

Pre-Service Teachers' Attitude, Practices, and Perception of Pedagogic Code-Switching

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ABSTRACT

Code-switching becomes a common occurrence involving transitioning from one language to another inside the classroom. Educators and students swap languages for various teaching and learning objectives in this setting. Moreover, it is mainly used inside the classroom as there are only a few learners who can fully master multiple languages or more than two languages, which shows that most of the education in a country only focuses on their native and second official language as it easily helps the educators to facilitate the learners and achieve to increase their language competencies in two different languages. The researchers aimed to study the attitude, practices, and perception of pedagogic code-switching among (141) fourth-year pre-service teachers at Batangas State University ARASOF - Nasugbu. The type of research used in the study is quantitative research and descriptive research design.

Furthermore, this study found that most respondents used code-switching inside the classroom, which is positively relevant. However, they consider the disadvantages it can cause to their second language, English. They also agreed that code-switching suits their education and teaching, especially when communicating with their peers and teachers, and the constant use of code-switching could help them improve their teaching competencies.

Keywords: Impact, Code-Switching, Pre-service Teachers, Teaching Competencies

INTRODUCTION

In bilingualism and multilingualism, English is one of the languages that is always included in learning or studying other languages. Bilingualism refers to a person's fluency or ability to speak two languages: the first and second. At the same time, multilingualism pertains to individuals who can use, communicate, and understand multiple languages that are generally contrasted to bilingualism. People with this skill acquire a more extensive understanding of different contexts and knowledge. They can objectively or subjectively gain from others, even if they have a different culture, religion, nation, and others.

Moreover, practically, those people or bilingual and multilingual individuals begin in diverse institutions such as schools where language is one of the fundamental factors for learners' learning. As the goal of education in every nation is to provide lifelong learning and wisdom that the learners can use or apply to real-world contexts, language supplies the gaps and emits the needs that are essential to be given to the learners to achieve the lesson's purpose. Thus, language significantly impacts the learners' progress because it also becomes the medium of instruction in education.

Moreover, the language that is commonly used in education is the English language. Language is generally utilized inside the classroom because it is the medium of language for everyone and the standard language used in different fields, especially in education. Hence, educators focus on the English language to disseminate to the learners the importance of it in all aspects, wherein the educators use different Language Learning Strategies (LLS) to support the learner's capability to acquire the English language. According to Dawadi (2017), using LLS in students can help them become proficient learners. Moreover, he recommended in his study that it is

essential to expose the learners to LLS, as it provides them several opportunities to familiarize themselves and recognize the importance of using it in enriching the target language that the educators want to look at to them after they leave school. Through the help of the English language, learners can gain benefits for their learning process as well as their future. It may help them explore and enhance their skills if they persistently use the English language inside and outside the classroom.

However, educators still encounter challenges, such as persuading the learners to be eager to learn and be proficient in English. Moreover, the Philippines is the country that encounters this kind of behavior among young learners as learners find the English language difficult to learn and understand in various features such as vocabulary, grammar, spelling, construction, and others. Based on the study of Jugo (2020), the Philippines' official national language is Filipino, and English is known to be their second language. Since the English language is a non-exclusive idiom of science and technology that aims to the excellency of Filipino learners in both Filipino and English language at the national level, there are still some factors that affect the proficiency of Filipino learners in the English language, wherein there was evidence that language anxiety is one of the reasons for the poor fluency of the learners in the English language. Due to this aspect, Filipino learners' cognitive abilities, social skills, and language skills are being affected, leading to their difficulties in familiarizing the structure of the English language.

Adil (2022), learners faced several problems in acquiring the English language, which made them unable to speak and comprehend it in many ways, such as in vocabulary, grammar, context, and others, as they are fearful of making mistakes since they think that their peers might laugh at them, having a lack of confidence and a lot of grammar errors, loss of motivation, and being nervous when speaking in front of an audience. These problems become one of the severe issues in the world of education as they affect the ability of the learners to be fluent in the English language.

Generally, learners' difficulties in learning and comprehending the English language do not only revolve around the primary and secondary levels. It also includes the tertiary level or the undergraduate college programs in the Philippines that demonstrate a serious problem as the learners at this level will be the following professionals in the future. One example that can be given in this matter is the pre-service teachers who took education programs in order to be language teachers or professional educators. Whereby learners in this program have rigors in using the second language as a way of communication in class which tends them to code switch by using their first official language while speaking English, mainly inside the classroom when they are having a recitation, presentation and activity as they are not proficient or they feel frightened from what other people might remark to them.

Consequently, classroom code-switching involving the transition from one language to another becomes commonplace. In this environment, teachers and students exchange languages for many educational purposes. Few learners can fully master multiple languages or more than two languages, indicating that the majority of education in a country focuses on the native and second official languages, as it enables teachers to facilitate the students' language development in two languages. Therefore, the researchers believed this type of case could pose a dilemma that could affect pre-service teachers' future teaching competencies and efficacy.

Nevertheless, this study may contain conformity to other studies as it focused on the usage of two languages or code-switching in the classroom because this research demonstrates the attitudes, factors, perceptions, and impacts of constant use of code-switching or utilizing a native language while practicing to be proficient in the target language. Although, this study only differs from other research studies as it was conducted at Batangas State University – The National Engineering University – ARASOF setting, specifically in all of the fourth-year levels of Bachelor of Secondary Education in the College of Teacher Education. These students still experience and encounter problems using and mastering English.

Since the researchers aimed to study the attitude, practices, and perception of pedagogic code-switching among fourth-year pre-service teachers at Batangas State University ARASOF - Nasugbu, it seeks to find out the attitudes of the pre-service teachers toward code-switching, the factors that influence them to use code-switching, the perceptions they have in code-switching in terms of using it inside the classroom, and the impacts of those factors on their teaching competencies in accordance to their communicative competence, and code-

switching as a teaching strategy informational handbook that can be developed to help the pre-service teachers to be proficient in using only the target language, because the researchers have observed that several pre-service teachers are still having difficulties in acquiring the English Language at a higher level. Thus, this study intended to contribute a solution to lessen the constant usage of code-switching by Filipino learners, primarily undergraduate pre- service teachers, as one of their target languages is English.

Therefore, the researchers will conduct this study to know the impacts of code-switching on fourth-year-level pre-service teachers as it can affect their education and teaching competencies, which they need to solidify to provide a great learning process to their future students. Moreover, this study will significantly motivate them to develop their language and show the essence of learning the target language they may apply to their profession. Thus, the researchers deem it proper to study "Pre-Service Teachers' Attitude, Practices, and Perception of Pedagogic Code-Switching."

Objectives

This study examined the impacts of code- switching on the teaching competency among 4th- year pre-service teachers in the classroom at Batangas State University – The National Engineering University ARASOF - Nasugbu.

Specifically, it sought answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age
 - 1.2 gender
 - 1.3 type of high school graduate from
2. What are the attitudes of respondents toward code-switching?
3. When grouped according to their demographic profile, Is there a significant difference between the respondents' attitudes toward code-switching?
4. What is their perception of code-switching during a classroom discussion?
5. What are the impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence?
 - 5.1 Code-switching frequency
 - 5.2 Attitude toward code-switching
6. What code-switching as a teaching strategy informational handbook may be developed to enhance the teaching competencies of pre-service teachers?

MATERIALS AND METHODS

Research Design

The type of research used in the study is quantitative research because, in natural sciences and social sciences, quantitative research is the systematic empirical investigation of observable phenomena. Quantitative data is any data that is in numerical form, such as statistics, percentages, etc. Quantitative research involves the collection and interpretation of numerical data. It is used to identify patterns and averages, make predictions, examine causal linkages, and extrapolate results to larger populations (Bhandari, 2020). The researchers analyzed the data with the help of statistics and hoped the numbers would yield an unbiased result that could be generalized using

a considerable population.

Moreover, the researcher collected the comprehensive interpretation of the respondents as objective evidence in this study through this design, and this method will be used in the survey since it is intended to determine the attitude of English significant students towards the constant utilization of two languages and its impact on their teaching abilities.

Subject of the Study

The study participants are the one-hundred forty-one (141) fourth-year pre-service teachers of Batangas State University - The National Engineering University ARASOF – Nasugbu who are in the major of English, Science, and Mathematics. There are eighty-three (83) English, twenty-six (26) science, and thirty-two (32) mathematics which the researchers chose to participate in this study because they believed they would provide sufficient information for the study. Furthermore, getting in touch with them is easy since the researchers and the respondents are in the same department.

Data Gathering Instrument

This study used a survey questionnaire as the data-gathering instrument. It offered an efficient means of gathering information from the respondents. The survey questionnaire ensured that the information and respondent answers gathered were confidential and not be used without formal permission.

Questionnaire. An instrument in a research study consists of a series of questions for gathering data from respondents through a survey or statistical study method.

Construction of the Questionnaire. The variables indicated in the study will be measured and observed using survey questionnaires about the impacts of pedagogic code-switching on teaching competency among fourth-year pre-service teachers. Furthermore, the survey questionnaires created by the researchers are in the form of a Verbal Frequency Scale with one part regarding the factors influencing the pre-service teachers to utilize code-switching and a Likert Scale consisting of three parts: The first part focused on identifying the factors influencing code-switching among pre-service teachers. Second, attitudes toward code-switching. Third, knowing the respondent's perceptions about utilizing code-switching during classroom discussion. Fourth, the Likert and Perceived Competence Scale were used to determine the impacts of the following factors on their teaching competencies as included in their competence in communication. Lastly, finding out code-switching is a teaching strategy informational handbook that can enhance the teaching abilities of fourth-year pre-service teachers in using the English language. They adapted the Modified Questionnaire. The researchers adapted a questionnaire to collect the necessary data, which was modified for the current investigation. The questionnaire that has been created is given to the adviser for review. In addition, as the errors and suggestions had been made, the questionnaire was given to the respondents.

Administration of the Questionnaire. The researchers themselves wrote a letter requesting the distribution of the survey questionnaires to guarantee that the process of running the questionnaires is credible and to ask for support of the department heads and respondents' cooperation. After the approval, the questionnaires were distributed using google forms.

Scoring of Responses. The researchers measured the scores of the survey questionnaires according to the response of the respondents by using the Verbal Frequency Scale, Likert Scale, and Perceived Competence Scale as guidance for the researchers in interpreting the respondents' answers.

Data Gathering Procedure

The researchers sent a letter and asked permission from the Dean of the College of Teacher Education to be allowed to survey the fourth-year pre-service teachers of Bachelor of Secondary Education. Afterward, the researchers produced and distributed the questionnaire to the chosen respondents using google forms. Whereby needed to include in the survey to collect reliable data. In addition, after collecting the information through the survey that is required for the study, it has been tallied, and input the following outcomes to the created table for

the overall results from the survey questionnaire, then calculated the gathered data using the appropriate statistical tool and methods to interpret and present all the results in the study.

Statistical Treatment of Data

The data from this study were put through several statistical tests. The data is coded, added up, and tabulated so that the study's results can be presented better. In addition, the frequency count, the percentage, and the weighted mean will be used to determine what the data means.

Frequency Count. This is used to determine the number of responses of the respondents in the survey questionnaire.

Percentage. This calculates the frequency counts and percentage of respondents when they are categorized according to their profiles.

Weighted Mean. This is used in determining the responses shown from the five- point scale options of the respondent's survey questionnaires. This will also establish the respondents' mean score and determine their perception and comprehension level.

Ranking. The present study used the ranking for comparative purposes in sharing the significance of the analyzed items.

Z-Test. The z-test determines whether a finding or association is statistically significant in hypothesis testing. Specifically, it examines if two means are the same (the null hypothesis). A z-test only applies when the population's standard deviation is known, and the sample size is at least 30 data points.

RESULTS AND DISCUSSION

The demographic profile of the respondents.

The following tables showed the profiles of the 4th-year pre-service teachers at Batangas State University ARASOF-Nasugbu students. The results are separated into three (3) demographic profiles to highlight the emphasis of the study.

Table 4.1 presents the age.

Table 4.1 Age

Age	Frequency	Percentage
17-19	0	0%
20-22	121	86%
23 and above	20	14%
Total	141	100%

Based on the gathered data, the group comprising more than half of the respondents was between 20-22. It showed one hundred twenty-one 121 or eighty-six percent 86% of the total respondents, while those aged 23 and above were only twenty 20 or fourteen percent 14%. Moreover, there were no respondents aged 17-19; thus, it had the lowest percentage, zero 0 or zero percent 0%. Therefore, it is evident that most responders were between the ages of 20-22.

Table 4.2 shows the frequency distribution of respondents according to gender.

Table 4.2 Gender

Gender	Frequency	Percentage
Male	24	17%
Female	117	83%
Total	141	100%
Gender	Frequency	Percentage

According to the data gathered, there were around one hundred seventeen 117 female respondents, with a percentage of eighty-three percent 83% than the male respondents that were around twenty-four 24 or seventeen percent 17% of the total respondents. Thus, according to the collected data, most responders were female, while the male respondents had only a tiny number.

Table 4.3 displays the frequency distribution of respondents according to the type of high school they graduated from.

Table 4.3 The type of high school they graduated

School	Frequency	Percentage
Public	126	89%
Private	15	11%
Total	141	100%

Based on the data collected, one hundred twenty-six 126 respondents attended public school, with the highest percentage of eighty- nine percent, 89%. Moreover, only fifteen respondents took private school, which had the lowest total rate of eleven percent 11%. Therefore, it showed that most respondents were from the public rather than the private sector.

The attitudes of respondents toward code-switching.

Table 4.4 displays the attitude of respondents toward code-switching.

Table 4.4. The attitudes of respondents toward code-switching

Statements	Weighted Mean	Verbal Interpretation	Rank
1. I like to converse with my friends using Filipino and English during our Casual conversation.	4.34	Agree	1
2. In my English subject, I found it joyful since I can speak Filipino and switch to English from time to time.	3.74	Agree	5
3. I like to mix Filipino and English languages during classroom discussions.	3.72	Agree	6
4. I like to use a combination of Filipino and English during group activities.	3.88	Agree	4

5. I believe using both Filipino and English during class discussions makes learning English lessons easier and faster.	3.96	Agree	2
6. In using technological gadgets in school, I prefer using English and Filipino.	3.89	Agree	3
General Weighted Mean	3.92	Agree	

The table above shows the data about the attitudes of respondents toward code-switching. The results showed the data about the attitudes of respondents toward code-switching. Based on the gathered data, the first rank was "I like to converse with my friends using Filipino and English during our casual conversation." It had a weighted mean of 4.34 and was interpreted as agree.

The lowest or sixth in the rank was "I like to mix Filipino and English languages during classroom discussions," with a weighted mean of 3.72 and interpreted as agree.

The results of this research showed that students agree with each of the attitude indicators, including the finding that expressing oneself more efficiently while using a combination of Tagalog and English. It enables the students to understand the talks more quickly when both Tagalog and English are used in class, and blending the two languages when having class discussions has become a beneficial habit for the students because it makes it easier for them to express themselves.

The study by Castillejo, Calizo, and Maguddayao (2018) determined the influence of code-switching on students' English academic performance. It revealed that the students' attitudes toward code-switching and the English language are positive. It was also a great tool to use in teaching and learning. The results of their research showed that students agree with each of the attitude indicators, including the finding that expressing oneself more efficiently while using a combination of Tagalog and English. It enables the students to understand the talks more quickly when both Tagalog and English are used in class, and blending the two languages when having class discussions has become a beneficial habit for the students because it makes it easier for them to express themselves.

Test of significant differences between the respondents' attitudes toward code-switching when grouped according to their demographic profile.

Table 4.5 presents the significant difference between respondents' attitudes toward code-switching when grouped according to age.

Table 4.5. The attitudes of respondents toward code-switching when grouped according to their age

Statements	20-22 Weighted Mean	Verbal Interpretation	23 and above Weighted Mean	Verbal Interpretation
1. I like to converse with my friends using Filipino and English during our casual conversation.	4.35	Agree	4.30	Agree
2. In my English subject, I found it joyful since I can speak Filipino and switch to English from time to time.	3.77	Agree	3.60	Agree
3. I like to mix Filipino and English language during classroom decisions discussions.	3.75	Agree	3.50	Agree

4. I like to use a combination of Filipino and English during group activities.	3.96	Agree	3.40	Moderately Agree
5. I believe using both Filipino and English during class discussions makes learning English lessons easier and faster.	4.02	Agree	3.60	Agree
6. In using technological gadgets in school, I prefer using English and Filipino.	3.94	Agree	3.60	Agree
General Weighted Mean	3.97	Agree	3.67	Agree

The table above shows the significant difference between respondents' attitudes toward code-switching when grouped according to their age. The results showed the significant difference between respondents' attitudes toward code-switching when grouped according to their age. Based on the data gathered, the first statement revealed that those between the age of 20-22 agreed that "I like to converse with my friends using Filipino and English during our casual conversation," with a weighted mean of 4.35. At the same time, the age of 23 and above also agreed with a weighted mean of 4.30.

And the least or sixth statement revealed that those aged 20-22 agreed that "In using technological gadgets in school, I prefer using English and Filipino," with a total weighted mean of 3.94. At the same time, the age 23 and above also agreed had a weighted mean of 3.60 and was interpreted as agree.

Therefore, the results above presented the difference between the age of respondents' attitudes toward code-switching. It displayed that age 20-22 has a total general weighted mean of 3.97 and was interpreted as agree. At the same time, the age of 23 and above also agreed with a total general weighted mean of 3.67, proving that these attitudes are the habitual reason why the respondents code-switch in the classroom.

Table 4.6 shows the z-test on the attitudes of respondents toward code-switching when grouped according to their age.

Table 4.6. Z-test on the attitudes of respondents toward code-switching when grouped according to their age

Profile	Variables	Mean	p-value	Interpretation
	20-22	3.96556	0.18803	No Significant
Age	23 and above	3.66666		

As the corresponding p-value of 0.18803 is not less than 0.05, there is no statistically significant difference in respondents' attitudes towards code-switching when they are grouped according to their age, aged 20 to 22 and over 23. This result revealed that both ages showed the same manner toward switching codes to two languages, Filipino and English, specifically when discussing, communicating, and learning in English. Since the results demonstrated that most respondents' total mean is identical and only differs by a few points, they agree that they utilized code-switching for teaching and learning aspects.

Table 4.7 displays respondents' attitudes toward code-switching when grouped according to their gender.

Table 4.7 The attitudes of respondents toward code- switching when grouped according to their gender

Statements	Male Weighted Mean	Verbal Interpretation	Female Weighted Mean	Verbal Interpretation
1. I like to converse with my friends using Filipino and English during our casual conversation.	4.21	Agree	4.37	Agree
2. In my English subject, I found it joyful since I can speak Filipino and switch to English from time to time.	3.63	Agree	3.77	Agree
3. I like to mix Filipino and English language during classroom discussions.	3.58	Agree	3.74	Agree
4. I like to use a combination of Filipino and English during group activities.	3.79	Agree	3.90	Agree
5. I believe using both Filipino and English during class discussions makes learning English lessons easier and faster.	3.58	Agree	4.04	Agree
6. In using technological gadgets in school, I prefer using English and Filipino.	3.75	Agree	3.92	Agree
General Weighted Mean	3.76	Agree	3.96	Agree

This table presented respondents' attitudes toward code-switching when grouped according to gender. The results presented respondents' attitudes toward code-switching when grouped according to gender. Based on the results, the first statement revealed males agreed that "I like to converse with my friends using Filipino and English during our casual conversation," with a weighted mean of 4.21. At the same time, females had a weighted mean of 4.37 and were interpreted as agree.

Moreover, the least or sixth statement presented males agreed that "In using technological gadgets in school, I prefer using English and Filipino", with a total weighted mean of 3.75. At the same time, the females also agreed with a weighted mean of 3.92.

Therefore, the results above revealed the difference between the age of respondents' attitudes toward code-switching. It presented that males had a total general weighted mean of 3.73 and interpreted it as agree. At the same time, the females also agreed with a total general weighted mean of 3.92, showing that these attitudes are the causes of why the respondents code-switch in the classroom.

Table 4.8 presents the z-test on respondents' attitudes toward code- switching when grouped according to their gender.

Table 4.8. Z-test on the attitudes of respondents toward code-switching when grouped according to their gender

Profile	Variables	Mean	p-value	Interpretation
Gender	Male	3.75694	0.17216	No Significant
	Female	3.95726		

Based on the collected data, the p-value 0.17216 is greater than 0.05 and was interpreted as no significant difference in respondents' attitudes towards code-switching when grouped by gender. According to the results of the male and female, the results demonstrated that the responses of the majority of respondents are identical, with only minor variations in the total mean. This data showed that the gender of the respondents both had the same attitudes toward code-switching, especially in teaching and interaction.

Therefore, it was concluded that male and female respondents' attitudes toward code-switching generally showed that it enables them to act with convenience as it allows them to connect with their peers, teach, and learn efficiently.

Table 4.9 shows respondents' attitudes toward code-switching according to the type of high school they graduated from.

Table 4.9. The attitudes of respondents toward code-switching when grouped according to the type of high school they graduated

Statements	Public		Private	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. I like to converse with my friends using Filipino and English during our casual conversation.	4.30	Agree	4.67	Agree
2. In my English subject, I found it joyful since I can speak Filipino and switch to English from time to time.	3.69	Agree	4.20	Agree
3. I like to mix Filipino and English language during classroom discussions.	3.67	Agree	4.13	Agree
4. I like to use a combination of Filipino and English during group activities.	3.84	Agree	4.20	Agree
5. I believe using both Filipino and English during class discussions makes learning English lessons easier and faster.	3.92	Agree	4.33	Agree
6. In using technological gadgets in school, I prefer using English and Filipino.	3.87	Agree	4.13	Agree
General Weighted Mean	3.88	Agree	4.28	Agree

The table above displayed the attitude of respondents toward code-switching when grouped by the type of high school they graduated from. The results displayed the attitude of respondents toward code-switching when grouped by the type of high school they graduated from. Following the findings, the first statement revealed that the respondents who graduated from public agreed that "I like to converse with my friends using Filipino and English during our casual conversation," with a weighted mean of 4.30. At the same time, the respondents who graduated from private also agreed with a weighted mean of 4.67.

Moreover, the least or sixth statement presented that the respondents who graduated from public agreed, "In using technological gadgets in school, I prefer using English and Filipino," with a total weighted mean of 3.87. In contrast, the respondents who graduated from private has a weighted mean of 4.13, which is interpreted as agree.

Therefore, the results above revealed the difference between the attitudes toward code-switching of the respondents following the type of high school they graduated from. It presented that the respondents who graduated from the public have a total general weighted mean of 3.88, and is interpreted as agree. At the same time, the respondents who graduated from private also agreed with a total general weighted mean of 4.28, showing that these attitudes are the causes of why the respondents code-switch in the classroom.

Table 4.10 displays the z-test on respondents' attitudes toward code-switching when grouped according to the type of high school they graduated from.

Table 4.10. Z-test on the attitudes of respondents toward code-switching when grouped according to the type of high School they graduated

Profile	Variables	Mean	p-value	Interpretation
Type of High School Graduated	Public/ Private	3.88095/4.27777	0.01105	Significant

The data gathered showed that the p-value acquired a 0.01105 is less than 0.05. Thus, there was a statistically significant difference in respondents' attitudes toward code-switching when grouped by the type of high school they graduated from. In conclusion, the results revealed that the public and private school sectors differ. It can be determined in terms of the total mean that the respondents acquired. Generally, the data presented that the two types of schools had different impressions of code-switching, specifically when they utilized it in teaching, communicating, and learning.

The respondent's perception of code-switching during a classroom discussion.

Table. 4.11 presents the pre-service teacher's perception of code-switching during a classroom discussion.

Table 4.11. Pre-service teacher's perception of code-switching during a classroom discussion

Statements	Weighted Mean	Verbal Interpretation	Rank
1. The use of code-switching supports students to learn English.	4.06	Agree	4
2. The use of code-switching can help students to comprehend the materials provided to them.	4.09	Agree	1.5
3. The use of code-switching aids the student's understanding in terms of new English vocabulary.	4.09	Agree	1.5

4. The use of code-switching improves students' fluency and accuracy in speaking English.	3.94	Agree	6.5
5. Code-switching facilitates students' development of writing skills in English.	3.94	Agree	6.5
6. The use of code-switching provides meaningful transactions between teachers and students.	4.05	Agree	5
7. The use of code-switching aids the teachers to manage their time in discussing things.	4.08	Agree	3
General Weighted Mean	4.04	Agree	

The table above shows pre-service teachers' perception of code-switching during classroom discussions. The results showed pre-service teachers' perception of code-switching during classroom discussions. Based on the data gathered, two statements were in rank 1.5 where "The use of code-switching can help students to comprehend the materials provided to them" and "The use of code-switching aids the student's understanding in terms of new English vocabulary" has a weighted mean of 4.09 and interpreted as agree.

Then, the two statements ranked in least or in 6.5 were "The use of code-switching improves students' fluency and accuracy in speaking English" and "Code-switching facilitates students' development of writing skills in English," with a weighted mean of 3.94 and is interpreted as agree.

This data means that pre-service teachers viewed code-switching as a developer or a medium to enhance the speaking and writing of the students. These two statements were in the least rank, which revealed that these were different from their main views on code-switching since code-switching is commonly encountered in communicating.

In the study of Grumal & Guevarra (2019), the level of English proficiency among pre-service instructors was average. It was also determined that code-switching typically occurs during classroom duties and activities and that there is no correlation between code-switching and English proficiency level. However, they concluded that code-switching diminishes respondents' grammar and writing skills while enhancing their speaking and listening abilities. Therefore, the researchers suggested that code-switching should be minimized or avoided in grammar and writing, but it can be applied in conversing and listening.

The impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence.

Table 4.12 presents the impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence in terms of how frequently they use code-switching.

Table 4.12. The impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence in terms of how frequently they use code-switching

Statements	Weighted Mean	Verbal Interpretation	Rank
1. I can convey instructions more effectively.	4.16	Agree	6.5
2. I switch languages to deliver information or concepts to my students with ease.	4.16	Agree	6.5
3. I can interact with my students more.	4.21	Agree	2
4. I can get the attention of my students and motivate them.	4.18	Agree	4.5

5. Code- switching has become my teaching as my students need help understanding English smoothly.	4.18	Agree	4.5
6. I can engage my students to participate in our class discussions actively.	4.25	Agree	1
7. I can influence my students.	4.12	Agree	10
8. I can discipline my students well.	4.16	Agree	6.5
9. I can connect with my students in a second language.	4.16	Agree	6.5
10. I can help my students to understand our class discussion.	4.20	Agree	3
General Weighted Mean	4.18	Agree	

The table above displayed the impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence regarding how frequently they use code-switching. The results displayed the impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence regarding how frequently they use code-switching. Based on the gathered data, the first rank was "I can engage my students to participate in our class discussions actively," with a weighted mean of 4.25 and is interpreted as agree.

Moreover, in the result, the tenth in the rank was "I can influence my students," with a weighted mean of 4.12, and is interpreted as agree. It was concluded that code-switching impacts pre-service in a good which helps them to instruct and support the students to connect with the English language. Code-switching provides several ways to help students understand the second language.

Table 4.13 competencies as indicated by their communicative competence regarding their attitude to code-switching.

Table 4.13. The impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence in terms of their attitude to code-switching

Statements	Weighted Mean	Verbal Interpretation	Rank
1. I can convey instructions more effectively.	4.26	Agree	1.5
2. I switch languages to deliver information or concepts to my students with ease.	4.26	Agree	1.5
3. I can interact with my students more.	4.24	Agree	3
4. I can get the attention of my students and motivate them.	4.21	Agree	6.5
5. Code-switching has become my teaching as my students need help understanding English smoothly.	4.18	Agree	9
6. I can engage my students to participate in our class discussions actively.	4.22	Agree	5

7. I can influence my students.	4.19	Agree	8
8. I can discipline my students well.	4.21	Agree	6.5
9. I can connect with my students in a second language.	4.15	Agree	10
10. I can help my students to understand our class discussion.	4.23	Agree	4
General Weighted Mean	4.22	Agree	

The table above presented the impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence in terms of their attitude to code-switching. The results presented the impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence in terms of their attitude to code-switching. According to the gathered data, the impacts of the following factors on the respondents' teaching competencies as indicated by their communicative competence in terms of their attitude to code-switching, two statements ranked 1.5 were "I can convey instructions more effectively," and "I switch languages to deliver information or concepts to my students with ease." The statements had a weighted mean of 4.26 and were interpreted as agree.

And in the least or tenth in the rank was "I can connect with my students in a second language." It had a weighted mean of 4.15 and is interpreted as agree. These results showed that pre-service teachers often used code-switching because it helps them educate the students in the second language. Moreover, it was believed that code-switching could connect the students to learning the English language.

Hazaymeh's study (2022) states that most instructors approved code-switching in their classrooms because it performed a vital function in teaching and learning English. Teachers believed that code-switching positively affected instruction and language development in EFL classrooms by fostering a social atmosphere. It was also shown that codeswitching was effective in EFL courses and significantly impacted English learning and instruction. As a result, code-switching may be used as a language-learning approach, particularly in the early stages, to facilitate successful acquisition. Second, teachers should avoid overusing the first language and, where required, adopt code-switching to produce positive learning outcomes. In which code-switching will merely serve as a guide for the student's learning process.

Table 4.14 displays the respondents' competency level to the following teaching competencies indicated by their communicative competence in terms of how frequently they use code-switching.

Table 4.14. The level of competency of the respondents to the following teaching competencies indicated by their communicative competence in terms of how frequently they use code-switching

Statements	Weighted Mean	Verbal Interpretation	Rank
1. I can convey instructions more effectively.	3.41	Competent	1
2. I switch languages to deliver information or concepts to my students with ease.	3.32	Competent	9.5
3. I can interact with my students more.	3.33	Competent	7.5
4. I can get the attention of my students and motivate them.	3.32	Competent	9.5
5. Code-switching has become my teaching as my students	3.37	Competent	3.5

need help understanding English smoothly.			
6. I can engage my students to participate in our class discussions actively.	3.37	Competent	3.5
7. I can influence my students.	3.35	Competent	5
8. I can discipline my students well.	3.34	Competent	6
9. I can connect with my students in a second language.	3.33	Competent	7.5
10. I can help my students to understand our class discussion.	3.38	Competent	2
General Weighted Mean	3.35	Competent	

The table above shows the respondents' competency level to the teaching competencies indicated by their communicative competence regarding how frequently they use code-switching. The results showed the respondents' competency level to the teaching competencies indicated by their communicative competence regarding how frequently they use code-switching. Based on the gathered data, the first rank was "I can convey instructions more effectively." It had a weighted mean of 3.41 and was interpreted as competent.

Additionally, there were two statements that least in the ranked at 9.5, which were "I switch languages to deliver information or concepts to my students with ease" and "I can get the attention of my students and motivate them." with a weighted mean of 3.32, and was interpreted as competent. These results showed that pre- service teachers were competent and often used code-switching to connect, teach, and motivate students.

Table 4.15 presents the respondents' competency level to the following teaching competencies indicated by their communicative competence in terms of their attitude to code- switching.

Table 4.15. The level of competency of the respondents to the following teaching competencies indicated by their communicative competence in terms of their attitude to code-switching

Statements	Weighted Mean	Verbal Interpretation	Rank
1. I can convey instructions more effectively.	3.48	Competent	1
2. I switch languages to deliver information or concepts to my students with ease.	3.33	Competent	10
3. I can interact with my students more.	3.36	Competent	9
4. I can get the attention of my students and motivate them.	3.38	Competent	8
5. Code-switching has become my teaching as my students need help understanding English smoothly.	3.40	Competent	5.5
6. I can engage my students to participate in our class discussions actively.	3.45	Competent	2

7. I can influence my students.	3.42	Competent	4
8. I can discipline my students well.	3.40	Competent	5.5
9. I can connect with my students in a second language.	3.39	Competent	7
10. I can help my students to understand our class discussion.	3.44	Competent	3
General Weighted Mean	3.41	Competent	

The table above presented the respondents' competency level to the following teaching competencies indicated by their communicative competence in terms of their attitude to code-switching. The results presented the respondents' competency level to the following teaching competencies indicated by their communicative competence in terms of their attitude to code-switching. Based on the collected data, the statement that ranked 1 was "I can convey instructions more effectively." with a weighted mean of 3.48 and was interpreted as competent.

And the least or in the tenth rank was "I switch languages to deliver information or concepts to my students with ease." It had a weighted mean of 3.33 and was interpreted as competent. It revealed that pre-service teacher was skilled because it helped them educate the students in the second language. Moreover, it was believed that code-switching could connect the students to learning the English language.

The developed code-switching as a teaching strategy informational handbook to enhance the teaching competencies of pre-service teachers.

The handbook contained information about code-switching to help pre-service teachers acquire competency in the English language. The content included is about using code-switching as a teaching strategy and learning process. The following contents in the handbook are: What is Code-Switching, Code-Switching in Classroom Setting, Functions of Code-Switching, Suggestions for Teacher's Pedagogic Code-Switching, and Research Findings about Code-Switching.

CONCLUSION

Based on the findings of the researcher's study, the first thing they found is that the majority of the respondents used code-switching inside the classroom. Second, the respondent's attitudes toward code-switching are positive, that it helps them to teach, communicate, and manage the class properly. Third, there was no significant difference between the attitudes of the respondents toward code-switching when they were grouped according to their age. Fourth, there was also no significant difference between the attitudes of the respondents toward code-switching when they were grouped according to their gender. However, the researcher found that there was a significant difference between the attitudes of the respondents toward code-switching when they were grouped according to the type of high school they graduated from. Other than that, the majority of the respondents agreed that constant using of code-switching could help them to improve their teaching competencies, and the respondent's level of competency to code-switching was competent because it supports them to develop their teaching competencies which helps them to teach accordingly to the students. Thus, the developed handbook helped the students understand the proper usage of code-switching and how it can aid their fluency in the English language.

RECOMMENDATION

Based on the results of the study, the researchers recommended the developed code-switching as a teaching

strategy informational handbook may enhance pre-service teachers' teaching competencies without using code-switching in pedagogy. Evaluate the code-switching as a teaching strategy informational handbook to identify if it can aid in disciplining everyone in communicating without code-switching and lessen its use in the classroom. Lastly, for further studies, a follow-up study can be conducted to determine what other teaching competencies may be influenced by code-switching.

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