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Inter-Level Stages of Codeswitching in an L2 Classroom

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The National Center for Teacher Education

**INTER-LEVEL STAGES OF ENGLISH-FILIPINO-ILOCANO
CODESWITCHING IN AN L2 CLASSROOM:
BASIS OF CLASSROOM INTERVENTION PROGRAM**

A THESIS

Presented to

The Faculty of Graduate Studies and
Teacher Education Research in Indigenous Peoples Education

PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

Indigenous Peoples Education Hub

North Luzon Campus

Isabela

In Partial Fulfillment

of the Requirements for the Degree

MASTERS OF ARTS IN EDUCATION

With specialization in English Language Teaching

CHARISSA E. CALINGGANGAN

March 2018

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CERTIFICATE OF APPROVAL

This thesis attached hereto, titled **INTER-LEVEL STAGES OF ENGLISH-FILIPINO-ILOCANO CODESWITCHING IN AN L2 CLASSROOM: BASIS OF CLASSROOM INTERVENTION PROGRAM** prepared and submitted by CHARISSA ENIVA CALINGGANGAN in partial fulfillment of the requirements for the degree of **MASTERS OF ARTS IN EDUCATION** with specialization in **English Language Teaching**, is hereby recommended for oral examination.

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Adviser

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Dean for Academics and Indigenous
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Keyword: codeswitching, Poplack's typology: intrasentential, intersentential, tag switching, context, transcription

ABSTRACT

Researches about codeswitching (CS) are abundant but very few on comparison of its inter-level stages specifically among Grades 7 to 11. This study identified the inter-level stages of English-Filipino-Ilocano codeswitching among the Grade 7 to 11 classes that used English as the medium of instruction in a public school.

The researcher video recorded the chosen class discussions of the five grade levels and transcribed these video recordings. A conversation-like interview among the teachers and the students who codeswitched was done to elicit reasons for codeswitching. The CS typology and the contexts where CS occurred were examined and analyzed by the researcher. The results showed that intrasentential codeswitching occurred the most, followed by tag switching, and intersentential had the least occurrence, and as grade level goes higher, the lesser the CS in the intrasentential level, i.e. Grade 7 had the most number of codeswitches, followed by Grade 8, then Grade 9, Grade 10 and Grade 11 had the least number of codeswitches.

Compensation for difficulty, for inquiry/elicitation/requesting, interjection/utterance filler, elaboration/explanation, conveying cultural/behavioral terminologies and sharing personal experiences/observations were some of the contexts when codeswitching occur as found out in this study.

The article concludes with some reasons of CS given by students and why a particular typology is committed in some instances. It recommends more activities on

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Mahalagang salita: codeswitching, pagpapalit ng lenggwahe o dayalekto, uri ng codeswitching, konteksto, transkripsyon

ABSTRAK

Marami ng mga pag-aaral ang tungkol sa codeswitching ngunit iilan lamang ang nagkukumpara sa codeswitching ng iba't-ibang grado partikular na ang grado 7 hanggang 11. Inihambing ng pag-aaral na ito ang Ingles-Filipino-Ilocano codeswitching ng mga mag-aaral na nasa gradong 7 hanggang 11 na ang klase ay gumagamit ng Ingles bilang mediyum ng talakayan sa isang pampublikong paaralan.

Ang mananaliksik ay gumamit ng video recorder at kaniyang isinulat ang mga nairekord mula sa mga napiling klase ng mga katugon. Kinapanayam din ng mananaliksik ang mga guro at mag-aaral na nag-codeswitch para tanungin sa kanilang mga dahilan ng pagcocode-switch.

Ang mga uri ng codeswitching at ang mga konteksto kung kailan ito ginamit ay siniyasat at inalisa ng mananaliksik. Pinakita ng resulta na ang intrasentential codeswitching ang pinakaginagamit na uri, na sinundan ng tag switching at ang pinakabihirang gamitin ay ang intersentential codeswitching. Pinakita din na resulta ng pag-aaral na ito na habang tumataas ang grado, paunti ng paunti ang codeswitching na nagaganap, ang mga nasa grado 7 ang may pinakamaraming beses na nagcodeswitching, sinundan ng mga nasa grado 8, pangatlo ang mga nasa grado 9, pang-apat ang mga nasa grado 10 at panghuli ay ang grado 11.

Ang mga uri ng codeswitching at ang mga konteksto kung kailan ito ginamit ay

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siniyasat at inalisa ng mananaliksik. Ang ilan sa mga lumabas na konteksto ng codeswitching ay: para sa paghalili sa mga mahihirap na salita, para sa pagtatanong o paghingi ng pakiusap, para sa pagsabad, para sa pagpapalawak o pagpapaliwanag, para sa pagbibigay-kahulugan sa mga terminolohiyang kultural o pag-uugali, at para sa pagbabahagi ng mga karanasan o obserbasyon.

Ang pag-aaral na ito ay nagtapos sa ilang mga dahilang ibinigay ng mga mag-aaral at kung bakit ang isang uri ng codeswitching ay nagamit sa ilang mga pagkakataon. Ito ay nagrekomenda ng mas maraming gawain sa pagpapalawak o paglinang ng bokabularyo bilang ito ang dahilan na ibinigay ng mas maraming mag-aaral na tinanong kung bakit sila nagcocode-switch na siyang dahilan din na sinabi ng mga guro. Isang mahalagang rekomendasyon din ay para sa mga guro na iwasan ang pagcocode-switch upang ang mga mag-aaral ay hindi din magcode-switch.

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CHARISSA E. CALINGANGAN



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for the constant source of guidance,

Roger, Marites, Rochelle, Prudelyn, Babylyn
for being the great supporters,

all my SPGBHS family
for the support and encouragement

all her friends and students who encouraged her to accomplish this endeavor.

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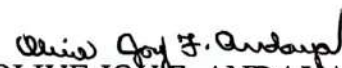
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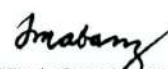

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