

Students' Perspectives on Code-Switching in English Instruction

Troxie Gavect C. Torres

Tayasan National High School, Tayasan, Negros Oriental, Philippines

Author Email: troxiegavect.torres@deped.gov.ph

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Abstract. The study used a descriptive-correlational research design to examine students' perspectives on code-switching as an instructional strategy in teaching English. 120 Grade 7 students from Tayasan National High School and Tayasan National Science High School were selected through stratified random sampling. Data were collected via a structured questionnaire and analyzed using weighted mean, Spearman's Rank Correlation Coefficient, and Chi-Square tests. The study found that teachers frequently utilize code-switching (overall mean = 3.79, indicating a High extent of use) to enhance understanding and engagement, with this practice being particularly evident in demonstrating politeness (mean score = 4.03). Students perceive code-switching as highly effective (overall mean = 4.08, High extent), especially in explaining topics more clearly (mean score = 4.24). A significant relationship exists between teachers' use of code-switching and students' perception of its effectiveness, with positive impacts on engagement ($r_s = 0.338$, $p < .001$) and academic achievement ($r_s = 0.481$, $p < .001$). Moreover, mother tongue significantly affects students' perceptions, with Filipino and Sinugboanong Binisaya speakers finding it more beneficial than English speakers ($\chi^2 = 15.600$, $p = 0.004$). Other factors such as sex ($\chi^2 = 1.214$, $p = 0.545$), type of elementary education ($\chi^2 = 5.308$, $p = 0.070$), confidence in using English ($r_s = 0.084$, $p = 0.295$), and level of English proficiency ($r_s = 0.004$, $p = 0.968$) showed no significant relationship with students' perception of code-switching effectiveness. These results emphasize that code-switching is a valuable instructional strategy that enhances understanding and engagement, particularly for multilingual learners. Educators are encouraged to strategically balance code-switching with English immersion to foster language acquisition and proficiency.

Keywords: Code-switching; English instruction; Philippines; Student perspectives; Teaching methods.

1.0 Introduction

English has become an important language to master as a second language (ESL) due to globalization, which has made communication across different cultures and nations crucial (Rao, 2019). However, non-native English speakers need help with mastering the language. To aid in content acquisition and linguistic bridging, teachers use code-switching. Additionally, code-switching is used for tasks such as reformulation, facilitation, and scaffolding learning in diverse classrooms, going beyond communication and discourse enhancement (Mangila, 2019). Despite its benefits, there is an ongoing debate on the effectiveness of code-switching in English language teaching. While some argue that it helps bridge the gap between native languages and English (Cayanong, 2021; Villanueva et al., 2022; Borlongan, 2021), others suggest that it may hinder language acquisition (Agnà et al., 2022). There are conflicting opinions in the Philippines regarding the use of code-switching. According to Metila (2009), some people believe it displays poor language skills in both languages involved, implies that the speaker is uneducated, and can be irritating. Others are concerned that code-switching can corrupt the languages used. Due to these opposing views, many people are discouraged from using code-switching inside the classroom.

While existing research has significantly explored teachers' code-switching practices and their implications for language learning (Villanueva & Gamiao, 2022; Cacas, 2016; Borlongan, 2009), a research gap exists in understanding the phenomenon from the students' perspectives. Prior studies have primarily focused on the frequency and functions of teacher code-switching, often overlooking how students perceive its effectiveness and their preferences for its use in various instructional contexts. This study aims to fill this gap by investigating English junior high school students' perspectives on code-switching in English instruction. Specifically, it seeks to understand the frequency with which students perceive code-switching occurs in classroom activities such as class discussions, concept clarification, and participation. Notably, this research addresses the need to explore students' views on the effectiveness of code-switching for their learning and their preferred modes of instruction, aspects not sufficiently covered in previous studies. Furthermore, it aims to understand students' perceptions of how code-switching impacts their lessons, concept clarity, ability to express thoughts, and participation in discussions.

Conducted by an English Junior High School Teacher with 5 years of teaching experience, this research stems from firsthand observations of learners' struggles in English classes. In light of the Philippines' decline in the Programme for International Student Assessment (PISA) 2022 rankings, the researcher views code-switching as a potential solution to address inadequate language teaching strategies, particularly in improving English comprehension skills among students. Aligned with the United Nations Educational, Scientific and Cultural Organization's (UNESCO) 4th Sustainable Development Goal (SDG) on Quality Education, this study advocates for inclusive, equitable education and lifelong learning for all, emphasizing literacy and equal access for vulnerable groups. Code-switching serves as a tool to bridge the gap between students' native languages and English, fostering better understanding and supporting diverse learners in achieving literacy and full participation in education. Therefore, this study aims to deepen the understanding of teachers, school heads, and curriculum developers regarding students' perspectives on code-switching and its potential impact on English language learning. The findings of this research are significant for curriculum development and teaching strategies, providing crucial insights to enhance English proficiency among Filipino students and better prepare them for the challenges of a globalized world. Furthermore, the research contributes to developing culturally sensitive approaches to language instruction, considering learners' linguistic backgrounds and experiences.

2.0 Methodology

2.1 Research Design

The research used a descriptive-correlational design to gather data and analyze potential relationships. Firstly, the survey questionnaire was designed to collect data on the students' perspectives on code-switching, their language proficiency levels, and their opinions about its effectiveness in enhancing their understanding of concepts and participation in class discussions. Secondly, the questionnaire results aimed to analyze the relationships between several dependent and independent variables to describe how code-switching affects learners in various ways. Thirdly, the questionnaire results described how different variables relate, how code-switching affects language learning, and how English language teachers in the Philippines can better serve learners. Additionally, the researcher analyzed the relationship between several dependent variables, including the students' perception of code-switching effectiveness, its impact on their language acquisition and competence, and its effect on their understanding of concepts. The study further analyzed these dependent variables concerning the independent variables, such as teachers' frequency of utilizing code-switching, students' language backgrounds, and their preferences for language instruction. The research method determined the nature and strength of the relationship between these variables.

2.2 Research Locale

The study was carried out in the municipality of Tayasan. The Municipality of Tayasan is known for fishing, copra, and sugar cane, which form the backbone of its economy. Students from two public educational institutions in Tayasan participated in this study. These are students from Tayasan National High School and Tayasan National Science High School. First is Tayasan National High School, a bustling learning institution in Brgy. Matuog, Tayasan, Negros Oriental. Its team of 37 teachers, 5 of whom are English teachers, provided a strong foundation in language skills for classes averaging 41 students. This vibrant public school fostered a dynamic learning environment where a diverse community thrived. Meanwhile, Tayasan National Science High School, located in Brgy. Matuog, Tayasan, Negros Oriental. This school offered a solid learning environment, following the

Philippine Science High School curriculum. The classrooms, which averaged 38 students, were supported by 16 teachers, 3 of whom were English teachers. These institutions were well-equipped with essential facilities, including electricity, water, internet connectivity, a functional library, a computer lab, and a school canteen, making them conducive to learning.

2.3 Research Participants

The research participants comprised 120 Grade 7 Junior High School students from Tayasan National High School and Tayasan National Science High School. These students were officially enrolled for the school year 2024–2025. They were selected through stratified random sampling to provide insights into their perspectives on using code-switching as a mode of instruction in teaching English. The sample is representative of the population with a margin of error of 5%. The total population from both schools is 158. Specifically, from Tayasan National High School, with a total of 110 students, 84 participated in the study, and from Tayasan National Science High School, with a total of 48 students, 36 were included.

2.4 Research Instrument

This study utilized a questionnaire adapted from Zoraida Cacas' research, titled "Extent of Use of Teachers' Code-Switching as a Medium of Instruction in English." The questionnaire was administered online to gather data on students' perceptions of code-switching. It used questions to unravel the students' perspectives on using code-switching as a mode of instruction in teaching English.

To begin with, Part I of the questionnaire solicited the profile of the learners, aiming to determine the relationship between independent variables such as sex, mother tongue, elementary education background, English language confidence, and English proficiency level, and the students' perception of code-switching effectiveness. Next, Part II of the questionnaire aimed to determine how often teachers employed code-switching in class discussions, particularly in clarifying vague concepts and increasing class participation. Respondents used a rating system or table ranging from 1 to 5 to answer the questionnaire. These numerical values corresponded to verbal descriptions ranging from "Almost Always" at the high end to "Almost Never" at the low end. The research investigated several areas to determine how frequently teachers use code-switching, including "Emphasizing or Repeating Ideas", "Demonstrating Politeness", "Asking Questions", "Extending Invitations", "Engaging in Humor or playful Remarks", "Supporting or Validating points", "Citing or Referencing Quotations", and "Making Offhand Remarks". Finally, Part III gathered data on how students perceive the effectiveness of code-switching as a tool for Engagement in Class Activities or Discussions, Academic Output or Achievement, and Understanding of Given Directions or Guidelines. A rating system or table was utilized to guide responses, featuring scores from 1 to 5. These scores corresponded to verbal descriptions ranging from "Strongly Agree" at the highest end to "Strongly Disagree" at the lowest end.

The expertise of three English teaching professionals was sought to validate the questionnaire's contents and ensure these effectively addressed the study's specific concerns. These experts included a Master Teacher I from Tayasan National Science High School, who also serves as the Tayasan District 1 English coordinator; a Teacher III from Tayasan National Science High School, who specializes in research; and a Master Teacher II from Zamboanguita Science High School, who is also a research teacher. Their valuable feedback guided the refinement of individual questionnaire items. Before the main study, the researcher conducted a reliability pilot test using Cronbach's alpha on a subsample of 30 respondents. This test, suitable for multi-answer survey items, measured the internal consistency of the questionnaire items. (McMillan & Schumacher, 2010). The results displayed the following Cronbach's Alpha Coefficients: 0.896 for Emphasizing or Repeating Ideas; 0.824 for Demonstrating Politeness; 0.788 for Asking Questions; 0.770 for Extending Invitations; 0.808 for Engaging in Humor or Playful Remarks; 0.898 for Supporting or Validating Points; 0.864 for Citing or Referencing Quotations; 0.875 for Making Offhand Remarks; 0.867 for Academic Output or Achievement; 0.944 for Understanding of Given Directions or Guidelines; and 0.903 for Preferred Mode of Instruction. These numbers show that replies are consistent, indicating the reliability of the items.

2.5 Data Gathering Procedure

This study used specific steps to ensure the accuracy and reliability of the collected information. Initially, the researcher identified the target participants based on specific inclusion criteria relevant to the study. Before data collection, necessary permissions and ethical clearances were obtained to uphold ethical research standards. The researcher utilized a questionnaire adopted from Zoraida Cacas' research on the extent of teachers' code-switching as a medium of instruction in English as the primary data collection instrument. This questionnaire was administered online to gather data on students' perceptions of code-switching. Participants were given clear instructions on responding to the questions, ensuring their complete understanding and compliance. To maintain credibility and minimize response bias, the researcher conducted a pilot test with 30 respondents before the full-scale data collection.

During the data collection phase, participants were gathered in a computer laboratory, where they accessed and answered the online questionnaire under the supervision of their English teacher and the researcher. Their presence ensured that any difficulties encountered while answering the questionnaire were promptly addressed. The researcher ensured confidentiality and anonymity were strictly observed to protect participants' identities and responses. Additionally, follow-ups were conducted to clarify responses and ensure data completeness. Once data was collected, the gathered information was systematically organized, categorized, and analyzed using appropriate statistical methods. The researcher ensured that data handling procedures adhered to ethical standards, maintaining the integrity and credibility of the study.

2.6 Ethical Considerations

This research study followed ethical guidelines. Ethical approval was obtained from Foundation University and the Schools Division of Negros Oriental. Before participating, respondents were thoroughly informed about the study's purpose and conditions, and their informed consent was secured through a disclosure statement. They were notified of their right to withdraw without pressure. Furthermore, strict confidentiality measures safeguarded their privacy, and minimizing potential risks was a top priority. Committed to upholding the Ethics Committee's protocols, the researcher meticulously navigated the research process. Consultations safeguarded the topic's soundness, significance, and ethical integrity from concept to completion. Maintaining a non-judgmental approach was paramount, ensuring that censure had no place in this study.

3.0 Results and Discussion

3.1 Teachers' Utilization of Code-Switching in Teaching English

Table 1 shows that teachers frequently use code-switching to emphasize or repeat ideas, with a composite mean of 3.88, indicating a high extent of utilization. The highest-rated indicator, "Repeating the message in a conversation" (mean = 4.08), supports the notion that teachers often repeat messages in students' native languages to reinforce comprehension. This practice is consistent with the findings of Borlongan (2009) and Cacas (2016), who observed that repetition through code-switching helps ensure clarity and retention. Herawati and Fitriani (2021) and Domalewska (2017) also confirmed that such strategies reinforce learning in multilingual settings.

Table 1. *Extent to which Teachers Utilize Code-Switching in Teaching English when Emphasizing or Repeating Ideas (n=120)*

	Indicators	$\bar{x}$	VD	EoU	SD
1.	Repeat the message in a conversation.	4.08	Frequently	High	0.96
2.	Make the meaning more straightforward.	4.05	Frequently	High	0.93
3.	Highlight important parts.	4.01	Frequently	High	1.02
4.	Change the form to make it easier to understand.	3.73	Frequently	High	0.83
5.	Make unclear statements simpler.	3.53	Frequently	High	0.96
Composite		3.88	Frequently	High	0.94

The second highest indicator, "Make the meaning clearer" (mean = 4.05), emphasizes using the native language to clarify complex English concepts. This aligns with Borlongan (2009) and is further supported by Gwee and Saravanan (2018), who found that code-switching enables students to grasp difficult grammatical points more effectively. Similarly, Kumar et al. (2021) emphasized that teachers use this technique to check students' understanding in primary education, particularly when grappling with abstract content. "Highlighting important parts" (mean = 4.01) also received high ratings, suggesting that teachers use code-switching strategically to stress key lesson points. This corroborates Osborne's (2020) assertion that effective teachers identify the best moments

to switch codes, enhancing engagement and retention. Khairunnisa and Izzah (2022) also explored the role of emphasis in code-switching, which demonstrated its value in helping low-proficiency students recall key information.

Meanwhile, “Changing the form to make it easier to understand” (mean = 3.73) reflects teachers’ efforts to simplify ideas through rephrasing or analogies – an approach backed by Villanueva et al. (2022) and Rauf (2018), who both stressed that code-switching makes content more accessible to learners by adapting to their linguistic comfort zones. This aligns with Krashen’s Input Hypothesis, which posits that comprehensible input, such as native-language scaffolding, is vital in acquiring a second language. The lowest-rated indicator, “Making unclear statements simpler” (mean = 3.53), reveals the challenge some teachers face in simplifying complex English ideas – possibly due to their own language limitations. This concern is echoed in Bista (2010), who noted that limited English proficiency among teachers may impede their ability to paraphrase content effectively. Narasuman et al. (2019) further suggested that code-switching is often a coping mechanism for educators struggling with target language fluency.

These results align with earlier studies, confirming that code-switching remains a valuable pedagogical strategy. Villanueva et al. (2022) and Maranan et al. (2025) emphasized its role in improving multilingual learners’ comprehension and academic performance, mainly when integrating students’ native languages into academic contexts. Likewise, Rauf (2018) found that students showed more positive attitudes and experienced fewer learning difficulties when code-switching was employed. The consistency of these findings with prior research, including both classic (Borlongan, 2009) and contemporary studies (Albahoth et al., 2024; Cahyani et al., 2016; Goodman & Tastanbek, 2021), reinforces the enduring relevance of code-switching in language instruction. These insights validate current classroom practices and underscore the importance of teacher training in this area to maximize its pedagogical potential.

Table 2 shows a high extent of code-switching use in demonstrating politeness (composite mean = 4.03). Teachers frequently use respectful words (4.02), polite speech (4.03), and empathetic expressions (4.09) in the students’ native language to foster a warm classroom atmosphere. This supports earlier findings by Macaro (2005) and Narasuman et al. (2019) that building rapport and easing communication are key functions of code-switching in L2 teaching.

Table 2. *Extent to which Teachers Utilize Code-Switching in Teaching English when Demonstrating Politeness (n=120)*

	Indicators	$\bar{x}$	VD	EoU	SD
1.	Speak politely.	4.03	Frequently	High	0.96
2.	Use respectful words when talking.	4.02	Frequently	High	1.01
3.	Show understanding and care for students.	4.09	Frequently	High	0.93
4.	Build a good connection with the learners.	4.03	Frequently	High	0.98
5.	Have a short and friendly chat with the students.	3.98	Frequently	High	0.99
	Composite	4.03	Frequently	High	0.98

These findings are further affirmed by Cacas (2016), who emphasized that code-switching enhances respect and classroom solidarity. Similarly, Syting and Gildore (2022) identified politeness strategies in multilingual settings, showing how code-switching helps manage respectful and inclusive dialogue. Darwis (2024) also noted its role in supporting politeness norms during group activities in EFL classrooms, while Adegbite and May (2022) and Chalermphong and Ninkoson (2024) demonstrated its use in maintaining respectful communication beyond the classroom.

The indicator “Have a short and friendly chat with the students” (3.98) aligns with the findings of Moody and Eslami (2020), who showed that code-switching helps build public relatability and trust—even in political discourse. These results also resonate with Villanueva and Gamiao (2022), who emphasized that teachers strategically use code-switching to establish emotional connection and classroom harmony. In sum, these consistently high scores affirm that code-switching serves not just linguistic, but also affective and relational functions, creating a respectful, empathetic, and inclusive environment (Cacas, 2016; Macaro, 2005; Narasuman et al., 2019; Syting & Gildore, 2022; Villanueva et al., 2022).

Table 3 shows a high extent of code-switching when teachers ask questions (composite mean = 3.82), supporting Cacas (2016), who found that code-switching helps deliver clear instructions. The highest-rated indicator, “Give clear instructions” (4.20), aligns with Macaro (2005) and Narasuman et al. (2019), who emphasized the use of code-switching to guide complex tasks and maintain classroom organization.

Table 3. *Extent to which Teachers Utilize Code-Switching in Teaching English when Asking Questions (n=120)*

Indicators	$\bar{x}$	VD	EoU	SD
1. Give precise instructions.	4.20	Frequently	High	0.86
2. Guide students to understand the lesson.	4.06	Frequently	High	0.95
3. Help students remember what they already know.	4.04	Frequently	High	0.98
4. Ask questions confidently.	3.44	Frequently	High	0.95
5. Ask the class questions.	3.37	Sometimes	Moderate	1.02
Composite	3.82	Frequently	High	0.95

This practice is further validated by Herawati and Fitriani (2021) and Domalewska (2017), who noted that code-switching helps clarify instructions and ensure student comprehension. Similarly, Promnath (2016) and Esuary (2019) highlighted its role in assisting low-proficiency learners during questioning and clarification. On the other hand, “Ask the class questions” scored 3.37 (“Sometimes”), suggesting hesitation in using code-switching during questions, possibly to encourage English use or due to translation challenges. This reflects Bista (2010) and Narasuman et al. (2019), who attributed such practices to teachers' comfort with the native language or limitations in English fluency.

In Swedish and Thai L2 settings, Carlén and Pauletto (2020) and Kongbang and Crabtree (2020) found that teachers use code-switching strategically depending on student responsiveness and comprehension. Likewise, Liu et al. (2004) and Jehma (2022) highlighted how teachers adapt questioning strategies based on context and learner needs, balancing code-switching and English immersion. Overall, the results support the view that code-switching enhances understanding and engagement during questioning (Rauf, 2018; Villanueva et al., 2022), confirming its value in fostering a more responsive and interactive classroom environment.

Table 4 shows that teachers frequently use code-switching when extending invitations in English instruction (composite mean = 3.66), confirming the view of Osborne (2020) and Villanueva and Gamiao (2022) that teachers see code-switching as an effective pedagogical tool. The highest-rated item, “Support the students in sharing their ideas and skills” (mean = 4.06), suggests that code-switching fosters inclusive participation and self-expression, echoing Macaro (2005) and Narasuman et al. (2019), who stressed its role in promoting engagement and instructional clarity.

Table 4. *Extent to which Teachers Utilize Code-Switching in Teaching English when Extending Invitations (n=120)*

Indicators	$\bar{x}$	VD	EoU	SD
1. Support the students in sharing their ideas and skills.	4.06	Frequently	High	0.97
2. Inspire the class to get involved.	3.82	Frequently	High	1.05
3. Lead the class in completing tasks.	3.58	Frequently	High	0.82
4. Speak to the group with confidence and authority.	3.46	Frequently	High	0.96
5. Invite the students to take part in the activity.	3.37	Sometimes	Moderate	0.93
Composite	3.66	Frequently	High	0.95

This also supports Cayanong (2021) and Villanueva et al. (2022), who found that code-switching bridges linguistic gaps and boosts student confidence, particularly when learners operate within their “linguistic comfort zone” (Liwanag et al., 2016). Encouraging student input in a familiar language reduces anxiety and increases willingness to contribute (Aparece & Bacasmot, 2023; Oliveira, 2021). Meanwhile, the lowest score (3.37) for “Directly inviting students to join activities” reflects more cautious or limited use, possibly due to teachers’ intent to reinforce English exposure. This aligns with Borlongan (2009), who warned that overuse of code-switching might hinder L2 development by promoting overdependence on L1.

Although underexplored in literature, extending invitations through code-switching contributes to a sense of belonging and classroom rapport, echoed in the broader findings of Rauf (2018) and Gwee and Saravanan (2018),

who recognized code-switching as a way to reduce affective barriers and support student-teacher interaction. This finding shows that code-switching enhances student participation, bridging language gaps and fostering confidence in class discussions (Cayanong, 2021; Villanueva et al., 2022; Borlongan, 2021). Skilled use of code-switching creates an engaging and supportive learning environment.

Table 5 reveals that teachers use code-switching for humor to a moderate extent (composite mean = 3.20), suggesting a selective but meaningful application. The highest-rated item, “Build a good relationship with students” (mean = 3.96), aligns with Villanueva and Gamiao (2022) and Cahyani et al. (2016), who emphasized that code-switching enhances classroom rapport and reduces affective barriers. It also supports Mubarak et al. (2023), who noted that playful use of the native language fosters empathy and strengthens group identity.

Table 5. *Extent to which Teachers Utilize Code-Switching in Teaching English when Engaging in Humor or Playful Remarks (n=120)*

	Indicators	$\bar{x}$	VD	EoU	SD
1.	Build a good relationship with students.	3.96	Frequently	High	1.02
2.	Inquire about the students' lives through humor.	3.28	Sometimes	Moderate	1.07
3.	Bridge the students-teacher status gap.	3.25	Sometimes	Moderate	1.15
4.	Make up a funny story.	2.82	Sometimes	Moderate	1.12
5.	Tell jokes or funny statements.	2.69	Sometimes	Moderate	1.08
	Composite	3.20	Sometimes	Moderate	1.09

The lowest-rated item, “Telling jokes or funny statements” (mean = 2.69), indicates that humor in code-switching may be less common due to linguistic limitations or varying interpretations of humor, especially in a second-language setting. This reflects Metila (2009), who pointed out that cultural nuances can complicate the delivery and reception of humor in multilingual classrooms. Despite moderate overall use, the findings confirm that code-switching contributes to a supportive, relaxed atmosphere, easing foreign language anxiety (Aparece & Bacasmot, 2023) and encouraging participation (Oliveira, 2021; Algethami, 2025). Moreover, Zainil and Arsyad (2021) found that informal, relational talk, such as jokes or friendly remarks, can be effectively facilitated through code-switching, improving classroom dynamics. While not heavily used for humor, code-switching plays a vital role in building connections, lowering anxiety, and promoting a more engaging and emotionally safe learning environment.

Table 6 reveals that teachers frequently use code-switching to support or validate student ideas, with a high composite mean of 4.06. This confirms that code-switching is a strategic tool in affirming and elaborating students' responses, promoting a supportive learning environment. The highest-rated indicator, “Make ideas easier to understand” (4.15), reinforces findings from Villanueva et al. (2022), who emphasized that code-switching improves content accessibility and clarity, especially in multilingual classrooms.

Table 6. *Extent to which Teachers Utilize Code-Switching in Teaching English when Supporting or Validating Points (n=120)*

	Indicators	$\bar{x}$	VD	EoU	SD
1.	Make ideas easier to understand.	4.15	Frequently	High	0.88
2.	Explain or translate unfamiliar words.	4.09	Frequently	High	1.03
3.	State something correct.	4.08	Frequently	High	0.87
4.	Show proof or explain why something is true.	4.05	Frequently	High	0.98
5.	Find a solution to a problem.	3.95	Frequently	High	1.03
	Composite	4.06	Frequently	High	0.96

This finding also aligns with Rauf (2018), who concluded that code-switching positively impacts comprehension and reduces learning difficulties. Similarly, Herawati and Fitriani (2021) and Domalewska (2017) identified that teachers often switch to the native language to simplify abstract or complex ideas, thereby validating students' contributions and encouraging participation. The indicator with the lowest mean, “Find a solution to a problem” (3.95), while still within the “Frequently” range, suggests that problem-solving discussions may involve more technical or discipline-specific terms, which can challenge both teachers and students linguistically. Borlongan (2009) highlighted how teachers may avoid overusing code-switching in such contexts to prevent overreliance on L1, while still using it when necessary to ensure student understanding.

This usage also supports Cahyani et al. (2018) and Promnath (2016), who observed that code-switching plays a key role in affirming correct responses and elaborating student points, helping maintain classroom momentum

and boosting learner confidence. Yim and Clément (2021) further noted its impact on building meaningful connections in multilingual learning spaces, contributing to students' emotional comfort and deeper engagement. Moreover, by validating responses through familiar language, teachers are also responding to students' affective needs, lowering anxiety and promoting a more inclusive atmosphere, as emphasized by Krashen's Affective Filter Hypothesis and supported by Aparece and Bacasmot (2023). The findings confirm that code-switching is a linguistic strategy and a socio-emotional and cognitive scaffold that helps validate student input, clarify ideas, and foster mutual understanding in diverse classrooms.

Table 7 indicates that teachers frequently use code-switching when citing or referencing quotations, with a composite mean of 3.80, reflecting a high extent of utilization. The highest-rated item, "Show appreciation for students' efforts" (mean = 4.10), emphasizes how code-switching is used to reference ideas and foster encouragement and validation. This finding supports Villanueva et al. (2022), who emphasized the affective benefits of code-switching in creating a positive, supportive classroom atmosphere.

Table 7. *Extent to which Teachers Utilize Code-Switching in Teaching English when Citing or Referencing Quotations (n=120)*

Indicators	$\bar{x}$	VD	EoU	SD
1. Show appreciation for students' efforts.	4.10	Frequently	High	0.95
2. Use a student's work as an example for the class.	3.98	Frequently	High	1.01
3. Acknowledge students' achievements.	3.91	Frequently	High	1.12
4. Highlight the importance of students' work.	3.61	Frequently	High	0.84
5. Repeat what someone has said.	3.39	Sometimes	Moderate	1.01
Composite	3.80	Frequently	High	0.99

The least utilized practice— "Repeat what someone has said" (mean = 3.39)—falls on the borderline of "Sometimes" usage, suggesting that repetition for emphasis is more often done within the same language for clarity and to maintain linguistic flow. This mirrors Blake (2008) and is echoed by Borlongan (2009), who observed that teachers manage the balance between clarity and bilingual support by selectively repeating in English or the native language, depending on the context. These findings align with those of Gwee and Saravanan (2018), who suggested that code-switching can clarify culturally embedded or idiomatic expressions, making literary references and quotations more accessible. Furthermore, Cacas (2016) noted that code-switching in quoting enhances the delivery of messages that carry emotional or cultural weight, thus improving relatability and comprehension.

Additionally, referencing quotations or prior student contributions through code-switching reflects a culturally sensitive approach that affirms students' linguistic identities. This supports Liwanag et al. (2016), who discussed how students feel more at ease and expressive within their linguistic comfort zones. By switching codes while referencing ideas or feedback, teachers foster a more inclusive and participatory environment, especially for learners with limited English proficiency (Hu et al., 2022; Alrebish, 2020). This function of code-switching ties into Krashen's Affective Filter Hypothesis, as it reduces anxiety and increases engagement during discussions involving quotations, which can be cognitively demanding for second-language learners. In summary, while not the most dominant function, citing and referencing through code-switching remains a meaningful tool in affirming contributions, clarifying context, and fostering engagement, consistent with both linguistic and socio-emotional goals in multilingual education (Villanueva & Gamiao, 2022; Gwee & Saravanan, 2018; Cacas, 2016).

Table 8 shows that teachers frequently use code-switching to make offhand remarks, with a high extent of utilization (composite mean = 3.90). This confirms that even informal teacher talk significantly enhances classroom rapport and engagement, supporting the findings of Villanueva and Gamiao (2022) and Cacas (2016), who emphasized the emotional and relational value of code-switching in multilingual classrooms.

Table 8. *Extent to which Teachers Utilize Code-Switching in Teaching English when Making Offhand Remarks (n=120)*

Indicators	$\bar{x}$	VD	EoU	SD
1. Show kindness and support to students.	4.16	Frequently	High	0.91
2. Show appreciation for students' efforts.	4.16	Frequently	High	0.87
3. Make an important point clear to the class.	4.00	Frequently	High	0.93
4. Communicate more effectively.	3.59	Frequently	High	0.89
5. Give feedback on something.	3.53	Frequently	High	0.86
Composite	3.90	Frequently	High	0.89

Two indicators, “Show kindness and support” and “Show appreciation for students’ efforts,” shared the highest mean (4.16). These results align with Krashen’s (1989) Affective Filter Hypothesis, which posits that lowering emotional barriers, through warmth and encouragement, facilitates language acquisition. This also echoes the findings of Aparece and Bacasmot (2023) and Zainil and Arsyad (2021), who noted that positive affective classroom environments, often fostered through native language use, reduce anxiety and boost participation. Conversely, the lowest-rated indicator, “Give feedback to something” (mean = 3.53), suggests that while code-switching is often used for praise and support, it may be used more cautiously for corrections. This may reflect a preference for delivering feedback in English to maintain academic tone or avoid reinforcing reliance on L1—a concern raised by Osborne (2020) and Borlongan (2009). Still, this score remains within the “Frequently” range, indicating that teachers use code-switching for feedback when clarity or reassurance is needed.

Furthermore, Nilep (2006) emphasized that code-switching in informal remarks serves as a contextualization cue, enabling teachers to manage classroom interactions more naturally. Mubarak et al. (2023) also noted that such remarks, often made in the native language, help express empathy and foster group identity, especially in culturally diverse settings. In line with these findings, Gwee and Saravanan (2018) and Cahyani et al. (2016) highlighted how casual remarks in the native language support classroom management and relationship-building. Though often overlooked, these informal interactions serve critical pedagogical and affective purposes, helping teachers manage transitions, ease tension, and relate to students more personally.

The high frequency of code-switching in offhand remarks reinforces its role not just as a communication tool but as a relational strategy. It helps teachers create an emotionally secure and inclusive classroom where learners feel understood, encouraged, and more willing to participate, thus enhancing both the affective and cognitive dimensions of language learning. Code-switching in informal remarks helps bridge linguistic gaps, enhance comprehension, and create a supportive learning environment (Borlongan, 2009; Nilep, 2006).

Table 9 shows that teachers frequently ($\bar{x} = 3.79$) utilize code-switching, with a high extent of utilization. This supports findings by Villanueva and Gamiao (2022) that code-switching is integral to fostering comprehension and learner engagement. Nilep (2006) emphasized its role in contextualizing instruction, making content more accessible—a claim further substantiated by Herawati and Fitriani (2021), who found that repeating and rephrasing in the mother tongue facilitates student understanding.

Table 9. *Summary of the Extent to which Teachers Utilize Code-Switching in Teaching English (n=120)*

	Indicators	$\bar{x}$	VD	EoU	SD
1.	Emphasizing or Repeating Ideas	3.88	Frequently	High	0.94
2.	Demonstrating Politeness	4.03	Frequently	High	0.98
3.	Asking Questions	3.82	Frequently	High	0.95
4.	Extending Invitations	3.66	Frequently	High	0.95
5.	Engaging in Humor or Playful Remarks	3.20	Sometimes	Moderate	1.09
6.	Supporting or Validating Points	4.06	Frequently	High	0.96
7.	Citing or Referencing Quotations	3.80	Frequently	High	0.99
8.	Making Offhand Remarks	3.90	Frequently	High	0.89
	Overall	3.79	Frequently	High	0.99

The highest mean (4.06) was for “supporting or validating points,” highlighting code-switching’s utility in clarifying and affirming ideas. This aligns with Krashen’s (1989) input and affective filter hypotheses, suggesting that comprehensible input delivered through familiar language reduces anxiety and supports acquisition. Borlongan (2009) and Cahyani et al. (2018) also documented how code-switching enhances affirmation and elaboration, particularly in multilingual environments, bolstering students’ confidence and participation. In contrast, the lowest score (3.20) was for “Engaging in Humor or Playful Remarks,” suggesting that teachers may prioritize academic clarity over casual discourse. This reflects findings by Bista (2010) and Narasuman et al. (2019), who noted that humor, while valuable for rapport, is less frequently employed due to potential misinterpretations in second-language contexts.

The findings align with Reyes (2004), who highlighted how teachers and students code-switch strategically to accommodate peers’ linguistic knowledge, enhancing metalinguistic awareness. Moreover, Gwee and Saravanan

(2018) and Mubarak et al. (2023) emphasized code-switching's role in empathy, social cohesion, and identity expression in classroom discourse. The results affirm that code-switching bridges linguistic gaps, clarifies instruction, and sustains learner engagement (Osborne, 2020; Oliveira, 2021; Promnath, 2016). While concerns remain regarding potential overuse affecting English proficiency (Agha et al., 2022), its strategic use is pedagogically sound, particularly in validating points and explaining complex ideas. The findings also echo Aparece and Bacasmot (2023) and Karakaya and Dikilitaş (2020), who documented reduced language anxiety and improved learner expression when code-switching is employed. Code-switching enhances learning by bridging linguistic gaps and reducing student anxiety (Osborne, 2020; Krashen, 1989). While overuse may affect English proficiency (Agha et al., 2022), strategic application proves beneficial.

3.2 Effectiveness of Code Switching

Table 10 reveals that students perceive code-switching as highly effective in enhancing engagement during class discussions (overall mean = 4.08), echoing the findings of Villanueva and Gamiao (2022) and Oliveira (2021), who emphasized its role in fostering participation and attentiveness. This supports Krashen's (1989) affective filter hypothesis, which posits that reduced anxiety, achieved through code-switching, promotes language acquisition.

Table 10. *Extent of Effectiveness of Code Switching in Terms of Engagement in Class Activities or Discussions (n=120)*

Code-switching helps me:		$\bar{x}$	VD	EoE	SD
1.	Explain the topic more effectively.	4.24	Strongly Agree	Very High	0.85
2.	Interact openly with my teacher & classmates.	4.12	Agree	High	0.95
3.	Express myself more clearly in discussions.	4.09	Agree	High	1.10
4.	Take part in different classroom activities.	4.04	Agree	High	1.08
5.	Discuss and negotiate with my teacher.	3.89	Agree	High	1.11
Overall		4.08	Agree	High	1.02

The highest-rated item, "Explain the topic more effectively" (4.24), reinforces prior findings that code-switching clarifies complex concepts and improves comprehension (Borlongan, 2009; Cacas, 2016; Herawati & Fitriani, 2021). This also aligns with Aparece and Bacasmot (2023), who found that code-switching reduces learner anxiety, and with Kumar et al. (2021), who emphasized its instructional utility in multilingual classrooms. Similarly, Rauf (2018) and Mekheimr (2023) noted improved cognitive processing and instructional clarity when native languages were integrated strategically.

Conversely, "Discuss and negotiate with my teacher" (3.89) received the lowest mean, suggesting that code-switching, while helpful for understanding, may not yet be fully leveraged for developing higher-order thinking and interactive negotiation skills—an issue similarly raised by Narasuman et al. (2019) and Promnath (2016). This could stem from limitations in teacher training or classroom dynamics that still favor one-way instructional delivery. Overall, the findings echo Nilep (2006) and Yim and Clément (2021), who argued that code-switching fosters meaningful connections and reduces barriers to learning. However, Agha et al. (2022) caution that excessive reliance may limit English exposure. Therefore, echoing Goodman and Tastanbek (2021), balancing code-switching with immersion is key to fostering engagement and linguistic growth in diverse educational settings.

Table 11 underscores the positive influence of code-switching on students' academic performance, with an overall mean of 4.07 ("Agree," High effectiveness). This affirms earlier studies showing that code-switching supports comprehension, recall, and academic outcomes (Liwanag et al., 2016; Borlongan, 2009; Maed & Barcelona, 2023; Ali et al., 2023). Villanueva et al. (2022) and Krashen (1989) emphasized its role in delivering comprehensible input and reducing affective barriers, both crucial for academic success.

Table 11. *Extent of Effectiveness of Code Switching in Terms of Academic Output or Achievement (n=120)*

Code-switching helps me:		$\bar{x}$	VD	EoE	SD
1.	Finish my work before or when it is due.	4.03	Agree	High	1.00
2.	Follow directions correctly.	4.13	Agree	High	0.92
3.	Feel a sense of belonging within a group.	4.03	Agree	High	1.05
4.	Apply what I have learned in class.	4.22	Agree	High	0.85
5.	Do classroom activities independently or with little help.	3.92	Agree	High	1.11
Overall		4.07	Agree	High	0.99

The highest-rated item, “Apply what I’ve learned in class” (4.22), points to the effectiveness of code-switching in transferring knowledge to practical use. This supports findings by Aparece and Bacasmot (2023) and Alrebish (2020), who noted that learners better understand and implement classroom content when instruction includes familiar language. It also echoes Rauf (2018), who found that code-switching minimizes learning difficulties and cognitive overload. On the other hand, the lowest-rated item, “Do classroom activities independently or with little help” (3.92), suggests a potential downside: overreliance on code-switching may inhibit learner autonomy. This concern is echoed in Reyes (2004) and Bista (2010), who found that while code-switching supports clarity, it may unintentionally reduce opportunities for students to struggle productively in English. Zainild and Arsyad (2021) similarly caution that code-switching can limit language development and independent thinking without strategic use. These findings support previous research that code-switching, when used purposefully, enhances academic achievement (Ali et al., 2021; Oliveira, 2021; Aparece & Bacasmot, 2023; Gamelo & Raymundo, 2024). However, they also reinforce calls from Narasuman et al. (2019, Goodman and Tastanbek (2021), Zainild and Arsyad (2021), and Agna et al. (2022) to integrate it judiciously alongside English immersion to promote both comprehension and autonomy.

Table 12 highlights the essential role of code-switching in improving students’ understanding of directions, with an overall mean of 4.19 (“Agree,” High effectiveness). This confirms earlier findings that code-switching clarifies instructional guidelines, especially in multilingual classrooms (Borlongan, 2009; Mirjat & John, 2024; Mekheimr, 2023). Nilep (2006) emphasized its function as a contextualization strategy that makes instructions more accessible and meaningful to learners.

Table 12. *Extent of Effectiveness of Code Switching in Terms of Understanding of Given Directions or Guidelines (n=120)*

Code-switching helps me:		$\bar{x}$	VD	EoE	SD
1.	Clearly express my ideas in class.	4.24	SA	VH	0.86
2.	Understand my teacher’s lessons more easily.	4.23	SA	VH	0.99
3.	Freely express my thoughts and opinions.	4.18	A	H	0.92
4.	Connect real-life situations to the lesson.	4.15	A	H	0.90
5.	Explain myself better without hesitation.	4.13	A	H	0.92
Overall		4.19	A	H	0.92

The highest-rated indicator, “Clearly express my ideas in class” (4.24), indicates that code-switching not only aids comprehension but also boosts learners’ expressive confidence—a finding echoed by Villanueva et al. (2022), Krashen (1989), and Oliveira (2021), who linked code-switching to reduced affective filters and enhanced participation. Aparece and Bacasmot (2023) reported increased learner engagement and reduced anxiety when code-switching was used to deliver complex instructions. The lowest-rated item, “Explain myself better without hesitation” (4.13), while still rated highly, suggests that code-switching may not fully overcome students’ hesitations in expressing themselves despite its benefits. This reflects Bista (2010) and Narasuman et al. (2019), who noted that learners may still lack fluency or confidence, especially in transitioning between languages, highlighting the need for continued scaffolding. Overall, these results validate the role of code-switching as a bridge between instruction and comprehension (Nilep, 2006; Liwanag et al., 2016; Hu et al., 2022). However, consistent with the caution raised by Narasuman et al. (2019), Agna et al. (2022), and Goodman and Tastanbek (2021), its strategic integration alongside English immersion is crucial to ensure both clarity and language development.

4.0 Conclusion

The findings of this study strongly reinforce Krashen’s assertion that meaningful input is essential for language acquisition. As a pedagogical tool, code-switching serves as a bridge that allows students to access comprehensible input, making learning more accessible and reducing the cognitive strain associated with second-language acquisition. By providing linguistic support through their native language, teachers facilitate deeper comprehension, which, in turn, fosters more meaningful participation and engagement in learning activities. The study reveals that teachers frequently employ code-switching to enhance clarity, foster engagement, and accommodate students’ linguistic diversity. This demonstrates that code-switching is a compensatory mechanism and a strategic tool that aligns with students’ cognitive and affective needs. The positive perception of students towards code-switching further highlights its effectiveness in improving their ability to grasp complex concepts,

engage in discussions, and express their thoughts more confidently. This supports the notion that students learn best when they receive instruction in a language they can understand while gradually acquiring proficiency in the target language.

Moreover, the significant relationship between teachers' use of code-switching and students' engagement, academic performance, and comprehension underscores its role in optimizing instructional delivery. When students receive input that aligns with their linguistic background, they are more likely to retain information, apply learning effectively, and actively participate in classroom discussions. However, while code-switching facilitates comprehension, it must be implemented strategically to prevent excessive reliance on the first language, ensuring that students continue to develop their English proficiency over time. The influence of mother tongue on students' perception of code-switching effectiveness further highlights the importance of linguistic accessibility in learning. Students who speak a language other than English as their first language benefit significantly from code-switching, as it provides a cognitive scaffold that supports their learning process. On the other hand, students already proficient in English may not perceive it as necessary, suggesting that instructional strategies should be adapted to cater to diverse linguistic backgrounds.

Ultimately, the results emphasize that code-switching is a valuable instructional strategy that enhances comprehension, fosters engagement, and improves academic performance, particularly for students from multilingual backgrounds. While its benefits are evident, educators must balance its use and immersive English instruction to ensure students build confidence and proficiency in the target language gradually. Based on these findings, it is recommended that teachers receive training on the strategic and practical use of code-switching, focusing on maximizing its benefits while minimizing potential drawbacks. Curriculum developers should also consider incorporating code-switching as a recognized instructional strategy in teacher training programs and educational materials. Furthermore, teachers are encouraged to conduct ongoing assessments of students' linguistic needs and adjust their code-switching practices accordingly. This ensures that all students, regardless of their linguistic background, can succeed academically in English language learning. By recognizing the linguistic diversity of learners and integrating code-switching thoughtfully, teachers can create an inclusive and effective learning environment that aligns with Krashen's principle of meaningful language input, ultimately leading to better language acquisition and overall academic success.

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The authors contributed equally to all sections and have reviewed and approved the final version of the work.

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