

SPICING UP THE ENGLISH LANGUAGE CLASSROOM: A PRAGMATIC STUDY ON THE ROLE OF CODE-SWITCHED HUMOR IN TEACHING

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Abstract

This qualitative research utilized pragmatic interpretive analysis of data to derive inputs for enhancing instruction in Secondary School English classes. Data were obtained from: individual interviews with sixteen (16) English teachers who were handling either Junior or Senior High School students; focus group discussion with thirty-two (32) high school students; and demonstration teaching observation notes with focus on the teachers' use of code-switched humor in English language classrooms.

Findings show that both teachers and students significantly recognize the advantages of code-switched humor in the English language classroom. These benefits were also manifested in the observation of the demonstration teaching where students expressed positive feedback that eventually impact their English language learning. Participants maintained that a code-switched humor that is connected to the subject matter enhances memory or learning retention since it serves as a bait to capture students' attention. Teachers' answers validated that of students' regarding the impact of humor when it is code-switched. Most of their code-switched humor preferences in the English language classroom are: hugot /pull-out lines; famous lines from TV personalities and advertisements; word association (double meaning) jokes combined with gestures/body movements, tone, and facial expressions. With the verified desirable implication of code-switched humor in learning the second language, this paper advocates its reinforcement through intensification of teacher discussions, learning action cells or online communications that will aid efficacy in the English language instruction. The practice may be more enhanced and maximized along with the other teaching techniques and strategies which may be applicable not only in the English subject but to other disciplines as well.

Key words: Code-switching, humor, code-switched humor, English language, classroom, pragmatics, *hugot / pull-out lines*, pragmatic interpretive analysis

INTRODUCTION

The English language classroom has undergone remarkable changes with the emergence of innovative technological advancements implemented in the various teaching and learning situations (Shyamlee, 2012). Modern strategies in teaching the macro-skills pave way for the paradigm shift from the teacher-centered to learner-centered classroom. Experimental and real-life applications of English language concepts are also proven to be an effective way to strengthen the students' mastery of lessons. Anil (2017) stated that the transformation of language laboratory structures is coupled with instruction intensification in order to cater to the needs of the learners while teachers endeavor to assist students in the enhancement of their second language learning.

These efforts in English language instruction enhancement are complemented with a number of novel approaches that target the students' short attention span and the feeling of anxiety and discouragement in learning the second language. In order to create a learning-conducive and blithe environment, the use of humor as an instructional tool is seen to be proven to heighten effectiveness in teaching a second language (Abdullah & Akhter, 2015). It is a "powerful exciting tool" that functions as a spice in the classroom that encourages engagement and let the students experience learning with enjoyment (Chabeli 2008, p. 55).

In several research on humor, educational experts have emphasized its functional and practical use and how it develops the learners' capability in understanding the lessons and encourages affirmative attitude towards learning. Numerous extant and contemporary studies confirm how humor in the English language classroom produce stimulating, non-threatening, jovial and more affective setting (Abdullah & Akhter, 2015; Baron, 1978; Pedde, 1996 (in Halula,1 2013). Garner (2005) posited that humor boosts students' enthusiasm in learning and shows that learners whose teachers affirm the practice of humor in class are likely to assimilate lessons easily.

A classroom that is interactive, comfortable, and a setting with reduced stress and anxiety is much needed specifically in a language class where students most of the time shun opportunities to learn and be proficient in the second language due to lack of interest or too formal/serious delivery of lessons. Hashemi (2011) expounded that strict classroom environment was the chief reason for most of language learners' strain and anxiety which requires them to be more accurate and defined in using the target language. Responses of the participants of the study revealed that a pleasant and informal language classroom setting is unlikely to arouse anxiety and stress especially if the teachers utilize repetitive traditional and tedious classroom routines. Similar result from Abdullah and Akhter (2015) stated that humor functions as an instructional tool in the English classroom which the teacher can use to bring about desirable changes in the behavior of learners. A

teacher who creates a comfortable and welcoming atmosphere produces enthused and driven students whose performance, proficiency and fluency are more likely to excel.

In the Philippine classroom setting, a study by Ashipaoloye (2013) on the integration of sense of humor in teaching students of LPU Batangas, verified that teachers' comicality does not only affect understanding of lesson content but builds a healthy classroom setting for both students and teachers. He maintains that learners see humorous teachers as friendly, likeable, and pleasant to be with. Similarly, a phenomenological study conducted by Galicia (n.d.) among College professors who are teaching English in Laguna, revealed that teachers practice strategic competence in using humor in their classroom and that they recognize its potential benefits in learning.

The Philippine society finds laughter as a coping mechanism to surmount life's misfortunes and tragedies. In an international survey by an American-based association--Gallup International, Philippines turned out as one of the happiest nations in the world with +84 happiness index, ranking 3rd from the top ten countries after Colombia and Fiji (Placido, 2018). This proves that Filipinos are not stiff but pliant, resilient and optimistic people who see laughter as a relief.

Laughter as proposed by Provine (2001), is a system of verbal interaction, the foremost language, and the earliest before the production of speech. He claims that laughter is a perceptible manifestation of delight that emerges from jests, amusements and other outside factors. On similar note, Menting (2010) explained that the purpose of laughter in human speech has evolved and that it suggests an expressive implication for interaction--- an indication of recognition and approval. She also states that this evolution maintained the mutual release of comfort and relief signaling the reduction of threat. This concept of relief and elimination of threat or tension is linked to the classic theory of humor by Herbert Spencer (1820-1903) and Sigmund Freud (1856-1939) (Monro, 1988). The relief theory holds that laughter leads to the discharge of extreme feeling of strain, discomfort or even excitement. The relief sensation serves as an energy-saving means mostly as a consequent of sudden laughter coming from jests, puns, or hilarious situations. Freud argued that the ejection of pressure and nervousness from the system precedes consolation, and that is the chief purpose of humor. Both Spencer and Freud agree on the relevance between the energy discharged and the perception of absurdity; hence, the incongruity theory which was later developed by Aristotle, Cicero, Kant, Schopenhauer, Kierkegaard (in Kulka, 2007 & Morreall, 2012). This is regarded as the most prominent among the three theories of humor (relief, superiority, incongruity). Kulka (2007) discussed the emerged contentions with the reliabilities of relief and superiority theory. Hutcheson (n.d.) argued that in the superiority theory, the expression of dominance may or may not be necessary for humor or hilarity while the release or exertion of abundant energy when we laugh

was falsified in the relief theory. These disputes concerning the inconsistencies of the two theories are understood to be insufficient in answering the question, “Why do we laugh?”

On the other hand, the incongruity theory in both classic and modern studies center on the recognized object of laughter (Kulka, 2007). Cicero stated that the general type of jest is that when something is anticipated and something else is delivered, that is where the frustrated anticipation produces laughter. On the other hand, Kant postulated that laughter is fondness ascending from unexpected alteration of stifled anticipation into unknown (Morreall, 1987a). While Schopenhauer elaborated laughter as an abrupt discernment of incongruity, Morreall underscored the one that provokes laughter is not only the alteration of psychosomatic condition but the alteration must be abrupt to make it more funny. (Morreall, 1987b).

Menting (2010) posited that discovering comicality involves the disrupted anticipations. A blow that has impact is usually random, unexpected and often leaves the hearer with astonishment. She elaborates that people undergo three stages when they laugh: (1) the receiver hears some sort of peculiarity; (2) a “punch line” that exceeds more than the given jests; and (3) a mental concept is established in a sudden state followed by logic and comprehension, eventually the receiver’s intellect identifies the meaning or deficiency thereof, then resolves whether or not the jest is humorous.

Superiority theory was credited to Plato, Aristotle, and Hobbes who purported that the sense of superiority is with the emotional reaction that counterparts humorous pleasure and that sustains the gratifying sense of superiority to the source of laughter (Lintott, 2016). Likewise, Bergson, (2005, in Hassan, 2013), stated that humor and laughter have an interactional purpose. It mirrors an association between individuals and factors of dominance like authority, discord or social ranks. The theory, therefore, exhibits the dimmer face of humor. We joke and tease as a reaction to our escalated view over people’s ill-fated circumstance or status (Smuts, 2010).

These theories and discoveries of important concepts regarding the reasons why people laugh or how they perceive things as humorous or not will assist in this paper’s profound understanding of its main variable--- the code-switched humor practice in the classroom. Teachers and students laugh and appreciate humor in the classroom for a reason. The object of laughter might come from different stimuli but mostly when classroom discourse begins, humor is derived from the teacher’s verbal and non-verbal interaction with the students. Bridging humor with its practical utility is shifting the lens on pragmatics. Exploring the grounds where humor can best maximize its potential functions in teaching, particularly in the English classroom, a number of empirical studies on the pragmatics of humor have

associated code-switching in the oral contexts as a contributory factor to the effectiveness of the delivery of humor.

Code-switching is concomitant to the terms code-alternation and language mixing. People who use two or more languages, referred to as bilinguals or multilingual speakers, code-switch when speaking to another bilingual with the same linguistic background and shift from one language to another in the same context of the discourse (Deibert, 2010). Speakers use code system when they communicate. They choose a specific code when expressing their thoughts and feelings on variety of circumstances and purposes of communication. The choice of language, dialect or code depends on the situation where speakers can express in their most comfortable way of communicating (Fitria, 2014). Code-switching can appear in different forms like word replacements, sentence fragments or whole sentences to maintain discourse's momentum or pace. It may be evident in the beginning, within or at the end of a sentence (Poplack, 2000).

Both code-switching and code-mixing are products of bilingualism. Scholars delineate these terms to draw the line of distinction between the two. Myers-Scotton (2006) explicated the broader definition of code-switching as the use of two languages in the same context of the conversation where it is stressed that circumstantial aspects identify the speaker's choice of code.

On the other hand, Mutheu (2015) postulated that, code-mixing demonstrates a progressive level of bilingualism on a note that it necessitates extensive proficiency in the parallel application of structural conventions of both languages. One can effectively practice code-mixing when considered as highly competent bilingual. Ahmad (2009) cited the forms of code-switching with varied progressions such as 'insertion', 'alternation' and 'congruent lexicalization'. It is stressed that code choice in societies where bilingualism or multilingualism is practiced should be explored and examined in the setting where the speech is created.

There are three contextual influences in the use of speech codes: first, the relationship amongst speakers; second, the setting where the discourse occurs; and third, the subject of the talk (Ariffin & Husin, 2011). Wardhaugh (2010) advanced that code-mixing happens when speakers use both codes together leading to the alternation from one language to the other within a particular speech while code-switching happens in discourses between speaker's turns.

From these definitions, it is therefore understood that both code-switching and code-mixing refer to language alternation in which context of conversation and shared norms of bilingual communities identify the code choice. The distinction is observed in the complexity of the conversation where code-switching and code-mixing is applied. It is to be noted that this study focuses on the teacher's use of

code-switched humor utterances in the language classroom and how it affects the students' learning.

Analyzing the practical use and impact of code-switched humor, its relationship to the principles of pragmatics must be considered. Traditional pragmatic concepts are attributed to Charles Sanders Peirce (1839-1914), John Dewey (1859-1952) and William James (1842-1910). Mounce (2010) maintained that from among the three, Peirce was an exceptional pragmatics proponent who postulated that sense and significance of utterance is dependent on its practical relevance. Peirce discovered the practical explanation of meaning as a process for defining metaphysics (part of philosophy that is concerned with the basic causes and nature of things). James was the one who named it pragmatism and made it popular, Dewey agreed with James in advocating the concept of drastic practicality rejecting that truth is not dependent in itself and that we find reality in our experiences. One of the most comprehensive definitions of pragmatics is presented by Crystal, (1985, in Chapman and Clark, 2014) that pragmatics is a linguistic learning from the perspective of speakers, their selections, the restraints they experience while speaking and the impact of the linguistic application on the other interlocutors on the course of interaction. Similarly, as stated in the definition by Chapman and Clark (2014), pragmatics in linguistics is a facet of language learning in use. It involves ways on how interlocutors relate, communicate, and comprehend language constructs.

Linking these delineations of pragmatics (both classic and contemporary) in the present undertaking implies that the genuineness of a code-switched humor lies on the mutual cognizance and practical use of the linguistic aspects among language speakers. The acceptability of humor does not only yield on the manner how languages are used interchangeably by speakers but also on the norms and accepted behavior applied by the group where a person belongs. As Verschueren (2017) concluded, in general, humor is basically central to social interaction and that norms are revealed when certain linguistic behavior is exhibited.

Bilingual communities establish accustomed approaches of style shifting through code-switching which has become a pattern to frame something as funny or amusing (Cromdal & Aronsson, 2000). When speakers use a specific language in a conversation, the focus is not only on the content of the message or on how the meaning is created but also on the social context and identity of the speakers. In as much as language is a part of one's cultural identity, so does code-switching practice of a particular bilingual or multilingual group. Hence, a code-switched humor will have an impact among interlocutors who share the same culture and set of accepted social norms.

An article by Patino (2011) expounded the connection of code-switching and culture among individuals and that the codes people use can vary by background,

social uniqueness, language, rank, scholastic background or even by geography. In a society, code-switching can indicate modesty that demonstrates a person's connection to each group or individual that he/she relates with. Shifting to another language in a conversation means creating an avenue so everyone will feel more comfortable. As someone who code-switches, also connotes relating with another person's origins and experiences within each ethnicity and building a space where individuals become more like themselves.

These theories propose that code-switching is indeed culture in its own sense in the same way that humor in a specific society of interlocutors is accepted based on what is funny or comical to them. People laugh if they are familiar with the expression and the object of humor. Few articles and studies explored on how code-switching in itself produces humorous effect. Blending the two phenomena gives rise to the incongruity theory of humor mentioned earlier since code-switching in the English language classroom establishes some sort of rule-breaking and innovation. It was stated previously that incongruity theory indicates ways on how hilarity deals with the combination of ordinary pairs of dissimilar concepts, thoughts, or experiences in a sudden or unpredicted ways (Ruch, 2008).

Scholars who support the incongruity theory assumed that humor and laughter are a consequence of surprise or sudden astonishment. Several philosophers believe that incongruous component must be supplemented for comedy to arise, the clever cognition, since humor is regarded as grounded on reasoning and individuals must perceive the variations and irregularities before they can understand the humor. It is noteworthy that all the incongruity proponents contended that people laugh because their reason dictates something has been unpredictably converted from one meaning to another (Rishal, 2002). The researcher finds code-switched humor as a form of incongruity since speakers involve teachers in the English language classroom who employ humor in their discourses. The deliberate shift from one language to another and the incorporation of hilarity can impact the suddenness and absurdity of the utterance.

Another focus that connects to the pragmatic nature of the study deals with the non-observance of Gricean Maxims. Herbert Paul Grice (1913-1988) was a British thinker and linguist who contended for a purpose-based theory of meaning. He demonstrated the difference between "semantic" and "pragmatic" perceptions, the speaker's dialogues in the nonconcrete and what the utterance implies by expressing it in a specific setting. These arguments were later emphasized in his structure of Cooperative Principle and the Conversational Maxims (Bento, 2015). Grice's professed principle of discourses begins with a keen discrepancy between a person's actual statement (the predictable literal meaning) and what that statement suggests or implies (includes coherent codes and maxims central to the exchanges usually purposefully figurative and inferential) (Korta & Perry, 2011).

Grice's theory on Cooperative Principle postulates that interlocutors in a discourse conform to standards to guarantee effective communication. These principles otherwise known as maxims are: Maxim of Quality (utterance must be factual), Maxim of Quantity (utterance must be informative, details must not be in excess nor in deficiency), Maxim of Relevance (utterance must establish connection), and Maxim of Manner (utterance must be short, direct and simple). However, speakers do not always follow these principles in their daily conversation for variety of reasons. One motive is to produce humor in their expressions. When maxims are flouted, incongruity follows whereas funny connotation is revealed, duality in meaning is realized, and absurdity is seen as comical (Levinson, 1983, in Hassan, 2013).

The researcher saw code-switched humor in the English language classroom as non-adherence to these maxims. Vaid (2006) suggests that speakers of a mutual linguistic society, the native speakers, can and certainly are predicted to disobey and break its language conventions or forms and tend to be playful and creative speakers. Haugen (1986) cited in Vaid (2006) posited that people who can speak two or more languages has the advantage of experiencing enjoyment compared with monolinguals, in a way that they adaptably switch from one language to another within a single utterance and that they make use of concept incorporations through variety of languages. In the same manner, humorous bilingual or multilingual teachers flexibly shift alternately between languages to bring laughter in the English language classroom.

Several writers purported the advantages of code-switching in the English classroom; it builds rapport, maintains friendly and comfortable environment, reduces anxiety in learning the English language (Alenezi, 2010; Bashir 2015; Bhatti, Said, Shamsudin, 2018; Bilgin & Rahimi, 2013; Bozorhian & Fallapour, 2015; Brice & Roseberry-McKibbin, 2001; Clegg & Afitska, 2011; Fachriyah, 2017; Ferguson, 2003; Hamid, 2016; Lee, 2010; Malik, 2014; McMillan & Rivers, 2011; Sert, 2005; Simasiku 2014), the result is a welcoming, learning-conducive English language classroom.

While this linguistic practice gains constructive affirmations, some contentions emerged against its use in the English classroom. Macaro (2005) stated the sentiments of language teachers who use code-switching and that for them it is "unfortunate" and "regrettable" yet indispensable. The English Only Policy disallowed teachers to use L1 in the classroom for them to serve a good example to their students in speaking the target language and that code-switching might result in misinterpretation (Modupeola, 2013). The concern between monolingual advocacy and code-switching captured the scholars' attention since 1990s and directed them to reassessing the matter. The findings suggested that suitable and thoughtful use of code-switching might aid in the realization of its purposes in the teaching and learning (Baron, 1990, in Keller, 2016).

This green light further led to the conduct of research in different parts of the world in the practice of code-switching in the classroom (Almalki & Mahdi, 2019). The advancement in global communication reinforced the linguistic standing of English as a universal language. Bilingual ESL and EFL communities all over the world are amenable of the functions and advantages of code-switching in the delivery of instruction (Bhatti, Said, & Shamsudin, 2018).

In an American setting, Spooner (2017), examined code-switching among Spanish-speaking migrants in the EFL and ESL classroom. He argued that using L1 functions as an acceptable intervention that a proficient bilingual teacher resorts into. He further maintained that code-switching in the English classroom is not a deficiency in L2 but rather a tactical and pragmatic move to augment the quality of language instruction. He deliberately disapproves of the prohibition of using the L1 in the ESL and EFL with the strict implementation of the traditional English only rule, as this, he stated is ingrained in misevaluated cultural uncertainties and prejudices. In his view, this is a disgrace that places a bilingual instructor in an unmanageable situation of rejecting his language uniqueness; more so, it negates on the learners' gains of a solid bilingual model. This argument of Spooner evidently demonstrates his support of the many benefits a teacher can acquire in code-switching.

In a European context, Johansson (2013) explored code-switching in the English classroom on the perspective of the teachers' strategies vis-à-vis students' insights on their learning preferences. The English curriculum in Sweden specifically stresses the use of English as much as possible in carrying-out of instruction. This is to amplify the learners' motivation in using English in practical and diverse situations. Meanwhile, the Swedish educational agency also provides accommodation for teachers' use of Swedish (L1) grounded on their capability and practice and when they perceive it to be advantageous for their learners (The Swedish national agency for education 2011, in Johansson, 2013). The findings of the study specified that most of the teachers use Swedish alternately with English in well-planned purposeful lessons, using this practice as seldom as possible. The examination of data also revealed that code-switching functions as a scaffolding in teaching grammar concepts. On the other hand, students are in favor of Swedish and English language blend during the discussion of grammar lessons and assessment instructions. Furthermore, they opt their teachers to make them speak the English language more. The researcher further suggests that teachers may ask their students what language they prefer to use in the English classroom which could be a basis for planning and crafting meaningful classroom learning situations with the use of code-switching.

In Western Australia, a study among Arabic-speaking students in four universities which are ESL classrooms exhibited positive perceptions on the use of code-switching. Larbah's (2013) probe revealed the students' affirmative approval for utilizing Arabic on their English language acquisition. Code-switching is viewed

as a beneficial technique that helps them attain their target level of proficiency in the second language since their affective filters become low and they feel more comfortable while learning.

In Africa, specifically in Botswana, the use of Setswana (native language) interchangeably with English in the ESL among Senior High School students verified the functionality of code-switching in learning English. Researchers confirmed that it is a pervasive instructional tool to simplify concepts of the lesson contents and to promote a healthy interpersonal relationship between the teacher and students. The results also recommend that code-switching must be accepted not only as a linguistic methodology for teaching but also for establishing congenial and comforting ESL classrooms in Botswana (Chimbanga & Mokgwathi, 2012).

Finally, in the Philippine setting (Asia), a study by Maguddayao and Rosario (2017) among English teachers and Grade 10 students in Cagayan indicated that code-switching as a functional teaching device must be accepted and deliberately utilized in the English classroom. The authors regarded it as an effective approach to emphasize key ideas and clarify ambiguous perceptions or instances of the subject matter. Although these advantages are seen as helpful aid to both teachers and students, researchers expressed that this should not warrant the excessive and inappropriate use of this practice, thus, still keeping in mind that the medium of instruction is English and code-switching must be used in moderation for an identified purpose. On a final note, they suggested that a specified instructional methodology must be employed on the second language learning in order to augment proficiency in both L1 and L2 for English subject teachers and other disciplines in which English is the medium of instruction.

This synthesis reflects a global panoramic view on the extensive indisputable influence of code-switching in the English language classroom with the use of various language pairs. Although these explorations focus more on the instructional use of code-switching in the ESL or EFL setting, it still afforded this paper a wider perspective, significantly linking the functions of code-switching and humor in the English language classroom, then filtering the specific use of language alternation in this study, that is, the act of intentional shifting of code (from L1 to L2 or vice versa) to impact humor. Eventually, knitting this to the general effect of code-switching in the English language classroom (mentioned in the reviewed studies) as a mood setting, rapport establishing and interpersonal relationship enhancing tool between the teacher and students. This conceptualization process supports the realization of the primary end of this paper which is, to ascertain the role of code-switched humor in the English language classroom.

In a continual search of equally apropos scholarly works, the following further review of related studies underscore and specifically highlight one of the

roles of code-switching, that is, creating humorous atmosphere in the English classroom.

A study by Bilgin and Rahimi (2013) on the EFL teachers' view on their attitude toward code-switching in a Turkish setting, investigated the purposes, method, motives and influences of code-switching to the English instruction. The responses of 20 teachers from Turkish Colleges revealed that almost all of them use code-switching to create a comforting English language setting, thus, lowering the students' affective filter that deters flexible classroom engagement. Professors also expressed that they code-switch to throw humorous remarks which serves as a curtain-raiser and make the jest comprehensible by using the native language, therefore, establishing comical, amusing classroom atmosphere. As a result, students developed heightened enthusiasm and became more active learners in the English language classroom.

Similar findings were derived from the study by Mareva (2016) but this time focusing on the secondary school learners' perception of their teachers' code-switching in their ESL classroom in Zimbabwe. The analysis of the findings indicated that one of the functions of code-switching is building good interpersonal relationship between teacher and students through the application of code-switched humor in the classroom. Students shared that code-switching produces positive impression for them since it provides room and a feeling of belongingness for everyone.

Another work in Saudi Arabian setting authored by Almalki and Mahdi 2019 centered on teachers' insights towards instructional impact of code-switching in the EFL teaching. One of the significant results suggest that code-switching provides affective functions that teachers intentionally alter the classroom ambience to evade boredom through the use of code-switched humor. They further related that in this way, the joke will be effective since it is comprehensible for the learners.

A research on code-switching between teachers and learners conducted among Grade Eight Indonesian students exposed that their teachers code-switch to produce humor and to lessen students' anxiety in the English language classroom. Analysis of data from classroom observations confirmed this assertion and showed teachers' use of English and Indonesian languages alternately to deliver jokes to the class (Hamid, 2016).

The application of code-switching in the previous review of studies concentrates on the teaching of English language concepts and not on producing humor; the latter only discussed one among the many functions of this practice which is to provide humor in the English language classroom. Moreover, most research focus on humor and code-switching as two separate variables. Numerous studies tackled the functions of code-switching in the ESL or EFL classroom while

several center on the use, benefits and discuss different types of humor employed in the English language classroom. Up to date, there seems to be none which investigated and concentrated on the delivery of humor using code-switching in the English language classroom; hence, the research gap. Another angle in which the present study pursues to address but appears to be lacking in the body of research is its concentration on the insights of both Junior and Senior High School teachers and students who are mostly multilingual speakers (English, Tagalog and Kapampangan). Furthermore, the study seems to be unique from other research narratives due to its anchorage on the pragmatic principles of incongruity theory and non-observance of Gricean Maxims considering the intertwining of code-switching variable in humor.

Magnifying these premises is this paper's primary aim of determining the role of code-switched humor in the English language classroom considering its pragmatic use and to derive significant inputs for enhancing the English language instruction. Specifically, it seeks: (1) to describe the participant-teachers' use of code-switched humor in the English language classroom; (2) to describe the participant-students' insights on code-switched humor in the English language classroom; and (3) to describe the interaction between the speaker/teacher and the students in the context of the speaker's use of code-switched humor in the discussion.

The coverage of this study reiterates that the use of code-switched humor in teaching may greatly influence diversity in the character and learning process of students. Further attention to this detail and its realization of positive outcomes could serve as a breakthrough not only in the English discipline but across other fields as well. Educators are increasingly expected to exhibit skills and knowledge of how to enhance students' learning effectively. This study may aid in improving academic tools at present and in the future as it proposes an endorsement to educational authorities, teacher - training institutions, schools and universities to foster development of this study in implementing and evaluating technical application of the efficacy of code-switched humor in the teaching and learning process.

On a similar note, the importance of this endeavor is envisioned to assist teachers in utilizing the findings of this study to further enhance their teaching techniques and methodologies in motivating the students to appreciate language learning through the practical use of code-switched humor. Additionally, the outcome of this paper could help them realize that they can become competent bilingual or multilingual teachers who impact learning by using both humor and code-switching strategically and judiciously in the English language classroom.

Furthermore, curriculum planners and developers, may utilize this study to benchmark an innovative strategy in teaching for further realization on the various

positive outcomes of code-switched humor which could serve as a breakthrough not only in the English discipline but across the field.

Finally, future researchers could look into the research gap and literature which they could use as a basis for conducting further investigations since there are interesting elements and variables highlighted in this study that is worthy of supplementary and in-depth exploration.

METHOD

This study utilized qualitative research design ascertaining the role of code-switched humor based on the teacher's practical use in the English language classroom and the students' perceptions. Qualitative research intends to generate holistic and relevant interpretation derived from informative, distinct and comprehensive data (Masson, 2002). The concept is developed through inductive process by means of preliminary observation of facets of life in the society while pursuing to investigate themes that may lead to comparatively general ideologies in the research outcome (Earl, 2004).

The data gathered are verbal through interviews, focus group discussions and transcripts of demonstration teaching; hence, the study implemented a pragmatic interpretive analysis of code-switched humor in the English language classroom. Nassaji (2015) asserts that qualitative and interpretive research are common methods for undertaking research in different fields like education, psychology, and social sciences. Evidently, these procedures gradually become useful in the field of second language teaching. Since L2 teaching and learning is multifaceted, these methods are recognized and proven to be apt for the research undertaking. He further advances that the aim of interpretive approach is to explain a phenomenon and its qualities while qualitative research is more grounded and usually comprises of comprehensive data gathering derived from different channels to acquire in-depth interpretation of people's perceptions and observations. This paper seeks to probe the pragmatic use of code-switched humor that leads to its implication in the English language learning. Thus, an inductive examination of data is needed in order to obtain lucid recurrent patterns or theories that are intended to be delineated and expounded for synthesis of findings.

Selection of participants was purposive and was systematically implemented. The researcher selected eight (8) Junior and Senior High Schools proximate to her residence and teaching station.

Table 1 shows the total number of teachers in each school and the total number who manifested the utilization of code-switched humor in their English language classroom.

Table 1
Participants of the study

Junior and Senior High Schools	Total Number of English Teachers	Total Number of Teachers Who Use Code-Switched Humor	Ages/ Sex	
School 1	3	2	T1	29/M
			T2	24/F
School 2	4	3	T3	24/F
			T4	33/F
			T5	26/F
School 3	4	2	T6	24/F
			T7	22/F
School 4	2	1	T8	29/F
School 5	2	1	T9	24/F
School 6	4	3	T10	24/F
			T11	28/F
			T12	21/F
School 7	2	2	T13	25/M
			T14	21/F
School 8	2	2	T15	34/F
			T16	30/F
TOTAL	23	16		

Legend:  - Teachers who use Code-Switched Humor

After seeking permission from the authority concerned, the qualifying assessment was administered to all teachers handling English subjects. The said instrument is part of the inclusion criteria for the selection of participant-teachers that is specifically intended to identify those who are actually using code-switched humor in their English language classes. Three (3) experts from the institution validated this assessment that includes ten (10) item statement checklist that expresses techniques in delivering code-switched humor in the classroom.

For the qualification of prospective participant, an arbitrary qualifying score was set, where teachers who have checked at least five (5) items are included as participants and who are considered as substantial user of code-switched humor in instruction. Upon retrieval of the checklist, sixteen (16) out of twenty-three (23) teachers were identified as affirmatively utilizing code-switched humor in their English class.

As part of ethics, prior to the interview, the purposes of the present study were explained in details to the participants and their consent was sought. They were also informed that the interview dialogues will be audio-recorded for convenient data collection. Teachers who were available at that moment were interviewed right then and there while the others were asked for another schedule at their most convenient time. Interviews afford researchers with comprehensive and in-depth qualitative data for deciphering informants' personal accounts of the practice being studied, how they define these accounts, and their implications (Rubin & Rubin, 2012). The interview questionnaire was the second instrument used for the first group of participants that was also validated by three (3) experts in the field. During the exchanges, the researcher and participants used Kapampangan, Tagalog and English depending on which languages they were all comfortable with to ensure spontaneity and flexibility of the discourse.

After the interview, the participant-teachers were asked to select two (2) of their students whom they perceived to be the most articulate in answering questions and with good communication skills. This then comprised the second group of participants --- the students.

Thirty-two (32) students were endorsed by their teachers who were considered as among those who could easily express their ideas. These participant-students were asked questions in a focus group discussion (FGD). Derrick, Nyumba and Wilson (2017) stated that this qualitative data gathering method is used to acquire thorough conceptualization of social situations. This approach aims to acquire data from intended chosen cluster instead of obtaining it from a statistically larger group of population. Unlike a one-on-one interview which involves extensive discourse where the interviewer acts as an "investigator;" in a focus group discussion, the researcher acts as a "facilitator or moderator" and assumes a peripheral rather than a central role that an interviewer adopts (Bloor, Frankland, Thomas, & Robson, 2001; Hohenthal, Johnson, 1996; Kitzinger, 1994; Owidi, Minoia, & Pellikka, 2015).

Upon identification of participant-students included in the study, schedules of FGD were arranged in consideration of the researcher and participants' availability. Likewise, the participants' consent was prepared and explained for the second group of informants. They were chosen based on who can best

inform on the research questions and develop understanding of the concept under study. The sample participant-students must be able to enlighten significant aspects and standpoint of the notion being probed. Since students' FGD questions include their insights on the integration of code-switched humor in the English language classroom, unlocking of key concepts was done using a devised three-minute video where students learned important concepts about code-switched humor like definition and provision of sample utterances for clearer understanding of the key idea. Aside from the video, an orientation through supplementary explanations were provided to the students to have a uniform concept of what code-switched humor is. In the same manner, both the FGD questions and video were shown to the experts for the data-gathering instrument validation.

Meanwhile, leading questions or qualifying words were not injected during the inquiry in order to elicit meaningful and authentic responses of both participants (teachers and students). Likewise, students were allowed to speak in any language of their choice ensuring spontaneity of the expression of thoughts. For the same reason, a voice recorder was utilized all through out the interview with the students' consent.

The third part of the data collection answers the last research objective that included the observation of demonstration teaching with the actual use of code-switched humor in the English language classroom. This segment highlights the narration and description of the interaction between the teacher/speaker and students in the context of the speaker's use of code-switched humor in the English language classroom discussion. Accordingly, only two (2) teachers gave their consent to video-record their lecture-session while they use the code-switched humor in their classroom discourses. A separate informed consent was prepared and discussed with the two teacher demonstrators, stating that the data obtained or the video record itself will serve only for research purposes while assuring the privacy, confidentiality and anonymity of their identity as subjects of the study.

Thereafter, all data collected were carefully collated leading to the next phase of developing meaningful insights, hence, the process of data analysis. The paper adopted Creswell's (2009) stages in analyzing qualitative data:

- Step 1: Plan and arrange the data for examination
- Step 2: Peruse over the data
- Step 3: Start a thorough study with a coding analysis
- Step 4: Utilize the coding method to develop an interpretation of the situations or individuals including classifications or patterns for examination

Step 5: Proceed with the conceptualization of ways on how the interpretation and patterns will be defined in a qualitative description

Since most of the information gathered is made up of expressions, opinions, descriptions and even symbols, establishing interpretation is more empirical in nature (Bhatia, 2018). Content analysis was employed with the transcripts of interview and FGD responses. Bhatia further discusses that this type of analysis concentrates on utilizing descriptions and personal accounts related by individuals as a response to research objective. On the other hand, practical approach was carried out with the transcripts of demonstration teaching videos through the linking of pragmatic theories to the teachers' application of code-switched humor in the discourses. A pragmatic study of humor by Hassan (2013); Pangestu, Soedjarmo and Wartinah (2016), exemplified an attempt to show that research in pragmatic theory can contribute to the understanding of humor. These studies investigated and explored the use of humor in both theory and practice to better understand the reasons why people laugh. The present study is patterned on these explorations such that these research have drawn mainly on Grice's Cooperative Maxims and on general linguistic theories of humor such as; The Incongruity Theory, The Relief Theory, and The Superiority Theory.

To illustrate how the pragmatic approach is carried-out in this paper is to relate scholarly assertions with the specific segment of the demonstration teaching presented.

Linking the statements to pragmatic theories, situations, utterances and discourses may be perceived as funny when there is obscurity, a point of surprise, or dual-perception of objects or circumstances. This validates Morreall's notion of incongruity which speculates that humor might be "an intellectual reaction to something that is unexpected, illogical, or inappropriate in some other way" (Morreall, 1983, p. 15). The formality of the grammar topic and comicality of *hugot* pull-out lines insertion within these utterances, the unexpected language alternation, and the somewhat serious delivery of the 'punch' explicitly showcase wit, absurdity, and oddness leading to a hilarious speech context.

Similarly, one of the reasons for the non-conformity of Grice's theory on Cooperative Principle otherwise known as maxims is to produce humorous expressions. When these are flouted, peculiarity follows whereas funny connotation is revealed, duality in meaning is realized, and absurdity is seen as comical (Levinson, 1983, cited in Hassan, 2013).

As the examination progresses, themes and patterns were revealed through the recurring key terms in the participants' responses—the teachers' strategies when using code-switched humor and students' insights on their teachers' use of the said practice. The derived similar core ideas from the two groups of participants were then clustered, coded and categorized accordingly. Descriptive coding was utilized where a digest of the essential themes of data was highlighted. Creswell (2007) and Creswell (2012a) delineated coding as the method of breaking and categorizing records to construct descriptions and detailed patterns in the data. This process of data analysis eliminates unnecessary information by sifting the significant chunks of the transcript making it easier to develop meaningful themes and patterns. The participant-teachers and participant-students were specified using the following code mechanics: T- refers to a participant-teacher, S- refers to a participant-student, TD1/TD2- refers to teacher demonstrators.

Furthermore, transcripts of demonstration teaching were analyzed using pragmatic approach which later generated a validation of the participants' responses regarding the role of code-switched humor in the English language classroom. Finally, a holistic deduction of each segments' analyses was concluded in the summary of findings--- the discussion.

FINDINGS

The code-switched humor qualifying assessment determined the potential participant-teachers of the study, who then identified the participant-students from whom the second objective was enquired. The audio-recorded responses from the interview (participant-teachers), focus group discussion (participant-students) and video-recorded observation of classroom discussions between the teacher and students were transcribed, analyzed and decoded using the strategies found in the method section.

Teachers' Use of Code-switched Humor in the English Language Classroom

Prior to interview, teachers of English from eight (8) select Junior/Senior High Schools were asked to answer the qualifying assessment in order to affirm the use of code-switched humor in their teaching.

The analyzed responses of the participant-teachers are synthesized in Table 2 below presenting the themes, topics and the number of teachers citing the topics.

Table 2
Themes on the teachers' use of code-switched humor in the English language classroom

Themes	Topics	Number of Teachers Citing the Topics
1. An English Language Classroom with a Zing!	A. Humor incorporated with 21 st century teaching techniques like use of games, ICT integration/visual aids, real-life situations associated with the joke	8
	B. Use of Kapampangan and Tagalog when throwing jokes	16
2. Code-Switched Humor Gaining Popularity	A. Teachers use it often whenever possible	16
	B. When the students show lack of interest	5
3. Being comical is unplanned, mostly unscripted	A. The delivery of code-switched humor just comes out naturally especially when students become sleepy or bored	9
	B. The use of humor is sometimes planned in the delivery of lessons	2
5. Code-Switched Humor as an Alternative Teaching Technique	A. Humor must be also connected to the subject matter	8
	B. A strategy that boosts learning	16
6. Humor has More Impact when it is Code-Switched	A. Humor that is conveyed in a language that students are familiar with is effective, thus, produces genuine laughter	16
	B. Students develop a feeling of belongingness	7
7. Teachers Go Along with the Vibes of the Students	A. Teachers choose humor materials or references which the students can relate to	16
8. Serves as Bait to Get Students' Attention	A. Code-switched humor captures students' attention, eliminates their boredom, and make them more engaged in any classroom activity	16
9. Implication of Code-switched Humor to Learning English: Level of Retention and Understanding When Using Code-switched humor in the English Language Classroom	A. There is retention and students see the importance of the lesson	12
10. Downside in Using Code-switched Humor	A. Code-switched humor will not impact learning the language but only serves as an attention-getting tool	3

11. Code-switched Humor Suitability to the Students' Level of Maturity	A. Code-switched humor is effective when it is suited to the learner's age	3
12. Humor Preferences in The English Language Classroom		
12.1 Insertion of pull-out lines	A. <i>Hugot</i> lines have impact especially when it is about love and students' experiences	7
12.2 Famous lines from television programs, drama series and movies	A. Students are familiar and can easily relate to these famous lines	5
12.3 Use of gestures, facial expression, tone and intentional changing of voice.	A. Students are entertained with the teachers' impersonation, tone and facial expression	3
12.4 Using references the students consider funny or humorous.	A. Teachers' unique way of employing humor in the classroom based on students penchants like the games that they play or inclusion of "corny" or worn-out jokes	3

An English Language Classroom with a Zing! Teachers' responses from the interview manifested that they make their English language classroom lively and interesting through the incorporation of humor in their discussions complementing it with the employment of variety of 21st century techniques in teaching.

Code-Switched Humor Gaining Popularity. With the many benefits of humor in students' learning, teachers opt to use it often whenever possible. Teachers play a pivotal role in setting the stage for a humorous learning environment. They ascertain when there is a need to turn the classroom into a positive and pleasant mood particularly when lectures become too formal and serious.

Being comical is unplanned, mostly unscripted. Teacher's claim that humor is effectively funny when it is naturally spontaneous and unscripted. They narrated that the delivery of code-switched humor just comes out naturally especially when students become sleepy or bored and that the use of humor is sometimes unplanned in the delivery of lessons.

Paradoxically, some teacher-participants believe that humor has a positive impact when it is carefully planned and incorporated in content prior to teaching.

Code-Switched Humor as an Alternative Teaching Technique. Teachers assertively declared their use of humor germane to the focus of their

subject matter. They related that humor in context provides avenues for learning language better as it affords relevance to the classroom situations, experiences and content of lessons.

Humor has More Impact when it is Code-Switched. Participants believe that humor and code-switching are both culture-based. They are convinced that humor conveyed in a language that students are not at home with, will likely fail and will not produce laughter that is genuine. Hence, the employment of code-switching when delivering funny remarks in class.

Teachers Go Along with the Vibes of the Students. The efforts to suit teaching pedagogies to the learning styles of students is manifested in teachers' execution of instruction.

Serves as bait to get students' attention. Code-switching tied with humor can impact classroom engagement as professed in the participants' responses. The synthesis of answers revealed that a proficient bilingual or multilingual teacher whose natural comicality goes-off when needed throughout classroom episodes does not only put the setting in a jovial mood but paves way for capturing students' alertness towards learning.

Implications of code-switched humor to learning English: Level of retention and understanding when using code-switched humor in the English Language Classroom. Teachers agree that an English language classroom lectures injected with code-switched humor will likely to produce receptive learners.

Downside in using code-switched humor. Some teachers profess that the practice of code-switched humor does not impact learning of English and that it only serves as an attention-getting tool in the English language classroom.

Code-switched humor suitability to the students' level of maturity. One of the considerations in the teachers' employment of code-switched humor in the English language classroom is the students' level of maturity. Participants related that humor is not one-size fits all and that they carefully choose humor strategies suitable for a particular group of learners.

Humor preferences in the English language classroom. Teachers utilize combination of different types of code-switched humor in the English language classroom depending on the focus of discussion, classroom situation and students' age level. The code-switched humor forms are enumerated as follows: Most of them code-switch humor through **insertion of *hugot* lines** in between their discussions. The present-day *hugot* culture is a trend in the utterance among millennials particularly students. They often see and hear these

from social media, TV series, advertisements and movies. Because of its popularity and influence, participant-teachers use it as a tool in the English language classroom so students could relate and be absorbed in the classroom discussions.

For teachers, famous lines from television programs, drama series and movies are also an effective reference for code-switched humor since students are exposed to these. Teachers' cunning strategy to mimic these dialogues and the competence in the use of language alternation are keys to the impact of the delivery of humor.

As a result, students harbor a feeling of belongingness since they see the relevance when they hear familiar lines incorporated in the teachers' lecture.

Along with code-switched humor is the use of gestures, facial expression, tone and intentional changing of voice. Humorist teachers transform into actors and actresses when they are in front of their students.

Teachers establish amusing classroom scenarios using references the students consider funny or humorous. The participant-teachers learn their students' interests and think of funny ways to associate these in classroom exchanges.

Students' Insights on Code-Switched Humor in the English Language Classroom

Participant-students were selected by the participant-teachers of the study using inclusion criteria. Pooling of responses was pursued through focus group discussions. Examining this second batch of data is turning the lens into a different focus that leads to juxtaposition of learners' perspective and teachers' viewpoint on the use and role of code-switched humor in the English language classroom. Participant-students generally express positive acumens regarding the use of code-switched humor in the classroom.

Table 3 illustrates the generated themes, topics and number of students quoting the topics.

Table 3

Themes on the students' insights on code-switched humor in the English language classroom

Themes	Topics	Number of Students Citing the Topics
1. Students' Reactions on Code-switched Humor of Teachers	A. Teachers' lecture becomes catchy and is not boring	19
	B. Students can easily relate to and make connections	10
	C. The class is entertained	3
2. Role of Humor: An Aid in English Language Learning	A. Understanding of lessons is achieved	13
	B. A springboard that leads to language proficiency	10
3. Students' Humor Preferences in the English Language Classroom	A. Code-Switched Hugot (Pull-out lines)	11
	B. Code-switched Humor with Gesture/Facial Expression	3
	C. Code-switched Humor with the Use of Altered Pronunciation	3
	D. Code-switched Corny Jokes	3
	E. Insertion of Code-switched Humor about Love and students' experiences	11
	F. Code-Switched Narration of Funny Stories	4
4. Teachers' Code-switched Humor: A Strategy to Relate with Students	A. Teachers use millennial language so students can connect	2

Students' Reactions on Code-switched Humor of Teachers. This detail of responses match that of teachers' in terms of the impact of humor when it is code-switched. Students enjoy humor when it is within their sphere thus, produces an engaging discourse in the English language classroom.

Linking students and teachers' responses, it is thus, verified that they both agree on the affirmative influence code-switched humor has in the English language classroom specifically in creating a positive, learning-conducive, welcoming class atmosphere, in catching attention, and establishing connections to the lesson.

Role of humor: An aid in English language learning. The majority of students declared that code-switched humor aids in the English language

learning. They confirmed that established connections between code-switched humor and the lesson content provide a bridge towards learning and an avenue towards retention.

On the opposite standpoint, few participant-students disagree on the above presupposition that code-switched humor impacts English learning positively. This is in relevance to some participant-teachers' responses regarding code-switched humor's sole utility as attention-grabber and will not assist in making students proficient in the second language.

Students' Humor Preferences in the English Language Classroom.

Despite minimal divergence on the use of humor in the English language classroom, a preponderance of responses favors its general application in classroom interactions. Students-participants affirmed that they appreciate and enjoy a lively and interactive atmosphere their teacher facilitates, as a result, they become more receptive to learning.

Students exhibited zest while relating the types of code-switched humor they prefer in the English language classroom.

Description of the Interaction between the Teacher/Speaker and Students in the Context of the Speaker's Use of Code-switched Humor in the English Language Classroom

The researcher observed and video-recorded the lecture sessions of the two (2) English teachers who agreed to demonstrate the use of code-switched humor in their classes. This is to verify the effectiveness and the role that code-switched humor play in the English language classroom through actual observation of teaching and learning.

Table 4 presents the themes and observed indicators derived from the demonstration teaching.

Table 4

Themes on the description of the interaction between the teacher/speaker and students in the context of the speaker's use of code-switched humor in the English language classroom

Teacher Demonstrator 1 (TD1)	
Themes	Observed Indicators
Teacher-students' relationship	1. Teacher and students' good rapport is clearly manifested through the light mood and lively exchanges of questions and answers. 2. The cheerful mood of TD1 affected the students pleasantly.
Teacher's Humor in Methodical Facilitation	3. The systematic sequence of questions exhibited smooth flow of the discussion including its connection to the subject matter. Code-switched humor was implemented spontaneously that students demonstrated positive reactions to it. 4. The creative facilitation demonstrated by TD1 assists English language learning that covered not only grammar lesson but also speaking and pronunciation. 5. The teacher's method of instruction is contributory to the humorous concept generation. 6. The teachers' crafty style of delivery that involves variety and combination of elements like his natural singing talent, his natural style of humor, his good-natured technique to build friendly and comfortable English language classroom environment, and his classroom management style that impacts language learning.
Content-Focused Discussion	7. The employment of code-switched humor did not distract the English language classroom learning.
Language Proficiency	8. TD1's adeptness in the use of three languages (English, Tagalog, Kapampangan) was evident.
Use of <i>hugot</i>/pull-out line	9. The content of TD1's code-switched humor is mostly <i>hugot line</i> (pull-out line) that are generally connected to the lesson.

Teacher Demonstrator 2 (TD2)	
Themes	Observed Indicators
Teacher's Exceptional Strategy	1. Students were able to grasp the meaning of the word through the teacher's novel strategy of making a show.
Teacher's Creative Facilitation of Lesson	3. TD2's gesture, body movements, facial expression and voice tone magnet his students to what he was elaborating in the lesson.
Engaging English Language Classroom	4. When exemplifying instances, TD2's technique engaged the students in the discussion. This English language classroom exhibited a learner-centered instruction.
	5. It was apparent that TD2, like TD1, made effort to connect with the students by throwing comical associations with the lesson.

Code-switched Humor Strategies in Maintaining Rapport	6. TD2 sustained an easy, smooth running discussion with the students. He used code-switched humor reference from a known product commercial. 7. TD2's utterance of <i>hugot</i> /pull-out lines in Tagalog which brought the students' attention to the term being defined while laughing.
Humor and ICT combined	8. TD2's skillful use of images in his presentation was particularly distinguished. This functioned as his triggering device for code-switched humor generation.
Learning while Laughing	9. Though the teacher employed humor in class, students were able to answer correctly and confidently the generalization questions.

Teacher-Demonstrator 1 (TD1)

TD1 chose afternoon lecture session among his Grade 9 students with the topic Types of Pronouns. The class started with a bright modulated greeting of forty-one (41) students to their teacher.

The first episode in TD1's classroom facilitation displays teachers' composure in front of learners. Teacher and students' good rapport is clearly manifested through the light mood and lively exchanges of questions and answers. Learners' attention was automatically captured with the first code-switched question, "Miss mo ba siya?" and everyone was focused on the teachers' next utterance. Note that the students' response on the type of humor they prefer in the English language classroom is the insertion of code-switched humor about love. This reveal that they would really turn their heads and pause to listen to the speaker when they hear topics about love.

The systematic sequence of questions exhibited smooth flow of the discussion including its connection to the subject matter. Code-switched humor was implemented spontaneously that students demonstrated positive reactions to it.

Both teacher and students agree that humor is effective and will have more impact when it is code-switched using language that the listeners are more familiar with. In this case, the students' response to teacher's code-switched humor on the native language (Tagalog) indicate that the humor was evidently effective.

It was also observed that TD1 use names of his students for exemplification purposes to maintain students' engagement in the discussion.

In this instance, TD1 used the native language Kapampangan in his code-switched humor. Since all students understand and speak the language, comprehension of humor is automatic, hence, they all laughed.

Following the course of discussion, TD1 asked students the proper pronunciation of *these* and *this*. He repeatedly pointed at the two words many times to impact students' pronunciation and modulation, unexpectedly he pointed at the word *those*. Students were surprised by the sound produced (*these, this, these, this, these, this, THOSE!*) They suddenly thought of 'Those Days' sanitary napkin and laughed hard. TD1 in half-frown, half-smiling face.

The creative facilitation demonstrated by TD1 assists English language learning that covered not only grammar lesson but also speaking and pronunciation. This episode also established that students themselves can create something funny or hilarious within the subject context depending on the learning situation. The teacher's method of instruction is contributory to this humorous concept generation.

The application of code-switched humor in between discussion was profuse. TD1's adeptness in the use of three languages (English, Tagalog, Kapampangan) was evident.

It was marked that code-switched humor employed in these dialogues were all relevant to the lesson. This aided the students in linking the code-switched humor to learning pronouns. Assimilation of key concepts was achieved during formal assessment. Students were able to give their own sample sentences based on how they understood the discussion.

On the other hand, TD1's utterance of popular expression 'you do note' was also observed in this part of the lecture:

The expression 'you do note, the liar is my fake,' is a trending line derived from social media showing a young girl who tries to imitate characters (Marga and Cassie) from the TV series "Kadenang Ginto" but failed to deliver a grammatically correct dialogue. This became popular in the utterance of teenagers that even teachers use it as reference to deliver humor in the classroom.

Examining the discourse, TD1 was unconscious until students mentioned the line. They thought he uttered 'do note' when he said denote. TD1 submitted and finally articulated, "Ay, Grade 9, you do note the liar is a fake." This is an example of humor that is not relevant to the lesson but gave impact to the students' attention.

It is observable that the content of TD1's code-switched humor is mostly *hugot line* (pull-out line) that are generally connected to the lesson.

This time, he employed code-switched humor word association that is apparent in the exchanges.

TD1 created association of the word 'owner' that is easily perceived in the local term as the type of vehicle called 'owner-type jeep.' The gesture and tone of voice added to the comicality of code-switched humor delivery. Students did not expect that the word *owner* derived from possessive pronouns can be linked to a type of vehicle called *owner-type jeep*, hence, produced wacky reactions among them.

The meaning of the term *may-ari* appeared as surprise for both teacher and students. The articulated stress of the word presented double meaning for both speaker and listener. It created hilarity, yet, TD1 avoided further feeding of similar humor as it is unhealthy to the class.

Another angle that was recognizable in this demonstration was the teachers' crafty style of delivery that involves variety and combination of elements like his natural singing talent, his good-natured technique to build friendly and comfortable English language classroom environment, and his classroom management style that impacts language learning.

During the interview, TD1 related that he is a performer when he is in front of his students. He imitates voices with facial expressions and gestures. In the final segment of the demonstration, TD1's artistry was further unveiled; he sang with the students and danced in front of them while the latter sang "No One."

It was evident that all through out the session, students' behavior was controlled and managed with little or no effort from the teacher considering the class size of forty-one (41) students. This indicates that even if humor is applied in class, students and teacher share comical moments while on course; it is still possible to maintain proper decorum and organized classroom setting. In this light, maximum potential benefits of code-switched humor in the English language classroom are achieved.

Teacher-Demonstrator 2 (TD2)

The second teacher-demonstrator executed his Oral Communication lesson among Grade 12 Senior High School students during his afternoon lecture session. The strategy used by TD2 was different compared with

TD1's delivery considering the distinct level of students. The class was composed of twelve (12) learners with only one male.

TD2 set a contagious vibrant mood at the start. He was poised and dynamic in his stance. The lesson "Types of Speech Context" was flashed using Powerpoint presentation.

The discourse commenced with TD2 asking the students how their day was and the latter responded positively and energetically. Followed by the vocabulary for the day.

TD2, while repeating the sample sentence, acted the scene by playing the role of the callous man and the old woman. Aside from the context clues derived from the sentence, students were able to grasp the meaning of the word through the teacher's novel strategy of making a show.

Notice TD2's utterance of *hugot*/pull-out lines in Tagalog which brought the students' attention to the term being defined while laughing.

The teacher was able to motivate the students to express themselves since this is a speaking class. He asked them the meaning of speech and they were able to answer confidently.

TD2's gesture, body movements, facial expression and voice tone magnet his students to what he was elaborating in the lesson.

When exemplifying instances, TD2's technique engaged the students in the discussion. This English language classroom exhibited a learner-centered instruction.

It was apparent that TD2, like TD1, made effort to connect with the students by throwing comical associations with the lesson. Thus, a riddance of a formal or too serious lecture-type English language classroom.

As the discussion advanced, TD2 sustained an easy, smooth running discussion with the students. He used code-switched humor reference from a known product commercial as evident in the next dialogue.

He was indeed a very energetic teacher who transferred similar vibe among students. Meanwhile, TD2's skillful use of images in his presentation was particularly distinguished. This functioned as his triggering device for code-switched humor generation.

Due to the widespread popularity of the expression “*you do note*,” students recognize it easily when they hear it and much attention is given specifically when this was articulated by their teachers.

Seemingly, their intentional use of this line does not affect the learning of English due to its ungrammatical construction, but to set a laid-back atmosphere and capture students’ motivation for learning.

To sum up, the second demonstration teaching was observed to be efficacious as proven by the positive result of the learning assessment, that is, students were able to answer correctly and confidently the generalization questions.

DISCUSSION

A good laugh is all it takes to weather the seemingly insurmountable tensions and stresses the everyday life brings. Academically, both teachers and students need humor to add flavor and spice to teaching and learning, to lighten and loosen up or to find enjoyment while in the process of sharing and absorbing knowledge. This is specifically germane to second language literacy where students mostly feel distressed, apprehension or worse, frustration, while on the course of learning. Students’ fear of committing mistakes in grammar and fluency in speaking and writing and their dread to communicate and express spontaneously using the target language, impede the attainment of the subject competencies. With this status quo in the English language classroom, this paper maintains that the teachers’ craft in the use of humor in multiple languages, that is, bilingual or multilingual skills, assists them in establishing a nonhostile, welcoming attitude towards learning English. Hence, the effective utilization and desirable impact of code-switched humor is viewed as a suitable option the teacher could use in the English language classroom.

This study advocates the notion of being “serious” in employing code-switched humor as the research outcomes bring light to its potential useful benefits in the English language classroom as revealed in the responses of both teachers and students and as observed in the interaction of the teacher- demonstrators and learners. These empirical pieces of evidence are hoped to substantiate the paper’s inferences and to attain its primary aim, that is, to contribute to the body of knowledge by providing input for enhancing the English language instruction.

The systematic analysis of data navigated towards the validation of relevant theories and findings of previous related studies which provided a

solid anchor to authenticate the paper's understanding and interpretation of the key concept being investigated. Moreover, this segment unravels the interwoven responses of participant-teachers' vis-à-vis participant-students' that bring forth the synthesis of significant findings on the use of code-switched humor in the English language classroom.

The starting point of the data-gathering was the administration of the qualifying assessment to participant-teachers in which the finding revealed that 72% of them use code-switched humor in their English language classroom and that they implement it often whenever possible especially when the atmosphere becomes too formal or serious. The use of code-switched humor serves as a tool they can always resort to depending on the learning situation. Due to its gaining prominence among language users based on the narrative's findings through the participants' responses, this paper views code-switched humor as an emerging phenomenon. It is generally contextual and embedded in the culture which the speaker and the hearer commonly share. In the case of the teacher and students, a single code-switched humor utterance in the classroom triggers reactions. Exchanges of similar language construction are evident, thus, a manifestation of a mutual recognition of the phenomenon. While the term "phenomenon" connotes influence that significantly affects the lives of people, scholars regarded both humor and code-switching (in a separate context) as phenomena due to the gaining social approval in the utility of both:

- Verschueren (2017) "*humor phenomenon*"
- Ashipaoloye (2013) "*humor a social phenomenon*"
- Baysac (2017) "*humor phenomenon*"
- Mintz (2001) "*Humor: Social and Cultural Phenomenon*"
- Fitria (2014) "*Code-switching Phenomenon*"
- Bhatti, Said, Shamsudin (2018) "*Phenomenon of Alternation: Code-switching*"
- Almalki & Mahdi (2019) "*Code-switching Phenomenon*"

Code-switched humor coupled with variety of 21st century teaching strategies proved teachers' consideration of learners' diversity. Twenty first century learners' reported attributes towards learning suggest congruent instructional approaches the teachers must carefully plan and implement. They are the digital natives who are immersed in technology particularly gadgets resulting in a short attention span when in class. Therefore, this combination of techniques is proven an effective blend of formula to match with students' learning styles.

Participant-teachers' delivery of code-switched humor is revealed to be unplanned and mostly unscripted. This manifested their natural style of

humor in the English language classroom that even without prior preparation, they can go off effectively funny and amusing in front of their students. Expected hilarity in teacher's utterance can become stiff, dry and lame when receivers notice its scripted delivery. A comedy which appears to be unnatural, will not seem to be genuine and therefore dissuades comfortable and beneficial classroom atmosphere (Halula, 2013).

On the contrary, spontaneous, unplanned code-switched humor in the English language classroom creates an impression that the teacher has a profound knowledge and exposure to the cultural aspect of language. An expert humorist instructor juggles the daily routine of imparting knowledge and bringing laughter to the class. One of his top practices with humor are mostly unstructured, impromptu, and surprising variety (Deiter, 2000). This is evident in the adept execution of language alternation (code-switching) in conjunction with the skillful conveyance of humor in the discourse. Even scholars in the past believed that effective use of humor and language necessitates familiarity with the cultural and language conventions of a particular society. As Hall (1959) opines, competence to comprehend and utilize humor suitably is seen as a trademark of achieving an inherent ability in the use of a certain language. This finding ascertains that participant-teachers are proficient in their use of code-switched humor in the English language classroom.

Though this deduction dominated the premise (based on the responses) that code-switched humor must be planned and well-structured before the delivery of instruction, it is further recommended that humor must be framed and pre-constructed within the subject content. Whether it be verbal code-switched humor or instructional, for humor to impact learning, it must be strategically planned and well-thought. Witty and amusing remarks or dialogues can be knotted to the course content using lecture planners for framing relevant classroom activities and tasks (Ocon, 2015). Aristotle apparently held that the preeminent technique to bring spectators into laughter was to "set up an expectation and deliver something 'that gives a twist'" (Smuts, 2009).

Putting high regard on humor being effective in education also indicates deliberate organization and setting-up of teaching-learning expectations and a thoughtful integration of ways on how to reduce affective filters among learners. Banking on this disposition are the teachers who are not considered to be natural humorists who fear or feel disinclined to, seem inadequate or lack flexibility in the use of humor in the classroom (Ali et al., 2015; Forman, 2011; Kang, 2017; Mingzheng, 2012; Morrison, 2008; Petraki & Nguyen, 2016; Salehi & Hesabi, 2014; Tamblyn, 2003). For this instance, jokes can be considered a form of jeopardy humor which can pose a threat relative to the probable strong punch or

waning and not sounding to be as funny as expected accompanied by awkwardness or disgrace (Deiter, 2000). Thus, both spontaneous like humorous comments during lectures and planned humor like those included in the lessons and topic presentations must be blended together for the target dynamic learning environment (Pham, 2014).

While unstructured classroom witticisms create impact, humor, if to be used as an instructional material must be structured and well-devised. Boverie, et.al. (1994) and Buckman (2010) postulate that maintaining humor associations with lesson will create a blend of “student laughing and learning”. Planning humor in lessons coupled with its effective delivery in class will ensure the attainment of a lively and learning-conducive classroom environment. In this way, teachers who consider themselves as non-natural humorist can gain benefits from it. Stroud (2013) proposes that teachers must be open to the possibility of using humor as a catalyst for changing the negative notion about EFL learning. He further suggests its regular practice towards acquiring its best benefits in the classroom such as implementation of humor in verbal discussions including gestures and application of humor in the preparation of instructional materials.

Juxtaposing planned humor to its connectedness to the English language classroom lessons were the affirmative responses of participant-teachers regarding its favorable impact when it is relevant to their instruction. Hill (1988) and Berger (1993) regarded it as “instructional humor,” an appropriate hilarity that is embedded in the lesson content. The majority of teachers and students professed that a code-switched humor that is incorporated to the topic will likely have a bearing on lesson retention and eventually smooth assimilation of significant concepts and competencies in the English language classroom. Classroom witticisms when used and integrated appropriately with topic discourses will bring about stimulating effects that will boost cognition and enhance memory. Similar vantage point was expressed by participant-students that there is ease in remembering the lesson when code-switched humor is employed. A happy and lively classroom atmosphere will not only make the students listen but also produce receptive minds to learning.

English language classroom teachers are particularly challenged when students exhibit withdrawn attitude towards learning the second language. Dulay and Burt (1977) were the foremost proponents of “affective filter” and was cited in Krashen (1985), who contended that students learn second languages if they attain coherent idea and if their “affective or emotional filters” are taken down to permit the idea in. He further explicated that a higher “affective filter” will lead to the obstruction of second language learning, hence, it serves as a barricade to learning

acquisition. The researcher is cognizant of the undesirable effects of this filter to English language classroom learning, therefore, she proposes the application of diversified strategies that includes the integration of code-switched humor.

Code-switching and humor combined, for many scholars (past and recent studies) eliminate anxiety and establish rapport among interlocutors (Abdullah & Akhter, 2015; Alenezi, 2010; Baron, 1978; Bashir 2015; Bhatti et. Al., 2018; Bozorghian & Fallapour, 2015; Brice & Roseberry-McKibbin, 2001; Buckman, 2010; Chabeli, 2008; Clegg & Afitska, 2011; Fachriyah, 2017; Ferguson, 2003; Hamid, 2016; Kristmanson, 2000; Lee, 2010; Malik, 2014; McMillan & Rivers, 2011; Rahimi, 2013; Sert, 2005; Simasiku 2014; Wanzer, 2009). Code-switched humor in the English language classroom results into high enthusiasm and low affective filters, thus, marks a fluid ingress of second language input among learners.

In view of the fused advantages of the two phenomena, both participant-teachers and students held that humor has more impact when it is code-switched. They both agree that humor delivered in a language that the hearer is familiar with (native language) will be well understood and consequently, produces a genuine laughter. Using the language they are familiar with serves as a scaffold to fully grasp comicality of utterances (Davies, 2016). Code-switching and humor are both culture-based and that the effectiveness of the application of humor lies on established conventions or mutual cognizance among language speakers in a certain community. Humor fused with a certain language setting constructs a fundamental fragment of that cultural context. Understanding ethnic inference is essential to appreciate a code-switched humor. Receivers will laugh if the comment/dialogue and the article of humor is familiar to them. This paper centers on the practical use and impact of code-switched humor in the English language classroom, therefore, principles of pragmatics are considered. Examining several theories of humor that are linked to pragmatics, one that emerges in association with code-switched humor is incongruity theory derived originally from classic proponents Cicero, Kant, Kierkegaard, Schopenhauer (as cited in Kulka, 2007). Cicero stated that the general type of jest is that when you anticipate something and another is delivered, it is where your frustrated anticipation produces laughter. On the other hand, Kant postulated that laughter is fondness ascending from unexpected alteration of stiffed anticipation into unknown (Morreall 1987a). While Schopenhauer elaborated laughter as an abrupt discernment of incongruity, Morreall underscored the one that provokes laughter is not only the alteration of psychosomatic condition but the alteration must be abrupt to make it more funny (Morreall 1987b). Highlighting these gists, what makes code-switched humor incongruous is the intentional shift from one language to another (from English

to native language and vice versa) to impact humor in the English classroom setting. The ideal English language classroom linguistic structure requires teachers to strictly adhere to the 'English Only Policy' and with the use of code-switched humor, students' perception of a typical English language classroom teacher alters. The sudden change in perception triggers laughter, hence, the incongruity, particularly with the teacher's derivation of humor reference like *hugot* or pull-out lines from social media, television series or advertisements that students find amusing especially hearing these from their teachers. The view that it is uncommon for teachers, who are regarded as the "authority" in the classroom, to utter these "millennial" lines/expressions complements the element of surprise due to rule-breaking and novelty.

Concomitant to the incongruity theory, another angle that links to the pragmatic nature of code-switched humor is the violation of Gricean Maxims. Grice's theory on Cooperative Principle postulates that interlocutors in a discourse conform to standards to guarantee effective communication (Levinson, 1983). These principles otherwise known as maxims are: Maxim of Quality (utterance must be factual), Maxim of Quantity (utterance must be informative, details must not be in excess nor in deficiency), Maxim of Relevance (utterance must establish connection), and Maxim of Manner (utterance must be short, direct and simple). However, speakers do not always follow these principles in their daily conversation for a variety of reasons. One motive is to produce humor in their expressions. When maxims are flouted, incongruity follows whereas funny connotation is revealed, duality in meaning is realized, and absurdity is seen as comical.

For a successful delivery of humor, deliberate breaching of the Cooperative Principles necessitates knack for wit generation. This proficiency is associated with the speaker's consideration of the listener's cultural background, age or maturity and even their humor preferences. Both groups of participants relate that teachers demonstrate efforts in going along with the vibe of the students in the English language classroom. Their creation of humorous learning situations is grounded on the students' penchants and inclinations. They admittedly declared that they put effort in discovering these likings such as the students' fondness in *hugot*/pull-out lines specifically about being in love or getting emotionally hurt. Since this is a trend in young people's utterances and they could easily relate to these expressions, teachers' mostly use it as an effective code-switched humor reference in the English language classroom. Another aspect that the participant-teachers consider in the use of code-switched humor is the students' level of maturity. They specified that code-switched humor must be suitable and appropriate to the target audience since humor is not "one size fits all." Students' reception of a particular humor might be offensive for some but lenient for others. Teachers are the ones who decide and serve as focal figure in the management of classroom situations and if teaching is adjusted to particular

cognitive or affective abilities, it would be likely that, students would attain advanced levels of success in learning (Doyle & Rutherford, 2010). Inappropriate use of code-switched humor may lead to the destruction of teacher's instructional plan. Students might fail to grasp the point of the lesson and just focus on the joke or hilarious segment of the lecture. To shun this possibility, it is suggested that teachers may plot a strategy to discern where to insert and exploit code-switched humor in the English language classroom and have an explicit instructional objective behind its use. Although this study focuses mainly on the verbal code-switched humor, it may be supplementary to their instruction to utilize this practice as a useful pedagogy implemented through careful planning of teaching materials coupled with adept execution to successfully affect second language learning.

As the investigation proceeded, teachers' pool of answers exposed that their use of code-switched humor serves as a bait to get the students' attention that was positively validated from the latter's responses. Several studies support the directing stimulus provided by humor and code-switching phenomenon among students in the classroom, as mentioned earlier, both eliminate anxiety and establish rapport between teachers and students. Goodman (1995) conjectures that there is link between "Ha Ha and AHA!" When students' attention is caught, processing and deepening of ideas follow, hence, retention of content is attained.

Moreover, the effectiveness of code-switched humor warrants building connection and bond with learners. It is an effective way for teachers to establish solidarity and motivating language setting for students (Bozorgian & Fallahpour, 2015; Brice & Roseberry-McKibbin, 2001; Ferguson, 2003). Participants (teachers and students) maintained that when affective filter becomes low and good relationship is maintained, students' attention and focus on the lesson is captured all through out the English language classroom lecture sessions. They further upheld that effective use of code-switched humor technique ensures an enjoyable language learning that leads to the mastery of linguistic key concepts that helps them to be engaged in the performance of various classroom activities. Moreover, it is hoped that these essential findings would have a bearing on the enhancement of the English language instruction particularly on students' intrinsic motivation and initiative in learning a second language.

In the latter part of the analysis of the interview and focus group discussion transcriptions, participant-teachers' responses matched that of students' in terms of humor preferences in the English language classroom. Teachers use combination of varied types of code-switched humor depending on the focus of the discussion, classroom situation and students' age level. It appeared that the insertion of *hugot*/pull-out lines in the English language classroom discussions was the most frequent answers from both participants. *Hugot* is a coined Tagalog

term which means “to pull out” emotions or passions from one’s experiences (Arias & Sencil, 2017). Its sense is commonly connotative or figurative blending together strikingly emotional statements (sometimes exaggerated) and humor. *Hugot* lines when delivered are with unusual or intentional serious tone while the humorous element features word or phrase embellishments that automatically connect to the hearers and usually produce overly emphatic reactions that leads to hilarity. The *hugot* culture is a present-day paradox that merges two contradictory concepts of seriousness and humor. The conflicting linguistic component of utterance evidently shows absurdity and obscurity, hence, a validation of incongruity theory of humor.

The use of *hugot*/pull-out lines explicitly reveal the mutual cognizance of the statements’ figurative meaning through the synchronized exchanges, the perception of the sender and the reaction of the receiver. This verifies the claim mentioned earlier by both participants that teachers make effort to be at par with the interests of the students by being exposed to modern-day millennial languages. Furthermore, provision of more actual code-switched *hugot*/ pull-out line examples will be presented in the latter part of data analysis of this section.

While the popularity of these *hugot*/ pull-out lines is mainly due to its promotional channels commonly found and heard in social media, television drama series, or advertisements, some teachers also exploit these avenues to acquire code-switched humor references like famous or familiar lines or dialogues to add spice in their English language classroom discussions. They confidently related their skillful mimicry of these popular expressions. Additionally, some teachers also code-switch lines of Vice Ganda (Filipino comedian), characters from television series “Kadenang Ginto” (Cassie and Marga) and even dialogues of heroes from the students’ favorite online game called Mobile Legends.

Furthermore, both group of participants certified that they are entertained with code-switched humor combined with gestures, facial expressions, tone, and intentional change of voice or pronunciation. Teachers transform into stage actors and actresses when they are in front of their students. They consider their learners as spectators, their instructional materials as props and the classroom as their stage while they apply a theatrical-like setting like platform performers (Buckman, 2010). For Schwartz (2013), teaching is more of performing with an extra-ordinary dynamism and a creative presentation of the profession. They are tested to determine instructional material strategies they would utilize and to discern ways on how these components could be incorporated into the classroom and this prompts English language classroom teachers to develop their own technique in making the delivery of code-switched humor functional and purposeful. Participant-students confirmed that their teachers’ techniques of creating humor in the class are effective. Students also added that they enjoy

code-switched corny/worn-out jokes and narration of funny stories combined with the above-mentioned personal strategies of teachers to enhance the comicality of code-switched humor.

It can therefore be deduced from these findings through the participants' (teachers and students) responses regarding their humor preferences in the English language classroom, that teachers' resourcefulness and creativity can be maximized to achieve the potential benefits of code-switched humor in the English language classroom as this aids in the students' gradual development in learning the second language.

While focusing on this lens and grounded on the researcher's observation, seemingly there is no direct course reinforced by institutional bodies that humor and code-switching are beneficial to learning. Indeed, there were several research conducted related to this study but there were no lecture discussions initiated to support it. The innovation of code-switched humor at its "plain text instructional craft" can be more expounded by the teachers, learning advocates and many educational experts even private sectors. This can lead to its improvement and help convert it to a recognized learning material polished through learning action cells or online communications specifically group chats that will aid efficacy in the English language instruction.

Teacher discussions may be done, as this type is proven to have impact on learners and may be intensified along with the strategies and techniques on how to deliver it not only in the English subject but also applicable to all disciplines because of its demonstrated favorable outcome in learning. On a similar vein, future researchers are encouraged to promote interest in the study of code-switched humor in different languages in the Philippines as this paper focuses on one linguistic area in North Luzon which is Pampanga. It is further suggested that similar papers be pursued regarding the role of code-switched humor in other fields or disciplines.

The third part of the data analysis that deals with the last research objective includes the description of the interaction between the teacher/speaker and students in the context of the speaker's use of code-switched humor in the English language classroom. After examining the transcribed video-recorded teaching demonstration of the researcher's two (2) colleagues, appropriate use of code-switched humor was generally observed and thus, leads to the validation of the previously professed inference regarding its advantages in the English language classroom. Both teachers demonstrated composure, dynamism and creativity in their delivery of instruction and therefore, set a contagious vibrant mood in the classroom. The code-switched humor's intended impact functioned in the establishment of good interpersonal relationship and rapport among the speaker and listeners as manifested in their meaningful exchanges. The

welcoming cheerful mood exhibited a non-threatening English language classroom setting that was conspicuously seen in the audiences' reactions. None of them was anxious nor intimidated to respond to teacher's queries. Despite the use of code-switched humor and students' hilarious feedbacks, it appeared that the lesson was not diverted because of the teachers' control and technique of classroom facilitation. The application of code-switched humor in between discussion was prolific in which teachers' expertise in juggling three languages (English, Kapampangan, and Tagalog) in their utterances was effectively demonstrated. Variety of code-switched humor types were heard in the classroom like *hugot*/pull-out lines, famous lines from TV personalities and advertisements, word association (double meaning) jokes combined with gestures/body movements, tone, and facial expressions. Notably, these code-switched humors are germane to the subject content, the reason why the discussion was not swayed but instead focus on the concepts was maintained.

Exemplifying the facilitators' dominating styles, teacher demonstrator 1 is more of a singer and dancer who allowed his students to sing while he dances and teacher demonstrator 2 is a stage actor who put up a "stage show" performance while discussing concepts. Consequently, the students' attention was captured and the learning of significant concepts was attained based on the result of formal assessment and evaluation at the end of the lesson.

A cautious note for teachers, on the other hand, is given regarding the excessive use of code-switched humor in the English language classroom which can become detrimental to learning if not properly regulated in the classroom. It is best to plan its integration to lesson content and design a pedagogical objective for its utility. Crafting well-thought code-switched humor-relevant teaching tools and devices will ensure a fruitful and enjoyable learning experience for the students.

In the final analysis, the exceptional influence of code-switched humor in the English language classroom may be reckoned in parallel with the existing tested instructional strategies in the field. Metaphorically, this study regarded it as a suitable "spell" that captivates learners' elusive attention, a spice that adds life to the seemingly uninteresting classroom atmosphere, and a flavor that heightens the richness of learning ingredients toward skill acquisition and mastery. In this end, through the teachers' application of code-switched humor, students may realize that learning a second language is not a burden, nor is it a complicated route with hurdles and thorns. Instead, it is an enjoyable and gratifying journey that leads them to becoming globally competent communicators.

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