High School at Barangay Kitacubong; Dado High School at Barangay Dado; Kitub-Bao High School at Barangay Bao; Manglicmot High School in Barangay



Camansi; Pigcawaran High School at Barangay Pigcawaran; Rangayen High School at Barangay Rangayen, and Yanson High School at Barangay Bao.

### Respondents

The respondents of the study were the secondary teachers assigned to teach English, Science and Mathematics at the seven secondary schools in Alamada, Cotabato regardless of their residence. Senior High School, newly hired and volunteer teachers were also considered in the study.

Table 1. Number of English, Mathematics and Science teachers in the public secondary schools in Alamada

Name of School	English	Mathematics	Science	Total Number of Teachers per School
1. Alamada High School	11	11	12	34
2. Dado High School	6	5	4	15
3. Kitub – Bao High School	6	10	6	22
4. Manglicmot High School	2	3	2	7
5. Pigcawaran High School	2	2	1	5
6. Rangayen High School	2	1	2	5
7. Yanson High School	1	1	2	4
Total Number of Teachers per Subject Area	30	33	29	92

### Sampling Design

This study employed a complete enumeration of all teachers handling English, Mathematics, and Science whose stations were found in the Municipality of Alamada.

### Research Instruments

The reasons and attitudes of the teachers to code-switching were gathered using a questionnaire with two parts. The first part consisted of two open-ended questions made by the researcher herself, wherein the respondents wrote their reasons for codeswitching in their classes. The second part was the modified version of Yao’s (2011) questionnaire. The questionnaire consisted of 15 items equally divided to three sections. It was modified to include a 5-point Likert-type scale. The scale was comprised of: Strongly Disapprove (1.00 –1.79), Disapprove (1.80–2.59), Not sure (2.60–3.39), Approve (3.40–4.19) and Strongly Approve (4.20–5.00). The statements were also changed by using personal pronouns to direct teachers’ to their personal attitude and practices on codeswitching in the classroom. The validity and reliability of the questionnaire were solved using SPSS 16. Nine out of 9 cases were valid. The reliability statistics was 0.929. According to

Nunally (1967, as cited in Chang et al, 2003), a Cronbach alpha reliability coefficient of 0.60 or greater is acceptable. Therefore, the figures indicate that it is satisfactory in terms of its internal consistency.

### Data Collection Procedure

A letter asking for permission to conduct the survey was sent to the Schools Division Superintendent for approval. Another letter was sent to the Principal of the different high schools asking permission to administer the survey. The researcher personally administered the questionnaire during the teachers’ free time and collected them to ensure the return of all the questionnaires.

## Results and Discussion

### The Reasons of Teachers for Codeswitching in Teaching English, Mathematics, and Science Subjects

Table 2 shows the frequency and percentage distribution of the reasons of teachers for codeswitching in teaching English, Mathematics, and Science. It shows that 69.57% of the teacher respondents practiced codeswitching in class because it aided/helped learner’s comprehension. Also, 61 teachers or 66.30% of the total respondents believed that when they do codeswitching inside the classroom, class participation is improved. On the other hand, 3 (3.26%) of the respondents indicated that they codeswitch because they wanted to use the regional language that was, perhaps, common to them and their students. With the same percentage at 3.26%, 3 teachers codeswitched to their students L1 because they considered English as a foreign language.

Table 2. Frequency and percentage distribution of the reasons of teachers for codeswitching when teaching English, Mathematics, and Science

Reasons	Frequency			Total	Percent
	English	Math	Science		
1. It embraces the student’s regional language.	1	1	1	3	3.26
2. It aids/helps learner’s grasp.	19	18	27	64	69.57
3. It considers English as a foreign language.	2	1	3	6	6.52
4. It catches student’s attention.	6	5	5	16	17.39
5. It enhances class participation.	22	24	7	61	66.30
6. It is accessible for slow learners.	2	10	5	17	18.48
7. It promotes a less threatening classroom atmosphere.	1	7	3	11	11.96
8. It increases MPS.		3	2	5	5.43
9. It improves vocabulary skills.			7	7	7.61
10. It allows students to express their ideas easily.			15	15	16.30



The result implies that majority or 64 out of 92 respondents highly utilized codeswitching to facilitate students' grasp of the lesson. This claim is supported by Nussbaum and Unamuno (2001) who mentioned that research on code-switching in the classroom focused on the role of language alternation as a resource available to learners that indexes the processes through which learners acquire, select and use new knowledge. Abad (2010) found that codeswitching is particularly helpful in simplifying meaning of difficult words or abstract concepts to the level of competence and experience of the learners. The speech mode has also been shown to create a low-anxiety classroom atmosphere conducive to learning.

The finding of this study supports that of Agel (2006) where all of the instructors who are native speakers of English and 62.5% of non-native speakers of English felt that it was acceptable to use Arabic in English as a Foreign Language (EFL) teaching. Nevertheless, Agel recommended a judicious use of Arabic in EFL teaching and when it is the shortest possible way to make learners understand the required points.

### The Attitudes of the English, Mathematics, and Science Teachers to Codeswitching in Terms of Teachers' Persona

The mean distribution and verbal description of the attitudes of the respondents to codeswitching in terms of teacher's persona is presented in Table 3. It illustrates that the English, Mathematics and Science teachers were in agreement that codeswitching enabled them to facilitate student comprehension (Item 2) and to express themselves clearly in both languages (Item 1). The two items had a weighted mean of 4.36 and 4.28, respectively. This means that the teachers found codeswitching strongly favorable in ensuring that students understand the topics they taught because they were able to communicate clearly in English and their students' mother tongues. This result supports the findings of Yao (2011) in his study conducted among 52 EFL teachers in China, wherein he found out that 80% of the teachers agree or strongly agree that teachers who codeswitch can express themselves freely and clearly. Sixty-two percent disagreed that codeswitching will cause difficulty in understanding when the teacher speaks and 65% disagreed that switching will pollute the languages. Also, as shown in the results, the teachers further believed that codeswitching is accessible only to those who have sufficient English schooling to enable them to alternate codes in their verbal behavior.

Table 3. Mean distribution and verbal description of the attitudes of the respondents to code switching in terms of teacher's persona

Items	Mean				Interpretation
	English /	Math /	Science /	Total /	
1. Codeswitching enables me to express myself clearly in both languages.	4.14	4.27	4.43	4.28	SF
2. I believe that when I codeswitch, I facilitate student comprehension.	4.14	4.55	4.37	4.36	SF
3. I promote the use of different languages when I codeswitch.	2.90	4.15	3.33	3.49	F
4. For me, codeswitching means that I am proficient in my students' mother tongue.	2.97	3.55	3.27	3.27	N
5. For me, codeswitching means that I am proficient and capable in English.	3.66	3.64	3.33	3.54	F
Grand Mean	3.56	4.03	3.75	3.79	F

The findings of Khonakdar and Abdolmanafi-Rokni (2015) in their study on sixty EFL teachers in schools and universities in Mazandran, Iran also support the results of this study. They found that 65% of the respondents agreed or strongly agreed that teachers can express their ideas and opinions clearly when they codeswitch. A majority also disagreed that codeswitching can cause some difficulty or hardship among students when the instructor speaks and that codeswitching pollutes the language.

Among the English teacher respondents, both Items 1 and 2 had a mean of 4.14 which means that the teachers approved the use of codeswitching in teaching English. This implies that they were favorable of using both English and the students' mother tongue in instruction since it allowed them to express themselves clearly and consequently, ensured students' comprehension. The result affirms Bautista's (1999) contention that code-switching among Filipinos happens for the purpose of communicative efficiency which means that it is the fastest, easiest, most effective way of saying something.

The result also substantiates the observation of Al-Nofaie (2010) that many teachers use L1 to explain grammar and new vocabulary which may give support to the assumption that advanced learners manifest good progress when L1 is used. A research conducted by Tang (2002) in a Chinese context with 100 students and 20 teachers depicts similar results. The research



shows that limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather can assist in the teaching and learning processes. In addition, to all the previous studies that were conducted in EFL context, a large scale study by Levine (2003) in an ESL context revealed the same result. Levine concludes that "despite the prevailing monolingual principle in U.S FL classes, both the target language and the L1 appear to serve important functions" (p. 356)

By approving the use of codeswitching to express clearly and to facilitate comprehension among students, the English teachers affirm that their use of codeswitching is the discourse mode or communicative function. For Metila (2009), the communicative function fosters a positive learning ambience. Hence, it is an option that a teacher can take if he or she wants the class to be more relaxed and to ask questions during the lecture.

Similarly, the Mathematics teachers strongly approved that when they codeswitch they facilitate student comprehension (Item 2). This implies that they perceived codeswitching as very favorable as they ensure that the topics were understood by their students. This perhaps relate to the common impression among students that Mathematics is a difficult subject. Thus, the teachers alternated between English and the students' L1 to make technical terms understandable or to explain complex processes in problem solving. Moreover, the Mathematics teachers also strongly approved that by codeswitching, they were able to express themselves clearly in both languages (Item 1). The weighted mean of 4.27 for Item 1 means that these teachers found codeswitching very favorable in the teaching of Mathematics. Again, this points to the communicative function of codeswitching wherein the teachers use it to facilitate easy and comfortable communication between them and the learners.

Furthermore, the Science teachers strongly approved that codeswitching enabled them to express themselves clearly in both languages (Item 1) with a weighted mean of 4.43 which means that they found codeswitching strongly favorable in this aspect. The respondents also indicated that they strongly approved that codeswitching allowed them to facilitate student comprehension (Item 2) with a weighted mean of 4.37. This result suggests that in a Science class, codeswitching is used by the teachers as a strategy in expounding topics which in turn, results to better comprehension among students.

However, for Item 3, the English and Science teachers are not sure if when they use code switching,

they promote the usage of different languages other than English. They both stand on a neutral claim that codeswitching encourages the students to use other languages on class discussions and lesson presentations. Also, for Item 4 in the general mean, it shows that the respondents are neutral in looking at codeswitching as a means of showing proficiency to the learner's mother tongue. They are not sure if when they codeswitch, they master the other languages that the students use other than the target language which is English. Generally, the results show that the respondents' approve of the utilization of codeswitching as per their persona with a grand mean of 3.79.

### The Attitudes of the English, Mathematics, and Science Teachers to Codeswitching in Terms of Subject Access

Table 4 shows the mean distribution and verbal description of the attitudes of the respondents to code switching in terms of subject success. The English teachers considered codeswitching favorable (WM=3.95) while the Mathematics and Science teachers found codeswitching strongly favorable to facilitate subject access with the weighted mean of 4.42 and 4.33, respectively. However, the grand mean of 4.24 indicates that the English, Mathematics and Science teachers strongly approved of the use of codeswitching for subject access. It implies that they found it to be strongly favorable to facilitate students' understanding of the subject matter of their lessons. This result supports the findings of Shujing (2013) that teachers switch codes to elicit responses from the students at various points in the lesson to discuss culturally relevant anecdotes, to give explanations or provide illustrations, to clarify important points and to ensure students' understanding of the lesson content.

Table 4. Mean distribution and verbal description of the attitudes of the respondents to code switching in terms of subject access

Items	Mean				Interpretation
	English	Math	Science	Total	
6. When I codeswitch, I can do so in a wide range of points in class.	3.72	4.06	4.20	4.00	F
7. I can better clarify the structure and meaning of words and sentences when I codeswitch.	4.00	4.39	4.40	4.27	SF
8. By codeswitching, I can better clarify social points in the content of what I am teaching.	4.14	4.40	4.43	4.35	SF
9. I can better evoke responses and reactions from students when I codeswitch.	4.14	4.61	4.50	4.42	SF
10. I can better illuminate the lesson's substance every time I codeswitch.	3.76	4.58	4.13	4.17	F
Grand Mean	3.95	4.03	4.33	4.24	SF



The table further shows that the English teachers approved that through codeswitching, they can better clarify social points in the content of what they are teaching (Item 8) and they can evoke better responses and reactions from students (Item 9). Both items had a weighted mean of 4.14. This result implies English teachers switched from English to the mother tongue and back to further elucidate information pertaining to culture and the society. This result among English teachers was affirmed by the Mathematics (4.61) and Science (4.50) teachers who strongly approved that codeswitching evoked better responses and reactions from students. Moreover, the Mathematics teachers indicated that they can better illuminate the lesson’s substance every time they codeswitch (Item 10) with a weighted mean of 4.58. This finding affirms that codeswitching plays an essential role in the teachers’ elicitation, interpretation of written texts, or elucidation of the meaning of texts. Generally, the respondents were strongly favorable that codeswitching evoked better responses and reactions from students (4.42) and that this practice was strongly favorable for subject access (4.24).

Codeswitching in the classroom perhaps allowed the teachers to give illustrations or to use local equivalent terms for situations, information and concepts that may be foreign to students. The use of codeswitching in the classroom may also have created a comfortable environment for students that allowed them to express their ideas without the restrictions of the mastery of the English language. The result of this study supports the findings of Yao (2011), Shujing (2013), and Khonakdar and Abdolmanafi-Rokni (2015) that teachers codeswitch to elicit responses from students at the various points of the lesson. Furthermore, the result affirms the contention of Rezvani and Rasekh (2011) that judicious and skillful use of code switching can boost the quality of teaching and improve teacher- student classroom interaction and the findings of Balce (2010) that students who used the language they are comfortable with, which is Filipino, participated well in group and class discussion. Likewise, these students expressed confidence in sharing their ideas with their classmates and teachers.

**The Attitudes of the English, Mathematics, and Science Teachers to Codeswitching in Terms of Classroom Management**

The mean distribution and verbal description of the attitudes of the respondents to code switching in terms of classroom management is presented in Table 5. While the Mathematics teachers strongly approved of the use of codeswitching for classroom management (WM=4.27), the English and Science teachers approved of its use with the mean of 4.06 and 4.0, respectively.

Table 5 further denotes that the English teachers approved that they can better engage students’ consideration and attention (Item 13) and that it is easier to give directions every time they codeswitch (Item 15). Both had a weighted mean of 4.14 which means that the teachers viewed codeswitching as favorable for classroom management. Similarly, the Science teachers strongly approved that codeswitching allowed them to give directions easily with a mean of 4.17 and to better engage students’ consideration and attention with a mean of 4.23. The Mathematics teachers also strongly approved that they find it easier to give directions every time they codeswitch (4.36) and to better elucidate assignment guideline (Item 11) with a mean of 4.33.

Table 5. Mean distribution and verbal description of the attitudes of the respondents to code switching in terms of classroom management

Items	Mean				Interpretation
	English	Math	Science	Total	
11. By codeswitching, I can better elucidate assignment guideline.	4.07	4.33	3.97	4.16	F
12. Codeswitching helps me to train students better.	3.90	4.09	3.53	3.85	F
13. I can better engage students’ consideration and attention when I codeswitch.	4.14	4.27	4.23	4.22	SF
14. I can better demand class attention when I codeswitch.	3.97	4.30	4.10	4.13	F
15. I find it easier to give directions every time I codeswitch.	4.14	4.36	4.17	4.23	SF
Grand Mean	4.06	4.27	4.00	4.12	F



Generally, the respondents found codeswitching strongly favorable to give directions (4.23) and that this practice was favorable for classroom management (4.12). The results imply that by switching to the students' mother tongue, the teachers were able to clarify instructions pertaining to tasks in the classroom. This affirms the contention that the use of L1 in the classroom does not hinder learning and comprehension. Instead, L1 is used to facilitate effective teacher-student communication and understanding of the message relayed. The result of this study supports the finding of Yao (2011) where the majority of teacher respondents believed that by codeswitching, they were able to better clarify task instructions and direct students and that of Khonakdar and Abdolmanafi-Rokni's (2015) that teachers were able to call and hold students' attention when they codeswitch. The findings of this study affirms Goffman's (1974, as cited in Yao, 2011) argument that switching often contextualizes a change of "frame" away from lesson content and toward some "off-record" concern like disciplining pupils, attending to latecomers, and to gain and focus students' attentions. It can further be used to manage pupil learning like negotiating task instructions.

**The Summary of Means of the Attitudes of the Respondents Per Subject Area**

Table 6 displays the summary of the means of the respondents per subject area. As per persona and classroom management, the teachers from the three core subjects agree to the use of codeswitching with an overall mean of 3.79 and 4.12 respectively. Perhaps, this is in relation to the reasons they had stated in the previous discussions. The respondents favored the use of codeswitching because they believed that when they codeswitch, they catch students' attention, maximize class participation and promote a less-threatening classroom environment. In terms of subject access, both the Mathematics (4.42) and Science teachers (4.33) strongly favored the use of codeswitching. They strongly agree that when they codeswitch, they increase the MPS, improve vocabulary skill and access the level of comprehension of the slow learners.

Table 6. Summary of Means of the Attitudes of the Respondents to Codeswitching Per Subject Area

Code Switching	Mean							
	English	I	Math	I	Science	I	Overall	I
A. Teachers' Persona	3.56	F	4.03	F	3.75	F	3.79	F
B. Subject Access	3.95	F	4.42	SF	4.33	SF	4.24	SF
C. Classroom Management	4.06	F	4.27	SF	4.00	F	4.12	F
Grand Mean	3.86	F	4.24	SF	4.03	F	4.05	F
N	29		33		30		92	

In general, English and Science teachers favored the use of codeswitching with a grand mean of 3.86 and 4.03 while the Mathematics teachers strongly favored its utilization with a grand mean of 4.24.

**The English, Mathematics and Science Teachers' Attitudes to the Use of Codeswitching in Terms of the Teachers' Persona**

Table 7 shows the One-way Analysis of Variance or the F-test computation in finding the significant difference between teachers' attitudes to the use of codeswitching in terms of teacher's persona when grouped according to the subjects they were teaching. It shows that the computed value of F is 7.806 which is higher than the tabular value of 3.07 at 0.05 level of significance with 2 and 91 as degrees of freedom. This means that the null hypothesis (Ho<sub>1</sub>) of no significant difference between the teachers' attitudes to the use of codeswitching in terms of teachers' persona was rejected.

Table 7. One-way Analysis of Variance (ANOVA) on the attitudes of the respondents to codeswitching in terms of teachers' persona when grouped according to the subject area

Source of Variance	Degree of Freedom	Sum of Squares	Mean of the Sum of Squares	F		
				Computed	Tabular	Decision
Between Groups	2	3.514	1.757			Reject
Within Groups	89	20.035	0.225	7.806*	3.07	HO <sub>1</sub>
Total	91	23.549				



With this result, it can be concluded that the teachers' attitudes to the use of codeswitching differ significantly in terms of how they projected themselves in the classroom in relation to instruction. Perhaps, the English, Mathematics and Science teachers had different necessities and perceptions on utilizing codeswitching as they carry their responsibilities as teachers. This finding agrees with the study of Abad (2010) that states that the teachers have differences in their awareness of how, when and to what extent they codeswitch.

**The English, Mathematics and Science Teachers' Attitudes to the Use of Codeswitching in Terms of Subject Access**

Table 8 shows the One-way Analysis of Variance or the F-test computation in finding the significant difference between teachers' attitudes to the use of codeswitching in terms of subject access when they were grouped according to the subjects they were teaching. It shows that the computed value of *f* is 6.664. This is higher than the tabular value of 3.07 at 0.05 level of significance with 2 and 91 as degrees of freedom. This means that there was a significant difference between teachers' attitudes to the use of codeswitching in terms of subject access when the respondents were grouped according to the subjects they were teaching. Hence, the null hypothesis (*H*<sub>0</sub><sup>2</sup>) was rejected.

Table 8. *One-way Analysis of Variance (ANOVA) computation on the attitudes of the respondents to codeswitching in terms of subject access when grouped according to the subject area*

Source of Variance	Degree of Freedom	Sum of Squares	Mean of the Sum of Squares	Computed F	Tabular F	Decision
Between Groups	2	3.718	1.859	6.664*	3.07	Reject
Within Groups	89	24.828	0.279			<i>H</i> <sub>0</sub> <sup>2</sup>
Total	91	28.546				

This finding supports the findings of Chowdhury (2012) in his study where the attitudes and reasons for teachers' codeswitching may vary according to the lesson topic, teaching experience and the students' level and background. Furthermore, the result agrees with Sert's (2005) study which expounds that the teacher alters his/her language according to the topic that is under instruction. Codeswitching serves as a bridge from known (native language) to unknown

(new foreign language content) in order to transfer the new content.

**The English, Mathematics and Science Teachers' Attitudes to the Use of Codeswitching in Terms of Classroom Management**

Table 9 shows the One-way Analysis of Variance or the F-test computation in finding the significant difference between teachers' attitudes to the use of codeswitching in terms of classroom management when the respondents were grouped according to the subjects they were teaching. It shows that the computed value of *f* is 2.925 which is lower than the tabular value of 3.07 at 0.05 level of significance with 2 and 91 as degrees of freedom. This means that the null hypothesis (*H*<sub>0</sub><sup>3</sup>) of no significant difference between teachers' attitudes to the use of codeswitching in terms of classroom management when the respondents were grouped according to the subjects they were teaching was accepted.

The result shows that English, Mathematics, and Science teachers shared the same view that codeswitching was not only a tool for conversation and student comprehension, but also an advantage in terms of continuance of classroom management implementation. This finding supports that of Yiltanlilar and Caganaga (2015) in their study which investigates the university level language teachers' views on how their usage of code switching affects their classroom management in EFL classes where teachers strongly believed that codeswitching remained as one of the effective techniques in shaping classroom management.

Table 9. *One-way Analysis of Variance (ANOVA) computation on the attitudes of the respondents to codeswitching in terms of classroom management when grouped according to the subjects taught*

Source of Variance	Degree of Freedom	Sum of Squares	Mean of the Sum of Squares	Computed F	Tabular F	Decision
Between Groups	2	1.298	0.649	2.925	3.07	Accept
Within Groups	89	19.754	0.222			<i>H</i> <sub>0</sub> <sup>3</sup>
Total	91	21.052				

Furthermore, this result affirms the contention of Chowdhury (2012) that in order to manage classroom discipline, to give instructions to the students about



their sitting arrangements, to respond to students complaints, to draw students’ attention, to tell-off students for their misbehavior, the teacher may best use codeswitching regardless of the contents of what they are teaching.

**The English, Mathematics and Science Teachers’ Attitudes to the Use of Codeswitching in Terms of the Subjects Taught**

The teachers’ attitudes toward codeswitching were identified according to how useful they find codeswitching to be in terms of their persona or the image they project in the classroom, the subject access or the ability of the students to understand the lessons and the classroom management or how appropriate behavior was created and maintained in the class.

Table 10 shows the One-way Analysis of Variance computation or the F-test computation in finding the significant difference between teachers’ attitudes to the use of codeswitching when the respondents were grouped according to the subjects they were teaching. It shows that the computed value of F at 6.467 is higher than the tabular value of 3.07 at 0.05 level of significance with 2 and 91 as degrees of freedom. This means that there was a significant difference in the teachers’ attitudes to the use of codeswitching in terms of when the respondents were grouped according to the subjects they were teaching. Hence, the null hypothesis (Ho<sub>4</sub>) was rejected. The results imply that teachers who teach English, Mathematics and Science subjects have varied attitudes to codeswitching in teaching their subject areas.

Table 10. *One-way Analysis of Variance (ANOVA) computation on the attitudes of the respondents to codeswitching when grouped according to the subject area*

Source of Variance	Degree of Freedom	Sum of Squares	Mean of the Sum of Squares	F		Decision
				Computed	Tabular	
Between Groups	2	2.288	1.144			Reject Ho <sub>4</sub>
Within Groups	89	15.743	0.177	6.467*	3.07	
Total	91	18.031				

The above-mentioned results corroborate the findings of Yamat, Maarof, Maasum, Zakaira and Zainuddin (2011) that codeswitching was used as scaffolding in teaching content area subjects. They stated that when English teachers explained some points in class or

wanted to transfer the necessary knowledge to the students for clarity, they switched to another language other than English in order to clarify meaning and stress the importance of efficient comprehension. They also stated that Mathematics teachers used codeswitching as a suitable medium to help students to know and apply relevant mathematical knowledge, processes and strategies in both life-related and purely mathematical contexts and to help the learners understand what they were teaching. Thus, aside from employing varied strategies, they codeswitched in teaching students to identify and analyze mathematical problems and solutions.

Furthermore, they stated that science teachers helped the students to foster curiosity and imagination thereby employing another strategy or a different style than that of the English and Mathematics teachers. As Science teachers provided authentic science experiences to develop essential knowledge and skills that help students become scientifically-literate members of the community, they applied codeswitching in a “scientific” manner to easily facilitate students’ comprehension.

**Conclusion**

Based on the findings, it can be concluded that the English, Mathematics and Science teachers codeswitch in order to facilitate understanding of the lesson among students and to encourage class participation. Moreover, teachers have found codeswitching to be favorable especially for subject access. Lastly, although codeswitching is generally found to be favorable in teaching English, Mathematics and Science, the attitudes to codeswitching differ among teachers of the three disciplines. It is further concluded that codeswitching can be helpful and conducive to the natural learning environment.

Moreover, the following recommendations are framed based on the findings, discussions and conclusions of this study: (1) Even if it has been found out that the teachers approve the use of codeswitching inside the classroom, it is still important to maintain the proportion of L1 and L2 during the teaching and learning process. Thus, the judicious use of L1 in subjects to be taught in English is recommended.:(2) A related study may be conducted to the use of codeswitching as a teaching strategy and as a learning tool.:(3) A related study may be conducted on the attitudes of students to the use of codeswitching.

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