

# Exploring Bilingualism through the Lens of Teachers

Rey Avila Mangarin<sup>1</sup>, Celso L. Tagadiad<sup>2</sup>

<sup>1</sup>Department of Teacher Education Faculty, UM Panabo College

<sup>2</sup>School Director, UM Panabo College

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**Abstract:** In the light of qualitative phenomenological inquiry, this study explored the underlying knowledge on bilingualism through the lens of teachers' perspectives. Five teachers in a certain public high school were interviewed then transcription, translation, intensive review of related literature, and thematic analysis were used to gather and validate data. Persons involved in the language events were teacher and principal, teacher and co-teacher, teacher and students, teacher and family members, and teacher and market vendor. Pair of languages found were English and Bisaya, English and Filipino, and Filipino and Bisaya with various dominant language found. Language events where bilingualism exists were meeting, casual conversation, class discussion, dinner, and product buying. Reasons of pairing a language used are "being used to", type of people, and language events. The concept of bilingualism is a very important phenomenon to be understood.

**Keywords:** Bilingualism, Language Event

## I. INTRODUCTION

### *Background of the Study*

It has been asserted that between one-half and two-thirds of the world's populations are bilingual. Many countries with substantial linguistic minorities protect the status of minority languages, and the cultural diversity associated with them, through the official adoption of bilingualism. Examples in the industrialized world include Canada, Belgium, Finland and Switzerland. These policies may have the effect of increasing the demand for bilingual employees (Henley, 2010).

Additionally, the Filipinos are widely known to speak English as well as Tagalog or another native language. The Filipinos' ability to speak English and their facility in learning another language, whether a local Filipino language or a foreign language, has contributed to their being able to work in other countries. In recent years, the abundant supply of English speakers and competitive labor costs have enabled the Philippines to become a choice destination for foreign companies wishing to establish outsourcing operations (Viado, 2010).

A major feature of the Philippine language situation is its diversity. The Filipino bilingual lives in a multilingual & multicultural environment. The Filipino bilingual of today possesses a strong national identity but needs to seek to render it more functional for the purposes of national well-being in the modern world. Filipino rather than English can better serve as a medium to express the Filipino's cultural traditions, values, beliefs, and national aspirations. However, there are

certain sociolinguistic realities that challenge the Filipino bilingual (Pascasio, 2010).

The field of bilingualism in this research is explored in a teachers' use of two languages in different contexts and when talking to different people. The examination of facts and information was given emphasis on how bilingualism exist in teachers when having conversation both in the academic and non-academic language events.

Furthermore, we believe that taking into account for research the existence of bilingualism and how teachers use dual languages in conveying and expressing their ideas is an important step for further understanding about bilingualism. Considering also the different people, different contexts, and different language events is also an important step to answer my query as reflected in the research questions. In this qualitative exploration of bilingualism, teachers play a very important role for a more comprehensive understanding of dual language discourse in different settings. Bilingualism is analyzed based on its existence in the different language events in teachers' perspectives.

The exploration of bilingualism through this research may help one in understanding the cultural heritage in linguistic manner and develop cultural values without altering the goal of Philippine education in the promotion of English language proficiency and other foreign languages. Further, one will understand the existence of bilingualism in teachers' life when they are in different contexts.

### *Theoretical Lens*

To concretize this study into a linguistic manner, I presented theories and related studies that supported the existence of bilingualism. Furthermore, this study is anchored on the following theories, assumptions, concepts, and studies:

Primarily, this study is anchored on Bloomfield's (1933) definition as cited in Bialystok (2018) that bilingualism is the mastery of two or more languages at native-like level.

Further, the claim of Anderson and Boyer (1978) as cited in Byers-Heinlein and Lew-Williams (2013) supports this research that bilingualism is the use of two languages for curricular instruction in non-language subjects.

The Balance Theory is another strong basis of this research which represents two languages coexisting in equilibrium, the second language increases at expense of the first. This theory is represented with an image of two linguistic balloons inside the head of the learner; the monolingual individual has one

large balloon whereas the bilingual individual has two smaller ones (Baker, 1999).

Another theory which supports this claim is the Common Underlying Proficiency as presented by Baker (1996) as cited by McCarty (2014) which states that when using two or more languages, ideas come from a common source. Individuals can function with two or more languages with relative ease and the cognitive functioning may be fed by monolingual or multilingual channels. The language used by the learner must be developed to process the classroom cognitive challenges. Listening, speaking, reading and writing in the L1 or L2 help the development of the cognitive system as a whole.

The Threshold theory of Cummins (1976) and Skutnabb-Kangas (1979) as cited in Fernandez and Hughs (2011) describes the relationship between cognition and the level of bilingualism. The closer the students are to being bilingual, the greater the chance they have of obtaining cognitive advantages. This theory has been represented as a house with three floors and two linguistic ladders (L1 and L2) on each side.

The Linguistic Interdependence Hypothesis by Vygostky as cited by Jonczyk (2011) is based on the relationship between the development of L1 and L2. This states that the competence in L2 depends in part on the level of competence already acquired in L1. The higher the level of development in L1 the easier it will be to develop the L2.

The abovementioned provide theoretical and conceptual background concretizing the foundation of this study.

### *Research Questions*

1. When do teachers become bilingual?
2. What are the pairs of languages used by teachers when having bilingual conversation with people?
3. Why teachers used these pairs of languages in bilingual conversation?
4. In bilingual conversation, which of the stated languages is dominant?
5. How important is bilingualism among teachers?

## II. RESEARCH DESIGN

The qualitative research type used by the researchers in this endeavor is Phenomenology because the researchers believe that this is the best design to be used because of the topic being studied. Furthermore, in order to generate theories and concepts based on real-life experiences of individuals, this type is best suited.

The researcher employed qualitative approach in conducting research because this is an attempt to discover new concepts regarding bilingualism exhibited by teachers in different language events and contexts. Qualitative research is multi-method in focus, involving an interpretation of naturalistic approach to its subject matter. This simply means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research also involves the studied use and collection of variety of empirical materials- case study, personal experience, introspective, interview, observational, historical, interactional, and visual text that describe routine and problematic moments and meaning in individuals' lives (Denzel & Lincoln, 1994) as cited by Lee (2007).

In addition to the reason of choosing qualitative research, the reason of choosing this type is because according to Creswell (1998), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. In this case, the researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural setting.

Cresswell (1998) pointed out also that the observers' focus is on how members of the social world apprehend and act upon the objects of their experience as if they are things separate and distinct from themselves. My desire to obtain the necessary information and better understanding on bilingualism in teachers' perspective has directed us to use the phenomenological study. According to Creswell (1998), personal experiences are considered as phenomenal. In this study, the researcher is interested in knowing the different pairs of languages and reasons of bilingually conversing in different settings. Phenomenology is the best approach to conduct research on bilingualism in teachers' standpoint because it is one way of scrutinizing a certain phenomenon occurring in real life.

Mohajan (2018) advised that social research is suitable for researchers who are motivated to examine a certain social theme. This sort of research study can be executed by collecting the views from the people who relate to social topic, which can range from any social concern. He further stressed that empirical research is to seek evidence that concerns the types of factors that influence the way human beings think and react to their surroundings. Empirical research is for researcher to collect data by observation and the approach allows researcher to be able to repeat the observation mode in order to verify or refute the finding.

## Research Locale

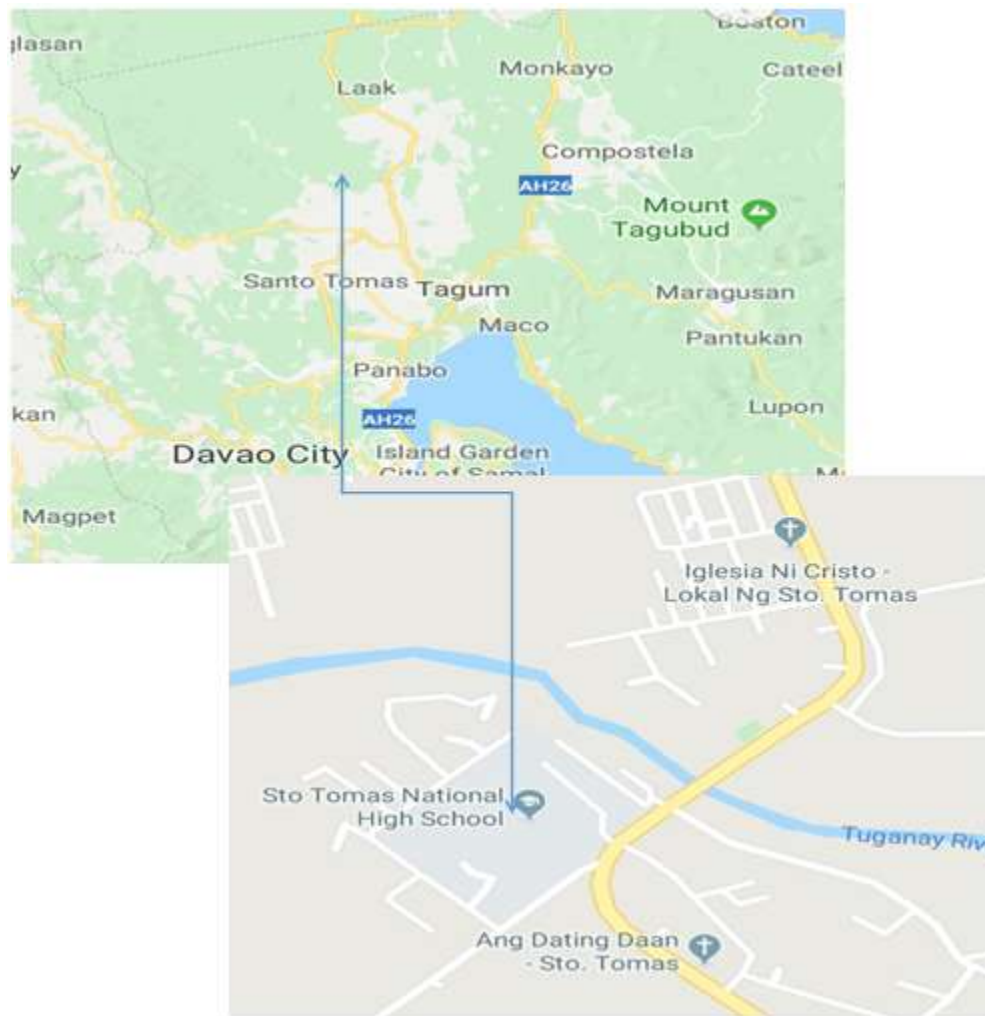


Figure 5. Geographical Map of Davao del Norte Pointing Sto. Tomas National High School

Figure 5 shows the map of the province of Davao del Norte, pointing Sto. Tomas National High School. This study was conducted among the recently graduated students of Sto. Tomas National High School. Sto. Tomas National High School is the biggest public secondary school in the Division of Davao del Norte. The school offers different junior high school programs, namely: Special Program in the Arts, Science, Technology and Engineering, Special Program in Sports, and Regular Program. While in senior high school, it offers different tracks, namely Academic Track and Technical, Vocational, and Livelihood Track.

### Research Participants

Informants in this study were the five (5) teachers in Sto. Tomas, Davao del Norte. The first informant was a mathematics teacher, the second informant was an English teacher, the third informant was a Filipino teacher, the fourth informant was a Science teacher, and the fifth informant was a private school teacher. These informants were purposely

chosen in order to see distinctions on the use of dual languages in conversing to different groups of people.

Guetterman (2015) suggested that a purposive sampling of five to twenty-five individuals will be used in the phenomenological study. In this study, it is within the suggested range number of participants.

### Data Analysis

Lee (2007) discussed data analysis as the "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others". Qualitative researchers tend to use inductive analysis of data, meaning that the critical themes emerge out of the data. Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories; to examine them in a holistic fashion; and to find a way to communicate this interpretation to others.

Sitting down to organize a pile of raw data can be a daunting task. It can involve literally hundreds of pages of interview transcripts, field notes and documents. The mechanics of handling large quantities of qualitative data can range from physically sorting and storing slips of paper to using one of the several computer software programs that have been designed to aid in this task (Moser & Korstjens, 2017).

In this case, the data from a recorded audio were transcribed into written for further analysis of bilingualism in the conversation of the informants to different types of people in different language events. After transcribing the interview, statements that relate to the topic were separated into core ideas that reflect into specific thought. The languages and the reasons of putting these languages as instrument in conveying ideas were grouped into major themes that reflect the various aspects of the phenomenon.

Analysis begins with identification of the themes emerging from the raw data, a process sometimes referred to as "open coding". During open coding, the researcher must identify and tentatively name the conceptual categories into which the phenomena observed will be grouped. The goal is to create descriptive, multi-dimensional categories which form a preliminary framework for analysis. Words, phrases or events that appear to be similar can be grouped into the same category. These categories may be gradually modified or replaced during the subsequent stages of analysis that follow.

As the raw data are broken down into manageable chunks, the researcher must also devise an "audit trail"-that is, a scheme for identifying these data chunks according to their speaker and the context. The particular identifiers developed may or may not be used in the research report, but speakers are typically referred to in a manner that provides a sense of context. Qualitative research reports are characterized by the use of "voice" in the text; that is, participant quotes that illustrate the themes being described.

In this bilingualism inquiry, after the transcription of data, we presented them in table forms. In this part, we have followed data reduction wherein the larger amount of data recorded and transcribed are broken down into smaller amount wherein the central theme of the study was present.

The next stage of analysis involves re-examination of the categories identified to determine how they are linked, a complex process sometimes called "axial coding". The discrete categories identified in open coding are compared and combined in new ways as the researcher begins to assemble the "big picture." The purpose of coding is not only to describe but, more importantly, to acquire new understanding of a phenomenon of interest. Therefore, causal events contributing to the phenomenon; descriptive details of the phenomenon itself; and the ramifications of the phenomenon under study must all be identified and explored. As mentioned above, we have also observed the relating of data to the central theme. In this case, statements or conversations were analyzed and the bilingualism is explored.

Finally, we translate the conceptual model into the story line that will be read by others. Ideally, the research report will be a rich, tightly woven account that "closely approximates the reality it represents". After all the data were analyzed and interpreted, a narrative article was written in a form of generalization based on the findings. The content of the article closely reveals bilingualism in the conversation of teachers to different types of people in different language events in different contexts.

#### *Research Instrument*

The instrument used in the data gathering are interview guides prepared by the researcher, which collects qualitative data on the bilingualism experiences of teachers. The interview guides will be formulated in such a way that they produce the desired results and will be based from the four research questions established in this research. The interview guide script will undergo content validation from the experts in order to align the contents based on what the research intends to explore.

### III. RESULTS

#### *Teachers as Bilinguals*

In the light of this research, it was found out that teachers are bilinguals in almost all contexts of their lives. Their profession is linguistic by nature which requires communication both in instruction and classroom discussion. Further, teachers in their ordinary lives cannot give distinction from their academic lives. Teachers are Bisaya by nature which is explained by their origin and geographic life. They used Bisaya and due to their trainings from elementary till the highest educational attainment they have right now, they acquire the proficiency in both the Filipino and English language. However, the pairing of the languages depends upon the context and people they were having conversation.

When does bilingualism exist in teachers? Certainly, if when bilingualism can be observed in conversational context of teachers, the answer would be in almost all times of their lives. From the moment they were inside the classroom to the moment they were inside the offices until the moment they got home and spoke to their families. The natural instinct of being bilinguals of teachers depends upon the languages they were exposed to and used to use in conversational situations. Furthermore, the choice of languages by their teachers depends upon the purpose of the conversation and of the context and of the type of people whom they were talking to.

#### *The Languages in Bilingual Conversation of Teachers and Different of People*

Teachers are communication agents and communication uses language as its most powerful tool in conveying messages and ideas. Based on the conversation of the informants to the target types of people, the following table shows the common knowledge generated as to the different pairs of languages existing.



The conversation between the informants (teachers) and the principal during formal settings particularly faculty meeting mirrored the use of English and Bisaya. It is noted that the use of English language was during the presentation of the agenda while Bisaya was used in queries and questions and answers portion. Similarly, when the principal and the informants (teachers) are having a casual conversation (not job-related), English and Bisaya were still the languages used.

The above situation is explained by participant C:

*“English and Bisaya go in pair during meeting. I use English when expressing an opinion but when I asked questions I just speak in Bisaya.”*

Participant D added:

*“Our principal talk to us in Bisaya but there are English terms that have no substitutes in Bisaya that is why we code switch.”*

Moreover, participant C revealed:

*“Talking with my co-teachers we just simply use Bisaya but we cannot help ourselves to sometimes express in Bisaya especially those teachers handling subjects using English as medium of instruction.”*

When the informants (teachers) were having conversation with their co-teachers during meetings, the use of English and Bisaya is still dominating. Same pair of languages were used even during not job-related conversation.

The above situation is explained by participant C:

*“With not-related to academics, we just converse in Bisaya but still there are instances we speak in English because we are used to it in school.”*

Participant D added:

*“The use of English and Bisaya is dominant when I am talking with my co-teachers.”*

Moreover, participant C revealed:

*“English and Bisaya are languages we used during our sharing in the faculty room.”*

During class discussion, the existing pair of languages was English and Tagalog. But when out-of-classes, say for instance vacant hours, conversation between teachers and students used English and Bisaya.

The above situation is explained by participant A:

*“Inside the classroom when we are having the official time, I used English and Filipino to communicate with my students. But my students sometimes used Bisaya to ask questions.”*

Participant B added:

*“During delivery of lessons, English and Tagalog were the required language from us but we tend to be flexible in Bisaya*

*when students asked. But we are more on Bisaya when conversing with students outside class hours.”*

Moreover, participant C revealed:

*“English and Bisaya are languages we used during our class discussion.”*

The informants used English and Bisaya or English and Tagalog when having conversation with family members. Either of the two pairs of languages was used.

The above situation is explained by participant C:

*“At home during family time, I used English and Bisaya to communicate with my children and husband. I also train my children to speak in Tagalog so they will be trained for school purpose. We spend time during dinner that we used to speak with each other.”*

Participant D added:

*“During dinner, speaking with my children I just used Bisaya but there are terms in Tagalog and English which do not have substitutes so I just let use of these.”*

Moreover, participant C revealed:

*“English, Bisaya, and Tagalog are languages we used during our conversation at home especially during dinner which is the only time when we met everyone in the family.”*

In the market, when teachers were having conversation, they used English and Bisaya with the market vendors.

The above situation is explained by participant C:

*“When I am in the market, I used Bisaya and English especially when buying fish and meat.”*

Participant D added:

*“I used English when asking for the price and even vendors used this in sending the message but we negotiate in Bisaya.”*

Moreover, participant C revealed:

*“Vendors used to with English in communicating the price of the goods.”*

Table 1: The Languages in Bilingual Conversation of Teachers with Different People

Person/s Involved	Pair of Languages	Language Events	Dominant Language
Teacher and Principal	1. English and Bisaya 2. English and Filipino 3. Filipino and Bisaya	Meeting	English
		Casual conversation	Bisaya
Teacher and Teacher	1. English and Bisaya 2. English and Filipino 3. Filipino and Bisaya	Meeting	English
		Casual conversation	Bisaya
Teacher and Students	1. English and Bisaya 2. English and Filipino 3. Filipino and Bisaya	Class discussion	English
		Casual conversation	Bisaya

Teacher and Family Members	1. English and Bisaya 2. Filipino and Bisaya	Dinner	Bisaya
Teacher and Market Vendor	English and Bisaya	Product Buying	Bisaya

### *Reasons of Choice of Pairs of Languages and the Dominant Language in the Bilingual Conversation*

Varied reasons were generated regarding the use of pair of languages depending upon the cases. Additionally, in the bilingual conversation, there is always dominant language which people used.

Primarily, the reason on the choice of pair of languages is what we call *“used to”*. People tended to use what has been used or simply what is commonly used. In this research, informants are Bisaya and they are degree holder. What we are trying to show here is that the mix of the mother tongue, the language which they have mastered since young, and the language they acquired in schooling and even up to their work sufficed the claim that the informants used what they used to speak. Additionally, teachers were required to use English as the medium of instruction, Filipino as the national language, and the mother tongue to emphasize the value of culture. Thus, primary reason here is that people used the languages which they know, which they mastered, and which they were required to use.

The above situation is explained by participant A:

*“I guess because of the nature of the being used to using the Bisaya and because we are required to speak in English in school that is why we tend to mix Bisaya and English. Also, we sometimes mixed up Tagalog with the conversation.”*

Participant B added:

*“We are using Bisaya at home and even when talking with our students during beyond class hours but during the class, English is the medium of instruction and we tend to code switch just to explain further the concept in a way that students can grasp the ideas. The use of Tagalog also is another way of conversing with students that is why the pair of languages we used depends on the situation.”*

Moreover, participant C revealed:

*“My choice of language depends to the event I am in which is based on the level of necessity to which language I am required to use. Say if I am in a meeting or class, or any formal gatherings, I use English and Tagalog.”*

Second, the type of people whom the informants were talking to affects the choice of pair of languages they used. Say for instance, when talking to principal, teachers, and students whom both type of people are connected to academic settings, teachers used to speak the required languages especially within the premises of the school.

The above situation is explained by participant A:

*“It’s also improper to speak in English if the recipient of the message you want to tell cannot fluently converse English. Say for instance market vendors who used the language commonly used in the market.”*

Participant D added:

*“I am very sensible that we need to choose appropriate language to whom we are talking with. Say if we are speaking with superiors in the academe and workplace and the situation calls for a formal conversation, then the choice of language to be used must be in consonance with what is being required. Thus, English and Filipino as medium for instruction are two of the major languages used in formal gatherings. Unless talking with closer co-teachers like making fun and jokes which Bisaya is being utilized.”*

Moreover, participant E exposed:

*“My choice of language depends to whom I am talking which is based on the level of closeness and type of person. Say for example if I am talking to my principal, I used English and Tagalog.”*

Third, the language events affect the choice of pair of languages used by teachers. The context in a certain settings or situations have also been the bases to the language choice of teachers.

The above situation is explained by participant C:

*“The place where we are having conversation must be taken consideration in what language to be used. Say for instance you are in school which is an academic institution, then English as international language and Filipino as national language are two appropriate languages to be used.”*

Participant B added:

*“When I am in market or at home, I just speak in Bisaya and seldom used English and Tagalog words only if there are no substitute in Bisayan terms.”*

In order to understand the reasons generated, following are the interpreted finding based on the transcribed data and interview:

When talking to principal in a meeting, English and Filipino were used. Teachers believed that Filipino people must use this pair because this is the best in professional conversation. However, the dominant language used is English because this language as believed is the most appropriate and widely used in formal and professional conversation. Further, most of the terms used in academic settings are in English as our educational system is dominantly influenced by the US system. English language creates an environment professional and formal. Meanwhile, when talking to the principal in not job-related topics, English and Bisaya were still used in the

conversation. However, the dominant language in this case is Bisaya. Using English language is a requirement in an academic setting and teachers were used to speak English especially in formal academic events. Furthermore, the used of Bisaya as mother tongue made teachers to convey the message easily and better express ideas.

When having conversation with co-teachers in a meeting or formal conferences, English and Bisaya were still used. However, the leading language used is English. Meanwhile, when talking to co-teachers in not job-related topics, English and Bisaya were still used in the conversation. However, the dominant language in this case is Bisaya. Just like in the above stated reasons in the case of teacher-principal conversation, using English language is a requirement in an academic setting and teachers were used to speak English especially in formal educational events. Furthermore, the used of Bisaya as mother tongue made teachers to deliver the message easily and better express thoughts.

In classroom discussion, English and Filipino (Tagalog) were used between the teacher and students. The delivery of lessons is in a form of the universal language and tend to code switch to Filipino when students and teachers were having clarifications of points like clarifying tasks and and locations. The dominant language is English since in our educational set up, students are to be trained to be proficient in English and Filipino is the second required language to be used in the classroom. On the other hand, in a non-class discussion, say just a casual conversation, between the teacher and students, the languages used were English Bisaya and the dominating language is Bisaya.

In the study of Pascasio (2011), the findings showed that Filipino bilinguals use English in school when interacting with people of higher status and talking about formal topics such as historical events or scientific concepts. At home when interacting with family members and in the community with peers and subordinates, the local vernacular or Filipino or code-switching variety is used for talking about informal topics.

Another interesting finding is that English is perceived to be the appropriate language for formal situations, while Filipino and the vernacular are for informal situations. The Filipino bilingual will continue to use his vernacular at home and in the neighborhood for his daily activities, to gain functional literacy, to preserve and enhance his cultural and literary heritage within his ethnic group. He will use Filipino, the national language, as the lingua franca for unity and national identity, as well as for education and government. He will maintain English as language for wider communication, for economic purposes, for global cooperation, and for international diplomacy. Value orientations also affect language use besides social relationship. Since the Filipino bilingual is more status and person oriented, he stresses the values of social acceptance, smooth interpersonal relationship (SIR), segmentation and ranking. For instance, a lower status person when requesting or asking a favor from one of higher

status, he must go through a long feeler first before the request is made to avoid the embarrassment (hiya) in case it gets denied. In a correction or complaint pattern as well as negative comments or bad news, euphemisms, complimentary close or the use of a go-between are resorted to preserve smooth interrelationship and social acceptance (Gonzales, 1986).

In the conversation with family members, the languages used were English, Filipino, Bisaya, and other regional dialects and the pairing of languages depends upon the natural instincts as needed in the conversation. The use of English is merely of less manifestation which was only used in the terms hard to translate in the vernacular used. The used of Tagalog is more manifested than English because young and kids were used to speak Tagalog in school. The conversation to the young kids is in the form of English and Filipino. But the most dominant language is Bisaya especially when conversing with family members. Thus, English and Bisaya or English and Filipino were two pairs of language used.

The above interpretation is supported by the language surveys found the vernacular to dominate in the home, neighborhood and community. 'Official talk' in school was generally the domain of English, followed by Filipino. At the workplace, the vernacular was used with co-workers, while English, sometimes Filipino was used with the boss. In general for the work domain and other domains, the professionals and semi-professionals used more English and Filipino or the code-switching variety, using these two languages, while the non-professionals used more Filipino and the vernaculars and a little of English, Language preference for both business and education placed English first, followed by Filipino and then by the vernacular (Gonzales, 1977).

The pair of language used when speaking to market vendors is English and Bisaya. The use of this pair of languages is due to the fact that in the trade industry, most of the technical terms used were in English term. However, the dominant language used is Bisaya because the awkward feeling will be manifested when using English or Tagalog purely in a non-academic settings like public market knowing that most of vendors are not used to professional settings and they were coming from different walks of life but commonly coming from the same geographic location where Bisaya is used to be the majority language.

The above findings is primarily supported by Sibayan (1984) that domain and role relationship are the significant variables that affect language use, as shown in most of the Philippine studies. The choice of language to use varies in context, and it is affected more by whether one is speaking to a parent, teacher, police officer, priest, friend or vendor rather than by whether one is discussing how to manage one's finances or how to solve a family problem or whether one is arguing, requesting or complimenting.

*The Importance of Bilingualism*

The research is very clear about the importance of bilingualism. Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. The research suggests that individuals may also develop more flexibility in their thinking as a result of processing information through two different languages.

For the Filipino bilingual who is operating in a personal system he would rank the values of friendliness and in group loyalty higher as reflected in his use of the language whether Filipino or English. Thus what contributes to a strong sense of national identity may depend upon the community of origin (Dulay, 2010).

#### IV. DISCUSSIONS

*Bilingualism:* Bilingualism exists because of language diversity and environmental impacts. Several theories support the existence of bilingualism and every pair of languages used by teachers has dominant language depending upon the reasons and purpose. Bilingualism leads to several concepts and phenomenon. And one of the findings in this research that bilingualism ends up to code switching.

Code Switching is one of the by-products of bilingualism. It occurs mostly when speaking in informal situations. However, in this research, code switching exists even in formal situations. In this research where the informants are bilingually competent in English and Filipino and Bisaya, they code-switch for a number of conversational functions among which are to establish rapport, to simplify or emphasize a message, to qualify or further explain a previous statement, to make inquiries as well as give information, instructions, or directions for verification or clarification, and to express politeness.

In several instances, one finds code-switching occurring frequently because the English terms used in are retained and which have no equivalent term in Filipino. In schools most of the concepts learned are in English; but in the process of explaining or clarifying, a great deal of code switching from English to Filipino, either Tagalog or Bisaya, occurs.

Code-switching is used by well-educated Filipinos who have mastered both English, in its formal style, and Filipino, in its formal, informal, and familiar style, and that it is used in the mass media both spoken and written, for a very distinct purpose: to establish rapport with an audience and an atmosphere of informality. Further, the Filipino bilingual resorts to code switching for it provides the easiest, fastest, most effective, or most colorful way of saying something for communicative efficiency. The bilingual switches to the code that facilitates the best expression of the content he has in mind, and the switching can involve a word or phrase, a pre-packaged idiom or expression, a clause, a sentence.

No one sociolinguistic variable stands out as the superseding factor determining code-switching. However, this research study conducted has confirmed the importance of recognized setting or language events, role relationship or people, and reasons of language choice as interdependent factors in code-

switching among Filipino bilinguals. Clearly, code switching among Filipino bilinguals carries social meaning, and can be accounted for, at least to a certain extent, in terms of reasons they said. A mere knowledge of both languages is not enough. If two participants wish to interpret 'switched' sentences, knowledge of grammar is not sufficient. It must be accompanied by shared knowledge and shared assumptions about the Filipino's social life. Evidence has shown that code-switching among the Filipino bilinguals is not random but it is highly patterned.

#### *Implications to Language Teaching*

Research is an inevitable part all learning areas and we personally take into version that research is a must and should be a part-and-parcel of the Language Teaching. Most importantly, a research in the field of communication shall be observed for language teaching since teaching language dwell on the language usage and grammar where technicalities of words are the concerns and also the emotional clings that in the language used in our daily lives. Bilingualism as always manifested in daily conversation in almost all the times made us realized that communication is complex and its complexities can only be understood through research.

The result of this study helped us to realize the importance of understanding the language usage based on conversation and interviews. How do the findings would help us? Understanding the phenomenon of Bilingualism will help us think of the strategies and method in teaching based on the languages used and also in the adjustment to co-workers.

Teaching language means teaching students how to communicate via words and words are appearances and instruments of expressing what we think, feel, and desire. Partly, we can share the general concepts generated by this study to our students in addition to the lessons regarding communication and somewhat they could have a picture of what bilingualism really is.

#### V. RECOMMENDATION FOR FUTURE RESEARCH

Having this research done is justly satisfying and we personally experienced this pleasure right now that we have come to an end with this scholarly magnum opus. This phenomenological inquiry of qualitative research is very much laborious especially in our chosen and assigned concept of exploration which is bilingualism. We realized that this type of research necessitates a broad proficiency in the use of language to express the idea of the researcher and at the same time, the topic we have chosen for our examination requires us as researchers to have wider understanding on the social aspect of human communication and language choice for academic and national identity.

There were moments in the process of making this paper when we experienced hesitation and doubt if we could finish this sophisticated research. But along the way, we realized that we can do it through determination and strong thoughts that we just need to equip ourselves with the needed knowledge for effective and reliable result of our study.



Furthermore, we realized also that we can never accomplish this qualitative research if we will not exert effort for this. Furthermore, it's not only the hard-bound copy that reflects our accomplishment, but it's the effective and meaningful learning of both qualitative research and the phenomenon we studied which is bilingualism.

Having this research output requires tolerance and much struggle starting from the construction of the problem. The process is too laborious, which of course expected, because this is what qualitative approach needs. If we will not take this chance, though laborious, this study would not have been completed. From observation of the informants which requires sensitivity, jotting down of needed data which requires patience, and recording of data which needs techniques. The laborious part is the transcription of data from audio into written. Then apply the research methodology while observing the ethical considerations. All in all, having this qualitative approach is truly laborious yet satisfying once this research has been materialized.

After this masterpiece, we are proud to say that we have made a great significance in our lives by learning the value of qualitative research and appreciating the existence of bilingualism in our life as social beings.

This will be foundation for more researches about bilingualism and will also stand as stirring paper to those who would like to lodge with a qualitative approach of investigating educational issues and concerns. Finally, as part of the professional and personal growth, we would like to recommend this research as further reference to those researchers who are conducting comparable research studies.

## VI. CONCLUSION

The Filipino language and dialects are thus in balancing dispersal and will remain so for a while. For as long as Filipinos do not uproot themselves from their origin, then their local vernacular is assured of its place and its domain. Filipino people lose this vernacular only in the process that inevitably follows migration and urbanization. Their use of Filipino, the national language, as mandated by the 1987 Constitution, will serve not only as a means for achieving the goal of national identity and unity but also for facilitating communication and understanding as well as promoting the Filipino people's collective participation in nation building and national identity. Furthermore, the competence in English will be maintained for as long as economic and social mobility, more opportunities for pursuing higher and better quality of education, more involvement in international affairs, are perceived as long as rewards are assured.

Most importantly, his usage in the mix of these languages through bilingual or multilingual conversation will be of his global advantage and will certainly bring him to success but most importantly will give him understanding on the associated knowledge and concepts in language, communication, and bilingualism.

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