

16. JLPS-AUG'26. Rovas et al_Degree and Forms of Codeswitching, Academic and Social Engagement Impact Am...

 Politeknik Negeri Bali

Document Details

Submission ID

trn:oid::3618:141235871

Submission Date

Jun 1, 2026, 3:40 PM GMT+8

Download Date

Jun 1, 2026, 3:43 PM GMT+8

File Name

16. JLPS-AUG'26. Rovas et al_Degree and Forms of Codeswitching, Academic and Social Engage....docx

File Size

73.5 KB

22 Pages

7,457 Words

46,951 Characters

1% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Small Matches (less than 18 words)

Match Groups

-  **2 Not Cited or Quoted 1%**
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations 0%**
Matches that are still very similar to source material
-  **2 Missing Citation 1%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 1%  Internet sources
- 0%  Publications
- 1%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

-  **2 Not Cited or Quoted 1%**
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations 0%**
Matches that are still very similar to source material
-  **2 Missing Citation 1%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 1%  Internet sources
- 0%  Publications
- 1%  Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	
www.researchsquare.com		<1%
2	Internet	
revistaapalavrada.wordpress.com		<1%
3	Internet	
jurnal.uns.ac.id		<1%
4	Internet	
richbutti.blogspot.com		<1%

Degree and Forms of Codeswitching: Academic and Social Engagement Impact Among ESL College Education Students

Cristel Rovas

Dr. Emilio B. Espinosa Sr. Memorial State College of
Agriculture and Technology, PHILLIPPINES

email: @gmail.com

Abstract - This study investigated language alternation, specifically code-switching and translanguaging, among second-year education students at DEBESMSCAT, analyzing its manifestations and effects on academic and social engagement. Utilizing an Explanatory Sequential mixed-methods design, the research initially quantified code-switching prevalence and forms through a comprehensive survey. Subsequently, in-depth qualitative interviews explored students' subjective experiences, language preferences, and perceived impacts on learning, understanding, and social interaction. Findings indicate that code-switching is a pervasive communicative strategy across all examined majors, functioning as both a cognitive and social resource that enhances participation and collaboration. Science and Filipino students extensively employ it for conceptual clarification in academic settings, while Social Studies students predominantly use it in informal, peer-based, and collaborative interactions. Despite its demonstrable utility in enhancing comprehension, participation, and engagement, students reported challenges in balancing practical communication practices with institutional English-only mandates, expectations, and specific academic requirements. Furthermore, language alternation was found to support confidence-building, collaborative learning, inclusivity, and positive peer relationships in diverse classroom contexts, thereby fostering deeper understanding. The study concludes that language alternation serves as an indispensable, dynamic tool fostering understanding, confidence, and peer solidarity, thereby underscoring the necessity for pedagogies that validate, support, and effectively integrate students' multilingual competencies within higher education environments.

Keywords: Code-switching, translanguaging, academic and social engagement, education students, mixed methods

1. Introduction

This study explores language alternation as a powerful mechanism that supports academic understanding and social interaction among second year education students (Ali, 2024; Bairy, & Inamdar, 2025; Wang, 2026)). By examining how and why students' alternate languages in classroom and social settings, the research seeks to illuminate its impact on academic

engagement and social connectedness, offering insights that can inform inclusive teaching practices and language-responsive education (Nweke, 2025; Okoli, 2025; Pfeiffer, 2021)

Language alternation refers to the alternating use of two recognizable grammatical systems—two “languages” in a broad sense (Ali, 2024; Shi & Xu, 2025; Wang, 2026). One of its most widely discussed forms is *code switching* (also written as *code-switching* or *codeswitching*), a concept extensively examined in linguistics and related fields (Aubrey, 2025; Pfeiffer, 2021; Steele, & Yeatman, 2025). Code switching is commonly defined as the practice of selecting or altering linguistic elements to contextualize talk in interaction. This contextualization may operate at the level of local discourse practices, such as turn-taking or conversational framing, or it may invoke broader social meanings, including shared cultural knowledge and identity construction (Cook, 2025; Ellis, 2025; Fischer, & Schneider, 2025). Therefore, code switching has been studied from multiple theoretical perspectives, no single discussion can comprehensively address all aspects of the literature. Nevertheless, research conducted in multilingual contexts—particularly in the Philippines and other Southeast Asian settings—demonstrates that language alternation, including code switching and translanguaging, facilitates comprehension of complex academic texts and enhances classroom participation. Students’ attitudes toward rote learning and examinations have been shown to be weak predictors of academic achievement, suggesting that mediating factors such as teaching quality and learner motivation play a significant role. Empirical evidence further indicates that strategic language switching helps learners clarify concepts, reduce anxiety, and foster peer bonding (Bayyurt & Gulle, 2024; Dan, & Bai, 2025; Lin, Wang, & Xu, 2025).

Studies involving bilingual students in tertiary education similarly suggest that code switching can be effective in supporting vocabulary development and reading comprehension, although findings related to writing and grammatical accuracy remain mixed (Caridad & Chico, 2026; Eviatar, Khatib, & Kreiner, 2025; Pfeiffer, 2021). These results align with translanguaging scholarship, which conceptualizes language alternation as a sociocultural responsive pedagogy that enables learners to draw upon their full linguistic repertoires.

Despite these pedagogical benefits, the classroom application of language alternation is often constrained by English-only policies and persistent monolingual ideologies (Bisht & Lam, 2025; Özer, 2024; Shak, 2025). Recent research on college composition classrooms reveals tensions between instructor-led translanguaging approaches and students’ adherence to standard language norms, highlighting the enduring influence of monolingual standards in higher education (Cenoz, Gorter, & Santos, 2024; Vas poulos, 2025). Moreover, studies of multilingual university students’ academic writing document consistent lexical transfer from first languages to second languages, indicating that code switching continues to shape academic discourse beyond spoken interaction. However, limited research has examined how language alternation simultaneously influences both academic and social engagement among second-year education students—a group at a critical stage in the formation of professional identity (Alon, 2026; Hermoso, 2026; Yafele, 2024). Addressing this gap requires long-term, mixed-methods research that integrates analyses of peer interaction, affective dimensions, and academic performance in order to better understand the dual role of linguistic alternation in shaping learning outcomes and social integration.

The present study is academically relevant as it adds to the body of work on language alternation and translanguaging in higher education with particular focus on beginning education students. Considering both the academic and social facets of level of engagement, the study builds on earlier work which has mainly focused on the classroom, teaching, assessment, and writing. Findings may give evidence to support inclusive and language responsive teaching and provide guidance to educators and institutions in multilingual contexts. More specifically, the study seeks to understand the impact of language alternation on academic engagement and social interaction of second-year education students. It aims to understand how students practice language alternation in both academic and social contexts, the perceived impact of language alternation on individual academic comprehension and class participation, and how language alternation enhances social ties and interaction with peers during the higher education

transition.

In conclusion, this study of language alternation as both an academic and social tool is important in multilingual higher education settings. This study aims to help us better understand language-responsive teaching methods that support inclusive, fair, and effective learning environments by looking at how second year education students use language alternation in school and social situations.

2. Method

The present exploration leverages mixed-methods research design, specifically an exploratory sequential approach, which was particularly appropriate for thoroughly investigating language alternation (code-switching) among second-year education students (Caesar, 2024; Schoonenboom, 2024). This study involved second-year education students as participants, with a total population of 109 students recruited through a phased approach to align with the Explanatory Sequential Mixed-Methods design. For the quantitative phase, the target population included all second-year education students enrolled across various majors at Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology during the 2025-2026 A.Y. A stratified random sampling technique was employed to ensure proportional representation of students from each distinct education major, reflecting their actual distribution within the university's first-year education program (Gullin Kala Ramya Venkata Triveni et al., 2024; Olsen & Vasquez-Ross, 2024). To examine how language alternation related to the academic and social engagement of second-year education students, this study used two primary instruments: a structured survey questionnaire and a semi-structured interview guide. Careful procedures were followed to ensure that both instruments accurately measured the intended constructs and produced consistent results.

The survey questionnaire was developed based on existing literature on language alternation and translanguaging in educational settings (Tai & Li, 2021), as well as established concepts of academic and social engagement. Data was collected using an explanatory sequential method, combining quantitative surveys and qualitative interviews with selected second-year education students (Creswell & Plano Clark, 2018). Survey: Participants completed a survey designed to assess their experiences with language alternation in classroom settings. The researchers prepared a hard copy set of guide questions focused on students', academic participation, lesson comprehension, class confidence, and social interactions in different situations. To ensure data completeness, any missing values were examined and addressed using appropriate imputation methods (Little & Rubin, 2019). The survey items and answers were then analyzed appropriately using statistical techniques to allow accurate interpretation of the data in relation to the objectives of the study (Creswell & Creswell, 2018).

This study employed a mixed-method approach, combining survey and interview data to gain a comprehensive understanding of students' language use. Quantitative data from the surveys was organized and analyzed using descriptive statistics, such as frequencies and percentages, to identify patterns in code-switching behavior. For the qualitative data, thematic analysis was conducted on the interview responses. Each response was carefully reviewed and coded, and similar ideas were grouped into themes related to academic engagement, social interaction, and language alternation. Throughout this study, the researchers upheld strict ethical standards to protect the rights and well-being of all participants. Before participating, students were fully informed about the purpose of the research, the procedures involved, and their right to withdraw at any time without any negative consequences. Furthermore, the researchers ensured that all questions were respectful, non-intrusive, and were designed to minimize any potential discomfort, allowing participants to share their experiences openly and honestly.

3. Results and Discussion

The qualitatively collected data reveals that language alternation, specifically code-switching, is a natural and widespread practice among education students. It serves not merely as a way of

speaking, but as a vital tool that helps learners navigate the demands of academic life (Abaño and Estremera, 2026; Asne and Estremera, 2025, Bagasala and Estremera, 2025; Baliwas and Estremera, 2025). The results show that using the first language alongside the target language is highly beneficial, especially when dealing with difficult terms and complex concepts. It helps learners understand lessons better, express ideas more clearly, and feel more confident during recitations and presentations. However, it is also important to recognize when to use it appropriately. While very effective in oral discussions and casual interactions, it is best to observe discipline and use pure target language in formal writing tasks to maintain academic standards and proficiency.

I. Code-switching forms and Impacts

Table 1: English Major

Language Alternative	Transcription	Category	Pattern	Academic Impact
English	When you are an English student, you are encouraged to speak the language when answering the instructor's questions. I personally code switch when i am out of vocabulary or want to elaborate more	Intra-sentential code-switching	L2 + L1	This student uses code-switching as a backup strategy when lacking vocabulary or needing to explain ideas further. It serves as an effective coping mechanism to complete thoughts and avoid communication breakdown although it is recognized only as a secondary tool and not the primary way of speaking.
	my answer. Code-switching is not the primary method of communication but rather a backup or coping mechanism.	Inter-sentential code-switching	L1+L2	For this student using code-switching helps to explain clearly through examples, but strict English requirements hinder clear delivery.
	Code switching positively impact my social interaction during my reporting or presentation. Gagamit ako san code switching para mas lalo ninda maintindihan through giving examples.	Inter-sentential code-switching	L2+L1 +L2	
			L1+L2	This student stated that code-switching aids understanding of lessons, but avoided in formal papers and professional settings.

Negative impact is pag naga report ako is igwa san mga terror na instructor or mga strict na instructor. In some settings, code-switching can positively impact. Mas nakaka affect an code-switching positively kay makaka learn or mas maiintindihan san estudyante an gusto ipahiwatig san instructor or san teacher. It can also negatively impact minsan an sa mga professional na kineme kineme pag formal interaction or mga formal papers. It is very rampant to happen especially in the classroom where code-switching is positively affect in the learning or social interactions. May positive siya na effect kay mas naiintindihan san imo mga co-learners or kaya even the teachers kun nano an ginapaliwanag mo mas nahahatagan san context. Sa negative naman is	Intra-sentential code-switching Inter-sentential code-switching Inter-sentential code-switching	L2+L1 L1+L2	This participant believes that positive effects outweigh negative; makes communication clearer though too casual for formal events. This second-year student benefits from improved language proficiency and fluency as they practice English regularly for their major. However, they also face difficulty in social interaction because they sometimes struggle to express themselves freely while trying to meet the high expectations of their course. This student feels more confident and comfortable expressing ideas in class because of code-switching. However, it also creates social anxiety because they worry about being judged or labeled.
--	--	---------------------------	--

pag formal event
or formal settings
na po bagan dili
na po siya
applicable na mag
code-switching.

Yes naga vary
gihapon sa major
san istudyante.
English students
uhh still use code
switching but the
thing is we use
English almost
when we speak
kase that's our
major and we are
required to do
that. It vary
significantly
based on students
major. Positive:
I'm learning and
uhh I'm getting
used to it as the
years pass by.
Negative: I find it
hard uhh to
socialize because
there's some
instances where
my mouth uhh
can't really
express uhh my
language
production.

In academic
settings, code-
switching helps
me to express my
ideas clearly as it
allows me to
speak more
confidently and
comfortably. In a
social
engagement
context, code-
switching affects
me after I do it in
a conversation. It

makes me think
that people might
label me
"pilingon" if I try
to code-switch
from Minasbate to
English

Furthermore, the extent and form of code-switching vary depending on the subject area. Students in fields involving technical subjects tend to use it more frequently to grasp difficult concepts, while those in language majors are more conscious of maintaining linguistic purity. This implies that a rigid language policy may not be effective. Instead, recognizing code-switching as a strategic resource can help create a more inclusive and comfortable learning environment. Educators are encouraged to adopt a flexible approach, allowing language alternation to support understanding while still guiding students to develop the necessary skills for formal communication (Dio and Estremera, 2023; Gapayao and Estremera, 2026; Garalde and Estremera, 2026; Guamos and Estremera, 2025; Gersalia and Estremera, 2025). Ultimately, language alternation bridges the gap between what students know and what they need to learn. When used wisely, it becomes a powerful mechanism that enhances both academic achievement and social connection in the classroom. The findings correspondingly indicate that English Major students employ both Intra-sentential and Inter-sentential code-switching following patterns such as L2 + L1 and L1 + L2. However, unlike other fields, these students are specifically encouraged to speak pure English and treat code-switching not as the primary method of communication, but merely as a backup or coping mechanism used when they run out of vocabulary or need to elaborate their answers further. The practice significantly aids comprehension and makes explanations clearer, especially when giving examples during reporting and presentations (Jalmasco and Estremera, 2025). By alternating languages, students can express ideas more naturally and confidently, effectively removing communication barriers and ensuring that the message is understood by everyone. However, while highly beneficial for understanding and social interaction, code-switching presents limitations in formal contexts. Participants noted that strict requirements from instructors and the need to maintain professionalism hinder its use during formal presentations and in written outputs. Furthermore, social concerns such as difficulty in expressing oneself freely or the fear of being labeled "pilingon" also affect how students utilize this strategy outside the classroom. In essence, language alternation serves as a vital tool that prioritizes understanding. The students demonstrate a clear awareness of when to apply these patterns to enhance learning while recognizing the necessity of linguistic discipline and standard language use required by their major.

Moreover, for table 2, the data clearly demonstrates that code-switching occurs frequently in Filipino classes; 4 of the 6 responses demonstrate intra-sentential switching (L2 + L1) while only 2 are examples of purely monolingual usage of L2. These findings suggest that in a primarily Filipino classroom setting, students rely on multiple language varieties as a means of making better sense of content and expressing themselves in ways that are most meaningful to them (Lauta & Estremera, 2025). Transcripts from student interviews indicate that the primary reason for utilizing code-switching was due to a lack of vocabulary related to an English term and/or in order to help explain something by providing additional clarity. A number of participants indicated that they translated English terms into either Filipino or Bisaya because it allowed their classmates to have a better understanding of what they were discussing. Therefore, code-switching provides a functional mechanism for increasing comprehension and facilitating

communication among students and assists in creating a positive environment where students feel more inclined to participate in the learning process. At the same time, the data point to some challenges. A number of students noted that relying too much on code-switching may affect their proficiency in Filipino or English. Others shared that using regional languages can sometimes confuse classmates who are not familiar with them. There is also a noticeable tension between actual classroom practices and instructors' expectations to use straight Filipino.

Table 2: Filipino Major

Language Alternation	Transcription	Form\ Category	Pattern	Academic Impact
Filipino	In my own experience, sa positive, may mga times na pag naga discuss ka may malimutan ka na mga words or sa bisaya na di ko ma express sa tagalog or english, mas okay sa akon an naga code switching. Sa negative, gina encourage kami san instructors namon mag straight Filipino kay Filipino majors kami."	Intra-sentential code-switching	L2+L1	This second-year Filipino student views code-switching as both helpful and challenging. It improves student understanding by making lessons clearer and more relatable. However, frequent use of code-switching may weaken their own English proficiency.
	Code switching affect me in a positive way because as I experience in a classroom discussion sometimes, I don't understand some word or how to discuss it in class so I use code switching express the words clear.	Monolingual	L2 only	Even in a Filipino class, this student encounters words or concepts that are difficult to grasp or explain. For them, code-switching is a problem-solving strategy that allows them to bypass language barriers.
	Even in a Filipino class, this student encounters words or concepts that are difficult to grasp or explain. For them, code-switching is a problem-solving strategy that allows them to bypass language barriers	Monolingual	L2 only	This student presents a balanced view. They acknowledge that code-switching is highly effective for making lessons accessible and easy to learn for everyone. However, they also recognize a potential downside: relying on it might prevent students from fully practicing and honing their communication skills purely in the target language (Filipino).
	So sa positive sa pag abot sa learning, gina-translate namon an English into Filipino or Bisaya para mas maintindihan san students. Sa social interaction, ginagamit an code-switching para mag-adjust kag maging clear an communication.	Intra-sentential code-switching	L2 + L1 + L2	This student underscores that code-switching can have both positive and negative effects on learning and social interaction. In classroom settings, future educators use code-switching to make lessons clearer. On the negative side, relying too much on code-switching can affect students' ability to develop full

Sa negative side, may tendency na masanay an students sa code-switching. Sa school, kinahanglan gihapon sundon an language rules.			proficiency in one language.
So based on my experience uhh... when it comes to presentation sa class or demo teaching nagkakaigwa ako ng code-switching para maintindihan san mga classmates ko. Sa negative naman na impact sa learning is, may mga language na dili ninda nage-gets like Minasbate or Bisaya, so uhh.... nakaka affect ini sa inda learning or social interaction	Intra-sentential code-switching	L2 + L1 + L2	For this Filipino learner, code-switching plays an important role in learning and social interaction. During class presentations or demo teaching, it helps the speaker express their thoughts and opinions more clearly. However, code-switching can also have a negative effect when some students do not understand the language being switched to.
Specific instance siguro po kapag nagkakaroon kami ng discussion or reporting nagkakaroon ng code switching kasi ahmmm... mas naiintindihan po, BSED kami, nasa high school mas madali kasing maintindihan ng mga bata kapag tina-translate namin sa Filipino yung mga ahmm...English discussion. Siguro sa negative, yung English proficiency namin is naapektuhan din.	Intra-sentential code-switching	L2+ L1	This second-year Filipino major's account reveals that code-switching serves distinct, context-dependent roles in their learning and communication, with both personal benefits and program-specific challenges. However, in their Filipino major, instructors strongly encourage using straight Filipino to build proficiency and maintain linguistic authenticity

Table 3: Mathematics Major

Language Alternation	Transcription	Form\ Category	Pattern	Academic Impact
----------------------	---------------	----------------	---------	-----------------

Mathematics	Code switching helps me understand difficult Math lessons since the language used is English. However, frequent use makes me uncomfortable speaking pure English. Overall, it is very necessary to engage with numbers and peers.	Monolingual	L2 only	For this student, Code-switching is essential in Math to understand complex concepts and engage with peers effectively. However, it affects communication confidence, causing self-disappointment when speaking pure English is required.
	Code switching positively affect my learning or social interaction because it causes an impact to my fellow students/ classmate to easily understand my discussion and gives me comfortable to use my native language or the Filipino language.	Monolingual	L2 only	For this student, code-switching serves two main purposes: it acts as a communication tool that ensures their peers understand their explanations, and it provides emotional comfort.
	Yes it's positively affected during discussion para maging comfortable tayo sa pag discuss at para ma boost ang confidence.	Intra-sentential code-switching	L2+L1+L2	This student emphasizes the psychological benefit of code-switching. They believe that mixing languages during discussions makes the speaking environment less intimidating.
	During discussion specially sa prof ed mas naintindihan ko ang lesson then during oral participation mas comfortable akong sumagot kapag natatalog. For me code switching help me to understand better the lesson.	Intra-sentential code-switching	L2+L1	This student finds that code-switching enhances their own comprehension of the subject matter. It also makes them feel more secure and comfortable when answering questions orally.
	Code-switching does not affect engagement, instead it makes lessons easier to understand.	Intra-sentential code-switching	L2+L1+L2	For this student, Code-switching does not negatively affect engagement; instead, it enhances classroom comprehension. It is essential especially for reports and demo-teaching,

We only use Filipino and English anyway. It is important especially during reporting and demo-teaching, especially for terms na mahirap i-translate.

especially for terms na mahirap i-translate.

“For instance, during our class oral participation, our instructor encourages us to speak in English or Filipino. Because this haga nagtutulak ako na participate during class and wag mag hesitate ako if mali or li matalino an mga ideas sa isip ko. And that's how it positively affect my learning because kapag code switching ko ito ha what if mali ah marami ko ha wrong ideas sa isip ako na what to generate English.

For this student, Code-switching reduces anxiety and encourages participation by allowing freedom to use either language

The findings suggest that code-switching plays a significant role in Mathematics learning, particularly in classrooms where English (L2) is the primary medium of instruction (. While some students use monolingual English, most responses reflect intra-sentential code-switching (L2+L1). This indicates that students often choose to combine two languages in order to convey math ideas they have learned better. Academically, code-switching enhances comprehension by making complex and technical concepts more accessible and easier to understand. Additionally, code switching gives students an opportunity to clearly define what they mean, especially if they are trying to find ways to describe something that does not directly translate into English. It also improves communication during discussions, reporting, and collaborative tasks, as students can explain ideas more effectively and ensure peer understanding (Lopez and Estremera, 2025; Mingoy and Estremera, 2025; Finally, code switching has an affective benefit by giving students less anxiety and therefore more confidence in participating in class orally. Since students feel more comfortable expressing their views, we see increased levels of student participation and enthusiasm. However, while many students who frequently switch languages may lose confidence in speaking purely in English; the net gain from using code-switching is positive in regard to the cognitive aspects of learning mathematics and being actively involved in the classroom.

As for the Science majors, they employ Inter-sentential and Intra-sentential switching following complex patterns such as L1 + L2 + L1 and L2 + L1 + L2. These strategies are necessary to address the technical nature of the field which involves specialized terminologies and complex concepts.

The practice significantly enhances learning and social interaction by allowing students to explain difficult ideas clearly during recitations and reports (Obispo and Estremera 2025; Sayo and Estremera, 2026; Sevilla and Estremera, 2026; Sevilla and Estremera, 2025; Valladolid and Estremera, 2026). It serves as an effective tool to express thoughts that are hard to articulate using only one language. Nevertheless, participants recognized potential risks. Translating scientific terms with no direct equivalents may alter meanings while over-reliance could hinder English proficiencies. Therefore, language alternation is strategically used to bridge comprehension gaps but must be applied carefully to preserve the accuracy and integrity of scientific knowledge.

Language Alternation	Transcription	Form\ Category	Pattern	Academic Impact
3 4 Science	SCIENCE Depende kung nano an nasa curriculum base ito education tayo or ano. Parehas man san ginsabi ni Renz na paiba-iba parang ipa-narrow down muna an specific subject then ipa follow up mo ina sa maayo na direction para hindi ma mismatch an skill kag development. Well for me, neutral lang ako so parang I don't know kung ma negative ina or positive nandyan lang ako sa neutral zone lang.	Intra-sentential code-switching	L1+L2+L1 L2+L1+L2+L1	The data suggests that the impact of code-switching in science education depends on the curriculum and the specific subject being taught. For this participant, the experience is neutral.
	So ano, there's like igwa san instance na pag mag report ka sa tunga meron san mga jargon na mga salita na kailangan talaga ipaliwanag into native language or other language para maintindihan san mga students mo or mga kaklase mo.	Intra-sentential and Inter-sentential code-switching	L2+L1+L2 L2+L1+L2	This student emphasized that code-switching can play an important role in learning and social interaction, especially in science classes.
	For an instance, when we explain a certain word na hindi alam san students, like science terms in English such as enzymes, protein, lipids and others, kailangan iexplain mo in tagalog or in your native language. By this makakasabi ako na positive ang effect san code switching sa social interaction ko especially sa students.	Intra-sentential code-switching	L2+L1+L2	This student views code-switching as an essential teaching aid. Since Science involves specialized English terminology that may be unfamiliar or difficult to grasp, translating or explaining these terms in the local language is necessary to ensure understanding.
	For me nakadepende ito sa major. Halimbawa sa science, hindi ka naman pwedeng mag code switching lalo na sa scientific terminologies. Sa positive affect kapag nagre-	Intra-sentential code-	L2+L1+L2+L1	This student's account highlights code-switching's value depends on a student's major especially in science, where translating technical terms into Filipino or native languages risks altering meanings. However, it positively enhances learning and

report ako maganda sya kase nahihirapan ako magbigay ng information in English language, so maganda mag code switching para mas maintindihan ng mga kaklase mo.	switching	communication by making complex topic clearer.
So there's example of, specific instance when I go code switching and affects me. Positively during ahm...class discussion, may mga terms or words na di ko ma express using English language so I shift into Tagalog or other native language to explain it better. Then, negatively I get used to shift in native language rather than speaking in English frequently.	Intra-sentential code-switching	The student shares that code-switching has both positive and negative effects. Positively, it allows them to express ideas they cannot articulate in English ensures classmates understand explanations clearly.
'For instance, if English major ka, mas required mag English. Tapos, since we are science majors mahirap sya gamiton kase may mga scientific terminologies na wara sin Tagalog translations. It positively affected my learning and social interaction sa mga recitation, I do code switch para mas na express ko. Negatively affect naman kapag naga code switch, nagiiba an answer.		The student emphasizes that code-switching's impact depends heavily on a student's major. Positively, code-switching enhances learning and social interaction – during recitations, it allows them to express ideas clearly.

Table 4: Science Major

As for table 5, the data reveals that Social Studies students predominantly employ Inter-sentential and Intra-sentential code-switching following patterns of L1 + L2 and L2 + L1. These strategies are utilized strategically to address the nature of the major which involves complex terminologies and deep concepts. Practice significantly aids comprehension particularly in History where technical terms are difficult to grasp in a single language. By alternating languages students can explain ideas more naturally and ensure that lessons are accessible to everyone.

Language Alternation	Transcription	Form \ Category	Pattern	Academic Impact
Social Studies	“So, an na experience ko sani is positive is naka affect sya saamon positively in terms sa history. Sa major namon, may terms sa world history na mahirap sya intindihon in tagalog that's why need sya icode switch sa English. Sa negative igwa man, an iba na instructor naga code switch tapos an inagamit na word is mga mahidarom na hindi namon naiintindihan.”	Inter-sentential code-switching	L2+L1+L2+L1	This student's response highlights that code-switching in Social Studies is both beneficial and non-beneficial. Positively, it aids comprehension of complex world history concepts. However, using unfamiliar words can create barriers to learning.
	Code-switching practices like for example when reporting may mga time or words na kahit alam natin but the students is hindi nila alam kaya mas nakakatulong when we are using code-switching."	Intra-sentential code-switching	L2 + L1 + L2	This student presents a balanced view. They acknowledge that code-switching is highly effective for making lessons accessible and easy to learn for everyone. However, they also recognize a potential downside: relying on it might prevent students from fully honing their communication skills purely in the target language (Filipino).
	“For me it does, as a Social Studies student we tend to speak English when needed and on a formal setting. Code-switching helps me explain things more in front, it makes my fellow classmates understand the lesson even more but in negative instances, it affects how you speak accurately in a formal setting.”	Monolingual	L2 + L1 + L2 + L1	This student affirms that code-switching has positive and negative impacts on learning and communication. It allows better explanation of ideas and improves classmates' understanding of lessons.
	Let's put an instances, code switching positively affected in learning in reporting where in may mga terminologies na hindi alam so that i used code switching however i think hindi sya magiging professional in terms sa paggawa ng lesson plans.”	Intra-sentential code-switching	L2 only	This student distinguishes between spoken and written contexts. They find code-switching very useful for explaining deep or unfamiliar terms during oral reports and learning sessions. However, they feel that it is not appropriate or professional when it comes to formal written outputs.
	“Sometimes I find it easier to speak with different language	Monolingual	L2 + L1 + L2 + L1	

because some words are easier to explain with different language rather than one like for example teaching a concept then explaining in other language.”

Intra-sentential code-switching

” The specific example na naexperience ko positively sa pag gamit ng code switching is sa oras ng discussion as a social studies student there are some instances na gumagamit ng terminologies na malalim na mas kailangan ipaliwanag sa tagalog at mas makapagshare ng sariling explanation ang mga students.”

This student believes that different languages have unique strengths. They find that certain concepts or words are more natural and easily explained in one or more languages.

Based on their personal experience, this student highlights that Social Studies often involves deep or technical terms. Explaining these in Tagalog makes the concepts accessible, which has the added benefit of encouraging other students to participate more actively as it removes barriers.

Table 5: Social Studies Major

This approach effectively removes communication barriers and fosters active participation during discussions and reports. However, while code-switching is highly beneficial for oral instruction and clarification it presents limitations in formal contexts. Participants noted that excessive reliance may affect language accuracy and proficiency. Consequently, it is deemed inappropriate for written outputs such as lesson plans where professionalism and adherence to standard language are required. In essence language alteration serves as a necessary pedagogical tool that prioritizes understanding. The students demonstrate a clear awareness of when to apply these patterns to enhance learning while recognizing the need for linguistic discipline in formal academic requirements.

II. Degree of Code-switching

This study investigated students’ use of code switching across academic and social contexts, with weighted mean scores capturing the extent to which each major group engages with or values this language practice. Overall, code-switching is a common communicative strategy among respondents, though patterns of use vary notably by field of study. When considering code-switching as a tool for clarifying technical terms, students from Filipino and Science majors express the strongest agreement, with a weighted mean of 4.5. This suggests that these groups find language alternation particularly valuable for making complex technical concepts more understandable. English and Mathematics majors also recognize this benefit with a mean score of 3.8 each. While Social Studies students report the lowest mean in this area at 3.6, their response still reflects clear agreement that code-switching aids in explaining technical content. In terms of inserting native language words into English sentences, Science majors demonstrate the highest level of engagement, scoring 4.6. Filipino majors follow closely at 4.3, with English majors at 4.0 and Mathematics majors at 3.8. Social Studies, however, show less frequent use of this practice, with a mean score of 2.6. For language switches occurring at the end of sentences, Science majors again report the highest agreement at 4.1. English, Filipino, and Mathematics majors show comparable levels of agreement, all scoring 3.8.

Table 2. Forms of code-switching used by various majors

STATEMENT	English (WM)	Filipino (WM)	Science (WM)	Mathematics (WM)	Social Studies (WM)	Verbal Interpretation
Code-switching for clarifying Technical Terms	3.8	4.5	4.5	3.8	3.6	Filipino and Science strongly agree more
Native Language Word insertion in English sentences	4	4.3	4.6	3.8	2.6	Science strongly agrees more
Sentence-Final language switching	3.8	3.8	4.1	3.8	3.5	Science agrees more
Language mixing in online discussions	3	3.8	4.1	4	4.3	Social Studies agrees more
Switching to Native Language for examples	3.6	4.3	4.5	4.3	4	Science strongly agrees more
Overall Mean	3.6	4.1	4.3	3.9	3.6	Science strongly agrees more

Social Studies students indicate moderate agreement with a mean of 3.5, suggesting they use this form of code-switching less regularly than their peers in other majors. When it comes to language mixing in casual settings, Social Studies majors stand out with a mean score of 4.1, matching the score reported by science majors. Mathematics students also engage actively in casual code-switching, scoring 4.0, while English and Filipino majors report slightly lower but still substantial agreement at 3.8 each. Regarding the practice of switching to English to express complex ideas, Science and Mathematics majors show the strongest agreement, both scoring 4.3. Filipino and Social Studies students follow at 4.0, while English majors report a mean of 3.6 – a score that still reflects general agreement with the practice. In summary, code-switching is widely integrated into both academic and social communication among students across all majors. Science and Filipino majors tend to rely on it more heavily for academic purposes, such as clarifying concepts and conveying complex ideas. In contrast, Social Studies students demonstrate a stronger preference for code-switching in casual contexts, underscoring how the nature of the interaction shapes language use patterns across different student groups.

IV. CONCLUSION

This study demonstrates the importance of language alternation, particularly code-switching and translanguaging, as a feature that greatly influences academic success and social

engagement among second-year education students at DEBESMSCAT. It primarily contributed to the field of codeswitching theory and ESL context. In effect, by illuminating the advantages of codeswitching in ESL classrooms, teachers will be able to offer appropriate activities, leading to L2 proficiency by degrees. Not only does it operate as a means of communication, but it also serves as a cognitive and social resource that allows understanding, participation, and cooperation among diverse academic fields. Despite increased use of this interactive tool to enhance learning, the persistence of official English-only policies makes studying difficult because it puts students in a position where they feel forced to choose between institutional guidelines encouraging use of English only, and their lived experiences attempting pragmatic communication in each other's languages. Despite these constraints, language alternation contributes to increased confidence, inclusivity, and peer connection within the classroom.

References

- Abaño, R. C., & Estremera, M. L. (2026). Teaching Languages with Machines: A Systematic Review on the Effectiveness of AI in ESL Learning. *International Journal of Technology in Education*, 9(2), 431–446. <https://doi.org/10.46328/ijte.5196>
- Ali, A. D. (2024). Translanguaging in multilingual university classrooms: Effects on students' language skills and perceptions. *Bilingual Research Journal*, 47(2), 186–210. <https://doi.org/10.1080/15235882.2024.2336942>
- Alnuzaili, E. S., Alghamdi, S. S., Ali, A., Almadani, Mohammed. A., Alhaj, A. A., & Malik, N. A. (2025). Code-switching beyond phases. *Cogent Arts & Humanities*, 12(1). <https://doi.org/10.1080/23311983.2025.2564881>
- Asne, F. S., & Estremera, M. L. (2025). The Role of Vocabulary and Grammar in Second Language Reading Comprehension: A Systematic Literature Review. *BRU ELT JOURNAL*, 3(2), 187–200. <https://doi.org/10.14456/bej.2025.13>
- Bagasala, G. L. and Estremera, M. L. (2025). A Systematic Literature Review of Task-Based Language Teaching (TBLT) in L2 Context. *International Journal for Multidisciplinary Research (IJFMR)*, 7(3), 1-12. <https://doi.org/10.36948/ijfmr.2025.v07i03.44186>
- Baliwas, R., and Estremera, M. (2025). Language, Identity, and SLA Inclusivity: A Systematic Literature Review of Multilingual Education. *Bulletin of Language and Literature Studies*, 2(2). <https://doi.org/10.59652/blls.v2i2.577>
- Bisht, G., & Lam, W. S. E. (2025). Cultivating decolonial translanguaging: pedagogical maneuvering to support multilingual writing and non-dominant knowledge systems. *Language Awareness*, 34(3), 657–681. <https://doi.org/10.1080/09658416.2025.2554722>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). SAGE Publications.
- Little, R. J. A., & Rubin, D. B. (2019). *Statistical analysis with missing data* (3rd ed.). Springer. <https://doi.org/10.1007/978-3-030-41881-1>
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.).
- Dallasheh Khatib, R., Eviatar, Z., & Kreiner, H. (2025). Spontaneous inner speech in multilinguals: short-term and long-term effects on code-switching. *Journal of Cultural Cognitive Science*. <https://doi.org/10.1007/s41809-025-00191-9>
- DepEd Masbate City Division. (2025, August 3). Implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in Masbate City Division. <https://www.depedmasbatecity.com/implementation-of-mother-tongue-based-multilingual-education-mtb-mle-in-masbate-city-division/>
- Dio, M., and Estremera, M. (2023). Literature: An Essential Tool in Language Teaching. *Journal of Foreign Language Education and Technology*, 8(4), 1–9. <https://www.ceeol.com/search/article-detail?id=1256125>

- Gapayao, M. W., & Estremera, M. L. (2026). The Role of Constructivist Theories in Teaching English as a Second Language (TESL). *EIKI Journal of Effective Teaching Methods*, 4(1).
<https://doi.org/10.59652/703kjb71>
- Garalde, K., & Estremera, M. (2026). Second Language Acquisition (SLA) Theories Applied in ESL Teacher Training. *EIKI Journal of Effective Teaching Methods*, 4(1).
<https://doi.org/10.59652/cem63708>
- Gersalia, A., & Estremera, M. (2025). A Systematic Literature Review of Bilingual Education Models: Approaches and Educational Outcomes. *International Journal of Language Teaching and Education*, 9(2), 1–12. <https://doi.org/10.22437/ijolte.v9i2.44428>
- Giles, H., & Johnson, P. (1987). Ethnolinguistic identity theory: A social psychological approach to language maintenance. *International Journal of the Sociology of Language*, 68, 69–99.
<https://doi.org/10.1515/ijsl.1987.68.69>
- Gronchi, M. (2025). Teaching across Language and Identity: The Lived Experiences of Three EMI Lecturers in Italy. *Changing English*, 1–17. <https://doi.org/10.1080/1358684X.2025.2545866>
- Guamos, L. P., & Estremera, M. L. (2025). Social media and L2 acquisition: a systematic review of digital affordance and learning outcomes. *Journal of Second and Multiple Language Acquisition-JSMULA*, 787–802. <https://doi.org/10.5281/zenodo.17110303>
- Gülle, T., & Bayyurt, Y. (2024). "Translanguaging in content assessment: voices, experiences and practices of EMI university students" *Language Learning in Higher Education*, vol. 14, no. 2, 2024, pp. 313–336. <https://doi.org/10.1515/cercles-2024-0021>
- Gullin Kala Ramya Venkata Triveni, G. K. R. V., Danish, F., & Albalawi, O. (2024). Advancing Survey Sampling Efficiency under Stratified Random Sampling and Post-Stratification: Leveraging Symmetry for Enhanced Estimation Accuracy in the Prediction of Exam Scores. *Symmetry*, 16(5), 604. <https://doi.org/10.3390/sym16050604>
- Jalmasco, R., and Estremera, M. (2025). Motivating Language Learners: A Systematic Review of Motivation Theories in ESL Education. *Bulletin of Language and Literature Studies*, 2(4).
<https://doi.org/10.59652/fceec28>
- Judy Ann R. Caridad, Romcel M. Chico (2026). Code-Switching in the English Classroom: Impact on Grade 11 General Academic Strand (Gas) Students' English Comprehension. , 9(12),
<https://doi.org/10.47772/IJRIS.2025.91200152>.
- Lauta, L. C., & Estremera, M. (2025). Code-switching in Second Language Acquisition: A Systematic Literature Review on Benefits and Challenges. *ELE Reviews: English Language Education Reviews*, 5(1), 99–121. <https://doi.org/10.22515/elereviews.v5i1.11666>
- Lopez, B., & Estremera, M. (2025). Collaborative Learning Approaches to Promote Peer Interaction and Support among L2 Learners: A Systematic Literature Review. *BRU ELT JOURNAL*, 3(2), 174–186. <https://doi.org/10.14456/bej.2025.12>
- Magnone, K. Q., & Yezierski, E. (2024). Beyond convenience: A case and method for purposive sampling in chemistry teacher professional development research. *Journal of Chemical Education*, 101(3), 718–726. <https://doi.org/10.1021/acs.jchemed.3c00217>
- Mingoy, R., and Estremera, M. (2025). Patterns and Themes of Local Legends: Pedagogical Implications in Literature Education and EFL Teaching. (2025). *EIKI Journal of Effective Teaching Methods*, 3(4).
<https://doi.org/10.59652/jetm.v3i4.655>
- Nguyen, L. P., Phuong, D., Tu, N. V., & Hanh, Q. (2025). Anxiety factor affecting ESP students' performative knowledge in learning English language. *Discover Education*, 4(1).
<https://doi.org/10.1007/s44217-025-00983-9>
- Nguyen, T. T., & Tran, H. T. (2024). Code-switching in online discussion forums: Fostering interaction in higher education. *Computers & Education*, 209, 104987.
<https://doi.org/10.1016/j.compedu.2024.104987>
- Nweke, G. E., & Okoli, J. C. (2025). Effects of Language Barriers and Social Integration on Academic Achievement of International Students. *OALib*, 12(06), 1–16.
<https://doi.org/10.4236/oalib.1113542>
- Obispo, F. L., & Estremera, M. L. (2025). Performing Language Variation to Promote Sociolinguistic Equality: A Systematic Literature Review. *NOBEL: Journal of Literature and Language Teaching*, 16(2), 124–137. <https://doi.org/10.15642/NOBEL.2025.16.2.124-137>

- Olsen, R. B., & Vasquez-Ross, M. L. (2024). Using Quotas Constructed from Auxiliary Data to Guide the Recruitment of Sites for Randomized Controlled Trials. *Journal of Research on Educational Effectiveness*, 18(3). <https://doi.org/10.1080/19345747.2024.2342852>
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93–96. <https://doi.org/10.1111/j.1547-5069.2001.00093.x>
- Özer, H. Z. (2024). College Composition Instructors' and Students' Orientations toward Translanguaging in Writing. *Research in the Teaching of English*, 59(1), 86–114. <https://doi.org/10.58680/rte2024591126>
- Pfeiffer, V. (2021). Literacies in Multiple Languages in Higher Education: A Case Study on How Bi/Multilingual Students Acquire a “Voice” to Strengthen Their Academic Writing. *Universal Journal of Educational Research*, 9(9), 1689–1698. <https://doi.org/10.13189/ujer.2021.090909>
- Sekar, S. B., Jogdand, S., & Naqvi, W. (2024). Exploring Sample Size Determination in Educational Research: A Comprehensive Review. *F1000Research*, 12, 1291. <https://f1000research.com/articles/12-1291>
- Sayo, K. J., & Estremera, M. (2026). Theoretical Models Supporting Content-Based Instruction in ESL. *Bulletin of Language and Literature Studies*, 3(1). <https://doi.org/10.59652/7rz7tz84>
- Sevilla, N. B., & Estremera, M. (2026). Lexical Equivalents in Native Tongue and L2 behind Agta-Tabangnon's Ethnomathematics and Cultural Practices. *Journal of Ethnic and Cultural Studies*, 13(1), 141–165. <https://doi.org/10.29333/ejecs/2771>
- Sevilla, N., and Estremera, M. (2025). Ethnomathematical and Cultural Practices of Tribal Community in the Philippines from a Sociolinguistic Lens. *Journal of Contemporary Philosophical and Anthropological Studies*, 3(4). <https://doi.org/10.59652/s0bps795>
- Shak, J. (2025). Evolving classroom language use: how translanguaging practices emerged in bilingual preservice teachers. *International Multilingual Research Journal*, 1–18. <https://doi.org/10.1080/19313152.2025.2607366>
- Steele, C., & Yeatman, B. (2025). Using contrastive analysis to develop language awareness for speakers of an Indigenous contact language in an Australian classroom. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688251380930>
- Stratton, S. J. (2024). Purposeful Sampling: Advantages and Pitfalls. *Prehospital and Disaster Medicine*, 39(2), 121–122. <https://doi.org/10.1017/s1049023x24000281>
- Tai, K. W. H., & Li, W. (2021). Translanguaging as inclusive pedagogical practices in English-medium Instruction science and mathematics classrooms for linguistically and culturally diverse students. *Research in Science Education*.
- Valerio, M. T. (2015). Filipino – English code-switching attitudes and practices and their relationship to English academic performance among freshman students of Quirino State University. *International Journal of English Language Teaching*, 2(1), 76–89. <https://doi.org/10.5430/ijelt.v2n1p76>
- Valladolid, G., & Estremera, M. (2026). Theoretical Perspectives on Phonics Instruction: A Systematic Literature Review in English as a Second Language (ESL). *EIKI Journal of Effective Teaching Methods*, 4(1). <https://doi.org/10.59652/t7ncvg73>
- Vasilopoulos, E. (2025). Transformative plurilingualism pedagogies in English academic writing: instructor perceptions. *Language and Education*, 1–21. <https://doi.org/10.1080/09500782.2025.2579848>
- Wang, F., Xu, R., & Lin, Z. (2025). Understanding Classroom Foreign Language Learning Anxiety: A Case Study of British Literature in a Mainland China University Context. *Sage Open*, 15(3). <https://doi.org/10.1177/21582440251359009> (Original work published 2025)
- Wang, S., & Dai, Y. (2025). Using lag sequential analysis to explore multimodal teacher-student interaction in EFL classrooms. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1). <https://doi.org/10.1186/s40862-025-00344-x>
- Wutich, A., Beresford, M., & Bernard, H. R. (2024). Sample Sizes for 10 Types of Qualitative Data Analysis: An Integrative Review, Empirical Guidance, and Next Steps. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/16094069241296206>
- Yafele, S. (2024). Exploring translanguaging practices in synchronous and asynchronous online-instructed first-year academic literacy interventions. *Southern African Linguistics and Applied Language Studies*, 42(sup1). <https://doi.org/10.2989/16073614.2024.2341713>

