

Code-Switching: Boon or Bane?

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ABSTRACT

Philippines is an archipelago with rich linguistic and cultural diversity. It houses 171 languages. Many of its people are not only considered bilinguals but also multi-linguals because of their ability to use three or more languages. Visayan, Tagalog, and English are the languages spoken in this country. Of the three languages, English plays the most essential tool for success both individually and nationally. The perceived ability in multilingualism, however, is not automatically equivalent to their proficiency in the first two languages. Hence, this study is conducted. This study utilised the mixed method of research and it investigates if English teachers do code-switched, why they do it, what their perspectives are for doing it. For qualitative result, eight teachers were purposefully chosen, two were observed and all eight were interviewed. Findings of the Study showed English Teachers do code-switched to mother tongue in teaching English and that English is less used to be understood and to be clarified. Since teachers code switched most of the time, half of them admitted that their English fluency is affected. Likewise, students' learning in English is at risk for overexposure to mother tongue. However, the quantitative result shows students full support on code-switching and that code-switching is mostly used by them in an English classroom. Hence, the findings reveal that code-switching is both a boon and a bane tool for teaching. It is boon if used appropriately and purposefully; but it is a bane strategy in teaching English language if used excessively.

Keywords: Target Language, Mother Tongue, classroom, code-switch.

INTRODUCTION

*"Unsa gani atong goal in written discourse?"
"Ang akong gusto ipahimo sa inyoha...the activity that I will be giving you kanang to ensure na promoting tourist destination."*

These lines from an English teacher are common to Filipinos. This is called code-switching, a phenomenon of switching from one language to another in a discourse (Numan and Carter, 2001). Code switching is a norm in teaching in all subjects in the Philippines, an archipelago with rich linguistic and cultural diversity which housed 171 languages (Gan, 2008). However, English language input must be in the target language for an effective model of language and it ensures that the intended learning was successful (Ahmad, 2009).

In the academe, teachers vary their teaching instruction in the English language; nevertheless, most Filipino learners are still unable to build fluency in English language. Many graduates

are unable to land a job due to communication skills deficiency. Despite being taught since preschool in English, according to Dr. Gan (2008), there is still noticeable deterioration in the student's competence in English. Likewise Off shoring and outsourcing industry say they had to reject 95 of 100 job applicants because their English proficiency is inadequate (McClean, 2010). According to Rapoza, who cites a McKinsey & Company study showing, only 13 percent of graduates from emerging countries are suitable for employment in global companies, and that the No. 1 reason is lack of English skills (Hernandez, 2015). Hence, poor motivation and the lack of English usage and exposure among learners are some of the essential causes of low English language communication and proficiency (Krashen, cited in Cerda, 2013) Thus, the declining level of English proficiency has urged us to conduct this study.

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In a research done by Cleghorn (cited in Ndamba, 2008) who carried out comparative studies on the effectiveness of the L1 over English L2 in several schools in Kenya found that important ideas were more easily conveyed when teachers did not stick to the requirements of the English-only language of instruction. Hence, those who learn through their L1 are at an advantage, learners who learn through a second language are disadvantaged. Grosjean (2001) conducted a recorded observation and it has been proven that teachers in English do code-switch in their classrooms. He added that code switching is the norm rather than exception.

According Grosjean (2001), in most answers that he gathered from his interviews is that Code-switching is done mostly out of laziness and it is embarrassing. And according to a Swiss German-French-English trilingual, in principle he rejects code-switching because he felt it destroys the ethnicity of a language. In practice, however, he often code-switch without knowing it. He also added that there are multilingual who fail to master perfectly one of the languages they operate in.

Kaushanskaya (2011) mentioned that for language learning to be successfully learned, learners must be given enough opportunity to be exposed and immersed in an area where English (L2) is spoken. The practitioners who support the strong version of communicative language teaching emphasized on learning to communicate through interaction in the target language (Sharma, 2006), and frown upon the use of the mother tongue. The rationale of using English in the classroom is that the more students are exposed to English, the more quickly they will learn.

In the study of Alenezi (2010). The students see it as an influential teaching tool to facilitate learning and therefore helps increase student involvement. But in the study of Horasan (2014), students believed that code-switching is a tool that fostered learning in beginner levels and could be used to attract attention or for jokes, yet it should be abolished as the proficiency level increases. Likewise in the study of Mangungu (2010), learners' errors in writing are mostly due to Mother tongue interference.

A publication by Badrul and Kamaruzaman (cited in Ahmad, 2009) concluded that the low proficiency learners had a positive perception towards teacher code switching. The learners supported future code switching in English language classrooms. It was also mentioned that teacher's code switching is significantly associated with learners' affective support and with learners' learning success.

Another study conducted by Ibrahim and Haliza (cited in Engku Ibrahim, 2010) whose findings indicated that majority of teachers have positive attitudes towards code switching. They only code switch in times of need. Teachers also believe that code switching has a role to play in facilitating second language learning.

Further, in a study conducted by Hung (2012) on the Use of Mother in Task-Based Language Teaching Model, though it did not launch the use of mother tongue in ELT classroom, found out that the teachers are able to use the two languages effectively since each language either mother tongue or target language serves a different function in the teaching and learning process. What is important is that teachers have to be sure about the efficiency of L1 in specific cases. However, she emphasized that the overuse of L1 is dangerous to students' interaction and learning.

Likewise, Dhungana (as cited in Khanal 2004) mentioned that code switching from L1 to L2 has both negative and positive effects; as a negative effect, it hinders learning English and as a positive effect it facilitates learning and helps in understanding.

The theories which defy the use of L1 started in the fifties and sixties. Behaviorist and Contrastive Analysis proponents saw the first language as central in language learning but mainly as a source of interference with the development of habits in L2. In the sixties Chomsky's innatist views downplayed the centrality of the mother tongue but considered it interfered with the learner's inner Language Acquisition Device. In the seventies Inter language Theory also assigned a negative effect to the first language in that it may interfere or disrupt a naturally predetermined acquisition process. Advocates of the Monitor Model saw no place for L1 use in the classroom but asserted that L1

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subject-matter instruction can facilitate L2 acquisition in making L2 input more comprehensible. In the early eighties Integrationists, primarily concerned with negotiation of meaning, assigned no apparent role to the use of L1 and early communicative language teaching in the mid eighties tended to adopt an English-only approach to language teaching. It was with the emergence of studies on the role of form-focused instruction that more positive attitudes towards the pedagogic use of the mother tongue started to appear. (Ferrer, 2012).

RESEARCH QUESTIONS

1. The following research questions are addressed for this study;
2. What are the perspectives of English teachers as regards to code-switching?
3. How do English teachers practice code-switching?
4. What language would students prefer to be taught in an English class?
5. What is the students' level of perception towards the following?
 - Code-switching in learning the English language?
 - Code-switching and its effects on L1 and L2?
 - Code-switching and its effects on the teacher's image among students?
 - Code-switching and its effect on passing the exam.

METHODOLOGY

The study employs the mixed method of qualitative and quantitative research design. To get the data, we used survey questionnaire, interviews, and natural observation through voice recording. The participants of this research are English faculty members and students. We used purposive sampling technique to get the two English teachers to be observed and all eight were interviewed and 50 second year BSE- Biology and 50 third year BEED students as participants taking technical writing course. Another 150 BEED students enrolled in Interactive English had group discussion as to the language preference in learning English.

For a quantitative mix for this research, it used Eighteen (16) items of an adapted questionnaire from Elinezi (2010) which we modified for the purpose of this study. He also got this questionnaire from the study of Olugbara (2008). The questionnaire consists of two different sections: A and B which are described as follows; A- Biographical information of the participants made up of three items; and B- Students' views about the teaching language consisting of thirteen items. Students were requested to give their honest views in a 4-- Likert scale. The scale was comprised as follows; Strongly Agree, Agree, Disagree, and Strongly Disagree. According to Bentram (2007), sometimes a 4- point (or other even- numbered) scale is used to produce an ipsative (forced choice) measure where no indifferent option is available.

RESULTS AND DISCUSSIONS

1. How do English teachers practice code-switching?

The results below prove that English teachers in Technical Writing in English class or English 4 do code-switch in teaching. As stated in the response of Teacher A, she mostly code-switched in all the lines she delivered. The following are her words from a voice recorder:

Teacher A: I am suppose to give you the presentation of the topic but since the reporter is not really good so magbase sa ko sa akong laptop. Ok lang, di mo malain?

Students (few): Nalain.

Teaacher A: Nalain namo? Dawat dawat lang ta.

Unsa gani atong goal in written discourse?

Pag mosulat ta, unsa atong goal? What is our goal when we write?

Student 1: Unsaon pag naay musulat nimo Ma'am sa Facebook unya giigo ka?

Teacher A: Hugot ba ito? You're thinking that somebody might backbite you.

You have to show them that wala kay pakialam sa ila. You don't stoop down to their level.

Teacher A: Unya kung ano ka kung ila kang ijudge, ana man jod ng life.

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In the first statement of Teacher A, code-switching was done at the end of the sentence to give the consequence of the students' act. In the second statement of Teacher A's first response, mother tongue was used all throughout the statement for confirmation and to inject humour in conversation and there is no English equivalent which is *Ok lang, di mo malain?*. In response to the students' answers which is *nalain*, the third statement, the teacher used expression which has no English equivalent as well which is *Nalain namo? Dawat dawat lang ta*.

In asking the goal in writing she uses mother tongue and then codes-witch to English. In the fourth statement, she code-switched to mother tongue for it has no English equivalent and to inject humour which is *hugot ba ito?*. In the fifth statement, the respondent code-switched to mother tongue the *that clause - that wala kay pakialam sa ila* to complete the sentence. And in the final statement she used mother tongue.

Below, shows the conversation between Teacher B and students.

Student 1: Pwede ihardbound, Maam?

Teacher B: Yes, oo, pwede hard bound. Ang akong gusto ipahimo sa inyoha...the activity that I will be giving you kanang to ensure na promoting tourist destination.

Student 2: Parehas sa Lazada, Ma'am?

Teacher B: Sa? Sa Lazada, unsa man na siya? Sa Lazada, unsa man to. Manual man to.

Student 1: Pila ka tourist spot, Ma'am?

Teacher B: One tourist spot lang. Naa man na sa kuan...sa internet. Sa Google.

Student 3: Kanang brochure, Ma'am?

Teacher B: Lahi man god ng brochure sa Avon catalogue man god na. Ang brochure baya tanawon ninyo naa may gibutang example si Norma Mae. Ibutang lang nimo didto.

For Teacher B, the conversation was almost always delivered in vernacular. The one in italics is stated in English and the ones in bold italics is in mother tongue. The first statement code-switched in between to show agreement. In statement 2, Teacher B codes-witched at the beginning and middle part of the statement. In

statements 3 to 9, all words are delivered using the mother tongue. In almost all her conversation and instruction, Teacher B used mother tongue.

Based from the recorded observation, it has been proven that teachers in English do code-switch in their classrooms. In the Philippines, Filipinos speak more than 3 languages or multilingual hence, code switching is the norm rather than exception (Grosjean, 1982).

However, Yunisrina (2009) who conducted a pragmatics analysis of a teacher's code switching in a bilingual classroom matches her findings with this data and that is most frequently, code-switching took the form of loan words inserted into speech for emphasis, and as a substitute when no equivalent existed in the L1. Though code-switching is able to ease out the burden of students in comprehension but if they are not trained in L2 because the students and teachers always use L1, then their English proficiency is at stake as what Hung(2012) emphasized that the overuse of L1 is dangerous to students' interaction and learning.

2. What are the Perspectives of English Teachers as Regard to Code-Switching?

After the naturalistic observation and transcribing of the responses of the respondents, I interviewed the teacher participants as follow up to the first data gathering. This time the participants become the key informants of this study. The question would require them to give their reasons for code-switching to vernacular and their responses are as follows:

Teacher A

Teacher A's response is in consonance with our recorded audio of her for observation. She did code-switch in class. She said for two years she always does it to be understood and to show sympathy to students because some of them came from poor education in this province as well. So in explanation she cannot do away but to code-switch. However, she too admitted that code-switching made her English different unlike when she taught on line with Korean before. Since she started teaching in ASSCAT her English skill has deteriorated and that she could not express fluently her ideas because she relied much to code-switching..

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Like Teacher A, Teacher B also expressed her approval and need of the use of code-switching in teaching English.

Teacher B

Teacher B said that she has been code-switching for 4 years now and it is because students could hardly understand if she speaks in English all the time. However, the disadvantage is that she herself has now difficulty in expressing herself in English fluently because she has been used to code-switching most of the time. During recitation, the students speak in mother tongue even though they are encouraged to speak English. They would rather be quiet than to express their thoughts. She added that if code-switching is prohibited, then students would have difficulty worst is they will not love the language.

Teacher C

Teacher C says that she wants to express herself with clarity that is why she code-switched to be understood. When students asked her questions, she definitely does not answer in English because she wants to give clarity to her answers so she used Binisaya or sometimes Bunawanon or a combination of English. It is also because sometimes she has hard time expressing herself in Visayan. In discussion since she is particular with the procedure, she always plans what to say in bilingual. So far when she code-switched she found out that there is comprehension in every instruction. In cracking joke she finds it hard to say in English so it is in Binisaya. When asked how her English that she teaches is bilingual, she proudly says that her English has remained as it was before and not deteriorated. However, she mentioned that her students mostly speak in vernacular. If code-switching will be prohibited, she said student's interest in English would depend on them. There are those who

Teacher D

Teacher D uses both English and mother tongue in teaching English to make sure that they can understand and to her it is essential to code-switch because if she will not, students will just stare at her expressing confusion and looking blank because she is not understood. She adds that in giving instruction, she code-switched it to be understood clearly. When students ask questions she answers in English but she code-switched to make sure that they understand and to give emphasis. However, she admits that as

an English teacher code-switching does not help her to be gain fluency in English instead it fluctuates. When students talk to her or recite in class, the mode of delivery depends on the kind of students. Some students would speak English because they knew that I am strict with English but most of them often use vernacular. When asked if code-switching be prohibited, would students' interest in English be maximized, she said it depends on the kind pf students because there those who are already good in it then they would find learning English interesting. Otherwise, they will find English a threat to their achievement.

Teacher E

Teacher E says she code-switches to make the instruction clear and to save time and to give them exact idea on what to do. When students ask questions, she answers in English and code-switches. However, she admits that code-switching does not improve her English fluency. When students recites in class, they use vernacular though she requires them to speak English and their classmates help them as well. If L1 is prohibited in English classroom, she hesitantly says she does not think so. She observes that it does not maximize encouragement among students and nor love the language. Maybe they will just do it out of compliance. She also believes that when some teachers established the momentum of using L1, they forget to switch back to L2. She further adds that the kind of students is also a factor why teacher code-switched influence by her pedagogy of teaching and love toward her students.

Contrary to the previous interviewees Teacher E does not code-switch nor approved for English teachers to do code-switching for he believes that as an English teacher, he should be a the role model.

Teacher F

I do not code switch because as English teacher, I am a model. But in my case I make sure that the topic I give to them is easy to understand as I do provide them a lot of examples. It sometimes depends on how a teacher explains to make the lesson understandable. But as regards to joke...aaaah...yah, I do code-switch but it is not often. If the origin of the joke is in Bisaya or Tagalog I also say it in Bisaya or Tagalog. There are instances that I crack a joke and I did try and share it with students in English medium. For those teachers who code-switch, I

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do not approve of them and that their English skills does not improve if the do. When I observed classes before and I heard English teachers code-switch, I talked to them. I reminded them that as a teacher in English we must be the model and a our students would depend on us. Therefore, I see to it that English is really used properly.

If...ah...I think if... for me that can happen if ah.. That term or concept is culturally loaded we we could borrow somehow. Culturally loaded means it can hardly be translated there is no other way... But ah...code-switching such as using the Visayan or the dialect or Tagalog in the course of discussion that I do not advised to English teachers. I have been teaching for 28 years. If they have forgotten the term or have no knowledge at all of the word in English, I would supply it for them. I let them speak English despite errors.

Teacher G

On a case to case basis, yes, I allow my students to code-switch. Though as much as possible I would like them to use English in the classroom but there are instances wherein I can really see, that they really have a hard time. I code-switch too depending on the kind of students I have. For example, if students are from Agriculture, I need to code-switch for them to understand, but if they are education students, most of the time I don't. If I give examples, I code-switch for then students to understand the concept better. If there is a theory that I need them to understand, I code-switch for them to be able to understand the concept better, I use mix, Tagalong or Visayan examples. If you are the teacher, code-switching would surely help you in letting the students understand but if you're soon to be teachers, as much as possible I do not want them to use code-switching because during written activity, they really have a hard time. writing in English. My English language skill is not affected at all even if I code-switch.

Teacher H

When asked if she code-switch she said, " Yes, samot na paghatag og instruction. In discussion I use English kay ginadiscourage sa amoa ang code-switching kay international school mi. I code-switich in exam, quizzes and activity. Pero kanang usually.dili. Pero kanang groupings pag adtuan nako sila kada groups mag code-switch pod. If naa policy to prohibit code-switching, it is stressful sa students. As in first year kay maskig simple lang kaayo nga term kay

di gihapon kasabot. Code-switching is effective sa akoa especially paghatag og instruction pero stressful na sa teacher kay ang time nadouble na sa pag istorya og ang hunahuna nimo kinahanglan pa nimo I translate pa diay. In code-switching kay dili nag improve akong English kay expose na sa code-switching. Pero helpful to students kay mas dali pod makasabot ang mga bata if mag code-switch like in paraphrasing kay magbisaya usa before mag English.

3. What Language Would Students Prefer to be Taught in an English Class?

In this question, only 3 groups out of 32 groups from 155 students prefer learning English to be taught in both Filipino and English or using code-switching. One group said that they want to be taught in this way because they are comfortable with it and it makes them understand the lesson better. The following are the responses of few groups.

One group says, "we prefer to use English and Filipino; we are comfortable using these." Another group says, "As we gathered our opinion in the group we would prefer to use English and Filipino because we all know that the students are easy to learn if the language we would use is not purely English." Then another says, "I prefer to use English and Filipino, it is because not all people fluently speaks in English and because other people don't understand straight English such as uneducated." Next group says, "The majority answer of our group is both English and Filipino because Filipinos are not so good in understanding English. " Then, there are those whose reason is they can translate into Filipino and English if they do not know the English word, such as, "I preferred both English and Filipino because if I encounter a difficult words or not familiar I can immediately translate it into Filipino and English. "

For the three groups who prefer to be taught in English only because, they say they need to speak English because they know they already Filipino, So they say, "We prefer English since we already know to speak Filipino and Bisaya. We must practice ourselves in using English language, especially in communicating other people for us to be able to speak fluently and correctly in our English grammar." Other group prefer English because they need to practice and improve their English as in, "We prefer to be taught using English medium so we practice and improve our skills and knowledge in the discipline of English." Then this group's

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concern is to use English during classes and to be trained for future use, as in, “*I prefer English because in order for us to be fluent in English we should apply it especially during English time. For me using English is a training that we can use in the future.*”

DISCUSSION FOR QUALITATIVE

Based from the recorded observation from teachers, it has been proven that teachers in English do code-switch in their classrooms. The respondents who were recorded code-switched in almost all sentences in their utterances. There interview answers validated their interview questions. However, they also claim that not only students ‘ but also the teachers’ English fluency is affected for exposing too much in vernacular. This also is supported by Hung (2012) that in a new school of thought which believes that in a situation like this multilinguals concerned fail to master perfectly one of the languages they operate in. Though teachers may take it as strategy for a more comprehensive input, the overuse of mother tongue (L1) is dangerous to students’ interaction and learning (Hung, 2012). This results proved Dhungana’s findings (as cited in Khanal 2004) that code switching from L1 to L2 has both negative and positive effects; as a negative effect, it hinders learning English and as a positive effect it facilitates learning and helps in understanding.

When interviewed, English teacher’s supports the use of code-switching for it helped teachers be understood by students. Hence, to them

code-switching helps in comprehending and ease out the tension in learning English. This result is supported by Badrul and Kamaruzaman (2009) who revealed that nearly three quarters or 74 percent of the respondents indicated that their teachers code switch to check understanding.

This phenomenon happens because bilinguals cannot do away with the use of mother tongue. As cited by Grosjean, (1982) in some bilinguals, code switching is the norm rather than exception. Another thing Bilinguals usually explain that they they code-switched because they lack the facility in one language when talking about a particular topic (Grosjean, 1982).

Results for Quantitative

The study made use of 99 students, 32 were males and 67 were females, as participants in the survey questionnaire patterned from Alenezi (2010). What language were they mostly taught in their previous schooling, 17 percent says in mother tongue, 10 percent in English, and 73 percent in both English and mother tongue or code-switch. In what language(s) do they use in communicating with their classmates, teachers, and staff at the college, 19 percent uses mother tongue, 10 percent in English, and 71 percent uses bilingual or a combination of mother tongue and English.

WHAT IS THE LEVEL OF PERCEPTION OF STUDENTS IN THE FOLLOWING?

Perception toward Code-Switching in Teaching

	Mean	Range	Quantitative Equivalent	Descriptive Equivalent
Perception toward code-switching in teaching	2.96	2.51 - 3.25	3	Agree
1. Teaching the course in Visayan and English is desirable to me.	3.39	3.26 - 4.00	4	Strongly Agree
2. It confuses me when course instructor teaches in Arabic and English at the same class period.	2.05		2	Disagree
3. Teaching the course in Visayan and English makes it easy for me to understand.	3.35	3.26 - 4.00	4	Strongly Agree
4. Mixing of Visayan and English leads to the weakness of my Visayan.	2.05	1.76 - 2.5	2	Disagree

In indicator numbers 1-4, the students express the scale of 2.96 in the overall perception of students towards code-switching with the quantitative equivalent of 3 which has a

descriptive equivalent of Agree. This means that the students agree that teaching English course in Visayan and English is desirable to them and it makes English easy to understand which has strongly agree descriptive equivalent. In item

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numbers 2 and 4, however, they disagree that code-switching weakens their Visayan and confuses them when used at the same time.

Overall, the students agree on using code-switching in teaching English with a weighted mean of 3 and a descriptive equivalent of agree.

Code-Switching and its Effects on L1 and L2

	Mean	Range	Quantitative Equivalent	Descriptive Equivalent
Code-switching and its effects on L1 and L2	2.59	2.51 - 3.25	3	Agree
4. Mixing of Visayan and English leads to the weakness of my English.	2.03	1.76 - 2.5	2	Disagree
5. Mixing of Visayan and English strengthens my English.	2.95	2.51 - 3.25	3	Agree
6. Teaching the course only in one language is beneficial to me.	2.79	2.51 - 3.25	3	Agree

In the second indicator, Code-switching and its effects on L1 and L2, the students disagree that Code-switching weakens their English skill, instead it strengthens it. Likewise, they find it beneficial that they be taught only in one

language. Hence, based forms the result above, the students agree that code-switching has a positive effect on their learning in L1 and retains their knowledge of L1.

Effects on Image of Students

	Mean	Range	Quantitative Equivalent	Descriptive Equivalent
Effects on Image of Students	3.12	2.51 - 3.25	3	Agree
8. I respect instructor more when teaching in Visayan and English.	3.1	2.51 - 3.25	3	Agree
9. I respect instructor more when teaching in Visayan.	2.8	2.51 - 3.25	3	Agree
10. I respect instructor more when teaching in English.	3.25	2.51 - 3.25	3	Agree

On code-switching and its effects on the teacher's image among students, the student gives a descriptive equivalent of Agree in all items. They agree that instructors are still

respectable even if they code-switch and gives the same respect when instructors speak either in Visayan or English only.

Code-Witching and its Effects on Passing the Exam

	Mean	Range	Quantitative Equivalent	Descriptive Equivalent
Code-witching and its effects on passing the exam	3.08	2.51 - 3.25	3	Agree
10. Teaching the course in Visayan increases my chances of passing the exams.	2.7	2.51 - 3.25	3	Agree
11. Teaching the course in English increases my chances of passing the exams	3.8	3.26 - 4.00	4	Strongly Agree
12. Teaching the course in Visayan and English increases my chances of passing the exams.	3.27	3.26 - 4.00	4	Strongly Agree

As shown on the table above, on code-witching and its effects on passing the exam, the students strongly agree that teaching English both in the English language and code-switching increases their chances of passing the exam with a weighted mean of 4. However, with the mean of 2.7 they only agree that teaching the course in

Visayan increases their chances of passing the exams.

What may be extrapolated from the evidence in the current study is that code-switching can be employed as a strategy to help lighten the cognitive load (Macaro 2005). A code-switch, according to Macaro (2005), "can reduce the

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selective attention dedicated to a single communication breakdown, freeing up working memory capacity to work on the meaning of larger chunks of input whilst at the same time offering the hearer the opportunity of quick storage of an L1-L2 equivalent students were previously not aware of

DISCUSSIONS FOR QUANTITATIVE

Based from the students survey results above, the findings support the results of Alenizi (2010) which indicate a preference in using code switching than using English language only as a medium of instruction. Although the majority of the students strongly agree that using one language is beneficial to them, they find it more effective to use code-switching in learning and teaching English. They believe that it makes the course easy to understand and they find comfort in it because they are used to it already. if code switching is utilised. In addition, the vast majority of the students dismissed any confusion that might result out of using code switching in teaching. It is of importance to note here that although students appreciate monolingual teaching to strengthen their linguistic competence in English, they perceive code switching as a means of strengthening their comprehension.

FINDINGS OF THE STUDY

The following are the findings of the study:

- English Teachers' do code-switched to mother tongue in teaching English and that English is less used.
- Since teachers Code switched most of the time, their English fluency is greatly affected. Students' learning in English is at risk for overexposure in mother tongue.
- Teachers code-switched all the time, in asking and responding, to be understood and to be clarified by students.
- The students all agree in the use of code-switching in English classroom. They respect teachers who code-switch to understand. Likewise, students mostly code-switched to express ideas clearly.
- Students also prefer teachers to use code-switching for comprehension, comfort, clarity of expression, and easiness purposes.

CONCLUSION

Since English teachers do code-switch for the sake of students' understanding and students

also prefer English teachers to code-switch for them to understand clearly the lessons and to express their ideas well, learning is achieved. However, it serves as interference in learning English if overexposure gets in the way. Hence, the findings reveal that code-switching is both a boon and a bane. It is a boon if used appropriately and purposefully by teachers and students and a bane strategy in teaching English language if used in an overly manner.

RECOMMENDATIONS AND IMPLICATIONS

- Though English Teachers have the liberty to code-switch, there should be limitations because they should teach using the English language in an English class. If otherwise students learning is at risk for overexposure to mother tongue.
- To teach well, English teachers are responsible to speak English. With this, they improve their knowledge in English and their ways of speaking.
- Students be allowed to code-switch to express ideas clearly but overexposure would risk their English learning.
- Further studies are recommended.

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