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Speaking Performance and the Types of Code-switching of Senior High School Students

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ARTICLE INFORMATION	ABSTRACT
	English proficiency is considered a frontline skill especially among Humanities and Social Sciences students in the locality. This study was conducted to explore what particular types of code-switching affect the speaking performance among HUMSS. It determined the students' demographic profile, types of English reading materials, time spent in reading, types of media, time spent in viewing and length exposure to English conversations, frequency of code-switching, and their level of speaking performance. The study used the Spearman rank correlation coefficient to determine the relationships between the demographic profile and the types of code-switching used in the conversation and the relationship of the types of code-switching and the level of speaking performance. The findings revealed that the speaking performance of the respondents is not generally affected by their exposure to English conversation. Nonetheless, it was found out that exposure to English reading materials and media corresponds to students' fluency in speaking. In addition, using intra-sentential and tag code-switching make students speak fluently in the conversation. With this, it is concluded that intra-sentential and tag code-switching are communicative pedagogical approaches that can be adopted to meet classroom language needs. Likewise, the availability of learning materials either English reading materials and media or multimedia sources at home and in the classroom are crucial factors to foster students speaking performance. Thus, the study highly recommends that the conduct of intervention to students' low level of speaking performance through the exposure to English reading materials and media, as well as the creation of home libraries and innovative media sources to promote students' literacy skills.

1. Introduction

1.1 Rationale of the Study

Speaking is a significant macro-skill in communication that learners have to be equipped with to transmit knowledge and ideas successfully. As per observation, most target language learners speaking inside and outside the learning environment do code-switch, the first language (L1) to the second language (L2), interchangeably. According to the study of Skolverket (2011), students used code-switching as a language strategy that inspires learners to participate in conversations actively, as well as to clarify, vary, and enrich communication. Simasiku (2015) claimed that a code-switching is a tool that increases learners' participation in the classroom, which in turn is a necessary prerequisite for academic achievement and cognitive development. Also, Probyn (2010) observed that code-switching is a strategy that can achieve many communicative ends in the learning environment. It moves back and forth between two languages or between two dialects or registers of the same word that usually occurs in conversation (Chloros, 2009). Furthermore, code-switching is regarded as a communicative phenomenon that people of bilingual societies use to convey meanings (Tahir, Fatima & Abuzar, 2016).

Modupeola (2013) viewed the concept of code-switching that when an individual who is bilingual alternates between two languages during his or her speaking engagement with another bilingual. Thus, Liwanag & Labor (2016) states that in the Philippine context, bilingualism is common since Filipinos are exposed to two languages. Therefore, switching from one language to another

is the fastest, easiest, and most effective way of saying something. It explicitly means that code-switching plays a crucial role in influencing language use among bilingual learners (Jogulu & Radzi, 2018).

Several studies reported that code-switching is used by the students as an aid to cope with the demands of situations. In the review of Lee (2010), he agreed that code-switching should be employed as part of L2 classroom interaction. According to Al-Qaysi (2016) finding, students agree with the issue that code-switching helps them in learning new words from the educators while they are switching between the target language and first language. It means that the second language learners believed that this language phenomenon is beneficial in the communicative means, especially in acquiring and transferring ideas. Bista (2010), states that many educated people who are fluent in English as their L2, often employ code-switching by inserting English words, phrases, or sentences into their communications. The study of Badrul and Kamaruzaman (2009) concluded that educators used code-switching as an effective support to students, along with their educational success. While Lee's (2010) investigation using the native language makes an opportunity for knowledge improvement, confidence promotion, as well as cultural and social identity.

Moreover, the students who code-switch perform different types of code-switching in the communication process. It is a strategy for L1 employment to sustain the conversation. The studies from Bhatti, Shamsudin, and Said (2018); Al- Heeti & Al- Abdely (2016); Akumu (2014); Fitria (2014), and Azlan & Narasuman (2013) revealed that there are three types of code-switching used by the students and teachers in classroom conversation situations such as intra-sentential code-switching, inter-sentential code-switching, and tag-code-switching. Furthermore, code-switching is correlated to speaking performance. In the study of Bhatia and Ritchie (2013), code-switching can be a creative discourse strategy applied by multilingual language users in real-life interactions to achieve effective communication. It is supported by Svendsen (2014) that the types of code-switching support oral language development in the L2 classroom. As such, Arumugam, Kaur, Supramaniam & Thayalan (2017) said that learners believed code-switching was a method to strengthen their English-speaking performance. Also, Castillejo, Calizo, and Maguddayaod (2018) noted that there is a significant relationship between the respondents' frequency of the use of types of code-switching and their English achievement. It is supported by Maleki and Varzandeh (2016) that there is a meaningful and direct relationship between EFL learners' code-switching strategy use and speaking fluency.

Presently in the local context, specifically in Southern Leyte, there are few studies conducted to explore the types of code-switching and its relationship to the level of speaking performance among senior high school students. This present study was established to focus on what particular types of code-switching would significantly affect the student's level of speaking performance. Thus, this proposal was crafted to determine the relationship between these variables among HUMSS students.

1.2 Statement of the Problem
The main objective of this study was to determine the relationship of speaking performance to the types of code-switching of Senior High School students in the Division of Southern Leyte.

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of Humanities and Social Sciences Students in terms of the following?
   1.1 types of English reading materials,
   1.2 length of time spent in reading English reading materials
   1.3 length of time exposed to English conversation and
   1.4 length of time exposed to media?
2. What is the frequency of use of the types of code -witching among HUMSS students?
3. What is the level of speaking performance of the HUMSS students?
4. Is there a significant relationship between the demographic profile and the frequency of use of the types of code-switching used in the conversation?
5. Is there a significant relationship between the frequency of use of the types of code-switching and the level of speaking performance?

1.3 Significance of the Study
This study will enable policymakers, curriculum designers, educators, and school administration to make a more systematic curriculum in urging their students to perpetually use the English language to improve speaking proficiency among Senior High School Students. It will enable English teachers to develop more techniques and strategies relevant to the learning needs and language abilities of the students; to encourage students to use English always as the means of communication without any fear of interference in speaking performance brought by some factors such as code-switching. However, code-switching acts as a bridge in easing the gap between the learners and the text coded in English.

It is used to develop students' self-confidence in speaking inside the classroom. Thus, the types of code-switching must be considered by the schools and organizations in developing a more effective curriculum design in enhancing learners' level of speaking performance of the target language. It is one way of molding a successful English speaker whenever and wherever he/she goes. Moreover, a clear language policy should craft to promote useful interactional patterns in the EFL classroom.

1.4 Hypotheses
This study hypothesized that:

a. there is no significant relationship between the demographic profile and the frequency of use of the types of code-switching used in the conversation; and
b. there is no significant relationship between the frequency of use of the types of code-switching and the level of speaking performance.

2. Review of Related Literature
This chapter discusses the comprehensive literature reviews on theories and studies on speaking, code-switching, types of code-switching, and the relationship of speaking, and the types of code-switching.

2.1 Speaking Performance
One of the most important English language skills that must be mastered by any second language learner is the ability to speak because it can distinctly show the correctness and language errors that a language learner makes. Furthermore, speaking is the primary means of communication (Afshar & Asakereh, 2016) required by the people for interaction, and much-given attention to the topic spoken and the language used for better communication. Moreover, English speaking aims to evaluate how the learners express their improvement and success in pronunciation and communication (Khamkhien, 2010). Without speech, the conversation will be merely scripted (James, Yong, & Yunus, 2019).

In the Philippines, English plays an essential tool for success, both individually and nationally (Garcines & Alvarez, 2017). It is considered as the international language or the lingua franca for universal communication and instruction. As such, students' mastery of English speaking helps them to understand the subject matter quickly, and they can perform well the other school subjects (Then & Ting, 2009). As supported in the study of Cristobal & Lasaten (2018), speaking is one of the skills that high school students should master. It is reflected in the K to 12 Curriculum of the Philippines, which is to develop 21st-century skills, precisely communication skills. It is significant to build literacy skills as a tactic to succeed in the academic status quo.

Around the globe, the study of Al-Zedjali (2009), is necessary to develop communication skills in English, in which students should be supported to gain this skill. Rahimi & Quraishi (2019) emphasize that language learners must also acquire the skills of how native speakers use the target language in any conversation situation. It is because effective oral communication is called for the speakers to use the word in various social interactions. It supported by the study of Hughes & Reed (2017 3rd Edition), to speak meaningfully in real-world conversations, humans not only need to be able to pronounce sounds, words, and sentences correctly according to the comparatively static rules of a given language, but they need to be able to do so in the socially appropriate manner at the time of speaking.

Besides, through the influence of media, learners are adopting new languages and new popular tactics in speaking. As Belal (2014) states that young people are connected in social media most of their time, so intentionally or unintentionally, they can adapt the newly coined words on the internet. It signifies that the media plays a significant role in daily interaction. As such, through Social Network Sites, people around the globe are connected despite the different races.

Furthermore, in studying the skill of speaking, some levels comprise its successful deliverance in different modes of communication. It will include syntax, vocabulary, fluency, and intonation.

In syntax, Santesteban and Costa (2012) state that any second language (L2) learner realizes that it is difficult to speak in L2 correctly. According to the result of the study of Widianingsih & Gulö (2016) that the major kinds of errors made by the students in speaking are related to plural markers, articles, verbs, and tenses, and Souriyavongsa, Rany, Jafre, & Mei (2013) students are lack of English foundation background. While Islam (2004), has pointed out five errors in his paper named, "Influence on the spoken English proficiency of Bangali Speakers", such as lack of knowledge to use copula, less awareness in the position of an adverb, unsuccessful application of the relative clause, misunderstanding in verb transitivity and lack of expertise for expressing existential function.

Phonology deals with sound structure and determines the problems in the production of the words in the target language. According to the study of Malana (2019), students several errors in their performance specifically on their intonation and pronunciation, and that their first language, to a great extent, interfered with their English language learning. Chen (2003) said that in L2 learners, pronunciation departs from that of native speakers and is influenced by their language. For example, adult learners do not consistently perceive the regular past tense morphemes - even in the clear speech of native speakers. The study of Karim (2015) came up with three factors, such as mother tongue, age, and personality, that affect a learner's pronunciation. However, the students' L1 facilitated the completion of a given task on speaking (Malana, 2019). It means a learner's first language plays a very crucial role in L2 phonological acquisition.

Vocabulary is a primary and essential issue today. Learner's massive problem in second language learning is in choosing the right word or term used to convey the message logically and meaningfully in the communication process. Without much-acquired vocabulary, communication will not be possible in a meaningful way. According to Pakzadian (2012) said that it is quite challenging to learn vocabulary from L2 because of the learners prepared with Ll and its vocabularies. When they try to learn the vocabularies of L2, they are unlikely to repeat their Ll learning route and apply it to L2 learning.

On the other hand, Mirzaei and Heidari (2013) said in their article that fluency is the biggest problem in L2 education. They tried to find where deficiencies happen, and they found that learners make mistakes while they do the mental translation. They sometimes cannot produce long sentences and pause to switch to another sentence. But the research of Pakzadian (2012) showed that the mother tongue played an essential role in acquiring new words. That, L1 helps to facilitate learning l2.

Lastly, intonation is significant in the communication process, and it matters a lot to different people. The fact, the individual differences of people in intonation influence L2 speaking style. Crosby (20l3), said that the melody of utterances, intonation is the pattern of the pitch in spoken language. Different accents make no difference in understanding speech. The stress and pronunciation of the speaker are significant because they can change the meaning of a word and consequently, the sentence. Thus, bilingual learners face challenges in speaking L2 since they do not have intonation knowledge. Intonation is used to show emotion. It is essential to understand the manner of speaking because L2 learners face difficulties in this area mostly. It creates a negative perception if a non-native speaker does not learn about L2 intonation. According to Pakzadian (2012), it may unintentionally come across as rude; if you do not recognize that this is due to intonation transfer, the reason teachers must teach students about intonation.

2.2 Code-Switching
During the last two decades, the study of code-switching has been a sharp rise in bilingual speech (Auer, 2013). Code-switching defines as the practice of speaking two languages, and it occurs more often in conversation than in writing (Chloros, 2009). It is the oral or written switching between distinct varieties across sentential, clausal, phrasal, or lexical boundaries.

In the Philippines, the study of Liwanag and Labor (2016), revealed that students' way of switching Tagalog and English words in the conversation is seen as fulfilling the relational and referential function of language leads to effective communication and interlingual unity. Since learners are engaged in different languages, switching the first language and the second language helps the learners in a learning school subject. Using the speech mode in the teaching-learning process can arouse the interest of the students to participate in class actively. The students can explicitly understand the content if it is using the familiar language, especially in classroom instruction. According to Racca and Lasaten (2016), states that students' in English can help them to perform well in their academic subjects.

In specific communities around the globe, code-switching is regarded as usual during the conversation (Ferguson, 2009). The study of Amorim (2012), states that as English continues its spread around the world as the most internationally used language, code-switching is becoming a natural universal consequence of globalization and multilingualism. According to the study of Zidouni (2016), code-switching is used to explain delicate items, to ensure comprehension, and it could be an effective strategy to transfer ideas and to provide opportunities toward gradual proficient English-speaking proficiency. Code-switching is the case of switching between two languages during a discussion that sparked much interest in second language acquisition and foreign language instruction (Rasouli & Simin, 2016).

Johansson (2014) defines code-switching exist in a bilingual society where people speak two or more languages in conversation situations. Bilingual speakers do code-switch and use their words to sustain the conversation. Switching languages occur either oral or written between distinct varieties across sentential, clausal, phrasal, or lexical boundaries. Hamidi & NajafiSarem (2012) also defined code-switching as the alternation between two or more languages, dialects, or language registers in a discourse between people who have more than one word in common. While Jingxia (2010) defines code-switching as the notion of shifting the second

language to the first language in the middle of a conversation. This switching happens at any level of linguistic structure. These can be occurring within a sentence, phrases, clauses, or even a word.

Furthermore, multilanguage speakers have observed a widespread trend of utilizing different utterances. Many educated people who are fluent in English as their second language (L2) often employ code-switching by inserting English words, phrases, or sentences into their communications (Bista, 2010). The ownership of two or more languages is seen as an asset as the communication world gets smaller (Shay, 2015). The immediate communication across the world through phones and computers influenced people and countries to link together (Baker, 2011). It is not surprising learners will code-switch since, around the globe; everybody has their own unique style of speaking. But everyone is aware that English is the international language and the schools' medium of instruction.

Moreover, Wardhaugh (2010) claimed that code is a system used by the speakers in the communication process. Interacting with each other in speaking employs specific code to understand the message better. Therefore, whenever people speak to each other, they must select a particular code to switch in an utterance (Shay, 2015). According to Valerio (2015), Code switchers refer to speakers who use two languages (interlingua) or dialects (intralingual) interchangeably in a single communication. Thus, code-switching plays a vital role in the higher educational context wherein; students and educators are the main characters involved in such phenomena.

The functions of code-switching depend on the topic, the people, and the situation where a conversation happens. Momenian and Samar (2011) revealed that utilizing native language in learning and teaching settings serves three functions, including the construction of scaffolding and engaging learners in interactions, the establishment of inter-subjectivity, and the maintenance of privacy. As Lee's (2010) investigation of the features of code-switching in EFL classrooms concluded that using the native language, students have an opportunity to improve their knowledge, to develop their self-confidence, cultural, and social identity. Badrul and Kamaruzaman (2009) state that a teacher's way of using code-switching facilitates understanding the subject matter.

It comes in conformity with Rahimi and Jafari (2011), that code-switching is convenient in conducting vocabulary and grammar activities that encompass with its corresponding words or expressions as well as replying in the native language to solve misunderstanding issues and to ensure complete and correct comprehension of the grammatical rules. Moreover, Lee (2010) indicated that language instructors most often code-switched for accuracy purposes and a facility of expression.

Furthermore, Badrul and Kamaruzaman (2009) revealed that teachers would code-switch to explain the meaning of new words, to check students' understanding, to make students feel comfortable, and to describe the grammatical differences between languages. Svendsen (2014), in her research about "The influences of code-switching in the Second Language Classroom in connection to language development", suggests that teacher's and pupil's usage of code-switching can be a beneficial language strategy.

Moreover, code-switching should regard as a careful strategy employed by the teachers in the language classroom. It has some positive and facilitating functions approved by both the teachers and learners, especially in explaining grammar and new vocabulary to the students, reducing learners' stress, clarifying instructions, and establishing a good relationship with the learners (Shay, 2015). Also, code-switching is influenced by the context and the school environment. Thus, code-switching affected the student's vocal performance more than written performance in terms of syntactic, phonetic, prosodic, and lexical error levels (Akumu, 2014).

2.3 Types of Code-Switching

Various researchers have explored the role of code-switching as a communicative tool. On the study of Bhatti, Shamsudin & Said (2018), Abdollahi, Rahmany, & Maleki (2015), Azlan and Narasuman (2013), Akumu, (2014), and Shay (2015) showed that there are three types of code-switching such as tag code-switching, inter-sentential code-switching and intra-sentential code-switching which are common in classroom communications occurring between students and their instructors.

The intra-sentential code-switching is a language phenomenon by the bilingual and multilingual speakers that switch the first language and the second language within the same utterance. It requires that words are integrated into the syntactic context of a different language and are not characterized by a substantial shift of one language to another (Yang, Hartanto & Yang, 2016). In the study of Koban (2012), intra-sentential code-switching is switching from one language variety to another at the clause, phrase, or word level. This typology of code-switching exercises less inhibitory control and facilitates the production since that the interlocutor selects a word that is most readily accessible (Gollan & Ferreria, 2009; Green & Abutalebi, 2013; Green & Wei, 2014). While on the study of Fitria (2014), intra-sentential code-switching occurs when the second language utterance is mixing with another dialectal expression. For example, - A Filipino bilingual switches from Bisaya to English; *I want to kaon na, in the canteen.*

Alternatively, inter-sentential code-switching involves switching at sentential boundaries, where one clause or sentence is in one language, and the next clause or sentence is in the other (Al-Heeti & Al-Abdely, 2016; Koban 2013). Further, Eldin (2014) and MacSwan (1999) state that since inter-sentential code-switching takes place within the same sentence or between speaker turns, it requires fluency in both languages such that a speaker can follow the rules of the two words. Koban (2012) also defines inter-sentential code-switching as it characterized by a switch from one language variety to another outside the sentence or the clause level. For example, a Filipino bilingual switch from English to Bisaya, "*I have to finish my project today, palihog lang ajaw ko samoka.*"

While tag code-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language (Akumu, 2014). This type of code-switching occurs easily because tags typically contain minimal syntactic restrictions Al Heeti & Al Abdely (2016); thus, they do not break syntactic rules when inserted into a sentence that is given in the L1(Hamers & Blanc, 2000). The tags include filler, interjections, and idiomatic expressions. Examples of common English tags are "you know", "I mean", and "right" (Purwanto & Aimah, (2018); Al Heeti & Al Abdely (2016); Al-Quaysi, 2016). In the study of Fitria (2014), tag code-switching is the insertion of short-expression in a different language at the end of a bilingual learner's utterances. For example, - a Filipino bilingual switch from English to Bisaya tag; Ahmmm, It's okay, no problem! Let's eat na. Thus, Affrifin & Rafik-Galea (2009) states that this type of switching usually occurs at boundaries as an intensifying strategy to emphasize the utterance, hold the listener's attention, and move the action forward.

2.4 Relationship of Speaking Performance and Types of Code-Switching

In the teaching-learning process, code-switching is an essential tool that can be used by the teacher to make the topic more understandable where students' proficiency in the instructional language is lacking. It is a helpful approach that can be used by the teachers in simplifying and clarifying the meaning of the target language to the learners. Furthermore, aside from the issue of the value of codeswitching in the classroom, it is essential to measure students' speaking achievement, to communicate effectively using the international language (Amorim, 2012).

The study of Maleki & Varzandeh (2016) revealed that the relationships of code-switching strategy use with the fluency of speaking were positive and significant. It was also found in the study of Simasikku, Kasanda & Smit (2015), that code-switching enhanced the teaching-learning process in the second language classroom. Further, Badrul & Kamaruzaman (2009) states that teachers use code-switching to facilitate students' understanding of the target language. Code-switching can be a creative discourse strategy applied by multilingual language users in real-life interactions to achieve effective communication (Bhatia & Ritchie, 2013). It is a strategy for the teacher to make their message more comprehensible (Akumu, 2014).

Using L1 in an English Second language classroom sharpened their academic discussion and speaking skills. The study of Arumugam, Kaur, Supramaniam & Thayalan (2017) state that code-switching in the ESL speaking classroom is an effective technique to enhance students' academic debate skills and elevate their self-esteem. It means this bilingual phenomenon increased academic discussion and created space for limited proficient learners to hold a better grasp of L2 dialogue.

Furthermore, in the learning and teaching process, it draws social communication, and code-switching is a natural part of that communication (Adriosh and Razı, 2019).In fact, by code-switching, teachers construct a bridge from known (native language) to unknown (new foreign language content) to transfer the original content and meaning (Shay 2015).

Keller (2016) observed that most of a learner's code-switching might be claimed to result from continuing linguistic competence ultimately. So, the more proficient the speaker is in both languages, the more he/she can code-switch from one word to another within a single sentence or clause (Koban, 2012).

In the study of Bhatia & Ritchie (2013), code-switching can be a creative discourse strategy applied by multilingual language users in real-life interactions to achieve effective communication. It is supported by Svendsen (2014) that code-switching does support oral language development in the L2. Rasouli & Simin's (2015) study showed that teachers and students believed code-switching as a useful approach in some instances to elucidate grammatical, lexical, and cultural points.

Moreover, in the study of Zidouni (2016), her findings show that code-switching helps the learners to understand and to be understood when unfamiliar expressions occur. It should be considered as a helpful strategy used efficiently to get the learners quickly involved in the interaction without being afraid of language barriers. Also, Simasiku (2015), observed that the use of mother tongue in the second language classrooms was not only for classroom management, but for language analysis, presenting rules that governed grammar, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension. He agreed a code-switching is a tool that increases learner participation in the classroom and turns into a necessary prerequisite for academic achievement and cognitive development.

Second language learners believe that code-switching facilitates them in understanding the target language. Nordina, Alib, Zubirc, & Sadjirind (2012), suggested using code-switching when the status quo needs the use of the first language in the classroom to help them to become proficient in English speaking. L1 learners do code-switch to clarify the broader ideas in an explicit way (Keller, 2016).

The studies of both Badrul & Kamaruzaman (2009) and Selamat (2014) relayed respondents' statements that a teacher's use of code-switching makes the lecture interactive for the students and enables the teacher to build rapport with the students. Furthermore, according to Keller (2016), these studies identified corresponding data indicating that the teachers' code-switching to L1 has a positive impact on teacher's proficiency in English, assists students' comprehension of the lecture, and supports students' interest in acquiring the target language.

Moreover, the student's language attitude toward code-switching in teaching has a significant impact on their academic performances as it is seen as an influential teaching tool to facilitate their learning (Alenezi, 2010). In the study of Al-Qaysi (2016), switching between two languages in foreign language settings is considered a beneficial communicative strategy for bilingual students and supports the educators in transferring and clarifying the meanings to their students.

According to Rasouli & Simin (2015), the study conducted by some researchers substantiated that code-switching has a positive effect on second language acquisition processes. It is an indication that second language learner is learning the target language further. As such, it doesn't mean if learner code-switches, they are slow learners in speaking performance, but it is one way to sustain the conversation. He added that in this study, the teachers and students expressed that they believe code-switching is useful in some instances to elucidate grammatical, lexical, and cultural points.

Furthermore, students should use code-switching as a strategy in the communication process to clarify the message and enhance communication; additionally, they should use this language phenomenon to comprehend and be understood in any conversation situations (Skolverket, 2011). As such, code-switching is one of the positive ways to enhance learners' communicative competence. Moreover, in the study of Memory, Nkengbeza, and Liswaniso (2018) revealed that code-switching helps learners express themselves inside the classroom. Therefore, code-switching supports developing students speaking performance in the L2 class. Correctly, code-switching can use as a communicative approach in the school (Svendsen, 2014).

2.5 Theoretical-Conceptual Framework

This present study is anchored on the theory, Conversational Code-Switching (CCS), by Gumperz (1982). This theory emphasizes that there is an alternation of two or more languages in the utterance. Besides, most variation takes the form of two subsequent sentences, as when a speaker uses a second language to reiterate his message or reply to someone else's statement. Moreover, the usual code-switching is the mixture of L1 in the L2 utterance.

Jumpers 1982, identified two types of Conversational Code-Switching, such as Situational Code-Switching and Metaphorical Code-Switching. He espoused that these two types of Conversational Code-Switching are part of strategic communicative competence. Situational switching occurs wherein a change in linguistic form represents a changed social setting. Its aim is simply to produce instances of two varieties in some given propositions (Akumu, 2014). While metaphorical code-switching relies on the use of two language varieties within a single social setting.

The present study shows that Code-Switching is strategic communicative competence that has a positive contribution to augmenting the English language Speaking of the learners. Code-Switching is the interference of the L2 and the L1 to describe that the learner is learning further. Using Bisayan words and phrases combined in the English sentences is a strategy to emphasize an idea and to clarify the speaker's point of view. It is giving an opportunity for the learners to enhance and develop their speaking skills.

Numerous studies revealed that code-switching has direct effects on the speaking performance of students. It is bridging the gap from the unknown (L2) to known (L1) to continue the conversation. It is the chance for low proficient learners in English speaking to enhance their communicative skills. According to the study of Badrul & Kamaruzaman (2009) & Selamat (2014), code-switching serves as a means to provide low-proficient learners with the opportunities to communicate and enhance understanding of the lecture. It is one way of learning and processing the L2 further.

However, in this study, is shown in Figure 1 that there is a direct relationship between the types of code-switching and the level of speaking performance, which is represented in the double-headed arrow. The double-headed arrow also signifies that the two

variables have a direct relationship. Thus, the model indicates that there is a relationship of the speaker's performance on the way they used the types of code-switching (inter-sentential, intra-sentential, and tag).
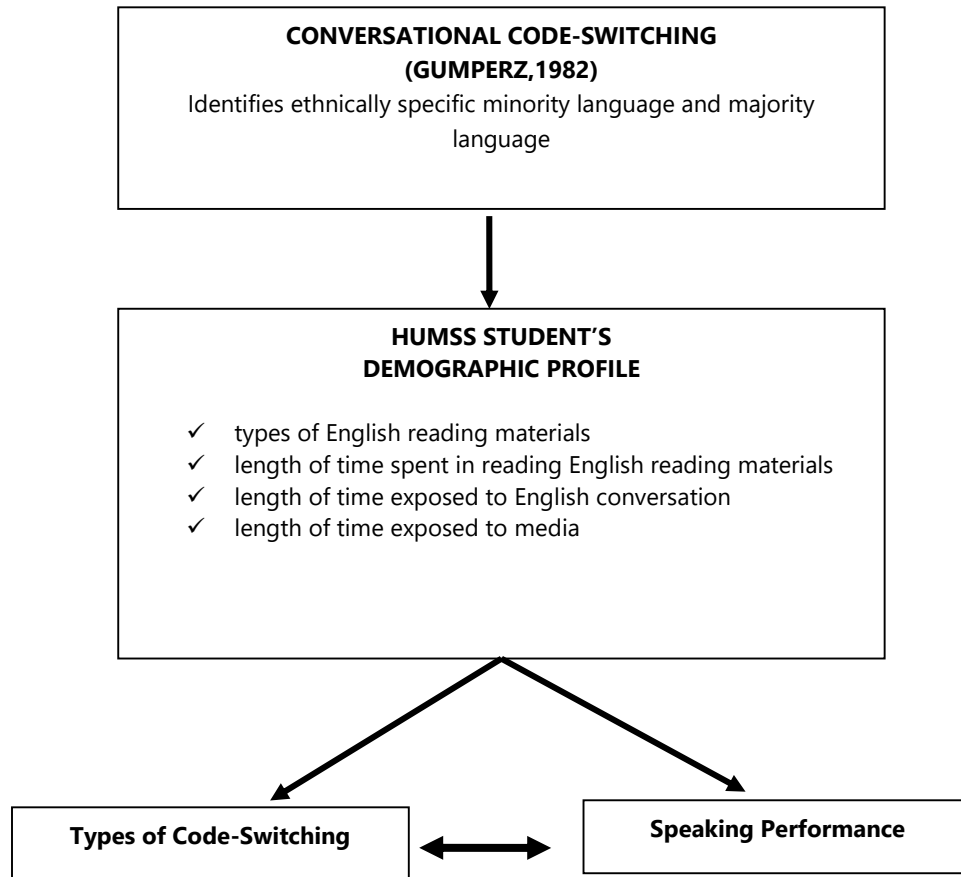
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┌─────────────────────────────────────────┐
│      CONVERSATIONAL CODE-SWITCHING        │
│            (GUMPERZ,1982)                 │
│   Identifies ethnically specific minority │
│       language and majority language      │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│            HUMSS STUDENT'S               │
│          DEMOGRAPHIC PROFILE             │
│                                          │
│   ✓  types of English reading materials  │
│   ✓  length of time spent in reading     │
│      English reading materials           │
│   ✓  length of time exposed to English   │
│      conversation                        │
│   ✓  length of time exposed to media     │
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│ Types of Code-       │◄─►│ Speaking Performance  │
│ Switching            │   │                       │
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Figure 1. Schematic presentations of the study

2.6 Definition of Terms
The following terms are conceptually and, or operationally defined to provide the readers with an understanding of this study.

HUMSS. Humanities and Social Sciences; this track focus on oral communication as their superior skill and be more proficient in English for their future career or profession.

Code-switching. It is a practice of alternating the use of two languages in an utterance.
There are types of code-switching; these are the following:

Inter-sentential Code-Switching. Switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other.

Intra-sentential Code-Switching. Two languages mixed within a sentence.

Tag Code-Switching. Inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language.

Level of Speaking Performance. It refers to the General Percentage Average of HUMSS students in Oral Communication.

Oral Communication in Context. It is a subject that will develop students' literacy and measures the students speaking skills of students.

3. Research Methodology
This chapter shows the method and procedures used in this study. It includes the research design¸ research respondents¸ research locale¸ research instruments¸ data gathering procedure and data analysis procedure.

3.1 Research Design
The researcher used the Quantitative-Qualitative research design. It was a combination of two designs that will both show numerical data through the relationships of the variables explored in this study and, at the same time, investigate meanings and interpretations on the responses of the students on what types of English Reading materials read at home, length of time spent in reading English reading materials, length of time exposed to English conversation and length of time exposed to media.

In this study, the quantitative data was derived from the questionnaire about the demographic profile of the respondents. The learner answers on what types of reading material and types of media they are exposed to and on what average length of time they spent reading and viewing. While the qualitative data is derived from the student's responses to the interview on what they can say about the two prompt pictures. The data from the interview can be combined with data from the questionnaire to explain and strengthen the interpretations (Griffee, 2012).

Thus, these combined designs were used to examine the relationship between the speaking performance and the types of code-switching that are frequently used by senior high school students, specifically the Grade 11- Humanities and Social Sciences.

3.2 Research Locale
This study was conducted at Don Agustin F. Escaño National High School. The location of this school is in the map provided in Appendix D. The Don Agustin F. Escaño National High School, formerly known as Agustin F. Escano National High School is located at barangay Bogo, Tomas Oppus, Southern Leyte. The school offers Senior High School courses such as General Academic Strand, Humanities and Social Sciences, Electrical Installation and Maintenance, and Information and Communication Technology. The subject of this study will be grade 11 HUMSS.

3.3 Research Respondents
The respondents of the study were the Grade 11-Humanities and Social Sciences of Don Agustin F. Escaño National High School. There were 30 HUMSS students as the respondents of the survey. This number was considered adequate to represent the whole population. Furthermore, the researcher foresees that HUMSS is designed to equip students with knowledge and skills, especially communication skills. It is required for those who wish to pursue professional degrees in Humanities, Education, and Social Sciences. Moreover, the researcher believed that students have equipped with the necessary skills, especially language competence, that is why they are considered as the respondents of this study.

3.4 Research Instrument
The research instruments employed to collect data for this study are a three-part questionnaire.

The questionnaires were distributed to 30 grade 11 HUMSS students. For the first part, the questionnaire gathered the demographic profile of the respondents. The questions solicit information regarding what types of reading material and types of media they are exposed to and on what average length of time they spent reading and viewing. It might be contributory factors that affect the level of speaking performance of the students. According to Mart (2012), there is a high relationship exist between reading and speaking skills. Furthermore, if children are exposed to L2 the same way they are exposed to their L1, greater success will be attained. The study of Kelso (2010) states that technology can assist English language learners in excelling in a 21st-century education environment.

In the second part, to determine the respondent's frequency of use of the types of code-switching in the conversation, the researcher provided the two picture prompts. In this part, it was conducted on a one-on-one basis. The researcher gave a five-minute allotted time to the respondents to describe the pictures. Their responses were recorded and transcribed. The transcribed transcripts served as the data in analyzing what types of Code Switching (intra-sentential, inter-sentential, and Tag) were frequently used during the interaction process, and validated by the experts.

In the third part, to identify the level of speaking performance, the researcher used the responses in the picture prompts presented to them. The researcher used the adapted rubrics from Rcampus website (2020), to evaluate the speaking performance of the respondents. The results of this output were analyzed by the researcher, together with the three experts.

3.5 Data Gathering Procedure
In this study, the researcher made and utilized the following procedures to attain specific answers to the stated problems.

First, the researcher asked for approval from the panel. Then, make a communication letter requesting the permission of the School Principal of DAFENHS to administer the questionnaire to the said respondents.

Second, the researcher administered the survey questionnaire about the demographic profile of the students and the frequency of use of the types of code-switching. The researcher presented the purpose of the study and gave instructions to the respondents in answering the questions.   However, for part three, there was another schedule in interviewing to allocate time for this part. To determine the types of code-switching and the level of speaking performance of the respondents, the researcher introduced the two prompt pictures during the one-on-one interview. The conversation between the researcher and respondents were recorded and transcribed to measure how often the respondent's code-switch and what types of code-switching were commonly used in the interview. Then, the basis in determining the level of their speaking performance was on the respondent's responses as well during the discussion.

Finally, the researcher tallied, tabulated, analyzed, and interpreted the result. The responses of the interview were construed and validated by three experts hired by the researcher.

3.6 Data Analysis Procedure
In this study, various statistical tools were used to analyze the data gathered. Descriptive statistics such as frequency count, percent, mode, and arithmetic mean were used to determine the demographic profile of Humanities and Social Sciences Students in terms of types of English reading materials; length of time spent in reading English reading materials; length of time exposed to English conversation; length of time exposed to media; frequency of use of the types of code –witching; and level of speaking performance.

Though the following variables are categorical in form, they have an inherent ranking, hence they are ordinal in scale: length of time reading English reading materials, length of time exposed to English conversation, and length of time exposed to media. Meanwhile, the frequency of use of the types of code-switching, as used and gathered in this study refers to the number of times each type of code-switching is used in every sentence uttered by the students. These were averaged (arithmetic mean) across expert-raters and picture prompts, and the resulting averages can be taken to be an interval in scale. Further, based on the rubric used to obtain the speaking performance of students, the reported speaking performance is ordinal in scale.

Therefore, the Spearman rank correlation coefficient was used to determine the relationship between the demographic profile and the types of code-switching used in the conversation and the relationship of the types of code-switching and the level of speaking performance. Test of significance of the correlation done at the 5% level of significance. All statistical calculations were facilitated using Stata Version 15.1.

4. Results and Discussions
This chapter encompasses the results, presentations, interpretations, and analyses of the data gathered.

The demographic profile elicited from the respondents included the types of English reading materials, length of time spent in reading English materials, and length of time exposed to English conversation and media. Further, the frequency of use of the types of code-switching among the respondent, level of speaking performance, the significant relationship of the profile and the types of code-switching, and the types of code-switching and the level of speaking performance are presented here. Furthermore, to identify the three types of code-switching, such as intra-sentential code-switching, inter-sentential code-switching, and tag code-switching, the transcriptions of the answers from the respondents served as the primary source of the data.

4.1 Demographic Profile of the Respondents
The availability of and length of time spent on English reading materials are presented in Table 1 below.

The top five English reading materials available to students are dictionaries, poetry, recipes, novels, and e-books. Of the thirty students in the sample, 93.3 percent, 86.7 percent, 66.7 percent, 63.3 percent, and 60 percent have access to dictionaries, poetry, recipes, novels, and e-books, respectively. Students who have access to dictionaries, poetry, and recipes are reading these materials for 10-20 minutes only every day. Meanwhile, the majority of the students who have novels and e-books spent 51-60 minutes daily reading these materials.

Table 1: *Profile of the HUMSS Students in Terms of the Availability of and Length of Time Spent on English Reading Materials*

Reading Material (RM)	Availability of the RM	Length of Time Reading English RM (min/day)	MODE

	Number of Students with the RM	%	10-20	21-30	31-40	41-50	51-60	(min/day)
Dictionaries	28	93.3	21	4	2	1	0	**10-20**
Poetry	26	86.7	11	10	3	0	2	**10-20**
Recipes	20	66.7	9	6	4	1	0	**10-20**
Novel	19	63.3	5	4	3	0	7	**51-60**
E-books	18	60.0	3	5	1	0	9	**51-60**
E-mails	18	60.0	13	2	2	0	1	**10-20**
Comics	17	56.7	7	6	0	2	2	**10-20**
Journal	17	56.7	11	5	0	1	0	**10-20**
Newspaper	17	56.7	10	5	0	1	1	**10-20**
Blogs	16	53.3	9	3	1	1	2	**10-20**
Magazines	15	50.0	6	4	3	2	0	**10-20**
Manuals	12	40.0	6	3	0	2	1	**10-20**
Travel brochures	12	40.0	2	5	3	1	1	**21-30**
Play scripts	12	40.0	4	5	3	0	0	**21-30**
Manga	11	36.7	2	2	0	2	5	**51-60**
Booklets	9	30.0	4	2	1	0	2	**10-20**
Encyclopedia	8	26.7	5	1	1	1	0	**10-20**
Atlas	8	26.7	4	1	2	0	1	**10-20**
Catalogs	7	23.3	3	2	1	1	0	**10-20**

The three least accessible English reading materials of HUMMS students are encyclopedias, atlas, and catalogs. Of the 30 students, only 26.7 percent, 26.7 percent, and 23.3 percent have access to encyclopedias, atlas, and catalogs, respectively. Further, most of these students only read these materials for 10-20 minutes. Most students have access to a considerable number of English reading materials, but it seems they have not entirely made use of these materials. Most of these materials are read between 10 to 20 minutes only. However, from this result, HUMSS students are more interested and motivated to read fiction texts.

Based on the result, the top five English reading materials available to HUMSS students are dictionaries, poetry, recipes, novels, and e-book. These reading materials are commonly used by the students, especially in their major subjects. Poetry, novels, and e-book are samples of fiction text introduced to the students in analyzing the theme and techniques used in a particular text. It is embedded in the subject description of Creative Writing subject that students are introduced to the fundamental strategies used in a variety of genres by famous writers to develop student's writing and reading skills (K to 12 Basic Education Curriculum Senior High School – Academic Track/Creative Writing Learning Competency). While a dictionary is a reading material usually used by the HUMSS students in any English subject, especially in discovering the meaning of the highfalutin words found in the English reading texts. According to Tulgar (2017), a dictionary is one of the contributory factors that help to improve students' learning of the target language. Also, recipes are examples for procedural text which provides accurate data about a topic using a clear, non-narrative organizational structure with the main subject matter and supporting data. It is a kind of nonfiction text introduced to the students in distinguishing language used from imaginative writing.

According to Cost (2016), fiction texts are both motivating and exciting which lead to students' successful comprehension. The result shows that HUMSS students prefer to read novels and e-books to hone their 21st-century skills like creative and critical thinkers. In school, HUMSS students have subjects that talk about arts, culture, literature, politics, and society, which primarily aim to develop their more profound understanding and how these facets interplay with each other. As such, reading these types of reading materials helps students to internalize, visualize, and appreciate the meaning of the world. The reason the subjects like Creative Writing and Creative Nonfiction were introduced to HUMMS students is to train them on how to transform their imagination and creativity into manuscripts or stories that will shake the world (ENDERUN Colleges, *n.d*).

Furthermore, with the advancement of various techniques which arise presently, students follow the world trend in digital media. These top five most accessible English reading materials are chosen by the respondents (dictionaries, poetry, recipes, novels, and

e-books) are available on student's smartphones and can be accessed respectively on the internet or some apps which are readily available for download (Dobler, 2015; Wiese & du Plessis, 2014). As such, English reading materials help students to discover the different modes of language. Through reading, students acquired new vocabularies, ideas, and lessons that can be applied to any type of conversation situation. It helps to activate and widens the student's mental abilities. Studies revealed that reading fiction increase student's vocabulary development (Cook and Dinkins, 2015), critical and analytical thinking skills (Alsup, 2013), invoke emotion and expand imagination (Stutler, 2011), elevate reading comprehension (Topping, 2015), and helps them visualize content, stimulate discussion and initiate an empathetic perspective talk (Marsh, Butler, & Umanath, 2012). These kinds of reading materials are employed to supplement reading (Tsai, 2012) and its authentic instruction which, encourages intensive and extensive student's literacy skills (Garies, Allard & Saindon, 2009). Moreover, reading stories enhances a student's mental abilities and supports literacy. Additionally, reading narrative texts is a springboard for understanding to respond to societal issues that assist Humanities and Social Sciences students who envision themselves working on the public.

As shown in the result, the respondents allocate much time to reading these fiction texts. Cook and Dinkins (2015) stated that students who are interested in learning are more likely to become engaged with the text. In the study of Tseng (2010), prose fiction, such as novels are useful resources to be used in reading classes since students preferred to read them. In the study of Garies, et al. (2009), novels are ideal instruments to support isolated skills due to their length, varied content, and to support the integration of capabilities. While e-books as multimedia reading material is a tool that can use for students who are not fluent English speakers (Reid, 2016), and (Shamir & Shlafer, 2011) gain better development when collaborating with an adult and peers. In the study of Melinis (2011), e-books support the development of word reading skills that encourages fluency. Brown (2016) emphasized that using e-books also developed new literacies that allowed successful maneuvering through the 21st-century texts. Basic functions of an e-book include learners being able to select the story they wish to read that contains interactive features that the student can take part in (Salmon, 2014). Also, students can navigate through the built-in dictionary, work the text to speech function (Brown, 2016).

Moreover, reading narrative texts made readers feel more enjoyable and helped them diversify and electrify their reading skills. Ghiabi (2014) said reading novels boost students' confidence in reading ability and contribute to developing their linguistic knowledge. The reason the Department of Education uses e-books as instructional materials for all types of learners is by introducing different literary practices to cope with new knowledge and to increase students' fluency. Therefore, as society shifts toward the best technology, it is best for the English classroom to have an electronic dictionary to make it more comfortable and quicker in searching the word without hesitation. E-dictionary can help learners to avoid spelling mistakes in actual writing performances because it will guide them to the right word they are searching for. Also, at this age, most learners are dependent on technology. Teachers must encourage students to install dictionary apps on their smartphones, and voluntarily integrate this digital tool into their learning. As Asgari & Mustapha (2013), said that language learners learn new vocabulary on their own by using dictionaries and, (Melinis, 2011) will increase their fluency.

However, the result shows that encyclopedias, atlas, and catalogs have less access by the respondents since they are not exposed to them every day. It implies that students are not inclined to them since they have become accustomed to multimedia environments. Not all libraries adapt to the needs of the students, especially in public schools, most libraries are in traditional qualities. According to Lippincott (2020), students in this generation depend on Google to easily access the information needed and neglect the presence of the library.

Since students do have not enough access to catalogs, teachers need to integrate fictional and non-fictional texts with the use of technology in the classroom setting to help students develop their background knowledge, vocabulary, and linguistic skills. It means technology is integrated into a multitude of literacy lessons and classroom routines (Hargrove, 2019). Through reading, students can learn new vocabulary, become digitally literate, and apply it to different interactions. As technology integrates into students' everyday habits (Marino, Black, Hayes & Beecher, 2010), reading fiction and nonfiction resources (Fredrickson, 2014) will increase literacy among struggling learners. To have successful learning, teachers and school authorities must cooperate to provide students with a technological-driven cultural environment. Thus, establishing this instructional stratagem can actively engage students in classroom discussions and become proficient L2 learners.

4.2 Students' Length of Time Exposed to Daily English Conversation
As shown in Table 2 below, about a quarter (23.3%) of the students exposed to English conversations for 21-30 minutes, 30 percent exposed to English conversations for 31-40 minutes, 13.3% for 41-50 minutes, and a third (33.3%) of them are exposed to English conversations for 51-60 minutes daily. HUMSS students are exposed to English conversations in the classroom for a considerably sufficient length of time.

Table 2: *Profile of the HUMSS Students in terms of Length of Time Exposed to English Conversation Daily*

Length of exposure to English Conversation Daily (min/day)	Number of Students	%
10-20	0	0.0
21-30	7	23.3
31-40	9	30.0
41-50	4	13.3
51-60	10	33.3

The result explicitly means that majority of the HUMSS students are exposed to a one-hour English conversation daily. As such, exposure is of great importance in acquiring the English language among HUMSS learners. Since taking this strand looks forward to the learners becoming teachers, psychologists, lawyers, or reporters (Course Hero Inc., 2020; Cuy & Salinas, 2019) someday, they needed to be exposed to a lot of English conversation every day. It requires sufficient time to develop their interpersonal skills as an important factor to become competent in English speaking. Furthermore, the existing curriculum offers subjects that enhance HUMSS students' communication skills since they will be dealing with different aspects of people. HUMSS students can question, think critically, solve problems, communicate effectively, make decisions, and adapt to change (Malugao, 2019). Honing these skills is crucial for them; that is why they are trying to fill L1 words in L2 utterances to establish better communication.

However, the use of L1 in the English classroom did not deter L2 learning but rather assisted it (Asif, Bashir & Zafar, 2018). ESL learners are required to practice speaking the target language in real situations to express their thoughts on different issues easily and anticipate subject matters without hesitation. Educators should utilize activities and instructions that influenced HUMSS students to become effective communicators. On that process and activities allow the students to hone their skills as creative and critical thinking skills as vital aspects of a person in the 21st century (Malugao, 2019).

Teachers, therefore, provide different contexts and provide ample opportunities to engage students in communicative tasks. The students must expose to more reading and writing activities to enhance further their English language proficiency level (Racca & Lasaten, 2016), or their vocabulary knowledge increases. Role-playing is a communicative activity that helps students to enhance their English-speaking skills. It gives students the chance to explore different real-life status quo and enables them to speak accurately and confidently in the situation using the target language (Islam, Priscilla & Tazria, 2012). Provide an instructional design that can manipulate and influence students speaking skills and adopt teaching strategies using technology to cope with the learners' interest or learning style. The technology-supported English-speaking training process, as an appropriate teaching strategy, should be embedded to guide students (Fowler, 2015) in improving their English-speaking performance (Chien, Hwang & Siu-Yung, 2019). The more the learner is exposed and has practiced the target language, the more proficient they are in communicating.

Therefore, as early as now, they must be exposed to English conversations, especially they opt to take English as their major. The English language is learned through practice using it in every conversation, and exposure to more English subjects develops students' communication skills as their frontline skill. Provide a higher number of interventions/treatments by allowing the students to do more drills and activities. Thus, exposure to speaking skills as a superior skill is significant for HUMSS students because it serves as an indicator that they are learning and becoming active effective English speakers someday.

4.3 Profile of HUMSS Students in Terms of Availability and Use of Media

The top five media that are accessible to students are Facebook, YouTube, music, movies, and T.V. Of the thirty students in the sample, 100%, 96.7%, 96.7%, 96.7%, and 93.3% have access to Facebook, YouTube, music, movies, and television, respectively. All students have Facebook accounts, and they are using them for 51-60 minutes daily. The same can be observed for students who have access to YouTube, music, movies, and television; that is, the majority of the students are exposed to YouTube, Music, Movies, and television for 51-60 minutes. It means that most students are regularly using these five types of media daily.

Table 3: *Profile of HUMSS Students in Terms of Length of Time Exposed to Media Daily*

Types of Media	Availability of the Media	Length of Time Exposed to Media (min/day)	**MODE**

	Number of Students with access to Media	%	10-20	21-30	31-40	41-50	51-60	(min/day)
Facebook	30	100.0	3	0	3	5	19	**51-60**
YouTube	29	96.7	1	4	4	4	16	**51-60**
Music	29	96.7	2	4	5	3	15	**51-60**
Movies	29	96.7	0	1	3	3	22	**51-60**
Television	28	93.3	2	0	4	2	20	**51-60**
Discovery Channel	26	86.7	5	4	4	6	7	**51-60**
Vlogs	23	76.7	3	3	6	2	9	**51-60**
Video Tutorials	23	76.7	5	2	4	3	9	**51-60**
Video Games	21	70.0	4	2	2	5	8	**51-60**
Movie Clips	21	70.0	6	5	0	3	7	**51-60**
Knowledge Channel	20	66.7	7	2	5	3	3	**10-20**
Sports Program	19	63.3	4	6	4	2	3	**21-30**
Radio	16	53.3	10	4	0	1	1	**10-20**
Twitter	11	36.7	4	3	3	0	1	**10-20**

More than half of the students are accessing other media such as Discovery Channel (86.7%), Vlogs (76.7%), Video Tutorials (76.7%), Video Games (70%), Movie Clips (70%), Knowledge Channel (66.7%), Sports Programs (63.3%), and Radio (54.4%). The majority of these students are exposed to most of these various media, except Knowledge Channel, for 51-60 minutes daily. Few students (36.7%) have access to Twitter. Except for radio, which is used for only 10-20 minutes by most students, while the other types of media are used by the students sparingly and almost equally across the five-time intervals. It implies that there is a variation in the student's length of time exposed to social media.

In the Philippines, contacting social media has become a prevalent feature of most students' daily lives. Students are motivated to choose and use a medium that gratifies their needs (Duque, San Antonio & Brazil, 2017). It means the accessibility social media depends on the interest and available application of the student's smartphone. With the advancement of devices, the growth of digital ideas, and the blast of free social media apps, students go to their comfort level. As individually observed, most of the students have smartphones, which are easy for them to access media and be exposed to such periods 51-60 minutes and more. A smartphone is the most accessible tool for students in assessing their learning, and it allows them to connect to the world socially.

Furthermore, students used social media apps like Facebook, YouTube, music, movies, and T.V for different purposes, and they did it as (Twenge, Martin, & Spitzberg, 2018) their daily activity. Students commonly use these types of media when they wanted to collect and share information, search for answers for their assignments, communicate with their friends & classmates, and be entertained during their leisure time. It means students in this generation depend mainly on technology. According to Agarwal (2020), the social network provides vital academic information that would be a great benefit to the students and society at large.

Moreover, the impact of technology on people's lives become even more significant and brought about a new trend (Akarsu & Dariyemez, 2014), in speaking. Through their exposure to different media, students acquired the language style of the native speakers to improve their speaking performance. As they were exposed to a variety of social media, they began to use words and languages as their expressions. Students catch some phrases and expressions from the lyrics of a song, the subtitles on T.V. and movies. The variations in the design and the content they have read in the media, students adapt the speaking style or the paralinguistic feature of the speakers (Bravo, Amante, Simo, Enache & Fernandez, 2011). The reason Carreon, Tayag, Jarrent & Dizon (2019), consider media as a tool to enhance students' skills in communication.

The result of the study showed that all students have access to Facebook and used it for diverse purposes. In the study of Carreon et al., (2019), Facebook is a useful instrument for interaction among people from diverse portions of the universe. It also serves as a primary podium for communication for people from different walks of life. It used code-switching as a communicative technique for a better understanding of many individuals. In this way, as students are exposed to it, they can acquire and adapt the language

style used in imparting the information. Students used trending expressions and terminologies in their conversations. This prevalent social media influences a lot on students' language learning. As for Carreon, et al (2019), FB is a tool to help students' skills in interaction.

YouTube, as well, is more evident and the most popular site on online video (Iqbal, 2019). As observed, many students watch and subscribe to different videos uploaded on YouTube. Watkins & Wilkins (2011) said that using YouTube both inside and outside the classroom can enhance conversation, listening, pronunciation skills, and promote authentic vocabulary development. It means it is a useful tool in developing students' pronunciation skills. Through watching the native speakers on YouTube, students can acquire English vocabulary, recognize their pronunciation difficulties, and improve the quality of their spoken English. According to Muslem & Abbas (2017), one way to help students in developing speaking skills is learning through media (YouTube, Video, Live programs). Further, YouTube remains a valid source for teachers seeking to enhance their lessons (Berk, 2009).

Furthermore, music and movies are the third accessible media to students. Watching movies and listening to music provides more enjoyment to students in a quick manner. They can catch up or memorize phrases, terms, and expressions from movies and music. The subtitle on the movie and song is useful for the students who are learning the target language. It is an excellent alternative tool for teachers in enhancing students speaking skills. According to Bravo et al. (2011), the paralinguistic feature of the native speakers in the video increases students' motivation to learn the target language. As such, English movies are beneficial for vocabulary acquisition as well as learning colloquial expression and slang or the conversational aspect of English that is usually not taught in a formal classroom setting (Chusanachoti, 2009). Moreover, movies also helped learners to contextualize words because characters in movies talk about various topics in various contexts (Nath, Mohamad, & Yamat, 2017).

The last top five most accessible media of the respondents is television. As per observation, most of the student's houses have T.V and it is a common source of various information for everybody. Philippine T.V programs host used code-switching to simplify and clarify the messages to the viewers. It means using code-switching on T.V is to maximize communication and to strengthen not only the content but the essence of the message; it can be considered an asset, not a deficiency (Abdullah & Buriro, 2017). The broadcast media, to which the television is not just mechanical devices for creating worlds of illusions, but are avenues of creating a new language with new powers of expressions (Gowon, 2009). It would have a better effect on the audience if speakers on T.V used code-switching. The segmented statements were spoken by the artists, broadcasters, and even in T.V commercials greatly influence the viewers, and they adapt it, primarily on their speaking styles. The sentence structure and style of how media personalities speak on the television may adapt by the students in their English Conversation. Thus, T.V is an excellent vehicle in imparting various information and developing students' oral communication skills.

However, radio and Twitter are two less accessible media by the respondents. It means radio simply isn't as appealing to younger music lovers as it used to be for their older siblings, parents, and grandparents (McIntyre, 2016). In radio broadcasting, broadcasters use two or more languages because their utterances are the only source of the listener's understanding. While Twitter has a character limit of 140 letters to deliver the message (Johnson & Yana, 2009), and for that limited characters, millennials are not using unto it. They can't express what they want to communicate because it allows users to write brief text (Veletsianos, 2012). So, the result shows the students nowadays are not motivated and interested in listening to the radio and reading on Twitter. Students' less exposure is equivalent to less learning style cultured from this media.

Furthermore, exposure to audio-visual sites can influence students in their communication process and help to process the information quickly. The increase in smartphone production and the advancement of social media have had a significant impact on the way people now communicate and think daily (Agarwal, 2020). Students adapt the interactive manner and style on the T.V programs, songs, radio, peers, and social media which use code-switching techniques for better transmission of the message to the public. Hearing English words and phrases is an excellent opportunity to become fluent in the L2 utterance (Thammineni, 2016). Moreover, students critically and effectively correct the information presented from the media sources. It can develop their ability to examine the false and exact news introduced from different media sources. With the use of different styles and effects of technology, students will imitate it, and create a new interpretation and style. Since students are well-guided by educators in using social media, students have an awareness of what is wrong and right in accessing social media. Above all, social media plays a principal role in education and research (Namaziandost & Nasri, 2019).

Therefore, educators must create and innovate teaching-learning methods to proactively support students who are digital natives through bringing social media in classroom discussions, activities, assessments, and projects. Provide a safe and comfortable learning environment for the students to void embarrassment as they cannot express the words correctly. Provide an environment that is technology-driven culture (Namaziandost & Nasri, 2019). With the present-day technological advancement, access to the use of various audio-visual aids in language classrooms is essential (Thammineni, 2016). Thus, giving interactive scenes and realistic

experiences can increase learners' engagement, motivation, active participation, and the bigger chances of meaningful and successful learning outcomes.

4.4 The Frequency of Use of Code-switching

As can be gleaned in Table 4, 23 of 30 or 76.7% of students use Intra type of code-switching, 16 of 30 or 53.3% use Inter code-switching, and only 14 of 30 or 46.7% used Tag code-switching. This finding suggests that the majority of students are using Intra code-switching. On average, Intra-sentential code-switching is used only three times per conversation, while Inter and Tag are used twice in the conversation of the students.

Table 4: *Frequency of use of code-switching types of HUMSS students*

Type of Code Switching	Number and Percentage of Students Who Used Each Type of Code Switching	Mean Frequency of Use of Each Type of Code Switching
INTRA	23 (76.7%)	3
INTER	16 (53.3%)	2
TAG	14 (46.7%)	2

The study reveals that intra-sentential code-switching is the most frequent type of code-switching technique used by the students during the conversation. In the Philippine context, switching two codes becomes a habit for the learners because of their exposure to two languages (Matila, 2009). According to Valerio (2015), the combination of English and dialect is a common linguistic phenomenon among Filipino learners. Also, the use of intra-sentential code-switching from English to Bisaya in the classroom discussion promotes learners' understanding of the subject matter being taught (Mangila, 2018).

Furthermore, intra-sentential code-switching is the insertion of the first language in the form of a clause, phrase, or word in the second language utterances. It implies that students prefer to combine elements from one language variety to another at the clause, phrase, or word level within a single utterance (Syafri, Jufrizal & Amri, 2019; Koban, 2012). The following statements made on the first picture taken from the transcripts of the interview present the types of code-switching used by the respondent.

Respondent answer:

> "*Based on the picture that I have seen; it shows that children playing and enjoying under the rain. And also building their childhood memories. And a simple smile that forms in their face that thoroughly remains for a lifetime. Nagpakita na nga give more importance and treasure every moment of being a child. Gisulit nila ang ilang pagka bata because life is so short. And we can't turn back the times that we've done already. Og kahibawo pod ta nga ang pagkabata nato is the best experienced that we must enjoy because we don't predict the time that our life will end in this world, so we should treasure all the moment, and that memory is the best among all memories*".

The actual sample statement from the respondent in the first picture shows the mixing of three Bisayan phrases in the second language utterances. In this case, intra-sentential code-switching was used by the respondent in answering the interview. Intra-sentential code-switching was committed three times in the conversation. Even though there is an alternation in a single discourse between two languages, the Bisayan phrases in the sentence, give more emphasis on the intelligibility of the student's idea about the first picture given. The switching from one code to another code in the sentence did not hinder comprehension of the thoughts of his/her message. In fact, switching two codes in the L2 utterance helped the respondent to continue the discussion without pauses and flaws. Also, the language alternation that occurs during the conversation indicates that the respondent knows when to use those L1 codes in the L2 sentence without violating the grammatical points.

Furthermore, intra-sentential is the most preferred type of code-switching used by the students because it is the linguistic trend practiced by everyone (Valerio, 2015). Most individuals chatting on social networks do code-switching (Al-Qaysi, 2016) and prefer to use English and Tagalog in sending messages (Valerio, 2015). Even in school, the student speaks one sentence with multiple clauses like using L1 and L2 in the utterance. Inserting and combining two or more languages in the conversation to explain the message. It is natural for bilingual learners to use two or more languages in any type of conversation situation. However, it does not imply students' use of intra-sentential code-switching is weak in communication skills. According to Selamat 2014 (cited in Poplack 1980), if bilingual learners used to code-switch, it is an indication of bilingual's "language competence" and should not be treated as a defect. Students can make use of two languages within a single statement correctly and can achieve communication. It is a way to improve students' language skills (Horasan, 2014) and fluency in both languages (Castillejo, 2018).

Moreover, in intra-sentential code-switching, there are two different grammars performed, and the speaker has to know both syntaxes to produce a grammatically correct utterance (Akumu, 2014). Switching two languages in the conversation means the person is competent in both languages, and this commonly occurs in fluent bilingual learners. The next statement shows that even though the student inserted the L1 word and clause in the sentence, it did not violate the syntactic rules. Besides, the student can express more his/her ideas with the help of the first language.

Student's Response:

> *This picture made me remember my younger age which I like to go outside when it's raining and play with my neighborhood friend. Having experienced this is a very unforgettable moment in my life. Experienced that will be a memory to us og dili na nato ma experienced pag-osab. We have once been a child and to experience like this is a memory to remember. Playing with friends ang giving help to the ones who need them. Every moment which gives us happiness is one of the best experiences that I will always treasure in my life. Playing with my friends ignore sa mga hogaw nga baha as much as we enjoy, we will ignore it and until mo hinay na ang owan".*

The second sample actual statement from the respondent shows that within the discourse, intra-sentential code-switching occurs for three times at the phrase written and word level in the second language utterance. The student was integrating the first language in the second language utterance to expound and to associate his/her ideas. It means that the interlocutor selects phrases and word that is most readily accessible in the conversation situation. Using this type of code-switching technique is considered to be the most sophisticated form of switching (Yulandari, Muhaimi, & Azis, 2018). Though intra-sentential code-switching involves higher syntactic risk, switching languages is commonly used by an individual, and often occurs in daily conversation (Novianti, 2013). The study implies as students used intra-sentential code-switching, it is a bilingual speaker's skill, not a disadvantage (Abad, 2010). As Valerio (2015) emphasized that the combination of the international language with the vernacular becomes a habitual practice among Filipinos both in rural and urban scenarios and for explaining the complicated words, code-switching could not be avoided (Purwanto & Aimah, 2018).

Furthermore, the result of this study shows that inter-sentential and tag code-switching is used two times uttered by the speaker. Inter-sentential students take place between clause or sentence boundaries in which each clause or sentence is in one language or other (Novianti, 2013).
Respondent's response:

> *"All I can say about this picture is their surrounding is filled with happiness. And we can say the beauty of their smiles. Kay ilang natagaan og importansiya ang mga gagmay na butang na ilang nadawat. And, and they enjoy every moment of their life. Because in this world that we live, once in a lifetime that we can experience as a young child. So, samtang bata pata di nato dali itugyan ang atong kaugalingon para mo daog ta. Enjoy our life with our childhood friends because it becomes a memory when we are getting older".*

The actual sample statement from the respondent shows that there is inter-sentential code-switching occurs twice at the sentence level in explaining the importance of their childhood days. Moreover, the respondent knows when to switch from one language variety to another in the second language utterance without violating the sentence structure and losing the thought of the message. The Bisayan statement inserted in the L2 utterance signifies an additional idea of the respondent to create a well-formed sentence. Besides, using the L1 sentences in the L2 utterances help the student to sustain the conversation rather than not answering the question. According to Al Heeti and Al Abdely (2016), using inter-sentential code-switching requires grammatical, morphological, and textual knowledge in both languages. Using this type of code-switching needs L1 clause or sentence considering the well-formed sentences. Therefore, the L2 learners must think of the correct use of grammatical constructions of the language to have the correct structure of the sentence. In this case, L1 employed inter-sentential code-switching was fewer (Purwanto & Aimah, 2018).

While tag code-switching is simple and does not involve a great command of both languages since there is a minimum risk of violation of grammatical rules (Jalil, 2009). The use of tag switching had the lowest number of users from the respondents. The latter sentence shows a sample of respondents' answers that he/she is using tag code-switching.
Respondent's response:

> *"This picture shows a lot of thought but for me, it shows the life of a student, because I know every student experienced this kind of thing. We cannot deny that since, elementary to high school, then, maybe in college we can still experience this kanang*

kind of thing in which our teacher may group us, gives us a group activity and we will do it. And each one of them as a member was, kuan,... contribute something in order to have a good output. So, for me, it really represents a life of a student.

The actual statement from the respondent's response presents tag code-switching because there is the insertion of Bisayan filler like *"kanang* and *ku-an"* in the second language utterance. This tag used in the sentence naturally occurs in the conversation without any intention or purpose. It implies, in L2 utterance, tag code-switching was not employed at all. It is the insertion of tags, exclamation, and phrases in L1 inserted in L2 without violating the sentence structure. According to Purwanto & Aimah (2018), tags have no syntactic constraints, they can be moved freely, and they can be inserted almost anywhere in a discourse without violating any grammatical rules.

The sample statement from the respondents presented above shows that students are using these three types of code-switching (intra, inter, and tag) to any kind of conversation situation. Furthermore, in a linguistically-rich environment (Abad, 2010), educators must not discourage students if they tend to code-switch in L2 utterances, instead, it helps them develop their communication skills. There is meaningful learning if students understand and participate in the discussion. Embrace their indifferences in speaking and bring a positive impact on the learning process. Educators must motivate students to face their fears in communication, through practice talking English and give them the chance to do code-switching in classroom conversations (Liwanag & Labor, 2016).

Moreover, as technology and social media arise today, educators must initiate to use it as a teaching strategy to guide the lesson and to supplement students learning to enhance learners' proficiency in acquiring the second language. Since authentic language input are a great help in stimulating and facilitating learning the target language (Thammineni, 2016).

Therefore, the use of L1 during L2 interactions is a normal psycholinguistic process that facilitates L2 production and allows learners to initiate and sustain verbal communications (Selamat, 2014). Inserting L1 in L2 utterances can be deployed as a useful teaching tool to enhance the language learning process. Besides, using these types of code-switching in the L2 conversation does not necessarily cause "a blockage or deficiency in learning a language," but on the contrary, as it fosters students' performances (Daniels, 2011). It means a student's mother tongue plays an essential role in the learning of the second language (Lightbown & Spada, 2013 and Rivers, 2011). Moreover, using these types of code-switching is not bad, instead, the combination of dialects and the English language is useful to enable students to associate concepts, and definitions explained in a foreign language with that of their mother tongue (Bhatti, Shamsudin, & Said, 2018). Thus, teachers need to encourage them to talk and talk by switching dialect, the national and international language in one utterance, and developing their self-confidence in speaking.

4.5 Level of Speaking Performance of HUMSS Students
The speaking performance of HUMSS students in terms of grammar, pronunciation, vocabulary, comprehension, background knowledge, and fluency is shown in Table 5. As reflected in the table, most of the students have satisfactory speaking performance in terms of grammar, vocabulary, and fluency; and the majority of them have good speaking performance along with pronunciation, comprehension, and background knowledge. Thus, generally, HUMSS students have a satisfactory and good level of speaking performance along with the six elements of speaking. It means that HUMSS students' level of speaking performance belongs to satisfactory and good despite their exposure to English Conversation.

Table 5: *Level of Speaking Performance of HUMSS students (in terms of grammar, pronunciation, vocabulary, comprehension, background knowledge, and fluency)*

Elements of Speaking Performance	Needs Improvement	Satisfactory	Good	Excellent	**MODE**
Grammar	0	25	5	0	**Satisfactory**
Pronunciation	0	1	16	13	**Good**
Vocabulary	1	21	8	0	**Satisfactory**

Comprehension	0	11	19	0	**Good**
Background knowledge	0	11	18	1	**Good**
Fluency	0	18	12	0	**Satisfactory**

In the Philippine context, students are bilingual learners; they acquire two or more languages, which they master first their vernacular and followed by the target language. According to Summers (2012), Filipinos are considered as the Second Language Acquirers (SLA) in the world. As per observation, in the Philippine formal education, students are first introduced to their vernacular language as language nationalism at Kinder to Grade 3. Furthermore, at their young age, the first learned language could not easily be erased in their minds. It appears that it is hard for the learners to adapt to the English language because they got used to the Filipino language or their dialect, which they have been exposed to since birth. Then, the next step in their education is to introduce the Filipino or Tagalog, and the English language is another adjustment for the student's linguistic knowledge. Their background knowledge in the use of English, whether on the streets or at school, affects their English language learning. The cultural differences (Phakiti & Li, 2012) and negative experiences in English (Horwitz, Tallon & Lou, 2010) affect students speaking performance. So, acquainted with another language, learners must use a variety of speech registers and styles in conversation to become good speakers of the English language. According to the study of Blas, Meraña, Averion, Badanoy, Ragudo, Leon, Seguerra & Vargas (2018), learners were too dependent on their native language, and it is hard for them to adopt a new style, and in this case, the English language.

Moreover, speaking is considered the most challenging skill compared to writing, reading, or listening (Oradee, 2013). L2 learners should know words and sentences. But it is hard for the students to learn the language when the exposure is limited in time. Students have a minimal amount of one-hour exposure to English conversation over eight hours staying in school, rather than in media. As such, the bilingual learners in the classroom have many instances that code-switching may occur in their discussion because they are competent in two or more languages and can alternate the word in a particular situation when needed.

As observed among HUMSS students' fluency, it is a satisfactory level and the least percentage among the six elements in speaking performance. Fluency is the first characteristic in speaking that must be developed so that they should know how the language system works appropriately (Mazouzi, 2013). It is a significant communicative strategy that must be acquired by the L2 learners in order not to break down the communication. Besides, a student is proficient in English when he/she has the skills to speak the target language fluently and accurately. However, it is difficult for a second language student to master the language as their exposure to the language is limited in their environment (Muslem, drasnawi, Mustafa, Usman, & Rahman, 2017).

Another factor to be considered in speaking is the vocabulary knowledge of the speaker. Vocabulary is also crucial to all kinds of learners' second language development (Min, 2013). It has a significant role in learning the English language (Blas, Meraña, Averion, Badanoy, Ragudo, Leon, Seguerra, & Vargas, 2018). Cited too in the study of Min (2013) and Wilkins (1972), states that speaking without violating grammar rule and with sufficient vocabulary, the more students can express their thoughts." Hence, grammar and vocabulary are interconnected (Folse, 2015) because such a problem in grammar relates to vocabulary (Blas, et al., 2018). So, it is encouraged for the learners to read or look up a dictionary in the order they can acquire an adequate number of words or background knowledge for them to be aware of the communication process using the foreign language.

Another reason why students belong to satisfactory to good in their level of speaking performance is the limited time for the students to develop their English comprehension skills. Since educators consume a lot of time correcting the student's grammar skills, that could affect a student's focus on learning English. According to Hum (2013), a system like the amount of time exposure to the target language, frequency in learner's contact with the language, and the number of students in the class, are some of the factors influenced in the learning of the students. With regards to overcoming incorrect pronunciation, it said that watching English movies and listening to English songs could be the solutions to incorrect pronunciation. As such, to develop students speaking skills, educators must expose students to English interaction. Even though phonology is a problematic aspect of language learning for second language learners, the use of technology, influences almost every task of students' daily life that improves their speaking skills (Namaziandost & Nasri (2019s). According to Yanar and Tutunis (2016), watching videos, movies, and T.V was productive and efficient to make students speak fluently and sound natural. That is why L2 learners themselves often attain nativelike pronunciation (Tokumoto & Shibata, 2011). It means students' massive exposure to the target language is one way to improve their learning of the second language (Rawan, 2016).

Therefore, educators need to use activities that cater to the learner's needs. Teachers should be more aware that using the words should be contextualized, and recycled, with the students provided with the opportunity to actively engage with the relevant terms and phrases (Stoller, 2016). To the intent of ensuring that students can understand what they are asked to do and can communicate effectively. As observed, the student in the twenty-first century is motivated to learn the subject matter when there is the

integration of technology in the teaching-learning process. As such, social media can be used as an educational tool for the learners (Namaziandost & Ahmadi, 2019). Thus, teachers need to look for an environment suited to the learner's needs and styles to have a positive mindset in learning and speaking the English language.

4.6 Correlation Between Length of Time Reading English Reading Materials and Frequency of Use of Code-Switching

The correlations between length of time reading English reading materials and the frequency of use of code-switching techniques are shown in Table 6.

Table 6: *Correlation Between Length of Time Reading English Reading Materials and Frequency of Use of Code-Switching*

Type of Reading Material	Frequency of Use of Each Type of Code Switching		
	Intra	Inter	Tag
Comics	-0.1299	0.2394	-0.1159
	(0.6193)	(0.3547)	(0.6577)
Journal	0.4384	0.3187	0.4001
	(0.0783)	(0.2125)	(0.1115)
Magazines	0.3741	-0.1627	0.0462
	(0.1695)	(0.5622)	(0.8701)
Newspaper	0.1933	-0.0998	0.1680
	(0.4574)	(0.7030)	(0.5193)
Novel	0.2600	-0.1199	0.3766
	(0.2824)	(0.6249)	(0.1120)
Encyclopedia	0.1970	0.0191	-0.0329
	(0.6115)	(0.9611)	(0.9329)
Atlas	0.3425	-0.2518	-0.1300
	(0.4063)	(0.5475)	(0.7589)
Dictionaries	0.4637*	0.2124	0.2099
	(0.0129)	(0.2778)	(0.2837)
Manuals	-0.2856	0.1093	-0.5152
	(0.3682)	(0.7354)	(0.0865)
E-books	0.0315	0.1795	0.3269
	(0.9012)	(0.4760)	(0.1855)
travel brochures	-0.2312	-0.0303	0.3078
	(0.4696)	(0.9255)	(0.3305)
Manga	0.0138	0.0868	0.0113
	(0.9661)	(0.7885)	(0.9723)
Poetry	0.2011	0.0575	0.1438
	(0.3144)	(0.7756)	(0.4744)
Catalogs	0.4070	0.4510	0.7694*
	(0.3648)	(0.3098)	(0.0431)
Recipes	0.0686	-0.1306	0.2341
	(0.7738)	(0.5832)	(0.3205)
Playscripts	0.0488	0.1026	0.0851
	(0.8742)	(0.7386)	(0.7821)
Blogs	0.0842	0.1236	0.2249
	(0.7564)	(0.6484)	(0.4024)
Booklets	0.2143	0.5968	-0.0779
	(0.5521)	(0.0685)	(0.8305)
Emails	0.0831	0.2031	-0.1978

| | (0.7431) | (0.4190) | (0.4313) |

NOTE: Figures enclosed in parenthesis are p-values. P-values less than 0.05 indicate a significant (*) correlation. Also, the Spearman rank correlation coefficient and the associated p-value are enclosed in parenthesis.

Note that except for the correlation between length of time reading dictionaries and the frequency of using Intra code-switching and the relationship between the length of time reading catalogs and the frequency of using Tag code-switching, all correlations are not-significant as indicated by their p-values being greater than the 0.05 level of significance. It leads to the acceptance of the null hypothesis of the study. This result further means that an increase/decrease in the length of time spent in reading English reading materials does not imply an increase/decrease in the frequency of using code-switching techniques.

An exception is noteworthy here. The correlation between length of time reading dictionaries and the frequency of using Intra code-switching (*r=0.4637, p=0.0129*) and the relationship between the length of time reading catalogs and the frequency of using Tag code -witching (*r=0.7694, p=0.0431*) are both significant since p-values of both correlation coefficients are less than 0.05. It means that an increase in the length of time spent in reading dictionaries and catalogs implies an increase in the frequency of using Intra and Tag code-switching.

Note further that dictionaries and catalogs are the most and least accessible reading materials to students, respectively. The majority of those with access to catalogs and dictionaries are reading them at most 30 minutes daily.

The finding implies that the use of code-switching doesn't matter when reading English reading materials. There are no specific rules on how or when to use code-switching; it is just naturally used and occurs in the conversation of bilingual learners. Code-switching occurs without specific points in the discussion (Dahar, 2011), and students trigger to code switch since learners have two or more languages. Using code-switching can help students understand better in the communication process. According to Purwanto & Aimah (2018), code-switching is a language learning strategy used to facilitate learners' understanding of the second language.

Furthermore, the analysis reveals that the length of time exposed to dictionaries affects the frequency of use of intra-sentential code-switching. It implies that the words and expressions learned from extensive reading of dictionaries are applied in the conversation. As students read fiction stories, they will look for dictionaries to clarify the meaning of the words they have acquired from reading. The student's background knowledge learned from reading can be used to fill in on his/her statement to continue the discussion. It offers learners some pragmatic knowledge like how, where, and with which item to use a particular word (Tulgar (2017). Another reason, a student will do intra-sentential code-switching in the communication process, to look for the right words that can describe the topic exhaustively and, (Fitriyani, 2013) wanted to give more explanation and emphasize what they mentioned before. The use of dictionaries can equip learners with increasing their vocabulary knowledge and appropriate language use (Tulgar (2017). As such, reading from a dictionary is vital in learning English words. It strengthens students' vocabulary building and enables them to understand others' ideas better. Using dictionaries in different phases of learning contributed to language knowledge and helped students improve their speaking skills using the target language (Tulgar, 2017).

So, if the students are required to talk English but they have less exposure to L2, possible, they must use Bisaya in the conversation, but their English words learned from reading the dictionary, is helpful in that particular conversation. So, students have the chance to use intra-sentential code-switching (L2) in the L1 utterance. Choosing suitable terms in an appropriate context is to increases the accuracy in terms of vocabulary (Leong & Ahmadi, 2017). The student can directly insert words or phrases in different languages in the middle of the sentence without any hesitation or pause (Yulandari, Muhaimi, & Azis, 2018).

Furthermore, the result also reveals that tag code-switching occurs if students have less exposure to catalogs. The word "catalog" is simply a Greek word, meaning a list (Khalafova & Ismayilova, 2017). It gives only the specific word and information about a particular subject without ramifications at all to the rest of the sentences. Jalil (2009) said that inserting tags does not provide so much contribution to the conversation, because tag code-switching is effortless and does not involve a high command of both languages. It is the insertion of the first language or the tag and exclamation in the second language utterance (Novianti, 2013) without violating any grammatical rules (Purwanto & Aimah, 2018). These tags did not serve any special educational functions. According to Al-Qaysi (2016), tags contain grammatical limitations because it is effortlessly presented at different points in a monolingual speech without violating syntactic rules. So, using tag code-switching implies that students need time to think the best words or vocabulary to fill in their utterances, without syntactic constraints (Purwanto & Aimah, 2018). That is why they frequently used intra-sentential code-switching because of more vocabularies learned from reading. While tag code-switching was less used in the discussion since they have less exposure to catalogs.

Additionally, the increase in the availability of dictionaries and catalogs and the increase of time spent reading dictionaries and catalogs would increase the frequency of using code-switching, particularly intra-sentential code-switching and tag code-

switching. The more student's exposed to these kinds of reading materials, the greater chances they become proficient in speaking using the target language. So, when the students used intra-sentential code-switching and tag code-switching in a conversation, teachers must not discourage bilingual learners. It is a communicative strategy used by the learners to continue their conversation with the audience. It is the medium of communication where they can talk to people in English (Terhune, 2016; Zhang, 2009). It verified from the study of Chuanchaisit and Prapphal (2009) that some speakers of English were able to communicate well because they use these communication strategies.

Therefore, teachers need to train on how to integrate speaking with other skills and how to teach it communicatively (Riyaz & Mullick (2016). Educators must create an environment that builds students speaking skills and appreciate learners if they use code-switching because they are exerting effort to speak English. As Bista (2010) said that it is normal for those students to use their language in the English class and (Novianti, 2013) to do code-switching is to develop and apply their skills, especially in English. Schutz (2017), said that student is proficient in speaking the second language when they have the willingness to acquire and master the target language. Thus, using code-switching doesn't mean they are low students, but it is a sort of training for them to become proficient speakers.

4.7 The Correlations Between Length of Time Exposed to Different Media and Frequency of Use of Code-Switching Techniques

Similar to the previous table, all correlations are not significant, except for two. The relationship between the length of time exposed to Knowledge Channel and Intra code-switching (*r=0.4474, p=0.0479*) and the relationship between the length of time of exposure to Video Tutorial and Intra code-switching (*r=0.4143, p=0.0493*) is significant as indicated by the p-values which are less than 0.05 level of significance. It leads to the rejection of the null hypothesis. It means that an increase in the length of time of exposure to Knowledge Channel and Video Tutorials corresponds to a significant increase in the frequency of using Intra code-switching.

The rest of the correlations between length of exposure to media and frequency of use of code-switching techniques are not significant, as indicated by the p-values that are greater than 0.05 level of significance. It means that an increase/decrease in the length of exposure to these different media does not correspond to an increase/decrease in the frequency of using code-switching techniques.

Table 7: *Correlation Between Length of Time Exposed to Media and Frequency of Use of Code-Switching*

Type of Media	Frequency of Use of Each Type of Code Switching		
	Intra	Inter	Tag
YouTube	-0.1874	0.0155	0.0168
	(0.3214)	(0.9351)	(0.9298)
Radio	0.1324	-0.0866	-0.1836
	(0.6249)	(0.7498)	(0.4962)
Video games	-0.2533	0.1099	0.1245
	(0.2678)	(0.6355)	(0.5907)
Music	-0.1272	-0.0351	-0.2168
	(0.5107)	(0.8565)	(0.2587)
Movies	-0.2953	0.0888	-0.3203
	(0.1200)	(0.6468)	(0.0902)
Sports program	-0.0720	-0.0181	0.1979
	(0.7695)	(0.9413)	(0.4168)
Discovery channel	-0.0962	-0.0453	0.1174
	(0.6401)	(0.8263)	(0.5679)
Knowledge channel	0.4474*	-0.0944	-0.2968
	(0.0479)	(0.6922)	(0.2038)
Vlogs	-0.3682	0.0647	0.1348
	(0.0839)	(0.7694)	(0.5398)
Video tutorials	0.4143*	0.0127	0.0548
	(0.0493)	(0.9541)	(0.8039)
Twitter	0.3519	-0.1614	0.5409

	(0.2885)	(0.6355)	(0.0858)
Facebook	0.0317	0.0819	-0.0860
	(0.8680)	(0.6668)	(0.6516)
Movie clips	-0.1322	-0.0579	-0.0245
	(0.5679)	(0.8031)	(0.9161)
TV	-0.0625	0.0496	-0.2869
	(0.7473)	(0.7985)	(0.1313)

NOTE: Figures enclosed in parenthesis are p-values. P-values less than 0.05 indicate a significant (*) correlation.

The result implies that the Knowledge Channel and Video Tutorials are mediational tools to facilitate the language learning process (Ellis & Shintani, 2013). Since Knowledge Channel is more than a medium for academic instruction and learning (Schmid, Rouvinez & Poza 2014) and video tutorials are an effective instructional design that addresses the different learning styles and needs of students (DeVaney, 2009). Furthermore, Knowledge Channel and Video Tutorial supply various information. It had segments in which shifting one text or topic to the next part. Every portion provides asynchronous library assistance and can be viewed on a student's own time at any hour of the day (Terry, Merinda, Hensley & Hinchliffe, 2010). Each segment helps the learners in gradually remembering and imitating the skills of the speakers. The narrator's conversation style and way of expressing ideas influence most students speaking performance in the classroom. In another way, it teaches the students how to pronounce the words correctly, how to use the words/phrases appropriately in a sentence, and the process of choosing the correct word to use in a sentence to express one's thoughts for specific audiences. As the student continuously listens to the L2 speakers, their way of expressing the target language enhances, vocabulary knowledge increases, and constructing correct sentences improves (Thammineni, 2016). So, the broadcast model video helps to develop students speaking skills (Bravo et al., 2011) since learners see how the native speakers talked the English language with their paralinguistic features. Also, the narrator in the video addressed the message directly to the viewer, which looks more interactive. Besides, in every segment of the video, there are speaking practices for the learners to measure if they improve or learn the online video tutorials. As such, students could learn more when they could access the videos during practice (Shippey, Chen, Chou, Knoepp, Bowen, & Handa, 2011).

Furthermore, the use of L1 during L2 interactions is a normal psycholinguistic process that facilitates L2 production and allows learners to initiate and sustain verbal communications (Selamat, 2014). According to (Ellis & Shintani, 2013), Knowledge Channel and Video Tutorial are supplemental tools to facilitate the language learning process. So, as the bilingual learners are given the chance to participate in the L2 discussion, instead of answering it in L1 alone (Yulandari, Muhaimi, & Azis, 2018), they can insert L2 or L1 word or phrase in the middle of the sentence without any hesitation or pause. According to Alkhawaldeh (2019), intra-sentential switching occurs in the middle of the sentence and has no break in the communication process. The more the speakers report their language skills to be good, the more intra-sentential code-switching they use in their utterances (Koban, 2012). It is a supportive type of code-switching technique for those students who are struggling in speaking. Even though, the student will use intra-sentential code-switching in the conversation; it doesn't imply they are low in speaking; instead, (Valerio, 2015) the prevalence of code-switching in a multi-dialectal classroom seems to suggest that it has a positive function in the educational process.

Moreover, it is more advisable that the use of audio-visual instructional materials inside the classroom enhances students' understanding of abstract concepts. Utilizing videos in improving students speaking performance (Mahripah, 2014) helps to comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Their grammatical competence can help students apply and perceive the structure of the English language correctly, which leads to their fluency (Latha, 2012). According to the study of Yanar & Tutunis (2016), authentic mass media materials used in the class are much more effective and efficient than those in the course books. If students are surrounded by these types of media (Knowledge Channel and Video Tutorials), they may adapt the speaking abilities of the native speakers. It is a well-known fact that various audio-visual materials as sources of authentic language input are a great help in stimulating and facilitating the learning of a foreign/second language (Thammineni, 2016). Audio-visual materials support learners to become native-like speakers which speech is effortless and smooth with speed. As said by Terrell (2013), online tools improve the student's listening and speaking skills.

Therefore, the integration of media (Knowledge channel and Video Tutorial) in teaching English speaking is a crucial tool to enhance and improve students speaking performance. Most notably, people nowadays depend primarily on technology in quickly searching for information that would benefit the students and the society at large (Agarwal, 2020). The application of video clips using small group activities techniques could be one of the best alternatives to improve young learners' speaking performances (Muslem, drasnawi, Mustafa, Usman & Rahman, 2017). So, exposure to these kinds of learning materials helps students who want to master the target language. According to Thammineni (2016), by watching and listening to the video, students hear many new words and phrases, especially idioms and colloquial expressions. These are ready to use to supplement classroom activity in enhancing listening and speaking skills. It is recommended for every school to have educational media to build holistic progress

in the teaching-learning process. Also, the teacher can teach the students well by making use of technology to improve students speaking skills.

4.8 Correlations Between Exposure to English Conversations and Frequency of Use of Code-switching Techniques

As indicated in the table, all p-values are higher than the 0.05 level of significance; thus, the correlations are not significant. An increase/decrease in the length of exposure to English conversations does not correspond to an increase/decrease in the frequency of use of code-switching techniques. In other words, exposure to English conversations does not indicate the use of a particular code-switching technique.

Table 8: *Correlation between Length of Time Exposed to English Conversation and Frequency of Use of Code-switching*

	Frequency of Use of Each Type of Code Switching		
	Intra	Inter	Tag
Exposure to English Convo	-0.1149	-0.1041	-0.0674
	(0.5456)	(0.5840)	(0.7233)

NOTE: Figures enclosed in parenthesis are p-values. P-values less than 0.05 indicate a significant (*) correlation.

The results of the study revealed that there are no specific types of code-switching techniques that can be used by the students even they have exposure to English conversation due to the interactive feature of digital devices and media. As such, disclosure is of great significance in acquiring the English language among second language learners. It said that if children are exposed to L2 the same way they are exposed to L1, higher success is attained. However, there is a consensus among language learning theorists and practicing the language that in learning L2, the amount of practice that a learner is willing to put in is crucial in determining success.

Language learned through use; thus, there must be an active involvement to communicate in real situations among ESL learners. But, students' attention in acquiring a second language is diverted by the media's language style. Besides, students nowadays are in technology-driven culture. Mostly they use trending phrases, words, terminologies, or expressions in their interaction with peers and even with their teachers. As observed, students interacted more online than in English conversation. Whatever formal or informal learning is installed in their mind or acquired from reading and watching media, students will use it without dictation. According to Halim and Maros (2014), the advent of the Internet and the rapid development of electronic communication have revolutionized the conventional ways of communication and written expression. It signifies technology and media, influence society's novel forms of communication, the styles and methods posted, and showed ample impact on student's conversation technique. Since students can process and transform the ideas in their way. According to Vygotsky (2014), social learning precedes development, as students develop, they gradually internalize processes they use in social contexts and begin to use independently. So, students can freely use the languages unconsciously and spontaneously in the communication process, because (Hait & Jaffar, 2014) they feel comfortable and confident in using more than one language within the same discourse.

Furthermore, media such as Facebook, which is prevalent among the online community, used code-switching in posting information to emphasize and clarify the message to the addressee. According to the study of Halim and Maros (2014), that code-switching occurs in online interaction to serve quotation, addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, the principle of economy, and free switching functions. Memory, Nkengbeza, and Liswaniso (2018) stated that code-switching helps in presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension. It means exposure to different media and chatting with friends and native speakers would be a productive and effective way of learning daily/colloquial language and using it accurately and fluently (Yanar & Tutunis, 2016).

In the Philippines, the Facebook user used memes, jejemon, slang, jargon, and whatever language style or code-switching technique, which is dominant and adapted by L2 learners. The great diversity of language patterns, inflection, and grammatical information, and the newly coined terms add in the parts of single utterances, and word endings change the meaning of the sentence. (Ganschow & Schneider, 2020). But multimedia messages have been reported to act as an external stimulus that elevates arousal, focuses attention, and enhances learning and memory (Berk, 2011). As such, online tools can improve the listening and speaking skills of young learners (Terrell, 2013) and teach on how to link words together and where to put intonation on specific terms and sentences (Thammineni, 2016). Besides, students are enjoying browsing, watching, and reading. They can easily catch the phrases and expressions of the narrators and speakers, and they used them in their daily conversations.

Additionally, Wanzer, Frymier, and Irwin (2010) stated that the mental processing and elaboration are resulting from the humorous message increase learning and recall. The study of Yanar and Tutunis (2016) revealed that EFL students believed that mass media

tools have a positive impact on speaking skills. So, the amount of code-switching, the type of vocabulary needed, the topic, and the languages used to play a role when describing the language behavior of bilinguals (Yevudey, 2013). Also, students' exposure to any English conversation has no indication when to use any of the particular types of code-switching techniques in conversation. Much more, their 8 hours of staying in school are not always using the target language. It depends on what specific topic and subject they attended, and most of them are exposed to technology.

Therefore, parental guidance is recommended and teachers will monitor the students on what suitable media and reading materials help to develop their speaking performance. With the advancement of technology and the rising of social media, educators must initiate a teaching strategy that integrates technology and media during the discussion (Thammineni, 2016). Namaziandost and Nasri (2019) said that technology is a new platform of a pedagogical tool for enhancing students' independent learning and academic achievement. Thus, teachers must provide context

that encourages students to practice speaking and integrate media in English conversation to become better-equipped students in L2 utterance.

4.9 Correlations Between Speaking Performance with the Frequency of Use of Code-Switching Techniques
As shown in the table, all correlations are not significant, except for the relationship of fluency and the frequency of use of Inter code-switching (*r=-0.3826, p=0.0369*). The relationship between fluency and the frequency of use of Inter code-switching suggests that students who speak fluently tend to use Inter code-switching less frequently.

For the other non-significant correlations, they mean that an increase/decrease in speaking performance does not necessarily imply an increase/decrease in the frequency of using code-switching. That is, speaking performance is not an indicator of the frequency of use of code-switching.

Table 9: *Correlation Between Speaking Performance and Frequency of Use of Code-Switching*

Elements of Speaking Performance	Frequency of Use of Each Type of Code Switching		
	Intra	Inter	Tag
Grammar	0.1786 (0.3452)	-0.0321 (0.8663)	0.1696 (0.3702)
Pronunciation	0.1154 (0.5437)	-0.2860 (0.1256)	0.0969 (0.6105)
Vocabulary	0.1801 (0.3408)	-0.2912 (0.1185)	-0.0123 (0.9486)
Comprehension	-0.0377 (0.8434)	0.1283 (0.4993)	-0.0984 (0.6050)
Background knowledge	-0.0236 (0.9013)	-0.1636 (0.3876)	0.0687 (0.7185)
Fluency	0.2387 (0.2039)	-0.3826* (0.0369)	0.0081 (0.9663)

NOTE: Figures enclosed in parenthesis are p-values. P-values less than 0.05 indicate a significant (*) correlation.

The study implies that whether students have low and high levels of speaking performance, they still used code-switching. Intra-sentential code-switching and tag code-switching techniques are leading to their speaking performance. It shows students speak if they used intra-sentential code-switching and tag code-switching than inter-sentential code-switching. Since inter-sentential is characterized by a switch from one language variety to another outside the sentence or the clause level of second language utterance (Koban, 2013; Al Heeti & Al Abdely, 2016). Also, it is less used in the conversation because the sentence structure may be bewildering for the students (Purwanto & Aimah, 2018). According to Al Heeti and Al Abdely (2016), inter-sentential code-switching requires grammatical, morphological, and textual knowledge in both languages. In the study of Gulzar, Farooq, and Umer (2013), they recommended that in the EFL classrooms, students must be more conscious and mindful of using inter-sentential code-switching, particularly at the level of proficiency bilinguals.

Furthermore, using inter-sentential code-switching mostly in the compound and complex sentences where one clause is for L1 and the other term is L2. In the study of Attia, Samih, Elkahky, Mubarak, Abdelali & Darwish (2019), inter-sentential code-switching is relatively less challenging for computational analysis. Each sentence still follows a monolingual model. Unlike intra-sentential code-switching needs a particular amount of attention because only this type of code-switching involves the lexical and syntactic integration and activation of two language models at the same time. Fluent speakers can do intra-sentential code-switching

techniques though it is considered to be the most sophisticated form of switching (Jingxia, 2010). Al Heeti and Al Abdely (2016) added that intra-sentential code-switching is more complicated than the other because when a word is inserted in a sentence, it should be incorporated in a correct way to create a well-formed sentence. While, tag code-switching are fixed phrases or short expressions inserted quickly at several points of a monolingual statement without violating the grammar rules (Jingxia, 2010; Jalil, 2009).

Moreover, the feasibility of the study shows that the frequency of the use of code-switching has no significant relationship with the students speaking performance. It means that the code-switching practice of the students does not affect their speaking performance. Meanwhile, in the Philippine context, it indicates a notable level of Linguistic Fluidity (Lesada, 2017). It means that Filipinos can speak more than two registers acquired in the environment, school, and mass media. This phenomenon is trending to Filipinos, which is switching languages in various forms of conversational situations. The DepEd Order 54, s. 1987, Policy on Bilingual Education of the Department of Education stated that aside from being fluent in the local language, it emphasizes that Filipino students are required to be competent in Filipino and English language. It signifies that Filipinos promote multilinguistic competence. The common multilingualism indicates that Filipinos can quickly switch languages depending on the social context. This cultural identity contributed to the phenomena of code-switching in the classroom (Syafri, Jufrizal, & Amri, 2019). Language choices play a crucial role in Philippine society and personal expression (Lesada, 2017).

Therefore, educators are encouraged to expose students to the second language as one of the environmental factors that can enhance language proficiency (Magno & Banugan, 2009). The student's practice of code-switching during casual conversations is considered a regular occurrence within the context of language use in everyday life (Castillejo, Calizo & Maguddayao, 2018). Besides, a more productive language environment that the learner's experience allows them to acquire skills in the target language. According to Valerio (2015) that code-switching is a common linguistic practice among students and teachers that plays a vital role in classroom interaction. Thus, the use of code-switching as a communicative strategy leads to an effective and impressive conversation (Abdullah & Buriro, 2011), and the integration of technology and reading materials can result from having a successful instruction and development to student's speaking performance.

5. Summary, Conclusion and Recommendations
This chapter wraps up the findings of the study, draws a conclusion based on the research findings, and outlines the recommendations which could be used as useful literature for future researchers who will replicate the study.

5.1 Findings
This research endeavor was established to explore what particular types of code-switching that would significantly affect the students' level of speaking performance in the conversation. Thus, this study also determined the relationships of these variables among HUMSS students. The findings were the following.

5.1.1 Demographic Profile of the Respondents
Most students have access to a considerable number of English reading materials. However, the most frequently used English reading materials among HUMSS students are dictionaries, dictionaries, poetry, recipes, novels, and e-books for 10-30 minutes. The less accessible reading materials are encyclopedias, atlas, and catalogs for 10-20 minutes. Meanwhile, the majority of the respondents have more time accessing novels and e-books for 51-60 minutes.
Most of the HUMSS students are exposed to English conversation for a considerably sufficient length of time of 51-60 minutes daily.

The top five media that are most accessible to students are Facebook, YouTube, music, movies, and T.V for 51-60 minutes. But, the other types of media are used by students sparingly and almost equally across the five-time intervals for 10-20 minutes.

5.1.2 Frequency of Use of Code-Switching Types.
Respondents used intra-sentential code-switching three times per statement, while Inter and Tag are used twice in every sentence uttered by the students due to significant influence on medias' interactive manner and style.

The respondents from Don Agustin F. Escaño National High School have satisfactory to a good level of speaking performance along with the six elements of speaking.

5.1.3 Correlations of Demographic profile and Types of Code-switching Used in Conversation
There is a significant relationship between the length of time reading dictionaries and the frequency of using Intra code-switching ($r=0.4637$, $p=0.0129$) and the correlation between the length of time reading catalogs and the frequency of using Tag code-switching ($r=0.7694$, $p=0.0431$).

There is a significant relationship between the length of time exposed to Knowledge Channel and Intra code-switching *(r=0.4474, p=0.0479)* and the relationship between the length of time of exposure to Video Tutorial and Intra code-switching *(r=0.4143, p=0.0493)*.

There are no correlations between the Length of Time Exposed to English Conversation and Frequency of Use of Code-switching. All correlations are not significant, except for the correlation of fluency and the frequency of use of Inter code-switching (*r=-0.3826, p=0.0369*).

5.2 Conclusion

Based on the results and discussion, it concluded that the speaking performance of the respondents is not generally affected by their code-switching practices. Instead, these types of code-switching techniques happened as students were exposed to English reading materials and media. The availability of different types of English reading materials and types of media has also influenced students' second language learning. However, students who are frequently using intra-sentential and tag code-switching can speak fluently in English conversation. Also, intra-sentential and tag code-switching are communicative pedagogical approaches in the classroom that can be adapted to meet the needs of second language learners. The availability of learning materials, either English reading materials, and media or multimedia sources, is crucial to foster students speaking performance. Thus, these are useful tools to promote students' literacy skills.

5.3 Recommendations

The study has found out that exposure to English reading materials and media has a positive effect on the students speaking performances. Thus, the researchers highly recommend the following:

To the Students. Have the confidence to speak up and more practice to develop your speaking performance. Be vigilant in choosing media. Use educative media such as knowledge channels and video tutorials, and read English reading materials such as a dictionary to hone your speaking proficiency.

To the Parents. Proper guidance with your children in choosing appropriate reading materials and media is necessary to acquire and apply appropriate words in any conversation. As much as possible, establish a mini-library for your children and encourage them to utilize it for intellectual growth. Knowing that parental guidance has shown positive effects on students' development. If a student's environment is giving importance or support in learning the target language, most likely, the students will also see it the way. As such, the availability of English reading materials at home and children's exposure to the English language environment foster speaking proficiency.

To the Teachers. Integrate technology or multimedia sources in giving ample opportunities for the students to speak the target language. As such, in today's generation, exposure to technology is one way to keep the interest of the students to learn the L2 language. Then, encourage students to read English reading materials. Guide the students in their reading and without giving a negative impression if the learner struggles with a difficult text. It may lead to the learner becoming disinterested to participate in any language-based activities. Instead, create an environment for students' speaking skills and sense of belongingness. Next, boost your students' confidence in speaking to different conversation situations. Allow them to interact in the discussion using the English language. But, do not interfere while the student is switching languages in L2 utterance. It is a sort of practice for them to become confident and fluent in speaking the target language. Instead, guide them on how to talk competitively and have patience in teaching bilingual learners. Remember that corrective feedback to students' speaking discrepancies is after the conversation. Lastly, impose an "English Only Policy" in the classroom for them to be trained and manifest what they have learned as a second language learner. Thus, create a classroom environment where students would not withhold themselves from speaking.

To the Administration. Create a protocol that would stimulate students to enhance their speaking abilities. By doing so, support the needs of the teachers in their pursuit by providing English multimedia sources to create a better language environment. Renovate your libraries because it is essential venue for students learning. Do not discourage teachers if they are requesting learning materials. Besides, teachers' and students' achievements in school will reflect the administration. As much as possible, allocate government subsidies or utilize the School Maintenance and Other Operating Expenses (MOOE) for students and teachers for the acquisition of gadgets and devices to easily access the online educational platform or e-book interactives of the Department of Education. Under RA 10650 or the Open Distance Learning Act, communicate and cooperate with the Department of Education authorities and the Telecommunication Companies for free data to students and teachers at least in remote areas they can still access. Furthermore, provide teachers the suitable media as their appropriate learning sources to hone students speaking skills.

Next, encourage teachers to attend In-service Language training and media programs to better equip teachers in handling learners and integrating technology to meet the requirements of the secondary school's English language curriculum.

To the Future Researchers. Replication of this study is necessary to update the body of knowledge and to validate/verify the results. The study should be conducted on a number of respondents in various schools. Various types of schools also can be explored to have a comparison of results between types and to arrive at generalizability of results.

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