Article

✉ Dan Fereth B. Fajardo   danfajardo@cspc.edu.ph
https://orcid.org/0009-0000-5967-2205

Code-Switching Dynamics of College Instructors in Online English Language Learning

Dan Fereth B. Fajardo
College of Arts and Sciences
Camarines Sur Polytechnic Colleges,
Camarines Sur, Philippines

ABSTRACT

This study investigates the types and functions of code-switching utilized by college instructors in online English Language Learning (ELL) classes through a phenomenological research design. The selection criteria targeted faculty members handling Bachelor of Arts in English Language Studies major courses at Camarines Sur Polytechnic Colleges. Data saturation was achieved with four (4) purposively sampled instructors. The methodology included video recordings and in-depth semi-structured interviews. Content analysis identified three types of code-switching—Tag-Switching, Intra-sentential, and Intersentential—using Poplack's framework. Tag-Switching was the most frequent with 87 occurrences, followed by intra-sentential with 41 frequency counts, and the least is intersentential with only 4 counts. Thematic analysis, based on Ferguson's framework, revealed that code-switching aids curriculum access, classroom management discourse, and interpersonal relations. Sub-functions were noted and these included CS for clarifying real-life examples, ensuring student comprehension, providing task instructions, reprimanding, and giving compliments and advice. The study highlights code-switching's role in promoting bilingual and multilingual education, fostering inclusive learning space, and supporting learners' engagement and understanding.

KEYWORDS: English Language Learning (ELL), Code-switching, Tag-switching, intersential-switching, intra-sentential switching

INTRODUCTION

Digital technologies, as well as the global pandemic, have spurred a rather swift change in the processes of distance learning and language acquisition. These have altered the traditional setup of learning, especially in and among third-world countries. Approaches to teaching, rolling out authentic assessments, and even classroom instructions have been twisted in different ways. This shift is especially apparent in the field of education in the English language, where virtual classes have gained popularity. Within this context, the analysis of the linguistic behaviors of instructors is highly important,

mainly because the methods of teaching and communication depend on the particularities of the online context. One such discourse that has emerged as prominent in this new dispensation is code-switching; this is the act of using two or more languages in the same conversation or even in between a sentence or discourse.

Code-switching, the practice where speakers alternate between two or more languages within a conversation, has garnered significant attention in the field of bilingual education. In fact, this phenomenon does not just exist between and among bilingual settings. In the Philippines, where most people, especially Gen Z learners, are labeled as multilingual speakers due to several factors, code-switching is very evident. Furthermore, notable studies have attested to the occurrence of code-switching in different circumstances. Such studies are those by Sampurna (2023) and Almagableh and Yunus (2022), which have explored its use in classroom settings, identifying various types like intrasentential, inter-sentential, and tag switching. These studies revealed that code-switching has a positive impact; it can facilitate communication and enhance comprehension, serving as a critical tool in managing classroom subtleties and addressing diverse linguistic needs.

Behind several research that tackles the positive impact of code-switching in various ways, there are still scholars and professionals who oppose this. Code-switching is still a subject of controversy and occasionally resistance, especially in the contexts of learning and career. The decision to only partially engage in code-switching is a matter of several factors. One drawback of not fully adopting code-switching is the cultural and identity aspects affecting people who switch between languages automatically (Boztepe, 2003, as cited by Kumar et. al., 2021). Language is an essential element of culture, and for many speakers, the use of two or more languages is nothing but natural, and an integrated switch between those languages takes place regularly. Such a lack of recognition concerning code-switching negates the possibility that certain institutions and societies endanger individuals who employ this switching as a way of presenting their diverse selves. This process makes these individuals socially isolated and excluded from others, which is even worse for those who speak a minority language. This projects that students in educational settings might feel socially isolated due to lack of connection to other people of similar language, cultural background, or their native languages whereas discouraged in favor of some other language that is more dominant.

Moreover, despite extensive research on code-switching in various and differing fields, including onsite educational environments, there is still a remarkable gap in understanding how this phenomenon is being translated and/or employed in online learning contexts, particularly in higher education where most students and teachers are expected to be linguistically proficient. As online platforms become increasingly prevalent, understanding the specific types of code-switching employed by college instructors and their functions becomes crucial. Existing literature, including works by Ramos (2022) and the Agna et.al. (2022), begins to address these dilemmas, indicating varied impacts on student engagement and language practice.

The current study is designed to explore two (2) research questions within the context of Online English Language Learning (ELL) at the tertiary level: What types of code-switching are used by college instructors in online English Language Learning classes, and what functions does instructors' codeswitching serve in Online English Language Learning classrooms? This undertaking

is particularly timely, given the shift towards digital education platforms, which may change instructors' effectiveness and perception of code-switching strategies in higher education institutions.

LITERATURE REVIEW

Code-switching, the practice of alternating between two or more languages or dialects within a conversation, is a well-researched linguistic phenomenon. In the context of education, code-switching by instructors can significantly impact the learning process of the learners. This section of the present study synthesizes recent research on code-switching in the field of education, targeting its dynamics in online English language learning among college instructors.

The foundational study by Sampurna (2023) identifies three main types of code-switching – specific types of code-switching includes intrasentential, intersentential and tag switching. This categorization based on Poplack's (1980) concept offers a way of comprehending how teachers deal with linguistic divides in the school. Such categorizations are also evident in the Agna et al. (2022) qualitative survey of students learning English online in the Philippines where tag switching was found as the most common type. Highlighting the complex structure of specific codes-switching practices, these investigations also point to the need for context-sensitive research in the contextually-varied online learning contexts.

In a different angle, Almagableh and Yunus (2022) consider code-switching in terms of its multifunctionality and the ability to use it as an effective speech and classroom regulation means. According to their study, they can confirm valuable roles of code-switching that capture effective practice in acquisition of language and control of the class. Likewise, Temesgen and Hailu (2022) divides the practical uses of code-switching in learners' classrooms in Ethiopia within academics, management, and social domains while arguing that there is more to the benefits of code-switching. Meanwhile, Ramos (2022) examines the extent of engagement and fluency with changes within and between languages in learning processes. It has been noted too that while code-switching can spark interest and facilitate comprehension, it may also hinder the development of English language proficiency if overused. This is in the same vein with Munawaroh et al. (2022) who established that code-switching enhance student participation and provides good feedback. However, it has the negative aspect of over- reliance on the native language in learning particularly with emergence of online learning due to COVID-19 pandemic.

In fact, new dynamics has been observed concerning code-switching given the influence of COVID-19 pandemic which enhanced online learning. All academic institutions during that period were forced to roll-out such online and distance learning setup. The modality has caused both negative and positive impact to the linguistic skills of learners in school. Pratama (2022) has noted that due to the pandemic, students have been forced to engage in code-switching more than earlier in efforts to help them understand lessons in an online learning context. Students during the pandemic are critically affected not just psychologically but also cognitively leading difficulties in understanding key concepts and principles of a particular subject matter in classes. Agna et al. (2022) further expand on this observation, arguing that technological and communicative affordances may widen the need for code-switching in online spaces. In a microscopic level, Elhija (2023) analyzes the use of code-switching practices in the digital communication among Arabic-speaking people, concluding that issues regarding education and employment are typical use cases for code-switching. This study contributes

to the notion that social media platforms are also useful environments where language switching can be best observed.

In a larger sense, a challenge that often arises in code-switching is the perceptions of teachers and students towards the practice. According to Ahmad and Ismail (2022), teachers consider code-switching necessary when they expect students to understand concepts in two different languages or when the student has different command of two languages. However, these perceptions may not be similar, and as a result, the manner and time when code-switching is done in the classroom may also differ. Various studies supporting the use of code-switching in language teaching, suggest that this practice should apply selective approaches. Temesgen and Hailu (2022) suggests that awareness of the purpose of code-switching is useful in teaching because it allows developing more effective strategies with its help. In line with this perspective, Raju (2022) accepts that the code-switching practice is a natural and positive phenomenon.

Along with the emerging occurrences of code-switching in educational landscape, several studies have been examined to flaunt that this phenomenon is beyond this context and/or no country specific. Nisicha and Marpaung (2023) mainly examine TV talk shows in Indonesia and also observe that inter-sentential switching is typical. It is therefore important to note that although this research has only considered contexts of entertainment, the findings indicate that code-switching is now fully rooted into culture hence applicable across divergent fields such as education. Magnifying the issue on CS, a study of Khaerunnisa (2016) focused on analyzing an EFL teacher's use of code-switching in young learners' class. In this case, the primary language used was English, which the teacher supported with Spanish intersentential, intrasentential, and tag switching while explaining materials, instructing tasks, encouraging students, and correcting misbehavior. In a higher level, Mauliddiyah et.al (2020) examined the contexts in which code-switching occurs in junior high school English classes. It is highlighted that code-switching frequently occurred during activities such as commenting, questioning, and discussing. This strategic use of multiple languages by both teachers and students fosters an inclusive learning environment where linguistic barriers are minimized.

Moreover, amidst numerous studies that have been explored, the importance of code-switching is still considered debatable. Some detractors say that it can hinder students in spraying their attention to the target language and turn them into reliant of the native language. But some may oppose this claim. Therefore, while existing research provides insights into the types, functions, and effects of code-switching in various educational settings, there's a lack of comprehensive data specifically focusing on how college instructors utilize code-switching in online English language learning environments. This lightens another angle especially that almost of the cited literature and studies where codeswitching was examined, research settings were elementary and high school tiers.

METHODOLOGY

This study utilized a phenomenological research design for the researcher to determine the types and functions of code-switching that are employed by college instructors in online ELL classes. Phenomenological research describes the lived experiences of individuals regarding a phenomenon to understand its essence (Creswell & Poth, 2016). The researcher believed that this approach is appropriate for the present undertaking as it aims to capture people's subjective experiences as well as perceptions, enabling the researcher to grasp deeper insights into the main concern, the code-switching process.

The researcher has established specific participant selection criteria. These include: (1) The participant should be a faculty member of the Camarines Sur Polytechnic Colleges – College of Arts and Sciences; (2) The participant should be handling Bachelor of Arts in English Language Studies major course/s; (3) The participant should adhere to the Informed Consent Form given by the researcher. Furthermore, the participants of this study consist of four (4) college instructors who teach online ELL courses. These instructors were selected using purposive sampling to ensure they have substantial experience and/or background with bilingual education and use code-switching as part of their instructional strategies in virtual or tangible classroom. The initial plan included nine (9) instructors who are handling Bachelor of Arts in English Language Studies major classes in Camarines Sur Polytechnic Colleges, but during the data collection process, data saturation was achieved with four (4) participants. According to Alam (2021), data saturation pertains to the point at which no new information or themes are observed in the data, indicating that the sample size is sufficient to understand the phenomena under investigation comprehensively. Consent was obtained from all participants, ensuring their voluntary participation and the confidentiality of their data.

Bracketing was observed during the conduct of the study. The researcher set aside preconceptions and biases to approach the data with an open mind, focusing on the participants' responses and given data. For data collection procedures, the researcher observed four (4) ELL classes, with each session lasting ninety (90) minutes. In total, the researcher analyzed six (6) hours of recorded instructional content. The recorded videos served as the corpus for the researcher to unpack, leading to the first research objective – to identify the different types of code-switching. The researcher employed an observation guide that included key indicators grounded to the theoretical framework of the study. Content analysis was used after transcribing the recorded corpus. This helped the researcher in identifying the types in accordance with Poplack's framework.

Moreover, for the second research objective, the researcher conducted an in-depth semi-structured interview among the four (4) participants. Each interview lasted between 40 to 60 minutes. The interview guide consisted of ten (10) open-ended questions. Thematic analysis was used to determine the purpose of the phenomenon. Themes were generated, and the researcher has aligned them to Ferguson's framework.

FINDINGS AND DISCUSSION
The researcher has established two (2) research objectives – to identify the types of code-switching employed by college instructors in English Language Learning classes and to determine the functions of code-switching employed by the participants. The researcher considered four (4) college instructors who served as the participants of the study.

Types of Code-switching Employed by College Instructors in Online ELL
This section provides a clear picture of the different types of code-switching that are employed by the participants of the study. The researcher has considered Poplack's Code-Switching Theory (1980) as the theoretical framework to identify the emerging code-switching types in Online Learning Language classes.

Table 1. **Types of Code-switching Employed by College Instructors in Online ELL**

Types of Code-Switching	Frequency	Rank

Tag-Switching	87	1
Intra-sentential	31	2
Intersentential	4	3

Table 1 illustrates the various types of code-switching used by college instructors in online English Language Learning (ELL) classes, along with their frequency and rank. The types identified are Tag-Switching, Intra-sentential Switching, and Intersentential Switching.

The data reveals that Tag-Switching is the most frequently employed type of code-switching, occurring eighty-seven (87) times. Tag-Switching involves inserting a tag phrase from one language into an utterance that is otherwise in another language. In the researcher's transcripts, it was found out that instructors recurringly use the tags like *di ba?*, *ha?*, *tama?, right?* and *alam mo?* These tags serve various pedagogical purposes, such as seeking confirmation, engaging students, and providing emphasis on a particular matter.

Intra-sentential switching on the other hand occurs thirty-one (31) times. This comes out as the second most frequently used type. This refers to the process of code-switching in a particular context where the way of using one language in the middle of a sentence and then shifting to the other language in the same sentence can be observed. Some examples of this type that evidently appear on the researcher's transcripts are: *"Please turn on po ng inyong mga camera."*, *"I want to see your pogi at magagandang faces."*, *"I checked your manuscripts and its kaguluhan. What happened?"* Within this type of switching, it may take more skill to switch between languages and both the sender and recipient must be fluent in both languages.

In a nutshell, intra-sentential switching means that instructors are capitalizing on the students' bilingualism to get a better understanding and to explain in a manner that is richer in context. In this way, instead of focusing on mere translation of one language to the other, it is an effective way in which students can understand real life use of both languages and further build their bilingualism more comprehensively. However, it is essential to give a lot of thought while deploying it in a classroom setting to make sure that all students will be able to comprehend the mixed-language instructions.

Intersentential switching, the least frequent in this study with four (4) instances, occurs when different languages are used in different sentences. The low frequency suggests that this type of switching is used more selectively, evidently to mark a change in topic and even to emphasize certain points within the discussion without overwhelming students with constant language shifts. In the transcripts, a sample extract that is present: *That, that is how you do your literature review section. Punta naman tayo sa ibang parte ng inyong papel.* It is noticeable that the instructor has code-switched from the English language to Filipino in order to attain smooth topic shifting.

Moreover, in a deeper sense, the various types of code-switching fit with the differentiated instruction plan, that focuses on meeting various needs of students in terms of linguistic ability. In particular, the use of various forms of code-switching helps an instructor to address such students' needs in the context of online instruction more effectively and to choose the most appropriate strategies that can promote learning in a particular environment.

In line with this, Gabrys-Barker (2020) emphasized that teachers should undergo to intensive training on conscious language choice, cognitive potential, and metalinguistic awareness. Most importantly, given the positive effects of code-switching in instruction, professional development programs should

focus on the intended purpose of various forms of code-switching in order to optimize on their potential while at the same time reducing on the negative impacts such as confusion and information overload to the learners.

Functions of Code-switching in Online English Language Learning
This section covers the different themes and subthemes generated based on the participants' responses during the conduct of the in-depth semi-structured interviews. Themes were also categorized based on Ferguson's Typology of Functions of Classroom Code-Switching (2003) framework. Member-checking was observed during the process of analyzing the interview transcripts to corroborate the findings and the emerging codes/themes.

Curriculum Access
This revealed the two (2) emerging themes that validate that the participants of the study are employing code-switching in the classroom for curriculum access purposes. Curriculum access highlights the importance of code-switching to assist students in digesting the subject matter in a particular course.

Code-switching for explaining real-life examples
In classroom settings, one of the main aims of code-switching is to clarify concepts through the use of contextual related examples from the real world. This is due to the fact that many a time during teaching, teachers tend to translate what they are teaching in students' language by relating it to life situations or experiences. This strategy is quite useful especially in multicultural settings where students are at different levels in terms of fluency of the class medium.

As per the interview responses, college instructors do really employ code-switching as a strategy in explaining contextualized examples of concepts and topics. Instructors find it easier to explain real life examples effectively when they employ code-switching during the class discussion. Apparently, students in the same vein are more comfortable when instructors use code-switching in giving examples as per the participants' answers.

> *"...actually kapag may mga hindi masyadong maintindihan na concepts sa lessons, nafo-force akong mag code-switch para mas maintindihan nila [students]."* – 52P2

> *"...Sir, I personally prefer na gumamit ng Filipino o Tagalog since ang mga students natin dito ay galing sa iba-ibang provinces ng Bicol. Kahit mga Bikolano sila, iba-iba pa din ang dialect na alam nila."* – 35P3

Translated texts:

> *"...actually whenever there are students who are experiencing difficulty in understanding the lessons, it seems that I am forced to use code-switching for them [students] to understand it."* – 52P2

> *"...Sir, I personally prefer to use Filipino or Tagalog language since that our students are from the different provinces in the region. Even if they are native Bicolanos, they [students] know different dialects."* – 35P3

Furthermore, it is clarified by the participants that Filipino language is used over Bikol even if all of the learners reside in the region. When asked about the reasons why college instructors preferred to use Filipino as the medium during the process of code-switching, it's noted that it is due to linguistic variations and diversity. This strengthens the claim that code-switching to elaborate real-life examples makes it easier to relate theory with practice, thereby addressing one of the key weaknesses.

In the process of teaching, it is suggested that teachers should capitalize on students' first language and cultural backgrounds in an effort to make complex ideas more comprehensible. This is a useful technique in the sense that it helps students understand materials better as well as retain concepts by presenting such examples in familiar language and contexts. In addition, this practice embraces and recognizes the multilingual nature of classrooms thus fostering equality when providing knowledge.

These findings imply that while students could effectively and better understand concepts through their native languages, teachers are challenged to be multilingual in a sense that they [instructors] could relate to the language being used to by the learners. As per Imelwaty (2017) balancing between teaching English as well as the local language should be attained. College instructors in the higher education institutions should have a solid background in the local languages as well as the culture being observed within the locality.

Code-switching for verifying student's comprehension
Another emerging pattern identified by the researcher is the ability of the instructors to switch between English and the local language when asseverating the students' understanding of the course content. In cases where a teacher is teaching in a multilingual setting s/he may translate what s/he is teaching just to be sure that the contents being understood. This is actually beneficial because it ensures the students are not only consuming the information given but analyzing it critically as well.

Participants' responses testify that code-switching has been instrumental in assessing the student's comprehension on a particular topic. One participant has mentioned that whenever she do the recapitulation of the lessons, code-switching is used.

> *"...kapag bago mag start ng bagong lessons, di ba po may review ng past lessons, minsan nagta-Tagalog na lang ako para may sumagot na students. Way ko yan para ma-check kung may natutuhan sila [students] o wala." – 62P1*

Translated text:

> *"... whenever we start a new lesson, we always have review of the past lessons. Sometimes, I code-switch to Tagalog so that my students could answer. This is a way for me to check whether they learned or not." – 62P1*

Using code-switching enables the teachers to confirm understanding as well as ensure that their students comprehend the information being relayed to them. This technique creates a better chances of asking more detailed probing questions, something that might lead to discovering of misunderstandings that could not have been discovered in the course of using only one language.

> *"...tapos isa pa pala Sir. Minsan kapag di ako nagko code-switch, parang napaka seryoso ng ambiance sa Google Meeting. Kapag tensyonado ang mga estudyante, sa tingin ko hindi nila masyadong naiintindihan ang lessons."* – 77P3

Translated text:
> *"Another thing Sir. Whenever I do not code-switch, it seems that the ambiance set in class via Google Meeting is so serious making students feel tense which I think hurdles them to fully understand the lessons."* – 77P3

Furthermore, integrating code-switching in this case helps in easing tension for those learners who may feel limited in their proficiency in the language of delivery thus making them relaxed and ready for a lesson. This approach also acknowledges the linguistic resources students bring to the classroom, using these assets to support their learning process.

Moreover, this implies that the results of employing code-switching to ascertain understanding is really evident yet the effects as a method of checking comprehension are complex. First, it can lead to a more accurate assessment of student learning, ensuring that all students, regardless of their linguistic proficiency, can demonstrate their understanding. In this way, the issue on students from falling behind due to language barriers could be addressed. In fact, this can also identify areas where additional support to students is needed. Second, it promotes confidence and active engagement among students, as they feel their linguistic abilities are recognized and valued.

According to Pacheco (2023), code-switching has been a pedagogical tool for dual-focused aim to strengthening bilingual education. In a larger sense, utilizing CS needs to be aligned with culturally responsive teaching, which seeks to recognize and harness the cultural and linguistic diversity of the classroom as a strength rather than a barrier. Thus, code-switching for verifying comprehension supports a more equitable and effective educational experience for all students regardless of the grade level of students as well as the modality and/or platform that is used to carry-out the instructional delivery.

Classroom Management Discourse
As part of the framework established by Ferguson (2003), classroom management discourse is included as one of the functions of code-switching. The researcher has also identified two (2) subthemes that fall under the second function of code-switching.

Code-switching for tasks instructions
In classroom management, one critical application of code-switching is providing task instructions. According to the interviewed educators, they use several languages interchangeably to provide directions for tasks or lessons that students are supposed to complete. Providing instructions for tasks in one language and explaining it in another is useful to avoid misunderstandings that may occur within the workflow. As per responses of the participants, they [instructors] employ code-switching to clarify tasks instructions especially during collaborative activities.

> *"...it is challenging Sir na magbigay ng group activity lalo na kapag online classes. Kaya mas maganda na hindi mag English kapag nagbibigay ng instructions lalong lalo ng ang mga students ay kadalasang nagkakaroon ng problema sa internet."* – 61P4

> *"...halimbawa, kapag may students na hindi masyadong naintindihan ang instructions during activity such as Jamboard session, tina-tagalog ko na lang."* – 41P1

Translated texts:

> *"...it is challenging Sir to give group activity especially during online classes. It would be better not to use English in giving instructions especially that students tend to experience intermittent internet connection."* – 61P4

> *"...for example, if there are students who did not get the instructions fully during activity just like during Jamboard session, I use Tagalog instead."* – 41P1

In multicultural diversity learning settings, some students might be at different levels as per language understanding and speaking. By reiterating instructions through the use of students' native languages, instructors in HEIs can ensure that everyone is on the same page, which is crucial for effective classroom management as well as smooth transitions between activities.

Additionally, as per the interview responses, code-switching for task instructions could also save time. Whenever students are in a position to comprehend what is expected to them, they [students] are able to start on tasks with ease and do so in their own steam, which means that the flow of work in the virtual classroom is made better – meaning that there is always order.

> *"...English ka ng English eh hindi po pala naiintindihan ng students, eventually time consuming sya. Compared sa tinagalog mo na lang, mas mabilis na maiintindihan ng mga students ang instructions."* -77P3

Translated text:

> *"...it would be time-consuming if you keep on giving instructions through the English language without knowing that the students find it difficult to understand. Compared to giving instructions through Tagalog, it would be easier to understand by the students."* – 77P3

In this case, code-switching also shows how an instructor is able to be flexible and aware enough of the linguistic situation in the classroom or specific language forms that may be necessary to use to facilitate student learning. These imply that these are the repercussion that comes with the application of code-switching for task instructions. It can enhance students' capability to follow directions, which is helpful in managing a class effectively something that is crucial for any class. This also promotes independence and self-reliance among students because the students feel that they are capable of doing something without having to be told by the instructors all the time. Further, it promotes inclusivity and respect for linguistic variations and diversity, as students see their native languages being valued and utilized in the classroom. As per Sunibi et.al (2016), code-switching enhances understanding for students who struggle with English-only instructions. It is asserted by a claim that CS could facilitate comprehension alongside with the English language.

Code-switching for reprimanding learners
Another area of classroom management discourse that is continuously emerging in online English language learning classes is the use of code-switching to reprimand learners. In most instances, teachers are known to involve the learners' L1 when reprimanding or correcting them to enforce an order as well as to make the students understand that they are being scolded.

Code-switching when reprimanding students serves several purposes. Evident in the participants'' responses, CS is used to ensures that the student fully understands the negative action; it is crucial for correcting behavior effectively.

> *"...pag nagagalit na sir, parang minsan lang ata ang instructor na mag English habang nansisita ng mga maling gawain ng mga estudyante lalo na kapag online class." –* 35P2

> *"...mahirap kasi kapag nasa online class lang eh. Baka galit ka na, tinatawanan ka pa ng mga estudyante. Kaya kadalasan talaga, kapag pinagsasabihan ko sila [students], tagalog lang po ang gamit na language." –* 51P3

Translated texts:

> *"...if the instructor is angry, I think it is rare that an instructor will use English language in reprimanding students toward their wrong doings especially during online classes." –* 35P2
> *"...it is challenging if you are conducting a class online. Some students might be laughing at you while you are reprimanding them [students]. That is why, usually I use Tagalog instead of English." –* 51P3

Furthermore, the inability to understand what is said in the language of instruction may result to continued misconduct and uncertainty regarding the expected conduct. Using a student's native language can convey a more personal and serious tone, making the reprimand more effective.

Thus, this practice [code-switching] can show proper recognition of the child's cultural values and diversity despite the punishment. As echoed in the study of Schmeltz (2019), CS might be used by teachers to enforce discipline towards learners. However, in a different angle, as per Fatsah and Purnama (2022), teachers in the academe should use code-switching more on enhancing learning and not to always reprimand students. It is clear that while this aligns with restorative practices in the educational field, which emphasize clear communication and understanding in behavior management, instructors should always be guided on the true mission and that is to help learners learn.

Interpersonal Relations
Anchored to the theory of Ferguson (2003), interpersonal relation is one of the functions why people utilize code-switching in conversing with people around them. This section of the paper reveals one subtheme that creates a concrete explanation to employing CS in establishing relationship with others.

Code-switching for giving compliments and advices to learners
When it comes to interpersonal communications within the classroom, teachers employ code-switching to offer positive remarks and guidance to the learners. When engaging in these interactions

with students, it is most effective for teachers to use students' native languages and enhance understanding as well as increase their bonds with the students.

It is imperative to note that code-switching used while giving compliments make the communication process even more personal and appealing. Specifically, when compliments are said in a student's L1, the student feels proud and motivated to carry on academic tasks. This has been evident in the participants' responses.

> *"...in terms of ano naman po sir, 'pag kapag magbi-bigay po ng praises sa mga estudyante, mas feel nila yan kapag hindi English ang gamit." – 82P2*

> *"...kapag nagbibigay po ako ng mga comments sa mga ginawa, ginagawa nila, ayaw nila ng English, mas gusto nila ang Bikol, like mga "padagos sana" and mga ganyan po." – 79P1*

> *"...kapag Bikol ang puri, mas dama yan ng mga bata lalo ng mga Gen Z sila." – 77P4*

Translated texts:

> *"...in terms of giving praises to students, they really feel it if it is not in English language." – 82P2*

> *"...whenever I give comments to the works of my students, they preferred it to be transcribed in Bikol like "padagos sana" and the like." – 79P1*

> *"...if the compliments are transcribed or spoken in Bikol, students really feel its sincerity especially that they are Gen Z learners." – 77P4*

Furthermore, in the same way, when giving an advice, the use of code-switching helps in making sure that message gets across clearly to the student. As such, this approach might be especially helpful in resolving troubles in terms of academics or personal life, as it demonstrates understanding of cultural differences. This is particularly because when the advice is given in a language that the student feels most comfortable with, the student will be made it easier to understand that the communicator has his best interest at heart and thus will be more likely to heed to this advice.

Al-Qaysi (2018) supports the above-mentioned claim when he exclaimed that CS is used for compliments and is encouraged in EFL classrooms. In a similar call, code-switching for giving compliments and advice aligns with the principles and concepts of social-emotional learning (SEL) and culturally responsive teaching. This highly emphasizes the importance of positive relationships and effective communication in supporting students' emotional and academic development.

CONCLUSION

In view of the foregoing discussion, this qualitative study affirms that code-switching plays a crucial function within online ELL classes and highlights three principal types, namely, Tag-Switching, Intra-sentential, and Intersentential. Thus, the prevalence of Tag-Switching proves its efficiency in keeping students engaged and reiterating significant information compared to less frequent Intra-sentential switching, which shows how the instructors can use bilingualism in their teaching approaches, which

in turn facilitates the learning process and improves students' contextual knowledge. While intersentential switching occurs less often, used during purposive switching, it successfully identifies topical shifts and highlights important discussion points without overloading learners. The findings affirms that code-switching is not merely a linguistic phenomenon but it is also a purposeful instructional strategy that helps individuals especially the learners to understand the content better, provides access to curriculum, and functions as a management tool.

Complementarily, the study also establishes the social roles that dictate the use of code-switching in education or academic setting. It plays the role of imparting lessons through the use of simple real-life examples, checking, ensuring understanding of what is taught, guiding the students through completing tasks, and handling discipline in the class. Furthermore it creates a more civil interpersonal relationship when conveying compliments and advices in a language that is framed in a more personally appealing manner toward the students.

Since code-switching is a crucial element of the improvement in ELL classes' effectiveness in the online setting, educational organizations especially private and public higher education institutions (HEIs) should develop effective professional development programs for teachers. Such programs should aim at strengthening the practical application of code-switching in teaching over its downside. Trainings should emphasize the conscious as well as the effective deployment of various forms of code-switching to support curriculum coupled with instructional delivery and student engagement.

Moreover, it is recommended that further research be conducted to explore the long-term impacts of code-switching on students' bilingual or multilingual proficiency and academic performance. Such research might lead to a better understanding of how much of an L1 might adequately be used and how L1 could be integrated into the classroom such that it enhances teaching and learning. By continually assessing, refining, and re-examining the use of code-switching, educators can better support the diverse linguistic needs of the learners, ultimately fostering a more inclusive, conducive, and effective learning environment.

REFERENCES

Agna, A., Molina, C., Pontillas, M., & Ignacio, J. (2022). Exploring codeswitching occurrences in an online English language learning in a state college, Philippines. *Journal of Education, Management and Development Studies*, *2*(3), 37-46.

Ahmad, N., & Ismail, S. (2022). An analysis code swtiching by language teachers with students of mix proficiency levels of english at a sub secondary school. *FRASA: English Education and Literature Journal*, *3*(2), 122-131.

Al-Qaysi, N. (2018). A review of code-switching: Learners' and educators' perspectives. *International Journal of Information Technology*, *2*(2), 1-11.

Alam, M. K. (2021). A systematic qualitative case study: questions, data collection, NVivo analysis and saturation. *Qualitative Research in Organizations and Management: An International Journal*, *16*(1), 1-31.

Almagableh, S. I. S., & Yunus, K (2022). The functions of code-switching used during the student-teacher interactions in the classrooms: observations and impacts.

Bebin, K., Raju. (2022). Codeswitching and translanguaging. 90-114

Boztepe, E. (2003). Issues in code-switching: competing theories and models. *Studies in Applied Linguistics and TESOL*, *3*(2).

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Elhija, D. A. (2023). Code switching in digital communication. *Open Journal of Modern Linguistics*, *13*(3), 355-372.

Fatsah, H., & Purnama, I. (2022). Students' perception toward the EFL lecturer's code-switching in PGSD's English classroom. *Jurnal Pedagogi dan Pembelajaran*, *5*(3), 421-427.

Ferguson, G. (2003). Classroom code-switching in post-colonial contexts: Functions, attitudes and policies. *AILA review*, *16*(1), 38-51.

Gabryś-Barker, D. (2020). The practice of classroom code-switching, Translanguaging or simply alternating languages in FL teacher talk. *Anglica Wratislaviensia*, *58*(1), 147-164.

Imelwaty, S. (2017). Code-switching Practices at EnglishTeacher Education Program in Multilingual Indonesian Society. *Curricula: Journal of Teaching and Learning*, *1*(1).

Khaerunnisa, L. (2016). An EFL teacher's code switching in a young learners' class. *Indonesian Journal of EFL and Linguistics*, 13-31.

Kumar, T., Nukapangu, V., & Hassan, A. (2021). Effectiveness of code-switching in language classroom in India at primary level: a case of L2 teachers' perspectives. *Pegem Journal of Education and Instruction*, *11*(4), 379-385.

Mauliddiyah, A., Munir, A., & Mustofa, A. (2020). The use of code-switching in the EFL classroom of first-grade at junior high school. *International Journal for Educational and Vocational Studies*, *2*(1), 143-148.

Munawaroh, H., Hartono, R., & Sakhiyya, Z. (2022). The use of code-switching in EFL Classroom instruction and interaction. *English Education Journal*, *12*(1), 38-46.

Nisicha, T. G., & Marpaung, M. S. (2023). The use of code switching by Chef Juna and Deddy Corbuzier in Deddy Corbuzier Podcast. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *6*(1), 447-455.

Pacheco, L. (2023). Teachers' code-switching in bilingual primary education: A literary review of its pedagogical functions. In *Handbook of research on training teachers for bilingual education in primary schools* (pp. 22-40). IGI Global.

Poplack, S. (1980). Sometimes i'll start a sentence in spanish y termino en espanol: toward a typology of code-switching1.

Pratama, P. A. (2022). Code switching and code mixing in english language learning during online learning in covid-19 outbreak. *Jurnal Pendidikan Bahasa Inggris undiksha*, *10*(1), 53-59.

Ramos, M. G. P. (2022). Code-switching in teaching English literature: The case of teachers in Candon City, Ilocos Sur. *Journal of Advances in Humanities Research*, *1*(3), 1-15.

Sampurna, B. (2023). Code-switching in english classroom. *Jurnal Syntax Transformation*, *4*(3), 40-43.

Schmeltz, D. C. (2019). Code switch at an alternative high school.

Sunubi, A. H., Dalle, A., & Maghdalena, M. (2016). English teacher instruction in giving material by using code switching and code mixing in smu neg. 2 parepare. *KURIOSITAS: Media Komunikasi Sosial dan Keagamaan*, *9*(1), 35-47.

Temesgen, A., & Hailu, E. (2022). Teachers' codeswitching in EFL classrooms: Functions and motivations. *Cogent Education*, *9*(1), 2124039.