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**THE EFFECTS OF CODESWITCHING ON TEACHING LITERATURE**

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**ABSTRACT**

The use of code-switching in English classrooms in the Philippines is a common practice observed despite the ordinance of the Department of Education to use English as a medium of instruction in teaching English. Thus, this study aimed to investigate the effects of code-switching on teaching literature. This study made use of the true control group pretest-posttest design, which involved five essential steps such as identification of student respondents; random assignment of the respondents to either control or experimental group; administration of the pre-test; implementation of the study; and administration of the post-test. The instrument of the study was a teacher-made test that consisted of 50 questions that were checked and validated by experts in the field of English. Forty-six (46) grade 8 students were selected and assigned to control and experimental groups. The findings of the study revealed that the significant features of code-switching were perceived as follows: code-switching as mother tongue-based, code-switching as an interactive approach, code-switching as time-efficient, code-switching as comprehension-based, and code-switching as a contextual clue. Statistical analysis of the comparison of the control and experimental groups' post-test scores also indicated that no

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significant difference existed between the use of code-switching and English-only in the classroom. Pedagogical implications for the use of code-switching were drawn from the findings of the study. These include that code-switching promotes learners' engagement and interaction during the discussion. However, since the results suggest that the effect of codeswitching on teaching literature is not significant, cautious use of codeswitching is necessary.



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## INTRODUCTION

Since English is regarded as one of the most essential components of globalization and civilization, the demand for learning the language continues to rise to reach global standards and compete on a worldwide scale. As a result, educational systems around the globe are focusing on developing strategies for achieving excellence in English teaching and learning. Thus, in the Philippines, the Department of Education has offered English teachers seminars and training to help them have a better understanding of teaching tactics and procedures. Despite the efforts made to achieve this goal, providing quality instruction in teaching English as a foreign academic subject remains one of the primary priorities of teachers in the country's public schools. Even when students are exposed to English daily, their academic performance in English suffers. According to Cabigon (2015), cited in Pangket (2019), the quality of English in the Philippines is deteriorating. Also, there are an increasing number of unfilled jobs in various industries that demand specific degrees of English communication abilities. According to a poll conducted by Hopkins International Partners, the official representative of the group named Test of English for International Communication, the English competence of Filipino students and teachers is lagging, as reported by Tima (2018) in the 24 Oras, GMA news (TOEIC). In addition, according to Leonen (2018) in his news article in the Inquirer, the results of Hopkins International Partners' two-year study on the English proficiency of Filipino graduates drew the attention of the Senate, where Senator Grace Poe called for a review of current curricula in elementary and secondary schools

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due to reports of Filipino graduates' global language advantage narrowing. Therefore, it is important to come up with or review a plan that will help students do better in English.

The use of code-switching has grown in popularity as it is a common practice observed despite the ordinance of the Department of Education to use English as a medium of instruction in teaching English subjects. Since the use of the English-only policy hampers struggling learners' ability to learn and master the designed competencies, teachers usually code-switch. Codeswitching has become popular due to its essential features in educating learners about the concepts in foreign subjects using the students' first language.

According to Richard and Schmidt (2002), cited in Promnath & Tayjasant (2016), codeswitching is when a speaker speaks a language and then shifts to another medium. This change occurs when a speaker uses two languages in a conversation. Clyne (2000) defines code-switching as the alternative use of two vernaculars within or between sentences. Therefore, codeswitching is the process of using two languages in a conversation, whether for political, social, economic, or educational purposes. Code-switching is used in conversation to creatively and clearly understand the totality of what has been said or stated.

Code-switching has become the interest of experts nowadays. The use of code-switching in the learning process is vigorously disagreed upon by some experts, particularly Ellis (2000). The use of the first language should be discouraged in classrooms. Additionally, Bernardo (2005)

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states that it is an unideal use of language, which indicates deterioration or blockage to learning. Also, the use of codeswitching may cause teachers to use it too much, which is not a good thing (Cook, 2011). Contrary to the claims above, Harmer et al. (2001) argued that the use of code-switching in teaching English might be productive or even necessary at times. Samson (2012) claimed that proscribing the use of the mother tongue in teaching and learning concepts in English might be detrimental to students' development. In the same vein, Ma (2009) considered the use of codeswitching as a scaffolding instrument for ESL learners, which may result in a more effective teaching and learning process. Similarly, Kibbin (2001) and Widdowson (2003) argued that an English-only policy would only end in aggravation since the information is not deeply understood by the learners. Furthermore, the existing body of research and evidence shows that prohibiting the use of the first language in the learning process creates a damaging effect and sometimes results in learning nothing at all. According to Rauf (2017) cited in Robles (2018), code-switching is a purposeful strategy that is used to provide motivation and encouragement among learners to learn English. It also serves as an effective tool to improve students' engagement and interaction during the discussion, as added by Svendsen (2014). With the identified research gap on the use of code-switching in the classroom, the researcher conducted the study on the effects of code-switching on teaching literature and its pedagogical implications to education.

The findings of the study shed more light on the pedagogical role of code-switching as an approach to teaching English, specifically literature. The results of the study are beneficial to the

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research community as they contribute to the existing body of research and could be used as a point of reference by future researchers and educational practitioners.

## METHODS

The study utilized the true experimental research design, specifically the true control group pretest-posttest design, a research design that is considered the most accurate form of experimental design in repudiating assumptions or propositions according to Shuttleworth (2016). Among the types of true experimental research design, the pretest-posttest design is the most recommended method to compare groups in assessing the influence or change brought by the treatment or intervention used. According to Nuqui (2007) cited in Cruz (2018), experimental research has been used for years in most cases in the fields of psychology, education, medicine, etc. It is a good way to make sure that the results of the experiment are very true.

A true experimental design, specifically the true control group pretest-posttest design, was used to determine the impact of code-switching on teaching literature. The design was chosen for the following reasons: (1) The use of control and experimental groups; (2) Random selection of the respondents; (3) Random Assignment of the treatment to groups; and (4) The requirement for control over existing variables.

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## RESULTS AND DISCUSSIONS

### The Significant Features of Code-Switching.

Code-switching is the shifting use of two or more languages in a conversation for the purpose of comprehension, emphasis, style, etc. There are three types of codeswitching, such as inter-sential switching, intra-sential switching, and tag switching. The researcher used these types of code-switching during the class discussions to aid students' comprehension.

The following are the assumptive significant features of code-switching that were drawn by the researcher based on the procedure:

#### 1.1 Code-switching as Mother-Tongue Based.

Code-switching is based on students' mother tongue. The occurrence of code-switching would be detrimental to students' learning acquisition without considering students' first language. The mother tongue plays a vital role in the code-switching process as it is highly dependent on a student's first language to promote and enhance understanding.

#### 1.2. Code-switching as an Interactive approach.

Code-switching promotes active participation and interaction during the discussion of the topics, in which it provides an immediate response and reaction from students. Code-switching also serves as a learning tool, motivation, and has affective functions as the students become comfortable and courageous in answering the teacher's questions. Thus, it diminishes the level

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of language anxiety as the learners are free to speak out without considering the language to be used.

### 1.3. Code-switching as Time Efficient.

Code-switching provides an opportunity for learners to easily grasp every teaching point. It bridges the gap between the unknown and the known in a short explanation. Students quickly understand the question as the teacher code-switches. Furthermore, it gives them an easy way to formulate answers. Hence, delivery of the lessons becomes easy while attaining the desired goals during the day. Thus, it allows the teacher to manage the time efficiently.

### 1.4. Code-switching as Comprehension Based.

Code-switching is primarily used to promote understanding of the implicit messages in the literature discussed.

### 1.5 Code-switching as Contextual Clues.

Code-switching serves as context clues for learners to understand the unfamiliar words in sentences.2. The comparison of the experimental and control groups in terms of:

#### 2.1. Age; and

#### 2.2. Pre-Test Scores?

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Table 1. The comparison of the experimental and control groups in terms of age.

*Age of the Respondents (Pre-test and Post-test)*

Statistics	Control Group	Experimental Group
N	23	23
M	13.29	13.25
$\sigma$	.7391	.6308
SEM	.1327	.1133
SED	0.0194	
D	0.04	
T	.297	
Computed t =	.297	Alpha = .05
p-value =	.768	
Interpretation	Non-Significant	

Table 1 presents the age of the respondents. It can be gleaned that the control and experimental groups consist of equal numbers of respondents, 23. This makes a total number of 46 students. The table also shows that the mean score of the control group is 13.29, while the experimental group recorded 13.25 as its mean, a difference of .04.

To reveal whether the difference in the age of the two groups is statistically significant or not, the data was subjected to a t-test analysis. Results of the statistical analysis show a computed t value of .297 at .05 alpha ( $\alpha$ ) and a p-value of .768.

A comparison of the p-value and the level of significance shows that the p-value extremely exceeds the level of significance set at .05 ( $\alpha$ ). This means that no significant difference exists between the control and experimental groups in terms of their age.

Table 2 The comparison of the experimental and control groups in terms of the pre-test.

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*Pre-test Scores Control Group and Experimental Group*

<b>Statistics</b>	<b>Control Group</b>	<b>Experimental Group</b>
N	23	23
M	17.75	17.75
$\sigma$	5.3018	6.5624
SEM	1.0822	1.3395
SED	0.2573	
D	0.0000	
T	.000	
Computed t =	.000	Alpha = .05
p-value =	1.000	
Interpretation	Non-Significant	

Table 2 presents the pre-test scores of the control and experimental groups, where each group consists of 23 respondents, for a total of 46 students. It can be gleaned that the control and experimental groups attained an equal mean of 17.75.

To reveal whether the difference in the pre-test between the two groups is statistically significant or not, the data were subjected to a t-test analysis. Results of the statistical analysis show a computed t value of .000 at .05 alpha (a) and a p-value of 1.000.

A comparison of the p-value and the level of significance shows that the p-value extremely exceeds the level of significance set at .05 (a). This demonstrates that the respondents attained low scores and had no significant difference. The results of the t-test also reveal that there is a closer distribution of scores between the two groups. In this regard, the sampling population shows objectivity.

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**3. The comparison of the experimental and control groups in terms of their Post-Test Scores.**

Table 3. The comparison of experimental and control group in terms of post-test.

*Post-test Scores Control Group and Experimental Group*

Statistics	Control Group	Experimental Group
N	23	23
M	27.63	30.80
$\sigma$	6.6255	7.5583
SEM	1.3524	1.5428
SED	0.9328	
D	3.17	
T	2.016	
Computed t =	2.016	Alpha = .05
p-value =	.056	
Interpretation	Non-Significant	

Table 3 presents the post-test scores of the control and experimental groups. To assess the effects of code-switching on teaching literature, 46 respondents were used in the study. 23 students were taught using the code-switching technique and placed in the experimental group. The other 23 students were instructed using English only as a medium of instruction. A post-test was administered after the experiment, and the score was recorded. The results show that the mean score of the control group, who made use of English only as a medium of instruction, is 27.63 while the experimental group, who made use of code-switching, records a mean of 30.80 with a difference of 3.17.



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To reveal whether the difference in the post-test between the two groups is statistically significant or not, the data was subjected to a t-test analysis. Results of the statistical analysis show a computed t value of 2.016 at .05 alpha (a) and a p-value of .056.

A comparison of the p-value and the level of significance shows that the p-value exceeds the level of significance set at .05 (a). Therefore, the null hypothesis of no significant difference exists between the post-test results of the control and experimental groups should be accepted.

#### 4. The pedagogical implications of code-switching on teaching literature.

The following pedagogical implications on teaching and learning literature were drawn from the findings of the study regarding the effects of code-switching on teaching Literature:

1. Code-switching can be as essential tool as the use of English alone in teaching literature. Though no significant difference exists between the use of English only and code-switching, the code-switching mean scored higher than the mean of the use of English only. Thus, code-switching could be an effective strategy in teaching and learning literature and could be used in English classrooms.
2. Code-switching promotes learners' engagement and class participation during the learning session. As the teacher code-switched, students were encouraged to participate actively in the discussion because they understood what had been said and discussed by the teacher. Hence, lessons become more relatable and engaging for the students. On the

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other hand, because of the lexical gap experienced by the students, the use of English only hindered interaction during the discussion. Thus, there should be leniency on students' use of codeswitching inside the classroom.

3. Code-switching promotes a warm environment for students. The use of the students' first language created a friendly environment for the learners. They became comfortable expressing themselves because they could switch languages when they felt the need to do so, as they lacked vocabulary or forgot the English term for a specific word or phrase.
4. There must be a cautious use of codeswitching on the part of the teacher. Since the subject is English, teachers are expected to deliver their lessons in English. In other words, teachers should only switch from one code to another when the situation calls for it.

## CONCLUSIONS

From the findings drawn in the study, the following conclusions were made:

1. Code-switching's significant features were seen as mother tongue-based, an interactive approach, time-efficient, comprehension-based, and served as contextual clues.
2. The comparison of the experimental and control groups in terms of age and pre-test score showed no significant difference.
3. The null hypothesis of no significant difference existing in the post-test scores between the control and experimental groups was accepted.

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4. Code-switching is seen to be beneficial among learners. They gained a better understanding of the literature studied. However, since the effect of codeswitching on teaching literature is insignificant, the use of code-switching should be in moderation. Judicious use of code-switching is required.



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