

Innovations

On Code-Switching in English Major Courses

Joseph B. Quinto¹ and Aiza Bheal M. Kitani²

¹College of Arts and Humanities, Benguet State University

²College of Teacher Education & Liberal Arts, Baguio Central University

Corresponding author: Joseph B. Quinto

Abstract

Code-switching remains to be used in the Philippine higher education even in English language classrooms. It is in this context on which this sequential explanatory mixed methods design was anchored. The research specifically aimed at investigating the general perceptions of 185 Bachelor of Secondary Education students majoring in English and 27 English language professors from private higher educational institutions in one charter city in the Cordilleras on their use of code-switching in English major courses. The results of this study revealed that both English majors and English professors had a positive perception on the use of code-switching. In oral presentations for students' major courses, code-switching played a crucial role particularly when they could no longer express themselves in English, when they wanted their audience to better understand the content of their explanations, when they needed to understand the content of their presentations, when they desired to feel more comfortable and confident, and when they wanted to convey new words easily. Meanwhile, the findings showed that code-switching was a valuable and an effective strategy for professors to use in English major courses. Specifically, English professors strongly agreed that they used code-switching due to lack of equivalents in the Filipino language or other local languages and that they used code-switching while teaching to help their students understand English concepts better. Drawing upon the results, pedagogical implications and future directions are spelled out.

Keywords: 1.code-switching, 2.Bachelor of Secondary Education students majoring in English, 3.English language professors, 4.sequential explanatory mixed methods, 5.higher education

Introduction

Due to the rising tendency in linguistic globalization, which implies that speakers regularly switch from one language to another to suit communication demands, the phenomenon of code-switching has been extensively investigated by numerous researchers to explore its use (Al-Qaysi & Al-Emran, 2017; Bhatti et al., 2018). In English speaking classrooms, code-switching is used as a powerful and beneficial approach for the teaching and learning process (Benu, 2018; Lee, 2010; Yuehan, 2019) which is posited to strongly display linguistic competence among children (Yow et al., 2017).

Many teachers pour their support on the use of code-switching in the classrooms. On one hand, the findings of Bilgin (2016) demonstrated that code-switching is more than just a language matter; it also reflects a variety of other elements, such as how teachers identify themselves professionally, teacher beliefs, teacher identity, emotional factors affecting teachers, and interactions with supervisors. Multiple findings indicate that teachers use code-switching to engage with students, to translate concepts, to explain or reiterate points, to manage students' behavior, to clarify difficult concepts, to enhance understanding of the content presented, to emphasize a language element, to make inferences, to develop vocabulary, to give feedback, to aid memorization, to entertain, and to encourage students for better communication (Cahyani, et al., 2016; Fachriyah, 2017; Shartiely, 2016; Shinga & Pillay, 2021).

Meanwhile, students also express their approval of code-switching. According to Catabay (2016) and Novianty and Haristiani (2020), students' attitudes regarding the usage of code-switching in English as a Second Language (ESL) classes are favorable. It has a positive influence on both first and second languages, implying that code-switching aids in the preservation of both. Furthermore, Yana and Nugraha (2019) explained that students benefited from the use of code-switching in the English classroom in several ways such as being able to understand the material more easily, to expand their vocabularies, to learn English faster, to understand every sentence in English, to grasp the main point of the learning, to avoid confusion, and to be comfortable and confident in learning English.

There exist caveats, though. Despite its importance in classroom instruction (Kumar et al., 2021), code-switching will be better implemented in informal social interactions than in foreign/second language classroom settings, as it will impede English as a Foreign Language (EFL) learners' success in acquiring more fruitful target language competencies (Wijaya et al., 2020). Istifci (2019) also advanced that teachers must exercise caution while using the local tongue in class because it may become a habit for the students.

These opposing viewpoints have dominated significant debates on whether to employ code-switching or not (Sakaria & Priyana, 2018). Needless to say, English is one of the languages spoken in the Philippines that is why code-switching is inevitable, and the country bears witness to the aforementioned code-switching scholarship from numerous authors. In fact, the findings in the research of Olivera (2021) proved that using code-switching in an English lesson has a favorable impact on the Filipino students' level of confidence and participation. In general, code-switching is a prevalent linguistic activity among English teachers during classroom instructions in the country (Mangila, 2018), demonstrating that it is a viable teaching and learning resource (Dela Cruz, 2018). Although Language Code Switching (LCS) is not harmful, it may suggest a lack of competency in one or both of the languages in use (Roxas, 2019).

A number of research studies on code-switching has already been put forward; but then, it remains “a valuable source of insights into the human language faculty” (Kaščelčan & Deuchar, 2021). It is in this parameter that the researchers would like to investigate the general perceptions of English majors and English professors on their use of code-switching in their English major courses. In particular, they wanted to put in the foreground the following research queries:

1. What are the general perceptions of students taking Bachelor of Secondary Education majoring in English on their use of code-switching during oral presentations in their major courses? and
2. What are the general perceptions of English language professors on their use of code-switching in teaching English major courses?

Theoretical framework

Code-Switching

Code-switching is a two-part term. The first definition talks about how two or more languages are changed or combined. Code-switching is different from loanwords, which become permanent words in a language. Instead, words and phrases from different languages are used as needed. A lot of people use code-switching when they want to fit in with other people or when they want to talk about things that might be easier to say in one language than another. In addition, code-switching has been articulated by Gumperz (1956; 1982), Myers-Scotton (1993a), and other researchers as a social dynamic that occur in a two or more-language discourse. It is defined as follows: as starting instruments for altering the code to fit certain social functions or sociolinguistic purposes, speaking, listening, physical context, conversational style (formal or casual), and topics of conversation are all given equal weight in their discussions (Bhatt & Bolonyai, 2008; Chakrani, 2016; Clyne, 2003). Gumperz distinguished between two forms of code switching: situational and metaphorical. When a speaker uses one code for one scenario and another code for another, this is referred to as situational code switching. On the other hand, the topic dictates the language used in metaphorical code-switching. According to Gumperz, the direct connection between languages and social conditions entails the “defining of one another's contractual rights (1982).”

Affective Filter and Its Relationship to Code- Switching

The affective filter hypothesis is a theory that states that people cannot acquire a language if they have negative emotions like awkwardness because of an emotional filter that blocks out effective learning. In consequence, if students' emotional filters are high, it is likely that they code-switch to further express themselves in their presentations. Making classrooms that are designed to reduce anxiety levels will help students learn and create discourses effectively. Further, code-switching has been demonstrated to be effective in establishing an environment where students feel comfortable expressing their concerns and learning from one another. Requiring students to discuss in English (or any foreign language that is not their first language) prior to them being prepared is extremely stressful, especially when done in front of a class, observing an "English Only" policy as the language of teaching. Medium of communication has been the most controversial topic in the education of English Language Learners (ELLs), with the use of English learners' native language being by far the most controversial problem. This problem raises the questions: "Should English language learners be taught academic skills in English as their Second Language (ESL) from the beginning of their schooling, or should they be taught academic skills in their native language (Martin, 2010)?"

In relation to the above mentioned, motivation also plays a role in the performance of students in their English classes. The importance of intrinsic motivation to students' success in learning and mastering English in the classroom cannot be overstated. Assessing students' motivation to learn a topic, especially a difficult one, is a key indicator of their level of participation and engagement. Both internal and external drives are at play. Motivated students can be nurtured by providing them with opportunities to share their thoughts on learning. Having a sense of agency in their educational experiences motivates students to work harder (Olivera, 2021).

Affective Filter in Code-Switching

A learner's chance of learning a language and understanding a particular lesson decreases as the filter's threshold increases. The likelihood of a student acquiring the lesson increases as the filter is lowered, and it decreases as the filter is raised. These filters consist of some of the factors that teachers need to take into consideration while working in a classroom, such as the atmosphere, the level of motivation displayed by the learners, and, of course, the teachers' factor. According to Abad (2005), code switching is able to reduce the affective filter, which results in the establishment of rapport and the creation of an atmosphere that is more casual, making it possible for any student to take an active part in the discussion. The reduction of inhibitions would allow for an increase in learning.

Probyn (2010) found that code-switching is the most noticeable strategy that teachers used to achieve various communicative ends. Code-switching also helps teachers save time in the classroom by allowing them to go on to the next topic without stopping to explain something again or look for the simplest term to clear up a student's confusion. As the Philippines is a country with a lot of different languages and cultures, this kind of linguistic phenomenon happens often. The classroom teachers have no option but to teach their subjects in the native language of their students so that they can better comprehend them. As a result, teachers have been using code-switching as a way to give students the chance to talk to each other and increase their knowledge (Castillejo et al., 2018). Also, code-switching makes it easier for professors to teach in the classroom because they do not have to invest as much time attempting to convey ideas to the students or looking for the simplest words to clear up any ambiguity that could come up. Norrish (1997) says that teachers code-switch when the level of English in the handbook or to be instructed is too high for the learner or when the professor has used up all the ways to modify his/her discourse to the learner's comprehension level.

Methodology

Research Design

Sequential explanatory mixed methods design was employed in this investigation. In this design, the researchers gathered quantitative data first, followed by the qualitative data (Subedi, 2016). The qualitative phase's development was led by the quantitative phase's findings to create a more complete picture (Bishop, 2015; Doyle et al., 2016; McKim, 2017).

Population and Locale

The participants in the quantitative phase of this study were one hundred eighty-five (185) students taking Bachelor of Secondary Education majoring in English who have used code-switching during oral presentations in their major courses and twenty-seven (27) professors of English who have used code-switching in teaching English major courses. The respondents were from four (4) private higher education institutions in Baguio City, Philippines. Meanwhile, there were twelve (12) students and six (6) professors who participated in the dyad interviews for the qualitative phase of the study. The informants were chosen purposefully through the following criteria: (1) they responded to the questionnaire; and (2) they were willing to participate in an online dyad interview.

Instrumentation

The primary instrument was adapted from Al-Qaysi (2016). In general, the modified 'Code-Switching Questionnaire' was utilized to measure the general perceptions of English majors and English professors on their use of code-switching in their English major courses through a 4-Point Likert Scale. There were two (2) questionnaires namely code-switching questionnaire for students and code-switching questionnaire for professors. The code-switching questionnaire for students contained fourteen (14) items with a Cronbach's Alpha of 0.82 which indicates good reliability. On the other hand, the code-switching questionnaire for professors originally comprised eleven (11) items, but one item was removed after the pilot-testing. After that, the 10-item questionnaire achieved a Cronbach's Alpha of 0.801 which indicates good reliability.

The second instrument was an interview protocol for students and professors created based on the results of the quantitative phase. The interview protocol for students had six (6) key questions, while the interview protocol for professors had ten (10) key questions. All the questions were created to clarify and to expound participants' responses in the questionnaire. Both the adopted questionnaires and interview protocols were validated by a language expert.

Data Collection Procedure

The researchers first asked permission from Al-Qaysi (2016) for the use of her questionnaire via email. Then, they sent a request letter to the dean of the College of Arts and Sciences in one state university in La Union, Philippines through its English language program chair for pilot testing. Twenty (20) English majors and twelve (12) English Professors participated. When the questionnaires achieved good reliability, a set of request letters was sent to the people-in-charge of handling research requests in four (4) private education institutions: College of Teacher Education and Liberal Arts Dean, College of Teacher Education Dean, Research and Intellectual Property Coordinator, and Vice President for Academic Affairs. Once the request letters were approved, the researchers were endorsed to specific individuals to contact for the data gathering. They made sure that the instructions were explicit in the questionnaire through Google Forms. After the treatment of the quantitative data, they once again contacted the designated individuals to ask participants for online dyad interviews.

The researchers had two objectives of using dyad interviews, also known as dyadic interviews or paired depth interviews. The first reason was that participants led particularly busy lives and were physically dispersed (Morgan et al., 2016). The second was that it encouraged communication among the dyad members, which led to more insightful data (Wilson et al., 2016). All in all, the interviews with the students and professors lasted 40 – 60 minutes, which was transcribed at a later time. Lastly, the researchers sent the transcripts back to the participants for member check because asking participants to check the transcripts enhances accuracy of data (Birt et al., 2016; Candela, 2019).

Data Analysis

To analyze the quantitative data, Statistical Package for Social Sciences (SPSS) version 20 was utilized with which the mean scores were computed. On the other hand, the qualitative data was treated using some strategies espoused by Braun and Clarke, expounded in the studies of Byrne (2022), Finlay (2021), and Maguire and Delahunt (2017).

Results

Table 1: General Perceptions of English Major Students on Code-Switching

Table 1 presents the descriptive statistical results of the general perceptions of English major students on their use of code-switching in their oral presentations.

Indicators	Mean	Qualitative Description
1. I believe that code-switching enhances my communication skills in oral presentations.	3.19	Agree
2. I believe code-switching helps me to develop my English language skills in oral presentations.	3.04	Agree
3. I believe that using code-switching shows that I'm well-educated especially in oral presentations.	2.85	Agree
4. I use code-switching because I do not know how to directly translate the word(s) in English (L2).	3.21	Agree
5. I find that code-switching helps me to convey new words easily.	3.26	Strongly Agree
6. I believe that code-switching makes me feel more comfortable and confident in oral presentations.	3.27	Strongly Agree
7. I believe code-switching from the mother tongue (L1) in oral presentations helps me practice the second language (L2) that I use.	3.02	Agree
8. I believe code-switching allows me to better understand the content I am presenting.	3.28	Strongly Agree
9. I find the sound of code-switching cool because Filipino celebrities use it.	2.39	Disagree
10. Code-switching has become my habit.	2.88	Agree
11. I use code-switching when I can no longer express myself in English.	3.42	Strongly Agree
12. I think I use code-switching because my English professors use it too.	2.70	Agree
13. I use code-switching so that the audience can better understand the content of my explanations.	3.39	Strongly Agree
14. I use code-switching depending on my mood.	2.61	Agree
Overall	3.04	Agree

With an overall mean of 3.04, the English major students use code-switching at a moderate extent. To be specific, students used code switching when they can no longer express themselves in English (3.42) and in order that the audience can better understand the content of their explanation (3.39). Furthermore, it allowed English majors to better understand the content of what they are presenting (3.28), makes them more comfortable and confident in their oral presentation (3.27), and helps them convey new words easily (3.26). To add, they used code-switching because they do not know how to directly translate word(s) in English (3.21), because it enhances their communication skills in oral presentations (3.19), because it helps them to develop their English language skills in oral presentations (3.04), because it helps them practice the second language (L2) that they use (3.02), and because it has become their habit (2.88). Moreover, they believed that code-switching shows that they are well-educated especially in oral presentations (2.85), that they use code-switching because their English professors use it too (2.70), that they use code-switching depending on their mood (2.61), and that they find the sound of code-switching cool because Filipino celebrities use it (2.39).

General Perceptions of English Language Professors

Table 2 presents the descriptive statistical results of the general perceptions of English language professors on their use of code-switching in teaching English major courses.

Generally, English language professors had positive perceptions in the use of code-switching in teaching English major courses. With an overall mean of (3.05), the English language professors agreed in the use of code-switching. To be specific, English professors strongly agreed that they use code-switching due to the lack of equivalents in the Filipino language or other local languages, or vice versa (3.45) and they strongly agreed that they use code-switching while teaching to help their students understand English concepts better (3.32).

Table 2: General Perceptions of English Language Professors

Indicators	Mean	Qualitative Description
1. I believe that code-switching enhances my communication skills in oral presentations.	3.19	Agree
2. I believe code-switching helps me to develop my English language skills in oral presentations.	3.04	Agree
3. I believe that using code-switching shows that I'm well-educated especially in oral presentations.	2.85	Agree
4. I use code-switching because I do not know how to directly translate the word(s) in English (L2).	3.21	Agree
5. I find that code-switching helps me to convey new words easily.	3.26	Strongly Agree
6. I believe that code-switching makes me feel more comfortable and confident in oral presentations.	3.27	Strongly Agree
7. I believe code-switching from the mother tongue (L1) in oral presentations helps me practice the second language (L2) that I use.	3.02	Agree
8. I believe code-switching allows me to better understand the content I am presenting.	3.28	Strongly Agree
9. I find the sound of code-switching cool because Filipino celebrities use it.	2.39	Disagree
10. Code-switching has become my habit.	2.88	Agree
11. I use code-switching when I can no longer express myself in English.	3.42	Strongly Agree
12. I think I use code-switching because my English professors use it too.	2.70	Agree
13. I use code-switching so that the audience can better understand the content of my explanations.	3.39	Strongly Agree
14. I use code-switching depending on my mood.	2.61	Agree
Overall	3.04	Agree

In addition, they agreed that they use code-switching because it helps them convey meaning easily to their students (3.23), they use code-switching while illustrating new terms to help students to become more familiar with them (3.18), they use code-switching to make students feel more comfortable and confident while learning English (3.09), they use code-switching to help them engage with students (2.95), the use of code-switching helps the students to learn a second language/third language faster (2.91), they use code-switching to help them bond with their students (2.82), they use code-switching to make the discussions more interesting (2.82), and they use code-switching because they feel that the students lack exposure to the use of English (2.77).

Discussion

General Perceptions of English Major Students on Code-Switching

During the interviews conducted with the English major students, they manifested a strong agreement in the use of code-switching in their oral presentations. A sample of their answers is as follows:

Student 1: Code-switching gives us the freedom to express ourselves in the language that we are comfortable to use. For example, there are some that can express themselves better in Filipino, so we ask permission from our professors especially in oral presentations.

These findings were reinforced by Ahmad and Jussof's (2009) study, which demonstrated that code-switching increased student involvement in English class. Due to the fact that code-switching serves as a bridge between professors and students, the students feel more comfortable and feel supported by the classroom environment. Next, students use code-switching when they can no longer express themselves in English. One student stated that:

Student 2: Sometimes, we use code-switching to say what we mean rather than torturing ourselves to continue speaking in English.

According to Bista (2010), most bilingual students in the classroom resort to language/code-switching to compensate for their second-language proficiency gaps. This is further supported by Al Hayek (2016) stating that bilinguals would use a different language or code to express the same notion because they believe that some concepts are better conveyed in their native tongue.

Second, students strongly agreed that code-switching allows them to better understand the content they are presenting. Student 6 emphasized his agreement on how convenient code-switching is in their learning development.

Student 6: It feels less stressful to use code-switching because we can learn from the things that we can comprehend and understand.

This is consistent with the research of Abad (2010) who found that showing how a concept works in the context of familiar languages improved students' grasp of the content. The results also lend credence to Bernardo's (2005) remark, as cited in Abad (2010), that code-switching helps clarify a complex topic that could have been erroneous or misleading.

Third, students strongly agreed that they use code-switching so that the audience can better understand the content of their explanations. Student 1 firmly believed in this statement.

Student 1: I would code-switch for my audience or classmates for them to understand what I want to say.

This is in consonance with Masna (2020) expressing that students will shift the language they are speaking in order to make sure everyone around them can follow along. Bani Bili (2017) added that bilinguals may use code-switching as a means of communication because some concepts are more easily expressed in one language than another.

Fourth, students strongly agreed that code-switching makes them feel more comfortable and confident in oral presentations. This is boldly approved by student 5.

Student 5: Yes! It [code-switching] made me feel comfortable and confident in my oral presentations because I sometimes get nervous in the middle of my presentation.

Promnath (2016) supports the aforementioned who said that learners with weaker performance could learn things faster than to using English solely. Skiba (2012) furthered that one of the variables responsible for code-switching is students' incapacity to articulate themselves and get their point across in English lessons.

Lastly, students strongly agreed that code-switching helps them to convey new words easily. This statement is further justified by student 7 who said that:

Student 7: I strongly agree because it is less pressure for us to think of another term or synonym, so we code-switch immediately to better convey words or expressions in our presentations.

In this instance, whenever students are unable to locate the appropriate term, they make it apparent that they have code-switched. Oftentimes, conversational fluency in the target language is insufficient, which then prompts them to code-switch. This is further supported by Lin (2013) who claims that learners may better internalize new vocabularies when presented with both an explanation in the target language and a translation into the students' native language. Also, when a second language student runs into the issue of limited vocabulary (Nishimura, 1995; Oxford & Crookall, 1990), they can resort to code-switching to fill in the blanks.

In contrast, students disagreed that the sound of code-switching is cool because Filipino celebrities use it. Student 6 defended the reason for code-switching to debunk the idea that code-switching is used just because it is cool.

Student 6: I really don't agree that the sound of code-switching is cool because Filipino celebrities use it. I don't code-switch because "conyo" people speak like that. It is because I see the effectivity of it when I code-switch.

Students apparently disagreed that the sound of code-switching is cool. As English majors, they find it effective in expressing their thoughts. Based on the interviews, they said that code-switching is an excellent learning tool, and that they should keep using it since it enables them to comprehend English more.

General Perceptions of English Language Professors

During the online dyad interviews, the professors poured their support in the use of code-switching. Professor 1 stated:

Prof 1: I support the use of code-switching in teaching English major courses.

This overall result is consistent with previous studies, and its utility in the classroom draws many functions (Bilgin 2016; Cahyani et al., 2016; Fachriyah, 2017; Shartiely, 2016; Shinga & Pillay, 2021).

In line with this, the result showed that English professors strongly agreed that they use code-switching due to the lack of equivalents in the Filipino language or other local languages, or vice versa. Professor 3 put forward:

Prof 3: There are words or ideas which are difficult to understand, and students will be able to grasp them if the local equivalents are used.

Participants in Caparas and Gustilo (2017) retained the use of the concepts they wanted to express by switching to native equivalents in their languages. This suggests that adopting code-switching to express oneself rather than sticking to a single language is easier (Banatao & Malenab-Temporal, 2018).

Next, professors strongly agreed that they use code-switching while teaching to help their students understand English concepts better. Truly, code-switching can be a useful tool for professors to facilitate teaching and learning in the English language classroom (Puspawati, 2018; Rehman et al., 2020). In the same vein, the statement of professor 2 supports this claim.

Prof. 2: I use code-switching while teaching for students to better understand what is being discussed during the lesson.

Third, professors agreed that they use code-switching because it helps them convey meaning easily to their students. Professor 5 candidly said:

Prof. 5: Honestly, I am not so fluent in speaking the English language, so I switch code sometimes to better explain and discuss the lesson.

In another item, professors agreed that they use code-switching while illustrating new terms to help students to become more familiar with them. "New terms" in this context means "jargons" in the English language. Professor 1 explained that:

Prof. 1: Students may not be familiar with jargons because they are used in specific fields, so we really need to code-switch and try to give more examples in Filipino.

Fifth, professors agreed that they use code-switching to make students feel more comfortable and confident while learning English. This takes place because code-switching lowers the affective filter of students. Professor 6 injected:

Prof. 6: When teachers use code-switching, they serve as models. When this code-switching phenomenon is normalized in the English language classroom, students may be able to express themselves more freely, lowering their inhibition in sharing their thoughts.

Sixth, professors agreed that they use code-switching to help them engage with students. Engagement means that rapport is being built when code-switching is practiced. Professor 4 opined that:

Prof. 4: Code-switching is a way to build rapport. When a teacher speaks in straight English, he/she may come off as unapproachable, so code-switching may serve as an initial step to build rapport with students.

Although majority of the professors in this study seemed to agree that the use of code-switching helps the students to learn a second language/third language faster, professor 5 begged to disagree.

Prof. 5: No, I do not actually agree that code-switching helps the students to learn a second language/third language faster. This is not the main reason why we code-switch in the classroom. We do it because we want to encourage them to speak and share their thoughts in the class. Learning a new language faster does not happen whenever somebody code-switches. To continue, professors agreed that they use code-switching to help them bond with their students. Professor 3 clarified that 'bond' is akin to creating a positive relationship with students through code-switching. She specifically stated:

Prof. 3: Code-switching is used to create a positive relationship with students. Then, they become more open... That is the time that they will express themselves. And then, the more that I make learning open for them, the more that they will feel confident to commit mistakes as a part of learning.

On another note, professors agreed that they use code-switching to make the discussions more interesting. Arousing the interest of students or making the discussions more interesting takes the form of Filipino jokes. Professor 1 expounded that:

Prof. 1: When a teacher tries to make a joke in English, it is no longer a joke, so I use the Filipino language. That is like a unique feature in our culture that cannot be understood once it is translated in the English language.

Ultimately, professors agreed that they use code-switching because they feel that the students lack exposure to the use of English. Professor 4 supported this by saying:

Prof. 4: I really think that students lack exposure in the use of English because they do not use it outside. A few, or even none of them, use it at home.

But then, Professor 5 had an opposing view. She indicated "I disagree. Students do not lack exposure to the use of English. They lack application. They fear that they are being judged when they speak English."

With all the above-mentioned information, it is apparent based on the findings of the study that English language professors have a strong inclination in code-switching when they teach English major courses, and their explanations during the online dyad interviews proved that they had good reasons of doing so. There is a caveat, though. Professor 6 asserted that:

Prof 6: English professors must speak English in the classroom because they are role models of English language use and proficiency. Code-switching must only be used as a last resort.

This is consistent in the study of Narasuman et al. (2019) justifying that the use of code-switching should be acceptable, conscious, cautious, and only as a last resort. Another thing is that the use of code-switching may become a habit on the part of the professors. Professor 5 in this research communicated that:

Prof 5: I avoid the use of code-switching because I have observed that it can become a habit, which is not supposed to happen.

During the online dyad interviews, the English language professors viewed the use of code-switching to have a negative effect on English majors. Professor 4 claimed that:

Prof 4: Code-switching is a powerful tool, but it should be done in moderation. If teachers always use code-switching, students will not be able to really learn the English language.

This validates the findings of Fareed et al. (2016) that teachers' code-switching limits students' exposure to English.

Conclusion and Recommendations

This research aimed at investigating the general perceptions of English majors and English professors on their use of code-switching in their English major courses. Based on the questionnaires distributed and the interviews conducted, the researchers found that both English majors and English professors had positive perceptions on the use of code-switching. Particularly, code-switching serves as an important role in oral presentations in students' major courses when they can no longer express themselves in English, when they want their audience to better understand the content of their explanations, when they need to understand the content of their presentations, when they desire to feel more comfortable and confident, and when they want to convey new words easily. This implies that code-switching is indispensable inside the classroom because it assists English majors in various ways during oral presentations in their major courses. In the same vein, English language

professors displayed a positive inclination in the use of code-switching in the four-walled classroom because there is a lack of equivalents in the Filipino language or other local languages and because they want to help their students understand English concepts better. The results signify that the use of code-switching is an important and a powerful tool for professors to use especially in English major courses.

These findings provide windows of pedagogical implications in teaching English in higher education. The first one tackles an existing language policy known as Mother Tongue-Based Multilingual Education (MTB-MLE), but this policy is in place in basic education only (Adriano et al., 2021). Therefore, the results of this study suggest that there exists a place for MTB-MLE in teaching the English language in higher education in the Philippines because English language students themselves, who are recipients of policies in general, had positive perceptions in the use of code-switching. Furthermore, English language professors, who are the main drivers in the implementation of such policies, were in favor of code-switching.

Another important implication the findings of this study offers is that it supports English being taught in a multilingual fashion. Truly, the Filipino language and local languages in the Philippines used in code-switching are welcome in teaching English. This defeats the belief that English is best taught monolingually, and that the standards of English will drop if other languages are used (Doplon, 2018).

Lastly, this empirical research has an implication on the implementation of English Only Policy (EOP) in the classroom because code-switching can be practiced in the English language learning classroom. Although the makeup of classrooms can vary greatly, Paterno (2018) claims that this diversity need not be viewed as a barrier but rather as a chance to diversify one's teaching methods.

This study bears some limitations, so the following future directions are recommended. First, despite the number of English language majors and English professors who responded to the questionnaires and joined the dyad interviews in the city of Baguio, it is recommended to expand the numbers to a regional or a national level in the Philippines. Second, the general perceptions of both students and professors have been brought to the fore, so other researchers could bring out what takes place in English major courses via classroom observations. Finally, it is apparent in the findings that the participants in this study have positive perceptions in the use of code-switching. In this regard, it worth investigating whether code-switching in English major courses has an effect in the students' academic performance.

References

1. Abad, L. S. (2005). *Code-switching in the classroom: A clash of two Languages*. *LEAPS: Miriam College Faculty Research Journal*, 25(1), 36-52.
2. Adriano, M. N. I., Franco, N. T., and Estrella, E. A. (2021). *Language-in-education policies and stakeholders' perception of the current MTB-MLE policy in an ASEAN country*. *Australian Journal of Language & Literacy*, 44(1), 84–99. (informit.org)
3. Al-Qaysi, N. J. M. (2016). *Examining students' and educators' attitudes towards the use of code-switching within higher educational environments in Oman [Doctoral dissertation, The British University in Dubai (BUiD)]*. (bpace.buid.ac.ae/)
4. Ahmad, B. H., and Jusoff, K. (2009). *Teachers' code-switching in classroom instructions for low English proficient learners*. *English Language Teaching*, 2(2), 49-55. (www.ccsenet.org)
5. Al Hayek, R. (2016). *Arabic-English code-mixing by Jordanian university students*. *Advances in Literary Study*, 9(3), 43-50. (researchdirect.westernsydney.edu.au)
6. Bautista, M. L. S. (1999). *An analysis of the functions of Tagalog-English code switching*. *Asia Pacific Education Review*, 5(2), 226-233. (eric.ed.gov)
7. Banatao, M. A. B., and Malenab-Temporal, C. (2018). *Code-switching in television advertisements*. *TESOL international Journal*, 13(4), 121-136. (eric.ed.gov)
8. Bani Bili, Y. (2017). *Social factors prompting adult bilingual speakers to code switch*. *Englisia Journal*, 4(2), 90. (jurnal.ar-raniry.ac.id)
9. Bhatti, A., Shamsudin, S., and Said, S. B. M. (2018). *Code-switching: A useful foreign language teaching tool in EFL classrooms*. *English Language Teaching*, 11(6), 93-101. (eric.ed.gov)
10. Benu, N. (2018). *Code switching in EFL classroom (A case study at a state senior high school in Kupang)*. *Exposure Journal*, 7(2), 150-160. (core.ac.uk)

11. Bilgin, S. S. (2016). *Code switching in English language teaching (ELT) teaching practice in Turkey: Student teacher practices, beliefs and identity*. *Educational Research and Reviews*, 11(8), 686-702. (academicjournals.org)
12. Birt, L., Scott, S., Cavers, D., Campbell, C., and Walter, F. (2016). *Member checking: a tool to enhance trustworthiness or merely a nod to validation?* *Qualitative health research*, 26(13), 1802-1811. (journals.sagepub.com/)
13. Bishop, F. L. (2015). *Using mixed methods research designs in health psychology: An illustrated discussion from a pragmatist perspective*. *British Journal of Health Psychology*, 20(1), 5-20. (bpspsychub.onlinelibrary.wiley.com)
14. Bista, K. (2010). *Factors of code-switching among bilingual English students in the university classroom: A survey*. *English for Specific Purposes World*, 9(29), 1-19.
15. Borlongan, A. (2009) *A Survey on language use, attitudes, and identity in relation to Philippine English among young generation Filipinos: An initial sample from private university*. *Philippine ESL Journal*, 3, 28-42. (eric.ed.gov)
16. Byrne, D. (2022). *A worked example of Braun and Clarke's approach to reflexive thematic analysis*. *Quality & Quantity*, 56(3), 1391-1412. (link.springer.com)
17. Candela, A. G. (2019). *Exploring the function of member checking*. *The Qualitative Report*, 24(3), 619-628. (www.proquest.com)
18. Cahyani, H., de Courcy, M., and Barnett, J. (2016). *Teachers' code-switching in bilingual classrooms: Exploring pedagogical and sociocultural functions*. *International Journal of Bilingual Education and Bilingualism*, 21(4), 465-479. (www.tandfonline.com)
19. Catabay, M. Q. (2016). *Students' perception on the use of code-switching in English as a second language class*. *International Journal of Advanced Research in Management and Social Sciences*, 5(4), 272-286. (garph.co.uk)
20. Caparas, P., and Gustilo, L. (2017). *Communicative aspects of multilingual code switching in computer-mediated communication*. *Indonesian Journal of Applied Linguistics*, 7(2), 349-359. (ejournal.upi.edu)
21. Dela Cruz, S. D. (2018). *Code-switching patterns and functions in Philippine literature*. *The Asian ESP Journal*, 14(7.2), 31-51. (www.researchgate.net)
22. Doplon, F. P. G. (2018). *The supremacy of English in Philippine language education policy*. In I. P. Martin (ed.). *Reconceptualizing English Education in a Multilingual Society*, *English Language Education* 13 (pp. 29-46). (link.springer.com/)
23. Doyle, L., Brady, A. M., & Byrne, G. (2016). *An overview of mixed methods research—revisited*. *Journal of Research in Nursing*, 21(8), 623-635. (<https://journals.sagepub.com>)
24. Fachriyah, E. (2017). *The functions of code-switching in an English language classroom*. *Studies in English Language and Education*, 4(2), 148-156. (jurnal.unsyiah.ac.id)
25. Fareed, M., Humayun, S., and Akhtar, H. (2016). *English language teachers' code-switching in class: ESL learners' perceptions*. *Journal of Education & Social Sciences*, 4(1), 1-11. (geistscience.com)
26. Finlay, L. (2021). *Thematic analysis: The 'good', the 'bad' and the 'ugly'*. *European Journal for Qualitative Research in Psychotherapy*, 11, 103–116. (ejqrp.org/)
27. Istifci, I. (2019). *Code-switching in tertiary-level EFL classrooms: Perceptions of teachers*. *Journal of Language and Linguistic Studies*, 15(4), 1287-1299. (dergipark.org.tr)
28. Kaščelan, D., and Deuchar, M. (2021). *Introducing the special issue: Interdisciplinary perspectives on code-switching*. *Languages*, 6(1), 19. (www.mdpi.com/)
29. Kumar, T., Nukapangu, V., and Hassan, A. (2021). *Effectiveness of code-switching in language classroom in India at primary level: A case of L2 teachers' perspectives*. *Pegem Journal of Education and Instruction*, 11(4), 379-385. (eric.ed.gov)
30. Lee, H. L. J. (2010). *Code switching in the teaching of English as a second language to secondary school students*. *Malaysian Journal of ELT Research*, 2, 1-45. (www.researchgate.net)
31. Lin, A. (2013). *Classroom code-switching: Three decades of research*. *Applied Linguistics Review*, 4(1), 195–218. (www.degruyter.com)

32. Mangila, B. B. (2018). *Pedagogic code-switching: A case study of the language practices of Filipino teachers in English language classrooms*. *English Language Teaching Educational Journal*, 1(3), 115-133. (eric.ed.gov)
33. Masna, Y. (2020). *EFL learners' code-switching: Why do they switch the language?* *Englisia: Journal of Language, Education, and Humanities*, 8(1), 93. (jurnal.ar-raniry.ac.id)
34. McKim, C. A. (2017). *The value of mixed methods research: A mixed methods study*. *Journal of Mixed Methods Research*, 11(2), 202-222. (journals.sagepub.com)
35. Maguire, M., and Delahunt, B. (2017). *Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars*. *All Ireland Journal of Higher Education*, 9(3). (ojs.aishe.org)
36. Morgan, D. L., Eliot, S., Lowe, R. A., and Gorman, P. (2016). *Dyadic interviews as a tool for qualitative evaluation*. *American Journal of Evaluation*, 37(1), 109-117. (journals.sagepub.com)
37. Narasuman, S., Wali, A. Z., and Sadry, Z. (2019). *The functions of code-switching in EFL classrooms*. *Social and Management Research Journal*, 16(2), 137-152. (myjms.mohe.gov.m)
38. Nishimura, M. (1995). *A functional analysis of Japanese/English code-switching*. *Journal of Pragmatics*, 23(2), 157-181. (www.sciencedirect.com)
39. Novianty, D. D., and Haristiani, N. (2020). *Analysis of code-switching in Japanese language classroom*. *Proceedings of the 3rd International Conference on Language, Literature, Culture, and Education (ICOLLITE 2019)*. (www.atlantis-press.com)
40. Oxford, R., and Crookall, D. (1990). *Vocabulary learning: A critical analysis of techniques*. *TESL Canada Journal*, 7(2), 9-30. (teslcanadajournal.ca)
41. Olivera, L. C. (2021). *Code-switching in English class: A strategy in boosting learners' confidence and engagement*. *International Journal of Arts, Sciences and Education*, 1(1), 15-28. (ijase.org)
42. Paterno, M. G. (2018). *Anguish as mother tongue: English in a multilingual context*. In I. P. Martin (ed.), *Reconceptualizing English Education in a Multilingual Society*. *English Language Education* 13 (pp. 67-83). (link.springer.com)
43. Pefianco M. (2006). *Language in Philippine classrooms: Enfeebling or enabling?* *Asian Englishes*, 9(2), 48-66. (www.tandfonline.com)
44. Promnath, K. (2016). *English-Thai Code-Switching of Teachers in ESP Classes*. *PASAA: Journal of Language Teaching and Learning in Thailand*, 51, 97-126. (eric.ed.gov)
45. Puspawati, I. (2018). *Teachers' use of code switching in EFL classroom and its functions*. *Journal of Foreign Language Teaching and Learning*, 3(1), 42-51. (journal.umy.ac.id)
46. Roxas, M. J. (2019). *Factors, forms and functions: An analysis of senior high school students' Filipino-English code-switching behaviour*. *Asian Journal of Multidisciplinary Studies*, 2(2). (papers.ssrn.com)
47. Sakaria, S., & Priyana, J. (2018). *Code-switching: A pedagogical strategy in bilingual classrooms*. *American Journal of Educational Research*, 6(3), 175-180. (article.scieducationalresearch.com)
48. Skiba, R. (1997). *Codeswitching as a countenance of language interference*. *Online Internet TESL Journal*, 3(10). (iteslj.org)
49. Subedi, D. (2016). *Explanatory sequential mixed method design as the third research community of knowledge claim*. *American Journal of Educational Research*, 4(7), 570-577. (citeseerx.ist.psu.edu)
50. Shartiely, N. E. (2016). *Code-switching in university classroom interaction: a case study of the University of Dar es Salaam*. *Stellenbosch Papers in Linguistics Plus*, 49(1), 215-231. (journals.co.za)
51. Shinga, S., and Pillay, A. (2021). *Why do teachers code-switch when teaching English as a second language?* *South African Journal of Education*, 41(1). (www.sajournalofeducation.co.za)
52. Rehman, Z. ur, R., Bashir, I., and Rehman, A. R. (2020). *An exploration of teachers' code switching: The case of English language classroom*. *Competitive Social Science Research Journal*, 1(2), 54-71. (cssrjournal.com)
53. Wijaya, K., Mety, N., and Bram, B. (2020). *English education master's program students' perceptions on the use of code-switching in EFL classroom context*. *Journal of English Teaching*, 6(1), 1-11. (eric.ed.gov)
54. Wilson, A. D., Onwuegbuzie, A. J., & Manning, L. P. (2016). *Using paired depth interviews to collect qualitative data*. *The Qualitative Report*, 21(9), 1549. (core.ac.uk)

55. Yana, Y., and Nugraha, I. F. (2019). *Students' perception on the use of code-switching in English classroom. PROJECT (Professional Journal of English Education), 2(2), 67-74. (journal.iipsiliwangi.ac.id)*
56. Yow, W. Q., Tan, J. S. H., and Flynn, S. (2017). *Code-switching as a marker of linguistic competence in bilingual children. Bilingualism: Language and Cognition, 21(15). (www.cambridge.org)*
57. Yuehan, L. (2019). *Chinese university students' perceptions of teacher code-switching in EFL speaking classrooms. English Language Teaching, 12(7), 119-127. (eric.ed.gov)*