

Instructional Language Switching and English Comprehension in Translingual Secondary Classroom

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Abstract	Article Info
<i>This study examined the relationship between instructional language switching and English reading comprehension among Grade 7 learners at Don Pablo Lorenzo Memorial High School, Zamboanga City. Using a descriptive-correlational design with an exploratory classroom-level predictive component, data were gathered from six Grade 7 English teachers and 159 students through the researcher-developed Instructional Language Switching Teaching Approach Scale (ILSTAS) and the English Comprehension Assessment Test (ECAT). Findings revealed a high level of instructional language switching among teachers ($M = 3.87$) and a high level of English comprehension among students ($M = 38.13$, 76.26%). An exploratory classroom-level regression analysis based on six teacher-classroom pairs indicated a near-perfect positive association ($R = .999$; $R^2 = .999$). Given the limited number of aggregated observations, the finding is interpreted as a preliminary classroom-level pattern rather than conclusive evidence of a causal or generalizable effect.</i>	Article History: Received: May 30, 2025 Accepted: July 30, 2026 Keywords: Instructional Language Switching, Translanguaging, English Reading Comprehension, Translingual Classrooms,



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Introduction

Persistent deficiencies in English reading comprehension among Filipino secondary learners reflect a structurally embedded instructional and linguistic problem shaped by historical adherence to monolingual English pedagogies and the evolving realities of multilingual classrooms. Empirical trends indicate that while learners attain foundational decoding skills, they consistently underperform in higher-order comprehension domains such as inference and evaluation, suggesting a disjunction between surface-level literacy and deep cognitive processing (Basali, 2024; Bernardo & Mante-Estacio, 2023). Language comprehension operates as the primary determinant of reading success, exceeding the influence of executive functioning and reinforcing the centrality of linguistic access in meaning construction (Garcia, 2022). Comparative evidence demonstrates that learners exhibit stronger comprehension in their first language than in English, with persistent inferential deficits across both, thereby indicating systemic instructional inadequacies rather than purely linguistic limitations (Labrigas, 2022). Monolingual English instruction intensifies these challenges by imposing a proficiency threshold that many learners have not yet achieved, resulting in lexical insufficiency and constrained comprehension (Daño et al., 2024). Cognitive load theory further substantiates this dynamic, as increased processing demands in a less dominant language restrict working memory capacity and hinder comprehension (Liu et al., 2023). Classroom practices reveal adaptive responses in the form of translation, language switching, and metalinguistic



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explanation, signaling the functional necessity of multilingual scaffolding within instruction (Perfecto, 2020).

Historical developments in language education mark a transition from rigid English-only ideologies toward translanguaging frameworks that conceptualize learners' linguistic repertoires as integrated systems, particularly within complex multilingual ecologies such as Zamboanga City, where overlapping language systems challenge monolingual assumptions and reshape classroom discourse (Espino et al., 2021; Eijansantos et al., 2024; Przymus, 2023).

Instructional language switching in language education is theoretically grounded in integrated psycholinguistic and sociocognitive models that conceptualize bilingual language use as dynamic, co-activated, and functionally adaptive rather than compartmentalized. Foundational research demonstrates that bilingual speakers simultaneously access multiple linguistic systems to optimize meaning-making, while sociolinguistic perspectives frame language switching as a discourse-regulating mechanism that negotiates identity, stance, and interactional alignment in multilingual environments (Deuchar, 2020; Green & Wei, 2014; Heredia & Altarriba, 2001; Moore, 2002). Contemporary educational paradigms extend this understanding through translanguaging frameworks, which reconceptualize language practices as fluid and integrated semiotic processes oriented toward comprehension and participation rather than adherence to rigid linguistic boundaries (García & Kleifgen, 2020; Prilutskaya, 2021; Wei, 2017). This theoretical convergence establishes instructional language switching as a cognitively grounded and pedagogically legitimate strategy, particularly in multilingual classroom ecologies where learners' linguistic repertoires function as essential resources for accessing complex academic content.

Analytical precision in the literature necessitates differentiation among language switching, translanguaging, and language mixing, as these constructs embody distinct theoretical orientations and pedagogical implications. Language switching refers to rule-governed alternation between identifiable linguistic systems, while language mixing operates as a broader descriptive category lacking consistent structural constraints (Deuchar, 2020; Heredia & Altarriba, 2001). Translanguaging, in contrast,



rejects the ontological separation of languages and frames multilingual competence as the strategic deployment of a unified linguistic repertoire for meaning-making (García & Kleifgen, 2020; Wei, 2017; Prilutskaya, 2021). Empirical studies demonstrate that classroom discourse frequently reflects a translanguaging ecology in which language switching represents only one manifestation of broader multilingual practices shaped by contextual demands and learner agency (Jiang et al., 2022; Tian & Rafi, 2023; Rasman, 2018). This conceptual distinction is methodologically consequential, as it enables the operationalization of instructional language switching as a teacher-mediated variable while situating comprehension processes within a broader translanguaging framework.

Empirical literature consistently identifies instructional language switching as a multifaceted pedagogical mechanism that mediates comprehension through cognitive scaffolding, linguistic accessibility, and interactional restructuring. Studies indicate that language switching facilitates semantic clarification, vocabulary translation, activation of prior knowledge, and maintenance of learner engagement, thereby enhancing comprehension outcomes in multilingual classrooms (Moore, 2002; Vaish & Subhan, 2015). Translanguaging research further demonstrates that access to learners' full linguistic repertoires supports deeper cognitive processing, inferential reasoning, and metalinguistic awareness, particularly in reading contexts requiring higher-order comprehension (García & Kleifgen, 2020; Prilutskaya, 2021; Wei, 2017). Additional evidence highlights its role in reducing linguistic barriers, lowering affective filters, and increasing participation, while also reshaping classroom interaction dynamics toward more inclusive and dialogic engagement (Bhatti et al., 2025; Jogulu, 2024; Lavadia et al., 2025; Nguyễn et al., 2025; Rahayu et al., 2023). These findings collectively position language switching as a cognitive and sociopedagogical mediator that enhances comprehension through both direct linguistic support and transformation of interactional conditions.

Despite strong theoretical and empirical support, the literature reveals persistent tensions and conditionalities that underscore the need for strategic and context-sensitive implementation. Effectiveness depends on pedagogical intentionality, alignment with instructional objectives, and responsiveness to learner variability, as excessive or unregulated reliance on



may reduce exposure to the target language and constrain language acquisition (Deuchar, 2020; Liu et al., 2020; Moore, 2002). Broader educational contexts further complicate this dynamic, particularly in multilingual environments shaped by language policy constraints, sociopolitical hierarchies, and resource limitations, where teachers must reconcile monolingual mandates with classroom realities (Abrigo et al., 2025; Metila et al., 2025; Tian & Rafi, 2023). Empirical syntheses emphasize variability in learner outcomes and highlight the need for localized investigations that account for linguistic diversity, instructional conditions, and sociocultural context. These limitations justify the present study's focus on examining instructional language switching within a translingual secondary classroom, where its role as a mediating pedagogical variable in English comprehension requires context-specific empirical validation.

Regardless of these theoretical and pedagogical shifts, a substantial portion of existing scholarship remains descriptive or perception-based, limiting the capacity to establish robust causal or predictive relationships between instructional language switching and measurable comprehension outcomes (Hafid & Margana, 2022; Pawapootanon et al., 2025; Peregrino, 2025; Simatupang et al., 2024). Empirical findings remain inconsistent, with some studies reporting positive effects of translanguaging on comprehension while others demonstrate negligible differences, indicating that effectiveness is contingent upon variables such as learner proficiency, task complexity, and instructional design (Ocampo, 2023; Qureshi & Aljanadbah, 2021). Conceptual fragmentation in defining and operationalizing language switching further undermines measurement validity and cross-study comparability, as classifications vary across structural, functional, and pedagogical dimensions (Hafid & Margana, 2022; Simatupang et al., 2024; Zano & Sibanda, 2024). Empirical attention to higher-order comprehension skills remains insufficient, despite consistent evidence that these domains constitute the most critical learning deficits among Filipino students (Basali, 2024; Bernardo & Mante-Estacio, 2023).

Context-specific investigations in Philippine secondary education, particularly within translingual environments such as Zamboanga City, remain limited, resulting in a misalignment between theoretical advancements and localized pedagogical realities (Eijansantos et al., 2024; Muamar et al., 2023; Perfecto, 2020). These gaps generate substantive



implications for curriculum design, teacher professional development, and language policy, as the absence of empirically grounded frameworks risks perpetuating ineffective instructional practices, inequitable access to comprehension, and policy–practice disjunctions in multilingual education systems.

Significance of the study

This study contributes to English Language Teaching scholarship by providing context-specific empirical evidence on instructional language switching and English comprehension among Grade 7 learners at Don Pablo Lorenzo Memorial High School in Zamboanga City. The findings may inform classroom-level reflection on how teachers align language use with instructional objectives, learner needs, and comprehension demands. School leaders and instructional supervisors may use the findings cautiously as a discussion point for Learning Action Cell (LAC) activities and mentoring, while recognizing that evidence from six teacher-classroom units in one school requires replication before broader school- or system-level decisions are made. The study also provides a set of researcher-developed measures and an exploratory analytical framework that may be adapted in future research examining instructional language practices and comprehension in multilingual settings.

Scope and Delimitations of the Study

This study examined the extent to which the instructional language switching teaching approach was associated with English comprehension among Grade 7 students in translingual secondary classrooms at Don Pablo Lorenzo Memorial High School (DPLMHS) in Zamboanga City, using a descriptive-correlational design with an exploratory classroom-level predictive component. The investigation included all Grade 7 English teachers ($n = 6$) through total enumeration and a student sample ($n = 159$) determined using Cochran's formula with finite population correction. Data were collected using two researcher-developed instruments: the Instructional Language Switching Teaching Approach Scale (ILSTAS), a 50-item Likert-type questionnaire administered to teachers, and the English Comprehension Assessment Test (ECAT), a 50-item multiple-choice



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performance-based test administered to students, with variables operationalized across five dimensions each. Student ECAT scores were aggregated at the classroom level to correspond with teacher-level ILSTAS data, generating six paired observations for the exploratory regression analysis. Descriptive statistics (mean, standard deviation, median, and range) were used to summarize the variables. The regression output is retained as an exploratory description of the classroom-level association, not as confirmatory hypothesis testing. The scope was limited to Grade 7 English classes at DPLMHS and excluded other grade levels, subject areas, and schools within the city. The study did not measure other potential determinants such as prior proficiency, socioeconomic status, cognitive ability, general teaching quality, or academic sectioning/tracking. It also relied on teacher self-reported instructional language switching, without independent classroom observation or video coding, and used a one-time assessment of student comprehension. Accordingly, the small number of teacher-classroom units, possible aggregation/ecological bias, common-source measurement concerns, and unmeasured classroom-composition factors substantially limit causal interpretation and generalizability. Findings are therefore interpreted as preliminary, context-bound associative patterns.

Statement of the Problem

This study aimed to determine the extent to which the instructional language switching teaching approach predicts the English comprehension levels of Grade 7 students in translingual secondary classrooms at Don Pablo Lorenzo Memorial High School, Zamboanga City. Specifically, it sought to answer the following questions:

1. What is the level of instructional language switching teaching approach of Grade 7 English teachers at Don Pablo Lorenzo Memorial High School in terms of:
 - 1.1 frequency of instructional language switching;
 - 1.2 structural type of language switching;
 - 1.3 pedagogical function of language switching;
 - 1.4 instructional intentionality or strategic use; and
 - 1.5 learner-responsive and comprehension-oriented use?



2. What is the level of English comprehension of Grade 7 students at Don Pablo Lorenzo Memorial High School in terms of:
 - 2.1 literal comprehension;
 - 2.2 reorganizational or main-idea comprehension;
 - 2.3 inferential comprehension;
 - 2.4 evaluative or critical comprehension; and
 - 2.5 vocabulary or contextual comprehension?
3. What is the direction and magnitude of the classroom-level association between the instructional language switching teaching approach of Grade 7 English teachers and the mean English comprehension levels of their respective students in Don Pablo Lorenzo Memorial High School, based on an exploratory analysis?

Theoretical Considerations

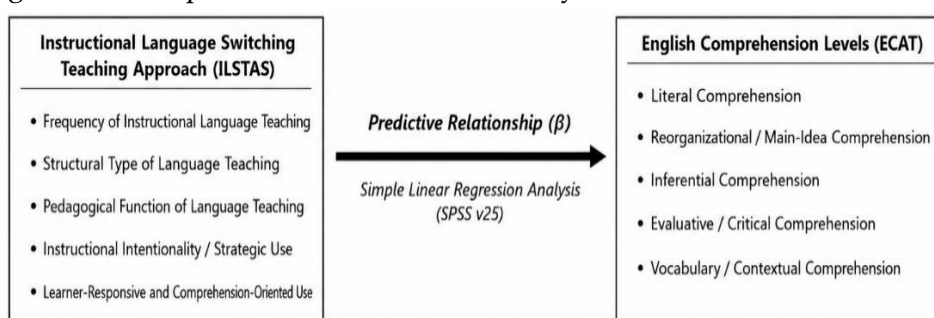
Translanguaging theory served as the foundational framework of this study, advancing a reconceptualization of language as a dynamic, integrated system through which multilingual learners mobilized their full linguistic repertoire to construct meaning, thereby challenging monolingual assumptions and positioning linguistic fluidity as central to cognition and learning (Wei, 2017; García & Kleifgen, 2020; Prilutskaya, 2021; Tian & Rafi, 2023). Within this framework, instructional language switching was treated as a teacher-mediated and observable manifestation of multilingual instructional practice, while translanguaging remained the broader theoretical construct. English comprehension, as the dependent construct, was theoretically positioned as an outcome of mediated language use shaped by cognitive scaffolding, cross-linguistic transfer, and interactional processes (García & Kleifgen, 2020; Chaika, 2023; Prilutskaya, 2021). The framework recognizes that contextual factors such as learner proficiency, the sociolinguistic environment, and language ideologies may shape how instructional language switching is experienced and used; these factors were not measured in the present study and are therefore treated as theoretically relevant but untested conditions. This theoretical alignment supports an



exploratory examination of classroom-level associations between instructional language switching and English comprehension in the multilingual context of Zamboanga City.

Conceptual Framework

Figure 1. Conceptual Framework of the Study



Classroom-Level Analysis (n = 6 aggregated observations)

This study adopted an exploratory associational model in which instructional language switching was examined in relation to English comprehension among Grade 7 learners in a translingual secondary classroom. The Instructional Language Switching Teaching Approach (ILSTAS) functioned as the teacher-level predictor measure, operationalized through five dimensions—frequency, structural type, pedagogical function, instructional intentionality, and learner-responsive use. English Comprehension (ECAT) served as the outcome measure, encompassing literal, reorganizational, inferential, evaluative, and contextual domains. The model did not assume a causal effect; instead, it provided a framework for examining whether classrooms with differing teacher ILSTAS scores also showed differing mean ECAT scores. Because the analysis used six aggregated teacher-classroom observations, the resulting relationship was treated as exploratory and context-specific. The framework thus established instructional language switching as a measurable classroom-level variable whose association with comprehension warrants further investigation using larger samples, independent behavioral measures, and multilevel designs.



Research Hypotheses

Null Hypothesis (H0): The instructional language switching teaching approach has no significant predictive effect on the mean English comprehension levels of students at the classroom level.

$$H_0: \beta = 0$$

Where β (beta) is the regression coefficient, representing the effect of the instructional language switching teaching approach on the mean English comprehension levels of students at the classroom level, is equal to zero.

Alternative Hypothesis (H1): The instructional language switching teaching approach has a significant predictive effect on the mean English comprehension levels of students at the classroom level.

$$H_1: \beta \neq 0$$

Where β (beta) is the regression coefficient, representing the effect of the instructional language switching teaching approach on the mean English comprehension levels of students at the classroom level, is not equal to zero.

Methods

Research Design

This study employed a descriptive-correlational research design with an exploratory classroom-level predictive component to examine the association between the instructional language switching teaching approach and English comprehension in translingual secondary classrooms. The descriptive component summarized the levels of both variables, while the correlational component characterized the direction and magnitude of their classroom-level association. The predictive component was retained as an exploratory regression description rather than as confirmatory causal inference. The design remained non-experimental because no variables were manipulated; the study observed naturally occurring instructional practices and corresponding learning outcomes. Student ECAT scores were aggregated by teacher-assigned classroom and paired with teacher-level ILSTAS scores, yielding six matched observations. With only six teacher-classroom units, a multilevel model would still have too few level-2 clusters



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stable generalizable inference; accordingly, the analysis was limited to descriptive and exploratory classroom-level regression. The design therefore emphasizes preliminary pattern detection rather than population-level estimation or causal attribution.

Research Locale

This study was conducted at Don Pablo Lorenzo Memorial High School (DPLMHS), a public secondary school located in Zamboanga City, Philippines. The school operated within a linguistically diverse environment where multiple languages, including English, Filipino, Chavacano, and other local languages, were used in both formal instruction and everyday communication. The research specifically focused on Grade 7 English classrooms, where students were transitioning into English as the primary medium of instruction following their exposure to Mother Tongue-Based Multilingual Education in earlier grade levels. This translingual classroom context provided a relevant setting for examining instructional language switching practices and their relationship to students' English comprehension, as teachers and learners naturally engaged in dynamic language use to support understanding and participation.

Population and Sampling Method

The population of this study consisted of Grade 7 English teachers and Grade 7 students at Don Pablo Lorenzo Memorial High School (DPLMHS) in Zamboanga City. All Grade 7 English teachers handling the subject during the conduct of the study ($n = 6$) were included through total enumeration sampling. For the student respondents, a sample was drawn from a total population of 270 Grade 7 learners using Cochran's sample size formula with finite population correction (FPC), based on a 95% confidence level ($Z = 1.96$), a 5% margin of error ($e = 0.05$), and an estimated population proportion of $p = 0.50$ ($q = 0.50$). The student sample size was sufficient for describing the participating learners, but the effective number of independent units for the teacher-level association analysis remained six classrooms because the predictor was measured at the teacher level. Although 159 students participated in the study, the regression analysis was conducted at the classroom level because the predictor variable (instructional language switching) was measured once per teacher. Thus, the effective sample size for the exploratory regression consisted of six teacher-classroom units. This



sample size is insufficient for robust inferential regression analysis and limits statistical power, parameter stability, and generalizability. The regression results are therefore interpreted solely as exploratory evidence of classroom-level patterns rather than confirmatory estimates of population relationships. Consistent with methodological recommendations, larger samples of teacher-classroom units are necessary for future studies seeking reliable predictive or inferential conclusions.

$$n_0 = \frac{Z^2 pq}{e^2} n_0 = \frac{(1.96)^2 (0.50)(0.50)}{(0.05)^2} n_0 = 384.16$$

This value was subsequently adjusted for the finite population ($N = 270$) using:

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}} n = \frac{384.16}{1 + \frac{383.16}{270}} n = 158.80$$

The computed value was rounded up to 159 students. The selected participants were proportionally distributed across Grade 7 sections to describe the participating student population. This student-level sample size should not be interpreted as increasing the independent sample size for the classroom-level regression, which remained $n = 6$ teacher-classroom units.

Respondents of the Study

The respondents of this study consisted of Grade 7 English teachers and Grade 7 students at Don Pablo Lorenzo Memorial High School (DPLMHS) in Zamboanga City. A total of six (6) Grade 7 English teachers participated in the instructional language switching measure through total enumeration. One hundred fifty-nine (159) Grade 7 learners were selected from a population of 270 using Cochran's formula with finite population correction and were proportionally distributed across sections. Teachers completed the ILSTAS, while students took the ECAT. For analysis of the teacher-level association, student ECAT scores were aggregated within teacher-assigned classrooms to match the level at which ILSTAS was measured, yielding six paired observations. The inclusion and exclusion criteria remained as specified to ensure that respondents were directly aligned with the study variables.



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Each participating Grade 7 English teacher was assigned to one identified Grade 7 section during the conduct of the study. Thus, each teacher-section pairing constituted one independent classroom-level unit of analysis. Student ECAT scores were aggregated within each teacher's assigned section and matched with the corresponding teacher's ILSTAS score, resulting in six independent teacher-classroom observations for the exploratory regression analysis.

Research Instruments

This study utilized two researcher-developed instruments aligned with the predictor and outcome variables. The Instructional Language Switching Teaching Approach Scale (ILSTAS) was administered to Grade 7 English teachers to measure the extent and nature of instructional language switching practices; it comprised 50 Likert-type items across five dimensions—frequency, structural type, pedagogical function, instructional intentionality (strategic use), and learner-responsive, comprehension-oriented use—rated on a five-point scale from 1 (Never) to 5 (Always), with composite scores computed using mean ratings such that higher scores indicated greater frequency, structural organization, and strategic deployment of language switching in instruction. The English Comprehension Assessment Test (ECAT) was administered to Grade 7 students to assess English comprehension; it consisted of 50 multiple-choice items (A–E) covering five domains—literal, reorganizational (main-idea), inferential, evaluative (critical), and vocabulary (contextual) comprehension—with each correct response scored as one point and incorrect responses scored as zero, yielding raw scores and corresponding percentages. The ECAT was contextualized to Grade 7 English lessons through passage-based items with domain-specific questions and functioned as a performance-based assessment to objectively measure comprehension outcomes, ensuring alignment with the study's focus on observable learning rather than self-reported perceptions.



Operational Definitions of ILSTAS Dimensions

Frequency of Instructional Language Switching

- Refers to how often teachers alternate between English and another language during instruction.
- Measured through mean ratings on items assessing the regularity of switching during explanations, questioning, feedback, and classroom interaction.

Structural Type of Language Switching

- Refers to the linguistic form of switching occurring within sentences, between sentences, or between discourse segments.
- Measured through teacher ratings of the occurrence of various switching structures.

Pedagogical Function of Language Switching

- Refers to the instructional purposes served by language switching, such as clarifying concepts, translating vocabulary, emphasizing important ideas, and checking understanding.
- Measured through ratings of function-specific classroom practices.

Instructional Intentionality (Strategic Use)

- Refers to the extent to which language switching is deliberately planned and aligned with instructional objectives.
- Measured through ratings reflecting purposeful and goal-directed language choices.

Learner-Responsive and Comprehension-Oriented Use

- Refers to teachers' use of language switching in response to learners' comprehension difficulties, confusion, participation needs, and requests for clarification.



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- Measured through ratings reflecting adaptive instructional support.

Validity and Reliability

The validity of the research instruments was established through content validation procedures to ensure alignment between the items and their intended constructs. The Instructional Language Switching Teaching Approach Scale (ILSTAS) and the English Comprehension Assessment Test (ECAT) underwent expert evaluation by three selected English Master Teachers who assessed each item in terms of clarity, relevance, appropriateness, and representativeness across the specified dimensions. Item-level and scale-level content validity indices were computed to quantify the degree of agreement among validators. The ILSTAS obtained an Item-Level Content Validity Index (I-CVI) of 1.00 across all items and an overall Scale-Level Content Validity Index Average (S-CVI/Ave) of 1.00, indicating excellent content validity. The ECAT obtained an overall S-CVI/Ave of .97, with the majority of items achieving an I-CVI of 1.00 and a small number of items initially obtaining an I-CVI of .67, which underwent revision and refinement based on validators' recommendations concerning wording clarity, distractor quality, and contextual appropriateness. All revised items subsequently met acceptable content validity standards and were retained for pilot testing, indicating that both instruments demonstrated strong construct representation and contextual suitability for Grade 7 learners in translingual secondary classrooms.

Reliability of the research instruments was established through pilot testing administered to respondents with characteristics comparable to, but not included in, the actual study sample. The Instructional Language Switching Teaching Approach Scale (ILSTAS) was pilot-tested among thirty (30) Grade 7 English teachers from selected schools within Sta. Maria District excluding Don Pablo Lorenzo Memorial High School and was analyzed using Cronbach's alpha coefficient to determine internal consistency. The overall reliability coefficient obtained for the ILSTAS was $\alpha = .95$, with dimension-level coefficients ranging from $\alpha = .88$ to $\alpha = .93$, indicating excellent internal consistency. The English Comprehension Assessment Test (ECAT) was pilot-tested among thirty (30) Grade 7 students from selected schools within Sta. Maria District excluding Don Pablo Lorenzo Memorial High School and was analyzed using the Kuder-Richardson Formula 20 (KR-20), which is



appropriate for dichotomously scored items. The ECAT obtained an overall reliability coefficient of $KR-20 = .91$, with domain-level coefficients ranging from .84 to .91, likewise indicating strong internal consistency. Item-total analyses, difficulty indices, discrimination indices, and reliability coefficients if items were deleted revealed that all items met acceptable psychometric criteria and that no item removal substantially improved overall reliability; therefore, all items of both instruments were retained for final administration, demonstrating adequate psychometric robustness and measurement consistency.

Research Procedure

The study adhered to established ethical and administrative protocols prior to data collection. Following endorsement and approval from the Western Mindanao State University College of Teacher Education Graduate School and its Research Ethics Office, the researcher formally requested authorization to conduct the study at Don Pablo Lorenzo Memorial High School in Zamboanga City. Official communication, accompanied by informed consent and assent documents, was submitted to the school principal, clearly indicating the study's purpose, objectives, scope, and procedures, as well as ethical safeguards including voluntary participation, confidentiality, anonymity, and the right to withdraw without penalty. Upon approval, coordination with Grade 7 English teachers was undertaken to schedule instrument administration in alignment with institutional policies and the approved research timeline.

Data collection proceeded only after the completion of informed consent and assent requirements, including parental consent for student participants, administered through Google Forms to ensure systematic documentation. The ILSTAS was administered to the six (6) Grade 7 English teachers within a one-hour period, followed by the ECAT to their respective students under standardized conditions facilitated by the same teachers, also within a one-hour period. Access to the online instruments was time-restricted to maintain procedural uniformity and data integrity, after which responses were securely downloaded, encoded, and organized for analysis. Student ECAT scores were aggregated at the classroom level and paired with corresponding teacher ILSTAS data. No independent classroom observation



video-based coding of actual language-switching behavior was conducted, so the ILSTAS measure represents teacher self-report rather than independently verified classroom practice.

Data Analysis

Data analysis was carried out using SPSS Version 25. Descriptive statistics, including mean, standard deviation, median, and range, were used to summarize ILSTAS scores, while ECAT responses were scored dichotomously and summarized using raw scores, percentages, and domain-level means. Because ILSTAS was measured once for each teacher, student ECAT scores were aggregated within teacher-assigned classrooms for the classroom-level comparison. This aggregation produced six paired teacher-classroom observations. Simple linear regression was retained as an exploratory descriptive model to characterize the direction and magnitude of the fitted classroom-level association. The R , R^2 , adjusted R^2 , regression coefficient, and model sums of squares are reported as features of the observed six-point dataset. The associated p -values and F statistic are also shown because they are part of the original statistical output, but they are not treated as confirmatory evidence of an instructional effect. With only six observations and one predictor, conventional OLS assumptions and influence diagnostics cannot be meaningfully established with confidence. The possibility of aggregation/ecological bias, influential cases, common-source measurement, and omitted classroom-level factors was therefore incorporated into interpretation.

For the exploratory regression, the six classroom-level pairs were entered into SPSS Version 25. The analysis estimated the unstandardized coefficient (B), standardized coefficient (β), R , R^2 , adjusted R^2 , and associated model statistics. These estimates describe the fitted pattern in the six observed classrooms; they should not be read as stable population parameters or as evidence of causality. In particular, the near-perfect fit may reflect aggregation of individual student scores into classroom means, restricted variability across six clusters, or shared classroom-level influences. Formal significance thresholds were therefore not used to determine the study's substantive conclusions.



Research Ethics Procedure

This study adhered to rigorous ethical standards to ensure the protection of participants' rights, welfare, and privacy, in accordance with the guidelines of the Philippine Health Research Ethics Board and the provisions of Republic Act No. 10173. The complete research protocol—including the instruments (ILSTAS and ECAT), informed consent and assent forms, data collection procedures, and data management plan—was submitted to the Western Mindanao State University Research Ethics Office for approval, and administrative permission was secured from Don Pablo Lorenzo Memorial High School. Participation was voluntary, with informed consent obtained from teachers and assent together with parental consent secured from students prior to data collection. Data were anonymized, securely stored, and used exclusively for academic purposes, with strict confidentiality maintained through aggregate reporting. The study posed minimal risk, limited to minor discomfort or fatigue, which was mitigated through appropriate scheduling and supportive administration conditions, particularly for minor participants. Safeguards included age-appropriate instruments, supervised administration, and continuous monitoring of ethical compliance throughout the research process. No compensation was provided, no conflict of interest was declared, and all findings were disseminated responsibly while preserving participant anonymity and data integrity.



Results and Discussion

Table 1

Level of instructional language switching teaching approach of Grade 7 teachers (n = 6)

ILSTAS Dimension	Mean	Std. Deviation	Median	Minimum	Maximum	Level
Frequency of Instructional Language Switching	4.02	0.49	4.00	3.50	4.60	High
Structural Type of Language Switching	3.70	0.30	3.70	3.40	4.00	High
Pedagogical Function of Language Switching	3.90	0.40	3.85	3.40	4.60	High
Instructional Intentionality / Strategic Use	3.78	0.56	3.80	3.10	4.70	High
Learner-Responsive and Comprehension-Oriented Use	3.95	0.26	3.85	3.70	4.40	High
Overall ILSTAS	3.87	0.36	3.81	3.44	4.44	High

The overall ILSTAS mean was high ($M = 3.87$, $SD = 0.36$; median = 3.81; range = 3.44–4.44). The relatively high scores across dimensions indicate that teachers reported frequent and generally strategic instructional language switching. The strongest dimension was Frequency of Instructional Language Switching ($M = 4.02$), followed by Learner-Responsive and Comprehension-Oriented Use ($M = 3.95$) and Pedagogical Function ($M = 3.90$). Instructional Intentionality / Strategic Use had the lowest mean ($M = 3.78$), suggesting some variation in the extent to which reported switching was explicitly planned around instructional objectives. These descriptive findings are consistent with literature describing language switching as a potentially useful instructional resource, but they do not by themselves establish its effect on comprehension.

**Table 2***English Comprehension Level of Grade 7 Students (n = 159)*

ECAT Dimension	Mean Score	Std. Deviation	Mean Percentage (%)	Level
Literal Comprehension	8.34	0.82	83.40	High
Reorganizational / Main-Idea Comprehension	7.86	0.91	78.60	High
Inferential Comprehension	7.05	1.01	70.50	Moderate–High
Evaluative / Critical Comprehension	7.26	1.04	72.60	Moderate–High
Vocabulary / Contextual Comprehension	7.62	0.88	76.20	High
Overall English Comprehension	38.13	3.63	76.26	High

Examination of the comprehension domains revealed that students performed strongest in literal ($M = 8.34$, $SD = 0.82$; 83.40%) and reorganizational comprehension ($M = 7.86$, $SD = 0.91$; 78.60%) and comparatively lower in inferential ($M = 7.05$, $SD = 1.01$; 70.50%) and evaluative comprehension ($M = 7.26$, $SD = 1.04$; 72.60%). This pattern suggests that language switching may be more closely associated with comprehension tasks requiring direct access to meaning, vocabulary clarification, and text recall. Strategic language switching may facilitate understanding of explicit information and support the organization of ideas by reducing linguistic barriers. However, higher-order comprehension processes such as inference and evaluation involve complex reasoning that may depend on additional factors including background knowledge, critical thinking skills, and reading proficiency. Therefore, the present findings indicate a possible relationship between language switching practices and specific comprehension domains but do not establish causal influence.



Table 3

Classroom-Level ECAT Performance Summary of Grade 7 Students Across Teacher Assignments (n = 159)

Statistic	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Overall
Number of Students	25	28	24	30	27	25	159
Total Class Score	875	1072	804	1310	1099	903	6063
Mean ECAT Score	35.00	38.29	33.50	43.67	40.70	36.12	38.13
Mean Percentage Score	70.00%	76.58%	67.00%	87.33%	81.40%	72.24%	76.26 %
Standard Deviation	2.25	1.18	0.93	1.13	1.18	0.99	3.63

Table 3 shows meaningful differences in classroom mean ECAT scores, with Teacher 4's class recording the highest mean (M = 43.67; 87.33%) and Teacher 3's class the lowest (M = 33.50; 67.00%). These classroom differences are descriptive and cannot be attributed to instructional language switching alone. The six classrooms may have differed in prior proficiency, academic composition, teacher effectiveness, classroom management, instructional resources, or other contextual conditions that were not measured. In particular, the study did not collect data sufficient to determine whether Grade 7 sections were academically tracked or otherwise differed in baseline achievement. Academic tracking therefore remains a plausible alternative explanation for part of the observed between-classroom variation.

Table 4

Classroom-Level Paired Dataset of Instructional Language Switching Teaching Approach and English Comprehension Means (n = 6 Teachers)

Teacher	ILSTAS Mean	Interpretation	ECAT Mean	Mean Percentage (%)	Interpretation
Teacher 1	3.62	Moderate-High	35.00	70.0	Moderate-High
Teacher 2	3.91	High	38.29	76.58	High
Teacher 3	3.45	Moderate-High	33.50	67.00	Moderate-High
Teacher 4	4.44	Very High	43.67	87.33	Very High
Teacher 5	4.15	High	40.70	81.40	High
Teacher 6	3.73	High	36.12	72.24	High



Table 4 presents the classroom-level pairing of instructional language switching and English comprehension scores. Classrooms with relatively higher ILSTAS scores also tended to exhibit higher mean ECAT scores. Teacher 4 recorded both the highest ILSTAS mean ($M = 4.44$) and the highest ECAT mean ($M = 43.67$), while Teacher 3 obtained the lowest ILSTAS mean ($M = 3.45$) and the lowest ECAT mean ($M = 33.50$). This pattern is consistent with literature suggesting that strategically implemented language switching may support conceptual clarification, vocabulary development, comprehension monitoring, and learner participation (Caridad & Chico, 2025; Ocampo, 2023). The observed classroom-level trend indicates a positive association between instructional language switching and student English comprehension, providing an initial basis for further investigation of this instructional practice.

Table 5

Exploratory Model Summary for the Classroom-Level Regression of Instructional Language Switching Teaching Approach and English Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.999*	.999	.999	0.214

Note. R and R^2 describe the fitted association in six classroom means; the near-perfect fit is treated as an exploratory diagnostic and not as evidence of a generalizable or causal effect.

Table 5 shows a strong positive classroom-level association between instructional language switching and English comprehension ($R = .999$, $R^2 = .999$). The model indicates that classrooms with higher instructional language switching scores tended to demonstrate higher mean comprehension scores. These results suggest that instructional language switching may be associated with improved access to meaning, vocabulary support, and comprehension monitoring during instruction. The high proportion of explained variance highlights the strength of the observed relationship within the participating classrooms and supports the need for further investigation of language switching practices in multilingual learning environments.



Table 6

Exploratory ANOVA Output for the Classroom-Level Regression of Instructional Language Switching Teaching Approach and English Comprehension

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	160.66	1	160.66	3507.79	.000*
Residual	0.18	4	0.046		
Total	160.84	5			

Note. The reported F and p values are retained as part of the original regression output, but are not interpreted as confirmatory significance tests because only six independent classrooms were analyzed.

The ANOVA results in Table 6 indicate that the regression model accounted for a substantial proportion of the variation in classroom mean comprehension scores, $F(1,4) = 3507.79$, $p < .001$. The observed pattern suggests that differences in instructional language switching scores were associated with corresponding differences in classroom comprehension performance. These findings support the presence of a strong positive relationship between the variables at the classroom level and provide empirical support for examining instructional language switching as a potentially important classroom practice in multilingual educational settings.

Table 7

Exploratory Regression Coefficients for the Classroom-Level Association Between Instructional Language Switching Teaching Approach and English Comprehension

Predictor	Unstandardized B	Std. Error	Standardized Beta (β)	t	Sig.
Constant	-2.648	0.687	—	-3.86	.018
ILSTAS Mean	10.436	0.176	.999*	59.23	.000**

Note. β , t, and p values describe the fitted six-classroom model. The coefficient is not interpreted as a causal effect; the small number of classrooms, aggregation, and omitted classroom-level factors limit inference.

Table 7 presents the regression coefficients for the classroom-level association between instructional language switching and English comprehension. The positive regression coefficient ($B = 10.436$) and standardized coefficient ($\beta = .999$) indicate that higher instructional language switching scores were associated with higher classroom mean comprehension scores. The fitted equation, $Y = -2.648 + 10.436X$, describes the direction and magnitude of the observed relationship among the



participating teacher-classroom pairs. These findings suggest that instructional language switching may function as a valuable instructional resource that supports students' understanding of lessons, particularly in multilingual classroom contexts where linguistic scaffolding can facilitate access to meaning and comprehension.

Limitations and Interpretive Boundaries

Several methodological limitations should be considered when interpreting the observed classroom-level association between instructional language switching and English comprehension. These limitations primarily concern sample size, data aggregation, measurement approach, omitted variables, and the scope of generalizability. First, the regression used only six independent teacher-classroom units because student ECAT scores were aggregated to match teacher-level ILSTAS scores. This aggregation can create an ecological correlation that is stronger than the underlying student-level relationship, and the near-perfect R^2 therefore cannot be treated as evidence of a near-deterministic instructional effect. Second, the usual assumptions and influence diagnostics of ordinary least squares regression cannot be established with confidence from six observations and four residual degrees of freedom. Third, ILSTAS was based on teacher self-report and was not triangulated through independent observation or video coding, creating the possibility of common-source and social-desirability bias. Fourth, the design did not measure general teaching quality, prior English proficiency, baseline achievement, academic sectioning/tracking, socioeconomic conditions, or other classroom-level factors that could account for part of the observed pattern. The possibility that stronger students were disproportionately assigned to particular sections, or that teachers with stronger general instructional practices also reported more language switching, cannot therefore be ruled out. Finally, the study was conducted in one school and one grade level, so the findings should not be generalized to other schools or policy settings without replication. These limitations do not negate the descriptive findings, but they define the level of claim that the present evidence can support.



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Conclusion

The findings of the study indicate that instructional language switching was commonly practiced among the participating Grade 7 English teachers and that students generally demonstrated high levels of English comprehension. The classroom-level analysis further revealed a strong positive association between teacher-reported instructional language switching and mean student comprehension scores. These findings suggest that instructional language switching may serve as a useful pedagogical resource for facilitating understanding, clarifying concepts, and supporting learner engagement in multilingual classrooms. The results contribute to the growing body of literature highlighting the instructional value of strategic language use and provide empirical evidence that may inform future research and classroom practice.

1. Grade 7 English teachers reported a high level of instructional language switching across frequency, structural type, pedagogical function, instructional intentionality, and learner-responsive use. These are descriptive findings about reported practice and should not be interpreted as direct observation of classroom behavior.
2. Grade 7 students demonstrated a high overall level of English comprehension, with relatively stronger performance in literal and reorganizational tasks and comparatively lower performance in inferential and evaluative tasks. This pattern identifies areas for further instructional attention without implying that language switching alone accounts for the differences.
3. At the classroom level, higher teacher-reported instructional language switching scores were associated with higher mean English comprehension scores across the participating teacher-classroom pairs. The positive relationship observed in the regression analysis suggests that instructional language switching may be an important instructional practice that supports student comprehension and warrants further investigation in diverse educational contexts.



Recommendations

Based on the conclusions of the study, the following recommendations are offered:

1. Grade 7 English teachers may continue to use instructional language switching strategically, particularly for clarifying difficult concepts, vocabulary, instructions, and key ideas. Any implementation should preserve purposeful English exposure and align language transitions with specific learning objectives rather than relying on switching as a default response.
2. Within DPLMHS, school administrators and instructional supervisors may use instructional language switching as a topic for LAC discussions, classroom observations, and mentoring. Because the present evidence comes from one school and six teacher-classroom units, these activities should be treated as context-specific professional learning rather than as evidence-based policy prescriptions for other schools.
3. English teachers may design and implement targeted intervention activities that strengthen students' inferential and evaluative comprehension skills, such as analytical reading tasks, guided questioning techniques, higher-order discussion activities, and text interpretation exercises.
4. School leaders and teachers may develop contextualized materials that use multilingual scaffolding where it supports access to meaning while maintaining purposeful opportunities for English exposure and higher-order comprehension practice. Broader adoption across schools should be preceded by replication in settings with different student populations and classroom conditions.
5. Future researchers should replicate the study across multiple schools and substantially more teacher-classroom clusters; where feasible, they should collect student-level data and use an appropriately specified multilevel model. Future studies should also include independent classroom observation or video coding of instructional language switching, measures of prior English proficiency and baseline



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achievement, information about academic sectioning, and indicators of general teaching quality. Including students' perspectives on when switching helps or hinders comprehension would also strengthen interpretation of the instructional processes being studied.

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