

**CODE-SWITCHING AS A LANGUAGE TEACHING STRATEGY
BASED ON THE GRAMMAR-TRANSLATION METHOD
FOR COMPREHENSION ENHANCEMENT**

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Major in English

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APPROVAL SHEET

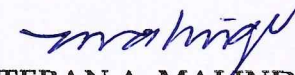
In partial fulfillment of the requirements for the degree of Master of Arts in Education major in English, this thesis entitled **"CODE-SWITCHING AS A LANGUAGE TEACHING STRATEGY BASED ON THE GRAMMAR-TRANSLATION METHOD FOR COMPREHENSION ENHANCEMENT"** has been prepared and submitted by **ALJUN A. DESOYO** who is recommended for Oral Examination.

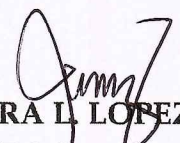
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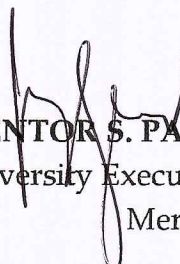
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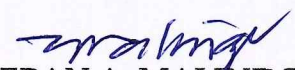

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AJ DE

DEDICATION

To my source of inspiration,

my beloved family:

Mama Alma and Papa Junior;

my siblings, Niño, Ben Kaicer, Riva, and Jade;

my Lola Conchita and Lola Saria;

my nieces, Jayl and Jea; and

my nephew, Red;

this piece of work is profoundly dedicated just for you.

God's divine power is behind all my strength.

ABSTRACT

This study aimed to investigate the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement to the Grade-7 students of Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte. It lasted for four (4) weeks from February 12 to March 12, 2019 during the school year 2018-2019. The true-experimental design was used, employing the pre-test and post-test scheme. Since the experiment aimed to examine the effectiveness of code-switching, in comparison with the English-only-policy approach, there was a need to measure achievement through 50-item pre-test and post-test. Mean ratings of the students in both groups in the achievement test were analysed. The findings showed that the achievement of the control and experimental group was the same in the pre-test; teaching capitalization was satisfactory, and teaching punctuation, grammar and sentence structure was fairly satisfactory, and teaching word usage was satisfactory. The result of the post-test of the control group were: teaching capitalization was very satisfactory; teaching punctuation was very satisfactory; teaching grammar was very satisfactory; teaching sentence structure was very satisfactory; teaching word usage was very satisfactory; and the combination was very satisfactory. Based on the findings and conclusions of this study, the researcher recommends the following: (a) Since the code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement was shown to be effective, the researcher recommends using it as a technique in teaching especially on the basic language competencies.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The English language has become a fundamental part in the society as it is considered the international language that is used among non-native speakers around the globe. Being able to speak and understand several languages, English has been regarded by Filipinos as their second language (Bernardo, 2005).

As identified, Filipino language is comprised of numerous vernaculars being spoken in the different regions of the country. It is no longer different if teachers and students combine the international language to their native tongue (Nolasco, 2008). Besides, in the English language classrooms, learners with the same first language regularly start dialogues in the new language with very diminutive preceding acquaintance of the language trained.

Using English in classrooms, a student, in communication, can progressively start to build and create distinctiveness as a consumer of the first language. Though the guiding principle in English language organizations stresses that English instructors and learners to use only English in teaching, the actual classroom exercise might not be the same (Probyn, 2010). A teacher uses various strategies and methods to effectively teach the students. One of the strategies employed is the code-switching based on the grammar-translation method (Bautista, 2004).

In grammar-translation classes, learners learn linguistic procedures and then use those procedures by changing the words from one language into another language. On the other hand, code-switching is the way of switching between languages in different settings, ideas, and statements. In education, code-switching is the practice of moving back and forth between two languages or between two dialects or registers of the same language at one time. Language students in situations employing communicative language teaching method acquire and exercise the target language through communication with one another and the teacher, the study of "authentic texts" - those printed in the target language for purposes other than language learning, and through the use of the language both in and outside of the class (Carvajal, 2013).

It is a world that bilingualism is present in practically every country of the world, in all classes of society and in all age groups. Moreover, it is difficult to find a society that is genuinely monolingual, since bilingualism is a phenomenon that has existed since a very early stage of human history (Grosjean, 2001). Moreover, educators continue with and are constantly experimenting on new methods of teaching and learning which aim at improving the quality of education and ultimately, the quality of citizens. Since the code-switching is the method to be used in enhancing student's comprehension on this study, the basic language competencies will be the main subjects of allowing students to improve their understanding of the target language.

As stipulated in the English 7 Teacher's Guide by the Department of Education, the lesson deals most with the basic language competencies: capitalization, punctuation, grammar, sentence structure, and word usage. These allow students to know and comprehend the information that is required of them as well as to gain a strong foundation in learning and even mastering the English language. Although the learning outcomes isolate these components, language competence should be developed through classroom learning activities that focus on meaningful uses of the language and on language in context. The vocabulary, grammatical structures, text forms, capitalization, punctuation and social conventions necessary to carry out each task will be taught, practiced, and assessed as students are involved in various aspects of the task itself, not in isolation.

Thompson (2003) also studied teachers and students and found out that the respondents find it difficult to converse in pure Tagalog or pure English sentences which results to poor comprehension and lack of understanding of the different disciplines. Thus, they resorted to mixing the two languages in order to convey their messages, to facilitate comprehension, and to understand with ease.

Besides, not all Filipino learners are capable of learning English through an English-only-policy (EOP) mode of instruction due to the huge linguistic differences between the English language and the Philippine national language, *Filipino* as well as other native Philippine languages which are the students' mother tongues (Bernardo, 2005). Thus, there is a big gap between a Filipino

student's mother tongue and the English language which is a foreign language to Filipino students, and the learning process wherein the comprehension skill is one to be considered the most.

In the Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte, despite the strategic interventions done by the English teachers to improve the comprehension level of the students, the comprehension still appears to be below 75% as seen in the Mean-MPS result of 56.23% for Grade 7 students for school year 2015-2016. This may have increased to 61.45% in school year 2016-2017 but also lessened to 58.91% in the school year 2017-2018. Hence, the situation needs preferential attention to address the problem.

To address the issue, the researcher was prompted to find out if a classroom that uses code-switching as a language teaching strategy based on the grammar-translation method achieves higher learning levels compared to English-only-policy teaching.

Statement of the Problem

This study aimed to investigate the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement among Grade 7 students of Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte during the School Year 2018-2019.

Specifically, this research sought answers to the following questions:

1. What is the pre-test mean score of the control group along the identified language competencies?
 - 1.1. Teaching Capitalization;
 - 1.2. Teaching Punctuation;
 - 1.3. Teaching Grammar;
 - 1.4. Teaching Sentence Structure; and
 - 1.5. Teaching Word Usage.
2. What is the pre-test mean score of the experimental group along the identified language competencies?
 - 2.1. Teaching Capitalization;
 - 2.2. Teaching Punctuation;
 - 2.3. Teaching Grammar;
 - 2.4. Teaching Sentence Structure; and
 - 2.5. Teaching Word Usage.
3. Is there a significant difference between the pre-test mean score of the control and experimental groups?
4. What is the post-test mean score of the control group along the identified language competencies?
 - 4.1. Teaching Capitalization;
 - 4.2. Teaching Punctuation;

- 4.3. Teaching Grammar;
 - 4.4. Teaching Sentence Structure; and
 - 4.5. Teaching Word Usage.
5. What is the post-test mean score of the experimental group along the identified language competencies?
- 5.1. Teaching Capitalization;
 - 5.2. Teaching Punctuation;
 - 5.3. Teaching Grammar;
 - 5.4. Teaching Sentence Structure; and
 - 5.5. Teaching Word Usage.
6. Is there a significant difference in the post-test mean score of the control and experimental groups?
7. What are the teaching-learning experiences of teachers in using code-switching as a language teaching strategy based on the grammar-translation method?

Noticeably, there are a number of matters that need watchful investigation concerning the effectiveness of code-switching as a language teaching strategy based on grammar-translation method for comprehension enhancement of Grade 7 students at the Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte.

Null Hypotheses

The following null hypotheses were tested:

1. There is no significant difference in the level of comprehension of the respondents in the control group in terms of **pre-test and post-test mean scores**.
2. There is no significant difference in the level of comprehension of the respondents in the experimental group in terms of **pre-test and post-test mean scores**.

Theoretical Framework

Two theoretical perspectives have dominated the study of code-switching as a language teaching strategy: Language Acquisition Theory and Language Comprehension Development.

Innumerable principles were drawn to monitor the study: among them are theories of language acquisition (Crane, Yeager & Whiteman, 1981). According to Imitation Theory, children acquire language by listening to the speech around them and replicating what they hear. This theory expounds that language acquisition entails memorizing the words and sentences of some languages. The impression is that, obtaining language is the process of learning to emulate the discourse. Children must catch those words used by other speakers and then replicate or copy them.

Thorndike (1911) conversed that, a child creates a great variety of sounds impulsively. Some of these sounds bring to mind words and are satisfied by the child's environment. Also, the child studies to use the content sounds in similar states to attain comparable outcomes. Thorndike deliberated the option that a child may mechanically feel gratification at manufacturing a sound similar to the one that rings in the ears of recall and the sense. This was demonstrated through the data collection where most students in class spoke the language which they heard. Meaning that, students were able to reproduce the language they heard around in the classroom from their teacher.

Advocate of the theory could account for this by appealing that language is challenging to master and so child's first effort at duplicating various words or sentence structures and the organizations were not seamless. This is not shocking, since learning to speak need much speaking and working as the course of learning to express is like learning to work (Stewart & Vaillette, 2001).

Conversely, Thorndike contended by quoting instances of children learning from adults that, frequently, they would distort words and use grammar that they have never heard from adults. Report like "my mom buyed this toy for me" is an example. The parents do not use the term 'buyed' in place of 'bought' (Thorndike, 1911).

On the other side, language comprehension development in the Philippine educational context can be related with Vygotsky's theory, since the syllabus states that students should comprehend and understand spoken

English, as well as to “express themselves and communicate in speech in English” (Skolverket, 2011:32). In order to do so, students need to participate in oral dialogues, such as pair discussions or group work. Vygotsky’s theory situates that learners’ language and comprehension skills grow within the learner’s zone of proximal development (ZPD). A learner’s zone of proximal development denotes to the zone where it is probable for progress to occur. An example from Vygotsky (1986:87) is two children whose mental age is eight. Both of the children received a problem harder than they could solve individually. Yet, with provision, one of the children could solve tasks envisioned for twelve years old, while the other child could only answer problems intended for nine years old. This specifies the ZPD: “the inconsistency among a child’s real mental age and the level he reaches in solving problems with aid” (Vygotsky, 1986:187). Likewise, a student’s zone of proximal development is essential to recognize since “learners can only profit from support if they are in the ZPD” (Harmer, 2007:59). This means that learners in the language classroom will exclusively advance their language learning and conception if they are learning at a stage above their existing level of knowledge with the sustenance of other students or educators. As for instance, in the English classroom, it is critical that the teacher knows the individual student’s growth and give the students responsibilities. Consequently, if the tasks are too easy, the students will not develop their language learning; the same goes if the problems are too problematic for the learners to comprehend with provision. Additionally, when conversing language

comprehension development in this research, the researcher discusses to the all-round communicative services stated in the syllabus for English in secondary school, with focus on speaking and comprehension.

Hence, in this research, when discoursing language comprehension development, the researcher mentions the communicative skills focused on speaking and comprehension which are cited in the program for secondary school in English. Also, the focus is on Vygotsky's theory about language learning, since the language learning that is being inspected is linked to a sociocultural standpoint and, thus, also about learners' zone of proximal development.

Conceptual Framework

Figure 1 shows the conceptual framework of the study which presents the research process.

At the base of the frame is a box which stands for the respondents of the study. As presented, this study involved the Grade-7 students of Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte enrolled during the school year 2018-2019. This box is connected by an arrow to a bigger frame which encloses two boxes.

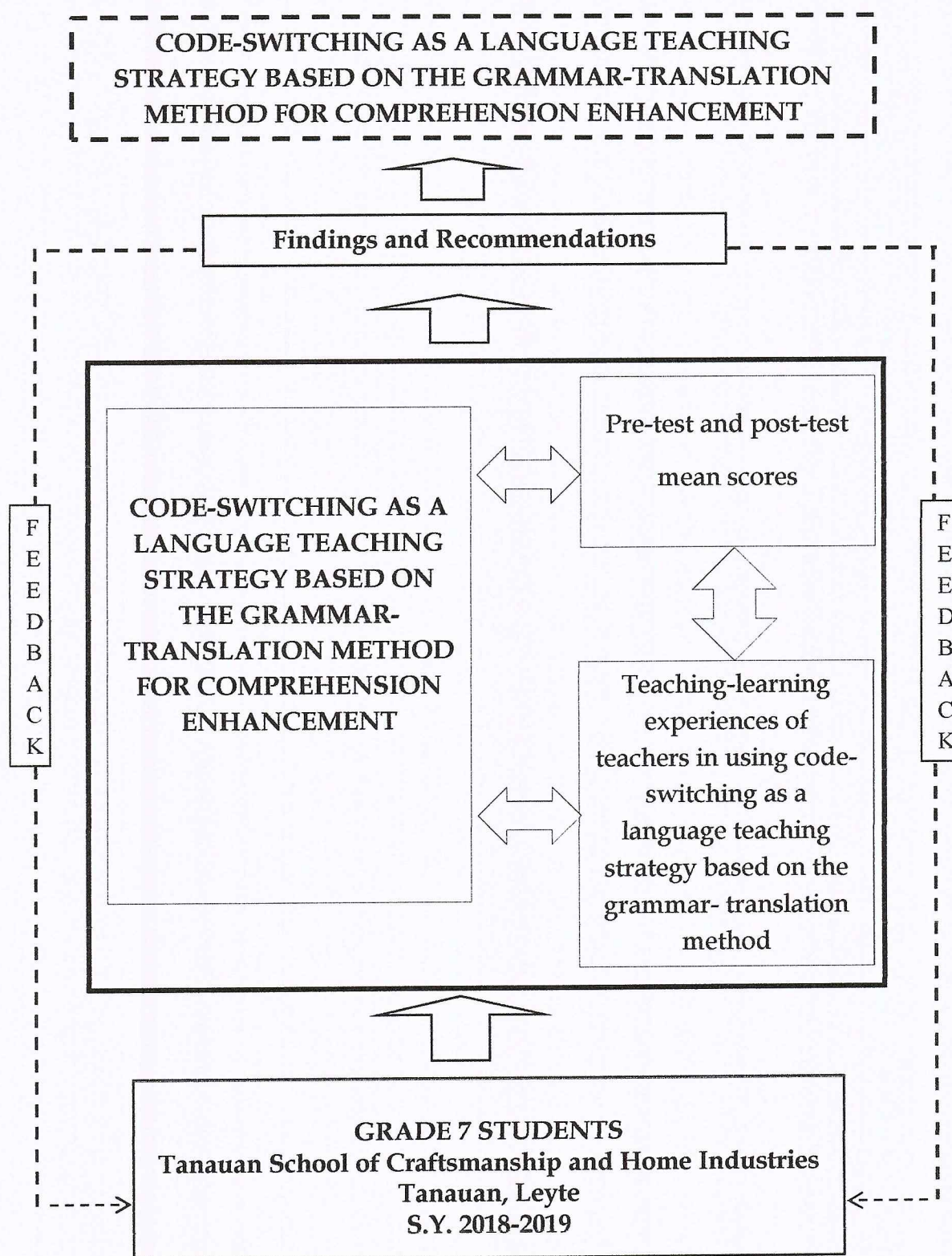


Figure 1: Conceptual Framework of the Study

The box at the left represents code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement.

The same box is connected to two smaller boxes to the right representing student-respondents' level of comprehension in the control and experimental groups in the pre-test and post-test mean scores and the teaching-learning experiences of teachers in using code-switching as a language teaching strategy based on the grammar-translation method using two-way arrows indicating that correlational analysis has been performed between the variables contained in each box.

This big frame is connected upward to a smaller box representing the findings and recommendations.

The smaller box representing the findings and recommendations is also connected downward to the bottom frame which indicates the feedback mechanism of the study, then, to the next upper box representing the goal of the study which is the effectiveness of code-switching language teaching strategy based on the grammar-translation method for comprehension enhancement.

Significance of the Study

The result of the study is beneficial to the following:

English Teachers. The result of the study leads the English teachers to introspect unto themselves on how they could serve as models to their students

by adhering to the use of English. Teachers can use the result of this study to make themselves sensitive to the needs of the students who are the primary factors to be considered in creating worthwhile communication and learning activities.

Students. The outcome of this study will profit students get motivated and determined to be more passionate in understanding the use of the English language in and out of the classroom setting and expand their holistic being.

Parents and Administrators. Through the findings of this study, parents and administrators will appreciate the use of English and accept the demands and challenges of the language. The result of this study will necessitate them to embrace the issues of code-switching and lessen their antagonistic perception of the language. Through the result of this research, the community will extend their positive support for their children to be enlightened about the benefits they could receive from learning the English language.

Content Area Teachers. This study will be of help to the teachers or instructors in any learning institution in modifying existing language policies or developing new ones concerning the role of code-switching in the classroom.

Future Researchers. The future researchers in the field of teaching may use the findings of this study to link other future research and use it as reference to other related studies for their related scholarly research.

Scope and Delimitations of the Study

This study investigated the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement.

This involved 60 Grade-7 students and two English teachers of Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte. The Grade 7-students were chosen because of the transition of the learning process from primary to secondary. The basic language competencies included in this study were limited to capitalization, punctuation, grammar, sentence structure, and word usage.

The 60 students were divided into a comparable group of 15; each group matched using grades during the first and second quarter. The control group was exposed to the English-only-policy approach, while the experimental group was exposed to the code-switching as a language teaching strategy.

A teacher-made test was used as the main data gathering tool to gather the data needed for this study. This study was conducted during the school year 2018-2019.

Definition of Terms

The following terms are given conceptual as well as operational definitions to offer better understanding to the readers:

Capitalization. This refers to writing a word with its first letter as a capital letter (uppercase letter) and the remaining letters in lower case, in writing systems with a case distinction. The term also may refer to the choice of the casing applied to text.

Code-Switching. Conceptually, this refers a multifaceted, experienced dialectal scheme used by multilingual speakers to express significant communal implications above and beyond the referential content of an expression (Gross, 2006). Operationally, this term refers to the co-existence of diverse language variations within a lone setting or dialogue to better converse with speakers and to assist dissimilar communicative commitments in listening and speaking.

Comprehension. Conceptually, this term refers to the active process and the reader must interact and be engaged with the text for it to work well (Kruidenier, 2002). Operationally, this refers to the capacity of the mind to perceive and understand the meanings conversed through oral or written communication.

Control Group. Operationally, this term refers to a baseline group that receives no treatment or a neutral treatment. To assess treatment effects, the experimenter compares results in the control group.

Experimental Group. Operationally, this term refers to the group in an experiment that receives the variable being tested.

Grammar. Operationally, the term refers also to the study of such rules and this field includes phonology, morphology, and syntax, often complemented by phonetics, semantics and pragmatics.

Grammar-Translation Method. Operationally, this term refers to a method of second language instruction based mostly on the translation of passages from the native language into the target language.

Punctuation. Conceptually, the term refers to one of the paralinguistic graphological properties of a text which helps the same way as suprasegmental features (Al-Qinai, 2013:2). Operationally, the term refers to the use of spacing, conventional signs and certain typographical devices as aids to the understanding and correct reading of written text whether read silently or aloud.

Sentence Structure. Conceptually, this term refers to the linguistically demanding task in which students must use syntactic knowledge to generate text by combining words into groups (Saddler, 2012). Operationally, this term is the way a sentence is arranged, grammatically. The sentence structure of your writing includes where the noun and verb fall within an individual sentence.

Word Usage. This refers to how a word, phrase, or concept is used in a language. Lexicographers gather samples of written instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning (Krizan, 2011).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

Related Literature

The discussions in this section are taken from the ideas of authors of books, journals and other reference materials that deal with code-switching as a language teaching strategy based on the grammar-translation method.

Based on the comprehensive body of investigation on code-switching, it is extremely granted that code is the overall authority term for languages, dialects, styles and registers. As Wardhaugh (2006) quantifies, code is “the specific dialect or language that a human being chooses to use on any occurrence, a scheme used for communication between two or more parties” (p. 84).

A search of the Linguistics and Language Behavior Abstracts Database (2005) displays that over 1,800 articles were distributed on the subject of code-switching in each division of linguistics, practically (Nilep, 2006). One of the first definitions of code-switching by Hymes (1977) denotes that code-switching is “the alternate use of two or more languages, varieties of a language, or even speech styles” (p.103).

Another projecting description of code-switching is articulated by Myers-Scotton (1988) who asserts that code switches are linguistic varieties which are “consultations of private Rights and Obligations (RO) relative to those of other

participants in a talk exchange" (p. 178). Her explanation of the moralities and responsibilities lies in considering the outlooks, present condition, and feelings of the audience member. Though, on form that such understanding is realized, the speaker may start his/her substituting of the code. In the final saying, it is vital to take into account that code-switching is seen as a functionally stirred development rather than an accidental one (McKay & Hornberger, 2009).

Code-switching can be categorized from both a collective and a syntactic viewpoint. One of the leading sociolinguistic readings of code-switching (Blom & Gumperz, 1972) acknowledged two basic types, namely metaphorical and situational code-switching, although this classification was later widened to include a third type, namely conversational code-switching (Blom & Gumperz, 1972). As pointed out, the term code-switching in this perspective is used to signify a bilingual communicative approach comprising of another use of two languages in the same discussion, even within the same statement/judgment (Hamers & Blanc 2000:266). In this piece, a division is made between situational and metaphorical code-switching. Following this, a narrative of code-switching as a conversational plan is specified. Lastly, a structural peculiarity is made between intra, inter- and extra-sentential code-switching.

Situational code-switching happens when the language used deviates according to the conditions in which the conversants find themselves: they

communicate one language in one state and another in a diverse one (Wardhaugh 1998:103).

Downes (1998:83) presents the idea of 'functional specialization' and the presence of 'spheres of language.' This is in line with his disputation that diversities have different usages and when a speaker takes a specific code, they can be ratifying a purpose to redefine the status quo in which they are sharing. Nilep (2006:8) assumes Blom and Gumperz' (1972) affirmation that communal proceedings, defined in terms of contributors, situation and theme, confine the collection of philological variables.

Conversely, Wardhaugh (2006:106) uses the term "metaphorical code-switching" to refer to a dialectal state where an adjustment of matter entails a change in the language used. Besides, Wardhaugh (2006:104) preserves that although certain areas may be discoursed in any code, the choice of a code adds a diverse flavor to what is said about the theme. A vital merit is made between situational switching, where vacillation between variations redefines a position, being a conversion in leading standards, and metaphorical switching, where oscillation augments a state. Retelling the same argument, Wardhaugh (2006: 104) upholds that metaphorical code-switching can be used to redefine the state from proper to improper, authorized to private, somber to human and from respect to solidarity.

Defining conversational code-switching, linguists search this piece in diverse proportions. Gumperz (1982) projected that every language of a bilingual speaker has significance, just as an etymological admittance has a principal implication that can be preserved unconventionally. Henceforth, a language may either signify a 'we code', related with a customarily explicit marginal, or a 'they code', for the bulk allied with the more official, rigid and less personal out group kin. In view of this aspect, a speaker's capability to contrast language variations within an informal shot in response to the semantic deliberations would then be a typical feature of conversational code-switching.

Moreover, Skinner (1985) is one of those individuals who thought that forsaking the natural language use may seem unwanted in the development of learning the native language. He assumed that since the students' interpretations and concepts are already recognized in the chief language, doing away with students' first languages may hinder their process of conceptualization which is chiefly based on their first language.

There are certain explanations why scholars are in contradiction of the usage of the mother tongue in the lecture room. One intention they place on the board is that the use of the vernacular makes the classroom appear more truthful and reliable. Another reason is that in a multilingual lesson where there may be dissimilar first languages, it looks as if quite unbearable to take into account all of them (Cook, 2002).

On the other hand, the usage of the native language in the schoolroom aids diverse purposes. Cook (2002) campaigns the use of the native language in the classroom. He considers that the use of the native language in the class cannot be all inquisitive and disadvantageous, but it has some optimistic idea. He asserts that language rules can be elucidated through by means of the native language because meaning can be taken more visibly. The classroom can be accomplished more certainly.

Similarly, Wardhaugh (2006) states that the code we select to use on a specific incident designates how we wish others to view us. The shift to a diverse code would then be influenced by the conversational goal intended. He further contends that the term *code* can denote to any kind of system that reciters operate during communication, which is different from the terms like language, dialect, style, vernacular standard language, pidgin, and creole which incline to carry sentiments. Hence, when studying a language, it is imperious not only to obtain sheltered portions of a target language (L2), but to be able to employ those parts parallel when chatting, reading, writing or listening in your second language (Cook 2001:407). From a sociolinguistic standpoint, the examination of code-switching goes farther than the appearances of code-switching to the aims and purposes lying behind its use. In line with the sociolinguistic method, examiners dug into why people code-switch and what communal features those shifts lead to (Gardner & Chloros, 2009).

Nevertheless, some classroom code switching can be explained by the Communication Accommodation Theory introduced by Giles, Coupland and Coupland (1991). According to the Accommodation Theory, speakers differ their use of dissimilar language selections to express harmony with or social reserve from their speakers. The Accommodation Theory shapes that speakers familiarize their language use and purposely diverge their language as a device for outgoing drives in various speech groups in order to strengthen relational associations. As a result, students, as well as teachers, in certain situations choose to adapt their language to better suit the existing contact. In other words, directive switching assists to contain or omit specific conversational participant by consuming either a speaker's chosen or dispreferred language choice. Such switching can be convergent when speakers use the favored language of their discussers, or divergent which result in making detachment between the interlocutor and hearer because of dispreferred selections. On the other hand, the switch is insensible when the learner desires to connect with other learner on a subjective level by changing to the first language of the lecture room. Substituting languages to fit the subject is a role of code-switching that is widely used in the second or foreign language learning atmosphere to augment learning processes.

Additionally, students use their native language to converse between one another and by doing so, they get a comprehensible reply if the other learners have the same or a different awareness of the established information. All of this

is done so that the learners can convey meaning in a shortened way and, thus, help own learning development (Simon, 2001).

A great body of works has been dedicated to examine why speakers tend to use a definite code, what reasons cause shifts from one code to another, and why speakers in many cases desire to use anew industrialized code from two other codes by code-switching back and forth between the two. Grosjean (2010) informs on the details why people code-switch: it is because definite impressions or concepts can simply be better conveyed and assumed in the other language; speakers may need also to fill a linguistic opening for a manifestation or an expression.

Justly, proficiency of one diversity of a language, be it a vernacular, list, or style, seems to be an extremely infrequent occurrence. Numerous scholars, such as Myers-Scotton (1993) and Auer and Poplack (1988), have directed discerning research on the theme of code-switching as a policy engaged by multilingual speakers whose understanding skills are high in both languages involved.

To add to these research findings, Wheeler and Swords (2010), *Code - Switching Lessons: Grammar Strategies for Linguistically Diverse Writers* implied that code-switching lessons offer a targeted, successful response to teach standard literacy. Code-switching lessons offer a research-based solution: contrastive analysis and code-switching. In contrastive examination, the instructor appeals upon the philological visions that all language is marbled and that vernaculars

methodically diverge with each other. Consequently, one hints learners to distinct the structural designs of home speech to the grammatical patterns of school language. Also, code-switching allows the students to choose their language to fit the setting as a teen then absorbs to code-switch amid the language of the home and the language of the school; teachers add another linguistic code, Standard English, to the child's linguistic toolbox.

Tien and Liu (2006) put forth that students whose grasp was low, deliberated code-switching in their English as a Foreign Language (EFL) classes as supportive towards acquiring better comprehension as well as giving classroom measures. Kachru (2009) further maintains that there is, by no means, any motive for branding diversity as far as it is subjugated for real language teaching. Stigmatization of code-switching, according to Montes-Alcalá (2001), is credited to undesirable features such as shortage of education, illiteracy, or lack of comprehension in one language or both. On the other side, Huang (2008) found an inconsistent connection between code-switching and the mark of contact to the target language: when exposure to the target language augmented, code-switching reduced. Nevertheless, he recognized that the compensations of using code-switching in classroom overshadowed the shortcomings.

Henceforth, due to this attachment among people who are bilingual or multilingual, there is a necessity to link with one another outcome, in several cases, in code-switching, which was the range of conversation in this study.

Related Studies

Among all the research studies reviewed by the researcher, the following were found to be of value to the present study; hence they were summarized here.

One of the subjects of sociolinguistics is most interested in the study of code-switching. There are some previous studies related to the use of code-switching that mainly contribute to the development of this study. Habibah (2015) conducted a descriptive-qualitative research about code-switching that was used in Pondok Pesantren Darul Falaah Be-songo to investigate: (1) the reasons of code-switching used in Pondok Pesantren Darul Falah Be-Songo Semarang; and (2) the types of code-switching the students used. Interview and observation methods were employed to get the data about the code-switching used.

In Gulzar (2014, *Teachers' Code-Switching in a Content-Focused English as a Second Language (ESL) Classroom: Patterns and Functions*) it was identified that "a bilingual nation where scholastic organizations are certainly multilingual and cannot withstand releasing themselves from the power of bilingualism, both the instructors and the learners have to alter from English to vernacular or vernacular to English throughout the learning procedure as both belong to bilingual or multilingual circumstances. These aspects along with other concerns have been investigated on the assumptions of learners' and educators' outlooks

to code-switching, purposes and forms of switching, and the outcome of code-switching in the room. The study was a mixture of numerical and qualitative examination in which relation amongst the usages of code-switching and learning achievement was discovered. The upshots of the research display that code-switching play a significant part in a second language schoolroom. Both the members, educators and learners, did not want to remove this approach and courtesy it as an understanding instrument in learning English.

Eldin (2014) stressed out that code-switching happens in online interaction to serve addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, principle of economy and free switching functions. This study provided insights on the code-switching phenomenon in Computer-Mediated Communication (CMC).

Lin (2013) studied the effects of code-switching in the student's vocabulary learning. Findings revealed that the amount of cognitive processing code made by students is increased by code-switching. The researcher stressed out that a greater reasoning exertion is prerequisite to route arguments when there is both a clarification in the learners' L2 and a conversion into the learners' L1, which could mean that the learners will learn first-hand terminology more methodically. Although, the findings did not display that code-switching was real in learning new expressions, it did show that code-switching did not disturb terminology learning in an adverse mode.

Azlan and Narasuman (2013) conducted a study about the Role of Code-Switching as a Communicative Tool in an ESL Teacher Education Classroom. Results revealed that the dominant type of code-switching in classroom communication between students and between students and the instructor were tag-switching, intersentential switching, and intra-sentential switching. Findings showed that English was the dominant language of communication, and code-switching was used to carry out ideas in every situation and enhance solidarity in the first language.

In addition to these aforementioned references, some linguistic studies have focused on the use of CS in the learning process. Nordin, et.al.(2013) randomly selected 45 diploma students as respondents and distributed survey questionnaire which focused on the students' attitudes, usage and opinion toward code-switching in the classroom.

Results showed that most ESL learners have positive attitudes toward code-switching and believe that this strategy helps their understanding of the target language. In addition to the different results throughout academia regarding code-switching strategy and process costs, further studies pointed out that language comprehension in bilingual studies have shown cost-free switching when reading words silently, in relation to lexical processing and when reading the words out loud, such as in production (Gullifer, Kroll & Dussias, 2013; Guzzardo Tamargo, 2012; Ibanes, Macizo & Bajo, 2010). However, this leads to the question of the differences between language production and

language comprehension in the bilingual speaker: for instance, are both lexicons accessed at the same time while in a code-switching environment? Are the languages accessed via competition in the brain, or are they activated simultaneously?

Later studies showed that code-switching develops close relationship between students and their teachers (Lin, 2013; Jingxia, 2010), making the classroom interaction more natural and easy (Cook, 2001).

Code-switching strategy can be utilized in formal situations to make teaching more effective. It helps in translating or explaining concepts from teachers explanation about what is said in the curriculum or another academic text (Lin, 2013; Jingxia, 2010). This strategy leads teaching more efficient since the students can understand faster and more thoroughly, making teacher's code-switching an important tool for explanations and instructions (Cook, 2001).

Code-switching also conveys *emotional purposes* that aid for voicing feelings. For example, code-switching is used by the trainer to shape harmony and close relationships with the learners, or to generate a helpful language setting in the classroom. Modupeola (2013) appealed that code-switching supports student to appreciate their education due to their capability to understand the instructors' idea. Accepting what is being said establishes mental support for the students, permits them to sense less tense and apprehensive, and makes target language more relaxed to learn. At that state, students can center and take part in classroom events in a more effective way.

Makewa et al. (2013) who examined the student's perception level of English proficiency in secondary schools noted that factors like attitude, anxiety, class activity, motivation and learning resource were influencing English learning. Results revealed that both factors have positive correlations which perceive English proficiency.

Code-switching can be found everywhere and, thus, a common phenomenon. Some studies on code-switching show that code-switching have its types and reasons. Poplack and Martiana (2012) propose three types of code-switching in grammatical classification, namely tag-switching, intra-sentential switching, and inter-sentential switching, and two kinds of code-switching in contextual classification: they are situational code-switching and metaphorical code-switching.

In contrast, Atas (2012) reported that there was no correlation between the student's different levels of comprehension and their use of code switching. In fact, advanced learners and competent bilinguals have been reported to employ code-switching similarly (Winford, 2003). Tien and Liu (2006) reported that students with low comprehension considered this strategy as helpful in gaining better comprehension and giving classroom procedures in their English as a Foreign Language (EFL) classes.

Kumar and Arenda (2012) concluded that language rules teaching were the zone that has the principal quantity of code-switching. When code-switching, L2 instructors were able to pull upon learners' L1 sentence structure familiarity,

which approved with what Cook found in her study from 2001. It exhibited that clear grammar instruction could be carried more systematically in the learners' L1; even students with a high L2 aptitude level engaged material about grammar better if it was in their L1 (Cook, 2001).

Wirda (2011) conducted a study about use of teacher's code-switching on 10th grade of SMAN 7 Semarang in the academic year of 2010-2011. Qualitative approach was used since the data were spoken, and these were collected through observation and interview. Outcomes shown the specifics of code-switching used by the instructor. There were 6 purposes of classroom code-switching from 72 expressions which were marked by the educator: inadequate term properties appeared one time (1.40%), emotional purpose appeared one time (1.40%), importance appeared 37 times (51.40%), explanation appeared eight times (11.10%), recipient requirement appeared four times (5.50%) and interpretation appeared 21 times (29.20%). From all meanings, importance function was the leading function that appeared 37 times (51.40%). The potential aspects were: It is a regular occurrence to code-switch English into vernacular as the first language to astounded fallacy or misinterpretation between the instructor and learners, highlighting the material to advance learners' understanding in unloading the materials. The last is that, the instructor sometimes code-switches the clarification without any difficulties which happened as an instructor's routine.

Ibanez et al. (2010) investigated the effects of cognates on bilingual speakers (L1 Spanish and L2 English) by having the participants read sentences

and then reproduce the sentences. Findings revealed that bilingual speakers have a larger switching cost in processing L1 sentences in comparison to L2 sentences, and that this particular comprehension study was similar to production studies in bilinguals. "This is in line with the task set inertia observed in naming, suggesting that L1 was more strongly inhibited during reading L2 sentences than vice versa". Ibanez et al. (2010) also added that the bilinguals exhibited no cognate effects, and the authors interpreted this as evidence that bilinguals do not activate both languages during sentence reading. Furthermore, it should be noted that the authors interpreted this as evidence that bilinguals do not activate both languages during sentence reading. The authors believe that this is due to the formation of the L1 word directly activating the lexical meaning, due to L1 and L2 age of acquisition differences. In addition, the authors noted that it would be easier to integrate an L1 word at the end of an L2 sentence to achieve some type of adequate conclusion for why the participants did not exhibit any cognate effects.

In addition, Wheeler and Swords (2010) in their study entitled "Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers", implied that code-switching lessons offer a targeted, successful response to teach standard literacy. Code-switching lessons offer a research-based solution: contrastive analysis and code-switching. In contrastive analysis, the teacher draws upon the linguistic insights that all language is patterned and that dialects systematically contrast with each other. Accordingly, she led students to contrast

the grammatical patterns of home speech to the grammatical patterns of school speech. Code-switching lessons apply strategies of critical thinking (analysis and synthesis) to grammar discovery. Also, code-switching allows the students to choose their language to fit the setting as a child, then, learns to code-switch between the language of the home and the language of the school. Teachers add another linguistic code, Standard English, to the child's linguistic toolbox.

Muthusamy (2010) conducted a study on the use of code-switching in Malaysian Secondary School students and revealed that the phenomenon of code-switching is the result of extensive bilingualism. The 20 multi-ethnic samples from the secondary schools in the Klang Valley were found to use Bahasa Melayu as their matrix language along with English. However, when they are having conversation, their mother tongue becomes the dominant language with English and Bahasa Melayu as the embedding languages. Likewise, results revealed that the level of code-switching among the secondary school students was comparatively higher. Along with, their family background has also been shown to influence their choice of spoken language. Furthermore, code-switching also occur because of the need for family members to create an identity and rapport between their mother tongue and the English language. Hence, the former study showed that code-switching in the Malaysian context has a lot of academic potentiality. In other words, this is to say that more statistically validated data collected from various multilingual and multi-ethnic

societies are needed to be able to identify a systematic pattern of code-switching exclusive to Malaysia.

Grosjean (2010) investigated the reasons why people use code-switching: it is because certain concepts or notions can simply be better expressed and understood in the other language; speakers may need also to fill a linguistic gap for an expression or a word.

Hobbs and Matsuo (2010) in a culture-centered country like Japan, a study entitled "Code-Switching in Japanese Language Classrooms: An Exploratory Investigation of Native Vs. Non-Native Speaker Teacher Practice", revealed that language teachers' code-switching practices can and often do differ substantially, influenced by the teacher's culture of learning. Incorporating examples from data in the form of classroom observation, field notes, and semi-structured interviews, this study added to the discussion surrounding the importance of language teacher education programs which prioritize investigation of teachers' background and teaching context in course content.

In relation to this study, Metila (2009) concluded that the code-switching functions spanned pedagogical, communicative, social, and psychological aspects. Based on the result of the study, 40% of the 34 students believed that code switching is natural and acceptable while 50% did not. Four out of five teachers did not support code-switching, and three permit its provisional use in the lecture room. The educational and communicative purposes of classroom

code-switching accepted its usage in teaching and learning settings, but it was suggested that code-switching be limited to casual classroom happenings.

Further, Kachru (2009) asserted that there was, by no means, any reason for stigmatizing a variety as far as it was exploited for effective language teaching. Montes-Alcala (2001) explained that stigmatization of code-switching was attributed to negative aspects such as lack of education, illiteracy, or lack of comprehension in one language or both.

Song and Andrews (2009) stressed out that one technique that eludes the first language is the teaching technique, Communicative Language Teaching, which since the 1970s has been one of the most accepted teaching approaches in the world. It focuses on target language communication rather than teaching the linguistic systems of a language. Consequently, code-switching should be kept to a minimum in the L2 classroom. Song and Andrews (2009) also found out that students tended to accept their teachers' code-switching regardless of what and how often they code-switched. The three teachers that participated in Song and Andrew's study varied their code-switching regarding amount, purpose and topic. The key to the students' acceptance seemed to be confidence in their teacher. The students thought that the medium of teaching chosen by their teacher fulfilled a purpose and served to help them to meet different needs.

In contrast, Huang (2008) found a paradoxical correlation between code-switching and the degree of exposure to the target language: when exposure to

the target language increased, code-switching decreased. However, he emphasized that the advantages of utilizing code-switching in classroom outweighed the disadvantages.

The central dispute for escaping code-switching is that the learners miscue on idea in the aimed language and are destitute of honest L2 collaboration (Cook 2008:181). In clusters with more than one L1, the educators must preferably be able to relay to all L1s. Since this is impossible, code-switching should be ducked and the target language be employed dependably in its place (Cook 2008:181). One scheme that dodges the L1 is the teaching technique Communicative Language Teaching, which since the 1970s has been one of the most accepted training approaches in the sphere (Song & Andrews 2009:35). It centers on target linguistic messages rather than educating the linguistic systems of a language. Through contribution in communicative events the L2 students are using the target language and the persistence is to use the target language in order to obtain it. Subsequently, code-switching must be kept to a slightest in the L2 classroom (Song & Andrews 2009:36).

Cook (2008) explained that the main argument for avoiding code-switching is that the students miss out on input in the target language and are deprived of genuine L2 interaction. In groups with more than one L1, the teachers should ideally be able to relate to all L1s. Since this is not possible, code-

switching should be avoided and the target language be used consistently instead.

On the contrary, “metaphorical code-switching” is a term used to describe a linguistic scenario where a change of topic requires a change in the language used (Wardhaugh, 2006). Although certain topics may be discussed in either code, the choice of a code adds a distinct flavor to what is said about the topic. An important distinction is made between situational switching, where alternation between varieties redefines a situation, being a change in governing norms, and metaphorical switching, where alternation enriches a situation (Wardhaugh, 2006). Reiterating the same argument, Wardhaugh (2006) concluded that metaphorical code-switching can be used to redefine the situation from formal to informal, official to personal, serious to human, and from politeness to solidarity.

Wardhaugh (2006) identified several aspects relating to the significance of conversational code-switching in a multilingual setting, namely: that a presenter can access different characteristics and accommodate others, meet someone else half way, and launch collective ground and display elasticity and honesty.

In general, code-switching in casual situations is not a critical concern, nevertheless scholars continue to demonstrate and verify whether it is really permitted to code-switch in the classroom especially in English classes. Some studies attested that bilingualism along teaching may accelerate the understanding of a thought. Code-switching could accomplish to lower the

emotional filter, and this consequently recognized relationship and shaped an atmosphere of familiarity, thus, letting any student to vigorously take part in the classroom conversation. Reserves would be reduced and learning comes in (Abad, 2005).

The use of English for teaching and learning is still understood as superlative by most parents to prepare students for global competitiveness. Parents with this vision often prefer schools which inspire the use of English only for teaching and learning. Such institutes often assume teachers and learners to use English in and outside classrooms for all types of communications. Though, teachers in most schools often express concern about students' limited ability to understand teachings conducted in English only. Holmarsdottir and Brock-Utne (2004) recognized teachers' predicament when teaching students who are impassive in class. One particular teacher admitted that as he insisted on using English throughout, it was like he was teaching 'dead stones' and not students (Holmarsdottir and Brock-Utne, 2004). In such cases, it is noted that teachers often use CS either to magnify or intricate a point.

The incidence and design of code-switching also fluctuates in view of policy conditions of the school. In some schools, the use of a language other than English is disciplinary. It is presumed that learners who use English in and outside the classroom, as well as at home, are less likely to use code-switching compared to learners who are only exposed to some form of English at school. The teachers' frequency of CS is, therefore, likely to correlate with the types of

learners in the classroom, the policy condition of the school and other classroom-specific circumstantial issues.

Conversely, the use of the vernacular in the classroom aids different functions. Cook (2002) promotes the use of the first language in the classroom. However, on condition that such understanding is achieved, the speaker may initiate his/ her switching of the code. In the final saying, it is important to take into account that code-switching is seen as a functionally motivated process rather than a random one (McKay & Hornberger, 2009).

Since there is no agreement among scholars concerning code-switching in the foreign language classroom, it may be more satisfactory to entitle that code-switching should be permitted whenever needed with some students in definite circumstances (Dash, 2002). Additionally, code-switching should be stated as a cautious tactic engaged by the educators, which has some constructive and enabling purposes accepted by both the educators and students, such as clarifying grammar and new terminology, dipping students' pressure, expounding orders and creating a connection with students.

Moreover, students use their mother tongue to converse amongst one another and, by doing so, they get an comprehensible reaction if the other students have the same or a dissimilar insight of the conventional data. All of this is prepared so that the students can exchange denotation in a shortened method and, thus, aid their own learning practice (Simon, 2001).

Hence, due to this affiliation among people who are bilingual or multilingual, there was a need to correlate results, in many cases, to code-switching which was the scope of discussion in this study.

Chapter 3

METHODOLOGY

This chapter presents the research design, instrumentation, validation of the instruments, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The study aimed to investigate the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement.

This study adopted a mixed-method research using the triangulation method specifically the sequential explanatory design. A mixed-method research integrates qualitative and quantitative approaches of collecting data. It approaches a problem expansively from more than one point of view by mixing the qualitative and quantitative data together in order to draw close decisions to the subjects being studied. The mixing of data types known as triangulation is often believed to help in confirming the assertions that might ascend from a preliminary experimental study. The mixing of methods, e.g. mixing the use of survey data with interviews, is a more profound form of triangulation (Creswell, 2013).

Additionally, this study also employed the true-experimental method of research. According to Shuttleworth (2018), for many true-experimental designs, pre-test and post-test designs are the preferred method to compare participant groups and measure the degree of change occurring as a result of treatments or interventions. One group is given the treatment and the results are gathered at the end. The control group receives no treatment, over the same period of time, but undergoes exactly the same tests. Specifically, it adopted pre-test and post-test group design as shown in Figure 2.

Figure 2

PRETEST- POSTTEST DESIGN

R1	Q1		Q2
R2	Q3	X	Q4

Where:

R = Random assignment

Q1 = Control pre-test

Q3 = Experimental pre-test

Q2 = Control post-test

Q4 = Experimental post-test

X = Treatment (Code-Switching)

The design requires two groups of equivalent standing in terms of a criterion measure, e.g., achievement of mental ability. The first group is

designated as the control group while the second group is the experimental group. Both groups are given the same pre-test. The control group is not subjected to a treatment while the experimental group is given the treatment factor. After the experimental period, both groups are given the same post-test (Padua, 1995).

As stated earlier, two groups are under study, one is the control group exposed to the English-only-policy method while the experimental group exposed to the code-switching language teaching strategy anchored on the grammar-translation method for comprehension enhancement. The lesson covers the language competencies found in the Grade 7 curriculum guide: capitalization, punctuation, grammar, sentence structure and word usage.

A 50-item test was administered to the subjects of the study during the pre-test and post-test. The data generated were statistically treated using the mean, standard deviation, and t-tests of dependent and independent samples.

On the other hand, the qualitative data collected in this study was obtained by teacher interview and classroom observation. Qualitative research methodology focuses on holistic, descriptive and natural data. It compels arguments on how things work in particular contexts (Mason, 2002). The whole argument about the qualitative research is summed up in the definition of Denzin and Lincoln (2005), which is as follows:

Implications were drawn from the findings of the study in investigating the effectiveness of code-switching as a language teaching strategy anchored on

the grammar-translation method for comprehension enhancement as well as to make suggestions for improvement or in addressing identified factors that hinder its effectiveness.

Instrumentation

This study used a teacher-made test, semi-structured interview and classroom observation as its main data collection tools which were augmented by the application of the analysis of the said data collection instrument and method as discussed below:

Achievement Test. The questionnaire as a primary tool in data gathering was a teacher-made test based on the language competencies covered in this research. The test was prepared by the researcher to determine the pre and post-test mean scores of the two groups namely: control group and experimental group. It was a multiple-choice type of test that was patterned after the Philippine Secondary Competencies which used the Bloom's Taxonomy of Objectives.

The researcher administered two sets of test to the participants upon getting the approval. Set A was a Pre-test on language learning competencies. The second set of test was Set B, a Post-Test, which contained the same questions in set A, parallel in nature, but not identical, to avoid bias and familiarization of the test items. This teacher-made test was intended to gather the needed data

directly from the Grade-7 students of Tanauan School of Craftsmanship and Home Industries. Hence, the whole instrument was made up of three parts.

Part I pertained to the personal background of the respondents in terms of their age, gender, type of school and spoken language(s).

Part II was a 50-item teacher-made test intended to measure the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement. The level of comprehension was based on the Form 138-A scoring system by the Department of Education stated below:

<u>Score</u>	<u>Level of Proficiency</u>
41-50	Outstanding
31-40	Very Satisfactory
21-30	Satisfactory
11-20	Fairly Satisfactory
0-10	Did Not Meet Expectations

Teacher Interview. One of the major qualitative data collections is interviews; they enabled researchers to obtain attitudes, experiences, perspectives, and opinions of individuals (Saldaña, Leavy & Beretvas, 2011). In this study, semi-structured interviews were guided in that the researcher used a predetermined set of questions and topics to which the interviewees were to

reply. However, the interviewer still asked for more questions depending on the flow of the interview (Mackey & Gass, 2005).

Classroom Observation. The observation of lessons in the classroom was appropriate for the qualitative part of this study as it allowed the researcher to study the phenomenon of code-switching in the classroom as it occurred. Owing the absence of video recording, notes were taken down about the physical environment of the classroom to give a clear picture of what was actually taking place during the lessons.

Validation of the Instruments

The research instrument utilized in this study was validated using two types of validation procedure: 1) try-out; and 2) expert validation.

First, the drafted pre-test and post-test by the researcher was submitted to the adviser for expert validation focusing on the very content of the instruments. After which, the test was re-drafted by integrating all the suggestions provided by the researcher's adviser in preparation for the second validation procedure, the try-out.

Second, the pre-test and post-test were tried out to the Grade-7 students of Tanauan School of Arts and Trade after securing permission from the Principal and the English teacher concerned on February 4, 2019.

To ensure the validity of the test, a 70-item test on language competencies was constructed by the researcher based on the Table of Specifications prepared

by the researcher using Bloom's Taxonomy of Objectives to determine the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement.

The results of the validation became the basis of the final rephrasing, omitting, and even constructing of additional information necessary for a more reliable research output.

Out of 70 items subjected for validation, 41 were retained, 22 were revised, and seven (7) were discarded. The selection of the final 50 items was based on the results of difficulty and discrimination indices. It was the basis of the rejection, retention, and revision of the test items that were included in the final form of the achievement test used for pre and post-tests. It used a table of equivalents to interpret the difficulty index (Orlando & Orlando, 1989).

The Kudar-Richardson Coefficient was computed to determine the reliability of the teacher-constructed test. It obtained a value of 0.731 which fell \pm 0.70 to \pm 0.90 interpreted as high relationships (Downie and Health, 1984). Thus, it was reliable.

Sampling Procedure

The respondents of this study were 60 Grade-7 students of Tanauan School of Craftsmanship and Home Industries enrolled during school year 2018-2019.

The Grade-7 respondents were comprised of four sections, namely: Titan (15), Enceladus (15), Io (15) and Europa (15). Each section was composed of 15 randomly selected students using the Simple Random Sampling.

As stated, Simple Random sampling, specifically the Fish Bowl Technique, was used to select the students paying attention to gender and grades. Names of the student-respondents were written in small, rolled pieces of paper placed in a fishbowl. Later, these rolled pieces of paper were drawn, one after another, until the desired sample size was reached. A total of 15 students were selected for each section mentioned. From each stream, a class list was obtained for random sampling of the 15 students. The purpose of using random sampling was to reduce bias so each student had an equal chance of being picked in participating and also all students gained an understanding of code-switching as a language teaching strategy in the English learning process.

The number of respondents was divided into two groups and assigned to control group composed of 30 students and experimental group with 30 students to assure validity and reliability in the process.

Data Gathering Procedure

Right after the instruments were validated and retested, the researcher finalized the research instruments. Permission was taken first from the office of the Schools Division Superintendent in a form of letter request for the testing and administration of the research questionnaire. Then, this approval was used by

the researcher to seek permission from the school principal allowing him to conduct the study.

The researcher with the permission secured from the Schools Division Superintendent and school principal involved in this study, personally distributed the assessment-questionnaire during the English period of the students with the help of the English teachers, and retrieved them immediately. This was done to ensure 100% retrieval.

When all the copies of the assessment-questionnaire were answered by the respondents, the data gathered were checked, arranged and organized using a Microsoft Excel in order to find out the level of comprehension of the student-respondents. Upon determining the level of comprehension of the respondents, the researcher conducted a semi-structured type of interview acquiring information from the English teachers who handled the respondents.

When all the questions were answered by the teacher-respondents, the gathered data were organized and analyzed by the researcher and employed appropriate statistical tool so that desired findings and conclusions in this study came out. Any responses from the student-respondents and teacher-respondents were treated with certain degree of confidentiality by the researcher.

Experimental Procedure

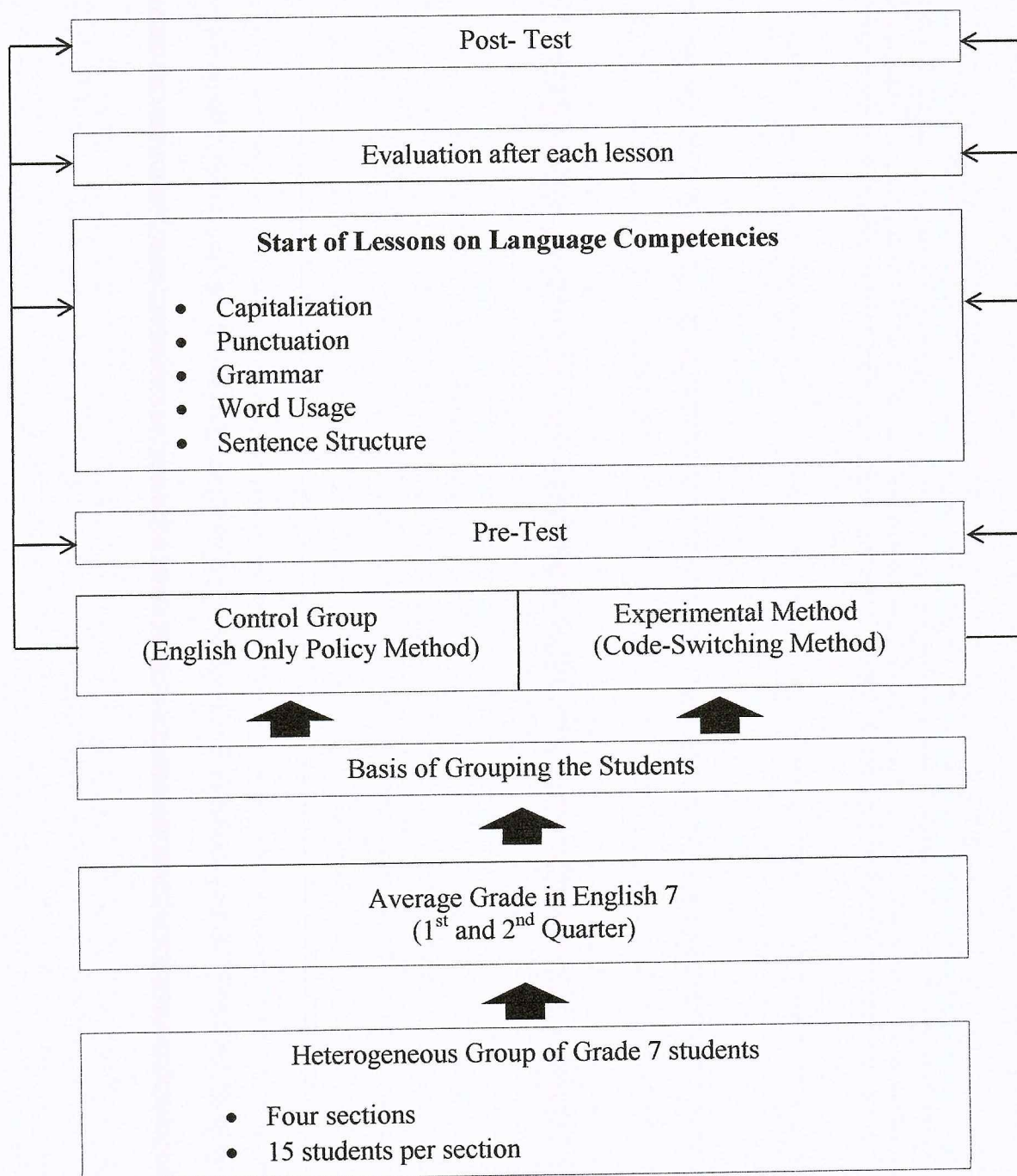


Figure 3. FLOW OF THE EXPERIMENT

The researcher secured a written permission from the Principal of Tanauan School of Craftsmanship and Home Industries to conduct a study. Arrangements were then made with the concerned teachers who were utilized as subjects of the study. The four (4) sections who belong to the heterogeneous group of Grade-7 students were the respondents of the study.

Each section involved 15 students with comparable average ratings during the first and second quarter in English. They were then clustered into control and experimental groups.

The first two sections were the control group exposed to the English-only-policy method of teaching and the remaining two sections were the experimental group exposed to the code-switching method. Each pair of students was assigned randomly using fish bowl technique on the group assignment since the pair had similar grades.

Classes were conducted during their English period from 7:30 to 9:30 a.m. for the first group and 12:45 to 2:45 p.m. for the second group. Exercises were given to the students after each lesson and the evaluation was given after the five lessons. After the experiment, a post-test was administered to the two groups and the scores were tallied, compared, computed, analyzed, and interpreted.

Statistical Treatment of Data

The data gathered through the use of the afore-cited achievement test were organized, tallied, tabulated, analyzed, and interpreted using appropriate statistical measures and procedures.

The following statistical tools were used to determine the profile of the respondents:

Frequency Count and Conversion of Percentages. These tools were used to determine the respondents' profile, student's performance toward the basic language competencies and techniques employed for comprehension enhancement.

Weighted Mean. This statistic were employed to determine the collective performance of student-respondents relative to the code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement.

To determine the students' level of comprehension in the pre and post-tests, the mean values were computed with the following interpretations:

Scores	Adjectival Description
9-10	Outstanding
7-8	Very Satisfactory
5-6	Satisfactory
3-4	Fairly Satisfactory
1-2	Did Not Meet Expectations

T-test. The data tallied based on the correct response of the treatment and control groups before and after employing this study were encoded for statistically process using the T-test for independent groups to determine the significance of the mean difference between the pre-test results/post- test results of the control group and experimental group.

The t-test for dependent group was used to determine the significance of the mean difference between the pre-test results and post-test results in the control and experimental group.

Transcription. On the other hand, the video-taped semi-structured interview was transcribed accurately. The teachers' audiotaped responses to the set of questions in the interview were processed qualitatively by means of a deductive approach to content analysis. Content analysis is described as the process of reporting and summarizing written, visual, and verbal data and aims at examining and verifying written data (Cohen & Morrison, 2007). Qualitative content analyzed data developed in anthropology, sociology, and psychology (Zhang & Wildemuth, 2009). Content analysis has been used for qualitative and quantitative purposes. It includes counting words, phrases, and sentences and classifying them under different themes.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis, interpretation and findings of the study through pre-test and post-test scheme, classroom observation, and interviews of different respondents who participated in this study. Statistical indicators were used to present the data gathered which were analyzed and interpreted. The discussions of the findings of this study are presented into sections according to the order of the statement of the problems.

The discussions are supported by the tabular presentation of the statistical results.

Pre-Test of the Control and Experimental Groups in the Lessons Covered

A fifty (50) item achievement test was administered to both control and experimental groups as a pre-test to determine the achievement. The lessons covered were teaching capitalization, punctuation, grammar, sentence structure and word usage.

A duration of four (4) weeks was given to investigate the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement compared to the English-only-policy method.

A series of assessment was provided to check student's comprehension and to determine if there was really a significant difference between the pre and post-tests of the control and experimental groups.

Table 1
Pre-Test in Teaching Capitalization

Rating		Control		Experimental	
		F	%	f	%
Outstanding	(90-100)	0	0	0	0
Very Satisfactory	(85-89)	2	7	0	0
Satisfactory	(80-84)	19	63	17	57
Fairly Satisfactory	(75-79)	9	30	10	33
Did Not Meet Expectations	(70-74)	0	0	3	10
Total		30	100	30	100
Mean		80.83		79.33	
Qualitative Description		Satisfactory		Fairly Satisfactory	

It can be gleaned from the table that the control group yielded a mean score of 80.83 while the experimental group yielded a mean score of 79.33. The qualitative description of control group was good while the experimental group fell into fairly satisfactory.

These data evidently display that the two sets of students were nearly identical in their aptitude and skills at the beginning of the experiment because both share to the same degree of understanding in teaching capitalization.

Table 2
Pre-Test in Teaching Punctuation

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	0	0	0	0
Very Satisfactory	(85-89)	1	3	1	3
Satisfactory	(80-84)	13	43	9	30
Fairly Satisfactory	(75-79)	14	47	17	57
Did Not Meet Expectations	(70-74)	2	7	3	10
Total		30	100	30	100
Mean		79.17		78.33	
Qualitative Description		Fairly Satisfactory		Fairly Satisfactory	

As shown in Table 2, the control group yielded a mean score of 79.17 while the experimental group had a mean score of 78.33. In the control group, 1 or 3% received a very satisfactory rating, 13 or 43% fell into satisfactory rating and 14 or 47% of the students got a fairly satisfactory rating. On the other hand, in the experimental group, 1 or 3% got a very satisfactory rating, 9 or 30% received satisfactory, and 17 or 57% was in the fairly satisfactory level of comprehension.

Both groups had a qualitative description of fairly satisfactory. It implies that the students had a common understanding of the topic.

Table 3
Pre-Test in Teaching Grammar

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	0	0	0	0
Very Satisfactory	(85-89)	0	0	0	0
Satisfactory	(80-84)	14	47	13	43
Fairly Satisfactory	(75-79)	9	30	11	37
Did Not Meet Expectations	(70-74)	7	23	6	20
Total		30	100	30	100
Mean		78.17		78.17	
Qualitative Description		Fairly Satisfactory		Fairly Satisfactory	

As shown in Table 3, the control and experimental group shared the same mean score of 78.17. The qualitative description of both groups was fairly satisfactory.

As gleaned, in the control group 14 or 47% of the students garnered a satisfactory rating, and nine (9) or 30% fell into the fairly satisfactory rating. Meanwhile, in the experimental group, 13 or 43% of the students got a satisfactory rating, and 11 or 37% got a fairly satisfactory rating.

These results denote that the two groups of students are equal in their grammar skills as both of the groups have the same level of comprehension.

Table 4
Pre-Test in Teaching Sentence Structure

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	0	0	0	0
Very Satisfactory	(85-89)	0	0	1	3
Satisfactory	(80-84)	15	50	13	43
Fairly Satisfactory	(75-79)	9	30	9	30
Did Not Meet Expectations	(70-74)	6	20	7	24
Total		30	100	30	100
Mean		78.50		78.33	
Qualitative Description		Fairly Satisfactory		Fairly Satisfactory	

It can be gleaned from the table that the control group yielded a mean score of 78.50 while the experimental group yielded a mean score of 78.33. The qualitative description of both groups was fairly satisfactory. In the control group, 15 or 50% of the students received a satisfactory rating, while 9 or 30% fell into the fairly satisfactory rating. Conversely, in the experimental group, there was one (1) or 3% who got a very satisfactory rating, 13 or 43% got a satisfactory rating, and nine (9) or 30% was in the fairly satisfactory rating. These results imply that the two groups of students are equal in their grammar skills as both of the groups have the same level of comprehension.

Table 5
Pre-Test in Teaching Word Usage

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	0	0	0	0
Very Satisfactory	(85-89)	2	7	1	3
Satisfactory	(80-84)	18	60	17	57
Fairly Satisfactory	(75-79)	7	23	10	33
Did Not Meet Expectations	(70-74)	3	10	2	7
Total		30	100	30	100
Mean		80.17		79.83	
Qualitative Description		Satisfactory		Fairly Satisfactory	

As stated, the control group garnered a mean score of 80.17, while the experimental group gathered 79.83.

As gleaned, in the control group 18 or 60% of the students garnered in the satisfactory level, and seven (7) or 23% fell into the fairly satisfactory level. Meanwhile, in the experimental group, 17 or 57% of the students got a satisfactory rating, and 10 or 33% got a fairly satisfactory rating. The qualitative description of control group is satisfactory and on the other hand, experimental falls into fairly satisfactory.

Table 6
t-Tests on the Comparison between the Control and Experimental Groups on
the Pre-Test Conducted

Language Competencies	t-test	Interpretation
a. Capitalization	0.82	Not Significant
b. Punctuation	0.56	Not Significant
c. Grammar	0.24	Not Significant
d. Sentence Structure	0.20	Not Significant
e. Word Usage	0.08	Not Significant
f. Combination	0.51	Not Significant
<i>Critical and tabular value a .05 = 1.645</i>		

The outcomes indicate that the null hypothesis affirming that there was no major change in the level of understanding of the respondents in the control and experimental groups in terms of pre-test mean scores was accepted.

In addition, the null hypothesis which denotes that there is no significant difference on the comparison of the pre-test and post-test of the two groups is rejected along teaching capitalization, punctuation, grammar and sentence structure, while the same hypothesis is not rejected along teaching word usage.

The following discussions are the results of the post-test of the control and experimental groups on the lessons covered: capitalization, punctuation, grammar, sentence structure, and word usage.

Table 7
Post-Test in Teaching Capitalization

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	12	40	17	57
Very Satisfactory	(85-89)	13	43	10	33
Satisfactory	(80-84)	5	17	3	10
Fairly Satisfactory	(75-79)	0	0	0	0
Did Not Meet Expectations	(70-74)	0	0	0	0
Total		30	100	30	100
Mean		89.37		91.03	
Qualitative Description		Very Satisfactory		Outstanding	

Presented in Table 7 was the post-test result in teaching capitalization for both control and experimental groups.

In the control group, the overall mean rating was 89.37, described as very satisfactory with 12 or 40% of the students who received an outstanding rating, while 13 or 43 % had a very satisfactory rating and five (5) or 17% students were satisfactory. On the other side, the experimental group garnered an overall mean rating of 91.03, described as outstanding rating with 17 or 57% of the students in the outstanding level, 10 or 33% in the very satisfactory, and three (3) or 10% was satisfactory.

Table 8
Post-Test in Teaching Punctuation

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	15	50	19	63
Very Satisfactory	(85-89)	8	27	9	30
Satisfactory	(80-84)	7	23	2	7
Fairly Satisfactory	(75-79)	0	0	0	0
Did Not Meet Expectations	(70-74)	0	0	0	0
Total		30	100	30	100
Mean		89.83		91.73	
Qualitative Description		Very Satisfactory		Outstanding	

In table 8, the result shows that the experimental group had a better performance than the control group in the post-test. It means that the students learned or acquired more understanding using the code-switching as a language teaching strategy as they had a chance to better understand or process the lesson. In the control group, the overall mean rating was 89.83, described a very satisfactory with 15 or 50% who got an outstanding rating, eight (8) or 27% was very satisfactory, and seven (7) or 23% was satisfactory.

In the experimental group, the overall rating was 91.73 with 19 or 63% of the students who received an outstanding rating while nine (9) or 30% received a very satisfactory rating and two (2) or 7% was rated satisfactory.

Table 9
Post-Test in Teaching Grammar

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	11	37	15	50
Very Satisfactory	(85-89)	12	40	11	37
Satisfactory	(80-84)	7	23	4	13
Fairly Satisfactory	(75-79)	0	0	0	0
Did Not Meet Expectations	(70-74)	0	0	0	0
Total		30	100	30	100
Mean		88.77		90.33	
Qualitative Description		Very Satisfactory		Outstanding	

Table 9 shows the mean rating and qualitative description in the post-test on grammar of the control and experimental groups.

It can be gleaned in the table that the two groups had a remarkable increase compared to its pre-test. In the control group, the overall mean rating was 88.77, described as very satisfactory with 11 or 37% of the students who received an outstanding rating, while 12 or 40% received very satisfactory and seven (7) or 23% received a satisfactory rating. Meanwhile, in the experimental group, the overall mean rating was 90.33, described as outstanding with 15 or 50% outstanding, 11 or 37% very satisfactory and four (4) or 13% satisfactory.

Table 10
Post-Test in Teaching Sentence Structure

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	9	30	13	43
Very Satisfactory	(85-89)	15	50	10	33
Satisfactory	(80-84)	6	20	7	24
Fairly Satisfactory	(75-79)	0	0	0	0
Did Not Meet Expectations	(70-74)	0	0	0	0
Total		30	100	30	100
Mean		88.40		89.30	
Qualitative Description		Very Satisfactory		Very Satisfactory	

Table 10 shows the overall mean rating and qualitative description in the control and experimental group in the post-test on the sentence structure.

In the control group, the overall mean rating was 88.40, described as very satisfactory with nine (9) or 30% who got an outstanding rating, 15 or 50% was very satisfactory, and six (6) or 20% was satisfactory. In the experimental group, the overall rating was 89.30 with 13 or 43% of the students who received an outstanding rating, while 10 or 33% received a very satisfactory rating and seven (7) or 24% was rated satisfactory.

The result shows that the experimental group had a better performance than the control group in the post-test.

Table 11
Post-Test in Teaching Word Usage

Rating		Control		Experimental	
		f	%	f	%
Outstanding	(90-100)	12	40	14	47
Very Satisfactory	(85-89)	12	40	11	37
Satisfactory	(80-84)	6	20	5	16
Fairly Satisfactory	(75-79)	0	0	0	0
Did Not Meet Expectations	(70-74)	0	0	0	0
Total		30	100	30	100
Mean		89.20		89.90	
Qualitative Description		Very Satisfactory		Very Satisfactory	

Table 11 shows the overall mean rating and qualitative description in the control and experimental group in the post-test on the word usage.

In the control group, the overall mean rating was 89.20, described as very satisfactory with 12 or 40% of the students who received an outstanding rating, while 12 or 40 % had a very satisfactory rating and six (6) or 20% students were satisfactory. On the other hand, the experimental group garnered an overall mean rating of 89.90, described as outstanding rating with 14 or 47% of the students in the outstanding level, 11 or 37% in the very satisfactory, and five (5) or 16% was satisfactory.

Both groups were qualitatively described as very satisfactory.

Table 12
t-Tests on the Difference between the Control
and Experimental Groups on the Post-Test Conducted

Language Competencies	t-test	Interpretation
a. Capitalization	3.23	Significant
b. Punctuation	2.06	Significant
c. Grammar	1.72	Significant
d. Sentence Structure	1.89	Significant
e. Word Usage	0.82	Not Significant
f. Combination	2.89	Significant
<i>Critical and tabular value</i>	<i>a .05 = 1.645</i>	

Table 12 shows the t-values between the control group and the experimental group of the five language competencies tested.

These findings indicate that the mean comparison between the two groups yielded significant difference in favor of experimental group. This implies that the use of code-switching as a language teaching strategy anchored on the grammar-translation method is also a good strategy in teaching the English subject.

As reflected in the table, in teaching word usage, the computed t-value of 0.82 is not significant at 0.05 level. This means that both groups had similar performance in the said lesson. Both lecture and code-switching strategy were found to be effective in this particular language competency.

The Qualitative Analysis of the Data from Lesson Observations and Teacher Interview

All the transcribed lessons served as focal points in the analysis of the qualitative data. However, reference was also made to the other lessons not transcribed and some examples drawn from them necessary. The lessons were mainly characterized by the teachers' discourse and there were very few learners' discourse. The lessons were also teacher-centered; that is, the teacher was the main speaker while the learners were participants with invitations by the teacher to respond to questions. Their responses were brief in the form of either words or phrases or a short sentence. At times, the learners responded in chorus using short responses such as 'oo' (yes) or 'diri' (no) followed by 'miss' or 'ma'am'. The favourable answer implied that the students were following what was being said or that they agreed with the instructor while negation implied disparity or that they were not following what was being said. Where there were learner responses, they were, in most cases, barely audible. Although this was a setback, it did not adversely affect the result of the study because it provided an accurate picture of the language situation in the classroom. The classroom observations also included a description of what visually transpired in the classroom. The notes were used as well to provide descriptions of the visible occurrences and were included in the transcriptions. These occurrences included gestures or mumbling by any of the respondents. Furthermore, as noted by Fasold (1984: 152, in Strydom, 2002: 85), 'observation' refers to the recording of

people's activities by the researcher whilst watching them. It permitted the researcher to witness the conduct of the participants, and later to interpret the observations made in relation to the occurrence being researched, namely code-switching.

During the class observation, the researcher observed that in Class B, both teachers and students were eager in discussing the lesson. The researcher perceived that most of the time, the English language and the native tongue or the Filipino language was switched to explain things all throughout the discussion. It showed as well that the students were able to speak English but when the teacher tried to speak the vernacular, they were also influenced by it which means that the teacher was the one who influenced them to switch and play a vital role in really learning the English language. The discussion below displays the prevalence of code-switching in the classroom.

Lesson: Parallel Structure

Teacher : Okay, now let's talk about another topic today. Let me ask you, what do you mean by parallel?

Students : (answered in chorus)

Student : bagis

Teacher : We're talking about parallel here? Okay, what kind of line?

Student : Straight... tadong.

Teacher : Straight...ano pa?

Student : Balabag... vertical.

- Teacher : *Okay, what if we're talking about sentences? What do you mean by parallel or parallel structure?*
- Student : *Pagkakapareho, Ma'am?*
- Teacher : *Exactly. For example masiring kamo... Ana is... honest...pretty...and beautiful.*
- Students : *(Read in chorus)*
- Teacher : *What describes Ana?*
- Students : *honest, pretty, and beautiful.*
- Teacher : *What part of speech are these?*
- Students : *(Answered in chorus) Adjective, Ma'am.*
- Teacher : *Very good. Now, since we say that parallel structure is about pagkakapareho, pareho, Can we say that this sentence has a parallel structure?*
- Students : *Yes, Ma'am.*
- Teacher : *Why?*
- Students : *Because they are all adjectives.*
- Teacher : *That is right!*

The above conversation during the English language lesson proves that not only the teacher influenced the students to engage into switching, but she also liked to switch from English language to her vernacular, Waray-waray. From the conversation, the teacher said, "Let me ask you, what do you mean by parallel?" It was evident that the students just translated the English word to

their vernacular which manifests that even though the teachers ask in English, still students will answer it in their vernacular or try to translate it in their native tongue. Also, it was apparent that whenever the teacher code-switches from English to Waray-waray, that is when the students understand better.

Lesson: Subject-Verb Agreement

Teacher : For example, either my sisters or my mom. Ano it singular? Ano it nearest?

Students : (In chorus) Ma'am my mom iton singular.

Teacher : Okay, my mom is singular...so an aton gagamiton na verb is...

Students : singular.

Teacher : Alright. But what if masiring either my mom or my sisters 'has have' set in.

Students : Ma'am iton have.

Teacher : Have kamo an harani,an plural. Got it? Nakaintindi?

Students : Yes. Ma'am?

In this example, the teacher makes a statement in English and switches to Waray-waray posing a question to students knowing very well that the answer is obvious. Expectedly, the learners respond in Waray-waray. This strategy was used frequently and it helped the teacher in encouraging learners to participate and pay attention throughout the lesson. Furthermore, the teacher at Class 2

used both English and Waray-waray for the purpose of explaining and clarifying the subject matter.

The prevalence of code-switching in a classroom context proves to be a widespread phenomenon. The practice continues to generate attention with special research focus on the nature of code-switching and its significance in both social and academic contexts.

In the data gathered during the interview of the teacher-respondents, they both agreed that code-switching has a significant effect in terms of understanding instruction. The observation shows the difference between the two groups. In Class A, the control group, the class seemed to be passive participants due to the restrictions of expressing themselves and lack of proficiency of the English language. They were not able to grasp proper words that would fit to what they wanted to say. On the contrary, the class in the experimental group was more active in participating in the class discussion because they were able to express themselves with the language they are using. Further, the information is clear and understandable because the students knew the equivalent of those unfamiliar words in Filipino or Waray-waray. In the interview, according to the Teacher 2, she preferred to use the code-switching in teaching English and really had a significant implication in the learning process of the students. On the other hand, Teacher 1, though exposed in the English only policy, agreed that code-switching was advantageous in the teaching and learning procedure. An extract of the interview is given below:

Interview

- In What do you think about the use of code-switching in English Language Teaching classrooms?*
- T2 I think it's effective as long as you know your learners you can do better and you can use any devices for way of communicating with your students.*
- In How often should a Waray-waray/Filipino be used in English Language Teaching classrooms?*
- T2 I think it matters on your learners' capability to understand or learn different situations, have different way of learning so there are some things that you have to do like for example if it's mostly in lower years or lower level, they have mostly difficulties in understanding English as often as you have to transcode into code-switching.*
- In If you code-switch in your classroom, when and why do you do so?*
- T2 As I have said, there are students who are not really fast in learning the English language so you have to transcode, you have to make necessary adjustments on how they can learn.*
- In Do you see any advantages in your code-switching in classrooms, why?*
- T2 Yes, of course. There are lots of advantages because it is your way of communicating on how you can teach your students effectively.*

In this interview, Teacher 2 states that there are lots of advantages in using a code-switching strategy especially in communicating to the students to ensure comprehension enhancement in their part. However, she also identified disadvantages like students may have lesser chance of learning the English language specifically when not used. As much as possible, the use of the English language be maximized. She also added to encourage the learners to speak English to be fluent and ultimately, master the language.

On the other side, Teacher 1 also agrees that code-switching contributes to the development of a learner to comprehend the lesson easier. Though the teacher was assigned in the English only policy technique, she also believed that there is a comparable difference when a teacher code-switches in the classroom. The extract below displays a deeper thought of code-switching as a language teaching strategy.

Interview:

In If your students find difficulty understanding what you are talking about, say explaining a grammar point, assigning homework or an activity, would you employ our L1 in this case? If not, why?

T1 I would employ Filipino or Waray-waray to aid in understanding the topic.

In Could you please explain why your code- switching contributes to or hinders learners' language learning?

T1 I think it contributes more than hinders because learners in learning the language. Students who exposed to English as a medium of instruction are more likely to learn the language better.

In Do you use English when discussing all kinds of topics? Or you employ L1 for specific topics? Like what?

T1 Yes... I use English in my discussion though I would employ Waray-waray so students can see the relation of the topics to the local setting.

In When explaining unfamiliar concepts, or when there are no similar words in English, which code do you employ? And why?

T1 I think its English that should be the medium of instruction but we can employ Waray-waray in explaining difficult topics or lessons.

According to Teacher 1 who employed the English-only-policy strategy, she would use code-switching strategy especially when a student finds difficulty understanding difficult words or discourse. She also agreed that whenever there are grammar points or activities or homework, there is a need to code-switch knowing that some students do not pay attention to the instructions due to the barrier of the language. Students also tend to always agree or resort to the affirmative side to every instructions or discussions of the teacher even though they did not even understand it. That is why, English teachers really need to look after the welfare of the students' comprehension by employing lots of strategies or techniques. One for sure is the use of code-switching. In the question:

In Do you use English when discussing all kinds of topics? Or you employ L1 for specific topics? Like what?(36-37)

T1 Yes... I use English in my discussion though I would employ Waray- waray so students can see the relation of the topics to the local setting.(38-39)

This manifests that, even though the Department of Education mandated that the English language should be used as a medium of instruction, teachers, specifically, English teachers, cannot go away from translating it or switching it to Filipino or Waray-waray. This part suggests that Teacher 1 will use the vernacular to the extent that the students will understand the lesson without compromising or alleviating English as a subject and as a medium of instruction.

This study, then, denotes that there is a need to apply the code- switching strategy in view of the fact that there are students who cannot readily speak in

the classroom discussions because they are hesitant about speaking in the second language. Moreover, there are also students who cannot understand the words in English because they do not know its equivalent or translation in their native language. On the other hand, if the code-switching strategy is applied, the students will tend to have a more developed English vocabulary and comprehension skills before they reach higher levels because the technique allots more time for the students to encounter foreign words while these are being translated into the Waray-waray/Filipino language. This study also concludes that the teachers must have the freedom in choosing the technique that they want to use, whether code-switching or English only policy technique, because they are the ones who know best what is best for their students for they know their capabilities, strengths and weaknesses and know the appropriate method needed to meet the learning objectives.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings on the experiments, presents conclusions arrived at, and the recommendations for future action.

Summary of Findings

This study investigated the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement to the Grade 7 students of Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte during the School Year 2018-2019.

The study used an experimental method of research. There were two groups under study: the control group who were exposed to the English-only-policy method and the experimental group who were exposed to the code-switching strategy.

A 50-item teacher-made test was administered to the subjects of the study during the pre- and post-tests. The data were statistically treated using the mean, standard deviation, and t-tests of dependent and independent samples.

The data gathered were analyzed with the use of 0.05 level of significance.

The study was conducted at Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte, from February 12, 2019 to March 12, 2019 for a period of four (4) weeks.

The respondents of the study were 60 Grade 7 students comprised of four heterogeneous sections namely: Titan (15), Enceladus (15), Io (15) and Europa (15) at Tanauan School of Craftsmanship and Home Industries.

Since the experiment investigated the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement, there was a need to measure achievement through a 50-item pre-test and post-test. Mean ratings of the students in both groups in the achievement test were analyzed.

The following relevant findings are thus summarized.

1. The achievement of the students in the pre-test of the control group along the identified language competencies.

In teaching capitalization, the pre-test achievement of the students in the control group yielded a mean score of 80.83, interpreted as satisfactory.

In teaching punctuation, the pre-test achievement of the students in the control group yielded a mean score of 79.17, interpreted as fairly satisfactory.

In teaching grammar, the control and experimental groups shared the same mean score of 78.17, interpreted as fairly satisfactory.

In teaching sentence structure, the pre-test achievement of the students in the control group yielded a mean score of 78.50, interpreted as fairly satisfactory.

In teaching word usage, the pre-test achievement of the control group yielded a mean score of 80.17, interpreted as satisfactory.

2. The achievement of the students in the pre-test of the experimental group along the identified language competencies.

In teaching capitalization, the pre-test achievement of the students in the experimental group yielded a mean score of 79.33, interpreted as fairly satisfactory.

In teaching punctuation, the pre-test achievement of the students in the experimental group yielded a mean score of 78.33, also fairly satisfactory.

In teaching grammar, the control and experimental groups shared the same mean score of 78.17, interpreted as fairly satisfactory, in the pre-test achievement which denotes that the two groups are equal in their grammar skills as both groups have the same level of comprehension.

In teaching sentence structure, the pre-test achievement of the students in the experimental group yielded a mean score of 78.33, interpreted as fairly satisfactory.

In teaching word usage, the pre-test achievement of the experimental group yielded a mean score of 79.83, interpreted as fairly satisfactory.

3. The significant difference between the control and experimental group along the language competencies.

In the combination of the five language competencies, the pre-test achievement of the students in the control group yielded a mean score of 80.50, interpreted as satisfactory and the same mean score of 80.50, interpreted as

satisfactory was earned by the experimental group. The computed t-values of the identified language competencies were all not significant.

4. The achievement of the students in the post-test of the control group along the identified language competencies.

In teaching capitalization, the post-test achievement of the students in the control group yielded a mean score of 89.37, interpreted as good. In teaching punctuation, the post-test achievement of the students in the control group yielded a mean score of 89.83, interpreted as very satisfactory.

In teaching grammar, the post-test achievement of the students in the control group yielded a mean score of 88.77, interpreted as very satisfactory.

In teaching sentence structure, the mean score of the control group was 88.40, interpreted as very satisfactory.

Lastly, in the word usage, the post-test achievement of the students in the control group yielded a mean score of 89.20, interpreted as very satisfactory.

5. The achievement of the students in the post-test of the experimental group along the identified language competencies.

In teaching capitalization, the post-test achievement of the students in the experimental group yielded a mean score of 91.03, interpreted as outstanding.

In teaching punctuation, the post-test achievement of the students in the experimental group earned a mean score of 91.73, interpreted as outstanding.

In teaching grammar, in the post-test achievement of the students in the experimental group, they got a mean score of 90.33, interpreted as outstanding.

In teaching sentence structure, the experimental group yielded a mean score of 89.30, interpreted as outstanding, was gained by the students. In the word usage, the post-test achievement of the students in the experimental group, the students got a mean score of 89.90, interpreted as very satisfactory.

6. The significant difference between the control and experimental group along the language competencies.

In the combination of the five language competencies, the post-test achievement of the students in the control group yielded a mean score of 89.67, interpreted as very satisfactory, while in the experimental group, the students got a mean score of 91.53, interpreted as outstanding.

7. Teaching-learning experiences of teachers in using code-switching strategy

The teaching and learning experiences of the teachers in using code-switching has proven that the development of English as a second language can be facilitated in students through code-switching in which teachers used code-switching strategy to enhance comprehension skills.

Conclusions

From the findings of the study, the following were the drawn conclusions:

1. The achievement of the control group in the pre-test on the language competencies: teaching capitalization was satisfactory, teaching punctuation, grammar and sentence was fairly satisfactory and teaching word usage was satisfactory, while the combination was satisfactory.
2. The achievements of the experimental group in the pre-test: teaching capitalization was satisfactory, teaching punctuation, grammar and sentence was fairly satisfactory and teaching word usage was satisfactory, while the combination was satisfactory.
3. The computed t-values were all not significant.
4. The achievement of the control group in the post-test for all five competencies was very satisfactory.
5. On the other hand, in the experimental group, topics on teaching capitalization, punctuation, and grammar received an outstanding rating, and teaching sentence structure and word usage garnered a very satisfactory rating. The combination of the five language competencies was outstanding.
6. There was a significant difference on the level of comprehension between the control and experimental groups in teaching capitalization, punctuation, grammar, sentence structure, and word usage, and combination during the post-test, however, teaching word usage did not yield significant result.

7. The teaching and learning experiences of the teachers in using code-switching has proven that the development of English as a second language can be facilitated in students through code-switching in which teachers used code-switching strategy to enhance comprehension skills. Therefore, as analyzed in this study, taking into account the data obtained on the effectiveness of code-switching as a language teaching strategy based on the grammar-translation method for comprehension enhancement, it can be suggested that code-switching is not just a mere alternation or use of two or more languages (Grosjean 2010; Hymes, 1977) rather, it is the intentional choice of language which enhances the classroom environment on many sides and delivers the message better than one could do in another language.

Recommendations

Based on the findings and conclusions of this study, the researcher recommends the following:

1. Since the code-switching as a language teaching strategy anchored on the grammar-translation method for comprehension enhancement was shown to be effective, the researcher recommends using it as a technique in teaching especially on the basic language competencies.
2. It may be recommended that effective and deliberate uses of code-switching, as teachers and students, augments learning, helps students express

themselves better, helps avoid confusions in parts of delivering the lesson content.

3. English teachers must be reoriented in diagnosing students' skills in the language competencies so that they can effectively apply this to future use.
4. English teachers must be able to know what technique or strategy to use with respect to the comprehension level of the students.
5. Teachers' switching to the vernacular/Filipino may be utilized for sociolinguistics and linguistics purposes and can be academically purposeful when used to compare and contrast the two languages.
6. DepEd should not only consider English-only-policy as a medium of instruction but also code-switching technique especially when explaining difficult words while the students are obliged to still use the language in explaining out things.
7. Further research is necessary to establish the effectiveness of code-switching technique on the students' comprehension level.

To sum it up, this study supports the claim that the English-only-policy for content-based instruction seems impractical and ineffective in countries where English is the second or foreign language. The findings offer strong indications that code-switching by teachers and students have a strong impact when it comes to the comprehension skills of the learners.

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APPENDICES

Appendix A

Assignment of Adviser

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATES STUDIES
 Catbalogan City, Samar
 Telefax: (055) 543- 83 -94/ Tel. No. (055) 251-21-39
 Website: www.ssu.edu.ph

September 08, 2018

ASSIGNMENT OF ADVISER

NAME : ALJUN A. DESOYO

COURSE : Master of Arts in Education (MAED)

SPECIALIZATION : English

TITLE OF THESIS : Code-Switching as a Language Teaching Strategy based on the Grammar-Translation Method for Comprehension Enhancement

NAME OF ADVISER : DR. LAURA BOLLER

(SGD.) ALJUN A. DESOYO
 Researcher

CONFORME:

(SGD.) LAURA BOLLER, Ph.D.
 Adviser

APPROVED:

(SGD.) ESTEBAN A. MALINDOG, Ph.D.
 Dean, College of Graduate Studies

Appendix B

Letter Request for Schedule of Pre-Oral Defense

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATES STUDIES
 Catbalogan City, Samar
 Telefax: (055) 543- 83 -94/ Tel. No. (055) 251-21-39
 Website: www.ssu.edu.ph

November 23, 2018

DR. ESTEBAN A.MALINDOG
 DEAN, COLLEGE OF GRADUATE STUDIES
 SAMAR STATE UNIVERSITY
 CATBALOGAN CITY

Sir:

I have the honor to request for a schedule of Pre-Oral Defense on the research entitled, **"CODE-SWITCHING AS A LANGUAGE TEACHING STRATEGY BASED ON THE GRAMMAR-TRANSLATION METHOD FOR COMPREHENSION ENHANCEMENT"** on December 1, 2018 at Samar State University -Graduate School, Catbalogan City.

Enclosed herein are copies of my research proposal ready for distribution to the members of the panel of examiners.

My sincerest appreciation and thanks in advance.

Respectfully yours,

(SGD.) ALJUN A. DESOYO
 Researcher

Recommending Approval:

(SGD.) LAURA BOLLER, Ph.D.
 Adviser

Approved:

(SGD.) ESTEBAN A. MALINDOG, Ph.D.
 Dean, College of Graduate Studies

Appendix C

Letter-Request for Permission to the Schools Division Superintendent to Field Questionnaires

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATES STUDIES
 Catbalogan City, Samar
 Telefax: (055) 543- 83 -94/ Tel. No. (055) 251-21-39
 Website: www.ssu.edu.ph

February 6, 2019

RONELO AL K. FIRMO
 Schools Division Superintendent
 Division of Leyte

Sir:

Greetings!

I am a Senior High School teacher from Tanauan School of Craftsmanship and Home Industries, Tanauan, Leyte. I am enrolled in the Graduate School of Samar State University and I am conducting a research entitled **"CODE-SWITCHING AS A LANGUAGE TEACHING STRATEGY BASED ON THE GRAMMAR-TRANSLATION METHOD FOR COMPREHENSION ENHANCEMENT"**.

The study aims to examine the effectiveness of code-switching as a language teaching strategy. This further investigates the teaching- learning experiences of teachers in using code- switching based on the grammar- translation method.

In this regard, I am requesting from your good office to allow me to distribute achievement tests, conduct interviews and classroom observations to the selected Grade 7 students and Secondary School English teachers in the said school. I assure you that all information gathered will be treated with strictest confidentiality.

For more detailed information, you may contact me at +63965- 488-0320, or at aljundesoyo1992@deped.gov.ph.

Thank you and looking forward for your support regarding this matter.

Respectfully yours,

ALJUN A. DESOYO
 Researcher

Action Taken:

_____ Approved
 _____ Disapproved

RONELO AL K. FIRMO, Ph. D., CESO V
 Schools Division Superintendent

Appendix D

Letter-Request for Student-Respondents

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATES STUDIES
Catbalogan City, Samar
Telefax: (055) 543- 83 -94/ Tel. No. (055) 251-21-39
Website: www.ssu.edu.ph

February 12, 2019

Dear Respondents,

Greetings!

The undersigned is currently conducting a study entitled, **“CODE-SWITCHING AS A LANGUAGE TEACHING STRATEGY BASED ON THE GRAMMAR-TRANSLATION METHOD FOR COMPREHENSION ENHANCEMENT,”** as one of the requirements for the degree, Master of Arts in Education major in English, in Samar State University Graduate School, City of Catbalogan.

In this regard, he would like to request your whole-hearted support and cooperation by conducting classroom observations and answering the achievement test. Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Thank you and more power.

Very truly yours,

(SGD.) ALJUN A. DESOYO
Researcher

Appendix E

Letter-Request for Permission to the School Principal to Field Questionnaires

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATES STUDIES
 Catbalogan City, Samar
 Telefax: (055) 543- 83 -94/ Tel. No. (055) 251-21-39
 Website: www.ssu.edu.ph

February 07, 2019

RICHARD N. LAURENTE, P-III
 School Head
 Tanauan School of Craftsmanship and Home Industries
 Tanauan, Leyte

Sir:

Greetings!

The undersigned is currently conducting a study entitled **"CODE-SWITCHING AS A - LANGUAGE TEACHING STRATEGY BASED ON THE GRAMMAR-TRANSLATION METHOD FOR COMPREHENSION ENHANCEMENT,"** in partial fulfilment of the requirements for the degree in Master of Arts in Education, major in English at Samar State University, Catbalogan City.

The study aims to examine the effectiveness of code-switching as a language teaching strategy. This further investigates the teaching- learning experiences of teachers in using code-switching based on the grammar- translation method.

In this regard, the researcher would like to ask permission from your good office to distribute achievement tests, conduct interviews and classroom observations to the Grade 7 students and Secondary School English teachers in your school. Rest assured that all information given in this study will be used solely for research purposes and shall be presented in statistical manner without reference to a particular person.

Your approval to conduct this study will be greatly appreciated. Thank you in advance for your interest and assistance regarding this matter.

Sincerely yours,

ALJUN A. DESOYO
 Researcher

Approved:

RICHARD N. LAURENTE
 School Head

Appendix F

Achievement Test

PART I. DEMOGRAPHIC PROFILE

Name (*optional*) : _____

Gender: ☐ Male ☐ Female Type of School: ☐ Public ☐ Private

Spoken Language(s): ☐ Bisaya ☐ Waray-waray ☐ Filipino ☐ English

Others (*please specify*): _____

PART II. ACHIEVEMENT TEST (POST-TEST)

Directions: This test contains 50 sentences covering five areas: capitalization, punctuation, grammar, sentence structure and word usage. Identify the error in one of the underlined parts in each sentence. Write the letter of the correct answer.

Capitalization

1. Bob and i went to the store to get some orange juice.
A B C D
2. She said, "bees are not the only insects that sting."
A B C D
3. The best television shows are spongebob and Ed, Edd, and Eddie.
A B C D
4. My friends love to go to disneyland during the winter.
A B C D
5. On Sunday, I will see the movie Star wars and eat at Taco Bell.
A B C D
6. It's a good idea to clean up the area if the general is expected to tour the facilities with the inspection team.
A B C D
7. This afternoon, you and I will play basketball with Kathleen and beth.
A B C D
8. Dr. Smith's elderly patients prefer to be addressed as Mr. or mrs. rather than by their first names.
A B C D

9. Sometimes i just want to curl up with a good book, a Hershey bar, and relax.

A B C D

10. Sam Stump is the new manager of the Lloyd Center nordstrom store.

A B C D

Punctuation

11. Spain is a beautiful country; the beaches are warm, sandy, and spotlessly clean.

A B C D

12. According to everyones prediction, the best students will be the ones who study the

A B

hardest and turn in every assignment on time.

C D

13. The boys found the perfect place to camp in the mountains; and pitched a tent before the sun

A B C

set.

D

14. Sarah's uncles car was found without its wheels in that old, derelict warehouse.

A B C D

15. Parents dread the day when children ask the difficult question, "Where did I come from"?

A B C D

16. The childrens books were all left in the following places: Mrs Smith's room, Mr Powell's

A B C

office and the caretaker's cupboard.

D

17. She always enjoyed sweet's, chocolate, marshmallows and toffee apples.

A B C D

18. Tim's gran, a formidable woman, always bought him chocolate, cakes sweets and a nice

A B C

fresh apple.

D

19. During our vacation in the Bahamas; we hope to eat delicious seafood, enjoy beautiful

A B

sunsets, and dance ourselves dizzy at reggae clubs.

C D

20. To win Laurie's love, Albert visited the florist for roses, the drugstore for a box of chocolates

A B C

and the jeweler for an expensive gold necklace.

Grammar

21. The young boys thought they had broke the lamp when it fell off the table and hit the floor.
A B C D
22. When Sam was a small child, she would spend hours every day playing with stones in the garden.
A B C D
23. Since we collect bottle caps, several friends decided to save them for Sam and I.
A B C D
24. Each of the glasses in the crystal set were broken in the move from overseas.
A B C D
25. Carlos is the only one of those student who has lived up to the potential described in the yearbook.
A B C D
26. A departing renter must clean the apartment thoroughly before they can turn in the key to the office.
A B C D
27. No one dares to defy Ms. Santos; between all of the members of the faculty, she is the strictest.
A B C D
28. Seniors which need help with college applications can immediate assistance from the Guidance Department.
A B C D
29. Many people claim to have seen UFOs, but no one have proved that such objects exist.
A B C D
30. Most of the milk have gone bad. Six gallons of milk are still in the refrigerator.
A B C D

Sentence Structure

31. Alex looked everywhere for his Math book- under the bed, on his desk, and he searched inside the refrigerator.
A B C D
32. The manager wanted staff who arrived on time, no snacking the chicken nuggets and smiled at the customers.
A B C D

Appendix G

Semi-Structured Interview Questions

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATES STUDIES
 Catbalogan City, Samar
 Telefax: (055) 543- 83 -94/ Tel. No. (055) 251-21-39
 Website: www.ssu.edu.ph

CODE-SWITCHING AS A LANGUAGE TEACHING STRATEGY BASED ON THE GRAMMAR-TRANSLATION METHOD FOR COMPREHENSION ENHANCEMENT

Dear Respondent,

Good day!

The undersigned is currently conducting a study entitled “**CODE-SWITCHING AS A LANGUAGE TEACHING STRATEGY BASED ON THE GRAMMAR-TRANSLATION METHOD FOR COMPREHENSION ENHANCEMENT**”. Please answer the questions to the best of your ability. Your answers/ information given will be treated with strictest confidentiality.

Very truly yours,

ALJUN A. DESOYO
 Researcher

TEACHER SEMI-STRUCTURED INTERVIEW QUESTIONS

- 1) What do you think about the use of code- switching in English Language Teaching classrooms?
- 2) How often should a Wray-waray/Filipino be used in English Language Teaching classrooms?
- 3) If you code- switch in your classroom, when and why do you do so?

- 4) Do you see any advantages in code- switching in classrooms, and why?
- 5) Do you see any disadvantages in your code- switching in classrooms, and why?
- 6) If a student speaks to you in L1, which code would you employ to reply? And why?
- 7) If your students find difficulty understanding what you are talking about, say, explaining a grammar point, assigning homework or an activity, would you employ our L1 in this case? If not why?
- 8) Could you please explain why your code- switching contributes to or hinders learners' language learning?
- 9) You taught several classes, did you code- switch in all of the classes? If not, why?
- 10) When discussing personal issues, which code do you think is more appropriate to use and why?
- 11) Do you use English when discussing all kinds of topics? Or you employ L1 for specific topics? Like what?
- 12) When explaining unfamiliar concepts, or when there are no similar words in English, which code do you employ? And why?
- 13) According to your experience, which code would maintain your students' interest and keep the lesson more enjoyable, L1 or L2 or an adherence of both, and why?
- 14) Do you think there is a relationship between your choice of the code and your affective situation (whether anxious, comfortable, uncomfortable, etc.)? Explain.
- 15) In general, do you think code-switching is effective? Why or why not?

Appendix H

Interview Transcription

INTERVIEW SCHEDULE TRANSCRIPT

The interview questions are asked of you, the participants, in order that the researcher will be able to gather data needed for this study. Please answer the questions as honestly as you could. I assure you that all the data gathered from this interview will be kept confidential and will be for research purposes alone.

Legend: In= Interviewer T1= Teacher 1

In What do you think about the use of code-switching in English Language Teaching classrooms?

T1 I think it helps student understand the lesson better.

In How often should a Waray-waray/Filipino be used in English Language Teaching classrooms?

T1 At times we can use Waray-waray or Filipino but not so often. I believe we should use English in classroom instruction.

In If you code-switch in your classroom, when and why do you do so?

T1 Well... I code-switch when students are having difficulty understanding instruction, topic or term.

In Do you see any advantages in your code- switching in classrooms, why?

T1 Yes, I believe it reinforces understanding students in the lesson.

In Do you see any disadvantages in your code- switching in classrooms, why?

T1 Yes, students are more likely to use Taglish in expressing their ideas than using English only.

In If your students find difficulty understanding what you are talking about, say explaining a grammar point, assigning homework or an activity, would you employ our L1 in this case? If not, why?

- T1* I would employ Filipino or Waray-waray to aid in understanding the topic.
- In* Could you please explain why your code- switching contributes to or hinders learners' language learning?
- T1* I think it contributes more than hinders because learners in learning the language. Students who exposed to English as a medium of instruction are more likely to learn the language better.
- In* You taught several classes, did you code- switch in all of the classes? If not, why?
- T1* Yes, I think it helps my heterogeneous classes.
- In* When discussing personal issues, which code do you think is more appropriate to use and why?
- T1* I usually express it in English first and explain or relate again in the vernacular.
- In* Do you use English when discussing all kinds of topics? Or you employ L1 for specific topics? Like what?
- T1* Yes... I use English in my discussion though I would employ Waray-waray so students can see the relation of the topics to the local setting.
- In* When explaining unfamiliar concepts, or when there are no similar words in English, which code do you employ? And why?
- T1* I think its English that should be the medium of instruction but we can employ Waray-waray in explaining difficult topics or lessons.
- In* Do you think there is a relationship between your choice of the code and your affective situation (whether anxious, comfortable, uncomfortable, etc.)? Explain.
- T1* Yes, as a teacher you should learn to assess the learners' needs and use the language instruction that's needed.
- In* In general, do you think code-switching is effective? Why?

T1 I believe it is effective because using both language, students can relate more to your lesson and it would help them better in understanding the lesson.

In Is there anything else that you would like to add?

T1 Nope, I think that covers it.

In Well, thank you for taking the time to talk with me today. I really appreciate it.

INTERVIEW SCHEDULE TRANSCRIPT

The interview questions are asked of you, the participants, in order that the researcher will be able to gather data needed for this study. Please answer the questions as honestly as you could. I assure you that all the data gathered from this interview will be kept confidential and will be for research purposes alone.

Legend: In= Interviewer T2= Teacher 2

In What do you think about the use of code-switching in English Language Teaching classrooms?

T2 I think it's effective as long as you know your learners you can do better and you can use any devices for way of communicating with your students.

In How often should a Waray-waray/Filipino be used in English Language Teaching classrooms?

T2 I think it matters on your learners' capability to understand or learn different situations, have different way of learning so there are some things that you have to do like for example if it's mostly in lower years or lower level, they have mostly difficulties in understanding English as often as you have to transcode into code-switching.

In If you code-switch in your classroom, when and why do you do so?

T2 As I have said, there are students who are not really fast in learning the English language so you have to transcode, you have to make necessary adjustments on how they can learn.

In Do you see any advantages in your code-switching in classrooms, why?

T2 Yes, of course. There are lots of advantages because it is your way of communicating on how you can teach your students effectively.

In Do you see any disadvantages in your code-switching in classrooms, why?

T2 Somehow, there are disadvantages because sometimes your students get use to the language that you are using and most of the time, they can't express it in English, but we don't want to encourage them still

understanding to be effective in the English language and it should be effective to students in giving instructions.

In If a student speaks to you in L1, which code would you employ to reply? And why?

T2 It matters on how serious it is, if it's just explaining or in the classroom discussion, it doesn't matter on how they are going to express their ideas as long as they can get into the line of their learning, you can have it in English or in the Waray-waray as long as you know that they can understand or express well their ideas.

In If your students find difficulty understanding what you are talking about, say explaining a grammar point, assigning homework or an activity, would you employ our L1 in this case? If not, why?

T2 Yes of course, because if you keep on talking into a language that they don't understand, what is the use of it. Of course, you have to learn on the language on the way to communicate with them if there's an adjustment.

In Could you please explain why your code-switching contributes to or hinders learners' language learning?

T2 Well...it is mostly on the advantage; it does contribute to the learning capacity and capability of every student because you know your students and mostly they are not good or fluent English speakers. So, adjustments really on the communication are needed for them to learn more.

In You taught several classes, did you code-switch in all of the classes? If not, why?

T2 Most of the time. Because as native language speakers, there are things that they don't understand right away, so there's a need for transcoding, code-switching for us to get across on what we want them to do or they have to understand what they've given them.

In When discussing personal issues, which code do you think is more appropriate to use and why?

T2 Both actually, that's why we transcode, code-switching because this is just how we balance way of giving instructions to them. Our main goal here is to understand English, to understand the language, we just have to

transcode for them to really, really grasp or take hold on what we want them to know.

In Do you use English when discussing all kinds of topics? Or you employ L1 for specific topics? Like what?

T2 Yes, most of the time. We do it in English but of course as I've said earlier we have students, we have multi-learners so they have differences on how they are going to learn. So, if there's a need to transcode we do that.

In When explaining unfamiliar concepts, or when there are no similar words in English, which code do you employ? And why?

T2 Mostly, we go into Tagalog, of course then we code-switch again, we use Waray-waray, but most of the time we encourage them to speak English.

In Do you think there is a relationship between your choice of the code and your affective situation (whether anxious, comfortable, uncomfortable, etc.)? Explain.

T2 There are, but you know you cannot just maintain just one emotion in the classroom set-up and emotions always vary on the lessons or learning.

In In general, do you think code-switching is effective? Why?

T2 Of course, because we are really having difficulty in the learning status of the students, we should always code-switch. It is necessary, it is effective and it is acceptable for them.

In Is there anything else that you would like to add?

T2 Nope, I don't have.

In Well, thank you for taking the time to talk with me today. I really appreciate it.

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