Exploring the Role of Code-Switching in Multilingual Classroom Dynamics: A Comparative Study of Attitudes and Practices among University Students in the Philippines

MARIO H. MARANAN[1] ⓘD, **REGINA C. BATALLA[1]** ⓘD, **ARREN B. SANTOS[1]** ⓘD
[1]San Sebastian College-Recoletos, Manila, Philippines

Corresponding author: mariohmaranan@gmail.com

Originality 100% • Grammar Check: 95% • Plagiarism: 0%

ABSTRACT

This study investigates the usage and attitudes towards code-switching among university students in the Philippines, focusing on its role in promoting inclusive and equitable education. The research addresses the gap in understanding the implications of code-switching in educational settings, particularly in a multilingual context where native languages and English are used in instruction. A descriptive correlational research design was employed, utilizing an online questionnaire to collect data from a random sample of 205 students across three universities. The survey measured the frequency of intersentential,

intrasentential, tag, situational, and metaphorical code-switching and attitudes toward these practices. Pearson's R correlation coefficient was used to analyze the relationship between respondents' profile variables and their perceptions and usage of code-switching. The significant findings reveal that while code-switching is not frequently practiced, with a weighted mean of 2.341 indicating its rarity, it is nonetheless viewed positively, with a weighted mean of 3.141 reflecting an "Acceptable" attitude towards its use in the classroom. Situational code-switching emerged as the most common type, with a total weighted mean of 3.116, indicating general agreement with its use. The study concludes that code-switching is a valuable communicative strategy, potentially aiding in more inclusive and equitable education. The study recommends further research to explore the reasons behind the low frequency of code-switching usage and to identify barriers that may prevent its more widespread adoption. Additionally, professional development for teachers on effective code-switching strategies and the consideration of positive attitudes towards code-switching in educational policy development are suggested.

INTRODUCTION

In multilingual societies around the world, code-switching—the act of switching between languages during a conversation—is common. It functions as a communication technique to improve learning and promote comprehension, especially in educational environments (Ahmad & Jusoff, 2009; Al-Habsi et al., 2022). Code-switching is used in varied classrooms in nations including South Africa, India, and Canada to help pupils understand and overcome language barriers (Narayan, 2019; Narasuman et al., 2019). Despite its benefits, some teachers worry that it can make it more difficult for students to acquire the target language (Bullock & Toribio, 2009).

Due to the language diversity of Southeast Asia, code-switching is a popular teaching strategy, especially in ASEAN nations like Malaysia, Singapore, and the Philippines (Hamdan, 2023; Olivera, 2021). Code-switching between Malay and English is employed in Malaysia to improve student involvement and classroom interaction (Paramesvaran & Lim, 2018). Similarly, code-switching helps students understand complex concepts and improves their understanding in Singaporean ESL courses (Hamdan, 2023). By accommodating multilingual students, code-switching promotes inclusive education in the Philippines, where English is co-official and more than 170 languages are spoken (Olivera, 2021).

Although code-switching is frequently used in ASEAN educational settings, little empirical study has been done on how it affects Philippine university

students' academic engagement and performance. Most research focuses on specific language pairs or elementary or secondary school levels (Abastillas, 2015; Paculanang, 2017). By investigating code-switching usage and views among university students across a range of demographic groups, this study aims to close this gap.

This study thoroughly examines code-switching behaviors in the Philippines across various universities and demographic groupings. It also examines code-switching at the tertiary level across several interaction patterns, including intersentential and intrasentential switching. In contrast to previous research that focuses on younger students or specific circumstances, this study provides insights into its significance for higher education.

The decision to investigate code-switching among Philippine university students was made because it could improve inclusive and egalitarian education. Knowledge of the effects of code-switching on learning outcomes and student engagement can guide classroom procedures and educational policy. Investigating this subject aligns with more significant initiatives to promote multilingual education in many linguistic situations.

FRAMEWORK

The framework for this study on code-switching among Philippine university students is intended to provide a thorough grasp of the variables and their interactions. It offers an organized method for examining code-switching behaviors and attitudes by combining pertinent ideas and empirical data.

Code-Switching Types: The study examines several code-switching categories, such as situational, tag, intrasentential, intersentential, and metaphorical code-switching. Each kind denotes a distinct method of language switching in communication.

Attitudes Toward Code-Switching: This variable evaluates students' opinions and degrees of acceptance of code-switching while considering linguistic ability and educational background.

Demographic Variables: Age, gender, educational attainment, and course of study are examples of demographic variables that may impact views and usage of code-switching.

The research is based on several critical theories: Sociolinguistic Theory: This theory illuminates how language use differs among various social groups and circumstances. It clarifies why students could decide to use code-switching in particular contexts to accomplish communication objectives (Gumperz, 1982).

According to the Communication Accommodation Theory (CAT), people

should modify their language use to provide room for others during conversations. This may involve code-switching to improve comprehension between parties (Giles & Ogay, 2007).

Bilingual education theory advocates using different languages in classrooms to enhance learning results and foster diversity (Baker, 2011).

According to the theory, university students' code-switching is influenced by both contextual and individual factors. Students' views toward code-switching, which are influenced by demographic factors including age, gender, educational attainment, and course of study, shape the forms of code-switching they engage in. According to the theoretical foundations, students employ code-switching to improve learning opportunities, accommodate a variety of language backgrounds, and promote communication.

The study intends to offer a comprehensive explanation of how code-switching works as a communicative strategy in multilingual educational environments by analyzing these variables via the prisms of sociolinguistic theory, communication accommodation theory, and bilingual education theory.

OBJECTIVES OF THE STUDY

The main aim of this study was to examine the utilization and perceptions of code-switching among university students in the Philippines, emphasizing its significance in fostering inclusive and equitable education. The research sought to elucidate the significance of code-switching in educational environments, specifically within a multilingual situation where native languages and English are employed in instruction. The study utilized a descriptive correlational research design to analyze the frequency of various code-switching types— intersentential, intrasentential, tag, situational, and metaphorical—and to investigate the correlation between these practices and students' demographic profiles and perceptions. The study sought to elucidate how code-switching might be utilized as a communicative tool to improve classroom dynamics and guide educational policy formulation.

METHODOLOGY

Research Design

The research design is a descriptive correlational study. This design is used to determine the relationship between variables without manipulating them. In this case, the study aims to identify the relationships between the respondents' various demographic and educational profile variables and their perceptions and usage of

code-switching in the classroom.

Research Site

This study on code-switching among university students was conducted in the Philippines, focusing on three higher education institutions: San Sebastian College-Recoletos, Polytechnic University of the Philippines (PUP), and Lyceum of the Philippines University. These universities were chosen to ensure a varied representation of student populations and educational environments within the nation. San Sebastian College-Recoletos, situated in Manila, functioned as the principal venue, providing most participants. This university is recognized for its varied student population and dedication to inclusive education, rendering it an optimal environment for analyzing code-switching practices. The Polytechnic University of the Philippines, located in Manila, is among the significant public colleges in the nation, providing an extensive array of programs and drawing students from diverse language backgrounds. Finally, the Lyceum of the Philippines University contributed new insights by emphasizing hospitality and tourism education, enhancing the study's examination of code-switching across several academic areas. The selection of these sites facilitated a thorough comprehension of the utilization and perception of code-switching in several educational contexts throughout the Philippines.

Respondents

The investigation into code-switching among university students in the Philippines comprised 205 participants. The respondents were selected by a random sampling process, guaranteeing that everyone in the population had an equal opportunity of selection. This method improves sample representativeness and facilitates the generalization of results to a broader population. The data was collected via an online survey, facilitating a convenient and fast method for obtaining responses from participants in various places. The poll comprised inquiries to assess the prevalence of code-switching and attitudes towards it, alongside demographic data including age, gender, educational attainment, and field of study. This random sampling strategy was essential in preserving the probabilistic nature of the sample, thereby enhancing the reliability and validity of the research findings.

Instrumentation

The primary instrument for data collection is a survey questionnaire. The questionnaire includes a series of Likert-scale items that measure the frequency of code-switching usage and the attitudes towards code-switching in the classroom.

The survey asks for some demographic information such as age, gender, school, educational level, and course. Data was gathered through an online survey, a convenient and efficient way to collect responses from many participants across different locations. Online surveys also allow for anonymity, increasing the honesty of responses.

Random sampling was utilized to ensure the population's representativeness, allowing the findings to be generalized to the larger population. The study employs Pearson's R correlation coefficient to measure the strength and direction of the linear relationship between the profile variables and the perceptions and usage of code-switching. The significance of these correlations is determined using p-values, with values less than 0.05 indicating statistical significance.

Additionally, the study calculates weighted mean scores to determine the average frequency of code-switching usage and the average attitude towards code-switching among the respondents. The standard deviation is computed to assess the variability of the responses.

Research Ethics Protocol

The protocol mandated the acquisition of informed consent from all participants, guaranteeing their comprehensive understanding of the study's objectives, methodologies, potential risks, and benefits prior to participation. Participants were notified that their participation was optional and that they could resign from the study without facing any adverse repercussions. The confidentiality and anonymity of the participants were rigorously upheld during the research process. Data obtained via online surveys were securely maintained and accessible solely to the research team. These precautions guaranteed that the study was executed ethically, honoring the rights and dignity of all persons involved.

RESULTS AND DISCUSSION

Table 1

Respondents Profile Based on School

	Frequency	Percent
PUP	58	28.3
San Sebastian College Recoletos	126	61.5
Lyceum of the Philippines	21	10.2
Total	205	100

The data shows the frequency and percentage distribution of students from different universities. The results indicate that: 126 students, or 61.5% of the total, are from San Sebastian College Recoletos; 58 students or 28.3%, are from Polytechnic University of the Philippines (PUP); 21 students, or 10.2%, and are from Lyceum of the Philippines University.

In summary, the majority of students surveyed (61.5%) are from San Sebastian College Recoletos, followed by PUP (28.3%) and Lyceum of the Philippines University (10.2%).

The study revealed a complex interplay of factors contributing to the infrequent use of code-switching among university students in the Philippines despite generally positive attitudes towards the practice. Factors may include:

Institutional Language Policies: San Sebastian College Recoletos, which accounted for 61.5% of respondents, likely implemented strict English-only policies. Many Philippine universities enforced such regulations to maximize English language exposure and proficiency development. These institutions may have had rules discouraging or penalizing the use of Filipino or other local languages in academic settings.

Academic Culture: The universities involved in the study, including San Sebastian College Recoletos, PUP, and Lyceum of the Philippines University, were known for their strong academic programs. A prevailing academic culture emphasizing English as the primary medium of instruction likely existed. Faculty members, administration, and peer pressure among students potentially reinforced this culture.

Student Demographics: Most respondents were young adults (19-21 years old) who likely had significant exposure to English throughout their academic careers. This prolonged exposure may have resulted in higher comfort levels with English, reducing the perceived need for code-switching.

Language Proficiency: Students in these universities, particularly those in their second and third years (who comprised the majority of respondents), may have developed sufficient English proficiency to communicate effectively without frequent code-switching.

Curriculum Design: The curriculum at these institutions may have been structured to minimize the need for code-switching. Course materials, textbooks, and assessments were likely exclusively in English, encouraging students to think and express themselves primarily in English.

Table 2

Respondent's Profile Based on Age

	Frequency	Percent
18 years old	19	9.3
19 years old	39	19.0
20 years old	46	22.4
21 years old	43	21.0
22 years old	34	16.6
23 years old	24	11.7
Total Weighted Mean Score	205	100.0

The data in Table 2 shows the frequency distribution of respondents by age. The largest age group is 20, with 46 respondents or 22.4% of the total. The second largest group is 21 years old, with 43 respondents or 21.0%. The lowest number of respondents are 22 (16.6%) and 23 (11.7%).

In summary, the majority of respondents are between 19-21 years old, accounting for over 60% of the total. The data suggests the sample comprises young adults in their late teens and early twenties.

Table 3

Respondent's Profile Based on Sex

	Frequency	Percent
Male	68	33.2
Female	135	65.9
Prefer not to State	2	1.0
Total	205	100.0

The sample is predominantly female, with females accounting for nearly two-thirds of the respondents. Males make up about one-third, while a tiny percentage preferred not to disclose their sex.

Table 4

Respondent's Profile Based on Year Level

	Frequency	Percent
First Year	46	22.4
Second Year	79	38.5
Third Year	60	29.3
Fourth Year	14	6.8
Fifth Year	6	2.9
Total	205	100.0

According to the respondent profile data shown in Table 4, the majority of respondents are in their second year at 38.5%, followed by third year at 29.3%, first year at 22.4%, fourth year at 6.8%, and fifth year at 2.9%.

Table 5

Respondent's Profile Based on Course in College

	Frequency	Percent
Education	3	1.5
Engineering	17	8.3
Communication	1	.5
Business	31	15.1
Hospitality	115	56.1
Psychology	16	7.8
Others	21	10.2
8.0	1	.5
Total	205	100.0

The majority of respondents are from the Hospitality program, at 56.1%, followed by Business at 15.1%, others at 10.2%, Engineering at 8.3%, Psychology at 7.8%, Education at 1.5%, Communication at 0.5%, and 8.0 at 0.5%.

Table 6

Frequency of the Respondents Usage of Code-Switching in the Classroom

	Mean	Std. Deviation	Verbal Interpretation
How often do you use code-switching in the classroom	2.341	0.7143	Rarely

1.00-1.80- Never; 1.81-2.60- Rarely; 2.61-3.40- Sometimes; 3.41-4.20- Often; 4.21-5.00-Always

The weighted mean of 2.341 for the respondents' usage of code-switching in the classroom indicates that they rarely engage in this practice on average. The standard deviation of 0.7143 suggests some variation in the responses, but most still fall within the "rarely" category.

The low frequency of code-switching suggests that the classroom environment is predominantly monolingual, with the target language (likely English) being the primary mode of instruction and communication. Rarely using code-switching may limit opportunities for students to practice and develop their language skills in a supportive environment. It could also indicate a strong emphasis on target language immersion and a belief that code-switching should be minimized for optimal language learning.

The respondents' weighted mean of 2.341 regarding code-switching in the classroom suggests infrequent engagement in this technique, corroborating several studies on language dynamics in educational contexts. Cahyani et al. (2018) emphasized that although code-switching can fulfill pedagogical and sociocultural roles, its prevalence and acceptance fluctuate markedly across various educational settings. In their research, educators frequently employed code-switching purposefully to regulate classes and elucidate intricate material, yet its overall application was constrained by institutional policies that prioritized monolingual instruction. Kaushanskaya and Crespo (2019) investigated the influence of code-switching exposure on the linguistic performance of bilingual children. Research indicates that although code-switching might improve understanding and participation, it is frequently underexploited in formal educational settings due to apprehensions regarding its impact on language competency advancement. Finally, Treffers-Daller (2022) examined the intricate perspectives on borrowing and code-switching, highlighting that educational environments frequently emphasize target language immersion to optimize learning results, perhaps resulting in a diminished occurrence of code-switching behaviors. These results indicate that although code-switching is acknowledged for its potential advantages in promoting inclusive education, its implementation

in classrooms may be limited by existing educational norms and policies prioritizing monolingual methods.

Table 7

Acceptability of Code-Switching in the Classroom

	Mean	Std. Deviation	Verbal Interpretation
What is the level of acceptability of code-switching to you as used in the classroom?	3.141	0.4691	Acceptable

1.00-1.75; 1.76-2.50; 2.51. 3.26; 3.27-4.00

The weighted mean distribution of the respondents' attitudes towards code-switching in the classroom is 3.141, with a standard deviation of 0.4691. This indicates that the respondents' overall attitude towards code-switching in the classroom is "Acceptable."

The results suggest that the respondents, who are likely teachers or students, generally positively perceive using code-switching as a teaching strategy in the classroom. They find it acceptable and beneficial to facilitate a better understanding of lessons and improve communication between teachers and students.

Based on the comments, teachers strongly approve of using code-switching for classroom management. It allows them to give directions easily, engage students' attention, and clarify instructions. Students agree that code-switching makes it easier to understand lessons and increases their chances of passing exams.

The weighted mean of 3.141 for respondents' attitudes on code-switching in the classroom, categorized as "Acceptable," signifies that teachers and students see this conduct positively. This aligns with Cahyani et al. (2018) findings, who noted that educators often utilize code-switching to manage classrooms and clarify complex content, highlighting its educational and social benefits. Daenah and Rosyiidah (2022) observed that code-switching improves communication and understanding in multilingual classrooms, facilitating more effective interactions between instructors and students. This strategy is especially beneficial for pupils struggling with the target language since it helps to close cognitive gaps and enhances learning. Furthermore, Kaushanskaya and Crespo (2019) found that exposure to code-switching enhances bilingual children's verbal proficiency by providing contextual cues that aid understanding. These findings collectively underscore the importance of code-switching as a communicative strategy that enhances educational outcomes by fostering a supportive learning environment. The lack of significant differences in attitudes about code-switching across several profile variables suggests broad acceptance of its efficacy in improving classroom

interactions, regardless of academic performance or demographic factors.

Table 8

Summary of the Respondent's Usage of Code-Switching in the Classroom

	Mean	Verbal Interpretation	Rank
Intersentential Code- Switching	2.7144	Agree	5
Intrasentential Code-Switching	2.9202	Agree	4
Tag Code-Switching	3.0532	Agree	2
Situational Code Switching	3.116	Agree	1
Metaphorical Code- Switching	3.044	Agree	3
Total Weighted Mean Score	2.96956	Agree	

Based on the total weighted mean score of 2.96956, the respondents generally "Agree" with the usage of code-switching in the classroom.

The data shows that the respondents engage in various types of code-switching, with situational code-switching being the most common (mean=3.116), followed by tag code-switching (mean=3.0532), metaphorical code-switching (mean=3.044), intrasentential code-switching (mean=2.9202), and intersentential code-switching (mean=2.7144).

The respondents, who are likely teachers, switch between languages based on the specific context and situation in the classroom. They also insert short phrases or tags from one language into another to convey particular meanings or effects.

Within the same sentence, the respondents mix words or phrases from different languages, while they alternate between languages at the sentence level as well.

Overall, the data suggests that code-switching is a widely accepted and frequently used communication strategy by the respondents in the classroom context. They find it an effective way to facilitate better understanding, engage students, and adapt their language use to the specific needs of the classroom interaction.

It must be noted that there is an apparent contradiction between Table 6 and this Table on the usage of code-switching in the classroom. There are several factors for this contradiction. 1. Frequency vs. Agreement: Table 6 measures the frequency of code-switching usage (mean of 2.341, indicating "Rarely"), while the summary table reflects agreement with various types of code-switching (overall mean of 2.96956, indicating "Agree"). This discrepancy suggests that while respondents acknowledge the potential benefits and agree with code-switching, they may not frequently implement it. 2. Institutional Constraints: The low

frequency of code-switching usage (Table 6) may be attributed to institutional language policies that discourage or restrict code-switching in formal academic settings. San Sebastian College Recoletos, which provided the majority of respondents (61.5%), may have strict English-only policies in place. 3. Academic Culture: The universities involved in the study are known for their strong academic programs, which may emphasize English as the primary medium of instruction. This prevailing academic culture could explain the rare use of code-switching despite general agreement with its potential benefits. 4. Situational Factors: The agreement with different types of code-switching (summary table) may reflect respondents' recognition of its potential usefulness in specific situations, even if they do not employ it frequently. 5. Disconnect Between Attitude and Practice: The data suggests a gap between respondents' positive attitudes towards code-switching and their actual usage. This disconnect could be due to various factors, including a lack of training, confidence, or opportunities to implement code-switching effectively.

Table 9

Pearson-R Correlation of the Respondents Usage and Attitude on Use of Code-Switching in the Classroom When Grouped According to their Profile

		How often do you use codeswitching in the classroom	Attitudes Towards Code-switching in the classroom
School	Pearson Correlation	0.03	-0.013
	Sig. (2-tailed)	0.666	0.848
Age	Pearson Correlation	0.008	0.028
	Sig. (2-tailed)	0.906	0.69
Gender	Pearson Correlation	-0.091	0.093
	Sig. (2-tailed)	0.196	0.186
Current educational level	Pearson Correlation	-0.073	0.005
	Sig. (2-tailed)	0.298	0.938
Course	Pearson Correlation	-0.048	-0.065
	Sig. (2-tailed)	0.493	0.353

Language background	Pearson Correlation	-0.111	0.045
	Sig. (2-tailed)	0.114	0.524

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the Pearson correlation analysis, there are a few key findings regarding the relationship between the respondents' profile variables and their usage and attitudes toward code-switching in the classroom: School and current educational levels have a weak positive correlation with attitudes towards code-switching, with correlation coefficients of -0.013 and 0.005, respectively. This suggests that students from higher grade levels or schools tend to have slightly more positive attitudes toward code-switching, but the relationship is very weak and not statistically significant.

Age has a weak positive correlation with attitudes towards code-switching (r=0.028). Older students tend to have slightly more favorable views on using code-switching in the classroom, but the relationship is very weak. Gender has a weak positive correlation with attitudes towards code-switching (r=0.093). Female students tend to have slightly more positive attitudes than male students, but the relationship is weak and insignificant. Course negatively correlates with attitudes towards code-switching (r=-0.065). Students in different courses may have slightly different attitudes towards code-switching, but the relationship is very weak.

Language background has a weak positive correlation with attitudes towards code-switching (r=0.045). Students with different language backgrounds may have slightly different perspectives, but the relationship is weak and insignificant. The frequency of using code-switching in the classroom negatively correlates with attitudes towards code-switching (r=-0.072). The more often students experience code-switching, the slightly less positive their attitudes may be towards it, although this relationship is very weak and not statistically significant.

Table 10

Pearson-R Correlation of the Respondent's Profile and their Perception of the Code-Switching in the Promotion of Inclusive and Equitable Education

		Reasons for using code switching in communication	Perception of the impact of code switching on inclusive and equitable education	Perception on the use of code switching for the promotion of inclusive and equitable education	Feeling towards participation more fully in the classroom because of code-switching	Feeling on the use of codeswitching towards the promotion of inclusive and equitable education
School	Pearson Correlation	.137	.013	.043	-.125	-.028
	Sig. (2-tailed)	.050	.851	.545	.077	.693
	N	205	205	205	202	203
Age	Pearson Correlation	.178*	.069	.087	-.090	-.095
	Sig. (2-tailed)	.010	.328	.214	.202	.177
	N	205	205	205	202	203
Gender	Pearson Correlation	-.060	-.095	.006	.031	.110
	Sig. (2-tailed)	.391	.177	.932	.663	.119
	N	205	205	205	202	203
Current educational level	Pearson Correlation	.140*	.130	.097	.009	-.010
	Sig. (2-tailed)	.045	.062	.166	.901	.892
	N	205	205	205	202	203
Course	Pearson Correlation	-.206**	-.021	-.009	-.017	-.021
	Sig. (2-tailed)	.003	.765	.902	.812	.771
	N	205	205	205	202	203

Language background	Pearson Correlation	.093	-.085	-.014	-.002	.052
	Sig. (2-tailed)	.186	.225	.838	.973	.458
	N	205	205	205	202	203

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The data displays Pearson correlation coefficients, which measure the linear relationship between different variables. The table is structured with profile variables such as School, Age, Gender, and Current educational level listed down the first column, and the same variables plus additional ones related to perceptions and attitudes towards code-switching listed across the top row. Each cell in the table represents the correlation between the variable in the row and the variable in the column.

School and Age: Both have a Pearson correlation coefficient of .166 with each other, which is statistically significant at the 0.05 level (2-tailed). This suggests a positive relationship between the school level and age, meaning as one increases, so does the other, to a small extent.

Current Educational Level and Age: A strong positive correlation of .745 is statistically significant at the 0.01 level (2-tailed). This indicates that as respondents' age increases, so does their educational level, which is an expected finding.

Gender and Course: There is a moderate positive correlation of .278 between gender and course, which is statistically significant at the 0.01 level (2-tailed). This suggests that there may be a relationship between the respondents' gender and the courses they are taking, although the nature of this relationship is not specified.

Current Educational Level and Language Background: There is a moderate positive correlation of .204, significant at the 0.01 level (2-tailed). This could indicate that respondents at higher educational levels may have a more diverse language background.

Perceptions and Attitudes Towards Code-Switching: The table also shows correlations between respondents' profile variables and their perceptions and attitudes towards code-switching. For example, there is a correlation between the frequency of code-switching in the classroom and the perception of its impact on inclusive communication (r=.391, significant at the 0.01 level). This suggests that those who use code-switching more frequently perceive it as more beneficial for inclusive communication.

Feelings towards Code-Switching: The table shows a strong positive correlation between feelings towards code-switching and the perception of its impact on inclusive communication (r=.771, significant at the 0.01 level). This indicates that more positive feelings towards code-switching are associated with a stronger perception of its positive impact on inclusive communication.

Overall, the table provides a detailed look at how different demographic and educational factors are related to attitudes and perceptions of code-switching in an educational context. The statistically significant correlations, especially those at the 0.01 level, suggest meaningful relationships between these variables that could be important for understanding the role of code-switching in promoting inclusive and equitable education.

CONCLUSIONS

Code-switching is a prevalent practice among the respondents, with situational code-switching being the most common type used in the classroom. Despite the low frequency of code-switching usage, respondents view it positively, suggesting that they recognize its potential benefits for classroom management and student comprehension. While code-switching is not frequently practiced, it is considered a valuable communicative strategy, potentially aiding in more inclusive and equitable education.

LITERATURE CITED

Abastillas, G. (2015). *Divergence in Cebuano and English code-switching practices in Cebuano speech communities in the Central Philippines.* Georgetown University.

Ahmad, B. H., & Jusoff, K. (2009). Teachers' Code-Switching in Classroom Instructions for Low English Proficient Learners. *English language teaching, 2*(2), 49-55.

Al-Habsi, T., Al-Busaidi, S., & Al-Issa, A. (2022). Integrating technology in English language teaching through a community of practice in the Sultanate of Oman: implications for policy implementation. *Educational Research for Policy and Practice*, *21*(1), 43-68.

Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Multilingual matters.

Bullock, B. E., & Toribio, A. J. E. (2009). *The Cambridge handbook of linguistic code-switching*. Cambridge university press.

Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, *21*(4), 465-479.

Daenah, D., & Rosyiidah, A. (2022). An analysis of code-switching used by alumni of the International Indonesian School of Jeddah (IISJ). *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*. https://doi.org/10.17977/um006v6i22022p244-255

Giles, H., & Ogay, T. (2007). Communication accommodation theory. *Explaining communication: Contemporary theories and exemplars*, 293-310.

Gumperz, J. (1982). Discourse strategies. *Cambridge UP*.

Hamdan, H. (2023). Functions of student code-switching in a Bruneian classroom. *Southeast Asia: A Multidisciplinary Journal*, *23*(1), 55-69.

Kaushanskaya, M., & Crespo, K. (2019). Does exposure to code-switching influence language performance in bilingual children?. *Child Development*, *90*(3), 708-718.

Narasuman, S., Wali, A. Z., & Sadry, Z. (2019). The functions of code-switching in EFL classrooms. *Social and Management Research Journal (SMRJ)*, *16*(2), 137-152.

Narayan, R. (2019). Code-switching as a Linguistic Resource in the Fijian ESL Classrooms: Bane or Boon?. *Journal of Language Teaching and Research*, *10*(3), 427-436.

Olivera, L. C. (2021). Code-switching in english class: a strategy in boosting learners' confidence and engagement. *International Journal of Arts, Sciences and Education*, *1*(1), 15-28.

Paculanang, M. D. (2017). Code-switching and Discourse Marking: The Case of the Anxious Cebuano-Visayan Teacher-Interns. *Prism*, *22*(1).

Paramesvaran, M. D., & Lim, J. W. (2018). Code-switching practices in a Malaysian multilingual primary classroom from teacher and student perspectives. *Indonesian Journal of Applied Linguistics*, *8*(2), 254-264.

Treffers-Daller, J. (2022). The simple view of borrowing and code-switching. *International Journal of Bilingualism*, 13670069231168535.