



LEARNERS' PERCEPTIONS ON TEACHERS' CODE-MIXING DURING ENGLISH CLASSES: BASIS FOR AN ENHANCED SCHOOL ENGLISH PROGRAM

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Article DOI: <https://doi.org/10.36713/epra6966>

DOI No: 10.36713/epra6966

INTRODUCTION

In Executive Order No. 210, s 2003 titled "ESTABLISHING THE POLICY TO STRENGTHEN THE USE OF THE ENGLISH LANGUAGE AS A MEDIUM OF INSTRUCTION IN THE EDUCATIONAL SYSTEM", it was ordered by then President Gloria Macapagal Arroyo to develop the aptitude, competence and proficiency of students in the English language to maintain and improve their competitive edge in emerging and fast-growing local and international industries, particularly in the area of Information and Communications Technology [ICT] as well as to strengthen the use of the English language as a medium of instruction which will depend on the improvement of the entire educational system, particularly in the training of educators and the provision of learning materials and resources. One of the policies in the said Executive Order states that (as provided for in the 2002 Basic Education Curriculum), English shall be used as the medium of instruction for English, Mathematics and Science from at least the Third Grade level.

According to the article "State of English in the Philippines: Should We Be Concerned?" written by Mike Cabigon (2015), the Philippines is recognized globally as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language. English has always been one of the official languages of the Philippines and is spoken by more than 14 million Filipinos. It is the language of commerce and law, as well as the primary medium of instruction in education. Proficiency in the language is also one of the

country's strengths that has helped drive the economy and even made the Philippines the top voice outsourcing destination in the world, surpassing India in 2012. The influx of foreign learners of English is also on the rise due to the relatively more affordable but quality English as a Second Language (ESL) programs being offered locally.

Though the teaching and learning of English has been strengthened in the country, still there are some concerns revolving around it. One of which is code-mixing. Blom and Gumperz (1972) say that code mixing is behavior element from one code become to some extent integrated into another. One code, the base code, is normally dominant, and speakers use the second code in additive fashion. Elements from the latter code tend to be some extent assimilated and consequently are used less consciously. In that context, this current study will explore learners' perceptions towards code-mixing of teachers during their classes in English. It will explore whether the learners find it beneficial or detrimental when their English teachers code-mix in class which can serve as basis for an enhanced school English program.

Specifically, this study will seek answers to the following questions:

1. What are the perceptions of Grades 7-10 learners on teachers' code-mixing in their English classes in terms of:
 - a. Vocabulary Development;
 - b. Grammar Awareness; and
 - c. Reading Comprehension
2. What is the over-all perception of Grades 7-10 learners on teachers' code-mixing?



3. What proposed school English program can be crafted based on the perceptions of the learners?

This study can lead to the improvement of the English teaching-learning process. The results of the study are expected to be significant and of help to both teachers and students to look at code-mixing as an opportunity to improve the teaching and learning of English especially now in the New Normal Education setup and be taken into consideration in the crafting of the school English program. This study is confined to explore the learners' perceptions towards code-mixing of teachers in their English classes. The respondents are selected learners from Grades 7-10 in Lumban National High School in the Division of Laguna. Ten (10) Grade 7 learners, ten (10) Grade 8 learners, ten (10) Grade 9 learners and ten (10) Grade 10 learners with a total of 40 learners are the subjects of this study. Their perceptions will be asked and utilized in crafting the English program of Lumban National High School.

The following terms will be used by the researcher in the duration and completion of the study. These serve as key words in the attainment of the desired results by the researcher.

Perceptions. In this study, perceptions refers to the mental impressions of the respondents.

Enhanced. It means improved the quality, value or extent of.

School English Program. In this study, school English program refers to the crafted program of Lumban National High School focusing on the teaching of English.

Vocabulary Development. It is defined as a process by which learners acquire words and learn how to use them.

Grammar Awareness. It is defined as the ability to reflect on and intentionally manipulate the grammatical structure of the language.

Reading Comprehension. It is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

REVIEW OF RELATED LITERATURE AND STUDIES

The following related literature and related studies are reviewed to gain some insights on the conduct of the study to be able to enrich its content.

According to Wikipedia.org, Code-mixing is the mixing of two or more languages or language

varieties in speech. Some scholars use the terms "code-mixing" and "code-switching" interchangeably, especially in studies of syntax, morphology, and other formal aspects of language. Others assume more specific definitions of code-mixing, but these specific definitions may be different in different subfields of linguistics, education theory, communications etc.

Code-mixing is similar to the use or creation of pidgins; but while a pidgin is created across groups that do not share a common language, code-mixing may occur within a multilingual setting where speakers share more than one language.

Code mixing Code mixing is defined as a symptom mixing of language usage due to changing speech situation. According to Kridaklaksana (1982), the code mix is:

- a. The use of a language unit from one language to another forextend the style of the language or the variety of languages, the use of words, clauses, Idioms, greetings, and so on; and
- b. Interference.

According to Nababan (1994:32), Code Mixing is the situation where the speakers mix the language or kind of language in a speech act without a situation or condition that need a mixing of language. Holmes (1982:32) explained that code mixing is the use of two languages in a speaking. Code mixing talks about the situation where one language mixes with another language. The mixing of language can be in word, phase, clause and sentences form.

Subyakto (1992) said that code mixing in the use of two language or more, language varieties in relax situation between the speaker with other people who has a close relationship to each other. Wardough (1986:103) assert that code mixing occurs when conversation use both languages together to the extent that they key change from one language to the other in the course of a single utterance. It correlates positively with the educational attainment of individuals.

Kachru in Suwito's book stated that code mixing is using two languages or more by inserting one language particle to other language particle in one expression.

According to Ansar (2017) in her study titled "Code Switching and Code Mixing in Teaching-Learning Process" Code-mixing is the other phenomenon closely related to code-switching. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items. We could not avoid that the first language is a big effect in second language. Interaction and mixing between languages result in various languages. Most of



the people in the society mix their language with other language by borrowing or using pieces of foreign languages even sometimes they are still influenced by first language.

Kachru in Nursjam (2004) defines code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

Related to Kachru defines above, it can be seen the reality in the class, when students saying something in English, they mix some language in the sentence that they combine the language between English and their first language.

According to Ansar (2017) in her study titled "Code Switching and Code Mixing in Teaching-Learning Process" Many teachers make code mixing and code switching in different level of students. It depends on situation, topic and participant, but in reality teacher dominantly makes code switching in advance of student than in low level. The teacher should know and understand when they should emphasize the language in order the students understand what he/she means by code switching and code mixing. Finally, code-switching and mixing is as a strategy to support the students to develop their ability in foreign language learning.

As claimed by Waris (2012) in his study titled "Code Switching and Mixing (Communication in Learning Language), teachers' use of code switching or code mixing is not always performed consciously, which means that the teacher is not always aware of the

functions and outcomes of the code switching or code mixing processes. Therefore, in some cases these may be regarded as automatic and unconscious behavior. Nevertheless, either conscious or not, these processes necessarily serve some basic functions which may be beneficial in language learning environments.

METHODOLOGY

The descriptive method of research will be used in this study. According to Gay (1992: 217), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. Descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population. Data for this study will be collected through 5-point Likert scale questionnaires which will be consisted of five (5) statements per skill (vocabulary development, grammar awareness and reading comprehension) with a total of fifteen (15) statements. The online questionnaire will be developed by the researcher.

RESULTS AND DISCUSSION

1. What are the perceptions of Grades 7-10 learners on teachers' code-mixing in their English classes in terms of:
 - a. Vocabulary Development;
 - b. Grammar Awareness; and
 - c. Reading Comprehension

Learners' Perceptions on Teachers' Code-Mixing During English Classes

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree

	5	4	3	2	1
I. Vocabulary Development	SA	A	N	D	SD
1. I can learn new words when my teacher defines them using English and Tagalog.	24 60%	15 37.5%	1 2.5%	0 0%	0 0%
2. I can understand the meanings of words when my teacher gives examples in English and Tagalog.	23 57.5%	14 35%	3 7.5%	0 0%	0 0%
3. I can use new words in sentences when my teacher discusses them using English and Tagalog.	21 52.5%	18 45%	1 2.5%	0 0%	0 0%
4. I can recognize synonyms of words when my teacher explains them using English and Tagalog.	12 30%	24 60%	4 10%	0 0%	0 0%
5. I can recognize antonyms of words when my teacher explains them using English and Tagalog.	12 30%	26 65%	2 5%	0 0%	0 0%
	46%	48.5%	5.5%	0%	0%



As reflected on the table of responses, when it comes to Vocabulary Development, 46% of the respondents gave a Strongly Agree response, 48.5% Agree, 5.5% Neutral, 0% Disagree and 0% Strongly Disagree, respectively.

	5	4	3	2	1
II. Grammar Awareness	SA	A	N	D	SD
1. I can understand grammatical rules when my teacher discusses them using English and Tagalog.	11 27.5%	25 62.5%	4 10%	0 0%	0 0%
2. I can construct grammatically correct sentences when my teacher discusses the rule or format using English and Tagalog.	9 22.5%	27 67.5%	4 10%	0 0%	0 0%
3. I can identify different parts of speech when my teacher discusses them using English and Tagalog.	13 32.5%	21 52.5%	6 15%	0 0%	0 0%
4. I can proofread sentences when my teacher explains the rules using English and Tagalog.	12 30%	24 60%	4 10%	0 0%	0 0%
5. I can identify sentence structure and the elements of it when my teachers explains the rules using English and Tagalog.	14 35%	22 55%	3 7.5%	1 2.5%	0 0%
	29.5%	59.5%	10.5%	0.5%	0%

As reflected on the table of responses, when it comes to Grammar Awareness, 29.5% of the respondents gave a Strongly Agree response, 59.5% Agree, 10.5% Neutral, 0.5% Disagree and 0% Strongly Disagree, respectively.

	5	4	3	2	1
III. Reading Comprehension	SA	A	N	D	SD
1. I can link literary texts to personal experiences when my teacher explains the texts using English and Tagalog.	12 30%	19 47.5%	8 20%	1 2.5%	0 0%
2. I can identify the characters in a story when my teacher discusses the story using English and Tagalog.	19 47.5%	19 47.5%	2 5%	0 0%	0 0%
3. I can get the theme or central idea of a story when my teacher explains it using English and Tagalog.	19 47.5%	18 45%	3 7.5%	0 0%	0 0%
4. I can summarize a story when my teacher discusses it using English and Tagalog.	14 35%	21 52.5%	5 12.5%	0 0%	0 0%
5. I can visualize literary texts when my teachers discusses them using English and Tagalog.	13 32.5%	22 55%	5 12.5%	0 0%	0 0%
	38.5%	49.5%	11.5%	0.5%	0%

As reflected on the table of responses, when it comes to Reading Comprehension, 38.5% of the respondents gave a Strongly Agree response, 49.5% Agree, 11.5% Neutral, 0.5% Disagree and 0% Strongly Disagree, respectively.

2. What is the over-all perception of Grades 7-10 learners on teachers' code-mixing?

	5	4	3	2	1
	SA	A	N	D	SD
Vocabulary Development	46%	48.5%	5.5%	0%	0%
Grammar Awareness	29.5%	59.5%	10.5%	0.5%	0%
Reading Comprehension	38.5%	49.5%	11.5%	0.5%	0%
	38%	52.5%	9.17%	0.33%	0.0%



The table above shows the summary of responses in all the skills. Thirty-eight (38%) of the respondents gave a Strongly Agree response, 52.5% Agree, 9.17% Neutral, 0.33% Disagree and 0% Strongly Disagree, respectively.

The results above are supported by the results of the study of Al-Khawaldeh et.al. (2016) titled "Mechatronics Engineers' Perception of Code Mixing: Philadelphia University and Hashemite University as a Case Study". The participants in their study found code mixing fascinating and believed that code mixing might have a positive impact on their learning as it helps them better understand the topic. The instructors revealed that code mixing fulfill a set of functions that serve the educational process.

3. What proposed school English program can be crafted based on the perceptions of the learners?

Based on the results of the study, the researcher proposes to consider code-mixing in the medium of instruction of English teachers in Lumban National High School during the conduct of their classes. Learners find code-mixing as an opportunity to better understand and comprehend lessons in English. They do not mind their English teachers code-mixing in their classes as long as they understand the lessons. In the crafting of the school English program, English teachers should not be obliged to speak in straight English for some learners may not be able to comprehend. English teachers may code-mix as long as the competencies of the lessons are not sacrificed and the target objectives are met.

CONCLUSIONS

In view of the aforementioned results, the research has drawn the following conclusions:

1. Most of the learners gave a response of Agree to their English teachers' code-mixing when it comes to Vocabulary Development, Agree when it comes to Grammar Awareness and Agree when it comes to Reading Comprehension.
2. Over-all, the learner-respondents Agree to their English teachers' code-mixing in their classes.
3. English teachers may code-mix as long as the competencies of the lessons are not sacrificed and the target objectives are met. This policy can be included in the School English Program.

RECOMMENDATIONS

In the light of the foregoing conclusions of this study, the following recommendations are offered:

1. A study about teachers' perceptions on learners' code-mixing in their English classes may be conducted.

2. Code-mixing should be allowed in English classes as long as the competencies and objectives of the lessons are taken into consideration.

3. Learners' perceptions should be considered in crafting and developing the school English program.

These recommendations are supported by the study of Gürleyik and Akdemir (2018) in their study titled "Guiding Curriculum Development: Student Perceptions for the Second Language Learning in Technology-Enhanced Learning Environments". As reflected in the results of their study, understanding the perceptions of students is important to develop the curriculum or program.

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