



**ENGLISH TEACHERS AND LEARNERS' EXPERIENCES ON THE USE OF
CODE SWITCHING IN TEACHING READING COMPREHENSION:
BASES FOR IN-SERVICE TRAINING PROGRAM**

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ABSTRACT

This qualitative study sought to explore the administrative and supervisory practices of school heads in integrated schools, with the goal of using the findings as a basis for policy recommendations. The research was carried out in five (5) selected integrated schools within the Schools Division of Iloilo City. A researcher-developed interview guide was used to collect data from five school heads, and thematic analysis was employed to interpret and describe the data. The findings indicated that school heads' practices in integrated schools were managing school operations and resources, planning, engaging stakeholders, conducting classroom observations, and providing support to teachers. The challenges met were resource shortages, multiple responsibilities, limited time, and diverse teaching and learning needs. In addressing the challenges, the following themes emerged: strategic delegation and team empowerment, building strong partnerships, structured decision-making, ethical leadership, and professional development initiatives. The findings of this study served as the foundation for suggesting policy recommendations.

Keywords: *Administrative and Supervisory Practices, School Heads, Integrated Schools, Policy Recommendation*

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INTRODUCTION

In the Philippine context, reading comprehension among secondary learners remains an area of concern, with recent data indicating that high school learners often demonstrate only moderate levels of understanding when working with English texts.

According to the Programme for International Student Assessment (PISA) 2018, only 19% of Filipino learners reached the minimum proficiency level in reading, meaning that the vast majority—81%—were unable to demonstrate even basic skills in understanding and analyzing written texts (OECD, 2019). These results highlighted significant challenges in the ability of Filipino learners to interpret information, draw inferences, and evaluate textual meaning, all of which are critical components of reading literacy.

More recently, the PISA 2022 cycle revealed that the Philippines continued to lag behind other participating countries, with learners scoring an average of 347 in reading, substantially lower than the OECD average of 476 (OECD, 2023). The low scores indicate persistent gaps in comprehension skills, including difficulties in identifying main ideas, understanding implied meaning, and critically engaging with texts. These findings underscore the ongoing need for effective interventions and instructional strategies—such as targeted reading programs, teacher professional development, and the strategic use of bilingual teaching methods like code-switching—that can help Filipino learners build stronger reading comprehension skills and perform at levels comparable to their international peers.

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Laurente and Bangawan (2024) emphasized that code-switching serves as an effective instructional strategy that bridges linguistic differences and supports the development of deeper reading comprehension skills.

Incorporating code-switching as an instructional approach can significantly enhance learners' reading comprehension, particularly among junior high school learners who often struggle to fully grasp English texts due to linguistic and cultural differences (Ramirez and Lopez, 2023).

With this, the researcher conducted this research to understand the teachers' and learners' experiences with the utilization of mixing languages in instruction, reading comprehension as a basis for the construction of an in-service training program.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology employed in the study, including the research method, research design, participants, sampling design, research instrument.

Research Method

This study employed a qualitative research method using an in-depth interview guide, specifically utilizing a phenomenological approach, to explore the real-life experiences of both learners and teachers in terms of the use of Code Switching as a teaching strategy to improve reading comprehension. As cited by Lopez & Willis (2021), phenomenological research sought to understand how individuals experienced and interpreted a certain phenomenon. This

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approach was suitable for the study since it aimed to gain a deeper understanding of how Code Switching was perceived and applied in the context of reading instruction and how it affected learners' comprehension and engagement.

The participants of the study included twenty-four individuals, eight junior high school teachers and sixteen learners, from one of the schools in the Province of Iloilo, school year 2025–2026. They were chosen through purposive sampling, focusing on those who had direct involvement in reading instruction where Code Switching was practiced. This selection method ensured that participants could provide valuable and relevant insights. The study also followed ethical research standards such as giving of informed consent, ensuring confidentiality, and allowing voluntary participation to maintain transparency and protect the participants' rights.

Data were gathered through open-ended questions from an interview guide made by the researcher to draw out the participants' insights and personal experiences about Code Switching and its influence on reading comprehension. The interviews were personally conducted and recorded, with respondents' permission, to ensure data accuracy. After transcription, the collected data underwent a thematic analysis process that involved identifying and categorizing recurring themes and ideas.

Research Design

This study utilized a phenomenological research design to describe the lived experiences of learners and teachers on the use of code-switching to enhance reading comprehension. This design was appropriate because it sought to determine how individuals perceived and experienced a phenomenon. With their perspectives, the researcher aimed to

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uncover meaningful insights about how switching between English and Filipino influenced learners' understanding of reading materials.

According to Martinez (2021), phenomenology allowed researchers to capture the essence of participants' experiences, making it suitable for studies that aimed to describe authentic human interactions and behaviors.

Participants of the Study

The participants of this study included twenty-four individuals: eight English teachers and sixteen junior high school learners from one of the schools in the Province of Iloilo during the School Year 2025–2026. They were selected through purposive sampling, focusing on those with direct experiences in using or being exposed to Code Switching during English classes.

To gather pertinent data for the study, the researcher chose 8 teachers and 16 students as sources. For fairness and confidentiality, the teachers were identified as Participants 1, 2, 3, 4, 5, 6, 7, 8, and learners as 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, and 24.

Sampling Design

This study utilized a purposive sampling to identify participants who had direct experiences with the utilization of code-switching in English classes. This sampling method was suitable for qualitative research as it allowed the researcher to intentionally select individuals who could provide rich and relevant insights related to the phenomenon being studied.

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The inclusion criteria for teachers were: (1) currently teaching English, (2) using Code Switching in instruction. For learners, the criteria included: (1) being enrolled in Grades 7–10, (2) having been taught by teachers who used Code Switching, and (3) willingness to share their learning experiences. All participants voluntarily took part and provided informed consent before the interviews.

A total of twenty-four participants were selected, composed of eight English teachers and sixteen junior high school learners from one of the schools in the Province of Iloilo. They were chosen based on their exposure to Code Switching as either a teaching strategy or a learning experience, ensuring that the data gathered reflected authentic and meaningful perspectives.

Research Instrument

The primary research instrument was a researcher-developed interview guide which was designed to gather detailed insights about the experiences of teachers and learners with code-switching in relation to reading comprehension. The guide included questions that are open-ended so that participants could express and provide in-depth responses.

The instrument was composed of two questions about the teachers' and learners' experiences on the use of Code Switching in teaching reading comprehension.

Validity of the Research Instrument

To ensure the validity of the research instrument, the interview guide underwent content validation by three experts in English education and qualitative research. The

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validators evaluated the questions in terms of clarity, relevance, and alignment with the study's objectives. Their feedback was used to revise and refine the items to guarantee that they effectively capture the participants' experiences with Code Switching and reading comprehension.

According to Trochim (2020), validity refers to the degree to which a research instrument or measure accurately reflects the construct or concept it is intended to measure. It speaks to the appropriateness, meaningfulness, and usefulness of the inferences drawn from the data collected.

Data Gathering Procedures

Before the start of data collection, the researcher secured permission from the school principal of the school and obtained consent from all participants. Once approval was granted, schedules for interviews were arranged at a convenient time and place for both teachers and learners. The participants were informed of the purpose of the study, the confidentiality, and their right to withdraw their participation.

Data were collected through semi-structured interviews using a validated researcher-made interview guide. Each interview was recorded, with the agreement of participants, this is to ensure accuracy during transcription and analysis. The gathered data were then organized and prepared for thematic analysis to identify patterns and insights related to the use of Code Switching in developing reading comprehension.

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Data Analysis

The collected data were thematically analyzed, a method suited for identifying recurring patterns, themes, and insights from qualitative data. Each interview was transcribed verbatim, and the researcher carefully reviewed the transcripts to code and categorize responses according to emerging themes related to Code Switching and reading comprehension.

The analysis followed the steps suggested by Braun and Clarke (2023): familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming them, and producing the final report. This process can ensure that the findings represented the participants' experiences and provided meaningful interpretations relevant to the study's objectives.

RESULTS AND DISCUSSIONS

This study focused on the experiences of English teachers and learners in one of the schools in the Province of Iloilo in using code-switching as a strategy to improve reading comprehension among high school learners. It examines how teachers alternate between English and Hiligaynon during reading lessons, the techniques they employ, and the perceived effects of these practices on learners' understanding of texts. Additionally, learners' perspectives on how code switching influences their engagement and comprehension are gathered.

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The study was conducted during the school year 2025–2026 and involved 24 participants, comprising 8 purposively selected English teachers and 16 learners from Grades 7 to 10, who were using code switching in their English classes.

Data was collected through researcher-made interview guide questions, and the study employed a qualitative research design to deeply explore participants’ experiences and perceptions. The in-depth interview guide underwent content and face validation by a panel of experts in the fields of English and research. The data gathered was tabulated, analyzed, and interpreted using thematic analysis.

The findings of this study reveal significant experiences into both teachers' and students’ experiences with the use of Code Switching in teaching reading comprehension. From the teachers’ perspective, three main themes were identified. Using code-switching to Enhance Conceptual Clarity showed that teachers use code-switching to clarify complex vocabulary and abstract ideas, ensuring students fully understand the content. A Means of Strengthening Learner Engagement and Confidence indicated that strategic code-switching encourages students to participate actively, express their thoughts confidently, and feel more comfortable in classroom interactions. Lastly, used as a Scaffold to Support the Development English Proficiency highlighted that teachers use Code Switching to support comprehension while gradually guiding students toward greater use of English, balancing immediate understanding with language development.

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Overall, these findings demonstrate that Code Switching serves as an effective instructional strategy that supports comprehension, engagement, and confidence for both students and teachers while facilitating the development of English proficiency.

From the students' perspective, four main themes emerged. First, Facilitated Comprehension of Vocabulary and Complex Concepts showed that code-switching helps students understand difficult words, abstract ideas, and challenging sentence structures, making content more accessible. Second, Improved Reading Comprehension and Textual Understanding highlighted that alternating between English and the learners' first language improves interpretation of texts and boosts students' ability to respond accurately to comprehension tasks. Third, fostered a Supportive and Inclusive Learning Environment indicated that code-switching reduces anxiety, encourages participation, and creates a classroom atmosphere where students feel comfortable expressing their ideas. Finally, Encouraged Active Participation and Learner Engagement revealed that code-switching motivates students to contribute to discussions, collaborate with peers, and actively engage in reading activities.

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Conclusion

Based on the findings, the following insights were drawn:

The findings from both teachers' and students' experiences reveal that code-switching significantly aids comprehension in reading activities. Learners reported that when teachers alternated between English and their native language, difficult vocabulary and abstract ideas became clearer. This demonstrates that code-switching functions as a cognitive bridge, allowing students to connect unfamiliar English concepts to their prior knowledge, thereby enhancing understanding and enabling more accurate interpretation of texts.

The data also highlight the role of code-switching in creating a supportive and inclusive classroom environment. Students emphasized that being able to use their first language reduced anxiety and allowed them to participate without fear of making mistakes. Teachers noted that this approach encouraged learners to engage actively in discussions and share their ideas more freely. Consequently, code-switching not only facilitates comprehension but also strengthens learners' confidence and willingness to participate, contributing to a positive and collaborative learning atmosphere.

Moreover, the teachers' perspectives indicate that code-switching is a deliberate instructional strategy rather than a substitute for English instruction. They underscored the importance of using students' first language strategically and sparingly, guiding learners back to English to gradually develop proficiency. This method ensures that students benefit from immediate comprehension support while steadily improving their English skills. Overall, the

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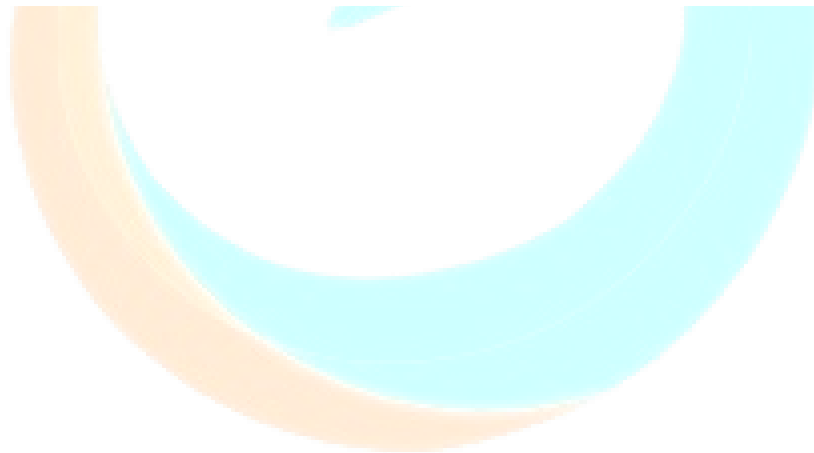
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integration of code-switching in reading comprehension lessons functions as a scaffold,
supporting both understanding and language development in a balanced and purposeful
manner.



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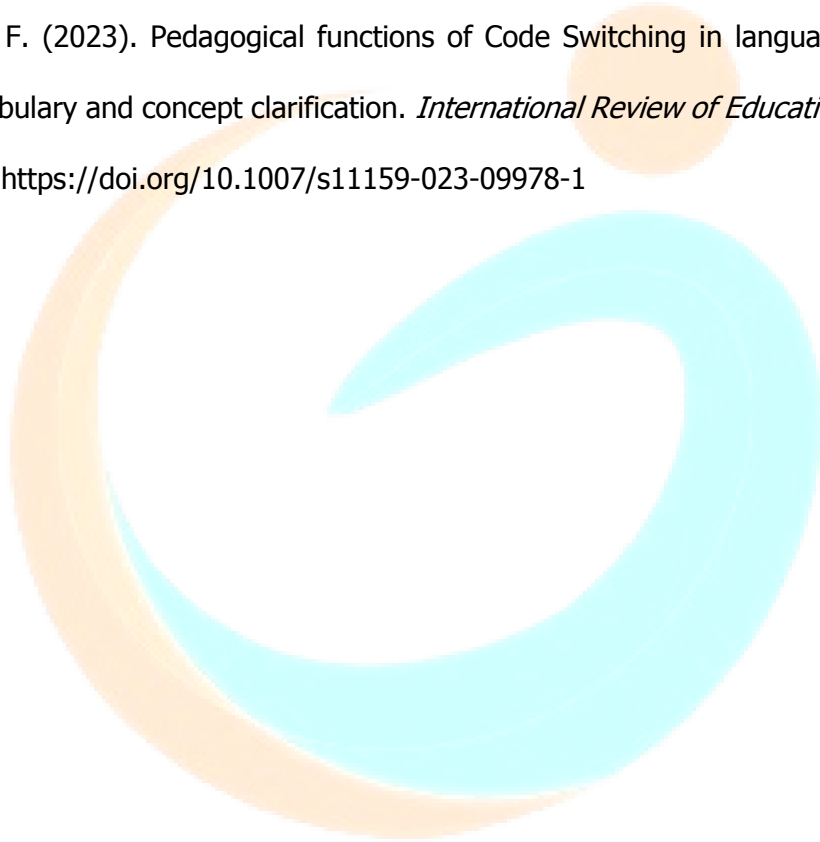
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