

The Role of Code-Switching in Promoting Understanding Inclusivity in Multilingual Classrooms

Marjorie Quevedo ¹, Joanne E. Bermillo ²

¹ Central Mindanao University, Musuan Maramag, Bukidnon, Philippines

² Faculty, Central Mindanao University, University Town, Maramag, Bukidnon, Philippines

ABSTRACT

This study explored the role of code-switching in promoting understanding and inclusivity in multilingual classrooms, focusing on first-year Criminology students at Valencia Colleges (Bukidnon) Inc. A mixed-methods approach was used, combining discourse analysis of classroom interactions with survey data to examine how code-switching supports pedagogical and communicative functions. The qualitative data, drawn from two classroom observations, revealed that teachers and students frequently used inter-sentential, intra-sentential, metaphorical, tag, and conversational code-switching. These linguistic shifts served to explain abstract concepts, activate prior knowledge, validate student responses, and foster emotional comfort. Teachers alternated between English and Cebuano intentionally to scaffold learning, clarify content, and build rapport with learners.

Quantitative findings from a validated survey instrument indicated that students generally perceived code-switching as highly beneficial in enhancing lesson comprehension and promoting inclusivity. The three dimensions, understanding, inclusivity, and overall perception, yielded high mean scores, suggesting strong agreement among respondents. Students also reported greater confidence, engagement, and a sense of being valued when their native language was incorporated alongside English.

Thematic analysis reinforced these insights, showing that metaphorical and conversational code-switching fostered a culturally responsive and emotionally safe classroom environment. Anchored in Gumperz's Sociolinguistic Theory, Krashen's Affective Filter Hypothesis, and Poplack's Code-Switching Typology, the study underscores the pedagogical and socio-cultural significance of code-switching. The study concludes that, when applied purposefully, code-switching can transform multilingual classrooms into inclusive spaces that support both understanding and academic growth.

Keyword: code-switching, Inclusivity, Multilingual Classrooms, Pedagogy, Understanding

1. INTRODUCTION

In recent years, the study of code-switching in multilingual classrooms has gained considerable attention in the field of education. Code-switching has emerged as a significant and complex practice in multilingual classrooms, particularly in the context of second language (L2) education. This linguistic phenomenon, in which speakers alternate between languages or dialects during communication (Poplack, 1980), is widely observed in educational settings. Studies have shown that code-switching can facilitate comprehension and help students build cognitive connections between their native language (L1) and the target Language (L2) (García & Wei, 2014; Hamdan, 2023).

In the Philippines, where English was institutionalized during the American colonial period, Filipino leaders regularly integrate English with local languages to clarify complex concepts and maintain cultural authenticity (Esquivel, 2019;

Olivera, 2021). Previous research has recognized code-switching as a scaffolding tool that reduces cognitive load and lowers the affective filter, thereby enhancing student engagement (Canagarajah, 2013; Garcia, 2009). However, empirical studies examining its impact on tertiary-level students in the Filipino context remain limited. In an educational context, particularly for English teachers, there is an expectation to model effective language use. This responsibility includes using English as the primary medium of

instruction, with students often replicating the language patterns demonstrated by their teachers (Marsella, 2020). Crawford (2004) emphasizes the importance of fostering an English-speaking environment to encourage L2 use, which requires teachers to consistently speak English themselves. In a broader context, code-switching is acknowledged as a normative classroom practice. For instance, in Malaysia, students report increased engagement when instruction alternates between Malay and English (Paramesvaran & Lim, 2018). Similarly, Hamdan (2023) found that Singaporean ESL learners benefited from code-switching in complex reading comprehension tasks. In the Philippines, where English coexists with over 170 indigenous languages, code-switching is particularly vital in promoting inclusivity and accessibility in linguistically diverse classrooms (Olivera, 2021). Educators often use code-switching, particularly between Filipino and English, to clarify complex concepts and support students with varying levels of language proficiency, thus facilitating communication and deepening understanding (Baker, 2011). However, certain caveats remain. While code-switching plays a vital role in classroom instruction (Kumar et al., 2021), some researchers argue that it is more appropriately applied in informal social contexts than in formal foreign or second language learning environments. This is because excessive reliance on the local language may hinder English as a Foreign Language (EFL) learners from achieving a more advanced proficiency in the target language (Wijaya et al., 2020). Istifci (2019) further emphasized the need for teachers to be cautious in using the mother tongue, as it may become habitual for learners and limit their language development.

Such contrasting perspectives have fuelled ongoing debates regarding the appropriateness of code-switching in the classroom (Sakaria & Priyana, 2018). Nevertheless, English remains one of the official languages in the Philippines, making code-switching a common and often unavoidable communicative practice. The body of literature on this subject reflects its significance in the local context more advanced proficiency in the target language (Wijaya et al., 2020). Istifci (2019) further emphasized the need for teachers to be cautious in using the mother tongue, as it may become habitual for learners and limit their language development.

Despite its pedagogical potential, code-switching in higher education remains underexplored in the Philippine context. Most local studies have focused on basic education or teacher perspectives, leaving a gap in understanding how students in higher education perceive and respond to code-switching (Paculanang, 2017; Olivera, 2021). Moreover, few studies have examined code-switching through a discourse analysis lens one that captures real-time classroom interactions and the nuanced ways in which language is used to construct meaning, promote inclusivity, and manage participation.

2. MATERIALS AND METHODS

This study adopted a mixed-method research design, combining both qualitative and quantitative approaches to gain a comprehensive understanding of the role of code-switching in promoting understanding and inclusivity in the multilingual classroom. The qualitative component, which utilized discourse analysis, focused on examining the classroom interactions between the teacher and students and how code-switching serves communicative functions and promotes understanding in the learning environment. The quantitative component employed a survey questionnaire adapted and modified from Al-Qaysi (2016), which followed a 5-point Likert scale a survey questionnaire to capture students' perceptions regarding the role of code-switching in enhancing their understanding of lessons and promoting inclusivity in the classroom. The study was conducted among the first-year criminology students at Valencia Colleges (Bukidnon) Inc. (VCI), located in Valencia City, Bukidnon. The academic years of this study in 2024-2025. This institution is recognized for its varied student population and dedication to inclusive education.

A random sampling method was employed to select the participants for this study. The study involved 60 first-year Criminology students from VCI. The selection of these participants was grounded in the goal of exploring authentic language practices within a multilingual classroom setting. Although the researcher was a language educator, the focus of the study extended beyond English or language majors to how students from various disciplines used language to facilitate understanding and inclusivity.

The data were collected through classroom observations, audio recording, and a survey questionnaire. Prior to the data collection, formal approval was obtained from the appropriate school authorities, and informed consent was secured from all participants. Ethical standards were strictly observed to ensure the voluntary participation, privacy, and confidentiality of the respondents. The qualitative data were collected through two classroom observations involving the first-year Criminology students, each session lasting 30-60 minutes. During each session, the researcher sat at the back of the classroom to minimize disruption, took structured field notes, and recorded the discussion using an audio device. The quantitative data were gathered through a survey questionnaire adapted and modified from Al-Qaysi (2016). This instrument consisted of fifteen (15) Likert-type items organized into three dimensions: (1) Comprehension, (2) Inclusivity, and (3) Student perception of code-switching's role in the multilingual classroom on a five-point scale (1- Strongly Disagree, 2- Disagree, 3- Neutral, 4 Agree, 5 Strongly Agree). To ensure the reliability and validity of the instrument, the questionnaire underwent expert validation by three faculty members with expertise in language education and educational research. After validation, a pilot test was conducted with 10 students who were not part of the actual study sample. The pilot testing helped identify ambiguous or unclear items and allowed the researcher to revise the instrument for improved clarity, consistency, and reliability prior to full-scale deployment. To analyze the qualitative data the researcher derived from audio-recorded classroom observations, which were transcribed verbatim to capture every instance of code-switching between Cebuano to English. These transcriptions were then analysed using discourse analysis and categorized using Poplack's (1980)

typology, namely, intra-sentential, inter-sentential, and tag switching. Beyond structural categorization, the analysis also explored the communicative functions of code-switching guided by the sociolinguistics theories of Gumperz (182) and Myers-Scotton (1993). Code-switching instances were examined for their roles in clarifying concepts, managing classroom discourse, shifting topics, building rapport, and maintaining student engagement. In addition, Krashen's (1982) Affective Filter Hypothesis was applied to assess how code-switching may contribute to lowering students' anxiety and increasing their comfort and participation, thereby fostering a more inclusive and supportive learning environment. The quantitative data were analyzed using descriptive statistics to assess students' perceptions of code-switching. The Likert scale ratings were computed, and the results were interpreted to determine the overall trends in how students perceived the role of code-switching in promoting understanding and inclusivity in the multilingual classroom setting. The analysis was conducted using SPSS software. In quantifying the respondents' ratings, each item of the indicator was interpreted accordingly using the 5-point Likert scale.

3. RESULTS AND DISCUSSION

The evidence obtained during this investigation was presented, tabulated, analysed, and interpreted of both the quantitative and qualitative data to answer the research questions. The integration of statistical findings with classroom discourse observations highlights the significant role of code-switching in multilingual classrooms.

***Research Question #1:** How does code-switching facilitate understanding and participation in multilingual classrooms?*

Table 2: Code-Switching and Understanding, and Participation (RQ1)

Code-Switching and Understanding Participation (RQ1)	Statement	Mean	Standard Deviation
	1. I understand lessons better when teachers switch between languages (Filipino, English, or local dialect).	4.07	.756
	2. Code-switching helps clarify difficult concepts in class discussions.	3.77	.722

	3. I feel more confident participating in discussions when teachers use both English and my native language.	3.98	.676
	4. I learn subject-specific vocabulary better when teachers explain in multiple languages.	4.00	.664
	5. I learn subject-specific vocabulary better when teachers explain in multiple languages.	3.92	.671
	Overall Total	3.948	0.698

Table 2 presents the students' perceptions of how code-switching facilitates understanding and participation in multilingual classrooms. The overall mean score was 3.948 with a standard deviation of 0.698, indicating that respondents generally agreed with the statements. This indicates that the student agrees that code-switching positively impacts their understanding and participation in the classroom. Students acknowledged its benefits, though perhaps with some reservations, and found it a useful tool for improving their learning experience. Among all the items, the highest-rated item was "I understand lessons better when teachers switch between languages (Filipino, English, or local dialect)," with a mean of 4.07 and a standard deviation of 0.756. This suggests the students generally find lessons easier to understand when the teacher alternates between languages. In contrast, the statement with the lowest mean was "Code-switching helps clarify difficult concepts in class discussions," with a mean of 3.77 and a standard deviation of 0.722. While still positive, this lower mean score indicates that not all students rely on code-switching to understand complex topics.

Other items showed consistent agreement, such as, "I feel more confident participating in discussions when teachers use both English and my native language," with a mean score of 3.98 and a standard deviation of 0.676, showing that students feel more comfortable engaging in classroom talk when their L1 or common language is included. Similarly, the statement "I learn subject-specific vocabulary better when teachers explain in multiple languages," with a mean score

of 4.00 and a standard deviation of 0.664, indicating that multilingual explanation helps students grasp technical items. The item on information retention, "Code-switching makes it easier for me to retain information," also obtained a favourable mean of 3.92 with a standard deviation of 0.671, which indicates that using more than one language supports memory and recall of the lesson.

The Qualitative Data from a classroom observation further supports the survey results by showing how code-switching works in real teaching situations. In a one-session class on Genetically Modified Organisms (GMOs), the teacher used both English and Cebuano to explain a difficult topic. For example:

Teacher: *"GMO corn is actually one of the most common examples. Kaning GMO, gikan ni siya sa genetic engineering."*

This is an example of metaphorical code-switching (Gumperz, 1982), where the switch to the local language helped explain a scientific term more familiarly. It shows that code-switching is used intentionally to improve student understanding, which supports with Sociolinguistic Theory of the idea that switching languages is a meaningful and serve a specific communicative functions such as clarifying difficult concepts. Furthermore, the shift between languages also promoted student participation. For example:

Teacher: *"Ngano kinahanglan pa man gyud mag modify ang genes?"*

Student: “*Para siguro mas lig-on ang tanom, Ma’am?*”

This is an example of inter-sentential code-switching (Poplack, 1980) between English and Cebuano that created a safe space for the student to engage without hesitation, lowering the emotional barriers to participation, as suggested by Krashen’s Affective Filter Hypothesis. The use of the local dialect allowed students to respond confidently, reinforcing the finding that code-switching fosters participation.

In another second session of classroom observation during an Applied Social Science lesson, the teacher used short Cebuano prompts to help students remember prior lessons:

Teacher: “*Unsa man ning sociology?*” ” (*What is sociology?*)”

Student: “*Society*”

This is an example of tag-switching, where a simple word or phrase in the local language

facilitated the student's recall of key vocabulary. The switch between Cebuano and English helped activate prior learning and made it easier for the student to understand and connect new ideas with what they had already learned.

Both the quantitative survey data and qualitative classroom observations confirm that code-switching is an effective classroom strategy and a communicative function in promoting understanding in a multilingual classroom. It helps clarify difficult topics, supports the learning of new terms, and encourages students to participate. These findings align with both the Sociolinguistic Theory of code-switching, which sees it as a strategic linguistic behavior, and Krashen’s (1982) Affective Filter Hypothesis, which emphasizes the role of emotional comfort in promoting effective language learning.

Research Question #2: *What role does code-switching play in promoting inclusivity and engagement in multilingual classrooms?*

Table 3: Code-Switching and Inclusivity (RQ2)

Code-Switching and Inclusivity (RQ2)	Statement	Mean	Standard Deviation
	1. I feel included when my teacher switches languages	4.03	.637
	2. Code-switching creates an inclusive environment where all students can participate.	3.90	.543
	3. When my teacher switches languages, I feel that my cultural background is valued.	4.02	.624
	4. Code-switching helps students with different language proficiencies engage in class.	4.07	.634
	5. Teachers should use code-switching more often to ensure that all students understand the lesson.	4.08	.645
	Overall Total	4.02	0.6178

Based on Table 3 presents the students' perceptions of the role of code-switching in promoting inclusivity and engagement in multilingual classrooms. The overall mean score was 4.02 with a standard deviation of 0.6178, indicating that respondents generally agreed with

the statements. This indicates that the student agrees that code-switching positively impacts their inclusivity and engagement in a multilingual classroom. Among all the items, the highest mean was “Teachers should use code-switching more often to ensure that all students understand the

lesson,” with a mean score of 4.08, with a standard deviation of 0.645, which shows that student support for frequent use of multiple languages to aid in understanding. Similarly, “Code-switching helps students with different language proficiencies engage in class,” followed closely with a mean of 4.07 with a standard deviation of 0.634, reflecting the view that switching between languages allows learners at varying levels to participate more actively in classroom activities. Students also perceived that code-switching fostered a sense of belonging. The statement, “I feel included when my teacher switches languages,” obtained a mean of 4.03 with a standard deviation of 0.637, while “When my teacher switches languages, I feel that my cultural background is valued” recorded a mean of 4.02 with a standard deviation of 0.624. These results affirm that code-switching is more than a linguistic tool, it is also a symbolic act of inclusion, validating students’ linguistic and cultural identities. The item with the lowest mean, “Code-switching creates an inclusive environment where all students can participate,” still received a high rating of 3.90 with a standard deviation of 0.543, showing that even the lowest-ranked item maintained solid agreement. Overall, these quantitative results strongly support the idea that code-switching enhances inclusivity by bridging language gaps, affirming identities, and fostering equitable classroom engagement.

The Qualitative Data gathered from classroom observations support the quantitative survey results by showing how teachers and students interact using code-switching in real teaching situations to help students feel included and engaged. Patterns of code-switching were observed during lessons, especially when teachers clarified technical concepts or responded to emotional or sensitive questions. For example, in a one-session class on Genetically Modified Organisms (GMOs), the student asked the teacher using the L1, and the teacher answered by using both English and Cebuano.

Student: “Ma’am, unsa diay na Bt corn?”

Teacher: “Bt stands for *Bacillus thuringiensis*, a bacteria nga nag-produce og toxin para sa mga peste. Pero don’t worry, this is safe for humans.”

This is an example of inter-sentential code-switching, where the teacher alternated between English and Cebuano in separate sentences to

clarify the lesson. The use of intra-sentential code-switching was also present in the phrase “a bacteria nga nag-produce og toxin para sa mga peste,” where the teacher combined both languages in a single sentence to help the student better understand the term. This also supports Sociolinguistic Theory (Myers-Scotton, 1993), which views code-switching as a strategic, context-dependent practice to enhance communication and understanding. It also supports Krashen’s Affective Filter Hypothesis, which suggests that using students’ native languages helps reduce anxiety and fosters emotional comfort, thereby encouraging more active participation. Another example during the same lesson occurred when a student raised concerns about the safety of GMOs:

Student: “Pero Ma’am, according to social media, delikado daw na?”

Teacher: “That’s a very good point. Yes, there are ethical and health debates about GMOs. Mao bitaw ni atong tun-an karon, to understand both the benefits and the concerns.”

This response, which validated the student’s concern while switching between languages, served to create an emotionally safe space for the student to express their opinion. Another form, situational code-switching, was observed when a student said, “Pero Ma’am, according to social media, delikado daw na?” and the teacher replied, “That’s a very good point. Yes, there are ethical and health debates about GMOs. Mao bitaw ni atong tun-an karon—to understand both the benefits and the concerns.” The teacher changed languages based on the context and emotional need, creating a safe space where the student felt heard, included, and encouraged to express their thoughts.

Both the quantitative survey data and qualitative classroom observations illustrate that code-switching is not just a linguistic strategy but a vital pedagogical tool for promoting inclusivity and engagement. It acknowledges and values students’ linguistic and cultural backgrounds, provides equitable opportunities for participation, and fosters an environment where students feel safe and confident to contribute. This aligns with Sociolinguistic Theory, which recognizes the role of language in constructing social identities and inclusive spaces, and supports Krashen’s (1982) Affective Filter Hypothesis, which emphasizes the

importance of emotional comfort in facilitating language learning.

Research Question #3: *How do students perceive the impact of code-switching on their language learning and overall classroom experience?*

Table 4: Student Perception of Code-Switching (RQ3)

Student Perception of Code-Switching (RQ3)	Statement	Mean	Standard Deviation
	I feel comfortable expressing my thoughts when I can use both English and my native language.	4.08	.671
	Code-switching improves my overall learning experience.	4.05	.594
	I think using only English in the classroom would make it harder for me to understand lessons.	4.02	.676
	Code-switching helps me communicate better with classmates and teachers.	3.97	.610
	I believe code-switching should be an accepted teaching strategy in multilingual classrooms.	4.07	.548
	Overall Total	4.04	0.622

Table 4 presents the students' perceptions regarding the impact of code-switching on their language learning and overall classroom experience. The overall mean score was 4.04 with a standard deviation of 0.622, indicating that respondents generally agreed with the statement. This suggests that students perceive code-switching as a beneficial strategy that supports their learning and classroom engagement in multilingual settings. Among all items, the highest mean was recorded for the statement "I feel comfortable expressing my thoughts when I can use both English and my native language," with a mean score of 4.08, with a standard deviation of 0.671. This indicates that students feel more at ease and confident when allowed to switch between languages during classroom discussions. The statement "Code-switching improves my overall learning experience" had a mean score of 4.05 with a standard deviation of 0.594. This affirms that students believe code-switching enhances not only understanding but also the overall effectiveness of learning instruction. Likewise, the item "I think using only English would make lessons harder to understand" with a mean score of 4.02 with a standard deviation of 0.676, suggesting that students rely on code-switching as a linguistic scaffold for learning

complex content. In addition, the statement "Code-switching helps me communicate better with classmates and teachers" with a mean score of 3.97 with a standard deviation of 0.610, indicating agreement among students that code-switching facilitates more effective interpersonal communication in the classroom. Moreover, the item "I believe code-switching should be an accepted teaching strategy in multilingual classrooms," with a mean score of 4.07 with a standard deviation of 0.548, suggest that student believe the notion that students believe the broader value of code-switching, not just a learning aid but as an essential practice for fostering understanding and inclusivity in a multilingual setting.

The qualitative data gathered from classroom observations support the quantitative survey results by showing how teachers and students used code-switching in real teaching situations, thereby promoting an inclusive and engaging classroom environment. The impact of code-switching on students' language learning and overall classroom experience was particularly evident during lessons.

Patterns of code-switching were observed during lessons, especially when teachers clarified

technical concepts or responded to emotional or sensitive questions. For example, in a one-session class on Genetically Modified Organisms (GMOs), the student asked the teacher, and the student used the L1, and the teacher answered by using both English and Cebuano:

Teacher: *"Anyone can tell me what genetic engineering means?"*

Student: *Ma'am, pag-ilis sa genes"*

Teacher: *"Genetic engineering means changing or manipulating genes. Sa ato pa, dili siya natural nga breeding."*

The use of both English and Cebuano helped reduce confusion, demonstrating the practical benefits of inter-sentential code-switching, as it bridges understanding across languages and makes technical concepts more accessible.

In another session, a multilingual dialogue was observed where students actively participated by switching between English and Cebuano:

Teacher: *Kinsa sa inyo ang naka-dungog na ani before? (Who among you has heard of this before?)*

Student: *"Ako Ma'am, sa YouTube ko nakita..." (I saw it on YouTube) "GMO corn is fed to pigs."*

Teacher: *"Very good! Maayo kay naka-relate mo ana" (Good because you can relate to that). "GMO corn is actually one of the most common examples."*

This dialogue demonstrates conversational code-switching, where the language alternates to maintain communication, build rapport, and ensure engagement. By using both languages, the teacher not only validated the student's input but also strengthened the connection between the teacher and students, creating an inclusive and supportive classroom environment.

Furthermore, emphasized how code-switching facilitated the discussion of abstract concepts. During a conversation about self-development, a student used a mix of English and Cebuano, which was acknowledged and expanded upon by the teacher:

Teacher: *"What do you mean by self-development in applied social science?"*

Student: *"Ma'am, I think it is you are aware of the society, self-awareness."*

Teacher: *"Exactly, self-development means gaining insight into your own attitudes and behaviors to help you improve and not be distracted by societal or personal challenges."*

This example illustrates a metaphorical code-switching pattern, where the teacher moved between informal and formal language to shift the tone of the interaction from conversational to academic. By doing so, the teacher validated the student's initial mixed-language attempt and smoothly transitioned it into an academic explanation. This function of code-switching helped scaffold the student's learning, bridged linguistic gaps, and supported the development of academic confidence. It also contributed to creating an inclusive classroom environment where students felt safe to express themselves in the language they were most comfortable with. Such communicative use of code-switching aligns with Sociolinguistic Theory (Myers-Scotton, 1993), which emphasizes that code-switching helps construct social meaning and identities. Furthermore, it supports Krashen's Affective Filter Hypothesis, as the teacher's supportive response likely reduced anxiety and promoted a sense of belonging, encouraging the student to participate more actively.

This incident reinforces the broader findings from both the survey and classroom observations: that code-switching is a vital pedagogical strategy for promoting inclusivity, validating cultural and linguistic diversity, and enhancing student engagement.

Description of Themes, Patterns, or Trends

The themes and patterns of code-switching presented in the following table were derived from a systematic analysis of classroom transcripts gathered during the observation phase. Through qualitative thematic analysis, recurring communicative functions and pedagogical purposes of code-switching were identified based on authentic teacher-student exchanges. These themes were further classified according to recognized typologies of code-switching, such as inter-sentential, intra-sentential, metaphorical, and conversational, based on frameworks from Poplack (1980) and Gumperz (1982). Each type reflects a distinct linguistic strategy observed in classroom discourse. The resulting descriptions were then interpreted through sociolinguistic and second

language acquisition theories, particularly Gumperz's Sociolinguistic Theory, Krashen's Affective Filter Hypothesis, and Myers-Scotton's (1993) markedness model. This ensured that the

categorization of themes is grounded in both empirical data and theoretical foundations relevant to multilingual classroom practices.

Table 5: Summary of the Description of Themes, Patterns or Trends

Theme	Pattern of Code-Switching	Example from Transcript	Theoretical Framework	Implications/ Findings
Accessibility of Content	Metaphorical Code-Switching	Teacher: <i>"GMO corn is actually one of the most common examples. Kaning GMO, gikan ni siya sa genetic engineering."</i>	Sociolinguistic Theory (Gumperz, 1982)	Code-switching helps explain complex concepts in simpler terms, making them more accessible to students. This enhances understanding and learning.
Encouraging Participation	Inter-sentential Code-Switching	Teacher: <i>"Ngano kinahanglan pa man gyud mag modify ang genes?"</i> Student: <i>"Para siguro mas lig-on ang tanom, Ma'am?"</i>	Krashen's Affective Filter Hypothesis	Code-switching lowers emotional barriers and encourages student participation by providing a safer space for communication in the local dialect.
Clarifying Technical Concepts	Inter-sentential Code-Switching	Student: <i>Ma'am, unsa gali diay na BT corn?"</i> Teacher: <i>"Bt stands for Bacillus thuringiensis, a bacteria nga nag-produce og toxin para sa mga peste."</i>	Sociolinguistic Theory (Myers-Scotton, 1993)	Code-switching is used strategically to make technical terms clearer by shifting to the students' native language. This improves comprehension and engagement.
Building Student-Teacher Rapport	Conversational Code-Switching and Intra-sentential Code-Switching	Teacher: <i>Kinsa sa inyo ang naka-dungog na ani before? (Who among you has heard of this before?)</i> Student: <i>"Ako Ma'am, sa YouTube ko nakita..."</i> (I saw it on YouTube) <i>"GMO corn is fed to pigs."</i> Teacher: <i>"Very good! Maayo kay naka-relate mo ana" (Good because you can relate to that). "GMO corn is actually one of the most common examples."</i>	Sociolinguistic Theory & Krashen's Affective Filter Hypothesis	Code-switching fosters rapport between teacher and students, reinforcing positive student-teacher relationships and creating an inclusive classroom atmosphere.
Facilitating Discussion of Abstract Concepts	Intra-sentential Code-Switching and Metaphorical Code-Switching	Teacher: <i>"What do you mean by self-development in applied social science?"</i> Student: <i>"Ma'am, I think it is you are aware of the society, self-awareness."</i> Teacher: <i>"Exactly—self-development means gaining insight into your</i>	Sociolinguistic Theory & Krashen's Affective Filter Hypothesis	Intrasentential code-switching helps students express complex ideas in a way that feels natural to them, supporting their ability to engage in abstract thinking.

		own attitudes and behaviors to help you improve and not be distracted by societal or personal challenges.”		Metaphorical code-switching pattern, where the teacher moved between informal and formal language to shift the tone of the interaction from conversational to academic. This function of code-switching helped scaffold the student’s learning, bridged linguistic gaps, and supported the development of academic confidence.
Empathetic Response to Students’ Concerns	Metaphorical Code-Switching	Teacher: “That’s a very good point. Yes, there are ethical and health debates about GMOs.”	Sociolinguistic Theory & Krashen’s Affective Filter Hypothesis	Empathetic use of code-switching acknowledges students’ concerns, creating a supportive environment and making them feel heard, which boosts emotional comfort and participation.

In the classroom observations, code-switching between English and Cebuano was used strategically by teachers to enhance student understanding, participation, and engagement. Teachers alternated languages to clarify complex concepts, such as genetic engineering and GMOs, making the content more accessible to learners. This aligns with Gumperz’s (1982) concept of metaphorical code-switching, which emphasizes its communicative purpose. Code-switching also lowered affective barriers, allowing students to respond more freely in their native language, consistent with Krashen’s (1982) Affective Filter Hypothesis, which highlights how emotional comfort supports language learning. In several instances, Poplack’s (1980) notion of inter- and intra-sentential code-switching was observed as students combined languages during discussion. Teachers validated students’ responses using both English and Cebuano, supporting Myers-Scotton’s (1993) Sociolinguistic Theory, which views code-switching as a socially and contextually motivated tool that reflects group identity and enhances communication. Altogether, the observed code-switching practices contributed to a culturally responsive and inclusive classroom environment.

4. CONCLUSIONS

Based on the findings, it is concluded that code-switching is a valuable and intentional instructional strategy that contributes to both cognitive and affective dimensions of learning in multilingual classrooms. It is not a reflection of linguistic deficiency, but rather a pedagogical resource that enables teachers to respond to learners’ varying language proficiencies, emotional needs, and cultural identities.

The strategic use of code-switching in classroom discourse enhances learners’ ability to understand complex subject matter, reduces anxiety, and encourages greater classroom participation. It also affirms students’ cultural and linguistic backgrounds, which promotes inclusivity and strengthens the teacher-students relationship. The presence of multiple types of code-switching observed in the classroom further affirms its flexible and dynamic role in facilitating meaningful communication.

However, the study also acknowledge the need for balance. Excessive reliance on code-switching may limit students’ exposure to the target language and impede their long-term proficiency in English.

Therefore, educators must exercise critical judgment in employing code-switching as a scaffolding tool that gradually supports learners toward greater L2 independence.

Ultimately, the study validates that code-switching, when purposefully applied, can transform multilingual classroom into inclusive spaces where language is not a barrier but a bridge to understanding, connection, and academic growth.

5. ACKNOWLEDGMENT

The researchers would like to extend their gratitude to the School Principal of Valencia Colleges Inc., Perfecta C. Janolino, Ph.D., To Central Mindanao University, the Dean of the college of Education, Julie Ann A. Orobia, Ph.D., and the subject professor, Dr. Joanne E. Bermillo and the first year Criminology students of Valencia Colleges Inc. of Philippine College Foundation. Appreciation is also given to classmates and peers for their constructive insights that enriched the research. Finally, the researcher offers thanks to God Almighty for the wisdom and perseverance that made the completion of this work possible.

REFERENCES

- [1]. Abastillas, M. (2015). The role of code-switching in ESL classrooms: A case study in the Philippines. *Journal of Language Teaching*, 10(2), 112-120.
- [2]. Al-Qaysi, N. J. M. (2016). Examining students' and educators' attitudes towards the use of codeswitching within higher educational environments in Oman [Doctoral dissertation, The British University in Dubai (BUiD)]. (bspace.buid.ac.ae/)
- [3]. Auer, P. (1995). The pragmatics of code-switching: A sequential approach. In: L. Milroy & P. Muysken (Eds.), *One speaker, two languages: Cross-disciplinary perspectives on code-switching* (pp. 115-135). Cambridge University Press.
- [4]. Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Multilingual Matters.
- [5]. Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- [6]. Catabay, M. Q. (2016). Students' Perception on the Use of Code-Switching in English as a Second Language Class. *International Journal of Advanced Research in Management and Social Sciences*, 5(4), 272-251. Cohen, L., Manion,
- [7]. Crawford, J. (2004). *Educating English learners: Language diversity in the classroom*. Bilingual Education Services.
- [8]. Dela Cruz, S. D. (2018). Code-switching patterns and functions in Philippine literature. *The Asian ESP Journal*, 14(7.2), 31-51. (www.researchgate.net)
- [9]. Esquivel, O. J. (2019). Exploring the Filipinization of the English Language in a Digital Age: An Identity from other World Englishes
- [10]. García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism, and education*. Palgrave Macmillan.
- [11]. Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
- [12]. Hakim, B. M., Arflida, F., & Satriani, I. (2019). Students' Perception Towards the Use of Code Switching Use in Efl Classroom. *PROJECT (Professional Journal of English Education)*, 2(3), 371. <https://doi.org/10.22460/project.v2i3.p371-376>
- [13]. Hamdan, N. (2023). Code-switching in Malaysian classrooms: Enhancing student engagement and participation. *Journal of Applied Linguistics*, 15(1), 30-45.
- [14]. Holmes, J. (2013). *An introduction to sociolinguistics*. Routledge.
- [15]. Heller, Monica (1992). "The Politics of Codeswitching and Language Choice". In C. Eastman. *Codeswitching*. Clevedon: Multilingual Matters.
- [16]. Li Wei (1998). "The 'Why' and 'How' Questions in the Analysis of Conversational Codeswitching".
- [17]. Istifci, I. (2019). Code-switching in tertiary-level EFL classrooms: Perceptions of teachers. *Journal of Language and Linguistic Studies*, 15 (4), 1287-1299. (dergipark.org.tr)
- [18]. Johnson, S. (2000). Bilingualism and the construction of ethnic identity. *Journal of Sociolinguistics*, 4(3), 436-453
- [19]. Kaščelan, D., and Deuchar, M. (2021). Introducing the special issue: Interdisciplinary perspectives on code-switching. *Languages*, 6(1), 19. (www.mdpi.com/)
- [20]. Kumar, T., Nukapangu, V., and Hassan, A. (2021). Effectiveness of code-switching in language classroom in India at primary level: A case of L2 teachers' perspectives. *Pegem*

- Journal of Education and Instruction, 11(4), 379-385. (eric.ed.gov)
- [21]. Macaro, E. (2009). The role of codeswitching in second language teaching. *Language Teaching*, 42(1), 1-12.
- [22]. Mehisto, P., & Marsh, D. (2011). Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education. Macmillan.
- [23]. Mangila, B. B. (2018). Pedagogic code-switching: A case study of the language practices of Filipino teachers in English language classrooms. *English Language Teaching Educational Journal*, 1(3), 115133. (eric.ed.gov)
- [24]. Myers-Scotton, C. (1993). *Duelling languages: Grammatical structure in code-switching*. Clarendon Press.
- [25]. Olivera, M. (2021). Code-switching in multilingual classrooms: A study in the Philippines. *Asian Journal of Education*, 16(3), 50-62.
- [26]. Olivera, L. C. (2021). Code-switching in English class: A strategy in boosting learners' confidence and engagement. *International Journal of Arts, Sciences and Education*, 1(1), 15-28. (ijase.org)
- [27]. Paramesvaran, G., & Lim, K. Y. (2018). The role of code-switching in Malaysian ESL classrooms. *International Journal of Bilingual Education*, 11(4), 89-102.
- [28]. Paramesvaran, M. D., & Lim, J. W. (2018). Code-switching practices in a Malaysian multilingual primary classroom from teacher and student perspectives. *Indonesian Journal of Applied Linguistics*, 8(2), 254-264. <https://doi.org/10.17509/ijal.v8i2.13273>
- [29]. Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics*, 18(7), 581-618.
- [30]. Roxas, M. J. (2019). Factors, forms and functions: An analysis of senior high school students' FilipinoEnglish code-switching behaviour. *Asian Journal of Multidisciplinary Studies*, 2(2). (papers.ssrn.com)
- [31]. Wijaya, K., Mety, N., and Bram, B. (2020). English education master's program students' perceptions on the use of code-switching in EFL classroom context. *Journal of English Teaching*, 6(1), 1-11. (eric.ed.gov)
- [32]. Zentella, A. C. (1985). Code-switching and the role of language in the negotiation of ethnicity among Puerto Rican children