

Implication of Code-Switching in English Language Classroom

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Abstract. Code-switching has become pronounced in a learning environment where students are encouraged to use different languages in various classroom activities. To understand this, the study investigated the implications of code-switching, specifically in English language classrooms. A descriptive, causal-comparative design was employed through a stratified random sampling procedure, involving sixty (60) respondents from English language classrooms. Descriptive and inferential statistics were employed to analyze the collected data. Results revealed that the respondents had demonstrated a moderate increase in overall attitudes towards code-switching, indicating a high level of implication. No significant differences were found in the perceived functions of code-switching among students when data were grouped by gender, age, and year level. However, a significant difference was identified when the data were grouped by course. This aligns with Myers-Scotton's Language Contact theory, which elucidates the structural patterns and systematic grammatical relationships associated with code-switching in a learning environment. Hence, this study highlights the demand for code-switching as a learning strategy that influences the teaching and learning process.

Keywords: Code-switching; English language; English language classroom; Learning environment.

1.0 Introduction

Code-switching is the practice of interchanging between a native language and another language throughout a single conversation. Teachers employ code-switching as a supportive strategy that enhances teaching and learning, helps clarify concepts, and eases communication barriers between teachers and students (Jogulu, 2024). This phenomenon is especially pronounced in bilingual environments, such as English-language classrooms, where students often navigate between their native language and English during various learning activities. While code-switching can serve as a valuable communication tool, expanding ideas and facilitating understanding of unfamiliar concepts that cannot be directly explained in the target language, its pervasive use in English-language instruction raises significant concerns about its potential implications for language acquisition.

The integration of code-switching as a teaching method is often intended to bridge linguistic gaps that can inadvertently hinder the progress of English language learners. According to Domede (2023), some students are concerned that code-switching can be a barrier to their progress in English. She added that the concerns have been stated, leading to a disruption in the flow of instructions. Meanwhile, Acharya (2024) noted that code-switching can help manage classroom dynamics, facilitate discussions, and make the learning environment more relatable and enjoyable. This observation is supported by studies showing a high prevalence of code-switching in English-language classrooms. The historical trajectory of the Philippine educational system highlights the complex

interplay of languages in the classroom. While Filipino teachers are often expected to use English exclusively in content courses as prescribed by the Bilingual Education Policy, code-switching remains common. This consistent use, which can be beneficial for immediate comprehension at times, can lead to over-reliance among students that could hinder their development of accuracy and fluency in English. Recognizing this critical dynamic, this research aimed to ascertain the implications of code-switching within English language classrooms. The findings of this study are significant for informing language policy and pedagogical practices within educational institutions, particularly by advocating a reduction in excessive reliance on code-switching and promoting greater use of English as the primary medium of instruction.

2.0 Methodology

2.1 Research Design

This study employed a descriptive, causal-comparative research design to determine the implications of code-switching among students in English language classrooms, gathering quantitative data through surveys on students' perceptions of code-switching as a teaching strategy.

2.2 Research Locale

This study was conducted at Sulu State College, College of Arts and Sciences. The institution is situated in Jolo Municipality, and specific departments utilize code-switching as a teaching strategy in English language classrooms, making this locale suitable for this study.

2.3 Research Participants

The respondents of this study consisted of sixty (60) students. Only students officially enrolled in the College of Arts and Sciences during the academic year 2024-2025, across the various programs, were considered. The programs included a Bachelor of Arts in English Language Studies, a Bachelor of Arts in History, a Bachelor of Arts in Islamic Studies, a Bachelor of Science in Biology, a Bachelor of Science in Criminology, and a Bachelor of Science in Social Work. Respondents were identified through stratification by course. A simple random sampling lottery was then used to select participants from each stratum. This ensured equal representation from all six (6) different programs and facilitated an unbiased selection.

2.4 Research Instrument

The primary instruments used in this study were adopted and patterned after those used in the study by Domede (2023), which highlights the implications of code-switching, and the study by Noor Al-Qaysi (2019), which addressed attitudes towards code-switching. The instrument consisted of twenty-two (22) items that were divided into two parts. Part I examined the implications of code-switching in English classrooms, while Part II explored attitudes towards code-switching.

To ensure the instrument's validity, two college experts were tasked with scrutinizing its applicability and suitability, considering the local context and the respondents. In the aspect of reliability, this study employed Cronbach's alpha as a measure of internal consistency for the instrument. For the first part of the instrument, the ten (10) item scale yielded a .824, which falls within the "good" range, indicating reasonable construct and reliability for use in research. For the second part of the instrument, the twelve (12) items scale garnered a .875, which falls within the "good" range, also indicating the construct reliability of the construct suitable for use in research.

2.5 Data Gathering Procedure

The data gathering was personally conducted by the researchers for all sixty (60) students from the different programs in the College of Arts and Sciences. A permit to administer the questionnaire was sought from the Language Department Head and subsequently from the Dean of the College of Arts and Sciences at Sulu State College. Afterward, the approved permit was shown to the faculty in charge of the various programs to obtain approval to launch and administer the program, as well as to retrieve the questionnaire. Informed consent was obtained from all respondents, with strong emphasis on adherence to ethical standards to safeguard their data. The researchers extended their commitment by guiding students in completing the survey without influencing their responses. The gathered data were tallied in MS Excel and analyzed and interpreted using SPSS version 22.

2.6 Data Analysis

Both descriptive and inferential statistical analyses were used to analyze the data. Descriptive statistics (e.g., mean,

standard deviation) were used to determine respondents' overall attitude and implications of code-switching in English classrooms. Meanwhile, inferential statistics (e.g., regression test, *t*-test for an independent sample, and One-way ANOVA) were used to explore the impacts of the respondents' overall attitude towards the supposed functions of code-switching, and the significant differences in the extent of supposed functions of code-switching when data are grouped according to respondents' socio-demographic profile.

2.7 Ethical Considerations

This study adhered to universal ethical standards, as outlined in the informed consent form. Informed consent is a process in which respondents are provided with adequate knowledge of the study's objectives, risks, and benefits before they agree to participate. The researcher ensured confidentiality by safeguarding personal data and presenting the information in a collective format, thereby preventing individual identification.

3.0 Results and Discussions

3.1 Attitudes of the Students Toward Code-Switching in English Classrooms

Table 1 presents students' overall attitudes toward code-switching in English classrooms. It can be gleaned from this table that the respondents generally obtained a mean score for each item, ranging from 3.78 (standard deviation = 0.94) to 4.20 (standard deviation = 0.84), indicating generally positive attitudes towards code-switching across all items. Furthermore, the overall attitude obtained a composite mean score of 4.05 with a standard deviation of .61, which was rated as "High," supporting the findings that students, on average, hold positive attitudes towards code-switching.

More specifically, statement number eight garnered the highest mean of 4.20 with a standard deviation of .84, which is rated as "High", and states "Code-switching encourages me to participate in the English classroom." Jogulu (2024) found that students frequently engage in code-switching to support their language learning. It was found to help create a comfortable learning environment and improve comprehension of the material being taught. Moreover, Acharya (2024) noted that code-switching served as a facilitator in English classrooms, enhancing interactions between teachers and students and making the learning process more effective and engaging.

Table 1. Overall Attitudes of the Students Toward Code-Switching in English Classrooms

Statements	Mean	S.D.	Description
1. Code-switching enhances my communication skills.	4.00	.94	High
2. Code-switching helps me develop my language skills.	4.05	1.11	High
3. Code-switching minimizes my exposure to the target language.	3.87	.93	High
4. Code-switching affects my English language learning positively.	4.00	1.06	High
5. Code-switching allows me to understand better.	4.38	.87	High
6. Code-switching helps me to convey new words easily.	4.07	.82	High
7. Code-switching makes me feel more comfortable and confident inside the classroom.	4.08	1.01	High
8. Code-switching encourages me to participate in the English classroom.	4.20	.84	High
9. Code-switching helps me to practice the second language.	3.97	.99	High
10. Code-switching is useful for me to provide immediate feedback.	4.05	.87	High
11. The usage of code-switching attracts my attention.	3.78	.94	High
12. Code-switching serves to establish rapport between students and teachers.	4.17	.89	High
Weighted Mean	4.05	.61	High

Legend: (5) 4.50 – 5.00=Very High; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very Low

3.2 Implication of Code-Switching in English Classrooms

Table 2 shows the implications of code-switching in English classrooms. It can be gleaned from this table that the respondents generally obtained a mean score for each item, ranging from 3.47 (standard deviation = 1.30) to 4.07 (standard deviation = 0.954), indicating generally positive implications of code-switching across all items. Furthermore, the overall implication of code-switching yielded a composite mean score of 3.88 with a standard deviation of 0.66, which rated it as "High," supporting the findings that students, on average, hold positive implications of code-switching.

More specifically, statement number five garnered the highest mean of 4.07 with a standard deviation of .95, which is rated as "high", and states "I think using Bahasa Sug in the English classroom helps facilitate learning." The finding suggests that code-switching has significant pedagogical implications. It has been recognized as a valuable tool for language acquisition; however, this study emphasizes the need to use code-switching strategically and to

gradually reduce it as learners progress in their language skills (Jogulu, 2024). Acharya (2024) noted that teachers employ code-switching to clarify complex concepts and ensure students grasp the material. This has also been seen as more comfortable with students who have been exposed to code-switching.

Table 2. *Implications of Code-Switching in English Classrooms*

Statements	Mean	S.D.	Description
1. I would prefer my teacher to use Bahasa Sug and English in the classroom.	3.98	1.03	High
2. Teachers should explain difficult English words in Bahasa Sug.	3.82	1.08	High
3. It is difficult for me to concentrate in English classes when the teachers use English only.	3.47	1.30	Moderate
4. I find it helpful when teachers use Bahasa Sug when teaching English.	3.90	1.10	High
5. I think using Bahasa Sug in English classrooms helps facilitate learning.	4.07	.95	High
6. I understand the English lesson more when it is explained in Bahasa Sug.	3.93	1.02	High
7. I enjoy English lessons more when my teacher uses Bahasa Sug in the classroom.	3.80	.94	High
8. The English is more interesting when the teacher uses Bahasa Sug in the classroom.	3.73	1.22	High
9. I am more focused on learning English when my teacher uses Bahasa Sug to explain new words and phrases.	4.03	.94	High
10. I feel at ease and motivated to learn English when my teacher uses Bahasa Sug in the classroom.	4.05	.91	High
Weighted Mean	3.88	.66	High

Legend: (5) 4.50 – 5.00=Very High; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very Low

3.3 Impact of Code-Switching in English Classrooms

Table 3 reflects the impact of code-switching in English classrooms. This table indicates a significant relationship between the implication and attitude towards code-switching ($B = .35$, $t = 3.03$, $p = .004$). The standardized coefficient ($b = .37$) suggests a moderately positive relationship. This means that as attitudes towards code-switching become more positive, the implications of code-switching tend to increase moderately. The model's intercept ($B=2.72$) indicates that the predicted implication of code-switching when the attitude towards code-switching is 2.72. Sampurna (2023) reported that code-switching was commonly used within a single sentence to tag phrases that facilitate students' understanding. The teacher employed code-switching to facilitate students' understanding of complex concepts and make English lessons more accessible, enabling students to grasp the material within this learning environment.

Table 3. *Impacts of Code-Switching in English Classrooms*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.72	.45	6.07	.000
	Attitude Towards Code-Switching	.35	.11	.37*	.004

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1- 0.30=Low; 0.3-0.5=0=Moderate; 0.5- 0.7=0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

3.4 Differences in the Implication of the Supposed Functions of Code-Switching in English Classrooms Among Students

Table 4 shows that the implications of the supposed functions of code-switching in English classrooms among students significantly vary when they are grouped by gender. It can be inferred from this table that, in general, the overall mean differences and t-values obtained under this category indicate no significant difference in the supposed functions of code-switching among students by gender. This finding aligns with Al-Qaysi's (2019) study, which found that gender, age, academic rank, and teaching experience have no significant effects on educators' attitudes toward code-switching. The author believed that code-switching would be an encouraging and practical educational approach to be deployed in higher education contexts. This notion may resonate with students, as they are often considered the model of language learning.

Table 4. *Implications of the Supposed Functions of Code-Switching in English Classrooms in Terms of Gender*

Variables	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Implication of Code-Switching	Male	4.09	.51	.07	.41	.683	Not Significant
	Female	4.02	.68				
Attitude Towards Code-Switching	Male	3.86	.61	-.03	-.18	.857	Not Significant
	Female	3.89	.69				

*Significant at Alpha 0.05

Table 5 shows that the implications of the supposed functions of code-switching in English classrooms differ significantly across age groups. From this table, the overall mean differences and t-values obtained in this category indicate that there is no significant difference in the supposed functions of code-switching among students by age. According to Villanueva & Gamiao (2022), tracing the history of the Philippine educational system in terms of the language (s) of instruction used, particularly in the basic education curriculum, reveals that the country has undergone numerous bilingual education setups driven by circumstances and studies in this area. In Philippine classroom discourse, Arugay (2023) found that code-switching is a linguistic phenomenon common among public school teachers, playing a significant role in classroom dynamics and facilitating better understanding among students who are bilingual or multilingual, allowing teachers to communicate more effectively.

Table 5. *Implication of the Supposed Functions of Code-Switching in English Classrooms in Terms of Age*

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Implication of Code-Switching	Between Groups	1.20	3	.39	1.07	.369	Not
	Within Groups	20.89	56	.37			Significant
	Total	22.09	59				
Attitude Towards Code-Switching	Between Groups	1.42	3	.47	1.11	.354	Not
	Within Groups	24.02	56	.43			Significant
	Total	25.44	59				

*Significant at Alpha 0.05

Table 6 shows that the implications of the supposed functions of code-switching in English classrooms among students vary significantly across courses. From this table, the overall mean differences and t-values obtained under this category indicate no significant difference in the implications of code-switching. However, it reveals a significant difference in attitudes towards code-switching across courses. In the study by Costales & Biocan (2023), code-switching has received considerable attention in classroom instruction from Filipino scholars. Code-switching practice in college involves teachers and students conveying ideas by switching between two or more languages during a conversation. This implies the existing disparities among the respondents in this study.

Table 6. *Implication of the Supposed Functions of Code-Switching in English Classrooms in Terms of Course*

Table 6: Implication of the Supposed Functions of Code Switching in English Classrooms in Terms of Source							
	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.	Description
Implication of Code-Switching	Between Groups	1.09	5	.22	.56	.728	Not
	Within Groups	20.99	54	.39			Significant
	Total	22.09	59				
Attitude Towards Code-Switching	Between Groups	4.52	5	.90	2.33	.055	
	Within Groups	20.92	54	.39			Significant
	Total	25.44	59				

*Significant at Alpha 0.05

Post-hoc analysis using the Tukey HSD Test was conducted to determine which groups, classified by course, had different mean levels in areas related to students' perceived functions of code-switching in English classrooms. The analysis, as shown in Table 7, indicates that the difference in the means of the supposed functions of code-switching in English classrooms, as perceived by students, is obtained by subtracting the lower group mean from the higher group mean. Regarding code-switching, the BSSW group showed a mean difference of -.86 (SE = 0.28; $p = 0.035$), which is significant at $\alpha = 0.05$ compared to the BAELS level group. Therefore, within this sub-category, no other student groups are expected to have a better understanding of the functions of code-switching in English classrooms than BAELS students.

Table 8 shows that the implications of the supposed functions of code-switching in English classrooms among students vary significantly across year levels. From this table, the overall mean differences and t-values obtained under this category indicate no significant difference in the supposed functions of code-switching among students by year level. The respondents' mean scores indicated a high level of perceived appreciation for code-switching in English classrooms, with no variation in their perceptions of the phenomenon. This implies that it can be both advantageous and disadvantageous at some point.

Table 7. *Post Hoc Analysis: Differences in the Supposed Functions of Code-Switching in English Classrooms When Data are Grouped in Terms of Course as Perceived by Students*

Dependent Variable	(I) Grouping Course	(J) Grouping Course	(I-J) Mean Difference	Std. Error	Sig.
Attitude Towards Code-Switching	BAELS	ABH	.24	.28	.954
		ABIS	.59	.28	.293
		BSBIO	.39	.28	.726
		BSCRIM	.57	.28	.330
	ABH	BSSW	.86*	.28	.035
		BAELS	-.24	.28	.954
		ABIS	.35	.28	.806
		BSBIO	.15	.28	.994
	ABIS	BSCRIM	.33	.28	.842
		BSSW	.62	.28	.243
		BAELS	-.59	.28	.293
		ABH	-.35	.28	.806
	BSBIO	BSBIO	-.20	.28	.979
		BSCRIM	-.02	.28	1.000
		BSSW	.27	.28	.925
		BAELS	-.39	.28	.726
	BSCRIM	ABH	-.15	.28	.994
		ABIS	.20	.28	.979
		BSCRIM	.18	.28	.987
		BSSW	.47	.28	.545
	BSSW	BAELS	-.57	.28	.330
		ABH	-.33	.28	.842
		ABIS	.02	.28	1.000
		BSBIO	-.18	.28	.987
		BSSW	.29	.28	.902
		BAELS	-.86*	.28	.035
		ABH	-.62	.28	.243
		ABIS	-.27	.28	.925
		BSBIO	-.47	.28	.545
		BSCRIM	-.29	.28	.902

*The mean difference is significant at the 0.05 level.

Arugay (2023) emphasized the importance of language policies in educational settings to accommodate the linguistic realities of both teachers and students. Lising et al. (2020) further noted that code-switching is used extensively among bilingual students who frequently alternate between Tagalog and English, reflecting their linguistic flexibility. This highlighted the importance of recognizing these linguistic practices as part of the natural development of language in multilingual environments.

Table 8. *Implication of the Supposed Functions of Code-Switching in English Classrooms in Terms of Year-Level*

Variables	Grouping Year Level	Mean	S. D.	Mean Difference	t	Sig.	Description
Implication of Code-Switching	Second Year	3.96	.50	.09	-1.07	.290	Not Significant
	Third Year	4.12	.68				
Attitude Towards Code-Switching	Second Year	3.79	.59	.12	-.89	.379	Not Significant
	Third Year	3.94	.71				

*Significant at Alpha 0.05

4.0 Conclusion

The findings of this study align with the Myers-Scotton Language Contact theory, specifically the Matrix

Language Frame Model, which elucidates the structural patterns and systematic grammatical relationships of the languages involved in code-switching, thereby aligning with the distinct characteristics of English in the Philippines. Moreover, Social constructivist Lev Vygotsky emphasized that learning takes place primarily in social and cultural settings rather than solely within the individual. The nature of teaching and learning in Philippine Education is highly dependent on the primary focus on students' understanding of the discussion. It tends to employ code-switching to deliver instruction and discussion, influenced by social and cultural settings.

Key findings from this study highlight the implications of Code-switching. Specifically, college students showed a high perceived implication of code-switching across all items. Moreover, they found a moderately significant relationship between the students' overall attitudes and their perceived impacts of code-switching. Moreover, this study revealed no significant differences in the perceived functions of code-switching among students by age, gender, or year level. However, an important difference emerged regarding the course. These disparities can be attributed to the findings in the study by Costales & Biocan (2023), which suggests that code-switching practice in college involves teachers and students conveying ideas by switching between two or more languages concurrently within a conversation.

These results underscore the importance of language policy in education. School Administrators may consider promoting additional resources and support for students, as well as providing professional development opportunities for English teachers to use English as the medium of instruction during English class. Faculty are encouraged to support students in minimizing code-switching and to encourage them to use English instead. Future researchers may consider exploring a wide gap to investigate the implications of code-switching approaches on diverse student populations.

5.0 Contributions of Authors

Isnira G. Sabdani led the conceptualization and realization of the study by gathering relevant information, analyzing, and consolidating the data. Naisha J. Gajir provided support in conceptualizing the study and assisted with its finalization. Rudimar D. Sakili led the administration and launch of the data-gathering for the study. Mardiya J. Balahim provided input on the study's findings.

6.0 Funding

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7.0 Conflict of Interests

There is no conflict of interest in this study.

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