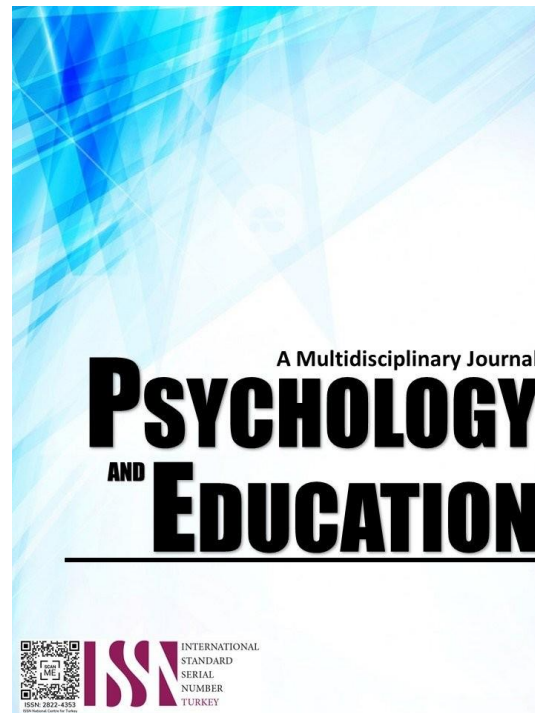


CODE-SWITCHING IN ENGLISH LANGUAGE INSTRUCTION: IMPLICATIONS TO ENGLISH LANGUAGE PROFICIENCY



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Code-Switching in English Language Instruction: Implications to English Language Proficiency

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Abstract

Language is a powerful tool that shapes our communication, identity, and social interactions. In a linguistically diverse country like the Philippines, where several languages and dialects are spoken, code-switching has become a common phenomenon. Hence, this study aimed to investigate the implications of code-switching on English language proficiency of the English teachers in the East 2 District in the Division of Gingoog City. These were identified through a quantitative approach by conducting a survey to the 53 participants. The research considered the impact of age, gender, teaching experience, education level, and position on code-switching tendencies. The findings revealed that younger teachers, influenced by their exposure to social media and technological developments, code-switched more frequently. Female teachers also exhibited a higher inclination towards code-switching, consistent with previous studies on gender differences in language usage. Novice teachers relied more on code-switching as a linguistic strategy, while experienced teachers gradually reduced their use over time. Education level, especially higher levels of education, affected the utilization of code-switching as a teaching tool. The study emphasized the importance of effective communication and creating a supportive learning environment through code-switching. However, it cautioned that code-switching may hinder English language learning, particularly in grammar and language macro skills. Further research is needed to explore additional factors influencing code-switching behavior.

Keywords: *code-switching, language instruction, mother tongue, implication, proficiency*

Introduction

Code-switching is a prevalent phenomenon in Philippine classrooms, where bilingual exchanges in English and Filipino or Cebuano are commonly observed during official class discussions or casual peer-to-peer conversations. This language practice, regardless of the subject being taught, has the potential to influence the exposure students have to each language. Consequently, it can impact their ability to effectively communicate in English, which is crucial in various contexts. Bernardo (2012) introduced the concept of code-switching as a "resource for teaching and learning," gaining popularity in Philippine education as the new generation emerges in the 21st century. Both teachers and learners have unconsciously embraced code-switching as a bridge that connects their first language (L1) with the second language (L2) or foreign language (FL). In the context of English instruction, code-switching has been recognized by Dente et al. (2016) as a positive strategy employed by English teachers, while students resort to it to express their thoughts and ideas more fluidly.

Despite the prevalence of code-switching and its potential benefits, it is important to consider the historical context of language use in the Philippines. Historically, the Philippines declared its independence from the United States in 1946, yet English remained the official language of education and government. Despite earlier studies highlighting the benefits of using native dialects in instruction, little was done to replace English as the medium of instruction, as mentioned by Bernardo (2004). However, while some studies on mother-tongue instruction showed favorable outcomes, the Philippine government adopted a language strategy in classrooms that promoted the use of local languages until the second grade, and English as the medium of teaching beyond that point. This language policy aimed to strike a balance between preserving cultural heritage and equipping students with the necessary English language skills for a globalized world. Therefore, understanding the historical context alongside the prevalence of code-switching sheds light on the complex language dynamics in Philippine classrooms and the efforts made to address language instruction.

Recognizing the need for a change, the Department of Education (DepEd), represented by Michael Poa, DepEd spokesperson, has expressed support for transitioning back to English and Filipino as the languages of instruction, moving away from the students' native languages. The DepEd plans to implement "Sulong EduKalidad," a comprehensive initiative aimed at reevaluating the K-12 curriculum, improving learning environments, providing professional development for educators, and advocating for greater involvement from relevant stakeholders. Krashen (1988) in Schütz (1998) argued that language acquisition does not heavily rely on conscious grammatical rules or tedious drills. Instead, successful second language learning depends on proficiency in speaking and engaging with others using the language. Many bilingual second-language learners employ techniques such as code-switching to achieve this proficiency.

Santos (2016) asserted the impact of code-switching on learner language development. While code-switching is an effective short-term strategy for facilitating understanding, it can also influence students' long-term language acquisition. Excessive reliance on code-switching may hinder the development of students' English language skills, particularly their proficiency in speaking and listening.

Therefore, teachers should strike a balance between code-switching and providing opportunities for students to engage in authentic English communication. With this initial knowledge in mind, the researcher sought to investigate the implications of code-switching on English language proficiency. The researchers focused on the extent of code-switching in the English language instruction. It was

hypothesized that the use of code-switching, in its various types and functions, may impact learners' English language proficiency. Moreover, this study can serve as a basis for improving teaching and learning strategies, addressing the deficiencies of English language learners.

Research Questions

The study aimed to identify the implications of Code Switching to English Language Proficiency. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. number of Years in Teaching English;
 - 1.4. highest educational attainment; and
 - 1.5. position?
2. What is the extent of code-switching in the English language instruction?
3. Is there a significant difference in the extent of code-switching in English language instruction when grouped according to their profile?
4. What are the implications of code-switching to English language proficiency of the students?
5. What are the teaching experiences of the English teachers in using code-switching in language instruction?

Literature Review

Code-Switching in Language Instruction

More than 170 languages are spoken in the Philippines, making it the most linguistically diverse nation in Southeast Asia (Nolasco, 2008). Bilingualism and multilingualism flourish in the Philippines due to the country's linguistic environment, and it is often held that the vast majority of Filipinos are fluent in not one but many languages (Martin, 2014). According to Li Wei (as stated in Martin, 2014), the term "bilingual" encompasses not just speakers of two languages, but also those who are fluent in three, four, or more tongues and switch easily between them.

Many groups in the Philippines engage in code flipping for different reasons and in different contexts, as shown by the numerous researches conducted on this linguistic phenomenon. The research includes an analysis of print advertisements by Dayag (as cited in Martin, 2014), as well as studies by Bautista (on code switching in radio drama, broadcast, and email), Pascasio (on code switching in business), Chanco (on the widespread use of code switching by television hosts), and Talamisan (on the use of code switching by television hosts). There is little doubt that code swapping is in use in many facets of Filipino culture.

According to Prapata (2018), training language models for Code-mixed (CM) languages is recognized to be a tough challenge due to a paucity of data, which is exacerbated by the existence of many languages. Based on the Equivalence Constraint Theory, it was described as a computational approach for producing semantically correct fake CM data (Pratapa, 2018). It was shown that sampling training examples from this synthetic data and presenting them in a certain sequence (called training curriculum) alongside monolingual and actual CM data may dramatically reduce the perplexity of an RNN-based language model (Pratapa, 2018). We also show that randomly produced CM data does not assist to reduce LM confusion (Pratapa, 2018).

Mustikawati (2016) attempted to explain a specific kind of code-switching and Code-Switching encountered in classroom teaching and learning activities, as well as determine variables affecting occurrences that stand out that form of code-switching and Code-Switching in question. This research was conducted at Al Mawaddah Boarding School Ponorogo in the form of a descriptive qualitative case study.

According to Quick (2019), Multiword units are demonstrated to play a significant part in language acquisition situations, both in the input children get and in their own early language output, supporting a usage-based approach to linguistic theory. The current study combined data from Child-directed-speech (CDS) and children's output to see if utterance-initial, multiword units in a German-English bilingual child's code-mixing can be linked back to patterns in the input. The results showed that a significant fraction of the kid code-mixed (78%) and parental input (59%) data support the selection of multiword units. Furthermore, it was discovered that many of the units utilized by the kid (74%) coincide with units in the parental input, suggesting that bilingual youngsters create their code-mixed utterances using both real lexical strings and somewhat schematic patterns they have heard previously (Quick, 2019).

Further, it has been discovered that very few or no studies have been conducted on the widespread use of code switching in Bisaya or Cebuano, another Philippine language, and English, despite the fact that numerous studies have been conducted on code switching in Philippine classrooms, specifically on the use of "Taglish" in the classroom as "Bislish or Ceblish." For instance, Paculanang's (2017) study alone detailed the speech anxiety of Cebuano pre-service teachers, whereas Abastillas' (2015) study only assessed the difference in Cebuano and English code switching patterns in Cebuano speech groups in Central Philippines when they used code swapping as a tactic to accommodate pupils with lower proficiency in their lectures. This work is important because it adds to the body of knowledge

regarding code flipping, especially the usage of "Bislish or Ceblish" in classes teaching English.

Moreover, this study enhances our comprehension of the significance of code switching as a linguistic tool or scaffolding device in language teaching and learning in addition to bringing to light the code-switching tendencies of the teachers.

Conferring to Poeste (2019), when speakers are bi or multilingual, Code-Switching is more of a rule than an exception. A rich heritage of study on code switching/mixing has highlighted the importance of grammatical rules in shaping the form of multilingual speech (Goldrick, 2016). The researcher suggested incorporating these two traditions into the Gradient Symbolic Computation formalism (Goldrick, 2016). The government may now formalize the merging of grammatical principles with gradient mental representations. This approach is used to Code-Switching constructs in which an aspect of an intended speech occurs in both languages inside a single utterance, and the paths it recommends for further research are discussed (Goldrick, 2016).

As cited by Anastassiou (2017), Code-Switching and code-flipping are effective communication tactics for multilingual speakers, and they employ them depending on the circumstance and their interlocutors. These tactics are apparent throughout this paper, and the data analyzed suggest that Code-Switching and code-flipping may be remarkable abilities that speakers utilize at some time in their life or continually - especially in an environment that allows multiple language usage. Individual characteristics of the speakers, their language environment, the social status of their languages, and their daily usage are all factors that may influence the mechanisms of Code-Switching and should be taken into account by the teaching and pedagogic community, as children need to feel assured that their languages are all valued and taken into consideration (Anastassiou, 2017). This can help them not only with their language acquisition but also with their whole learning career. Since the relevance of multilingualism has been widely recognized, more and more study on the acquisition and learning of a third language has been done (L3). This is mostly due to population migration across nations and mixed marriages (Anastassiou, 2017).

Because multilinguals outnumber monolinguals in the globe, it is equally vital to research how bilinguals utilize their languages while still acquiring their third language. The capacity of a youngster to speak in more than one language is undoubtedly a more complicated talent that represents an intricate occurrence. This phenomenon is characterized by the acquisition of more than one grammatical system as well as language learning processes that are not contained inside a single vacuum (Anastassiou, 2017).

According to Kongkerd (2015), nowadays, social media communication platforms like Facebook have achieved enormous popularity among Internet users. Many Thais engage with one another on Facebook, and many of them are fluent in English. As a result, they choose to converse with people on Facebook in English. In linguistic terms, this is known as code switching and Code-Switching.

On Facebook, people utilize code switching for three primary reasons: to exhibit courtesy and respect, to transmit explicit thoughts and sentiments, and to present their identities or group membership (Kongkerd, 2015). Thus, this study sought to inspire scholars and English language teachers to perform more thorough research in relevant fields in order to acquire a better knowledge of Thai English practice. Furthermore, it assists Thais in understanding the implications that code switching and Code-Switching may have on English learning and communication.

Lastly, according to Ezeh (2022), the basic purpose of language instruction is to provide learners with skill in communicating in the target language, as well as self-development and intercultural knowledge of languages. As a result, the teacher is tasked with selecting acceptable tactics to effectively fulfill his pedagogical aims, one of which is the employment of Code switching and Code-Switching. This method has traditionally been considered negatively as symptoms of a speaker's shortcomings, despite the fact that in a typical multilingual situation, speakers prefer to pick various codes or combine languages they believe appropriate to facilitate and clarify meanings in their linguistic expressions.

The purpose of this study is to project the socio-linguistic functions inherent in code switching and mixing that can help ESL students transcend from the known (L1) to the unknown (L2), particularly when learning complex language contents, thereby making the teacher's work more productive and less strenuous (Ezeh, 2022).

Levis (2016) discussed that because of insufficient training or ambiguity about the efficiency of education, both native and nonnative language teachers frequently find pronunciation difficult to teach. However, nonnative language teachers may regard themselves as insufficient examples for pronunciation, leading to increasing confusion about whether or not to teach pronunciation. Although studies have consistently demonstrated that training is beneficial in fostering pronunciation development, it is unknown if success is dependent on the instructor's native language, or whether learners improve differently depending on whether their teacher is native or nonnative. The influence of instructors' first language on judgments of change in accentedness and comprehensibility was explored in this study (Levis, 2016).

Learners in intact English classes were taught in two classes, one by a nonnative-English-speaking instructor and one by a native-English-speaking teacher. Over the course of seven weeks, each teacher gave the same pronunciation skills. Despite many learners' indicated preference for native teachers, the results demonstrate that native listeners' judgments of the students' comprehensibility were identical for both professors. The findings encourage nonnative teachers to teach pronunciation, implying that, like other language abilities, pronunciation education is more dependent on skilled teaching techniques than on the teacher's native pronunciation (Levis, 2016).

According to Gort (2015), in recent years, policymakers, practitioners, and scholars have become more interested in early multilingual development and the particular role of language policy in educational settings in this development. The researcher described how one dual language preschool teacher, in collaboration with two co-teachers, navigated the tensions between language separation ideology and its practical realization in early bilingual education by co-constructing and enacting flexible bilingual pedagogic practices in support of Spanish-English emergent bilingual children's participation in language and literary activities, as well as academic discourse performance.

Teachers' translanguaging practices of code-switching, translation, bilingual recasting, and language brokering drew on children's linguistic and cultural knowledge funds, encouraged experimentation with new language forms, and integrated multiple languages and language varieties, all while recognizing, validating, and expressing their shared bilingual identities (Gort, 2015).

Yasmin (2020) discussed that communication is said to be crucial in conveying the message to the audience. Teachers' communication abilities had a significant impact in good student learning. If a teacher feels nervous about speaking, his instructions may be ineffective, and his pupils' learning may suffer as a result. The researcher sought to use the survey approach to assess the language anxiety of instructors in the 10th grade. Teachers from Federal Government Educational Institutions (cants/ Garrisons) - FGEI's (C/G) were included in the study's sample. The researcher developed the Instructors' Language Anxiety Scale to collect data on teachers' language anxiety (Horwitz, Horwitz, & Cope, 1986).

Shakuna (2016), conducted a study which aimed to look into the influence of educational supervision as an independent variable on the teaching performance of English language instructors as a dependent variable, as well as the function of training programs as a mediator variable. The inquiry presented in the study was conducted among Libyan English instructors in the Libyan city of Zawiya. According to the Ministry of Education, the total number of teachers reached was (N=3036), with the research sample consisting of (N=351) instructors chosen at random. The study employed a quantitative analysis, namely a confirmatory factor analysis (CFA), to assess the validity of the supposed correlations between these variables, as well as structural equation modeling (SEM) through AMOS, to accomplish this. The study yielded various findings, the most notable of which revealed that educational monitoring was positively associated with instructors' performance in English teaching (Shakuna, 2016).

Furthermore, the findings of the study of Shakuna (2016) revealed that training programs were essential mediator variables in a stronger indirect beneficial influence of educational supervision on instructors' teaching performance. Based on these findings, educational supervisors should plan more effective teacher training activities to help Libyan school English instructors address their flaws and discover their strengths. Their interests should not be limited to instructors' flaws, but they should connect and converse with teachers in order to better understand their strengths and limitations. Teachers can advance their professional knowledge, abilities, and experiences by doing so (Shakuna, 2016).

Moreover, according to Benesch (2017), the link between English language instruction and emotions in postsecondary classrooms using a critical approach that explores the role of power and resistance to power in teachers' emotional lives. The investigation considers implicit feeling rules, which may drive institutional expectations of teacher performance and influence teachers' responses to and judgments regarding pedagogical issues.

The book analyzes how postsecondary English language teachers negotiate tension—theorized as emotion labor—between feeling rules and teachers' professional training and/or experience in particularly challenging areas of teaching: high-stakes literacy testing; responding to student writing; plagiarism; and attendance. The discussion of this rich interview data provides a more comprehensive and nuanced perspective of English language teaching, one that positions teachers' emotion labor as a framework for critically theorizing emotions and as an instrument of teacher agency and resistance (Benesch, 2017).

Lastly, Merç (2015) conducted a study in which the purpose was to determine whether or not pre-service EFL instructors are happy with how their success in teaching practice is measured. A questionnaire was created to gather student teachers' perspectives on the measuring policies used in the two practicum courses at Anadolu University's English Language Teacher Training program. The questionnaire was completed by 117 student instructors. To back up the quantitative findings, 12 of them were interviewed. The findings of the analysis revealed that the majority of the students were pleased with their grades in the teaching practicum.

Hence, student teachers found that certain criterion measures, such as planning-preparation, general organization, and assessment by university supervisors, were effective means of assessing their performance, whereas assessment by cooperating teachers, writing observation and reflection reports, and assessment by peer teachers were found to be ineffective (Merç, 2015). The findings are examined in light of existing measuring policies and practices regarding the teaching practicum component of teacher preparation programs. There are also some ideas for university supervisors, collaborating teachers, student teachers, and all other parties involved in the teaching practicum.

Implications of Code Switching to the Language Proficiency

Ahmad (2019) argued that the ability to transition between languages helps pupils communicate and deepen their knowledge. In addition, it saves time since instructors do not have to spend time clarifying any misunderstandings or looking for easy-to-understand terms. Promnath and Tayjasa (2016) found that when students switched between languages, they improved their comprehension. Code-

switching helped pupils save time and feel more at ease while studying. Students with inferior performance benefit more from code-switching than from instruction delivered in English alone. Student anxiety was lessened since they could speak Thai when they couldn't think of an English word for a certain situation.

Language analysis, displaying rules that govern grammar, wanting to discuss cross-cultural issues, providing instruction or provoking, clarifying errors, and checking for understanding are all examples of situations in which Simasiku (2015) found that native speakers used their mother tongue in English-medium classrooms. He admitted that code-switching is a tool that students may use to better absorb information and do better on tests. It's also a way to get more students involved in their own education, which is crucial for their long-term success in school and cognitive growth.

Teachers questioned by Promnath (2016) said that switching languages while speaking should not be done word by word but rather between and within sentences. The instructors cautioned that switching to Filipino or the emphasis of some critical messages or difficult information would be time-consuming and should be avoided if possible. They also said that having students trade roles in order to develop a lesson-ending conclusion might help pupils remember what they've learned and identify any gaps in their understanding.

Several educators have hypothesized that students' level of engagement in class is significantly impacted by their schools' geographical location. Students in urban areas, they said, had an advantage over their rural counterparts in English-only courses because they are exposed to the language at a younger age (Simasiku, 2015).

Culture and social interactions have a crucial part in shaping the mind. Vygotsky argues that parents have a significant impact on their children's worldview via both informal and formal interactions and schooling. In addition, he said that he believes sophisticated brain processes emerge as social activities. During their development, children increasingly internalize the techniques they use in social circumstances, allowing them to apply them on their own. Children are able to make concepts and methods their own via a process known as "internalization." In our case again, the father and kid are doing something as simple as reading a book together, yet this social action is changing the youngster's view of transportation. As she encounters automobiles, trucks, and boats in the wild, she will start to assign her own categories to them.

Sadunih et al. (2018) characterized subject shifts, emotive functions, and repetitive activities as the roles of teacher code-switching. Topic switching implies When the educator alters their terminology dependent on the subject presented, it indicates he or she informs topic flipping. This code-switching behavior is particularly prominent in grammar education, as the learner concentrates on the new material. In affective functions, the instructor employs code-switching to communicate emotions and create relationships with pupils. On the other hand, in repeating functions, the teacher's utilization of code-switching explains the meaning of a term. It highlights the value of foreign language material top Education quality may be helped or hurt by focusing on either boosting knowledge generation or knowledge reproduction, or both. It is crucial that language be used as a medium of teaching in educational programs (Sadunih et al., 2018).

Hence, language is a major concern, especially in multilingual classrooms, where students come from a wide range of linguistic and cultural backgrounds. In addition, with the help of the socio-cultural method, students may learn the target language in an authentic social setting. Allowing language learners to take part in a speech community is an important component of language's role in communication since it facilitates the expression and sharing of ideas, thoughts, and emotions. Hence, it's up to English teachers to show their students how to communicate with one another, build on that foundation, and create something together to promote understanding.

The language of education may be a barrier to learning, especially if the topics being covered are not familiar to the students. Language may be a barrier to learning for certain courses, including mathematics, for pupils whose first language is not English. Supplementing English with their native language (code-switching) may be an approach to help kindergarten pupils better comprehend the subject matter in studying English for Math in their original language.

Code-switching, or using more than one language within a single speech, is common among people who speak two or more of the languages spoken in a nation. English and other foreign languages are often interchanged and intermingled in conversation in multilingual Asian nations like the Philippines. Code-switching is the most effective method for instructors and their young pupils to use while learning English. The fundamental reasons for classroom language shifts stem from students' struggles to follow the course of teaching in a single language. Teachers should think about the social and psychological ramifications of code-switching since it includes interactions in two or more languages and performs linguistic purposes (Sadunih et al., 2018).

Code-switching may also be used as a potent psychological weapon. Dialect or accent used to address a certain group might increase that group's receptivity to the speaker's message. In light of this, politicians have sometimes tried—with variable degrees of success—to code-switch to a more relaxed tone when interacting with certain groups.

Moreover, it's critical to comprehend patterns of language mixing and the reasons they happen in schools as bilingualism and multilingualism spread across society. Does a teacher use code-switching in the classroom to convey meaning, acquire new words, or help students comprehend concepts better? This is the main inquiry driving this study's examination.

Hence, these ideas explain how second language learning works, and it is the teacher's responsibility to decide how to teach the language

in light of these theories. They provide the pupils with a means of correctly and accurately learning the language. Knowing these theories will help teachers support their students' second language acquisition.

In measuring the success of pre-service English as a Foreign Language (EFL) instructors in teaching practice, various criteria are used, including planning, organization, assessment by university supervisors, and assessment by cooperating teachers. Overall, student teachers are generally satisfied with the measuring policies used in their teaching practicum (Sadunih et al., 2018).

These studies and discussions highlight the multifaceted nature of code-switching in language instruction, its implications for language acquisition, teacher performance, and the importance of considering language policy, communication skills, and emotions in the teaching and learning process.

Methodology

Research Design

A descriptive research design was employed in this study, incorporating triangulation of data. The aim of the study was to examine the extent of code-switching in language instruction and its implications to English language proficiency, as perceived by teachers. In selecting the teacher-respondents, the researcher used the purposive sampling technique. Purposive sampling technique is a technique where the researcher selected the subjects subjectively.

F-value and P-value in one-way ANOVA were used to see if there is a significant difference on the extent of code-switching in language instruction if the respondents are grouped according to their profiles. Frequency and percentage were employed in Problems 4 and 5 (Qualitative part) to establish whether the observations are strong or weak, as well as whether they are centered in one region or dispersed over the full scale when it comes to categorizing themes.

Results and Discussion

This section presents the findings of the study. The discussion flow is according to the objectives of the study.

Respondents' Profile

Table 1 presents the frequency and percentage distribution of respondents in terms of age.

Table 1. *Frequency and Percentage Distribution by Age*

<i>Age Bracket</i>	<i>Frequency</i>	<i>Percentage</i>
20-29	28	50.0
30-39	17	30.4
40-49	8	14.3
50-59	3	5.4
Total	56	100.0

Table 1 shows the frequency and percentage distribution of the respondents according to age, and the result indicated that the highest frequency was from the 20-29 age bracket with 28 frequency or 50% of the total respondents. Moreover, the lowest frequency was 50-59 age bracket with only 3 frequency or 5.4% of the total respondents.

The result implies that there are evidently more young teachers. They are considered to be the foundation for the future development of schools and other educational institutions (Rogayan, 2018).

In relation to this, Martinez et al. (2017) found that young teachers tend to be more tech-savvy and open to adopting new teaching methods and technologies. They often bring fresh perspectives and ideas that can help adapt teaching approaches to the needs of the younger generation.

Table 2 presents the frequency and percentage distribution of the respondents in terms of their sex.

Table 2. *Frequency and Percentage Distribution by Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percent</i>
Female	40	71.4
Male	16	28.6
Total	56	100.0

The result indicated that the highest frequency was female with 71.4% of the total respondents. Moreover, male had only 28.6% of the total respondents.

This implies that female respondents exhibit a higher frequency of code-switching compared to their male counterparts. Gender, specifically, is considered a significant variable in determining differences in code-switching patterns and practices. Previous research has noted that in conversations involving either men or women, women tend to engage in code-switching more frequently than men (Jagero and Odongo, 2011). The higher prevalence of code-switching among female respondents aligns with existing literature on

gender differences in language usage.

Table 3 presents the frequency and percentage distribution of the respondents in terms of their years of teaching. The table provides an overview of the respondents' distribution based on their years of teaching experience. The data revealed that the largest proportion of respondents, comprising 33 individuals or 58.9% of the total, had been teaching for 1-4 years. Conversely, the smallest proportion of respondents, consisting of only 6 individuals or 10.7% of the total, had accumulated 21-24 years of teaching experience.

Table 3. *Frequency and Percentage Distribution by Years of Teaching*

<i>Years of Teaching</i>	<i>Frequency</i>	<i>Percent</i>
1-4 years	33	58.9
5-8 years	8	14.3
9-12 years	9	16.1
21-24 years	6	10.7
Total	56	100.0

These findings disclosed that novice teachers, who have been teaching for a shorter duration (1-4 years), exhibit a higher inclination towards code-switching in English language instruction compared to their more experienced counterparts. The data suggested that as teachers gain more experience and accumulate years in the profession, they are less likely to rely on code-switching as a teaching strategy.

In relation to that, Smith et al. (2018) explored the influence of teaching experience on language instruction strategies. They conducted a survey with a sample of 200 language teachers from diverse educational settings and analyzed the data using statistical techniques. The findings revealed a significant relationship between teaching experience and language instruction strategies. Specifically, teachers with more experience tended to employ a wider range of instructional strategies compared to novice teachers.

Table 4 presents the frequency and percentage distribution of respondents' highest educational attainment.

Table 4. *Frequency and Percentage Distribution by the Respondents' Highest Education*

<i>Highest Education</i>	<i>Frequency</i>	<i>Percent</i>
Bachelor's Degree	17	30.4
MA/MS Degree	11	19.6
MA/MS Units	26	46.4
PhD Units	2	3.6
Total	56	100.0

The result in table 4 indicated that the highest frequency had MA/MS Units with 26 frequency or 46.4 percent of the total respondents. Moreover, the lowest in rank had PhD Units with only 2 frequency or 3.6 percent of the total respondents.

These findings revealed that a significant portion of the respondents have completed or are pursuing a Master's degree, while a smaller proportion have either completed or are pursuing a PhD. This distribution of educational attainment among the respondents reflected the varying levels of expertise and knowledge within the sample. The implications of these findings suggested that teachers with higher levels of education, such as those with MA/MS Units, may possess a deeper understanding of language instruction and pedagogical practices. Their advanced education could equip them with a broader theoretical foundation, enabling them to navigate the complexities of language instruction, including code-switching. This coincides with the study on Education and Career Advancement in 2020 which examines the relationship between educational attainment and career advancement. It suggests that individuals with higher levels of education, such as those with MA/MS units, tend to have better career prospects compared to those with lower levels of education, like PhD units. This finding supports the idea that education plays a crucial role in professional growth.

Table 5 presents the frequency and percentage distribution of respondents' position. The result indicated that the highest frequency was Teacher 1 with 39 frequency or 69.6 percent of the total respondents. On the other hand, the lowest in rank was Master Teacher 1 with only 2 frequency or 3.6 percent of the total respondents.

Table 5. *Frequency and Percentage Distribution by Position*

<i>Position</i>	<i>Frequency</i>	<i>Percent</i>
Teacher I	39	69.6
Teacher II	5	8.9
Teacher III	10	17.9
Master Teacher I	2	3.6
Total	56	100.0

In relation to this finding, Lee et al. (2019) suggested that code-switching can serve as an effective pedagogical tool in language instruction when used purposefully and judiciously. It can aid in clarifying meaning, providing contextualization, and fostering a supportive classroom atmosphere. By strategically employing code-switching, teachers can enhance students' comprehension, facilitate

their language acquisition, and bridge the gap between the target language and their native language. The positive perception of code-switching by students highlights its potential benefits in language learning. It can help learners overcome linguistic obstacles, reinforce their understanding of new concepts, and establish connections between different languages. When students feel supported and can grasp the content more easily, it can boost their confidence and motivation, leading to more successful language learning outcomes. However, the study also acknowledges the importance of balancing the use of code-switching with the promotion of independent target language use. Students expressed concerns about relying too heavily on code-switching, as it may hinder their ability to develop fluency and proficiency in the target language. Therefore, it is essential for teachers to employ code-switching as a scaffold, gradually reducing its frequency as students' progress and encouraging them to engage more actively in the target language.

This implies that the perspectives and experiences of early-career teachers are well-represented in the study. Their insights and perceptions regarding code-switching in language instruction can provide valuable insights into the challenges and opportunities faced by teachers at the early stages of their careers. Moreover, the lower representation of higher-ranking positions, such as Master Teacher 1, may limit the diversity of perspectives within the sample. Teachers in higher positions may have accumulated more experience and expertise in language instruction and could provide unique insights into code-switching practices. Future studies may benefit from including a larger representation of teachers in higher-ranking positions to capture a more comprehensive understanding of code-switching in language instruction.

Extent of Code-Switching in the English Language Instruction

Table 6 presents the respondents' mean and standard deviation on the extent of code-switching in the English language instruction.

Table 6. Mean and Standard Deviation on the Extent of Code-Switching in the English Language Instruction

Indicators of Code-switching in the English Language Instruction	Mean	SD	Interpretation
I code-switch while teaching to help my students understand better.	3.39	.56	To a great extent
I code-switched due to lack of equivalents in Cebuano language.	2.95	.96	To a moderate extent
I code-switch to help me bond strongly with my students.	3.27	.73	To a great extent
I code-switch to convey meaning easily to students.	3.66	.55	To a great extent
I practice code-switching to help my students in learning the second language.	3.18	.86	To a moderate extent
I code-switch due to the complexity of certain words in my language.	3.27	.62	To a great extent
I code-switch because I feel that the students are not exposed to English.	3.04	.91	To a moderate extent
I practice code-switching while illustrating new terms to help the students learn better.	3.32	.64	To a great extent
I practice code-switching to make the discussions more interesting.	3.45	.76	To a great extent
I practice code-switching to strengthen the communication skills with the students.	3.29	1.06	To a great extent
I code-switch to help my students to boost up their second language skills.	3.16	1.02	To a moderate extent
I code-switch to make the students feel more comfortable and confident while learning.	3.41	.95	To a great extent
Overall Mean	3.28	.80	To a great extent

Legend: To a great extent-3.26-4.0; To a moderate extent-2.51-3.25; To a low extent-1.76-2.50; To no extent-1.0-1.75

Table 6 provides the mean and standard deviation values that reflect the extent of code-switching in English language instruction. The data revealed that the highest mean value, indicating the strongest agreement with the statement, was observed for the item "I code-switch to convey meaning easily to students." The mean and standard deviation for this item were calculated as (WM=3.66, SD=0.55), which fell within the interpretation category of "To a great extent."

The significance of code-switching in second language teaching and learning is widely recognized. Cook (2001) emphasizes its importance for both teachers and students, particularly in English immersion settings. When encountering unfamiliar terms or phrases, code-switching can aid in clarifying explanations and promoting comprehension. Furthermore, teachers who are familiar with their students' native language can effectively manage classes by incorporating code-switching techniques (Garcia et al., 2018).

The findings suggested that code-switching can be a beneficial strategy for classroom interactions, allowing teachers to express intended meanings more clearly and effectively transmit information to students. However, it is crucial to employ code-switching sparingly to avoid hindering students' English language proficiency.

In conclusion, the findings emphasize the multifaceted nature of code-switching in language instruction. Code-switching serves the purpose of conveying meaning clearly to students, enhancing comprehension, and facilitating effective teaching. However, it should be used judiciously to avoid hindering English language development. The results underscore the benefits and potential drawbacks of code-switching in second language acquisition, highlighting the importance of balanced language use in the classroom.

Significant Difference in the Extent of Code-Switching in English Language Instruction

Table 7 presents the significant difference in the extent of code-switching in English language instruction when grouped according to respondents' profile.

Table 7. Significant difference in the extent of code-switching in English language instruction when grouped according to their profile

	Demographic Profile	F	P-value.	Interpretation
Extent of Code-switching in the English Language Instruction	Age	.266	.850	Not Significant
	Sex	.197	.659	Not Significant
	Years of Teaching	.167	.918	Not Significant
	Highest Education	.571	.637	Not Significant
	Position	.548	.652	Not Significant

Moreover, Table 7 presents the results of the analysis of variance, which aimed to examine the significant differences in the extent of code-switching in English language instruction when grouped according to their profile. The analysis revealed that there was no significant difference between the variables, as indicated by the computed p-value being greater than the 0.05 level of significance, and the computed f-value being less than the tabulated f-value. Therefore, it can be concluded that the null hypothesis has been accepted, suggesting that the extent of code-switching is not significantly influenced by the participants' profile.

The findings of the study demonstrated that profiles such as age, sex, years of teaching, highest education, and position do not have a significant impact on an individual's use of code-switching in English language instruction. This implies that respondents' profile factors do not play a substantial role in determining the frequency or extent of code-switching among the participants. However, further research is needed to investigate additional variables that may affect code-switching behavior.

These results are aligned with a study by Canceran (2022), which also found no discernible variation in teachers' propensity for speaking English when grouped by strand and sex. It suggested that students' fear of making mistakes and facing ridicule could be a significant factor that inhibits their English-speaking abilities.

On the other hand, the finding that younger teachers tend to engage in code-switching more frequently can be attributed to their higher exposure to social media and cultural developments. The prevalence of digital communication platforms among younger generations provides opportunities for encountering and using multiple languages, leading to a greater inclination towards code-switching. This finding supports the research by Androutsopoulos (2015), highlighting the role of Computer-Mediated Communication (CMC) in facilitating multilingualism and code-switching.

Implications of Code-Switching to English Language Proficiency of the Students

Table 8 shows the common answers among the respondents. The responses of the teachers about their thoughts with the implications of code-switching in the English Language instruction were summarized according to themes.

The respondents answered that Cebuano is their first language, and it is easy for them to comprehend if it is also translated. Some students have minimal English vocabulary too, but since some of the students are comfortable expressing their ideas using their native language, Cebuano is their built-in language. Thus, it is easy for them to understand better if code-switching with them because they are more familiar with Cebuano terms than in any other language used. It makes it easy for them, for they can truly understand the words and the implications in the sentence, so it will not be ambiguous to them. They can understand if there is a translation of difficult words.

Table 8. The implications of code-switching to English language proficiency of the students

Theme	Responses	Frequency	Percentage
Code-switching helps the students' performance	-Students' performance and vocabulary scores increased. -Daily performance increased -Widened vocabulary words -Connects the ideas clearly -Code-switching is always true especially when the meaning of the utterances related to the lesson (language) is better conveyed using code-switching.	26	46.42
Positive Views in Code-Switching	-Code-switching process was fun and engaging. - Code-switching creates good bonding among classmates. - Creates a happy and positive environment.	24	42.85
Conflicting Views on Code-Switching	- They get used to speaking English, they tend to forget Cebuano words. -They get confused sometimes. - Because of code-switching the students or the learners will not be able to improve or enhance their proficiency in English language	6	10.71

The theme with the highest percentage was “Code-switching helps to understand the concept better” with 46.42%, which means that with the use of code-switching, students will understand more. Code-switching was preferred by teachers as an effective medium of teaching specifically in language classes. The results showed that the teachers’ positive attitudes towards code-switching have been consistently supported through all the data. The majority of the teachers opined that L1 smoothens the way of learning L2. (Fachriyah, E. 2017).

The teachers use code-switching to explain a complex concept, to build up a student-teacher relationship for a better and conducive learning environment, seek confirmations and translate questions. The use of code-switching aided in catering the need of diverse learners. Importantly, code-switching is feasible with learners of lower grades; as their second language would be less intelligible. However, code-switching is viewed negatively, though there is an incidence of its prevalence. It is a barrier to learning the target language and mastering the language (Kumar, et. al., 2021).

This result implied that code-switching contributes positively to the learning process of the students. On the other hand, teachers should not use code-switching regularly for it hampers the language learning of the students.

Teaching Experiences of the English Teachers in Using Code-Switching in Language Instruction

Table 9 presents the typical responses of the respondents on their teaching experiences of the English teachers in using code-switching in language instruction.

Table 9. *The Teaching Experiences of The English Teachers in Using Code-Switching in Language Instruction*

<i>Theme</i>	<i>Responses</i>	<i>Frequency</i>	<i>Percentage</i>
Poor Grammar Skills	-English grammar skills are affected because of lack of face-to-face guidance and instruction. -Most of my students lack the basic grammar skills. -Some words have no direct translation. -They haven't mastered the grammar rules because they opt to code-switch.	35	62.5
Less development of their language macro skills	-They can read well but they have difficulties in comprehending, so they opt to code-switch. -In terms of their speaking skills, students code-switch if they don't know the equivalent word to be used. -They have difficulty in their language skills because they are not exposed to listening to English materials.	21	37.5

They came across new words and had a smaller vocabulary. Although most students can read, they hardly ever understand. They have good reading comprehension, but poor comprehension. When students struggle to comprehend what they read, their intonation can occasionally become more colloquial. Majority of the respondents stated that “Grammar structure, some words have no direct translation”.

This affirms with the statement of Beraquit et al. (2017) that it has been steadfastly argued that speaking to students in their own language helps explain complicated concepts and grammar rules, aids in their learning of new vocabulary, and saves time by cutting down on the need for lengthy explanations and instructions. When teaching the class and explaining grammar, the teacher uses code switching. Teachers' responses indicated their gratitude for the assistance provided by code-switching in improving their grammar and comprehension, as one of them suggests.

Students who engaged in code-switching came across new words and had a smaller vocabulary. This suggested that the constant switching between languages hinders the development of a robust vocabulary. Moreover, despite being able to read, students struggle to understand what they read. This implies that code-switching interferes with their overall comprehension skills. The evidence states that when students have difficulty comprehending what they read, their intonation can become more colloquial. This suggests that code-switching may influence the way students speak, leading to improper intonation and potentially affecting their grammar usage.

According to the respondents' statements, code-switching is associated with grammar structure issues and the absence of direct translations for certain words. This implies that code-switching contributes to a poor understanding of grammar rules and hinders the acquisition of proper grammatical structures. The evidence mentions that students, sometimes, have difficulty composing their own sentences, which could be attributed to code-switching. This suggested that code-switching may negatively impact writing skills, including sentence construction and composition.

Conclusions

The study concludes that code-switching is employed by teachers to facilitate clear understanding among students. Its purpose is to ensure that the intended meaning is conveyed effectively. However, code-switching poses challenges in terms of grammar structure and the absence of direct translations for certain words. The limited vocabulary of students further compounds the issue as they struggle with comprehending and using proper English grammar.

The surveyed teachers encountered difficulties due to their students' lack of practice, exposure to foreign words, and comprehension of the English language. Despite some initial confusion, the respondents believed that teaching exclusively in English fostered respect from students and contributed to their academic performance. Even students who occasionally faced challenges with English acknowledged the value of code-switching in the classroom. According to the respondents, code-switching helped them grasp the true meaning of English terms, enabling correct and productive usage in everyday situations. Teachers found that code-switching aided comprehension and facilitated a smooth flow of learning, allowing them to express themselves more comfortably in their native language, Cebuano, as English was their second language.

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