Challenges Encountered by College Students using Code Switching as a Medium of Instruction: Comprehension Skills in Focus

Dyan Kiem R. Parcon a++*

a Master of Arts in Teaching English Rizal Memorial Colleges Graduate School, Davao City, Philippines.

Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Original Research Article

ABSTRACT

While numerous studies have explored the use of code-switching as a strategy to enhance language proficiency, there is limited research specifically addressing the challenges students face when code-switching is used as a medium of instruction to improve comprehension skills. This study aims to fill that gap by providing a detailed examination of the obstacles encountered by students and assessing whether their comprehension skills are enhanced in a code-switched classroom setting. The study involved 10 undergraduate students from Santo Tomas College of Agriculture, Sciences, and Technology (STCAST) in the Philippines, representing diverse fields of study. These participants, whose first language is Filipino and second language is English, were engaged in in-depth interviews (n=6) and focus group discussions (n=4). The findings indicate that the challenges associated with code-switching include the excessive use of complex vocabulary, poor

++ Student;
Corresponding author: E-mail: dyankiemparcon@gmail.com;

pronunciation by instructors, and abrupt language shifts. Despite these challenges, students managed to cope by actively participating in class and independently exploring new concepts. Among the six recognized functions of code-switching, the referential, phatic, and poetic functions were most commonly observed. This study provides valuable insights into the practical implications of code-switching in educational settings and suggests areas for further research and instructional improvement.

Keywords: Code-switching; language comprehension; educational challenges; multilingual education; language instruction strategies.

1. INTRODUCTION

Language plays a pivotal role in education, serving as the primary medium through which knowledge is imparted and acquired. In multilingual societies, such as the Philippines, the dynamic interplay between different languages in educational settings presents unique challenges and opportunities. English, recognized globally as a lingua franca, holds significant importance in the academic and professional spheres of the Philippines. Despite its widespread use and the government's efforts to maintain high proficiency levels, there has been a noticeable decline in students' English proficiency, particularly following the shift to online and modular learning during the COVID-19 pandemic [1]. The reopening of schools for face-to-face instruction in 2022 revealed that many students struggle with speaking, writing, and comprehending English [2]. Similarly, The researchers identify apparent evidence gap concerning Implementation practices of reading programs [3]. This decline is troubling given that proficiency in English is a critical asset for Filipinos, often enhancing employability both locally and internationally [4]. The current scenario necessitates an exploration of effective strategies to improve English language proficiency among students. One such strategy is code-switching, which involves alternating between two or more languages within a conversation or educational instruction. While code-switching can facilitate better understanding and expression of complex ideas [5], its frequent use may also hinder the development of full proficiency in English. This dual-edged nature of code-switching makes it a compelling subject for research.

Mother Tongue-Based Multilingual Education (MTB-MLE) has been implemented in the Philippines to improve comprehension and cognitive development at the primary level. However, studies indicate that its implementation has faced significant challenges. Recognizing the limitations of MTB-MLE, the Philippine government has considered reinstating English as the primary medium of instruction [4]. This shift underscores the necessity to balance the benefits of code-switching with the need to enhance English language proficiency.

This study aims to investigate the challenges students face when code-switching is integrated into classroom instruction and to analyze its impact on their comprehension skills. By examining the use of code-switching in the context of Santo Tomas College of Agriculture, Sciences, and Technology (STCAST), this research seeks to provide insights into how this practice affects students' learning experiences and proficiency in English. The findings are expected to contribute valuable information to the existing literature and inform educational strategies and policies that can better support students in a multilingual educational environment. Through this investigation, the study will explore whether code-switching serves as a beneficial tool or an impediment in achieving the desired levels of English proficiency among college students [5]. By addressing this critical issue, the research aims to enhance our understanding of effective language instruction strategies and support the overarching goal of improving educational outcomes in the Philippines [1].

1.1 Research Questions

1. What are the challenges encountered by students using code-switching as a medium of instruction?
2. How do students cope with the challenges encountered using code switching as a medium of instruction?
3. What function of code-switching is the most suitable for learning as part of student's educational insight?.

2. METHODS

2.1 Design and Procedure

The study focuses on college students who experienced code-switching in their English classrooms during the 2022-2023 school year. The sampling method used is purposive criterion sampling [6], targeting students with relevant experiences. A total of ten participants from Santo Tomas College of Agriculture Sciences and Technology (STCAST) were selected for their unique perspectives on code-switching. Data were collected through semi-structured interviews conducted via face-to-face and virtual meetings.

2.2 Data Collection

The data collection involved extensive interviews with open-ended questions designed to allow participants to share their experiences freely. Interviews were recorded, transcribed, and analyzed to identify recurring themes and patterns. The researcher employed an inductive approach, organizing and coding the data to develop a detailed understanding of the participants' experiences

2.3 Data Analysis

The analysis followed the six phases of data analysis as described by Marshall and Rossman [7], which include organizing the data, immersion in the data, generating categories and themes, coding the data, offering interpretations through analytic memos, and searching for alternative understandings. This rigorous process ensures the credibility, transferability, dependability, and authenticity of the study's findings.

3. RESULTS AND DISCUSSION

3.1 Challenges Encountered Using Code-switching

This section presents the participants' phenomenological experiences that were narrated. The researcher developed themes through coding for analysis and discussion. The participant transcripts that would support the suggested topics are provided below.

During the In-Depth interview, the following statements were stated by IDI_03, to wit:

Using deep words in the local language when translating instruction is confusing and makes the situation complicated (IDI_03)

Another respondent said that the use of difficult terminologies is confusing to students which IDI_05 stated:

There are some terms that instructors use that are confusing to students. Sometimes it's difficult to comprehend the instruction because students have different understandings of what the instructors meant. (IDI_05)

Meanwhile, during the focus group discussion respondents had the same complaints as the

IDI respondents to which FGD_01 uttered:

Well for me, I usually have difficulty comprehending the lesson when my teacher/s is using highfalutin words in English or Bisaya. (FGD_01)
    Another respondent agrees with their shared challenges in which excessive use of highfalutin words may it be in the first language (L1) or Second language (L2) creates confusion and misunderstanding, to which FGD_03 said:

So, it is difficult to understand if the English word is highfalutin. Students can't understand or can't get the instruction if it is given once and then the instructor uses difficult words. Those are some of the reasons students can not follow instructions and cannot understand the given instructions right away. (FGD_03)

Excessive use of highfalutin words. Code-switching used by teachers during discussions, reporting, and presentations is considered an advantage within the foreign language classroom. Using one's mother tongue in class—and consequently transitioning from first language (L1) to Second language (L2)—has been found in several studies to not always be a bad thing, provided the teacher manages it without going overboard [8]. However, students complain that during code-switching several teachers use difficult words in the first language (L1) and Second language (L2) which poses a great challenge for them to clearly understand the topics or instruction.

In Ethiopia, the vast majority do not speak enough English to even comprehend what their teachers say or what they read in their textbooks, let alone actively participate. As a result of the students' inability to communicate in English, the quality of teaching and learning in schools has been severely impacted, Stoddart [9] as cited by Getie [10]. Most of the college students who were the result of online and modular learning find the English language more difficult. In a study conducted at Philippine Science High School by Racca and Lasaten (2016) as cited by Sespene et al. [5], 187 out of 216 participants showed an average level of English proficiency with only 29 participants attaining a very satisfactory level. Filipinos are multilingual so it is expected that their English skills will be influenced by their native language. The use of the English language is a big burden to students, with the use of code-switching lessens their difficulties as they are not required to use it anymore. However, a sudden switch of languages confuses as stated by IDI_03, IDI_05, and supported by FGD_01, and FGD_03 as the switched words create out-of-context statements by which students consider it highfalutin.

Highfalutin words at best, indicate that the students are merely learning by rote and have little to no ability to comprehend even the most basic of instructions. At worst, it means that some students—possibly many—whose English is not even good enough for rote learning spend the majority of class time copying down notes that the teacher has written on the board, turning them into total nonsense in the process. In this case, it is no longer proper to refer to English as a teaching language; rather, it has turned into a barrier-building tool. As a result, children struggle to articulate their ideas with confidence since their language use makes it difficult for them to understand the words and sentences they hear or read, Stoddart [9] as cited by Getie [10].

Poor Pronunciation. The pronunciation of words has been disregarded by English teachers, curricula, and textbooks. Foote, Holtby, and Derwing [11] claim that educators refrain from providing pronunciation advice since they consider "listening-speaking, grammar, reading, and writing" to be essential and more crucial than pronunciation. These experts contend that most English teachers and lecturers in Indonesia frequently solely provide the skills required for the national exam and the usefulness of reading as a two-credit subject drilling in understanding and grammar. Speaking and listening skills are taught in a classroom setting however, pronunciation is never a main concern. Educators might believe that it can be gained unconsciously as they develop their speaking abilities. Incomprehensible pronunciation should be given priority by teachers. Instead of pursuing correctness to sound natural, focus on how to make the lessons understandable. In other words, it is preferable to concentrate more on suprasegmental elements such as intonation, accent, rhythm, pitch, and so forth than segmental features such as phonemes, including consonants and vowels [11].

In a code-switched classroom, students were given the opportunity to comprehend the lesson better as they were allowed to ask questions and share their input in both languages. However, during the discussion, the poor pronunciation of teachers greatly affected the learners, as instead of improving their comprehension a new challenge arose. Poor pronunciation creates psychological interferences for students. This kind of interference clouded students' thoughts which caused misconception and miscommunication [12].

During the In-depth Interview, IDI_01 stated that sometimes their instructor/s poor pronunciation in either of the languages hinders comprehension, to wit:

> *There are some words that are difficult to understand. Sometimes instructor/s pronunciation is also a challenge as it hinders comprehension of the instruction. (IDI_01)*

Another respondent supported the notion of IDI_01 that the poor pronunciation because of the local accent poses a challenge to their comprehension which IDI_06 said that:

> *The problem is that sometimes the accent of the teacher makes some of the words incomprehensible, and sometimes it is hard for us. (IDI_06)*

In support of the claims of the IDI respondents that poor pronunciation of instructor/s caused by the local accent creates difficulty in understanding topics, FGD_02 stated that:

> *The different challenges I have encountered are when a teacher or an instructor starts to speak English with a Bisaya tone and then*

switches to another medium or language. (FGD_02)

Instructor/s poor pronunciation because of their local accent and native intonation causes a lot of trouble in a code-switching classroom setting. According to the respondents, this kind of problem hinders their understanding. In the teaching of English, pronunciation has frequently been overlooked. It occurs because there is no pronunciation incorporation into the formal curricula, a lack of suitable teaching resources, and a lack of teachers teaching pronunciation, teachers' lack of competence and ambiguity about how to grade student speaking, teachers' concern with teaching pronunciation corrections to students, and embarrassment on their part [11].

Sudden switch of languages. Bukhari [13] combined a critical ethnography approach with an exploratory technique to examine the perspectives of Omani college students on their experiences learning in English Medium of Instruction (EMI) settings. Five lectures were observed, and 10 students participated in semi-structured interviews to gather the data. Due to a lack of knowledge, poor speaking ability, and lack of confidence, the majority of students were passive and did not participate in EMI lectures, according to a qualitative examination of the data. The results showed that although students said they preferred EMI to maximize their future chances, they had significant difficulties mastering their specialties, understanding EMI exams, and effectively communicating in English. As a result, more students preferred their teachers to code-switch into their native language in some cases to comprehend better. However, the sudden transition makes them confused which builds misconceptions of instruction and lessons.

According to Bukhari [13], it was determined that sole English Medium of Instruction (EMI) had a detrimental effect on academic performance, discipline learning, topic knowledge, and the quality of education. Hence, the use of code-switching in the classroom was imposed by which a sudden transition of languages became another challenge to the students.

During the in-depth interview, respondents' common challenges in a code-switched class are the transition of languages during instruction in which IDI_02 stated:

A sudden switch of language is confusing. Sometimes it is good to use the English term of a specific word because it's more comprehensive. (IDI_02)

A sudden switch of languages creates confusion, some students preferred their instructor/s to use the basic English term rather than transitioning to another medium of instruction. In support, IDI_04 uttered that:

Finding an alternative word (in other languages) confused students. (IDI_04)

Another respondent supported this idea that sometimes the meaning of the words is distorted because of the sudden switch done by the teacher, in which IDI_05 concurs that:

So far, there are no real challenges, I can say that it's a little confusing because sometimes I already understand it in English but when it was code-switched into Bisaya or Tagalog I get confused about what the word really meant. (IDI_05)

The result of the focus group discussion confirmed that they have the same challenges encountered when teacher/s transition to other languages, which FGD_01 said:

In some instances, also, a sudden switch of language makes us confused. (FGD_01)

Respondents claim that even without switching to other languages they can still comprehend the lesson, given that, the instructor/s were to use basic English terms in which FGD_02 stated that:

Sometimes I can understand the instruction if the instructor/s used basic words may it be in English or the local language. (FGD_02)

These findings concur with those of Arkin (2013), Kim (2011), Troudi, and Jendli (2011) as cited by Bukhari [13], who found that exposure to English and disciplinary input alone is insufficient to improve student's English proficiency and that students encounter significant challenges when they abruptly switch from mother-tongue instruction to EMI.
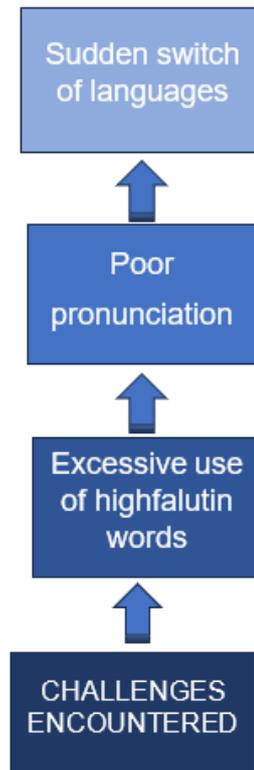
Fig. 1. Challenges encountered in a code-switching medium of instruction class

3.2 Coping Mechanisms in Code-switched Classroom

Code-switching can be a significant factor in the teaching and learning of the English language, according to many researchers (Lai, 1996; Cole, 1998; Critchley, 1999; Schweers, 1999; Burden, 2001; Tang, 2002; Greggio & Gil, 2007) as cited by Cise & Hanife (2013). In order to effectively transport information from the senders to the receivers, codeswitching is sometimes seen as a coping mechanism for language development [14] as cited by Cise & Hanife, 2013) According to Tien and Liu [15], low competence students in EFL (English as a Foreign, Language) classrooms viewed code-switching as helpful for improving comprehension, particularly when offering equal comprehension and outlining classroom processes. In other words, it can be used to teach second languages or to facilitate language learning by offering examples of the target language (Cook, 1989; 1991 as cited by Cise & Hanife, 2013). Despite the fact that language growth is thought to be modest and sluggish, code-switching is nonetheless viewed as a sign of success in learning.

During the in-depth interview, respondents stated that asking questions directly to the instructor/s or other learned people helps them in understanding the topics. Open communication between teachers and students is one of the coping mechanisms that learners in code-switched classrooms preferred to utilize to avoid the challenges encountered during the class, to wit:

Asking questions after the discussion about the highfalutin words used may it be in English or the local language. (IDI_01)

I ask questions about the terms used in instruction for me to understand well. Another way is asking for help from other people. (IDI_2)

Asking questions to seek clarifications when we encounter language difficulty… active participation and also engaging actively in the class discussions. (IDI_03)

If I encounter such challenges like I have difficulty understanding, I keep on asking but if I am a bit hesitant to ask the instructor, I

will ask my classmate if he/she has understood something. (IDI_05)

In support, respondents of focus group discussion concur with the ideas of IDI respondents that asking queries, concerns, and clarifying difficult words or topics to their instructor/s is an effective way to cope with the challenges that emerge in a code-switched classroom environment, in which they said:

First, asking questions... When I ask questions, I get to understand the words then it is very helpful because I can use those new words. Second, to challenge myself I tend to use the new words that I learned. (FGD_1)

The most effective is asking questions to the teacher to understand the lesson and the meaning of words. (FGD_2)

Also, asking questions... because… instructor/s can explain the meaning of those highfalutin words in both languages. (FGD_3)

Also, asking questions because sometimes there are words that are difficult to understand so to comprehend the lesson well asking questions and asking for an example is the best option. I ask the instructors about the highfalutin words they use to enhance my knowledge and also to use those same words the next time that I will be the one to discuss. (FGD_4)

Student Engagement. As institutions, the definition of engagement is being refined in more precise ways by investigating many facets of participation in an effort to raise levels on campus. According to Horstmanshof and Zimitat [16], there are two types of engagement, psychological and behavioral. Psychological involvement refers to the value students place on learning, whereas behavioral engagement refers to the amount of time spent studying or requesting assistance from instructors.

Students' participation in extracurricular and social activities constitutes behavioral engagement. Positive behavior, involvement in learning, and involvement in extracurricular activities are the three basic areas of behavioral engagement (Fredericks et al. 2004 as cited)

[16]. Respecting the rules in class is a sign of good behavior. Student activities relating to focus, attention, persistence, effort, asking questions, and participating in class discussions are all examples of involvement in learning and academic work.

Students in a code-switched classroom environment tend to create open communication with their intructor/s during discussion as they are allowed to speak their local language. Most of the learners are confident to ask their concerns about the difficult words they have encountered because language barriers were not strictly to them. In a study conducted by Davis and Murrell [16] the level of student effort put into academic and social activities, according to research, is what most determines student gains. Hence, the more students are involved in the learning process the more they learn and comprehend the lesson.

Another coping mechanism of learners in a code-switched medium of instruction classroom is self-discovery, in which students exert efforts to discover new learning and apply it in class to improve and comprehend the lesson better. During the in-depth interview, respondents IDI_1, IDI_02 & IDI_03 uttered that:

To improve comprehension skills… If I have words, I can't understand well I ask the teacher/s or If I can't ask a question to my instructor/s I do some research or ask my classmates. (IDI_1)

Asking other people and using those new words in the classroom to improve better. (IDI_02)

To enhance our comprehension and reduce the language shock associated with the sudden switch of language… we must take the initiative to practice and familiarize both languages. (IDI_3)

Meanwhile, another respondent focused on being a responsible student in which she said that learners must put an effort to practice at home without switching code to master the English language as they are allowed to speak the local language during class interaction, to wit:

We can practice at home to enhance our English speaking skills without the basis of code-switching. (IDI_5)

A respondent from the focus-group discussion supported the idea of IDI_5 that initiating strategies and new approaches is a better way to discover one's potential to expand knowledge and understanding. In an interview, FGD_01 said that:

> *So, I cope… Last time, there was an instructor who gave us instructions in English then there were some of us who could not comprehend or understand the instructions because the instruction she gave that day was different from what she gave the other day which contradicted her instructions in English. So, to cope with those, I reread the typewritten recent instructions over and over again to understand her instructions (FGD_01).*

Discovery learning. The constructivist ideals of exploration, discovery, and innovation are more closely connected with the discovery learning approach to education (Bok, 2006 as cited by Joy, 2014). The theoretical underpinning of discovery learning is constructivism. The notion that "knowledge cannot be transferred from one person to another" is upheld by educators who practice constructivism and discovery learning, according to Domin [17]. Instead, for an event to

have true meaning, a student must really participate in it.

Self-confident individuals are those that use self-discovery as a learning tool. According to Bruner [17], discovery is a process that leads from the unknown to what the learners already know. Discovery learning, according to Bruner (1968), Kara & Ozgun-Coca (2004), and Kipnis (2005) as cited by Joy (2014), is the process of an active learner participating in the learning process. In discovery learning, pupils build their knowledge based on fresh data, and the information gathered is utilized by them in an exploratory learning setting (De Jong & Van Joolingen, 1998 as cited by Joy, 2014).

Learners in a code-switched classroom were apt to have difficulty in understanding highfalutin words in both languages. During the interview, both IDI and FGD respondents concur that because of these challenges they choose to study on their own. They discover words by themselves and apply them in class. Respondents also believe that challenges in a code-switched classroom don't really have a detrimental effect on them, instead, those problems encourage them to explore new words and apply these new learnings in class.
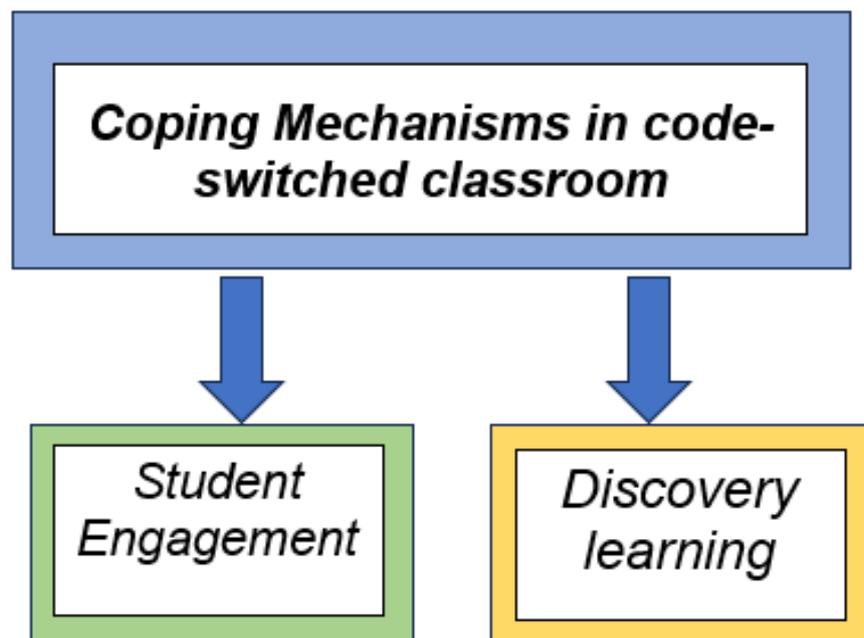

F**ig. 2. Coping Mechanisms of students in a code-switched classroom**

3.3 Functions of Code-switching

According to Appel and Muysken's [18], there are six functional models of code-switching, three of which occurred in this study: referential function, phatic function, and poetic function.

During the in-depth interview, respondents said that they resort to code-switching when they are reporting and discussing their topics as they believe that some of their classmates have a little difficulty if they use English only. Respondents consider the other students' ability to comprehend thus, using basic words and allowing themselves to use the local language from time-to-time gives them freedom to express themselves easily as well as extend help to those students who encounter challenges in understanding, in which IDI_01, IDI_05 & FGD_03 uttered that:

> *When I do the, reporting in front of my classmates and discussing about the report. Also, I use basic English words and switch to the local language to help my classmates comprehend better. (IDI_01)*

> *In reporting, usually, when we report in straight English some of my classmates can't understand so students use code-switching. (IDI_05)*

> *In reporting you can express your answers well to your co-student or your audience. Through code-switching, you can expound your answers which makes your co-student or audience understand the topic you are discussing. (FGD_03)*

On the other hand, some of the respondents said that they preferred to code-switch during oral recitations, group study, and brainstorming, in which IDI_06, FGD_02, & FGD_03 stated:

> *The most difficult situation that I experienced in English class was when the teacher asked me English questions spontaneously. It is nerve-wracking and you can't think clearly because it's English and then you'll panic. When you are panicking you cannot construct sentences in your head and you cannot say anything, it ends up at the tip of the tongue. So, I think during oral recitations and discussions. (IDI_06)*

> *During brain-storming… if our teacher gives us something to discuss… then we gather*

> *with my classmates- and then we brainstorm. (FGD_02)*

> *If I am with my friends and if we're going to have a group study. (FGD_03)*

The *referential function* occurs when students resort to code-switching to express their answers more comprehensively. A lack of knowledge of one language or a lack of facility in that language on a certain subject causes the student to code-switch [18].

According to Malik [19], code-switching occurs when bilinguals are unable to find an acceptable phrase in a language or when specific concepts are only available in one language and lack terms that have the same meaning in the other language. When these kinds of situation occurs, students code-switch to another language as a strategic approach to express their answers continuously.

Nomura [20] asserts that speakers might not be aware that their communication has switched codes or be able to. recall which language they employed during a certain topic after the fact. However, studies have proven that the phenomenon has a reason for existing. According to a study by Ariffin and Rafik-Galea [21], code-switching is a discourse strategy that speakers utilize to indicate social and rhetorical meanings as well as their intentions in conversation.

During the in-depth interview, respondents stated another reason that they resort to code-switching is when they want their instructor/s to emphasize and explain the topics by giving another example with the use of the local language or vice versa. Respondents IDI_01 and IDI_03 prefer their teachers to use this kind of approach in learning to help them better comprehend the lesson, in which they uttered:

> *To explain the topics and discussions thoroughly or the instructions given to us students. (IDI_02)*
> *To clarify concepts or explain challenging topics. (IDI_03)*

Meanwhile, other respondents IDI_04, IDI_06 & and FGD_04 said that this function of code-switching must be used in certain situations like:

> *When explaining and giving instructions, particularly during mutual conversations so*

that both parties understand the task given and help to facilitate the needs in learning. (IDI_04)

It could be during discussion… particularly in reporting. I consider my classmates or listeners have difficulty comprehending so I switch to other languages for them to understand the specific topic or the discussion given. (IDI_06)

When someone is asking questions and I need to explain it. (FGD_04)

Phatic function occurs when students prefer their teachers to code-switch when giving another example of the same lesson. Code-switching indicates a change in the tone of the conversation to help students feel at ease and understand better [22,18]. Bilinguals may code-switch on particular parts of a speech to ensure that listeners understand what to emphasize and pay attention to in circumstances like an argument.

In a pre-arranged, structured interview where the interviewer and the interviewee have each other's full attention, the phatic function—which is intended to check the functioning of the channel of communication, to initiate, or discontinue, communication, to attract or keep the addressee's attention—was dominant [23]. It was dominant as students believed that this function aids them to better comprehend the lesson and also for them to have meaningful learning.

During the interview, another function of code-switching emerged, in which respondents IDI_02, IDI_06, & and FGD_03 stated they preferred their teacher to switch languages when giving examples to make the topics more entertaining and relatable. Respondents said that instructor may switch languages in this kind of situation:

In which the teacher will speak in English and then switch to another language to give examples to help us relate to the topics well. (IDI_2)

Part of the class where the teacher discusses and then makes the lesson fun by switching it into a joke (when giving an example). Also, we are not under pressure at that time. One of the barriers that we can't understand the lesson is that we are pressured. So, we appreciate it when the instructor/s conducted lessons to us and they

used some jokes that made us feel relaxed. And so, we understand better the lesson. (IDI_06)

A function of code-switching is to entertain and help us because the lesson or topics will be delivered well. Although you use straight English ma'am we still learn something because you also express the examples in Bisaya well. (FGD_3)

Poetic function usually occurs when teachers are trying to provide an example that students can relate to [22,18]. Respondents stated that they are less pressured when teachers provide examples or discuss some of the topics using their local language. They believe that switching languages in those kind of classroom situations help them conquer their anxieties in the English language. This function of code-switching makes the respondents feel entertained as teachers giving examples in local languages makes the lesson more relatable.

According to Malik [19], this function is used in a classroom setting for enjoyment or entertainment, hence, words, puns, and jokes from one language are translated into another. For instance, Di Pietro (1977), cited by Malik [19], said that Italian immigrants will say the punch line in Italian while cracking a joke to indicate that they are members of the same ethnic group with similar values and experiences. As a result, code-switching can foster relationships between participants in a given conversation, and this is true in all communities.

Additionally, code-switching was seen as a decision in deciding the linguistic options utilized in a dialogue where the switcher considered the benefits and drawbacks of utilizing either of the languages to attain a specific objective [24]. When considering code-switching from a functional standpoint, Jakobson [25] and Halliday et al. [26] assumed that bilingual speakers' decision to choose one language in a discussion is only driven by the principal purposes the language may do at that specific time [27-32].

4. CONCLUSION AND FUTURE DIRECTIONS

1. Teachers/instructors should utilize code-switching but should be limited only to the three functions of code-switching found in this study: referential function wherein students resort to code-switching to

express their answer more comprehensively. A lack of knowledge of one language or a lack of facility in that language on a certain subject causes the student to code-switch; phatic function as students prefer their teachers to code-switch when giving another example of the same lesson. Code-switching indicates a change in the tone of the conversation to help students feel at ease and understand better, and poetic function usually occurs when teachers are trying to provide an example that students can relate to.

2. Teachers and students should use Tagalog-English when code-switching.
3. Administrators should ensure that both teachers and students practice code-switching in the classroom in moderation.
4. To future researchers, the negative effects of maximizing the use of code-switching, identifying the type of code-switching appropriate in a language classroom, and the effects of code-switching on students majoring in English should be studied. A much larger population should also be considered to ensure that code-switching is a phenomenon and should not be disregarded.

5. IMPLICATIONS

Based on the findings of the study, the following implications are formulated:

First, code-switching is a great help to students struggling to express their answers in English and comprehend the lesson in an English manner. The use of the local language helps them improve their comprehension skills. However, the instructor/s poor pronunciation of the language affects students' understanding which creates confusion and misinterpretation of the discussion. To address this issue the researcher suggests that teacher/s shall be provided with a series of trainings and short courses in pronunciation practice. On the other hand, students shall be given weekly activities that could improve their pronunciation skills as well as their vocabulary.

Secondly, findings show that students have difficulty understanding the lesson due to the excessive use of highfalutin words. Highfalutin words can be used in some cases but it should be used in moderation. Researcher suggests that teacher/s must avoid using too much of highfalutin words, and not completely discard

them, as it helps in motivating the learners to discover learning.

Lastly, the use of code-switching should be limited only to referential, poetic, and phatic functions. This should be imposed to assist the student's learning process and to create meaningful learning.

CONSENT

Informed consent, protection of participant confidentiality, and the assessment of risks and benefits. Participants were fully informed about the study and their participation was voluntary .

ETHICAL APPROVAL

Ethical standards were strictly observed in this study, following the principles of the Belmont Report (Adam and Miles, 2013). The study was reviewed by the Research Ethics Committee to ensure compliance with ethical guidelines, including

COMPETING INTERESTS

Author has declared that no competing interests exist.

REFERENCES

1. Aguilar K. DepEd challenged by PH's poor ranking in World Bank education report. Inquirer; 2021, July 02.
Available:https://newsinfo.inquirer.net/1454473/deped-accepts-world-bank- report-as-challenge-in-improving-phs-quality-of-education
2. Öznur A, The relationship between school administrators' transformational leadership behaviours and teachers' perceptions of organizational justice; 2020.
DOI: 10.30918/AERJ.8S2.20.073
3. Almagro RE, Flores LC, Amora MV, Bauyot MM. Implementation Practices of Reading Programs in Elementary Education in Davao De Oro: A Multiple Case Study. International Journal of Research and Innovation in Social Science. 2024; 8(1):779-794.
DOI:https://dx.doi.org/10.47772/IJRISS.2024.801059
4. Galvez D. Marcos wants to reexamine medium of instruction in schools | Inquirer News. INQUIRER.net; 2022, July 26.

Available:https://newsinfo.inquirer.net/1634255/english-speaking-people-marcos-wants-to-reexamine-medium-of-instruction-in-schools

5. Sespene MN, Oyangoren H, Narnola RM, Picardal MT. Macro and micro context factors in english language learning in modular distance learning. Recoletos Multidisciplinary Research Journal. 2021;9(2):35–52.
Available:https://doi.org/10.32871/rmrj2109.02.02

6. Suri H. Purposeful sampling in qualitative research synthesis. Qualitative Research Journal. 2011;11(2):63-75.

7. Marshall C, Rossman GB. Designing qualitative research. Sage Publications; 2014.

8. Natassa Stylianou-Panayi. Code switching in an EFL environment. Linguistics and Literature Studies. 2015;3(6):259 - 263.
DOI: 10.13189/lls.2015.030601

9. Stoddart K. The presentation of everyday life: Some textual strategies for "adequate ethnography". Urban Life. 1986;15(1):103-121.

10. Getie A. Factors affecting the attitudes of students towards learning English as a foreign language. Cogent Education. 2020;7(1).
Available:https://doi.org/10.1080/2331186x.2020.1738184

11. Nangimah M. How should we counter challenges in teaching pronunciation for EIL? Journal of English Teaching. 2020;6(1).
Available:https://doi.org/10.33541/jet.v6i1.1061

12. Fawkes J. Public relations and communications. In The public relations handbook (pp. 37-53). Routledge; 2013.

13. Bukhari, Shahinaz. Challenges of the sudden switch from mother tongue instruction to english as a medium of instruction. International Journal of English Linguistics. 2021;12:76.
DOI: 10.5539/ijel.v12n1p76

14. Skiba R. Code switching as a countenance of language interference. The Internet TESL Journal. 1997;3(10):1-6.

15. Tien C, Liu K. Code-switching in two EFL classes in Taiwan. English in Southeast Asia: Prospects, Perspectives, and Possibilities. 2006;215.

16. Lester D. A review of the student engagement literature. Focus on Colleges, Universities, and Schools. 2013;7(1)
Available:http://nationalforum.com

17. Joy A. Impact of discovery-based learning method on senior secondary school physics. IOSR Journal of Research & Method in Education. 2014;4:32-36.

18. Utami NWF. Code switching analysis in the notes made by the sales assistants in ripcurl. Lingual: Journal of Language and Culture; 2019.
Available:https://doi.org/10.24843/ljlc.2018.v06.i02.p04

19. Malik L. Socio-linguistics: A study of code-switching. New Delhi, ND: Anmol Publications Pvt. Ltd; 1994.

20. Nomura M. Bilingualism and multilingualism: A study of code switching. The Bulletin of the International Student Center, Kobe University. 2003;8.
Available:http://www.lib.kobe-u.ac.jp/handle_kernel/00523015

21. Ariffin K, Rafik-Galea S. Code-switching as a communication device in conversation, Language & Society. 2009;5.
Available:http://www.crisaps.org/newsletter/summer2009

22. Appel R, Muysken P. Language contact and bilingualism. Amsterdam University Press; 2006.

23. Yankova D, Vassileva I. Functions and mechanisms of code-switching in bulgarian canadians. Etudes Canadiennes. 2013;74:103–121.
Available:https://doi.org/10.4000/eccs.254

24. Myers-Scotton CM, Jake JL. Revisiting the 4-M model: Codeswitching and morpheme election at the abstract level. International Journal of Bilingualism. 2017;21(3):340-366.

25. Jakobson R. Linguistics and poetics. In Style in language (pp. 350-377). MA: MIT Press; 1960.

26. Halliday MAK. The linguistic sciences and language teaching; 1964.

27. Adams DP, Miles TP. The application of Belmont Report principles to policy development. Journal of Gerontological Nursing. 2013;39(12):16-21.

28. Çise & Hanife. Reasons for the teachers' uses of code-switching in adult EFL classrooms. Hasan Ali Yücel Eğitim Fakültesi Dergisi. 2013;2.

29. PIDS - Philippine Institute for Development Studies. (n.d.).
Available:https://www.pids.gov.ph/

30. Ezemba AS, Chilozie FC, Ezemba OM, Uwaezuoke AH. An analysis of code-switching and code-mixing amongst students of our lady of mount carmel college muea-buea in cameroon. Asian Journal of Education and Social Studies. 2022;33(2):10–15. Available:https://doi.org/10.9734/ajess/2022/v33i230787

31. Halsted L, Murphy K, Nieuwenhuizen A. Influences on language code-switching induced in a social setting. Journal of Education, Society and Behavioural Science. 2015; 11(4):1–13. Available:https://doi.org/10.9734/BJESBS/2015/20135

32. Nordin NM, Ali FDR, Zubir SISS, Sadjirin R. ESL learners reactions towards code switching in classroom settings. Procedia-social and Behavioral Sciences. 2013;90:478-487.

Peer-review history:
The peer review history for this paper can be accessed here:
https://www.sdiarticle5.com/review-history/118088