

Effects of Code-Switching on Students' Learning and Motivation in Online Class Discourse: Inputs for Language Planning

John Rodolf N. Mortega

Department of Education, Nabua National High School, Philippines

Article Detail:	Abstract
<p><i>Received: 11 Sep 2022;</i> <i>Received in revised form: 30 Sep 2022;</i> <i>Accepted: 05 Oct 2022;</i> <i>Available online: 10 Oct 2022</i></p> <p>©2022 The Author(s). Published by International Journal of English Language, Education and Literature Studies (IJEEL). This is an open access article under the CC BY license (https://creativecommons.org/licenses/by/4.0/).</p> <p>Keywords— <i>Code-switching, Students' Learning, and Motivation, Discourse, Language Planning</i></p>	<p>In the inclusive context of education, learners may have a challenging mechanism that affects the way that teachers teach, manage, and supervise the academic environment; one should be adept and critical of the needs and learning outcomes expected in a deliberative discourse online. The ultimate goal of education is to provide students with learning and earn a reputation for their future careers. Herein, the study aimed to determine and investigate the effects of code-switching on students' learning and motivation to address the deteriorating competencies; research through descriptive-exploratory as design; and thematic analysis to interpret the responses. This study is supported by the Cycle of Language Learning encapsulated based on the theory of the Common Underlying Proficiency (CUP) by J. Cummins. Here there shall be no single language effective, but rather languages that require flexibility for grounded discourse. Inevitably, the use of superior language will guide them in learning and cultivation. Findings showed that the preferred languages or Media of Instruction (MOI) are Filipino and English for non-linguistic subjects that obtained 64.86% appraisal, code-switching emerged to have a positive implication on learning, motivation, and discourse; a more comprehensible than a foreign language. Indeed, code-switching is a favorable alternate language or a method of teaching for a culturally-connected discourse crucial in teaching in the new normal education.</p>

1. Introduction

Communication and interaction are seen as critical factors of learning, while the cultivation of language can improve discourse in an academic and non-academic setting. Discourse occurs when a statement and question are posted or by activation of stimulus. That, the teacher should understand the theories and principles to build a relationship and

strengthen command and connection with the students. However, the teachers have extended their efforts to make learning conducive and interactive. In fact, they plan, strategize, and develop instructional

material in to address the needs of learners; integrate ICT technologies beyond learning. While others are particular on the use of methods of language to fit the

gap and solve problems in line with education. In teaching, strategies used by the teacher may intensify learning and yield growth and development. Inevitably, teachers are aware and critical of strategies to be used that will positively affect motivation and will reinforce students' willingness and enthusiasm to further continue in academics. Bomia, L. et. al. (1997).¹

Amid this global health emergency in the 21st century, the education system has been affected brought about by the COVID-19 Pandemic. That is why the members, the key officials in education, and the state government are challenged especially at the beginning of 2020. However, they created a response to at least ease the gap and address pressure in education despite the distance. Teachers are making close to the learners through the state-of-the-art facilities powered by the internet, search engines, google classroom, google meet, and other platforms; also, the adaptation of the different modalities as implemented by the department of education to realize learning even far. Further, the department has integrated ICT and adopted new strategies to achieve the learning outcomes. According to Watson, D. M. "The importance of ICT has been recognized by educational institutions worldwide."² Asserts that ICT has influenced the way people function today, both personally and professionally, which demands a change in the educational arena, Bindu, C. N. (2016).³ However, despite the efforts of the key person in the field of education, problems may still exist especially in this new normal education; many learners have a hard time completing the activities and discussions online impede learning competence. It is a truism that the shift from traditional teaching-learning to blended may take a gradual process to attain success in learning in return.

The factors such as poor teaching strategies, unmastered content, and inability to use ICT and among others could deteriorate the students' achievement and performance due to adjustment to a new classroom environment. A contributing factor to limited proficiency, while limited resources, poor internet connectivity, and lack of motivation are among the intervening factors that cause inefficient learning and ineffectiveness, these suggest a review of teaching strategies in the new normal education; an innovation that makes blended learning accepted in the Philippines, especially in other developing provinces/country in general. Meanwhile, the use of code-switching emerged to be a language method or an alternate language in teaching ALLIED subjects in

English such as Research, Literature, and others. These subjects do not require language lessons or language-based instruction but rather deepen the content, jargon, skills, and attitudes that require a great view of knowledge.

Code-switching is an informal language toward culturally sensitive and connected discourse; its nature is the shifting or mixing of codes within a language. According to Nilep, C. (2006)⁴ "*Code-switching* is the practice of selecting or altering linguistic elements to contextualize talk in interaction. This contextualization may relate to local discourse practices, such as turn selection or various forms of bracketing, or it may make relevant information beyond the current exchange, including knowledge of society and diverse identities." Code-switching may occur during the teaching and learning process in the classroom to ensure that students understand instructions and content. Willis (1996). This contributes at large to the system of education and instruction (p. 49)⁵ Moreover, Cook, (2001) explains that teachers may use the first language in order to explain activities so that the activities would be beneficial to the learners.⁶

This became a support system and a scaffolding in teaching-learning since it may address problems in language, understanding, and undertaking. Additionally, it provides nominal marks and connected language. It is high time to use the method in contextualizing and deconstructing content in a more comprehensible input culturally-connected discourse effective in an interaction. For Sameen, S., Farid, A., and Hussain, M.S. (2021).⁷ "This may also help reduce foreign language anxiety and motivate learners towards learning." However, based on the attitude toward code-switching from the study of Alenezi, A. A. (2010).⁸ "The use of code-switching has been perceived as being of lower status, a strategy used by weak language performers to compensate for language deficiency." It is evident that the teacher's incapacity to communicate in one language led to the code-switch to another language to help teachers with their deficiency in the target language which inclination to provide the students the erroneous information. Modupeola, O. R. (2013).⁹ But this view about code-switching is more on bilingual talk, not research-based as claimed by Lin (1996).¹⁰ Provided the common reasons and data about code-switching, this paper will determine and investigate the effects of code-switching on learning and motivation and know their attitude toward CS through self-assessment and experience. The theoretical

perspectives on the use of CS could be used as indicators manifesting a consistent ability and competence. The researcher believes that this could be an alternative method of teaching to cope with the mechanism in the new normal education amid the confronting issues on unstable connectivity, limited resources, lack of physical contact, and learning gap brought about by the COVID-19 pandemic. These are seen to be barriers of the modality of teaching today.

2. Literature Review

Code-switching is defined as the practice of selecting or altering linguistic elements to contextualize talk in interaction. This contextualization may relate to local discourse practices, such as turn selection or various forms of bracketing, or it may make relevant information beyond the current exchange, including knowledge of society and diverse identities, Nilap (2006).¹¹ Ayeomoni (2006) determined that a lot of scholars have tried to define the term code-switching to understand the concept from different perspectives.¹² In earlier studies, Bokamba (1989) suggests that “code-switching is the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within a speech event” (p. 279). Code mixing, on the other hand, is “the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from two grammatical (sub) systems within the same utterance and speech event” (p. 279).¹³ Numan and Carter (2001) define code-switching as “a phenomenon of switching from one language to another in the same discourse” (p. 275).¹⁴ In a more recent publication, Unanumo (2008) regards code-switching as the use of more than one language in a conversation.¹⁵

From the article by Nguyen, T. (2014). CS is an alternative use of two languages within the same conversation, remains one of the central issues in bilingual research. Before the common belief in using code-switching was the lack of interest and competence in the languages. But nowadays, this code-switching, however, according to the Daily News. Codeswitching is grammatically structured and systematic and therefore can no longer be regarded as deficient language behavior. Cook, (2001) suggests that a second language class should be fully conducted in the target language. There is a need to give focus to the target language instead of mixing two distinct languages in a discourse.¹⁷ Willis

(1996), however, clarifies the use of the mother tongue has a significant and advantageous effect

since more possibilities are created for the use of the target language.¹⁸ Ovando, Collier, and Combs (2003) assert that the development of literacy and intellectual abilities carries over from the first to the second language.¹⁹ In the study conducted by Tsaona Mokgwathi & Vic Webb (2013), the students’ lack of English language proficiency, CS is used as a teaching method. However, CS offers advantages and disadvantages for instruction. Positively, it improves student engagement and comprehension of the instruction. Negatively, it does not support the learners’ progress in English competence or self-assurance. However, the use of CS is inevitable because the language of learning and teaching (LoLT) is a foreign language for both learners and teachers.²⁰

The current study will focus on online classes as a modality in teaching the course and how language is imparted simplistically. It is of high conviction that learners learn positively when technical terms are unlocked and supported by grounded language confronting their grammatical, lexical, and syntactical expertise. This pandemic has taught the stakeholders to go beyond where herein strategies should be prioritized to instill knowledge, skills, and attitude despite distance learning.

3. Statement of the Problem

The study aimed to determine and investigate the following questions:

1. What is the profile of the Senior High School students in terms of:
 - a. gender
 - b. preferred language
2. What is the effect of code-switching on students’ learning in an online class discourse?
3. What is the effect of code-switching on students’ motivation in an online class discourse?
4. How beneficial is code-switching in learning and motivation in developing competence in a concept?
5. What inputs for language planning can be generated based on the findings of the study?

4. Research Methodology

The mixed method has been used to treat the data, quantitative descriptive through a weighted mean (wm), frequency (f) distribution, and raking (r) to

determine the highest and lowest values based on the profile of the respondents along gender, preferred language, and the effects of code-switching both in learning and motivation. The interpretation (intpn) was also used to facilitate the understanding based on the given data. Qualitative exploratory however was used to investigate the importance of CS in developing the competence of the concept being discussed or by shared knowledge among members of the class. Hence, the Thematic Analysis was assigned to generate syntactical themes based on written interviews for an authentic and real-life investigation of experiences through CS.

4.1. Population and Sample

The Senior High School (SHS) students at Nabua National High School (NNHS) served as the population of the study. However, only limited to Accountancy and Business Management (ABM) and General Academic Strand (GAS). They were chosen because they are frequently conducting online classes for ALLIED subjects in English. More so, a total of 155 students were chosen and trimmed down through Slovin's formula with a 5% margin of error used therein. Thus, a total of 111 students served as samples of the research.

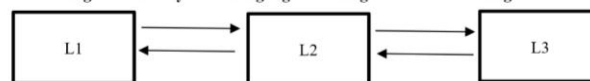
4.2. Data and Sources of Data

The data shall be collected from the Senior High School students in Nabua National High School whose strands are Accountancy Business and Management and General Academic Strand from the first semester, September to February 2021-2022. The variables considered the statement of the problem to determine the effects of code-switching on learning and motivation among students. While, the written interview has been utilized to investigate real-life experiences, assessment, appraisal, and effectiveness in interactions. The study has been supported by a review of related literature, and studies retrieved from a reputable database, publications, and websites.

4.4. Reliability of the Questionnaire

The researcher developed the questionnaire and evaluated it with 3 language teachers in the Senior High School. Cronbach alpha is utilized to measure the internal consistency, and how closely related a set of items are as a group. According to the Cronbach alpha reliability coefficient criterion (0.73), it has proved reliable.

Figure 1. The cycle of Language Learning for Code-Switching Used



4.5. Theoretical framework

In figure 1 at 4.5. The theoretical framework has been shown and supported by the empirical foundation and variables of the study. The goal is to define and relate the concepts and functions of code-switching through an in-depth analysis and interpretation. Thus, the levels of language affect the comprehension, interaction, and connection that contribute to communicative competence among learners. L1 here is the first language or native language used in discourse or mixed extensively in informal communicative discourse. Geographically speaking, the Philippines either use Mother Tongue or Filipino as the first language. This may have a contributing factor in developing macro-skills; an advantaged language when used.

The common underlying proficiency model (Cummins, J. 1981) has supported the study, of the children's academic knowledge and skills in their first language, they also acquire language-independent information about those skills within the language. Goodrich, J. M., Lonigan, C. J. (2017)²¹ This linguistic competence led to a foundation to improve basic literacy. L2 could be the second language while L3 is the other language aside from the mastered L1 and L2. This leads to being multi-lingual if a certain threshold has been met, mastered, or acquired. Indicated herein that this model can be effectively used for code-switching in a classroom and virtual setting. Evidently, in the Philippine context, L1 might be the Filipino language when they belong to a Tagalog region, while, English is the L2. In a province, Bicol for instance, Bicol or Rinconada dialect would be L1 and either Filipino or English is L2 depending on the level of mastery. Therefore, when someone used this method, a teacher should consider the background knowledge of a student before using it in instruction. According to a study, different regions may have their preferred language as far as a second language is concerned. The implementation of Filipino in the non-Tagalog areas, Zamboanga City, a Chavacano-speaking area in favor of English as the main medium of instruction in school, most teachers there lack proficiency in Filipino and difficulties involved in the implementation of the Bilingual Education Policy. Agusan del Norte and Butuan City also expressed their strong support for the English language as a

medium of instruction. Similarly, Cebu city has revealed a preference for monolingual instruction in English over BEP. Its empirical data supported the adjustment of code-switching as a method of instruction. This cycle explains the role of CS in teaching-learning to help and build communicative competence. The profile and ability of learners to understand one language must be seen as an indicator in determining the use of the method. Thus, learning might have an improving/diminishing effect on skills in L1; a result in amending/attenuating the skill in L2 or the other way around. Ansarimoghaddam & Tan, 2014; Cho, (2010). The proposed theory could help the teachers, language experts, and curriculum implementers as the basis to include code-switching in classroom discussion and as a method without fixation on one language but rather a flexibility in language discourse.²²

5. Results and Discussions

5.1.1 Results of Profile of the Respondents

Table 1. Gender

Variables	Frequency	Percentage
Male	27	24.3 %
Female	84	75.7 %
Total		100 %

Table 1. displayed the frequency distribution and percentage. In total there have been 111 SHS students who answered the structured questionnaire. It can be indicated that 75.7% are female while 24.3 % are male considering the majority of the respondents are from Accountancy Business and Management (ABM) against the General Academic Strand (GAS). As cited by Vallejo O.T. (2019) supporting and valuing the needs of the family rules the socio-economic factors in choosing a strand. Students who choose the GAS strand are still in the process of deciding what degree they will be going to enroll in college. It is also manifested in the findings that there have been highly significant correlations to all personality and socioeconomic factors in selecting the academic strand.²³

5.1.2 Results of Profile of the Respondents

Table 2. Preferred Language in Teaching ALLIED Courses in English

Language/s	Frequency	Percentage
English	25	25.2 %
Mother Tongue and English	14	12.6 %
Filipino and English	72	64.86 %
Total	100	100 %

Table 2 showed the preferred language of SHS students in ALLIED subjects along with English. This contains a non-linguistic or non-grammar subject such as research, Literature, Creative Non-Fiction, and others. Indicated herein that 64.86% agreed on the use of English and Filipino as Media of Instruction (MOI); then English with 25.2%, and 12.6% for Mother Tongue and English respectively. English and Filipino emerged to be the preferred MOI in teaching-learning since English is not their native language. There is an inadequate oral language background and the most problem with Filipino pupils' learning is the inadequate control of the sounds and structures of the language that affects reading. Maminta, R. E. (1968).²⁴ This finding is associated with communicative competence that persists dynamism and communication. English and Filipino may surely deepen the students' comprehension and responses as seen in the findings, they also have exposure to the Philippine language combined with English through code-switching or code-mixing which assists learners in promoting a discourse. While a total of 25.2 % or at least 25 respondents are in favor of the English language as MOI in teaching ALLIED Courses, these are students who are very good in class that does not need code-switching or mixing to understand the content and language. Certainly, English has always been needed in a drastically changing nation. House "Bill 5619 seeks to raise the English language proficiency level of Filipino students and graduates in order to create their employability and global competitiveness," Camero, S. J. (2010).²⁵ This measure shall help the graduates to be competitive in the global environment by strengthening and developing the use of English language as a medium of instruction in all levels of education as cited also by Camero, S. J. (2010). In contrast, mother tongue and English obtained at least 12.6 % or 14 respondents over 111. This means that it's formal to use Filipino and English as MOI to facilitate learning and communication in language discourse.

5.2. Effects of Code-Switching

Table 3 showed the effects of code-switching on learning when applied in teaching. The positive effects of the method can be seen based on the general weighted mean of 3.31 interpreted as agree. Indicated on the findings that "he/she could speak and share with conviction when proper vocabularies were unlocked and supplied by proper speech and syntax" obtained a mean of 3.53; followed by 3.51 that "he/she learned the discussion when technical

Table 3. Effects of Code-switching on Learning

NO.	INDICATORS	MEAN	INTPN	RANK
1	I learned the discussion when technical terms are unlocked into more comprehensible input.	3.51	SA	2
2	I learned the target concepts effectively by code-switching to the native tongue.	3.16	A	10
3	I learned the phonological, structural, and syntactical meanings of concepts by citing words relevant to a speech or discourse.	3.23	A	6.5
4	I learned the parts and the whole concepts through code-switching.	3.18	A	9
5	I learned the text and its relationship to the meaning through support language.	3.28	A	5
6	I can relate to and express my thought when code-switching or code-mixing is used in discourse.	3.35	A	4
7	I can express my knowledge effectively and efficiently by supporting and re-stating the gap in a context in general.	3.40	A	3
8	I can understand and explain well when a discourse is well-explained and dismantled itself.	3.19	A	8
9	I can relate thoughts on the expected outcomes and competence when technical terms and ambiguities are resolved.	3.23	A	6.5
10	I can speak and share with conviction when proper vocabularies are unlocked and supplied by proper speech and syntax.	3.53	SA	1
General Weighted Average		3.31	A	

Legend:

- 3.51 - 4.00 Strongly Agree (ST)
- 2.51 - 3.50 Agree (A)
- 1.51 - 2.50 Disagree (D)
- 1.00 - 1.50 Strongly Disagree (SD)

terms were unlocked unto more comprehensible input.” These ranked first and second with strong appraisals of code-switching. Hence, language learning is easy when terms are introduced and supported with empirical data and notions about knowledge. Whereas “he/she learned the target concepts effectively by the used of code-switching to the native language” obtained a mean of 3.16; “he/she learned the parts and the whole concepts through code-switching” garnered 3.18 respectively. These are the least reasons for the effectiveness of the said method and are interpreted as agree as viewed based on the data. These ranked ninth and tenth accordingly. This method can give a grasp of understanding, sequence, and logic within the communication. Code-switching became a bridge in communication to connect with the target interference, on the written interview, it is much easier for students to understand each concept as it became clear by using code-switching, especially in the lesson that needs more time to comprehend and it also helps them to improve their communication and interactions via virtual discussion.

The use of code-switching in the classroom was thought to be one of the strategies for an effective and favorable learning environment since it is required and difficult to avoid because it serves as both an icebreaker and a means of subject explanation. Yulandari, Reni & Muhaimi, Lalu & Azis, Atri. (2019).²⁶ Moreover, teachers may use the first language to explain activities to bridge the gap. The use of the learners’ first language would allow for negotiation and a better understanding of the required task. Cook, (2001)²⁷ The use of English and Filipino in academic discourse is not difficult for students since they have already exposure and experience.

This can be implied that code-switching is found to be effective in a virtual discussion considering the difficulties of the lesson, time, and connectivity that are seen as a barrier to continued interaction both for students and teachers. Therefore, educators should provide strategies on how to deliver effective instruction for learners.

5.3. Effects of Code-Switching

Table 4 showed the effects of code-switching on motivation. Primarily, when the method is used in

Table 4. Effects of Code-switching on Motivation

NO.	INDICATORS	MEAN	INTPN	RANK
1	I am motivated to listen and respond when technical terms are reinforced and translated.	3.53	SA	4
2	I am interested in the day-to-day discussion by a clear and logical presentation of ideas.	3.58	SA	3
3	I am motivated to learn and display my conviction and competence.	3.60	SA	2
4	I am active and proactive in responding the issues and concerns.	3.28	A	7.5
5	I always want to finish the discussion/discourse in every online class.	3.52	SA	5
6	I want to attend the discussion because the concepts are explained and introduced well.	3.70	SA	1
7	I can engage in a high level of language discourse.	3.17	A	10
8	I can collaborate ideas both in academic and non-academic contexts.	3.25	A	9
9	I can visualize things critically and creatively.	3.28	A	7.5
10	I can justify the concepts in speaking or writing.	3.29	A	6
General Weighted Average		3.42	A	

the instruction, students are attentive and motivated to listen and interact with their peers and teachers. The effects of code-switching on motivation generated a general weighted mean of 3.42 interpreted as agree. The findings showed that *“he/she wanted to attend the discussion because the concepts were explained and introduced well”* obtained the highest weighted mean of 3.70; questions and confusions are no longer raised and seen because it encourages them to follow the guide of the lesson it would be easy both for teacher and students to assess their knowhow. Meanwhile, *“he/she was motivated to learn and display his/her conviction and competence”* obtained 3.60 which are both interpreted as strongly agree with its highest ranks of first and second. Initially, when concepts are explained through code-switching, it augments rapport and motivation among students making them more confident to inquiries that are needed to be addressed.

In contrast, the statement *“he/she could engage in a high level of language discourse”* obtained a least mean of 3.17; while *“he/she could justify the concepts in speaking or writing”* obtained a mean of 3.25 both interpreted as agree and ranked accordingly as nine and ten.

This means that not all can fully grasp and understand the concepts even if coded simplistically, students from SHS cited that, there is a certain difficulty that might occur in the duration of the discussion and even translated and explained, a threshold is not met due to limited knowledge, thus, results fairly. However, *“new evidence suggests that the brain is much more malleable than previously thought. Recent findings indicate that the specialized functions of specific regions of the brain are not fixed at birth but are shaped by experience and learning.”* Genesee, F. (2000). This enables the teachers to devise strategies that are effective and sufficient for learning needs.²⁸

5.4. Benefits of Code-switching

Table 5 shows the learning and motivation of students through code-switching. Herein cited the syntactical themes generated on the written interviews among students, *“Code-switching allows students to comprehend and learn in a discussion, and they are becoming more confident when questions are raised since answers can be delivered in a bilingual method. It is also more comprehensible than pure English”* obtained at least 29.41% or 30 out of 111 respondents. Further, *“Code-switching improves the attention and motivation in learning new knowledge”* has obtained the second-

highest percentage of 24.5% or 25 students who believed it was.

However, “*It establishes the knowledge, and clear perspectives and allows critical thinking to work via code-switching*” obtained a mean of 1% or 1 student who cited, this is the least favored notion as generated by students’ when asked about the issue,

target discourse. Inevitably, superior language has been utilized to achieve the purpose of teaching-learning the concept and language. Herein are the selected statements of the students when asked about the crucial role of code-switching in learning.

Critical Role of Code-switching in Learning

Table 5. Benefits of CS in Learning and Motivation in Developing Competence

NO	SYNTACTICAL THEMES	FREQUENCY	PERCENTAGE
1	Code-switching allows students to comprehend and learn in a discussion, students are becoming more confident when questions are raised since answers can be delivered in a bilingual method. It is also more comprehensible than pure English.	30	29.41%
2	Code-switching could establish and maintain a connection with the concept being discussed and push through. It also promotes collaboration among others.	13	12.7%
3	It establishes knowledge, and clear perspectives and allows critical thinking to work via code-switching.	1	1%
4	It improves their communication and language skills and confidence as they are allowed to use TAGLISH or English accordingly to their peers virtually.	19	18.6%
5	Code-switching unveils the technicalities or jargon terms that need to be defined, supported, and clarified for a better understanding.	2	1.9%
6	Code-switching addresses language barriers, language anxiety, and syntactical analysis.	4	3.9%
7	Code-switching improves the attention and motivation in learning new knowledge.	25	24.5%
8	It creates language sensitivity, cultural orientation, speech difference, and connection among linguistic networks	8	7.8%
Total		102	100%

“*Code-switching unveils the technicalities or jargons terms that need to be defined, supported,*

and clarified for a better understanding” garnered an average mean of 1.9 or 2 students.

Considering the positions of students on the use of Code-switching, they have found a positive impression as the teacher used it in instruction and for inclusivity; this can also improve the comprehension in learning complex and establish a connection, motivation, and critical thinking, lessen the language anxiety as they have the chance to use alternate language or code-switch in communication.

Herein the syntactical themes are generated based on the student’s responses. Learning is difficult especially if the subject is technical and that requires critical thinking, teacher should be flexible and conversant to deal with diverse students to ensure that everyone is learning and connecting with the

Student A. “I learn more if the language or technical terminologies are coded and deconstructed in native tongue because I am more comfortable with and understand the lesson more quickly.”

Code-switching contributes a lot in making them holistic in a concept being conveyed by the teacher. There has been an active learning since they have the familiarity about language.

Student B. “Code-switching helps students to understand the roots of the documents and any data from the content being spoken or written.”

In the new normal education, it would be harder for the students to fit quickly to the situation,

understanding in-depth knowledge either written or spoken is impossible to learn as fast as they could. CS is becoming more effective herein.

Student C. "Since we can quickly grasp and enhance our knowledge about a given issue by utilizing a local language. It is also a critical component for high-quality education and yield learning outcomes and academic achievement. As a result, it will help us improve our critical thinking and reading abilities."

Students have able to discover the roots and the critical point within the theme of the subject without hesitation and barriers. An indication that learning is fueled through strategy, flexibility, and instruction of teachers.

Student D. "It helps us develop our communication and language skills and learn more."

Code-switching does not impede learning instead it became a source of a more connected discourse to reinforce learning.

Provided the critical role of code-switching, Dente, R., et. al. found that Second Language Learners have positive attitudes on code-switching, and to help students feel more confident in learning English, code-switching is required when the occasion calls for the usage of the first language in the classroom. Nordin, N. M., Ali, F. D. R., Zubir, S. I. S. S., and Sadjirin, R. (2013).²⁹ Moreover, the research conducted by Bensen, H., & Çavusoglu, Ç. (2013), showed that all of the teachers code-switched for various reasons and that they all thought it was a useful technique to improve learning when used correctly.³⁰ Khnert, Yim, Nett, Kan, and Duran (2005) remark that an alternative view to recognize the cultural, social, and communicative validity is the mixing of two traditionally isolated linguistic codes as a third legitimate code. As mentioned, these phenomena may influence bilingual's language positively.³¹ According to research using the native language in English-medium classes did not impede students' comprehension of the subject matter; on the contrary, it appeared to increase classroom involvement. Simasiku, L. (2016). This can be implied that code-switching became a reinforcement for discourse both in traditional and virtual

discussions. It allows students to understand technicalities in the body of knowledge, it also deepens their understanding, and their viewpoint of the world, supported by well-explained thought and language shifts that encourage students to express their thought profoundly.³²

Inputs for Language Planning

This portion entails the inputs generated based on the findings of the study and that are the basis for language planning. This shall be cited as a method in language teaching in the new normal education when blended learning is used. Further, the inputs shall serve as recommendations as an alternative language instead of the target language for non-linguistic subjects; however, this can only be used when needed in a situation. Therefore, English shall be used extensively in language subjects however CS shall serve as alternate language or method of teaching for grounded discourse. Herein are the viewpoints about Language Planning, a primary consideration in deciding the appropriate language to be used in instruction. According to Kennedy, C (1989) "Language Planning is the conscious, deliberate attempt to alter the function and/or status of either a language or linguistic variety. Ideally, it should be a problem-solving, future-oriented activity with a number of planning stages from problem identification, to fact-finding³³" As cited by Haugen, (1966) "it is the normative work of language institutions, all forms of what is generally known as cultivation and all proposals for language reforms or standardization"³⁴ However, at this phase, the inputs can be the basis for language planning to address the deteriorating competencies of the students in terms of language, comprehension, and interaction and discourse in classroom both traditional or virtual. This movement could be in "a series of efforts at influencing the use of language in a manner that is fast, systematic and encompassing" as deemed by Fishman (1974).³⁵ With these empirical supports, the inputs for language planning are generated:

1. Majority of the students are in favor of the use of Filipino and English languages as Media of Instruction (MOI) for non-linguistics and non-grammar subjects.
2. Code-switching can help learners to learn and motivate them in the discussion, improving the basic to academic language.
3. Code-switching allows students to comprehend and learn further the vocabularies, lexicon, and syntax. When there are questions, they are confident to

speak because they have exposure to the Filipino language; a more comprehensible than a foreign language.

4. Code-switching is an effective method in both in-person and virtual discussions considering the levels of difficulty of the lesson, connectivity in a virtual meeting, and time constraints that are seen to be barriers to communication.
5. The proposed cycle in language learning is a framework that supports the use of code-switching deeply rooted in the basic language and superior language or the native language to impactfully integrate connection and learning.
6. Students learn effectively in an interconnected or culturally-connected discourse with superior language leading to learning other languages.
7. Students are encouraged to emerge themselves in communication through the Filipino and English languages.
8. Learners are exposed to the Filipino language via print and non-print, social media, immersion, and social interaction. Thus, they know how to use basic and complex linguistic elements.
9. Code-switching is recommended to use when learners are terribly challenged or skeptical in understanding complex linguistic matters in the teaching-learning process. This method is a scaffolding for learners with limited proficiency.
10. The level of language used in teaching should be considered for non-academic strands or skills courses to lessen the foreign language anxiety on concepts with jargon and technical terms.

6. Conclusion

The respondents of the study are SHS students who are having a virtual discussion as an alternative modality of teaching. It could be seen that females are dominating over the males since the majority belonged to the Accountancy Business Management (ABM) class and their preferred language spoken in a discourse in ALLIED subjects in English for non-linguistic are the combination of English and Filipino, these languages are having a great advantage in learning and motivation. The effects of code-switching in learning are effective as viewed in the findings, statements, and claims. More so, Code-

switching obtains its reputation in strengthening effective instruction and interaction as conveyed. It can also be concluded that this method can augment the level of comprehension, confidence, and relationship thereby addressing language barriers, and tie up to the language and culture of the learners.

Acknowledgments

The researcher was inspired to write a scholarly paper by the influence of the excellent and premium work of his professors. Their flexibility and commitment in the light of teaching and research are truly outstanding which made him decide to do the same. Personally, I thank every person who helped me in realizing this academic paper. Also, extend gratitude to all the important people in my life, you are my inspiration! Lastly, to the Lord Almighty for being my light and strength in every hardship of life.

References

- [1] Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The Impact of Teaching Strategies on Intrinsic Motivation.
- [2] Watson, D. M. " Pedagogy before technology: Rethinking the relationship between ICT and teaching. *Education and Information Technologies*, vol 6 no (4), pp.251-266. Dec. 2001
- [3] Bindu, C. N. (2016). Impact of ICT on teaching and learning: A literature review. *International Journal of Management and Commerce Innovations*, 4(1), 24-31.
- [4] Nilep, C. (2006). "Code Switching" in Sociocultural Linguistics. *Colorado Research in Linguistics*, 19. <https://doi.org/10.25810/hnq4-jv62>
- [5] Willis, J. (1996). A framework for task-based learning. England: Pearson Education Limited.
- [6] Cook, V. (2001). Second language learning and language teaching (3rd ed.). Great Britain: Oxford University Press Inc.
- [7] Sameen, S., Farid, A., & Hussain, M. S. (2021). A critical discourse analysis of the impact of code-switching on modern adult language learners' motivation in Pakistan. *Journal of Language and Linguistic Studies*, 17(1), 109-121.
- [8] Alenezi, A. A. (2010). Students' language Attitude Towards Using Code-Switching as A Medium of Instruction in the College of Health Sciences: An Exploratory Study. *Annual Review of Education, Communication & Language Sciences*, 7.
- [9] Modupeola, O. R. (2013). Code-Switching as a teaching strategy: Implication for English Language teaching and learning in a multilingual society. *IOSR Journal of Humanities and Social Science*, 14(3), 92-94.
- [10] Lin, A. M. (1996). "Bilingualism or linguistic segregation? Symbolic domination, resistance and

- code-switching in Honk Kong schools." *Linguistics and Education* 8(1): 49 -84.
- [11] Nilep, C. (2006). "Code Switching" in *Sociocultural Linguistics. Colorado Research in Linguistics*, 19. <https://doi.org/10.25810/hnq4-jv62>
- [12] Ayeomoni, M. O. (2006). Code-switching and code-mixing: Style of use in childhood in Yoruba speech community. *Nordic Journal of African Studies*, 15(10), 90-99.
- [13] Bokomba, E. (1989). Are there syntactic constraints in code-mixing? *World Englishes*, 8(3), 277-292.
- [14] Numan, D. & Carter, D. (2001). *Teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- [15] Unamuno, V. (2008). Multilingual switch in peer classroom interaction. *Linguistics and Education*, 19, 1-19.
- [16] Nguyen, T. (2014). *Code Switching: A sociolinguistic perspective*. Anchor Academic Publishing (aap_verlag).
- [17] Cook, V. (2001). *Second language learning and language teaching (3rd ed.)*. Great Britain: Oxford University Press Inc.
- [18] Willis, J. (1996). A framework for task-based learning. England: Pearson Education Limited.
- [19] Ovando, C. J., Collier, V. P., & Combs, M. C. (2003). *Bilingual & ESL classroom: Teaching in multilingual contexts (3rd ed)*. New York: The McGraw-Hill Companies, Inc
- [20] Tsaona Mokgwathi & Vic Webb (2013) The educational effects of code-switching in the classroom – benefits, and setbacks: A case of selected senior secondary schools in Botswana, *Language Matters*, 44:3, 108-125, DOI: [10.1080/10228195.2013.839734](https://doi.org/10.1080/10228195.2013.839734)
- [21] Goodrich, J. M., & Lonigan, C. J. (2017). Language-independent and language-specific aspects of early literacy: An evaluation of the common underlying proficiency model. *Journal of educational psychology*, 109(6), 782.
- [22] Ansarimoghaddam, S., & Tan, B. H. (2014). Undergraduates' experiences and attitudes of writing in L1 and English. *GEMA Online® Journal of Language Studies*, 14(1), 7-28.
- [23] Vallejo, O. T. (2019) Personality and Socio-Economic Factors Influencing the Choice of Academic Track among Senior High Schoolers.
- [24] Maminta, R. E. (1968). A Comparative Structural Analysis of the Oral Language Materials and the Basic Readers Used in Philippine Schools.
- [25] Camero, S. J., (2010 Jan. 16) Fast track English bill, Congress urged. *House of Representatives*. <https://www.congress.gov.ph/press/details.php?presid=4031>
- [26] Yulandari, Reni & Muhaimi, Lalu & Azis, Atri. (2019). Code Switching In Classroom Discourse: A Sociolinguistic Study. *Jurnal Ilmiah Profesi Pendidikan*. 3. 10.29303/jipp.v3i2.30.
- [27] Cook, V. (2001). *Second language learning and language teaching (3rd ed.)*. Great Britain: Oxford University Press Inc.
- [28] Genesee, F. (2000). Brain research: Implications for second language learning.
- [29] Nordin, N. M., Ali, F. D. R., Zubir, S. I. S. S., & Sadjirin, R. (2013). ESL learner's reactions towards code-switching in classroom settings. *Procedia-Social and Behavioral Sciences*, 90, 478-487.
- [30] Bensen, H., & Çavusoglu, Ç. (2013). Reasons for the Teachers' Uses of Code-Switching In Adult EFL Classrooms*/Yetiskinlere Yönelik İngilizce Siniflarında Öğretmenlerin Dil Degisimi Kullanimlarinin Sebepleri. *Hasan Ali Yücel Egitim Fakültesi Dergisi*, 10(2), 69.
- [31] Duran, L., Kan, P. F., Kohnert, K., Nett, K., & Yim, D. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech & Hearing Services in Schools*, 36(3), 251-263.
- [32] Simasiku, L. (2016). The impact of code-switching on learners' participation during classroom practice. *Studies in English Language Teaching*, 4(2), 157-167.
- [33] Kennedy, C. (Ed.). (1989). *Language planning and English language teaching*. United Kingdom: Prentice Hall International.
- [34] Haugen, E. I. (1966). *Language Conflict and Language Planning*. Cambridge: Harvard University Press.
- [35] Fishman, J. A. (1974). *Advances in Language Planning*. Mouton: The Hauge.