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# Taglish in Quantitative Lenses: Exploring Tagalog-English Code-Switching Occurrences in an Online Language Classroom

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## ABSTRACT

This study was conducted primarily to investigate the extent to which Taglish was used in an online language classroom. Although general research on code-switching is widely available, our understanding of Tagalog-English code-switching remains inadequate, particularly in an online classroom. The goal of the study was to determine what factors, forms, and functions Tagalog-English code-switching had in an online classroom. Using descriptive statistics, the occurrence was quantified and explained. To achieve the objectives of the study, researcher-made survey questionnaires were given to students who were chosen using the simple random sampling technique. During the gathering and analysis of research data, some interesting observations and implications were found that can be utilized in future instruction. The results were discussed within the context of relevant literature.

*Keywords: Code-Switching, ESL, ESL Classroom, Language Use, Online Classroom, Taglish, Tagalog-English*

## 1. INTRODUCTION

Proficiency in English communication was determined by the learner's ability to communicate in both written and oral modes (Fakhruddin *et. al.*, 2019). However, during the complete closure of the educational system as a result of the covid-19 outbreak, all teaching and learning activities are conducted entirely online, without physical interaction, and with the use of technology. As a result, the absence of social interaction in language learning during this changed mode of

learning undoubtedly influences the learning instructions and how students and teachers communicate during the learning process, resulting in code-switching.

Covid-19 has affected the teaching-learning process on a global scale, influencing all facets of life, including education (Calvo *et. al.*, 2020; Sari *et. al.*, 2020). Covid-19 mandated the shift of all elementary and secondary students and teachers from traditional classroom instruction to online instruction (Adedoyin & Soykan,

2020; Yu, 2021). The acceptance of online learning as a supplement to traditional learning has expanded educators' opportunities for technical development and application as a result of present worldwide growth (Huang *et al.*, 2011; Lage-Cala *et al.*, 2020). Additionally, technology streamlined the learning process compared to conventional education. It permits educators to go beyond the traditional face-to-face classroom by mixing or blending digital technology with more traditional ways of teaching and learning (Mershad & Wakim, 2018; Ran & Jinglu, 2020).

Teachers play a crucial role in language acquisition because they ensure that pupils acquire the target language efficiently. It aligns with the objective of language learning, which is to prepare students to use the acquired language. The proficiency in English communication was determined by the learner's written and oral communication skills (Fakhrudin *et al.*, 2019). During the complete closure of the school system due to the covid-19 outbreak, however, all teaching and learning activities are conducted online, without any human interaction, and with the use of technology. Consequently, the absence of social connection in language acquisition during this altered method of instruction has an influence on the learning instructions and how students and teachers communicate during the learning process, leading to code-switching.

Code-switching, which also appears as 'codeswitching' and 'code-switching' in the literature, is the systematic employment of two or more languages or dialects of the same language in oral or written conversation (Caparas & Gustilo, 2017). CS is defined as "the juxtaposition of passages of speech belonging to two grammatical systems or subsystems inside the same speech exchange." It is a natural linguistic resource among bilingual and multilingual speakers, as well as a communication tactic used to compensate for missing

language. In other terms, CS is the alternating use of two or more languages within a conversation segment or utterance; a shared common knowledge of at least a similar pair of languages between the interlocutors is required for CS.

It is a regular linguistic occurrence in bilingual and multilingual environments. Notable scholars in the Philippines, particularly those focused on education, have expressed differing perspectives on this topic over time. Since the country's linguistic environment includes individuals who can speak two or more languages, this phenomenon has been proven to be inevitable (Dinoy, D. T. *et al.*, 2020). The country, which is incredibly diverse in terms of language, culture, and religion, is said to be home to more than 180 languages (Berowa & Regala-Flores; 2020). Learners can so benefit from bilingualism and multilingualism. As a result, in addition to the dominant mother tongue, the use of a second language in the classroom is becoming more prevalent.

While other previous researches on this topic has focused solely on code-switching in face-to-face classroom setups, this study investigates code-switching completely online synchronous teaching and learning as a result of the covid-19 pandemic. Consequently, this study focuses exclusively on online language learning. Taking into consideration this component of the teaching and learning process, the current research will investigate the many types of code-switching teachers and students engage in during online teaching and learning.

As a result, the current study will focus on identifying the factors, forms, and functions that may influence the occurrences of code flipping among English majors. This study specifically tries to answer the following question: How can the occurrences of Taglish code-switching in

**Table 1.** Likert scale interpretation and distribution of values. <sup>1</sup>

| Likert Scale | Likert description | Value Allocation |
|--------------|--------------------|------------------|
| 4            | Strongly agree     | 4.00-3.00        |
| 3            | Agree              | 2.99-2.00        |
| 2            | Disagree           | 1.99-1.00        |
| 1            | Strongly disagree  | 0.01-0.99        |

an online language school be determined in terms of factors, forms, and functions?

## 2. METHODOLOGY

This study used a descriptive-quantitative research design, which entails gathering quantitative data that can be tabulated in numerical form along a continuum and used to accurately describe the findings. The sample size for this study is 132 third-year English major students from Nueva Ecija University of Science and Technology's College of Education. The respondents were chosen using a simple random sampling technique that ensures that all members of the population are included in a master list and then randomly selected from it.

The researcher developed the questionnaire considering relevant literature and studies, as well as the respondents' context, to elicit information about its Taglish occurrences.

The questionnaire is based on Junaidi's (2019) study and is divided into three sections: (1) The first section aims to elicit the dominant factors or reasons that influence students' Taglish occurrences; (2) the second section examines students' code-switching behaviors based on the various forms of CS; and (3) the final section focuses on identifying the various functions of LCS that are pervasive in English major students' oral interaction. Three (3) professionals in the fields of languages and research validated the questionnaire to assure its validity. Additionally, the questionnaire was

subjected to a reliability test using Cronbach's Alpha statistics to determine the internal validity. The Cronbach's Alpha value was .834 indicating that the instrument has a high degree of internal validity.

The data was organized and encoded with the use of Microsoft Excel and the Statistical Package for the Social Sciences. The respondents' CS occurrences were described using a frequency count and percentages. The weighted mean of data collected that contributes to a certain factor, form, or function of CS was calculated.

## 3. RESULTS AND DISCUSSIONS

According to Table 2, the majority of respondents (39.4 %) answered that they code-switch when no matching Filipino words exist in English or when the Filipino equivalents of the English phrases do not exist or are unavailable and vice versa. Additionally, Table 2 demonstrates that respondents make fewer code switches in order to attract attention (2.3%).

As seen in Table 3, the majority of respondents communicate using intra-sentential switching (50.8%). This implies that code-switching occurs in the middle of a sentence, without pauses, interruptions, or pauses within a phrase or clause. However, the respondents use intra-word switching (11.4%) less.

As demonstrated in Table 4, code-switching is frequently used to indicate the transition from informal to formal contexts (using native languages) (40.2%). Additionally, code-switching is not frequently employed to exert control (9.8%) among learners and authorities.

**Table 2.** Factors of Code-Switching

|           | <b>Factors</b>                  | <b>Frequency</b> | <b>Percent (%)</b> |
|-----------|---------------------------------|------------------|--------------------|
| Factor 1  | No similar words in English     | 52               | 39.4               |
| Factor 2  | Did not know the English word   | 13               | 9.8                |
| Factor 3  | To fill the gap in speaking     | 8                | 6.1                |
| Factor 4  | Easier to speak in own language | 24               | 18.2               |
| Factor 5  | To avoid misunderstanding       | 5                | 3.8                |
| Factor 6  | To convey intimacy              | 4                | 3.0                |
| Factor 7  | To maintain privacy             | 12               | 9.1                |
| Factor 8  | To add emphasis                 | 6                | 4.5                |
| Factor 9  | To attract attention            | 3                | 2.3                |
| Factor 10 | For pragmatic reasons           | 5                | 3.8                |
|           | Total                           | 132              | 100                |

**Table 3.** Forms of Code-Switching

|        | <b>Factors</b>             | <b>Frequency</b> | <b>Percent (%)</b> |
|--------|----------------------------|------------------|--------------------|
| Form 1 | Inter-sentential switching | 32               | 24.2               |
| Form 2 | Intra-sentential switching | 67               | 50.8               |
| Form 3 | Tag-switching              | 18               | 13.6               |
| Form 4 | Intra-word switching       | 15               | 11.4               |
|        | Total                      | 132              | 100                |

**Table 4.** Functions of Code-Switching

|            | <b>Factors</b>   | <b>Frequency</b> | <b>Percent (%)</b> |
|------------|--|------------------|--------------------|
| Function 1 | Hide fluency or memory problems in the second language   | 18               | 13.6               |
| Function 2 | Mark switching from informal situations to formal situations   | 53               | 40.2               |
| Function 3 | Exert control  | 13               | 9.8                |
| Function 4 | Align speakers with others in specific situations  | 32               | 24.2               |
| Function 5 | Announce specific identities, create certain meanings, and facilitate particular interpersonal relationships | 16               | 12.1               |
|            | Total  | 132              | 100                |

In bilingual communities, code-switching is a natural occurrence. It occurs organically in second or foreign-language classrooms and can be applied to a wide variety of instructional activities, including those conducted online. Although it is occasionally viewed as unpleasant or presuming, it is normal and, according to Muthusamy *et. al.* (2020), may be made into a deliberate and constructive activity in language training.

As shown in the study's findings, code-switching occurs when a speaker cannot locate a pair of words in either his or her first or second language. Additionally, the data

imply that code-switching occurs in the gaps between sentences, without breaks, interruptions, or pauses within a phrase or clause. Additionally, this research discovered that code-switching is widely employed to express the transition between informal and formal environments. As a result, it is possible to conclude that code flipping is a natural occurrence among language students. The study's subjects acknowledged that they switch the codes for a variety of reasons. Each reason for turning to code exchange was not equally prevalent among participants.

Similarly, Skiba (2012) argued that one of the factors contributing to code-switching is students' inability to express themselves and effectively communicate their message in language classrooms and that code-switching contributes to speech continuity and does not disrupt the flow of linguistic expression. As such, code-switching can be viewed as a supporting component of social interactions that aids in the communication of information. As a result, code-switching facilitates communication by functioning as a means of communicating meaning. Allow language learners to code-switch when they are unable to continue a conversation in the new language. If a student is unable to recall a term in the middle of a phrase, it will be beneficial if the teacher permits her to continue by substituting a word from her home language. If tight rules against code-switching are enforced, classroom rapport and learning will suffer.

According to Junaidi (2019), code-switching is employed in language classes to compensate for an inability to articulate oneself and to give continuity in speech rather than to disrupt the flow of linguistic communication. In this regard, code-switching is used in information exchange and social interaction. As a result, it facilitates communication and serves as a vehicle for meaning transfer. Many teachers who advocate for the use of communicative strategies in the language classroom are opposed to any type of native-language education in the classroom.

In contrast, proponents of native language use in the form of code-switching argue that it may be an effective method in a variety of ways. Following these two perspectives, some of the negative and positive aspects of code-switching in a language classroom setting will be discussed critically.

If students are forced to employ code-switching, it is the teacher's responsibility to turn these instances into learning opportunities. Teach the terminology, provide synonyms, and demonstrate other ways for pupils to continue dialogues without using code-switching.

#### **4. CONCLUSION**

As a result of this research, language teachers' teaching perspectives should realize that codes form through bilingual contact and are extremely beneficial for delivering the lesson's content when employed appropriately in the discourse.

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NA

#### **6. CONFLICT OF INTEREST**

The authors have declared that there is no conflict of interest.

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