



Code-switching patterns of Junior High School teachers and learners in English class discussions

Beverly J. Sinense-Beltran
Pangasinan State University, School of Advanced Studies
Corresponding Author email: beverlyjaviensinense@yahoo.com

Received: 26 April 2026

Revised: 28 May 2026

Accepted: 31 May 2026

Available Online: 02 June 2026

Volume 1 (2026), Issue 2, P-ISSN – 3116-4374; E-ISSN - 3116-4382

<https://doi.org/10.63498/ijlestr4>

Abstract

Aim: This study examined the code-switching patterns of junior high school teachers and learners in Grade 9 English class discussions and explored their perceived benefits and limitations.

Methodology: The study employed an explanatory sequential mixed-methods design using classroom video recordings and semi-structured interviews involving teachers and learners from two participating schools. Quantitative data were used to identify the types and functions of code-switching, while qualitative data explored participants' perceptions and experiences regarding classroom code-switching practices.

Results: Findings revealed that intra-sentential code-switching was the most frequently used type among both teachers and learners. Instructional functions emerged as the primary purpose of code-switching practices in classroom discussions. The results further indicated that code-switching serves as a strategic pedagogical tool for clarification, instruction, learner participation, and classroom communication. However, excessive reliance on code-switching may reduce English language exposure and negatively affect learners' English language acquisition. Based on the findings, a strategic code-switching framework was developed and validated by experts as highly acceptable.

Conclusion: The study concludes that purposeful and balanced code-switching supports effective learning in multilingual English classrooms. Its effectiveness lies in its timely and strategic use to facilitate comprehension while maintaining sustained exposure to English language communication and instruction.

Keywords: *code-switching, multilingual education, discourse analysis, English classroom discussion, translanguaging, language instruction*

INTRODUCTION

Educational systems increasingly adopt multilingual education approaches that recognize learners' linguistic diversity as a practical resource in creating more inclusive, equitable, and effective learning environments (UNESCO, 2025). Code-switching is a common multilingual classroom practice across English as a Foreign Language (EFL) contexts, where it is increasingly recognized in classroom discourse (Rengur et al., 2025). In the Philippine context, English teachers frequently use other language varieties alongside English to explain complex ideas, maintain learners' focus, and facilitate better understanding of the lesson (Aquino, 2022; Delos Santos, 2025).

Based on research and classroom reports, a considerable number of learners, especially those in public schools, continue to experience difficulties with English academic discourses, including participation in class discussions, understanding abstract concepts, and oral and written responses (Jabbar, 2025). Teachers pragmatically addressed this challenge by combining English lessons with Filipino and other local languages to ensure understanding and sustain learner engagement. The emerging body of literature has sufficiently covered the functions of code-switching and teachers' preparedness to teach it strategically. However, teachers continue to frequently use code-switching informally or without a pedagogical approach (Delos Santos, 2025; Jabbar, 2025). While several studies on code-switching exist, most have relied on purely quantitative research designs, limiting exploration of participants' lived experiences and perspectives. This mismatch between classroom practice, teacher training, and policy guidance indicates a research-practice gap that is particularly acute at the junior high school Grade 9 level. Grade 9 learners are at a critical point in their language learning development. At this level, learners



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

often engage in classroom discussions, group work, and other social interactions that involve code-switching (Guillen & Bistayan, 2025). Thus, a gap remains in empirical research on how teachers and learners use code-switching in Grade 9 English class discussions and how they can leverage this practice to support instruction.

Review of Related Literature and Studies

Code-Switching as a Pedagogical Tool

Taufiq et al. (2022) suggested that code-switching can facilitate greater learner involvement in EFL discourse interaction. Additionally, classroom discourse analysis by Ghaderi et al. (2025) revealed that code-switching is systematically used and can serve specific functions in teaching, particularly when working with low-proficiency learners. This is consistent with the wider debate in EFL teaching, which sees language alternation as a strategic device when fine-tuned to learning objectives.

Code-Switching and Engagement

Recent research links strategic code-switching to greater learner engagement, comprehension, and emotional investment. Bilingual instructional talk creates inclusivity for learners with limited English proficiency, a finding supported by Southeast Asian evidence indicating that code-switching creates equity and reduces anxiety (De La Cruz, 2022). Beyond cognitive gains, discourse-analytic studies have illustrated that code-switching serves relational and affective functions. Jabbar (2025) reported that teachers use it to show empathy, humor, and solidarity, thereby fostering a sense of belonging and psychological safety. These clearly highlight that code-switching enhances understanding, motivation, and identity.

Synthesis and Justification for the Study

Ataş and Sağın-Şimşek (2021) concluded that code-switching was a natural communicative practice that clarified content, conveyed messages, and facilitated interactions. It further revealed the alternation between the target language and the mother tongue for efficient understanding and interaction. Nawaz et al. (2023) revealed the varied patterns of code-switching, as well as the teachers' and learners' perceptions of its communicative and instructional functions. Furthermore, building on this validation, Zheng and Qiu (2024) demonstrated that translanguaging provided epistemic access to undergraduate learners in Chinese university classrooms, enabling them to co-construct meaning and negotiate understanding in multilingual settings.

Moreover, Karlsen et al. (2025) proposed a methodology for conducting video-based discourse analysis that addressed the same ethical issues as this study's use of long classroom recordings.

Empirical studies have highlighted varied purposes for code-switching, including explicating ideas, managing discourse, and building relationships. However, numerous scholars caution that uninhibited switching may be detrimental to L2 development and thus propose a more deliberate, scaffolded practice that provides incremental exposure to the L2 (Sakaria & Priyana, 2018). The reviewed studies show that although researchers have explored many aspects of the topic, several critical areas remain underexamined, which calls for a synthesis of existing findings and a clear identification of research gaps.

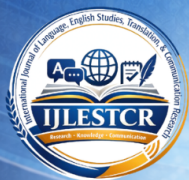
Theoretical Framework

The current study is anchored in three complementary theoretical perspectives that examine the patterns and functions of code-switching in English class discussions as a linguistic and pedagogical resource and guided the development of a strategic framework for code-switching in multilingual classrooms.

Socio-Cultural Theory (SCT) (Vygotsky, 1978; Lantolf & Thorne, 2007) views learning as a socially mediated process in which language functions as a primary cognitive tool, with code-switching serving as scaffolding within the Zone of Proximal Development (ZPD). The Interaction Hypothesis (Loewen, 2020) emphasizes language acquisition through meaningful interaction and negotiation of meaning. Translanguaging Theory further complements these perspectives by validating fluid multilingual practices in the classroom. Collectively, these three theoretical perspectives provide a strong foundation for this study.

Conceptual Framework

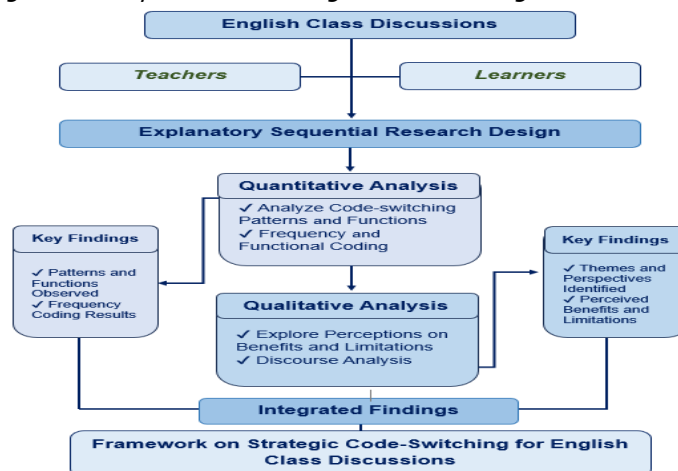
The conceptual framework reflects an explanatory sequential approach in which quantitative and qualitative data were systematically collected, analyzed, and interpreted to develop a pedagogically grounded framework that guided purposeful and strategic use of code-switching in multilingual classrooms. The study used video recordings of class discussions and a semi-structured interview guide, where classroom interactions were frequency-coded and



analyzed to identify patterns and functions of code-switching. In contrast, interviews with teachers and learners provided deeper insights into their perceptions and experiences. The framework also differentiates participants by role to foreground classroom voices and present a comprehensive view of code-switching as both a pedagogical strategy and a communication tool. Overall, the conceptual framework points to a meaningful shift from the classroom to pedagogical innovation, tying empirical, analytical, and interpretive resources to the design of a practical, teacher-directed approach to code-switching.

Figure 1.

Research Paradigm showing the Development of a Strategic Code-Switching Framework for English Class Discussions



Statement of the Problem

Code-switching has become a common linguistic and pedagogical practice in multilingual English classrooms, particularly when learners struggle to understand and express ideas using English alone. In Philippine secondary schools, English teachers frequently alternate between English and Filipino or other local languages to facilitate understanding, encourage participation, and maintain effective communication during class discussions. Although code-switching is widely practiced, debates continue over its instructional value, particularly regarding its potential effects on English language exposure and learners' language acquisition.

While studies have explored the patterns and functions of code-switching in multilingual classrooms, there remains insufficient empirical evidence on how code-switching practices may be strategically guided to support both learner comprehension and sustained English language development. The absence of a structured pedagogical framework for the strategic use of code-switching in English class discussions creates a gap between classroom practice and instructional guidance.

Hence, this study aimed to examine the code-switching patterns, functions, perceived benefits, and limitations among Grade 9 English teachers and learners, and to develop a strategic framework for the purposeful use of code-switching in English class discussions.

General Objective

To examine the code-switching patterns of Grade 9 English teachers and learners during classroom discussions and develop a strategic framework for the purposeful use of code-switching in multilingual English classrooms.

Specific Objectives

Specifically, this study aimed to:

1. Identify the code-switching patterns most frequently used by Grade 9 English teachers and learners during class discussions;
2. Determine the functions served by code-switching in Grade 9 English class discussions;
3. Explore the perceived benefits and limitations of code-switching in English class discussions; and
4. Develop a strategic framework for the purposeful use of code-switching in Grade 9 English class discussions.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Research Questions

To account for the above general research objective, the following specific questions were addressed:

1. What code-switching patterns are most frequently used by Grade 9 English teachers and learners during class discussions?
2. What functions does code-switching serve in Grade 9 English class discussions?
3. What are the perceived benefits and limitations of code-switching in English class discussions?
4. What framework can be proposed to guide the strategic use of code-switching in Grade 9 English class discussions?

METHODOLOGY

Research Design

An explanatory sequential mixed-methods design was adopted in this study to investigate the patterns, functions, and the perceived benefits and limitations of code-switching among Grade 9 teachers and learners in English class discussions, to develop a framework for strategic code-switching. This design was appropriate because code-switching was a multifaceted linguistic and instructional phenomenon that required both numerical description and contextual understanding.

Population and Sampling

This study was conducted at two public secondary schools in Pangasinan, Philippines, namely Rosales National High School in Rosales and Eastern Pangasinan Agricultural College in Sta. Maria, both of which fall under the jurisdiction of the Department of Education (DepEd) Schools Division Office of Pangasinan II. Selecting these two schools strengthened the validity of this research because comparisons could be made across the differing classroom environments. For the quantitative strand, random sampling was used to determine which sample classes would participate in the study. This entailed selecting two (2) Grade 9 classes from the total available classes at both participating schools. A total of 68 Grade 9 learners and 2 Grade 9 English teachers participated in the quantitative phase, resulting in an overall classroom population of 70 participants. Purposive sampling was used to select participants for the qualitative strand. Specifically, 10 teachers and 10 learners were selected. To validate the framework, expert sampling was employed. The validators included three master teachers, one school principal, and one language education research expert. The experts possessed doctoral degrees; had sufficient experience in teaching, supervision, or research; and demonstrated involvement in curriculum design and instructional material development.

Instruments

This study used two primary tools, including video recordings of English class discussions and a semi-structured interview guide. The video recordings were used to gather comprehensive data on code-switching practices in class discussions, while the interviews were designed to gain insights into the perceived benefits and limitations of code-switching in English class discussions. These provided the basis for developing a framework of strategic code-switching. In addition, these instruments were developed by the researcher to complement each other, ensuring data triangulation and enhancing the credibility and trustworthiness of the findings. Furthermore, the research instruments underwent a meticulous validation process among 5 expert validators. A five-point Likert rating scale from strongly disagree (1) to strongly agree (5) was designed and used. The instruments' high face validity ensures acceptability, strong content validity ensures comprehensive coverage of constructs, clarity and organization enhance usability, and alignment with objectives ensures research relevance. Generally, the instruments were considered highly valid, with an overall mean of 4.98. This indicates that, collectively, the instruments demonstrate excellent quality across all validation criteria and are deemed appropriate for use in the study's actual data collection phase.

Data Collection

The data collection was conducted during the School Year 2025-2026, from January to March. To begin the process, the researcher formally sought approval from the Division Office of Pangasinan II, a school division under the Department of Education in the province of Pangasinan, and from the principals of the participating schools. Upon approval, informed consent was obtained from the participating teachers, and assent, coupled with parental consent, was obtained from all Grade 9 learners in the study. After the preparation stage, each class was recorded for 1 hour over 3 successive English lessons that focused on literary texts to maintain consistency in instructional



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

content across all settings. Moreover, interviews were conducted among the ten teachers and ten learners. Following the completion of the analyses, the research proceeded to integrate findings, which served as the primary basis for developing the framework on strategic code-switching. To ensure its acceptability, the output underwent expert evaluation on its clarity and organization, theoretical and research grounding, contextual relevance within the DepEd setting, pedagogical usefulness and feasibility, and overall quality and applicability in an authentic classroom setting. The feedback was used to enhance the developed framework further, ensuring its methodological validity, practicality, and compliance with DepEd curriculum requirements.

Treatment of Data

The statistical analysis in this study was carefully aligned with each research question to ensure a systematic, reliable, and meaningful analysis. For Research Questions 1 and 2, the video-recorded class discussions were transcribed verbatim. Data analyses were conducted using Statistical Package for the Social Sciences (SPSS) to compute counts, percentages, and pattern distributions across speaker types. For Research Question 3, discourse analysis was employed to examine the qualitative data collected through semi-structured interviews. The audio-recorded interviews were transcribed verbatim. The transcripts were coded independently by two trained coders. The coded outputs were compared to identify agreements and discrepancies, and any coding disagreements were resolved through discussion and re-examination of transcript excerpts until consensus was achieved. The finalized coding scheme was subsequently applied consistently throughout the remaining data analysis process to enhance methodological transparency, reliability, and reproducibility. Then, an independent expert in discourse analysis reviewed the transcriptions to verify their accuracy and certify their correctness. In addition, the transcriptions were also returned to the respondents for member checking to establish the accuracy and authenticity of their responses. Then, the respondents signed a debriefing form after the interview process. The researcher repeatedly read the transcripts to ensure familiarity with the data and analyzed them using discourse analysis. The analysis focused on how participants used language to create meaning, express viewpoints, and achieve communication goals. The researcher conducted a comprehensive data analysis through sequential data examination, including the investigation of language use and social interaction patterns involving code-switching, discourse markers, and evaluative expressions. Finally, for Research Question 4, the proposed framework was developed, and its acceptability was analyzed using frequency counts, percentage distributions, and weighted means, yielding an overall assessment of the level of agreement among the validators.

Ethical Considerations

This study strictly adhered to established ethical standards to guide educational research involving human participants. The ethical conduct of the study was in accordance with the principles indicated in the National Ethical Guidelines for Health and Social Science Research (Philippine Health Research Ethics Board, 2023) and other global benchmarks, including the American Educational Research Association Code of Ethics (2022). The Research Ethics Board (REB) issued ethical clearance under approval number 2026-000053. Additionally, Proper anonymity was ensured by ensuring that respondents' proper names were never mentioned in any report, transcript, or presentation, and that pseudonyms were used instead. The videos were saved in encrypted, password-protected files and were accessible only to the researcher and the experts. When transcribing the video, all the identifying information was eliminated. Data integrity was maintained by ensuring accuracy, transparency, and accountability throughout the reporting and publishing stages.

RESULTS AND DISCUSSION

This section presents the synthesis of all data gathered corresponding to the specific research objectives, their statistical analyses, and interpretation. The presentation of the findings is thematically organized, following the order of the research questions.

Code-Switching Patterns Among Grade 9 Teachers and Learners in English Class Discussions

A total of 113 instances were recorded, indicating that it is commonly used within the classroom. However, there are large differences regarding how frequently teachers and learners use code-switching. In this context, teachers function as primary initiators of bilingual discourse, while learners respond within the linguistic frame established in the classroom (Cahyani et al., 2018).

**Table 1***Code-Switching Patterns Among Grade 9 English Teachers and Learners During Class Discussions*

Speaker	Inter-sentential		Intra-sentential		Tag-switching		Total	
	f	%	f	%	f	%	f	%
Teacher	38	33.6	46	40.7	7	6.2	91	80.5
Learner	6	5.3	14	12.4	2	1.8	22	19.5
Total	44	38.9	60	53.1	9	8.0	113	100.0

*f=frequency; %=percentage

Teachers account for the majority of the code-switching instances at 80.5% (f=91). Among the types, intra-sentential code-switching is the most frequently used at a rate of 40.7% (f=46), followed by inter-sentential at 33.6% (f=38), and tag-switching appears to be the least at 6.2% (f=7). This finding suggests that teachers purposely apply code-switching in order to maintain lesson continuity while continuing to assist their learners' comprehension. Teachers could help their learners reduce the amount of mental processing necessary to comprehend the message, providing continuity of the message (Manchón & Leow, 2020). In terms of pedagogy, it could be viewed as scaffolding, wherein the teacher helps the learner understand concepts using linguistic devices familiar to the learner's own language and incorporates them into the target language (Lo et al., 2023).

Meanwhile, learners contribute only 19.5% (f=22) of the total instances. Similar to teachers, learners most frequently use intra-sentential code-switching at 12.4% (f=14), followed by inter-sentential code-switching at a rate of 5.3% (f=6), and tag-switching at 1.8% (f=2). While the frequency is lower, the pattern is the same as that of teachers, indicating that learners are not creating their own code-switching techniques; rather, they are replicating the code-switching patterns their teachers use (Tai & Wei, 2020).

On the other hand, the lesser frequency can mean that there is a lack of opportunity or willingness on the part of the learners to engage in extended bilingual communication, positioning them more as respondents than active discourse organizers. Overall, teachers and learners demonstrate the same preferences for types of code-switching, but teachers have an overall higher frequency of use than learners. Hence, the use of code-switching in classrooms is an approach to teaching that has several advantages, but at the same time, it has to be balanced.

Function of Code-Switching in Grade 9 English Class Discussions

From the macro perspective, it appears that there exists an interesting hierarchical order in terms of the functions served by code-switching. The instructional functions clearly prevail (64.6%, f=73), followed by the affective (21.2%, f=24), and the social functions (14.2%, f=16).

Table 2*Functions of Code-Switching in Grade 9 English Class Discussions*

Speaker	Instructional		Affective		Social		Total	
	f	%	f	%	f	%	f	%
Teacher	61	54.0	19	16.8	11	9.7	91	80.5
Learner	12	10.6	5	4.4	5	4.4	22	19.5
Total	73	64.6	24	21.2	16	14.2	113	100.0

*f=frequency; %=percentage

Teachers account for 80.5% (f=91) of the functional uses of code-switching. To be more specific, the use of code-switching for instructional functions solely accounts for 54.0% (f=61) of the overall participants, implying that teachers themselves are the main users of this strategy to organize their teaching. Code-switching reduces cognitive load during comprehension by allowing learners to access meaning in their first language rather than processing all input in English (Sweller, 1988; Leow, 2020). In addition, teachers' use of code-switching with the aim of fulfilling the affective and social functions makes up 16.8% and 9.7%, respectively. As such, when teachers switch to the local language, learners become more relaxed and involved in the class discussion (García & Wei, 2024; Ramaila, 2025).

Meanwhile, learners demonstrate a more limited but patterned code-switching, accounting for only 19.5% (f=22). The primary purpose of code-switching among learners is instructional, comprising 10.6% (f=12), which indicates that learners employ code-switching in order to facilitate comprehension (Macaro, 2020). Learners also use code-switching for affective and social functions, both 4.4% (f=5). The low frequency of their use implies that learners react to situations within the classroom environment instead of initiating conversations. From a socio-cultural perspective, this reflects guided participation in meaning-making (Mercer & Dörnyei, 2020).



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

Overall, teachers make greater use of all functions of code-switching than learners do; in particular, teachers utilize all functions of code-switching more frequently than learners to give classroom instructions and to provide emotional support. Moreover, current research indicates that teachers demonstrate a superior range of functions of code-switching than learners do. (Maranan et al., 2025).

Perceived Benefits and Limitations of Code-Switching in English Class Discussions

This subsection presents the perceived benefits and limitations of code-switching in English class discussions, gathered through semi-structured interviews among the junior high school teachers and learners. It highlights the experiences and perspectives regarding how code-switching influences comprehension, participation, communication, and the overall teaching-learning process.

Teachers' Perceived Benefits and Limitations of Code-Switching in English Class Discussions

The findings of this study revealed that most teachers viewed code-switching as an aid to facilitate or support learner comprehension. However, some common themes emerged from the findings surrounding the limitations of code-switching, particularly when it is excessive or habitual.

Code-Switching for Instructional Clarity

According to the findings from the discourse analysis, teachers consistently identify code-switching as a pedagogical tool to help learners overcome difficulties in language learning.

T6: *"Usually, I use code-switching when I notice that students are having difficulty understanding a concept or an instruction in English. Just for example, during lesson discussions, if I see confused faces or students hesitate to answer, I sometimes explain the idea again using Filipino or the language they are more comfortable with."*

In this case, language used by the teachers constructs code-switching as an integral part of teaching practice, which normalizes its use within classroom instruction (Sidig, 2025). This allows learners to explore deeper meanings using both their first and second languages, hence improving their comprehension ability (Vygotsky, 1978; Bao, 2025). Moreover, by combining the discourse analysis and theoretical perspectives, it becomes clear that code-switching is not just a method of teaching but also something that has been socially constructed and cognitively based to serve an educational purpose that supports instructional clarity through mediation, scaffolding, and meaning-making.

Code-Switching for Improved Learner Performance

Teachers' discourse constructs code-switching as a mechanism that transforms learner identity from confused to competent and from passive to active participants.

T10: *"First, it improved learners' understanding of complex subjects and topics. Second, it reduced anxiety and boosted confidence among the learners. Third, it encouraged active participation from my multilingual learners. And lastly, it created a positive, comfortable, and inclusive classroom environment."*

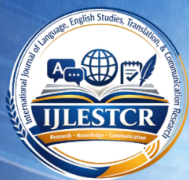
The statement above highlights that code-switching helps learners to build confidence, reduce anxiety, and be more willing to participate. In addition, this finding resonates with Krashen's affective filter theory, which posits that reduced anxiety facilitates language acquisition by lowering emotional barriers to input processing (Aparece & Bacasmot, 2023). In the same manner, the theory of translanguaging, indicates that the learner utilizes their entire linguistic resources to construct meaning. Thus, code-switching is presented as a tool that enhances learners' competence, active participation, and alignment with classroom expectations.

Code-Switching for Building Rapport

The findings show that code-switching allows teachers to make connections between their learners and create a supportive learning environment that is less hierarchical.

T9: *"We connect with people through code-switching because it breaks the barrier—there is this, what they call a kind of limit or boundary. We break that boundary so that when you speak their language, you are on their level. So, it's like you are not superior."*

This statement indicates that teachers use code-switching as a tool for establishing a relationship with their learners. When teachers use the common language of their students, it lowers the tension of communication and balances out the perceived power difference between learners and teachers (Bravo-Sotelo & Metila, 2023). Furthermore, code-switching creates an atmosphere of trust, inclusion, and connection in the classroom, encouraging



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

learners to participate because they feel respected and understood. Thus, code-switching emerges not only as a pedagogical tool for comprehension but also as a discourse practice that strengthens classroom relationships and nurtures a supportive learning community.

Code-Switching for Classroom Management

Teachers view code-switching as a classroom management tool, which asserts authority, emphasizes seriousness, and ensures compliance.

T1: *"Switching to Tagalog can make the message clearer and stronger, especially when I need immediate understanding and attention from the student. It's very effective because they can quickly grasp the seriousness of the situation."*

The above statement indicates that the act of code-switching has a pragmatic function that signals urgency and importance (Ghaderi et al., 2025). The shift from English to Tagalog not only changes the language being used but also changes the communicative meaning and emotional intensity of the teacher's message. Simultaneously, these findings indicate that code-switching helps outline teacher authority without imposing too much social distance on learners. As a result, the use of code-switching is both a managerial and relational strategy that helps to support and maintain discipline within the classroom.

Code-Switching for Ideological Tension in English Exposure

Some teachers conceptualize code-switching as facilitating and helpful, which frames it as a temporary and purposeful strategy aligned with learning progression.

T2: *"I see code-switching as a bridge to learn more. Because if I'm going to stick with the English language, if they don't understand, for me, it's going to be useless."*

This conforms to socio-cultural and scaffolding theories, where support is gradually reduced as learners become competent (Skulmowski & Xu, 2021). However, other teachers construct code-switching as problematic. This reflects an emerging hybrid ideology that acknowledges both the benefits and limitations of code-switching. Thus, code-switching becomes a discursive site of negotiation, reflecting broader tensions in language education between communicative accessibility and target language immersion (Bravo-Sotelo & Metila, 2023).

Learners' Perceived Benefits and Limitations of Code-Switching in English Class Discussions

The findings of this study revealed that most learners viewed code-switching as an aid to comprehension. However, some common themes emerged surrounding the limitations of code-switching, particularly when it is excessive or habitual.

Code-Switching for Classroom Participation

Learners view code-switching as a necessary bridge that enables them to understand, engage in discussion, and articulate their thoughts with reduced linguistic difficulty rather than treating code-switching as a deviation from English instruction.

L1: *"It makes it easier for me because I understand the lesson better when both English and our first language are used. It also makes me more comfortable to answer in class. For example, if I cannot explain everything in English, I can add some Filipino words to express my idea."*

This illustrates how learners perceive coding-switching as a tool to reduce barriers to comprehension, create opportunities for interaction, and improve overall learning experiences. Therefore, code-switching serves as an interactional support or scaffold for learners to remain cognitively engaged with classroom interactions while they build competency in English (Vygotsky, 1978; Lo et al., 2023). In addition, the findings indicate that code-switching contributes to emotional support in the classroom. The learners' emotional safety is an indicator of their willingness to communicate in a second language learning context. When learners feel emotionally safe, they become more willing to answer questions, ask for clarification, and contribute to discussions.

Code-Switching for Learner Confidence

Learners generally feel more confident speaking and participating in English language classes when their teachers allow code-switching, indicating that it plays a crucial emotional role in facilitating engagement.

L1: *"It builds my confidence because I feel less nervous when speaking. I participate more since I know I can still explain my thoughts even if I forget some English words."*

These results suggest that when the stimulants that cause people anxiety or emotional stress are lessened, the acquisition of language will be increased. Thus, code-switching serves as a tool to facilitate language acquisition



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

by reducing the learners' affective filters, thereby decreasing their emotional distress and enabling them to better engage in linguistic processing (Cahyani et al., 2025). Through bilingual participation, learners negotiate identities that are not constrained by monolingual standards of proficiency (Zhang et al., 2024). Overall, discussions about learner confidence depict code-switching as an emotional support system that encourages active participation, fosters a secure emotional attachment, and empowers learners while promoting balanced implementation to support long-term English proficiency development.

Code-Switching for Ideological Negotiation

Learners take a more nuanced approach to code-switching. Although they appreciate using it as a strategy to access and understand English, they also recognize the potential disadvantages of a heavy reliance on their first language.

L1: *"Students might rely too much on it and not practice English enough. It can also limit vocabulary development."*

While learners find comfort and ease in code-switching, they also do not want to depend too much on their first language as they feel it may hinder their progress toward the desired future identities of competent English speakers (Soyoo et al., 2025). Additionally, recent studies indicate that while L1 supports comprehension, overuse of it may inhibit opportunities for L2 output (Altalhab & Said, 2024). Conversely, it is also viewed as a scaffolding device that aids comprehension; at the same time, over-utilized code-switching can impede comprehension.

Code-Switching for Reducing Cognitive Load

The learners indicated that code-switching was neither effective nor ineffective; its value was dependent on factors related to pacing, clarity, and the organization of instruction.

L9: *"Switching languages can be overwhelming because while it helps me understand the topic better, it can also be confusing when I forget simple words. This usually happens when I participate in our English class. It can also occur during fast discussion where I need to think quickly and switch between languages."*

The findings further indicate that the effectiveness of code-switching relies on the learner's ability to process language alternation without exceeding their cognitive capacity. Therefore, code-switching provides cognitive benefits to learners only if they have enough time and situational support to process transitions in the languages used (Sweller, 1988; Skulmowski & Xu, 2021). The ability to identify and interpret context can cause confusion rather than clarity for learners; thus, both language competence and an adequate amount of context and interactional clarity are necessary to successfully use code-switching (Bravo-Sotelo & Metila, 2023). Therefore, the results suggest that in order to successfully implement code-switching in the classroom, balance and intentionality in implementation are needed in order to maximize both comprehension and minimize unnecessary cognitive overload during interactions in the classroom.

Code-Switching for Learner Preference

Findings revealed that learners show a strong preference for a balanced bilingual or translanguaging-oriented instructional approach, where code-switching is seen as the most effective way of learning English.

L4: *"Using mixed language can affect your learning experience by strengthening both your Tagalog and English language while also understanding the lesson completely. It's a win-win."*

The phrase *"It's a win-win"* is a key expression that discursively presents bilingual instruction in a positive light rather than as problematic. Additionally, it can be inferred that they perceive balanced bilingual instruction as more inclusive and realistic within multilingual classrooms. Therefore, the effectiveness of code-switching depends on achieving a balance between comprehension support and opportunities for sustained target-language production.

Across all themes, code-switching appeared as a multi-dimensional, ideologically based, and pedagogically significant practice within the classroom which functions at the cognitive, affective, interactional, and ideological levels simultaneously. Overall, the findings suggest that code-switching is most effective when used in a balanced, structured way, supporting understanding while still providing learners with enough opportunities to practice and develop their English skills.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

The Proposed Framework for Strategic Code-Switching in English Class Discussions

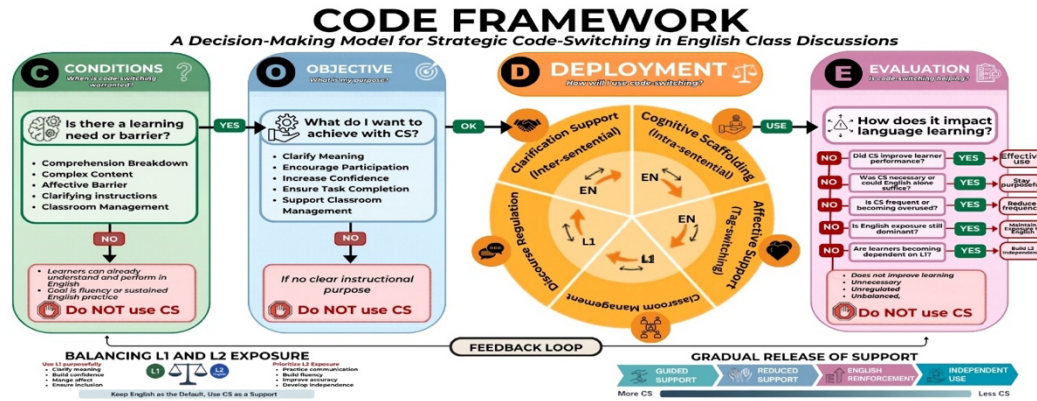


Figure 2. The Proposed Framework for Strategic Code-Switching in English Class Discussions

The proposed CODE Framework is directly anchored on the integrated quantitative and qualitative findings of this study. The CONDITION component identifies observable cues in the classroom. Code-switching is encouraged when a teacher identifies one or more observable cues in their classroom. However, when learners already understand and perform in English, and the goal is fluency or sustained practice, English remain the medium of instruction. Nevertheless, when the conditions are present, this connects directly to the next component.

The OBJECTIVE component requires teachers to clearly identify their instructional purpose, such as clarifying meaning, encouraging learners to participate, increasing learner confidence, ensuring task completion, supporting comprehension, managing classroom behavior, or simplifying instructions. When an instructional intent is unclear, the use of code-switching is further discouraged. However, if the circumstances mentioned are present, the teachers are prompted to proceed to the next component.

The DEPLOYMENT component, in which teachers are prompted to consider an important critical reflective question: *What is the right strategy to be used?* For example, intra-sentential code-switching supports cognitive scaffolding, inter-sentential code-switching supports clarification, and tag-switching for affective support. It is also crucial to note that, within the Deployment stage, strategic selection is emphasized before language switching occurs.

The EVALUATION component represents a reflective cycle that enables teachers to examine the use of code-switching as a teaching tool. Finally, the Evaluation component emphasizes the fact that code-switching is dynamic in its effectiveness and needs to be continuously monitored in order for it to remain an effective teaching tool.

Moreover, the FEEDBACK LOOP is also embedded within this model. When teachers observe results after the deployment phase, they return to Conditions and Objective, as required. One major characteristic of the model is the GRADUAL RELEASE OF SUPPORT. Code-switching is commonly used during the guided support stage when the learner experiences difficulties, either linguistic or cognitive. As learners develop understanding, support is gradually reduced, shifting toward more selective and strategic code-switching. English reinforcement entails the dominance of English in class and the limited use of L1 for clarification purposes. Lastly, independent use of English entails the learner's dependence on English and limited use of code switching.

Another crucial principle of the model is the BALANCED USE OF L1 AND L2. English (L2) has to be used predominantly in both teaching and communicating, whereas L1 should function as the secondary language, serving as auxiliary support.

Additionally, the proposed framework underwent a validation process. The developed framework had an overall mean of 4.89, which is considered highly acceptable, indicating strong consensus among expert validators regarding its clarity, theoretical soundness, contextual appropriateness, and instructional value.

Conclusion

This study revealed that code-switching in Grade 9 English class discussions serves as a systematic, pedagogically significant multilingual communication practice. Intra-sentential code-switching emerged as the most frequently used pattern among both teachers and learners, highlighting its role in maintaining instructional continuity,



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

facilitating comprehension, and supporting classroom interaction. The findings further demonstrated that code-switching primarily serves instructional functions within multilingual English classrooms. While purposeful code-switching enhances learners' understanding, participation, confidence, and communication, excessive or unstructured use may reduce opportunities for sustained English-language exposure and language development.

Moreover, the study contributed to language education, discourse analysis, and multilingual communication research through the development of the CODE Framework, a context-based pedagogical framework grounded in empirical findings and established linguistic theories. The framework emphasizes that effective code-switching requires strategic decision-making based on classroom conditions, instructional objectives, deployment strategies, and continuous evaluation. Overall, the findings reinforce the importance of balanced multilingual pedagogy in supporting communication competence, learner engagement, and effective English language instruction in multilingual educational settings.

Recommendations

Based on the conclusions of the study, the following recommendations are offered. Teachers may use intra-sentential code-switching to ensure lesson continuity and understanding while continuing to expose their students to English-language usage in classroom discourse. They may use code-switching for instructional functions provided that its use remains purposeful and aligned with lesson objectives. Educational institutions may also provide professional development programs that guide teachers on the appropriate functional use of code-switching in English instruction. They may maintain a balanced, controlled use of code-switching to support learners' understanding without limiting opportunities for independent English-language practice. Moreover, the proposed CODE Framework may be pilot-tested and implemented in different educational settings to determine further its effectiveness, applicability, and adaptability in actual classroom instruction.

Additionally, further studies may determine if similar patterns are common across various grade levels, subject areas, and multilingual contexts. Future research may also investigate how the CODE Framework affects levels of learner understanding, classroom engagement, English language proficiency, and long-term teaching methods. Researchers may also explore how the framework could be modified to meet the needs of different groups of learners, operate in multiple language environments, and be utilized in specific areas of language instruction.

REFERENCES

- Altalhab, S., & Said, F. F. (2024). Ideologies and practices of the use of L1 in L2 vocabulary tasks. *ELT Journal*, 78(3), 336–344. <https://doi.org/10.1093/elt/ccae001>
- Aparece, M. L., & Bacasmot, J. B. (2023). Analyzing the impacts of code-switching on foreign language classroom anxiety and English language problems through path analysis. *Asian Journal of Education and Social Studies*, 41(1), 1–17. <https://doi.org/10.9734/ajess/2023/v41i1883>
- Aquino, L. R. (2022). Code-switching in focus: The standpoints of language learners in an ESL classroom. *SEAQIL Journal of Language Education*, 1(1), 42–52. <https://doi.org/10.70046/sjle.1.1.42-52>
- Ataş, U., & Sağın-Şimşek, Ç. (2021). Discourse and educational functions of students' and teachers' code-switching in EFL classrooms in Turkey. *Linguistics and Education*, 65, 100981. <https://doi.org/10.1016/j.linged.2021.100981>
- Bao, P. (2025). Delineating translanguaging: Theoretical distinctions from code-switching and a Vygotskian model of cognitive scaffolding in multilingual classrooms. *International Journal of Multilingualism*, 1–22. <https://doi.org/10.1080/14790718.2025.2575886>
- Bravo-Sotelo, K. P., & Metila, R. A. (2023). Determining the pedagogical value of code-switching: Functions of teacher code-switching in tertiary level mathematics classrooms. *International Journal of Multilingualism*, 20(3), 1088–1105. <https://doi.org/10.1080/14790718.2021.2002332>
- Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, 21(4), 465–479. <https://doi.org/10.1080/13670050.2016.1189509>
- Delos Santos, L.J.R. (2025). Language attitudes and teachers' code-switching practices. *Ignatian International Journal for Multidisciplinary Research*, 3(3), 783–793. <https://doi.org/10.17613/6615d-8cd64>
- Ghaderi, M., Morady Moghaddam, M., & Ostovar-Namaghi, S. A. (2025). Code-switching in English language classrooms: revealing teachers' strategies and motivations for effective language instruction. *Qualitative Research Reports in Communication*, 26(1), 41–50. <https://doi.org/10.1080/17459435.2024.2329062>
- García, O., & Wei, L. (2014). Translanguaging: Language, bilingualism and education. *Palgrave Macmillan*.



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P – ISSN: 3116-4374; E – ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

- Guillen, D. J. L., & Bistayan, A. R. (2025). Improving Grade 9-students' academic performance on chemical bonding through code-switching techniques. *Journal of Social Sciences and Humanities*, 6(2), 1–10. <https://doi.org/10.5281/zenodo.18976393>
- Jabbar, S. A. (2025). Code-switching as a pedagogical tool for scaffolding in ESL classrooms. *Journal of English Language and Literature*, 12(1), 1–5. <https://www.joell.in/wp-content/uploads/2025/01/1-5-CODE-SWITCHING-AS-A-PEDAGOGICAL-TOOL-FOR-SCAFFOLDING-.pdf>
- Karlsen, M. M. W., Sørensen, K., Hofset Larsen, B., Günterberg Heyn, L., & Gerwing, J. (2025). Video recording as a data collection method in vulnerable populations– methodological and ethical considerations. *PEC Innovation*, 7, 100432. <https://doi.org/10.1016/j.pecinn.2025.100432>
- Krashen, S. D. (1982). Principles and practice in second language acquisition. *Pergamon Press*. https://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Lantolf, J. P., & Thorne, S. L. (2007). Sociocultural theory and second language learning. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 201–224). Lawrence Erlbaum.
- Leow, R. P. (2020). Cognitive processes and second language acquisition. In S. M. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 123–140). Routledge.
- Loewen, S. (2020). Introduction to instructed second language acquisition (2nd ed.). *Routledge*. <https://doi.org/10.4324/9781315616797>
- Lo, Y. Y., Lin, A. M. Y., & Liu, Y. (2023). Exploring content and language co-construction in CLIL with semantic waves. *International Journal of Bilingual Education and Bilingualism*, 26(3), 289–310. <https://doi.org/10.1080/13670050.2020.1810203>
- Macaro, E. (2020). English medium instruction. *Oxford University Press*.
- Manchón, R. M., & Leow, R. P. (2020). An ISLA perspective on L2 learning through writing. Implications for future research agendas. In Manchón, R. M. (Ed.), *Writing and Language Learning: Advancing research agendas* (pp. 335–355). John Benjamins. <https://doi.org/10.1075/llt.56.14man>
- Maranan, M., Batalla, R., & Santos, A. (2025). Exploring the role of code-switching in multilingual classroom dynamics: A comparative study of attitudes and practices among university students in the Philippines. *JPAIR Multidisciplinary Research*, 59(1), 22–40. <https://doi.org/10.7719/jpair.v59i1.919>
- Mercer, S., & Dörnyei, Z. (2020). Engaging language learners in contemporary classrooms. *Cambridge University Press*. <https://doi.org/10.1017/9781009024563>
- Nawaz, S., Yousaf, N., & Jabeen, I. (2023). Teaching in two tongues: Code-switching patterns in ESL. *Pakistan Social Sciences Review*, 7(3), 288–295. [https://doi.org/10.35484/pssr.2023\(7-III\)23](https://doi.org/10.35484/pssr.2023(7-III)23)
- Philippine Health Research Ethics Board. (2023). National ethical guidelines for research involving human participants (2022 edition, updated implementation guidance). *Philippine Council for Health Research and Development (PCHRD), Department of Science and Technology*. <https://ethics.healthresearch.ph/>
- Ramaila, S. (2025). The affordances of code-switching: A systematic review of its roles and impacts in multilingual contexts. *African Journal of Teacher Education*, 14(1), 142–175. <https://doi.org/10.21083/ajote.v14i1.8250>
- Rengur, Z. A., Putri, P. A., Fatima, F., Mansur, N., Zulfikri, Z., Kuliahana, A., & Fatimawali, F. (2025). Code-switching in EFL classrooms: A tool for comprehension or a hindrance in fluency. *Datokarama English Education Journal*, 6(1), 68–78. <https://doi.org/10.24239/dee.v6i1.121>
- Sakaria, S., & Priyana, J. (2018). Code-switching: A pedagogical strategy in bilingual classrooms. *American Journal of Educational Research*, 6(3), 175–180. <https://doi.org/10.12691/education-6-3-3>
- Sidig, L. F. (2025). Language ideologies and classroom interaction: A critical discourse analysis of EFL contexts. *International Journal of English Language, Education and Literature Studies (IJEEL)*, 4(5), 178–183. <https://doi.org/10.22161/ijeel.4.5.21>
- Skulmowski, A., & Xu, K. M. (2021). Understanding cognitive load in digital and online learning: A new perspective on extraneous cognitive load. *Educational Psychology Review*, 34, 171–196. <https://doi.org/10.1007/s10648-021-09624-7>
- Soyoo, A., Gee, J. P., & Liu, G. L. (2025). From Tools to Discourses: In Conversation with James Paul Gee on Literacy and Artificial Intelligence. *RELC Journal*, 1–14. <https://doi.org/10.1177/00336882251355879>
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4
- Tai, K. W. H., & Wei, L. (2020). Bringing the outside in: Connecting students' out-of-school knowledge and experience through translanguaging in Hong Kong English Medium Instruction mathematics classes. *System*, 95, Article 102364. <https://doi.org/10.1016/j.system.2020.102364>



International Journal of Language, English Studies, Translation, and Communication Research (IJLESTCR)

P - ISSN: 3116-4374; E - ISSN: 3116-4382

PRC-CPD Accredited
Provider: PTR-2025-749

National Book Development Board
Registration as Book Publisher
(Print & Digital): 6312

- Taufiq, M. A., Eka Putri, R., & Asmawati, A. (2022). Code-switching: A strategy to increase students' participation in EFL classroom interaction. *Journal of Educational Management and Strategy*, 1(2), 170–175. <https://doi.org/10.57255/jemast.v1i2.218>
- UNESCO. (2025). Languages matter: Global guidance on multilingual education. *UNESCO*. <https://doi.org/10.54675/MLIO7101>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Zhang, H., Huang, F., & Wang, C. (2024). Language choice and code-switching in bilingual children's interaction under multilingual contexts: evidence from Mandarin-English bilingual preschoolers. *International Journal of Multilingualism*, 22(2), 860–884. <https://doi.org/10.1080/14790718.2024.2340749>
- Zheng, Y., & Qiu, Y. (2024). Epistemic (in)justice in English medium instruction: Transnational teachers' and students' negotiation of knowledge participation through translanguaging. *Language and Education*, 38(1), 97–117. <https://doi.org/10.1080/09500782.2023.2248968>