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Code – Switching of the Novice Teachers in Filipino

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Abstract. This study is a Basic Qualitative Research Design. It's about investigating the sole reasons for using code-switching and classifying them. The respondents of this study were teachers who teach Filipino at one of the Catholic universities in Bacolod City. All data from the actual discussion and interview of the respondents were recorded and transcribed one by one. Purposive sampling was used in selecting the respondents. After the study, the researcher found out that there are various reasons for using code-switching in actual teaching and discussion, they are as follows; comprehension, lack of vocabulary and skills, inadvertently speaking, boredom out of using pure Filipino and the use of multilingual. There are four forms of code-switching that comes out, it is the intra-sentential, inter-sentential, tag switching and intra word switching. Out of four mentioned, intra-sentential code-switching was the most frequently used. The result of this study expands the understanding of why a teacher is code-switching on his or her teaching. In fact, code-switching helped students to fully understand the lesson which are being discussed if a teacher was using code-switching. Thus, the output of this study was a glossary which all code-switched words that the teachers used in his or her teaching was recorded.

Keywords. Code-Switching, Novice Teachers, Basic Qualitative, Bacolod City

A. Introduction of the Study

In teaching, language plays an important role in interacting with each other because it allows speakers to expand their knowledge, convey their ideas, opinions and feelings to society. One of the considerations that can happen to a speaker once he or she is free to expand his or her thoughts using two or more languages is called code-switching (CS). Code-switching is more commonly used in oral communications than in written ones. It is studied by linguists and sociologists to evaluate its use in communication, such as at what point bilingual speakers switch between two languages and determine why they practice it, such as how it is able to relate their belonging to a group or to the environment of the dialogue content (Nordquist, 2019).

The ability to share emotions, opinions or perspectives with others is quite a remarkable ability of the majority. But not only does language interact with humanity but also its use that influences human perception and identity (Esen, 2019 cited by Abubkr et al., 2019). Because code-switching can be used often in unexpected communication situations but there are times when it is also used to give a clearer meaning that cannot be explained by vocabularies in only one language. In recent years, code-switching has come from two major linguistic researches.

First, as part of the formal agenda of linguistics, where this phenomenon is but identified as the result of a series of linguistics and grammar (Bashir et al., 2015 cited by Bhatti, 2018).

Auer and Eastman (2010) stated that code-switching was identified as a “phenomenon of language interaction” because it has been extensively researched in the linguistic context in particular where language is interacting with what takes place in first language of an individual at the level of the speaker. This bilingual setting can lead to a more appropriate use of the language because there is little consideration as to whether the following speaker can follow what is said. At the same time, code-switching continues to be evaluated because of the assumption of separate codes, which may not accurately reflect the complex nature of bilingual interaction (Auer, 2005).

Also, some studies have focused on knowing the specific part of the teaching process; task, analysis, exposition (discussion), generalization and application from which the causes and types of code-switching arise (Moore, 2010). As these components will provide clarity as to whether it contributes to have code-switching in the discussion within the classroom and is more focused on other learning more, both the teacher and student identify how code-switching stand as one of the would-be strategies of their effective teaching and learning within the classroom (Maluleke, 2019).

The researcher had an interest in discovering the causes and types of code-switching used by teachers in Filipino at all levels in the Catholic University. As an output of this study, the researcher will make a glossary proposal to guide other teachers to know the words used in code-switching.

B. Research Method

This study is a Basic Qualitative Research Design to identify the causes and the emerging types of code-switching in the actual discussion of teachers in Filipino teaching in a Catholic University as a review of qualitative research based on meaning, concept, definition, attribute, metaphor, symbol, and description of objects (Berg and Lune, 2009). The participants of this study are the novice teachers who specializes in teaching the Filipino subject. These teachers are currently teaching at all levels of a private college in the second semester of the 2019-2020 academic year. All teachers who specialize in Filipino and teach at the college level were the criteria for selecting the respondents. The researcher believes that the respondents of this study are in the generation where the use of foreign languages in learning has become common place. Therefore, it is expected that even if they specialize in the Filipino language, foreign languages may still have a big influence on their teaching skills, especially in verbal activities.

The instrument used by the researcher in collecting the data was the recorded observation of the discussion using a tape recorder and also the recorded interview. The tape recorder was used by the researcher for recording the entire actual event in the teaching process within the classroom as well as the languages used by the teacher in his or her discussion to form the basis of the emerging code-switching. Another instrument of the data collection was the recorded interview in which the researcher provided a general and related questions that were answered by the respondents about the reasons for using code-switching. All recorded interviews and recorded actual teaching process were transcribed for clearer and more appropriate analysis of the data.

A Thematic Analysis of Lincoln and Guba (1985) cited by Nowell et al., (2017) was the approach used in analyzing the data gathered where the themes, sub-themes, and central themes were identified among the types and causes of code-switching from transcribed data generated by a Three C's of Data Analysis by Lichtman (2011) which first performed in an initial coding,

performing revision, synthesis and modification of the initial recording of the can be categories or themes from responses. Reviewing categories and sub-categories and ultimately developing concept categories.

C. Results and Discussion

Background Knowledge Regarding the Participant of the Study

First Participant. This participant graduated from college as a teacher specializing in teaching the Filipino subject. The first teacher was one of the teachers in Filipino teaching in college. Of all the participants of this study he was one of two new teachers teaching for almost a year when the data collection of this research was conducted. As a novice teacher she teaches general Filipino subjects or Filipino subjects of the General Education Curriculum, subjects that almost all college courses are required to take as part of the curriculum. Therefore, it is expected that in the class discussion, code-switching will be very common.

Second Participant. The second teacher graduated from college as a teacher who also specializes in teaching the Filipino subject and teaches it in various university courses. This participant also taught for about one year only in general subjects of Filipino under the General Education Curriculum. As a novice teacher teaching in the college, it is considered that the first subjects taught were also like a preliminary training, so it is expected that more code-switching will be used, especially since the students who are being taught are taking other courses and are not specializing in the Filipino subject.

Third Participant. This participant graduated with her Bachelor of Secondary Education, a major in teaching the Filipino subject and she also teaches the Filipino subject in other university courses. This teacher is also a part-time novice teacher at this university but full-time teacher at another university. This teacher has been teaching for almost two years when the data collection was conducted at the university when he could no longer handle the major subjects in Filipino taught to students who also specialize in teaching Filipino.

Fourth Participant. This participant also graduated from her college with a teaching course, majoring in teaching the Filipino subject. This teacher is a part-time college teacher but also a full-time senior high school teacher of the university. He has also been teaching for almost two years so he can also teach the major subjects taught to students who take a teaching course and also specializes in the Filipino subject.

Factors of Teachers in Using Code Switching in Teaching

This section discusses emergent themes from the interview with teachers regarding the reasons they used code-switching in teaching. The observed themes were derived from open coding in the transcribed interview and observed discussion in the researcher's class. The researcher found that the observed themes were often repeated by teachers. The researcher presented the themes that emerged until a clustered theme was formed, a continuation of the actual statements uttered by each participant. The following are the themes identified from the teachers' discussion:

Comprehension. One of the most important goals of teaching and learning is to gain understanding so that code-switching has sprung up in a discussion. Based on the study of Al Heeti and Al Abdely (2016) code-switching can be used if the goal is to make student's understand any topic in the discussion. They believe that through code-switching the students understand what the teacher wants to say to them, so the teacher uses it in the discussion. Comprehension or understanding in the English language is a major purpose of teaching, so it has also been a factor of the teacher in his or her use of code-switching. Gaining understanding is a process in which students create their own meaning or representation of what is experienced

(Thompson, 2013). Student's understanding of their lesson will give them the skill to organize experiences and be able to explain and predict or predict events in their lives, as in the following examples.

"...Ah sakin naman kasi marami akong dahilan kung bakit ako ah I mean gumagamit ng code switching una na jan ay para po magkaroon ng understanding na tinatawag ang mga estudyante..."(Unang Guro, 11-12)

"...Still we want the best for our children kaya't hanggat maaari nagko-code-switch tayo dahil sa kulang nga ang kaalaman natin sa salita just at the end of the day nauunawaan nila ang leksyon..."(Ikalawang Guro, 58-59)

"...Masasabi nga na mas fluent pa sila sa pagsasalita ng wikang Ingles kaysa sa Filipino at ganun sa pagtanggap nila ng ideya mas madali nila itong nauunawaan kapag Ingles kaysa sa Filipino..."(Ikatlong Guro, 23-24)

"...Mas madaling maunawaan ng mga mag-aaral ang bokabularyo kung ito ay gagamitan ng isang malinaw na mga halimbawa at kadalasan mas nagiging malinaw lamang ito kapag ginamit sa mismong unang wika which is Hiligaynon..."(Ikaapat na Guro, 26-28)

Lacking of Vocabulary. Within the classroom, what becomes a barrier to an effective learning of students is the lack of vocabulary which also results in lack of skills to learn immediately. Muthusamy (2020) stated that the speaker uses code-switching in instances just like lacking knowledge or communication skills especially if the word to be used in the expression is lacking. He also stated that code-switching is a destruction or "bane" in communication skills as it disrupts the flow of the speaker in a spoken communication. Meanwhile, teacher's lack of vocabulary skills will be a barrier to expanding their own knowledge to be used in teaching. As Shuter (2013) explains, having a rich vocabulary is an important part of language learning and teaching. It is easier to organize the knowledge to be taught if the teacher has extensive skills in the use of vocabularies. Developing vocabularies is a challenge for teachers to make it easier for them to teach students the stored vocabulary knowledge. In Muthusamy's (2020) study it was found that the lack of words to be used in explaining or expressing in class is one of the reasons why the teacher uses code-switching. Muthusamy added that if a vocabulary is not available to the speaker in his spoken language, so he switches to another language especially with words. Here are some examples that testify to the reasons code-switching use occurred in the teacher's discussion.

"...Mayroon rin tayong mga kakulangan kahit ilang taon na tayo sa pagtuturo na kung saan may mga salita talaga na hindi natin ma-express agad sa wikang Filipino ngunit para tuloy-tuloy ang ating pagtuturo..."(Unang Guro, 37-38)

"...How could I discuss 'bout this topic if hindi ganon kalawak ang aking kaalaman sa wika lalong-lalo na sa mga salita..."(Ikalawang Guro, 67-68)

“...Katulad na lamang ng isang pangyayari sa klasrum na mayroong isang estudyante ang nagtanong ng kahulugan ng isang salita ngunit hindi niya maunawaan sa Filipino dahil malalim kaya gumamit ako ng Hiligaynon o Ingles...”(Ikatlong Guro, 92-94)

“...Minsan ang natatanging choice na lamang ng guro ay either ipaliwanag sa paraang papangungusap o di kaya sa paggamit ng ibang wika at doon na nagaganap ng hindi inaasahan ang pagko-code switch...”(Ikaapat na Guro, 21-22)

Unintentionally Mentioned. On the other hand, code-switching also occurs when in the discussion there’s suddenly and unexpectedly another language is spoken in expression. According to Greggio and Gil (2007), saying words unexpectedly is the result of a person's own experience because he or she has become accustomed to speaking. So, if the teacher is already accustomed to natural and ordinary expression, it is likely that the same will happen in the classroom. In a prescribed grammar by Leong (2011) found that code-switching is a normal, systematic, non-random phenomenon in a multilingual speaker. Although most code-switchers think low, Chomsky (1965) cited by Radford (2006) that a person's language ability or performance does not mean that his or her speaking skills are also low. Here are some examples of dialogues where factors of code-switching use were identified in the class discussion.

“...Sa tagal ko na noh na gumagamit ng code-switching ah hindi ko naman sya noon nili-label talaga na ay nagko-code-switching ah hindi, ah aware ako na nagko-code-switch ako pero hindi ko lang talaga binabanggit talaga na guys nagko-code-switching ako...”(Unang Guro, 163-164)

“...Sadyang biglang lumalabas lang talaga sa mga pagsasalita ko, especially kapag nagsasalita tayo ng hindi scripted hindi saulado yung mga nasasabi...”(Ikalawang Guro, 50-51)

“...Usually itong code switching na ito ay sadyang random na pagpapahiwatig lamang. Upang hindi imaging boring ang klase ay hinahalian ko ito ng biro o hugot sa wikang Hiligaynon o Ingles para mapukaw ang kanilang mga atensyon at sa hindi namamalayang di-pormal na talakayan ay nakakapalitan ako ng wikang ginagamit...”(Ikatlong Guro, 115-119)

“...Sa mga di namamalayang pangyayari may mga uri din ng guro na sa tuwing siya ay nagtatalakay sa klase parang siya ay nagkukuwento lamang o tinatawag na di-pormal na talakayan ngunit napapasok din ang paksa...”(Ikaapat na Guro, 63-65)

Encourage Students to Listen to the Discussion. As an educator it serves as a model for every action, strategy or practice of the teacher so that the use of code-switching in the classroom becomes an instrument of persuasion. Choy (2011) explained that code-switching is also used so that it can attract the attention of students or to get the attention of other people to show that they have self-confidence in speaking ability. Based on Anderson’s (2006) statement, code-switching is used by the speaker to encourage the student to listen by emphasizing regarding what the teacher wants to convey in class. Even in the study of Al Heeti & Al Abdely (2016) persuasion especially psychological motivation was predicted to be effectively

explained using code-switching by Iraqi physicians. This is also one of the reasons the teacher uses code-switching in class in the same way assuming the discussion will be effective if the students are encouraged or motivated to listen and study. Consider some examples of teacher's statements regarding the use of code-switching in teaching.

"...Last ko naman po para sa klase ko gusto ko naman po kasi demokratiko talaga ang aking klase kung saan ma-i-express talaga nila ang kanilang mga sarili ayaw ko pa ah magdalawang-isip sila magsalita lalo na sa mga recitation..."(Unang Guro, 135-136)

"...Lastly using code switching if we look at its brighter side nakakatulong itong engganyuhin ang mga mag-aaral to speak up their thoughts about the lecture. May mga mag-aaral na marami o malalim ang kanilang mga kaalaman ukol sa paksa ngunit kulang sila sa kakayahan na ipaliwanag ito maybe because ni-re-restrict ng guro ang klase na gumamit ng ibang wika which is okay naman..."(Ikalawang Guro, 237-238)

"...Gayundin isa sa mga pundasyon kung bakit nagko-code switch ang guro ay upang makabuo ng rapport..."(Ikatlong Guro, 145)

"...Ang guro ay nagko-code switch ng sa gayon ay magkaroon ng tiwala sa sarili ang mga mag-aaral na makibahagi sa talakayan..."(Ikaapat na Guro, 139-141)

Multilingual. Multilingual Instruction is one of the strategies already used in classroom discussion's today that can be relevant to all instances of functional code-switching in discussion. Meanwhile, in Muysken's (1995) cited by Van Dulm (2007) mentioned that code-switching emphasizes the speaker using multilingual languages from one grammatical system to another language. Clearly code-switching refers to the juxtaposition of internal expression in a non-integrative linguistic construct of two or more languages. So teachers use code-switching because they can be considered multilingual speakers. A multilingual person according to Muysken has the ability to use multiple languages in his communication. The teacher has the ability to use one or more languages because of his profession and knowledge, thus, he is more likely to use it in classroom discussions as well. Here are some examples of testimony on the reasons for using code-switching in class discussion.

"...Yung gusto ko rin gamitin kasi diba ngayon yung multilingual teaching o approach ay pang 21st century din diba na uri ng o estratehiya natin sa pagtuturo..."(Unang Guro, 53-54)

"...Pero isa lang naman siguro yung pinakadahilan ng pagpapalitan ng wika at yun yung inaaayon natin sa taong nakakausap natin, diba? Kahit sa loob ng klasrum ay mas magandang mai-adapt ang multilingual na pagtuturo..."(Ikalawang Guro, 177-178)

"...Hindi lang ang ating mga kinalakhang kultura ang nababago kundi pati ang paraan ng pananalita lalo na sa paraan ng talakayan..."(Ikatlong Guro, 116-117)

“Kadalasan upang matamo ang pagkatuto sa mag-aaral kinakailangang maging bukas sa mga wika o diyalekto na kanilang alam bilang instrumento ng kanilang pagkakaunawaan.”(Ikaapat na Guro, 130-131)

Boredom of Using Pure Filipino. Often reasons students listen to Filipino discussions is because a lesson discussed in the Filipino language is boring. Boredom in using pure Filipino is a modo (mood) of the speaker (Muthusamy, 2009). So the manner of the speaker will determine the type of language that the speaker will use. More able to think correctly vocabulary and speech of a person with stable thinking Code-switching intensifies the emotion of the speaker, especially if the teacher is tired, surprised, scared and interrupted (Anderson, 2006). Here are some testimonial examples of teachers' reasons for using code-switching in class discussion.

“...Minsan nga sa klase kung papansinin ko ang mga mukha nila makikita mo talagang bagot na bagot sila o pinipilit lang nilang tingnan ka while nagsasalita para akala mo ay nakikinig...”(Unang Guro, 97-98)

“...Kapag tina-try ko talaga na maglagay ng joke o magbigay ng joke sa mga estudyante pero hindi naman lahat ng joke kasi ay in Filipino lang talaga diba mas makaka-relate talaga ang estudyante sa joke...”(Ikalawang Guro, 114-115)

“Kung makikita ninyo sa mga mag-aaral ay halos lahat sila ay ibang pinagkakaabalahan o iniisipan habang parang nakikinig lalong lalo na kapag Filipino ang asignatura.”(Ikatlong Guro, 152-154)

“Minsan kinakailangan pa ng mga laro upang maihatid lamang ang aralin ayon sa pangangailangan ng mag-aaral.”(Ikaapat na Guro)

Types of Code-Switching in Teacher's Actual Statement

This study focuses on a linguistic phenomenon called code-switching and in this part, this research will be especially enriching if the types of code-switching can be identified and evaluated. In Poplack's (1980) cited by Gruyter (2014) mentioned that there are three main types of code-switching according to structure, the inter-sentential, intra-sentential and tag switching which based on the conducted analysis of code-switching found in discussion within the classroom. Three types of code-switching were first detected according to Poplack's classification, but later the analysis saw another type of code-switching that emerged according to the structure of the statements. This code-switching is known as intra-word switching which is also stated in the introduction of Myers-Scotton (1998) cited by Myers-Scotton and Jake (2009) stated that these types of code-switching consist of four types, these are the inter-sentential, intra-sentential, tag switching and the intra-word switching.

Intra-sentential. Where the switching of codes is within a statement (Myers-Scotton, 1998 cited by Myers-Scotton and Jake, 2009). This is often avoided by most bilinguals because it can pose a risk to the syntactic organization of a speech. This is different from inter-sentential shifting, it involves shifting within the boundary of a clause (a phrase, a single word or across morphemes). It is worth a mention that some researchers use the term “code-mixing” to refer to intra-sentential switching and the transfer of code to inter-sentential switches. In addition, both

inter-sentential and intra-sentential switches are sometimes used interchangeably to address language mixing. Recognizing the existence of possible inadvertent intra-sentential language aggregation in bilinguals with low flexibility and raises the question of what differences in quantity and skill may separate fluent and low-ability bilingual's appropriate code-switch. Here are some examples of statements that contain intra-sentential code switching.

"...Naganap ito ng ikasampu ng Disyembre labing-walo siyam napu't walo, ngunit bago ito isinatupad nagtagal pa ito ng almost isang taon di ba nuh..."(Unang Guro, 121-122)

"...Pwede pa rin naman sila sigurong magsulat ng kahit ano like kwento as long as hindi naman kumakalaban sa gobyerno..."(Ikalawang Guro, 14-15)

"...Ngayong hapon ay pupunta tayo sa pagbibigay-panuto o giving direction,so sino sa inyo ang may ideya kung ano ang panuto o direksyon?..." (Ikatlong Guro, 127-128)

"...Sa bahagi pa lamang na may roong mga katatawanan mga kakatakutan di ba daw ga ka entertain na ta ya dayon unlike sa iban ng mga uri ng mga dula..."(Ikaapat na Guro, 24-26)

Inter-sentential. There is a shifting of language at a phrase level. Inter-sentential code-switching occurs at the clause or sentence level. Unlike tag switching which requires the speaker to be highly proficient in two spoken languages. He must make decisions to align his speeches with the rules of bilingualism (Myers-Scotton, 1998 stated by Myers-Scotton and Jake, 2009). Here are some examples of statements that contain inter-sentential code-switching

"...Pag-abot pa lang di nila ya, lantaran na nilang pinaalam na sila ay mga mananakop ng bayan ng Pilipinas..."(Unang Guro, 69-70)

"...Remember the Treaty of Paris, 'yung kasunduan na naganap sa Paris..."(Ikalawang Guro, 38)

"...Baliktarin natin, so that's the inverted pyramid..."(Ikatlong Guro, 359-360)

"...Yung pinakalayunin nila is magbigay ng pangaral sa pamagitan ng pagkukwento, so that's why Reyes was known as Lola Basyang..."(Ikaapat na Guro, 29-30)

Tag switching. Meanwhile the tag switching is a type in which the statement is a variation of inter-sentential type but with a question and the fourth type is intra-word sentential where there was a blending of two languages into a single word morphologies inflection and derivation and in phonology (Myers-Scotton, 1998 cited by Myers-Scotton and Jake, 2009).

"...Sige, bakit Thomasites ahh ang ahh nagging katawagan sa mga taong ito, Anyone?..." (Unang Guro, 67-68)

"...Kung ayaw nila kay Marcos mismo hindi na nila tinitignan 'yung pamamahala. Is it right?..." (Ikalawang Guro, 55)

“...Ngayon naman ay pag-uusapan naman natin ang sunod na anyo ng pagpapahayag, ang paglalahad, are you still listening?...” (Ikatlong Guro, 211-212)

“...Kapag mga kabataan yung kinahihiligan natin is yung madali nating mauunawaan, am I right?...” (Ikaapat na Guro, 12)

Intra-word Switching. But the fourth type of code-switching seen in teacher’s statements in their class discussion was intra-word code-switching which was not part of the study by Al Heeti and Al Abdely (2016). But, Myers-Scotton (1998) cited by Myers-Scotton and Jake (2009), intra-word code-switching to be one of the main types of code-switching that often occur and can be used in actual discussions of teacher within the classroom.

“...Okay, sabi nga nila ‘yung ekonomiya natin ay nasa... I mean, naka-stable siya kung ikukumpara sa mga...’ (Unang Guro, 32)

“...Maituturing na sila yung pinaka-first na naging guro din natin...” (Ikalawang Guro, 95-96)

“...Pwede yun kasi yun yung gusto ko sa klasi ko di ba, pero hindi po joke iyon hah panuto talaga yun pinagawa sa inyo pero na-modify lang natin...” (Ikatlong Guro, 70-72)

“...Kung naalala natin ang pinaka-theme ng mga kalakaran ng panitikan sa panahon ng Amerikano...” (Ikaapat na Guro, 181-182)

The data collection of the four participants identified the various reasons why code-switching is practiced in a classroom as well as the different types of code-switching that have emerged in teaching. From the four teachers who were the participants who were interviewed, there emerged eleven factors of teacher’s use of code-switching in their teaching or discussion. In analyzing the data gathered from the interview it was checked that some of the factors that emerged in the interview could be classified and aligned with the general reasons mentioned by each teacher in the interview. The general and main reasons generated in the analysis of the details from the interview are those listed above in conjunction with the actual statements used by the teachers in the interview. So as a whole, the general reasons for coding-switching are identified in each discussion and they are as follows; the main purpose of learning is to understand, there is a large lack of vocabulary or vocabulary both students and teachers so it also results in a lack of immediate learning skills, code-switching is used because it is not really expected to be said, usually it can also be used as an instrument to encourage learning, participation and collaboration in discussion within the classroom, mostly for reasons of boredom with the desire to learn especially when the language used is pure Filipino and finally the acceptance of multilingual instruction. in the discussion. Yao (2011) stated that in the teaching of the Filipino subject these reasons have become acceptable due to the desire for effective learning and teaching in the classroom. Student learning becomes limited when they are also given a limit to the strategies that can be applied to learn.

According to Holmes’s (2001) book “Introduction to Sociolinguistics” the speaker can switch languages as a symbol of being part of a group and identity of a culture in one load. Code-switching can be used to express solidarity between people from different or similar cultural backgrounds. Sometimes the speaker uses different languages to express social status or distinguish themselves from other social classes (Taha, 2008). Meanwhile Nerghes (2011) also commented on the effect of code-switching on persuasion and the ability to capture

audience attention through speech. Code-switching captures the participant's attention and enhances their motivation to carefully review each message. When a speaker uses code-switching in persuasion and rhetoric, they are better able to reach their goal and in persuading their audience because as I mentioned, code-switching gets attention, and reflects a certain socio-economic identity that can give the speaker credibility and reliability.

It also identified the types of code-switching that emerged in the discussion conducted by recording the actual discussion of the teachers within the classroom. In this study, is focused on a linguistic phenomenon called code-switching and in this part, this research is especially enriching if the types of code-switching can be identified and evaluated. In the statements of Myers-Scotton (1998) cited by Myers-Scotton and Jake (2009) stated that there are four main types of code-switching according to structure, the inter-sentential, where there is a shifting of language at a phrase level, intra-sentential, where the switching of codes is within a statement. Meanwhile tag-switching is a type where the statement is a variation of the inter-sentential type but includes a question and the fourth type is intra-sentential where there is a blending of two languages into a single word in morphological inflection and derivation and in phonology.

In this study four types of code-switching were found in teacher's statements in their classroom discussion. Determining the most used code-switching is not part of the study but the unique code-switching used by teachers in their teaching is inter-sentential code-switching. This finding is similar to the outcome of Al Heeti and Al Abdely's (2016) study on English language use by Iraqi physicians with 61.87% using inter-sentential, followed by intra-sentential with 30.93 % and the latest is tag switching with 7.18%. Thus the outcome of their study shows that Iraqi physicians are more comfortable with their first language and English in their use of inter-sentential than other forms of code-switching.

But the fourth type of code-switching seen in teacher's statements in their class discussion was intra-word code-switching which was not part of the study by Al Heeti and Al Abdely (2016). But, Myers-Scotton (1998) stated by Myers-Scotton and Jake (2009), intra-word code-switching to be one of the main types of code-switching that often occurs and can be used in actual teacher discussions inside the classroom.

D. Conclusion

The overall outcome of the study revealed variation in the needs of teachers and students in teaching and learning. Teacher uses of code-switching in the classroom have become open to the perspectives of those who may be involved in this study that code-switching is already acceptable in the teaching process as one of the most effective teaching strategies and learning. Also, inconsistency in the language used is no longer a lack of proficiency in a profession because the need for effective communication is more prevalent especially within a classroom. Teachers today are more open to the possibility of good help with every change of our language so even code -switching that if possible should not be used in the educational process, is now becoming more acceptable. Therefore, novice teachers in Filipino are able to keep up with the modern changes that are influencing the educational system and are not left behind as they can easily adapt to the changes and needs of their students.

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