Exploring Language Code Switching in Teaching English in Senior High Schools

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Abstract— Exploring language code-switching in the context of teaching English in senior high schools is crucial as it provides insights into classroom dynamics and enables educators to leverage bilingualism to enhance learning. Key findings of this present study revealed that code-switching can either facilitate or hinder learning, depending on the teachers' attitudes and management strategies. 35 teachers responded to the survey questionnaire about code-switching roles and their impact on the classroom. The study identified gaps in current educational practices, such as exploring circumstances in English classrooms where excessive code-switching could detract students' engagement and learning goals toward the target language. In due course, codeswitching positively and negatively impacts English lessons' comprehension and retention. The study proposed directed strategies to address excessive code-switching and reduce its frequency of use during English classes. The result of this study confirmed that most teachers affirmed that code-switching serves as an instrument for teachers to elicit better comprehension and retention of the lessons and refute pressures in English while learning it. The findings also revealed that teachers believed code-switching may impede fluency and proficiency in English if not properly used and managed. Through careful investigation, the researcher proposed a balancing approach on how to leverage the native and English language in learning other languages while invalidating the concepts of a biased classroom environment among language learners. The study used a mixed-methods approach that combined quantitative and qualitative research through surveys. Descriptive statistical methods, including frequency count and rank, were employed to analyze the data comprehensively.

Keywords— leverage bilingualism, balancing approach, classroom dynamics, refute pressures, exploring language codeswitching, impede fluency, excessive codeswitching.

STATEMENT OF THE PROBLEM

The main agenda of this study is to explore language code-switching in teaching English in senior high schools. Specifically, it answered the following questions:

1. What are the primary factors that influence senior high school students to engage in code-switching during English classes?
2. How does code-switching impact the comprehension and retention of English language lessons among Senior High School students?
3. How does the teacher perceived the role of code-switching in facilitating or hindering students` learning processes in English classes?
4. What strategies do teachers currently employ to manage and address code-switching in English classes?
5. How do teachers' attitudes towards code-switching impact classroom dynamics and language learning outcomes?
6. What strategies could be implemented to reduce the frequency of code-switching among senior high school students in English classes?

I. INTRODUCTION

As we live in an age during which the ability to communicate effectively through English is growing increasingly all-important for success within many professional and academic fields, teachers tasked with addressing their students' diverse language acquisition requirements face a complex and challenging endeavor. The English language is tough and composed of numerous elements that contribute to many individuals' challenges when trying to learn it. As learner's progress is concerned, they must cross differences in pronunciation, context, and cultural references, which can significantly impact how English is used and understood. This multifaceted nature makes becoming adept in English both rewarding and demanding. Thus, often traditional instruction methods employed by teachers may fail to accommodate language acquisition along these varying developmental stages of learners, in which most of the language errors occur while learning it. These errors may leave some English language learners more exposed to learning gaps and long-term academic challenges, if this matter is not given the necessary attention, it may result in a potential issue.

Several years have passed, and the concerns and issues regarding English language teaching and learning are still a ground research topic for so many academic researchers, undoubtedly the dilemma of low performance and competence of huge learners of a second language is prevalent in their school's repertoires. Consequently, schools unveiled the enduring system of failing to diagnose the root of decreasing English mastery as a second language. In classroom engagement, particularly in teaching English, the teachers often observe the students in language learning, mostly fail to express themselves using the same language form, and from a single word to a whole sentence, we have all come across language learners at all levels who frequently switch between different languages when they speak. This is an example of code-switching, and it has been frowned upon in the English language learning classroom. Still, recently in language education and education more generally, there has been a shift to look at this differently and consider the benefits other languages bring to the classroom (Seed,2023).

As we all know, learning the English language is not that simple since it serves as an essential means of communication in a range of settings in the school, specifically in subject areas where well-developed communication skills are needed. The ability to communicate effectively is not a universal trait or an innate talent. It requires instruction, practice, supervision, feedback, innovation, and motivation to improve communication skills.

As far as language learning is concerned, English as a universal language is hard to learn instantly by teachers teaching it in the school setting. With its multifaceted nature, students face enormous challenges to achieve proficiency in English. Taglish, a code-switching variety that refers to the combination of Tagalog and English, is used by a whole generation of youngsters and has become normalized in English classes, it is not good for some reasons that it could probably deter students from improving their communication skills with the use of pure English.

Educators are persistent in searching for different approaches and strategies on how to void the deprivation of English skills among students, English teachers have observed diminishing value of the usage of English medium particularly in the English language subject areas. Then, because of the complexity of teaching and learning the English language, different issues have been raised on how to crack this matter, one of the

concerns of many language educators nowadays is the frequent use of language code-switching in language classes, which in some cases it helps but also could hamper language learners' competence and performance in achieving fluency in English, if the students overuse it, while teachers support the benefits of code-switching in English classes, they must also need to warn against using it excessively over attaining proficiency in English language.

In the Philippines, as seen by many linguistic experts and professionals, English has been served as bacon for country competence which brought success in terms of all mankind's connections to global growth and industrialization. English so many years has reached the full ground of the Philippine educational settings, the language has become the primary medium of instruction in all public and private secondary schools as clearly indicated in Executive Order No. 210 of the Philippines and Department of Education (DepEd) Order No. 36, S. 2006. The 1987 policy on Bilingual Education also supports this mandate to achieve competence at the national level in Filipino and English, through teaching both languages and their use as media of instruction at all levels. Biliteracy education or the use of both Filipino and English in instructions had been separated in terms of employing them in teaching, as stated when the policy was first implemented in 1974, when DECS issued the Department Order No. 25, s. 1974 titled, "Implementing Guidelines for the Policy on Bilingual Education." In the Philippines, bilingual education involves using Filipino and English as the languages of instruction for specific subjects. Filipino is used for social studies, music, arts, physical education, home economics, practical arts, and character education, while English is used for science, mathematics, and technology subjects. This policy is outlined in DECS Order No. 25 and Department Order No. 52, s. 1987. Furthermore, the importance of the English language is Section 7 of Article XIV of the 1987 Philippine Constitution declares that English is considered valuable for achieving and maintaining economic development and social progress, as cited by Romero et al. (2023) in their study.

Many learners currently face challenges in understanding the English language due to inadequate knowledge about the language, though it was included in educational curricula of primary, secondary, and tertiary levels of schooling, still the English language proficiency of the learners, particularly those in public schools, is low. Despite English being in the curriculum, English second language learners (ESLL) still encounter

challenges in acquiring this second language, which demotivates them toward learning English (Abduljawad, 2023). The decline in English language proficiency can be attributed to various factors, such as Filipino learners often losing interest in learning the language or lack of opportunities for regular practice. This phenomenon has been observed in the level of engagement in the classroom where language learning occurs. It also encompasses how often and in what manner the English language is practiced by students with the support of their language educators, and their expertise in teaching the language matters a lot for the overall aspects of the quality of education among learners.

One of the major areas of concern for learning English skills is frequently the students' errors in speaking, listening, reading, and writing which observably hinder their journey toward English proficiency. The four macro skills are needed to be an effective communicator, and all these can be developed. One of the contributory factors that fossilize language learning that can be considered is the use of Language code-switching, though it might be beneficial for some teachers to use as a pedagogical tool for classroom engagement, however, we cannot deny the negative effects of this towards achieving fluency in English. And, in this manner, the English competence and performance preferably the senior high school students before having a tertiary education would be at stake. In the light of Pachina (2020), the average Filipino population experiences difficulties in grammar in English proficiency. Most students in the newly graduated senior high schools still do not acquire the best English language even though they were given a long time studying. It shows that not all educated Filipinos do not acquire the English language, including grammar, entirely after finishing their course. The learners must also expect to have more knowledge about the basic skills in English as one of the requirements in preparation for their college life.

Indeed, several studies have been performed locally and internationally, revealing the deterioration of the English proficiency of Filipinos, especially high school learners (Romero, et al. (2023). The observance of these current academic issues among second-language Filipino learners is alarming. It becomes thought-provoking for educators, considering its importance in global connections since English is currently the most-used language. It is a language for global commerce wherein, people all over the world use it to meet each

other understanding halfway in terms of work industry both local and international.

The English language has already been a part of the natural communication between the teachers and the learners. More so, English teachers' grammatical skills serve as the basis of the student's language improvement. Teachers enable the students' language capabilities to progress and intensify them as they communicate in various professional settings. In connection with English proficiency and academic performance, students need to acquire the necessary language skills at each stage of their linguistic development to communicate effectively, and behind this progression, the teachers as the living material for the upbringing of language competence among the learners must work hand in hand to meet the learners` needs.

This is a significant challenge for educators as they strive to scaffold students through their linguistic developmental stages while using language code-switching. Hence, educators' supporting systems are considered one factor in the learners' English language proficiency. English teachers must learn to decide the best strategy to use when teaching grammar, utilizing an equilibrium between learning grammar and natural communication (Nugraheni, 2017).

In the modern educational landscape, language roadblocks cause a significant challenge for schools. The presence of English as a second language has far-reaching implications for various subjects taught at the senior high school level. The senior high school (SHS) refers to grades 11 and 12, the two years of the K-12 program that DepEd has been implementing since 2012. (Newsinfo.inquirer.net.2016). The issues present a formidable challenge for learners and educators, as they navigate the complexities of language acquisition and academic instruction.

According to the study of Aranda (2022) in her article entitled "Learning Challenges in the New Senior High School English Curriculum in the Philippines," stated that the Philippines has adopted the new K-12 program known as the "Enhanced Basic Education Act of 2013" through the Republic Act No. 10533 signed by President Benigno Aquino III. And, signing into law the K to 12 Curriculum last May 15, 2013. The primary focus of this mandated new curriculum is mastery of the language, aside from the two core subjects, mathematics, and science. In the study, the challenges the participants

identified include insufficient knowledge and skills, low self-confidence, peer attitudes, and teaching instructions. Highlighted the teaching instruction as one of the recognized challenges encountered by language learners, educators are obliged to be flexible enough to address the issues in learning a target language, this poses a challenge for high school English teachers to provide support for students struggling with the language to address this emerging academic issue. Because the new English curriculum was taken from the tertiary curriculum, students first batch who received K-12 curricula, first experienced the transitory period of the contents and topics of English subjects (Aranda (2022).

Rao (2019) suggested that speaking is the most crucial skill to master among the four main skills required for learning a foreign or second language. In fact, producing accurate utterances becomes challenging when students are asked by a teacher to share their ideas about certain topics in front of the class. They often make various mistakes as they utilize shifting of language during recitation, which results in poor English-speaking skills. This phenomenon is called by language experts as language code-switching. Code-switching raises concerns about students potentially becoming overly dependent on their native language, which in turn may delay the development of proficiency in the target language (L2) (Elias et al., 2022; Tandfonline.com,

2022). This phenomenon has been discussed in recent research by Elias and colleagues and in an article on Tandfonline.com.

By any means, the practice of code-switching is particularly relevant in the context of English as a Foreign Language (EFL) classrooms but overlying on this practice may demerit the teaching of English in some views, which perhaps learners might overdo it and cannot achieve the mastery of the said language. This research aims to explore the role of code-switching in English language teaching and determine its optimal usage, considering some caution against overusing it. The researcher has considered exploring language code-switching in senior high school to gain an understanding of the reasons behind the issues of employing code-switching in the English language classroom as if it is being normalized to resort by the learners in class discussion. Ultimately, analyzing language code-switching usage in high school provides critical insights into how bilingual and multilingual instructional practices in teaching affect the overall English language competence and performance of language learners in achieving proficiency in the English language, even though, it is instigated that the use of code-switching could be beneficial for both teachers and learners who find a hard time to elucidate the instructions and concepts transfer at one time.

Table A. The Respondents

Bulan Secondary Public Schools with Senior High School	Frequency
Bulan National High School	16
Beguin National High School	1
Butag National High School	1
Cadandanan National High School	3
Danao National High School	2
F G. Glua High School (Otavi)	1
Valentina B. Boncan National High School (formerly Gate National High School)	1
J.P. Laurel High School	3
San Francisco National High School	3
Alcoba National High School (San Isidro)	3
San Juan Bag-o National High School	1
Total	35

It is in this light that the writer of this paper chose this study intending to ascertain an open dialogue for language educators regarding the advantages, disadvantages, and obstacles associated with code-switching as practiced by senior high school students. By doing so, the study seeks to know the proper

application; surrounding this practice and foster a more favorable approach toward its utilization. Hence, the researcher himself has experienced the use of several languages in the L2 classroom. As a second language teacher, code-switching has become automatic in the teaching-learning process, nowadays. This research will

enrich the academic discourse surrounding language education and offer practical recommendations for educators in optimizing their teaching approaches over employing language code-switching in the English language classroom. The contradicting perspectives on the benefits and gains of code-switching challenged him to explore its uses as he approached preparing and delivering lessons. Addressing this element could effectively set the stage for a comprehensive investigation into the practice and implications of language code-switching in the English language classes of senior high schools.

II. METHODOLOGY

Samples

This study assessed teachers' perceptions of using language code-switching in teaching English in senior high schools from 2023 to 2024 and 2024 to 2025, the school year. This study employed descriptive survey methods. These methods involve collecting and presenting data and summarizing values that describe the group`s characteristics. The respondents of this study were the 35 senior high school English teachers or English teachers from junior high teaching English subjects at the senior high level within the Bulan districts of Sorsogon. The questionnaire checklists and surveys were used to assess the senior high school teachers' perceptions of language code-switching. The structured interview was also conducted to identify the problems and difficulties met and the needs of the English teachers in the senior high school in terms of teaching English. The data were analyzed using descriptive statistics such as frequency count and ranking. The study employed mixed approaches such as qualitative and quantitative methods, survey-based methods, and structured checklists were used. The collected data were then subjected to rigorous statistical analysis to drive findings and draw conclusions.

Respondents of the Study

The respondents involved in this study were the 35 senior high school teachers or borrowed English teachers from junior high school handling English subject areas at the senior high-grade level. The premises of the study are secondary public schools in the Bulan districts. This study employed purposive sampling to get the 35 teachers from Grade 11 to Grade 12 level. Therefore, the 35 teachers' respondents in Bulan, Sorsogon, within public schools having senior high-grade levels were purposively chosen by the researcher through the help of English teachers to explore language code-switching in teaching English at

senior high levels and the significant difference in their perceptions. Table 1 shows the distribution of the respondents.

The Instrument

The main instrument used by the study to gather the needed data was the questionnaire, including the structured interviews conducted by the researcher with the senior high school language teachers. With them, the researcher drafted the questionnaire checklists and survey questionnaire for the targeted Senior high school teachers teaching English subject areas, which are divided into five parts. The first part was intended to collect data on the respondents regarding the factors that influence senior high school students to engage in code-switching during English classes. The second part was intended to solicit data on how code-switching impacts the comprehension and retention of English language lessons among Senior high school students. The Third part was intended to collect data on the same respondents about the teacher perceptions regarding the role of code-switching in facilitating or hindering students' learning. And to capture the complexities involved. The fourth part was designed to gather data about teachers' strategies to manage and address code-switching in English classes. The last part was a separate questionnaire checklist for teachers' attitudes towards code-switching influencing classroom dynamics and language learning outcomes.

Data Gathering Procedures

To start the data collection procedures, the researcher sought the approval of the Schools Division Superintendent to conduct the research. Then, after the approval of the secondary school principals, questionnaire checklists and survey questionnaires were conducted in eleven (11) secondary public schools in Bulan, Sorsogon.

Through the assistance of the senior high coordinator, the researcher made a structured questionnaire or survey, and questionnaire checklists with their senior high English teachers.

Answered questionnaires from the respondents were retrieved right away, tallied, and analyzed. Specific data were entered into the tables for statistical treatment, analysis, and interpretation.

RESULTS AND DISCUSSIONS

The study has generated the following significant results:

1. Primary Factors Influencing Senior High School Students to Engage in Code Switching During English Classes

Senior high school students of Bulan Districts have been exposed to the multilingual environment. Having Bicol as their most common lingua franca, their experiences in the schools expose them to Filipino and English as second and third languages, respectively. Such made them multilingual learners, which caused them to engage in code-switching.

Table 2: Primary Factors Influencing Senior High School Students to Engage in Code Switching in English Class

Factors	Frequency	Rank
Students feel nervous during discussion	35	1.5
Students are too shy to discuss using the English language	35	1.5
Students have difficulty getting the right and appropriate English words	34	4
Students feel at ease to use native language	34	4
Students have a fear of being misinterpreted or commit mistakes	34	4
Students' non-mastery of the English language (As to structure, grammar, vocabulary, etc.)	30	6
The students are prompted by classmates to code switch	24	7
Students are not used to discuss using the English language	19	8

Displayed in Table 2 are some of the identified factors why the students engage in code-switching as assessed by the teachers. Based on the data, nervousness and their being shy are the topmost factors why they resorted to employing code-switching as a strategy to deal with English tasks assigned to them to perform or accomplish. These two factors had a frequency of 35 and rank 1. Implied by these results, oftentimes code-switching among students becomes their manner of coping specifically if they are in situations of allowing to share their ideas. Their nervousness and shyness propel them to use their native language in expressing ideas. Such that, their nervousness and shyness are lessened because they can express their ideas in the language that they are comfortable with. Nervousness and shyness are emotional and psychological factors. Nervousness, though it is different from anxiety, the circumstances and some of its aspects are almost the same when it comes to communication apprehension.

Alamer and Almulhim (2021) affirmed that several (L2) students face a certain level of language anxiety that occurs from being involved with L2. Almer and Almulhim (2021) considered the ideas of Horwitz, et al (1986), and explained that "Communication apprehension" is one of the three components of language learning anxiety, categorized by a fear of communicating with others, often resulting in shyness. The feeling of being shy using English during classes is observed in many students learning a target language. Hence, learning a foreign language entails social interaction with others to learn and practice the language itself. The second component is "fear of negative evaluation," where learners avoid situations where they may be judged, it is also associated with nervousness, which the students are worried about being corrected instantly if they try to speak in English. Alamer (2021) emphasized circumstances where learners often feel nervous about forgetting what they already know. They may blank out when attempting to speak without preparation and experience panic when their language teacher asks them to respond in English. These instances may result in students themselves feeling nervous while learning a language that is not familiar to them in the first place. The third is "test anxiety," which involves stress related to assessment. The word nervousness is a response to stressful situations, considering the complexity of learning English, the feeling of nervousness during the discussion is inevitable, hence we are not a native speaker of the language. Researchers such as Almulhim and Alamer claimed that language anxiety is a composite construct that includes beliefs, behaviors, and emotions beyond these components, all influenced by the overall language learning experience.

Dewaele and Al-Saraj (2015) stated that it might also be favorable for teachers to make students aware of the fact that making mistakes is natural in learning situations, the feeling of being shy and nervous is also a part of learning a new language, Elias (2015) explained that errors are part of learning thus, there is no reason for such fear in social participation. If other students appear to be influencing such pressure, teachers should avoid such situations by employing an appropriate disciplinary rule. Engagement of students in such social circumstances may result in an unlikely bearing of language anxiety and alike. Students who are less efficient in learning a

language must receive scaffolds from the teacher, as Alamer (2021) in his study stressed that the students who receive sufficient support from their language teachers appear to feel socially confident.

Following closely, with a frequency of 34 and rank 4, and second to the highest frequency responses, the three contributory factors that get the same numbers of agreed answers from the respondents are the observation that students have difficulty getting the right and appropriate English words which cause students to resort to code-switching for aiding their difficulty in understanding complex concepts and vocabulary, with the same frequency level, the students feel at ease to use native language has been proven that the use of other languages such as Bicol and Tagalog during English classes confirmed that help boost students' confidence, motivation, and engagement in the classroom, Hyunh (2022) affirmed that incorporating native languages (first languages) enhance language learning, in his study he proposed three(3) ways that multilingualism helps students learn, these are the mastering of content, collaborating, and communicating ideas. The presence of a first language in the target language acquisition is predictable in the learning process. On the other hand, one of the reasons why students utilize code-switching is students have a fear of being misinterpreted or committing mistakes which can mostly be observed during oral discussion and recitation, indeed this factor also got a frequency of 34 indicating significant influenced code-switching decisions, this is best supported by the affirmation from Alamer (2021), as he stated that students usually feel fear of committing mistakes is have emotional disruptors which worrying as if they would be blank out and panic when they attempt to use the English language excessively during discussion and presentation.

Additionally, students' non-mastery of the English language (as to structure, grammar, vocabulary, etc.) is identified as the sixth-factor influence, with a frequency of 30, while the seventh-factor influence, with a frequency of 24 and rank 7, highlights that classmates prompt the students to code switch. Lastly, the number eighth factor influence, with a frequency of 19 and rank 8, shows that students are not used to discussing the English language. These identified factors, such as not having a strong foundation of fundamental skills in English, are alarming, along with this, the seldom use of English during classes would detract them from the primary goal of learning a target language.

Based on the results, it implies that teachers must adopt strategies of balancing the use of the first language and the target language, with the primary goal that students should embrace the use of English all the time, however, teachers must remember that students learn successfully when there is not much pressure in learning it. In light of this, Gibbons (2017) showed that students learn best in a comfortable and safe environment. They should not experience anything that puts pressure on them, such as anger, stress, self-doubt, or anxiety while acquiring language skills.

This analysis indicates that the engagement in code-switching among senior high school students from the Bulan Districts highlights the complex interplay between their multilingual environment and their linguistic experiences. This phenomenon is significantly influenced by various psychological and educational factors, primarily stemming from their comfort levels and proficiency in English. The analysis of the data presents a clear correlation between the students' experiences and their motivations for choosing code-switching as a linguistic tool, underscoring the students' quest for clarity and confidence when communicating complex ideas.

Relevant to this, Bayucan & Costales (2023) stressed that students' use of code-switching is due to many reasons, foremost of which are constrained by difficulties. According to them, this means that they lack the ease to transmit messages in the target language, thus they code-switch. Secondly, they code-switch in consideration of the various linguistic backgrounds of the interlocutors as well as to promote solidarity with them. Lastly, they resort to code-switching when they put emphasis more on the meaning or communicative intentions and stress out a point over the language itself. Additionally, Rezaee & Fathi (2021) discovered that CS can serve as a helpful language strategy to reduce the learners' anxiety while learning a foreign language.

2. How Code Switching Impacts the Comprehension and Retention of English Language Lessons Among Senior High School Students

English language learning has been an integral part of the curriculum in the Philippine education system. English language lessons have been provided to the learners to improve their literacy and fluency in English, which is usually considered their third language. Code-switching, the practice of alternating between languages, has been observed to have various impacts on English language lessons. The data presented in

Table 3 provides insights into the frequency of these impacts and their corresponding rankings based on student experiences and teacher observations.

The table categorizes the impacts of code-switching during English language lessons, indicating that the highest frequency of occurrence (34 responses, ranked 1st) pertains to students relying excessively or too much on their native language. This reliance can significantly hinder their fluency in English, making it challenging for them to develop the skills required for effective communication in English.

Table 3: Impacts of Code-Switching on English Language Lessons

Impacts	Frequency	Rank
Students tend to have over-reliance on native language which hinders English fluency	34	1
Students manifest delay in expanding English vocabulary and comprehension	33	2
Students become passive and nonparticipative when strict adherence to the English language structure is enforced	29	3
Students often resort to code-switching yields of difficulty for teachers to assess their English language proficiency	30	4
Students spend less time listening to and interacting with pure English activities	22	5

The over-dependence of students in their native language could hamper their development in achieving proficiency in English, the result of this present study showed that the teachers affirmed that too much dependence on the first language might serve as a roadblock in learning the target language in all aspects. This is supported by the notions of Alisoy (2024), highlighted that L1 interference poses significant challenges for second language learners, especially for those studying English as a Second Language (ESL). The structure, vocabulary, and phonetics of their native language can hinder English acquisition, leading to errors in grammar, sentence structure, and pronunciation. ESL involves learning English in a non-English-speaking country, where these influences are prevalent.

Following closely, the second-ranked impact with 33 frequencies, highlights that students demonstrate delays in expanding their English vocabulary and comprehension. This is critical, as a rich vocabulary is essential for fluency, comprehension, and effective use of the language in communication. Kaushanskaya and Crespo (2019) stated that the role of code-switching might negatively affect students' performances is prevalent, according to them, students with lower verbal working memory experience negative associations with increased code-switching, which means that the delays in the expansion of skills in English is a result of being too much exposure in switching codes.

Parallel to this, Bail et al (2015) confirmed that there is some evidence that over time codeswitching may impact a child's vocabulary size and overall language development. The findings suggest that code-switching may lead to vocabulary size pauses due to the difficulties involved in language mixing and processing. These notions showed that resorting to code-switching for a longer period while learning English could also pose risks for vocabulary expansion and comprehension under specific circumstances, particularly for those with lower cognitive processing capabilities.

The third impact (29 responses) revealed a tendency for students to become passive and nonparticipative when strict adherence to English language structures is enforced, indicating that enforcing language uniformity may diminish student engagement. The strictness of teachers imposing an English-only policy (EOP) in the classroom may result in complex dynamics in classroom interactions in which students stop to participate, because of pressures. On the other hand, Davin and Heineke (2024) stated that code-switching has an impact on students' interactions in the language learning environment, and when strict adherence to the policies of English is imposed, students lessen their behavior, often resorting to code-switching. David and Heineke's study indicated that reliance on code-switching can prevent students from fully engaging in English tasks and activities, leading to a decrease in language practice and use.

Other notable impacts include concerns that code-switching complicates teachers' ability to assess students' English proficiency (30 responses and rank 4), this implied that teachers would have a hard time checking students` progression when often using code-switching which detracts teachers' capacity to determine language development among his or her students, and lastly, students reduced interaction with pure English

activities is distressing which could lead them under develop skills in English language, this impact get 22 responses and rank 5. As these two impacts of code-switching on English lessons are concerned, the overall implications explained thoroughly by Kaushanskaya and Crespo (2019); Bail et al (2015); and Davin and Heineke (2024) suggested that code-switching poses various challenges to the learning process and reduce the effectiveness of adherence of pure English structures, influencing both student engagement and teachers' assessments on language learning contexts (Jegede,2024).

3. Teachers' Perceptions on the Role of Code Switching in the Students' Learning Process in English Class

Code-switching has been commonly noticed in a multilingual classroom. The general perceptions of this phenomenon include it as a tool to clarify concepts or to emphasize concepts being stressed, while some believe that code-switching is an inevitable flow in the conversation (Apolonio, 2021), and some consider such practice as a block towards proficiency in learning English (Seed,2023). With these views, one can be affirmed that the practice of alternating between two or more languages in a conversation, is widely acknowledged in settings where multilingual interactions occur. The Teachers perceive it as a dual-edged sword because of its advantages and disadvantages in the teaching and learning processes (Anwar, 2020).

The data present teachers' perceptions of code-switching in multilingual classrooms offer insights into how this linguistic phenomenon affects students' learning processes in English language acquisition. The findings are summarized in Table 4, which quantifies various perspectives held by teachers on the role of code-switching, ranking their significance based on frequency. Each perception is assigned a frequency count and a rank to reflect its perceived importance among educators.

Table 4: Teachers' Perceptions on the Role of Code Switching in the Students' Learning Process in English Class in a structured format:

Teachers' Perceptions	Frequency	Rank
Students' excessive code-switching hinders them to be independent English speakers	35	1.5
Students feel relieved when they can express themselves through code-switching	35	1.5
Students believe that code-switching clarifies complex ideas when they struggle to explain them in English	34	3
Students have the feeling of success if they express ideas through code-switching	33	4.5
The use of code-switching reduces anxiety among students in language learning	33	4.5
Allowing students to engage in code-switching results in over-reliance on it	31	6
Teachers view code-switching as a tool that facilitates comprehension among students	25	7

Teachers' perceptions that excessive or too much code-switching can hinder students from becoming independent English speakers and the students feel relieved when they can express themselves through code-switching had a frequency of 35 and rank 1 which showed as the topmost among perceptions of teachers regarding the role of code-switching in the student's learning process in English classes. The results have shown the two sides of code-switching in the learning process of students' development in language, the duality effect of code-switching is explained by Hazaymeh (2022), who stated that code-switching helps students cope with strict adherence to the rules of English during lessons. However, teachers also note that reliance on their first language upon learning the target language could hamper their articulation in learning it. These findings highlighted a significant concern among educators about student reliance on their native language, which can impede and delay their overall language development and confidence in using English independently. And underscores the emotional comfort that code-switching can offer students, enabling them to communicate their thoughts more freely, especially in challenging language-learning environments. Considering these unveiled concerns in language code-switching, it is said that extreme reliance on it can indeed detract learners from learning English, and it is confirmed that in some aspects of learning other languages, code-switching might help them to adapt and learn the new language.

Parallel to this, Altun (2019) found that teachers are resistant to using code-switching in their classrooms to keep students from becoming reliant on the first language (L1). Additionally, Fachriyah (2017) found

that teachers believed that moderate code-switching provides relief and comfort for students, allowing them to express their thoughts. However, she noted that teachers should carefully manage it against excessive use which might affect students' abilities to communicate in English without support.

Teachers observed that code-switching aids students in clarifying complex ideas when they struggle to express these concepts in English, had a frequency of 34, and rank 3 and second among the roles of code-switching confirmed by teacher's respondents. This insight emphasizes the functional role of code-switching as a pedagogical tool. Nurhamidah et al. (2018) stated that code-switching in the ELF classroom is beneficial because it allows teachers to easily transfer content to students, allowing them to interact in the classroom. Additionally, it allows students to access language concepts that may be too advanced or difficult to articulate in English, thereby enhancing their understanding.

The students experience a sense of success when they can express their ideas through code-switching, and the use of code-switching reduces anxiety among students during language learning, both had a frequency of 33 teachers, and both rank 4. This suggests perception which indicates that code-switching contributes positively to students' self-esteem and motivation, fostering a conducive learning environment, and addressing learner anxiety is crucial in language acquisition contexts. As we are concerned about inclusivity in the classroom, to achieve the true goal of language learning, teachers should create a classroom environment in which students can easily communicate in English (Rahayu, 2016). These findings also illustrate how code-switching can create a less intimidating classroom atmosphere, encouraging student participation and engagement.

The teachers noted that allowing code-switching results in students becoming over-reliant on this practice, had a frequency of 31 and rank 6. This means that teachers express concern that while code-switching can be beneficial, it may also lead to dependence, which can stifle and delay the development of English proficiency. Lastly, Teachers viewed code-switching as a tool that facilitates comprehension among students, had a frequency of 25 and ranked 7 among the mentioned teachers' perceptions above. This final insight reflects the acknowledgment that, despite potential drawbacks, code-switching can act as a supportive mechanism for

learning, helping students grasp difficult material. This explanation is best supported by Hutauruk (2016) as he affirmed that code-switching is a tool to facilitate expression and clarify unfamiliar words, ensuring comprehension while enhancing efficiency. It is truly facilitating understanding of the target language, helping maintain student engagement and attention. Ultimately, this leads to better comprehension and retention of language lessons. Thus, the integration of code-switching in teaching practices impacts the achievement of the linguistic competence of the learners.

This thorough analysis of the data presented revealed a clear understanding of code-switching's role in the learning process of English language students. While code-switching can serve as a valuable resource for emotional support and cognitive clarity, it raises valid concerns regarding over-reliance and its impact on student independence in learning the language. As postulated by Yildiz & Su-Bergil (2021), while code-switching can make teaching and learning more engaging and fruitful, improper use may hinder communication and compromise the learning process.

Parallel to this, Seabela and Ncanywa (2024) found in their research that code-switching can significantly enhance the effectiveness of teaching and learning in senior-phase lessons. Their study advocates for teachers and learners to embrace code-switching, particularly when tackling challenging material presented in English. Furthermore, the research suggests that the Department of Education should organize comprehensive workshops focused on professional development. This holistic approach could strengthen the senior-phase classroom environment, fostering a dynamic and supportive atmosphere for both educators and students.

It was revealed in the study that educators may consider focusing on integrating code-switching as a transitional tool, while also encouraging students to engage more fully with the target language, which in this study refers to the English medium.

4. Strategies Employed by Teachers in Managing Code Switching

Teachers handling English subjects have goals to achieve in the delivery of the curriculum assigned to them. They are tasked to facilitate the learners' acquisition of standards mandated in the English curriculum, thus managing code-switching is their concern, which is the practice of alternating between

languages in communication, particularly relevant in multilingual classrooms.

The data in Table 5 outline various strategies teachers employ to manage code-switching, highlighting the frequency of each strategy's use and its prevalence rank.

Table 5: *Strategies Employed by Teachers in Managing Code-Switching in a structured format:*

Strategies	Frequency	Rank
Encouraging students to use English in the discussion or presentation	32	1
Exposing students to read aloud English texts and concepts	31	2.5
Setting clear instructions on when, where, and how to engage in code-switching during English classes	31	2.5
Giving appreciation/recognition to students who answered with the right English structure	30	4
Constant reminder of teachers to speak English	26	5
Encouraging students to be in front of the class in sharing answers in English	15	6

Encouraging students to use English in discussions or presentations received the highest frequency count (32) and ranked first. This indicates that teachers prioritize creating an environment where students actively engage in English, thereby minimizing reliance on their native language. Motivating students to often use English during classes can achieve proficiency and enhance their performance in English, particularly in components of grammar and structure, Villarin & Emperador (2023) claimed in their study that students who rarely code-switched have very satisfactory English achievement. Local studies found that students' English grades are closely linked to their attitudes towards code-switching and that how often they use code-switching also affects their English performance (Castillejo et. al, 2018; Roxas, 2019).

Elucidating the ideas about encouraging English language use among students is a critical aspect of teaching, and the authors above-mentioned have explored strategies to achieve this objective. Teachers actively foster an environment conducive to English language use. By prioritizing discussions and presentations, educators provide students with opportunities to practice speaking and using English in real-time contexts and other activities such as scenario-based learning, peer language tutoring, and integrated language assessment where students are instructed to create entries in their journals, portfolios, and self-reflections. This method allows for the practical application of language skills, which can lead to increased proficiency. Villarin & Emperador (2023) determined that students who remain focused on using English instead of switching to their native language tend to achieve higher competency in the language. They noted that the frequency of code-switching negatively correlates with students' academic performance in English. According to the Print Article.

(2024) entitled "Innovative strategies for teaching English language learners." Encouraging consistent use of English while minimizing code-switching can improve language performance. Students who frequently switch languages often struggle with grammar and structure. Therefore, teachers should implement strategies that motivate students to use English consistently, enhancing their proficiency and academic success.

On the other hand, several strategies tied for the second-ranked with frequencies of 31. These include setting clear instructions on when, where, and how to engage in code-switching. This suggests that teachers recognize the importance of guidelines to foster appropriate language use, making students aware of acceptable times and contexts for switching languages. Exposing students to read-aloud English texts and concepts is also crucial, which is acknowledged with 31 responses, as it immerses learners in the language. Therefore, practicing speaking in English by somehow engaging in reading and writing is needed to attain fluency and proficiency in the target language. Students who often speak during discussions and presentations are more exposed to the drills on how to be a good communicator. Indeed, students who master English are more likely to be successful in academic and professional settings. Parallel to this, Eslit, & Valderama (2023) affirmed that good English, when used either in speaking or writing, is a requirement for every person. Hence, it helps to establish a clearer and better interaction.

Other strategies include giving appreciation or recognition to students who demonstrate proper English structure, have a frequency of 30 and are rank 4. This finding unveiled that most of the teachers agreed that for the students to participate well in class discussion, there should be praise and rewards in the sense that it could

motivate them to engage in any activities in the classroom, Blas et al. (2018) postulated in his study that the highly motivated student learning the language the greater chance for them to achieve more than the less motivated student. On the other hand, providing constant reminders for students to speak English got a frequency of 26 and rank 5. Teacher strategy to give constant reminders to students to use English is highly recommended by participants in their feedback, the students must often use English as a medium for them to achieve the greater chance to achieve mastery of the language.

While these strategies are ranked fourth and fifth, they emphasize teachers' reinforcing actions to encourage proficient language usage and create a supportive learning atmosphere. For the teacher's part, Hazaymeh (2022), revealed in his study that most of the teachers believed that code-switching provided a clear purpose in encouraging language proficiency and had a positive impact on instruction and language development in EFL classrooms by creating a sociable environment. Lastly, with the 15 reported responses, rank 6 among strategies, encouraging students to be in front of the class in sharing answers in English also suggests that there is a need for every teacher to let students get along with the discussion by instructing them to use English somehow. From the notions of Hazaymen (2022), it was also demonstrated that code-switching to teachers was effective in EFL classrooms and played an important role in English learning and teaching, that is why teacher strategies and management approach in making a supportive environment is a must for the learners to learn well in English classes.

Chen, Xiao, and Liu (2023) in their research indicated that code-switching could help students understand learning content more easily, absorb knowledge more quickly, and acquire a second language more efficiently. They discovered a positive correlation between code-switching and bilingual students' academic performance in language education, suggesting that integrated instruction can enhance learning outcomes. However, to prevent the disruption produced by code-switching in second language acquisition, both teachers and students should limit the frequency of code-switching.

These perceptions indicate a need for balancing the benefits of code-switching with strategies that promote greater proficiency in English. Chen, Xiao & Liu (2023) stressed also that using code-switching as a teaching method can sometimes interfere with learning a second

language. This interference involves mixing elements like sounds, grammar, vocabulary, and spelling from one language to another. Both the presence and absence of code-switching are important to consider.

In summary, the data showcases teachers' multifaceted approach to managing code-switching, highlighting the balance between encouraging English usage and providing a structured framework within which students can navigate their multilingual realities.

5. Impact of Teachers' Attitudes Towards Code Switching on Classroom Dynamics and Language Learning Outcomes

Teachers' attitudes toward code-switching significantly impact classroom dynamics and language learning outcomes. These multi-faceted impacts may offer positive or negative results on classroom dynamics and language learning outcomes. Kumar et al. (2021) noted that people's attitudes toward code-switching differ, and such a strategy in English classrooms is viewed positively and negatively. Teachers' attitudes toward code-switching significantly impact classroom dynamics and language learning outcomes. These multi-faceted impacts were affirmed by respondents by their remarks that it may offer positive or negative results on classroom dynamics and language learning outcomes. Below are the narratives from the teachers:

Increasing students' participation
Several ideas have been shared by the research participants on what impact is brought by code-switching in the classroom dynamics. Some groups were very appreciative of the benefits offered by code-switching in the participation of the students in English classes. As postulated by Wang (2022), the strategic use of the first language (L1) in English language classrooms can foster a supportive learning environment and significantly enhance students' interest and motivation in their language acquisition endeavors. Regarding the interview findings, it was found that most of the teachers are conscious of the roles and effects of using code-switching in their classrooms. The teachers' perspectives on the purposes of code-switching to the L1 in the English classroom varied. Analysis and interpretation of interview data revealed the following code-switching roles.

According to P1, P2, and P4, they revealed in their remarks that the use of codeswitching encourages students to participate. "Despite reminding my students to use English in our class, still the use of Tagalog or

Filipino to stress their point is unavoidable. But I am happy because I can see in them their courage in trying initially to talk in English and they end up in Filipino." (P1). This idea was supported by Participant 2 when she stated, "I notice the silence of my student's every time I'm prohibiting them from doing TagLish once they try to participate. But they keep on asking for favors to allow them from time to time. Once I permit them to do so, they become participative." (P2), based on the statements from the two participants, letting students use their native language such as Taglish or Bisakol in learning a new language facilitates them to be more participative during lessons.

Parallel to this, participant 4 stated "My students are used to sharing very limited ideas when I require them to use English. However, when they shared in Bicol or Filipino, ideas were expanded, and they talked much." (P4), additionally, participant 8 considered that "Code-switching as a teaching strategy helps to build rapport with and among students that enhances and encourages them during classroom discussions and ensures improved communication." (P8). These remarks from teachers showed the assistance of codeswitching in making classroom dynamics and learning outcomes more successful, taking into account the friendly environment inside the classroom leads learners to engage and learn without deprivations. alongside these affirmations about the roles of code-switching in increasing students` participation, Participant 3 elucidated the ideas above as she put everything on the side of the teachers to recognize the benefits of switching codes in English classes, according to Participant 3, " If the teacher allows the students to code-switch during the discussion in English class, it will encourage active participation since students are free to express their ideas using languages that are familiar to them."

From the narratives of teachers, we confirmed that Language code-switching plays a crucial role in the students ' active learning engagement. Their being multilingual makes them feel comfortable in their language. Permitting them to engage in code-switching is truly a channel for achieving high learner participation.

By embracing their diverse language skills, educators can unlock higher levels of student involvement, encouraging them to share their thoughts, ask questions, and collaborate more freely with their peers.

Enhancing students' comprehension and retention of language lessons

Facilitated understanding of positive attitudes towards code-switching can help elicit responses from students and check comprehension and retention effectively, supporting their language development while encouraging active participation. According to Hutauruk (2016), code-switching is a strategy used to facilitate expression and clarify unfamiliar words, ensuring understanding while enhancing efficiency. This is also proved by Participant 4 in her remarks, "As a language teacher, I believe that for students to learn the language, we have to immerse them in it. However, in reality, code-switching became very helpful to us as a teacher to elicit responses from learners and enables us to check comprehension." (P4) Indeed, the feedback of Participant 4 is observed in the teaching and learning process where there is a need to resort to code-switching for students to understand complex ideas in English using their L1 (first language), In connection with this, the idea was supported by Participant 11 when she stated the following, "It is hard to teach or let them understand the lesson if you discuss it all in English, especially since not all of our students are native speakers of the language English. As a teacher, I let them do the code-switching, providing them with a positive attitude so they can express their idea, and then afterward I just translate his/her answers into English." (P11)

Postulated by participant 5, elucidated the benefits of code-switching in enhancing students` comprehension and retention of the lessons in his remarkable ideas according to him, "Code-switching can be a valuable tool for enhancing comprehension, engagement, and motivation, it is important to use it strategically and with a clear purpose in mind." (P5)

This notion that code-switching enhances comprehension was supported by Participant 12 when she stated, "It is easy to facilitate the class discussion because students can easily understand the questions given." (P12). Considering this, Participant 9 confirmed that the use of code-switching in the classroom served a useful purpose in the process of teaching and learning English, according to her "Based on my hands-on experience, code-switching facilitates the teaching and learning process. It enables learners to assist their understanding and comprehension, especially the linguistic forms and register, and basically, this will aid them in becoming linguistically competent learners. Additionally, it maintains learners' attention to the lessons presented and actively encourages engagement

in classroom activities." (P9). The idea was supported by Participant 15 when she stated the following: "I have a positive attitude toward code-switching because it helps my students feel more confident using their native languages, enhancing their willingness to engage and learn." (P15)

As postulated by many teachers in this present study, code-switching is a valuable pedagogical tool that, when used with a clear purpose, contributes significantly to language development. It encourages students' confidence in using their native language` while facilitating their understanding of the target language. This dual focus helps maintain student engagement and attention, ultimately leading to better comprehension and retention of language lessons. Thus, the integration of code-switching in teaching practices can be a direct pathway to achieving linguistic competence in learners.

Creating pressures to learn English

Permitting learners to adopt code-switching in English classes does not always gain affirmation from the English teachers. Being used to the said practice may create pressure among learners to learn English. Such possible impact has been evident in the shared thoughts of the following research participants. In the study by Kumar et al (2021 the results show that code-switching is viewed negatively as it is prevalent and that the attitude towards this practice is generally negative.

Based on the statement of Participant 3, "It is expected that students should use the English language during English class but if they are allowed to code switch, it will be hard for them to master the use of the language." (P3), from this view, the teachers nowadays are hesitant of using code-switching in English classrooms, for the reasons that students might fail to achieve properly its primary goal of language learning acquisition, it is seconded by participant 5, as she stated that, "Code-switching can create a less immersive learning environment where students are not fully exposed to the target language this can limit their opportunities to develop listening comprehension, pronunciation, and fluency skills."(P5), the errors in learning English occur due to the learners` native language influence.

Parallel to the statements above, P12 and P22 affirmed its effect on language learning acquisition, which code-switching compromises the mastery of the language. According to P2, "Negative impact pertains to students learning because they can feel uncomfortable with the

language used in discussion, but they are at ease with the language they prefer to talk." Tolerating students often use their L1 in learning L2 would expose them to some areas of errors while learning English, frequently in the students' speaking, listening, reading, and writing. This idea was supported by Participant 22 when he stated, "Allowing code-switching, may develop better expression and comprehension, but this would hinder everyone's ability to speak the language intended to be used in that specific discipline." (P22)

Requiring students to engage in discussions exclusively in English during class can lead to significant discomfort rather than fostering a supportive learning environment yet fostering the excessive use of English could bring success in the goal of teaching students to enhance their English fundamental skills. Indeed, many learners feel overwhelmed by the pressure to express themselves fluently and accurately, which may hinder their willingness to participate. Additionally, this expectation can create an atmosphere of anxiety, where students are more focused on avoiding mistakes than on contributing to the conversation. Consequently, instead of enhancing their language acquisition, this approach may cause learners to withdraw from discussions altogether, ultimately impeding their overall progress in mastering the language.

Promoting Language Development and Inclusivity

Many teachers recognize the role of code-switching in fostering inclusivity and enhancing language development. This narrative underscores that a balanced approach, allowing for code-switching while still promoting the use of English, can create an enriching educational experience that respects students' diverse backgrounds. From the views of P18 and P16, they reported that in encouraging students to participate, teachers must avoid making biases and letting the students share their ideas naturally in the plenary despite imperfections in using the English language. According to P18, "A teacher who encourages students to speak naturally without students feeling reprimanded when mistakes are committed can effectively teach students the English language." Parallel to this idea was the response given by Participant 16 when she stated her feedback regarding L1 usage in the classroom. Based on her affirmation "Teachers may create a friendly classroom and students' confidence. Let the students feel more relaxed in sharing them without hesitations." (P16). The two have reported the importance of language development without creating

too much pressure in learning because it could demotivate the confidence of learners upon learning.

A positive attitude toward code-switching boosts confidence and helps in achieving a supportive environment, Participant 20 affirmed these notions from his statement, "For any reason, the teacher allows code-switching inside the classroom, for students to feel more confident when it comes to self-expression." Additionally, Participant 14 reported that "CS can influence the classroom environment and student learning such as facilitating communication, enhancing understanding, promoting inclusivity, and supporting language development (Positive Attitudes)." Alongside the feedback reported above, Participant 6 elucidated the positivity about code-switching functions, according to her, "Positive attitudes toward code-switching validate students' backgrounds, enhance communication, and foster an inclusive environment, leading to better participation and engagement. This support can improve language proficiency and cognitive flexibility." (P6)

With the overall remarks from the participants mentioned above regarding their on-point views about code-switching functions, Participant 23 stated vividly the affirmation that addresses teachers and students to not void the use of code-switching in the teaching and learning language process, according to her, "I do not see code-switching as a weakness on the part of learners and even on the part of the teachers as well, it is a teaching and learning strategy. As second language learners and teachers, it is expected that the speaker and such writing errors we commit are inevitable and code-switching is one way to cope since our mother tongue is different from the English language, our target language, thus code-switching does not hamper learning, instead, it aids to facilitate learning in totality." (P23)

By permitting students to transition between languages, educators can cultivate a more enriching educational experience that not only recognizes but also celebrates the diverse linguistic and cultural backgrounds of their students. This approach enhances classroom interactions, fosters a sense of belonging, and supports the development of multilingual competencies, ultimately improving the overall learning environment for all students.

Balancing Code-Switching and Language Immersion

The importance of a strategic approach to code-switching is highlighted, where teachers advocate for its use only in specific contexts to maintain a focus on English language acquisition. This balance is seen as crucial for maximizing positive learning outcomes. Domede (2023) argues that code-switching is vital in engaging young learners in language education, especially at the foundational level. It can capture their interest and make learning more relatable. However, as students advance and build their language skills, this practice should be gradually minimized to encourage greater proficiency. Teachers` participants reported that a balancing approach to when and how to use code-switching is needed to achieve somehow English language immersion.

According to P12 and P1, they reported that code-switching benefited the students in language learning development. Participant 12 stressed that "A balanced approach that recognizes the benefits of code-switching while also promoting target language use may be most effective for language learning in multilingual contexts." (P21). Participant 1 agreed that code-switching was a pedagogical tool when she stated, "A teacher`s stance on code-switching significantly impacts the classroom environment and students` language development. While code-switching can be a helpful tool for explaining concepts, managing the classroom, and building relationships, it`s important to use it as thoughtfully and sparingly as possible. Teachers should be mindful of their language use and strive to model consistent English usage in the classroom. Teachers should strike a balance, employ code-switching strategically, and consider their students' needs to create a supportive learning space that encourages both language acquisition and positive classroom interactions." (P1)

Recognizing the importance of code-switching in language immersion while having a supportive environment, it also serves as a crucial resource for emotional support and cognitive clarity. The idea was supported by Participant 5 when she stated that "By balancing code-switching with language immersion, teachers can create a supportive and effective learning environment that helps students develop their language skills to their full potential." (P5)

Code-switching is beneficial in the EFL classroom hence teachers easily transfer content and allow students to interact in the classroom, Participant 13 reported that "code-switching can either make or break the teaching-learning process inside the classroom when teachers have a positive attitude towards code-switching

allow the students to feel supported to use their native language for a deeper understanding of the context of the lesson while also allowing them not just to be participative but most importantly offering them room to better prepare and express themselves in the second language." (P13). In connection with this, Participant 9 stated that "Code-switching is a viable strategy in language teaching and learning for teachers. The teachers and learners are at will to express themselves without much linguistic inhibitions, thereby, eliminating possible misinterpretation and misunderstanding in the learning process. Thus, teachers can provide linguistic scaffolding that will help students grasp the content while continuing to develop their proficiency in the English language." (P9), the ideas of the two suggest that code-switching could boost the confidence of the learners inside the English classes, and truly increase participation among them, as a viable strategy, there must be caution in utilizing it in the classroom, the purpose of it does not hamper the students from their primary goal in learning English as a second language.

The ideas from P13 and P9 were supported and elaborated by Participant 15 when she stressed;" If the teacher believes and recognizes the positive impact of code-switching while still promoting the use of the target language in the classroom discussion, then it is likely to create and establish a supporting learning environment that maximizes language learning outcomes. "Additionally, Participant 19 elucidated the point when she stated the following: "It is essential for teachers to be mindful of the outcome of the supportive and inclusive environment that encourages both the use of target language and the opposite use of code-switching, wherein, teachers can make a dynamic teaching-learning outcome." (P19). Teachers believe code-switching in the classroom setting is for instructional purposes, code-switching is for refining communication, explaining content, and managing classrooms. A positive outlook regarding the benefits of code-switching could help provide an inclusive environment where no one is left behind. According to Participant 7, "The perspective of teachers on code-switching significantly influences classroom interactions and language acquisition. Supportive environments are cultivated by positive views, which improve understanding and promote cultural identities, whereas negative attitudes can lead to the stigmatization of native languages, diminish self-esteem, and restrict exposure to the target language. A balanced method of code-switching may result in better language results for students requiring assistance." (P7)

Summarizing the reported feedback from teachers working in the teaching field, the practice of code-switching in English classes is not something to be frowned upon as it is seen as an instructional tool. Still, it should be carefully managed to ensure that it does not detract from the primary goal of English language acquisition. By maintaining a clear focus on teaching and learning English, educators believed that they could create a more effective learning environment that optimizes student engagement and fosters positive learning outcomes. This balanced approach is considered essential in helping students navigate between languages while reinforcing their English language skills.

6. Proposed Strategies to Manage Code Switching Among Senior High School Students in English Classes

Managing code-switching in English classes among senior high school students can significantly enhance language learning experiences. Below are proposed strategies, including their rationale, goals, objectives, mechanics, and impacts.

Rationale:

Minimizing or reducing code-switching among senior high school students in English class requires a multifaceted approach that addresses the reasons behind it and creates a supportive learning environment. As language educators, we must understand the roots of code-switching. We must establish explicit rules about it and explain that while occasional use is acceptable, the primary language of instruction is English. As one of the focal points of this study is to offer strategies to reduce or minimize the use of code-switching in English classes, it is also recognizing the leverage of code-switching in helping students engage and comprehend the lessons. Villarin & Emperador (2023) postulated in their study that students who rarely code-switched have very satisfactory English achievement. Local studies found that students' English grades are closely linked to their attitudes towards code-switching and that how often they use code-switching also affects their English performance (Castillejo et. al, 2018; Roxas, 2019).

A safe and encouraging environment where students feel comfortable taking risks and speaking English without fear of judgment is highly recognizable in providing positive outcomes for the teaching and learning process. English teachers must remember that we should focus on effort and participation, rather than perfection. These are the comprehensive proposal that

tackles both the reasons why students switch languages and creates a classroom where they feel comfortable. This is parallel to the ideas of Hakim et. al. (2019) claimed that one of the benefits of using code-switching was making the students feel more comfortable in learning English. Code-switching, or the practice of alternating between languages, is common among multilingual students. While it can facilitate understanding and communication, excessive code-switching may hinder the acquisition of the target language (L2). Thus, establishing effective strategies to manage this behavior is essential for optimizing students' learning outcomes.

The proposed set of strategies is crafted based on the insights acquired in this study.

These strategies are designed to improve students` English skills, the strategies proposed involve the balanced approach using L1, L2, and L3 during classes, establishing clear goals of encouraging learners to express their thoughts in the English language regardless of errors, valuing the language diversity of the students, use practical work approach to expose learners to the real-world language skills by placing students in context-driven scenarios, allowing the peer mentoring approach which is recognizing the value of bilingual support in the classroom, encourage students to actively reflect on their language development through the use of integrated language bank assessments that track their learning experiences and language use through writing in journal, portfolio, and self-reflection, and lastly, allowing them to work on collaborative games on enhancing language skills.

Goal:
To create an inclusive and effective learning environment that encourages the balanced use of L1, L2, and L3 during English classes, thereby enhancing students' engagement and proficiency in English.

Strategy 1: Balance Technique in L1, L2, and L3 Learning

Objective:
Promote a balanced use of students' first languages (L1), second languages (L2), and any additional languages (L3) to aid in comprehension and communication.

Mechanics:
Identify specific instances where code-switching can enhance understanding, such as in complex grammar explanations or vocabulary acquisition.

Encourage students to express their thoughts in their L1 when grappling with difficult concepts, then require them to translate those thoughts into English.

Create activities that necessitate reflection on language use, where students must alternate between languages during group work or discussions such as speech choir, role-playing, debates, presentations, and collaborative projects.

Impact of the Strategy:
This approach helps students feel more comfortable participating, reduces anxiety associated with language expression, and facilitates a deeper understanding of English without completely relying on their native languages.

As a result, students are more likely to use English in contexts where they might otherwise resort to their L1.

Strategy 2: Establish Clear Language instructions and Goals

Objective:
Facilitate language learning by setting specific, measurable goals for students' language proficiency in English.

Mechanics:
Develop and communicate language objectives for each lesson that clearly outline desired outcomes regarding vocabulary, grammar structures, and language functions.

Incorporate self-assessment tools that allow students to track their progress toward these goals.

Use visual aids to display language objectives in the classroom, helping students reference them throughout lessons.

Impact of the Strategy:
Establishing clear language goals helps students understand what is expected of them in their language-learning journey.

This clarity motivates students to engage with English more purposefully and decreases the likelihood of excessive code-switching, as they will have specific targets to aim for during their learning processes.

Strategy 3: Embrace Linguistic Diversity

Objective:

Recognize and celebrate the linguistic backgrounds of all students, fostering an environment where multiple languages and dialects are valued.

Mechanics:

Integrate lessons that explore cultural aspects of different languages and promote discussions about students' language backgrounds and experiences.

Implement pair and group work that allows students to use their L1 alongside their L2 or L3 when they feel it enhances communication, while also encouraging transitions to English.

Provide professional development opportunities for teachers on the importance of linguistic diversity and strategies to incorporate it into the curriculum.

Impact of the Strategy

By embracing linguistic diversity, educators create a welcoming classroom atmosphere where students feel appreciated for their varied language skills. This acknowledgment encourages students to take risks in their English use, facilitating more meaningful interactions while still allowing for strategic code-switching when necessary. These strategies aim to balance the benefits of code-switching to advance English proficiency, thereby enhancing the overall learning experience for senior high school students in English classes. Through these approaches, students can develop a stronger command of English while recognizing and valuing their linguistic identities. Code-switching is a natural behavior among multilingual students and can be strategically managed to enhance their language learning experience. Below are additional proposed strategies that focus on the effective management of code-switching, ensuring a supportive and productive learning environment.

Strategy 4: Practical Work-based Approach (Scenario-based Learning)

Objective:

Enhance real-world language skills by placing students in context-driven scenarios that necessitate language flexibility, including code-switching.

Mechanics:

- *Simulation Activities:* Create scenarios where students must navigate conversations using both their L1 and L2. Examples include role-playing a business meeting or a travel scenario.

- *Reflection Sessions:* After simulations, hold discussions where students reflect on their language choices during the role play. Encourage them to discuss when and why they switched languages.

- *Feedback Mechanism:* Provide constructive feedback on language use, emphasizing situations where code-switching was effective or unnecessary, helping students recognize patterns in their language use.

- *Encourage Language Use in Authentic Contexts:* Create opportunities for students to engage in real-world conversations and interactions in their L1, L2, and L3 through community service, cultural exchange programs, or digital interactions with native speakers. This experiential learning will build confidence in language use and promote practical language applications.

Impact of the Strategy:

This approach not only prepares students for real-life interactions but also encourages them to become more conscious of their language choices. By engaging in practical scenarios, they can appreciate the necessity and context of code-switching, strengthening both their fluency in English and their confidence in using multiple languages.

Strategy 5: Peer Language Tutoring

Objective:

Foster a collaborative learning environment by pairing students for peer mentoring and recognizing the value of bilingual support in the classroom.

Mechanics:

- *Pairing Students:* Match students with varying levels of English proficiency to encourage mentorship, allowing stronger English speakers to aid those who may struggle without excessive reliance on their L1.

- *Project Collaborations:* Implement paired projects where students must present their findings in English while being allowed to use their L1 during the planning stages.

- *Language Workshops:* Facilitate regular workshops where students can bring language discrepancies or challenges to discuss with their peers, promoting collective problem-solving.

Impact of the Strategy:

Peer mentoring enhances collaborative skills while allowing students to leverage their bilingual abilities.

This strategy encourages students to make active language choices, promoting greater awareness of when code-switching is appropriate and fostering support among diverse language learners.

Strategy 6: Integrated Language Bank Assessment (journal, portfolio, and self-reflection)

Objectives:
Encourage students to actively reflect on their language development using integrated language bank assessments that track their learning experiences and language use. Use formative assessments such as portfolios, language journals, and self-reflections to help students and educators track language development and adjust instructional strategies accordingly.

Mechanics:
- ***Language bank Guidelines:*** Instruct students to create entries in their journals, portfolios, and self-reflections that alternate between L1 and L2, documenting their learning processes, thoughts, and instances of code-switching.
- ***Prompts for Reflection:*** Provide specific prompts that encourage students to analyze their use of language in various situations, focusing on emotions, challenges, and successes.
- ***Periodic Reviews:*** Schedule regular check-ins where students can share their writing entries with the class, promoting discussion about language strategies and personal growth.

Impact of the Strategy:
Integrated language bank assessment fosters self-reflection, encouraging students to think critically about their language use. This practice can lead to a better understanding of their patterns in code-switching, supporting their growth as language learners and promoting a shift toward greater usage of English over time.

Strategy 7: Collaborative Language Games

Objective:
Create a dynamic learning environment by integrating collaborative games that incorporate both English and students' native languages, reinforcing language skills through fun activities.

Mechanics:
- ***Bilingual Games:*** Design games that require students to switch languages as part of the gameplay, such as vocabulary-building games

where a word in L1 must be translated into English for points.
- ***Team Challenges:*** Organize team-based competitions where students must collaborate and use both languages to solve problems or complete assignments.
- ***Incorporating Technology:*** Utilize apps and online platforms that support bilingual interaction, allowing students to engage in language-rich environments.

Impact of the Strategy:
collaborative games promote camaraderie and engagement, creating a less formal language-learning atmosphere. By integrating both L1 and L2 into these activities, students can consciously practice code-switching in a controlled manner, facilitating language acquisition while reducing the stigma around using their native language.

Implementing these strategies helps create a balanced approach to code-switching in English classes, acknowledging the multifaceted linguistic backgrounds of students while enhancing their proficiency in English.

Strategy 8: Small Group Work Approach (SGWA)

Objective:
Encourage the students to work as a group and brainstorm for better concepts for doing an output or activity, with this learner feel belongingness wherein showing of group task is possible.

Mechanics:
1. Classify the difficult to simple questions to be given to group members.
2. Form small groups consisting of 4-6 students, ensuring diverse abilities and perspectives within each group.
3. Assign each group a set of categorized questions. The simpler questions should be solved first, allowing students to build confidence before tackling more complex queries.
4. Encourage group members to discuss their thoughts and ideas openly, facilitating a productive brainstorming session.
5. After addressing the questions, each group should present their findings and ideas to the class, promoting peer learning and feedback.
6. Provide guidance and support throughout the process, ensuring that each group remains focused and on track with their discussions and outputs.

7. Conclude with a reflection session where students share their experiences, discussing what strategies worked best and what they learned from collaborating with peers.

Impact of the Strategy:

The implementation of the Small Group Work Approach can lead to numerous positive impacts in educational settings, including enhanced collaborative skills, increased student confidence, improved analytical thinking, and opportunities for reflection and self-assessment.

Through structured guidance and a focus on peer interaction, SGWA aims to create a dynamic learning environment where all students are empowered to succeed collectively. Through this, educators can expect to see improved academic performance and a more engaged classroom atmosphere, underscoring the power of collaboration in the learning process.

CONCLUSIONS

Derived from the observed findings, the following conclusions are formulated:

1. Nervousness and shyness are the predominant factors driving students to engage in code-switching during English tasks, with this behavior serving as a coping mechanism that enhances comfort and facilitates participation, while also highlighting the significant roles of language proficiency and peer influence in their linguistic choices.
2. Teachers have identified that excessive reliance on the native language significantly hampers students' English fluency and engagement, highlighting the urgent need for strategies that promote the exclusive use of English in learning environments to enhance vocabulary, comprehension, and active participation.
3. Teachers have perceived code-switching as a valuable pedagogical tool that can enhance comprehension and provide emotional support, there remains a critical need for strategies that mitigate over-reliance on the native language to promote greater independence and proficiency in English among students.
4. Teachers prioritize fostering an English-speaking environment in their classrooms, employing a variety of strategies that not only encourage the use of English in discussions and presentations but also support students' overall language development through structured guidance and immersive practices.

5. The Teachers have indicated that attitudes towards code-switching significantly shape classroom dynamics and language outcomes, as they can foster a more inclusive and engaging learning environment that enhances student participation and comprehension, while also necessitating a careful balance to ensure the ongoing development of English proficiency.
6. The researcher proposes and develops strategies to manage code-switching among senior high school students in English classes.

RECOMMENDATIONS

Based on the findings obtained and the conclusions drawn from them, the following are the recommendations:

1. Students be encouraged to develop their oral communication using simple sentences.
2. Teachers be proactive in implementing strategies that promote the exclusive use of English in learning settings to enhance students' vocabulary and oral engagement.
3. Teachers be mindful in utilizing code-switching of students as a pedagogical tool to enhance comprehension and emotional support, while also balancing its use to encourage greater independence and proficiency in English.
4. Teachers be encouraged to create an immersive English-speaking environment in the classroom that encourages discussions and presentations, as this significantly contributes to students' overall language development.
5. Positive and flexible approach towards code-switching to create an inclusive and engaging classroom environment that boosts student participation and comprehension while carefully monitoring students' ongoing development of English proficiency be proposed.
6. Transformative and innovative strategies for managing code-switching among senior high school students, focusing on a positive learning experience, and enhancing language skills, be proposed.

This study would not have been possible without the invaluable contributions of numerous individuals. The researcher wants to take this opportunity to express heartfelt gratitude to everyone who offered their support and dedicated their time, effort, and insights, which significantly enriched the quality of this research and ultimately contributed to its success.

First and foremost, the researcher wishes to express his sincerest thanks to his adviser Dr. Virginia D. Detera who has spent her valuable time and considerable effort in helping and guiding him to complete this study.

Her contributions have been invaluable in shaping the study and encouraging a deeper intellectual curiosity;

Dr. Danilo E. Despi Ed, D., whose knowledge, expertise, and insightful guidance illuminated the path of this manuscript.

Dr. Belen L. Dominguinano's knowledge of simplifying complex concepts and providing practical applications has not only enhanced his understanding of the subject matter but also inspired him to explore further.

Dr. Rolando F. Embile and Dr. Joseph F. Guab, members of the panel, for their commendable suggestions and comments which enriched the substance of the study.

Dr. Ma. Jean D. Deuda, secretary for the preparation of corrections given by the panel and for the final completion of the manuscript.

His sincere gratitude also goes to all the participants for their cooperation in the data collection process. Without their participation and cooperation, this study would not have been possible.

My parents, Lorna Maraña and Eduardo Maraña, who supported him in so many ways through this study.

Jolina B. Buban, as his source of inspiration, moral, and spiritual support to complete this heartfelt study.

Above all, to Almighty God for the guidance, the gift of courage, and wisdom, without Whom none of this would have been possible.

All thanks and praise to God who kept him during his research journey!

To God be all the glory.
J.R. G. Maraña

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