



Effectiveness of Code-Switching as a Pedagogical Strategy in English Learning

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Abstract

This study assessed the Effectiveness of Code-Switching as a Pedagogical Strategy in English Learning in the Public and Private Secondary School of the Division of La Union. The descriptive-evaluative research method was used with the survey-questionnaire as a tool. It involved one hundred (100) Grade 7 learners and eight (8) English teachers.

Code-Switching was perceived by the learners as "very highly effective" and the teachers as "highly effective." Code-Switching is perceived by both learners and teachers to be "highly impactful." Code-Switching as a strategy is perceived by learners to be "very highly engaging" and by teachers as "highly engaging." The challenges encountered were perceived to be "highly serious" by both the learners and English teachers. The suggested measures to address the challenges encountered were perceived to be "highly applicable." There were significant differences between the perception of learners and teachers.

Keywords

Effectiveness; Code-Switching; Learners' Engagement; Performance; Learning

1. Introduction

English occupies a central position in the educational system of multilingual countries such as the Philippines, where it serves not only as a subject but also as the medium of instruction for disciplines like Science and Mathematics, and as one of the official languages of government, media, and business. Mastery of English, particularly in speaking and writing, has become an essential requirement for academic success and for competitiveness in the global workforce, as reflected in its use in standardized tests, entrance examinations, and employment applications.

Despite this widespread exposure, mastery of the language remains elusive to many Filipino learners, and a significant gap persists between exposure and actual performance. The SEA-PLM regional assessment reported that only 48 percent of Filipino students achieved proficiency in English reading comprehension, with performance in speaking and writing even lower (Southeast Asian Ministers of Education Organization [SEAMEO] and UNICEF, 2019). The results of the 2018 Programme for International Student Assessment similarly placed the Philippines at the bottom of 79 participating countries in reading comprehension. Local data likewise revealed that 72 percent of students in urban schools struggle to understand English instructions (Philippine Business for Social Progress [PBSP], 2020). Studies further confirm that English proficiency is a strong predictor of academic achievement (Santos and Taguibao, 2021) and that widespread difficulties with basic grammar and vocabulary directly affect classroom performance (Pascual and Pajarillo, 2020).



One major contributing factor to this challenge is the linguistic diversity of the Philippines, where English is often a second or even a third language for many learners. When lessons are delivered entirely in English without adequate scaffolding or sensitivity to students' linguistic backgrounds, many students disengage due to confusion and difficulty in understanding. To address this, many teachers have adopted code-switching, the practice of alternating between the learners' first language and English, as a pedagogical tool that supports comprehension and sustains engagement in multilingual classrooms.

Recent studies affirm the value of this strategy. Adendorff (2020) divulged that strategic code-switching facilitates classroom communication and enables learners to comprehend complicated concepts more quickly, while Garcia and Johnson (2021) argue that incorporating students' home languages supports not only language acquisition but also their emotional and social development. Olivera (2021) revealed that code-switching significantly boosts student confidence and participation during discussions, and Nawaz (2023) asserted that it leads to clearer understanding of instructions and promotes a more inclusive learning environment. Jogulu (2024) found that both teachers and students hold generally favorable attitudes toward code-switching, and Aquino (2022) reported that students exposed to code-switching demonstrated higher levels of academic performance in English. In the same vein, Domede (2023) described code-switching as a practical language strategy in environments where learners have limited avenues to develop their English skills, Ezeh, Umeh, and Anyanwu (2022) explained that it allows teachers to lead learners from the known to the unknown by building on the first language, and Lin (2024) underscored its power to promote comprehension, engagement, and overall proficiency. Even in online settings, Algethami (2025) found that students viewed code-switching as an effective technique for ensuring clarity and engagement.

Despite these advantages, a pressing concern remains: does code-switching genuinely help students improve in English, or does it foster overreliance on the native language and ultimately become a barrier rather than a bridge? Proponents of English-only policies argue that consistent exposure enhances fluency. Santos and Rivera (2021) found that regular English use in the classroom leads to improved oral proficiency and more natural grammar and vocabulary use, while Tan and Del Rosario (2022) contend that minimizing the first language fosters independence and encourages learners to think in English. Liwanag et al. (2022) found that the English-only policy motivated tertiary students to communicate more in English, and Bagaoisan (2023) and Gregorio (2023) reported positive effects on students' confidence, fluency, and classroom participation. Conversely, excessive and unplanned code-switching can encourage mental translation, hinder natural language acquisition, and create a cycle of disengagement where students rely on the first language as their primary means of learning.

This study is anchored on theories that collectively frame purposeful code-switching as a legitimate learning resource: Vygotsky's Sociocultural Theory, which positions code-switching as scaffolding within the Zone of Proximal Development; Cummins' Interdependence Hypothesis, which holds that skills gained in the first language transfer positively to the second; Krashen's Input Hypothesis, which stresses the need for comprehensible input; Communicative Language Teaching, which focuses on meaningful interaction; Translanguaging Theory, which views bilinguals as drawing on one shared linguistic repertoire (Garcia and Johnson, 2021); Communication Accommodation Theory, which explains how teachers converge toward learners' language to build rapport; and the Markedness Model, which treats the shift to the first language as an intentional, strategic choice rather than a linguistic deficit.

In this light, this study assessed the effectiveness of code-switching as a pedagogical strategy in English learning among Grade 7 learners in the private and public junior high schools of the Division of La Union during School Year 2024-2025. Specifically, it determined the level of effectiveness of code-switching in enhancing students' comprehension in English; the extent of its impact on students' performance in English; the level of students' engagement in English classes where code-switching is



employed; the degree of seriousness of the challenges encountered in its use; the level of applicability of the suggested measures to address these challenges; and the significant differences between the perceptions of the Grade 7 learners and their English teachers on the different variables under study. Based on the findings, intervention activities were proposed. The study was guided by the null hypothesis that there are no significant differences between the perceptions of Grade 7 learners and their English teachers on the different variables under study.

2. Methodology

This study used the descriptive-evaluative design, which describes and then judges the merit, worth, or value of a practice, program, or strategy against set criteria or outcomes. The design was adopted because the study both described and evaluated the level of effectiveness of code-switching as a pedagogical strategy in English learning, the extent of its impact on learners' performance, the level of learners' engagement, the degree of seriousness of the challenges encountered, and the level of applicability of the suggested measures to address them.

The study was conducted in the public and private secondary schools of the Division of La Union during School Year 2024-2025. Owing to the large number of schools in the Division, four private schools (Sacred Heart School Inc., GIFTED Learning Centre, Polytechnic College of La Union, and Lord of Zion Divine School) and four public schools (Don Eulogio De Guzman Memorial National High School, Naguilian National High School, La Union National High School, and Eastern Naguilian National High School) were selected based on accessibility and convenience of data collection. The respondents consisted of one hundred (100) Grade 7 learners and eight (8) English teachers chosen through the simple random technique. Table 1 presents the distribution of respondents by school.

Table 1. Distribution of Respondents (Grade 7 Learners and English Teachers) by School

Name of School	Number of Grade 7 Learners	Number of Teachers
Sacred Heart School Inc.	20	1
GIFTED Learning Centre	10	1
Polytechnic College of La Union	10	1
Lord of Zion Divine School	10	1
Don Eulogio De Guzman Memorial National High School	15	1
Naguilian National High School	10	1
La Union National High School	15	1
Eastern Naguilian National High School	10	1
Grand Total	100	8

The researcher used a constructed survey questionnaire composed of five parts corresponding to the five variables of the study: the effectiveness of code-switching in enhancing comprehension, its impact on performance, learners' engagement, the challenges encountered, and the suggested measures to address them. To ensure validity and reliability, the initial copy was reviewed by an English critic and the thesis adviser, then pilot tested with ten (10) Grade 7 learners and two (2) English teachers of Sacred Heart School Inc., and refined based on their comments and suggestions. Before administration, permission was sought from the Schools Division Superintendent and the principals

or school heads of the selected schools. The questionnaires were personally administered by the researcher and retrieved on the same day to keep the data secured, as stated in the informed consent of the respondents.

Frequency counts, weighted means, and ranking were used to quantify and qualify the data gathered. Responses were interpreted on a five-point scale with the following statistical limits: 4.21-5.00, very high; 3.41-4.20, high; 2.61-3.40, moderate; 1.81-2.60, slight; and 1.00-1.80, not at all, with the descriptive rating adapted to each variable (effective, impactful, engaged, serious, and applicable). The t-test set at the 0.05 level of probability was used to determine the significant differences between the perceptions of the two groups of respondents. Ethical standards were observed throughout the study, including informed consent, confidentiality, anonymity, respect for persons, voluntary participation, minimization of harm, and the right to withdraw.

3. Results and Discussion

3.1 Level of Effectiveness of Code-Switching in Enhancing Learners' Comprehension in English

Table 2 presents the level of effectiveness of code-switching as a strategy in enhancing learners' comprehension in English as perceived by the Grade 7 learners. The data reveal a strong overall positive response, with an average weighted mean of 4.24, described as very highly effective. The highest rated indicator, "strengthens understanding in discussions" (WM = 4.37), reveals that learners find code-switching highly effective in promoting clearer comprehension during classroom interactions, followed by "helps learners understand English lessons more clearly" (WM = 4.30) and "clarifies instructions during English class activities" (WM = 4.29). Even the lowest rated item, "makes learners follow complex grammar explanations easier" (WM = 4.13), remained highly effective, which suggests that while code-switching helps, grammar instruction may still need additional support such as visual aids, concrete examples, and step by step explanations.

Table 2. Level of Effectiveness of Code-Switching as a Strategy in Enhancing Learners' Comprehension in English as Perceived by Grade 7 Learners (N=100)

Indicators	WM	DR	Rank
Strengthens understanding in discussions.	4.37	VHE	1
Helps learners understand English lessons more clearly.	4.30	VHE	2
Clarifies instructions during English class activities.	4.29	VHE	3
Helps in clarifying doubts more effectively.	4.27	VHE	4
Increases ability to recall lessons during exams.	4.26	VHE	5
Reduces confusion during discussions.	4.23	VHE	6
Aids in grasping the meaning of unfamiliar English words.	4.20	HE	7
Supports better retention of lessons content.	4.17	HE	8
Minimizes misunderstanding in interpreting English vocabulary.	4.14	HE	9
Makes learners follow complex grammar explanations easier.	4.13	HE	10
Average Weighted Mean	4.24	VHE	

Table 3 shows the corresponding perceptions of the English teachers, who rated code-switching as highly effective overall, with an average weighted mean of 4.04. Three indicators stood out with a very highly effective rating of 4.25 each: "helps learners understand English lessons more clearly," "strengthens understanding in discussions," and "helps in clarifying doubts more effectively." This indicates that teachers believe switching between English and the learners' native language greatly supports clarity of instruction and reduces the cognitive load typically associated with second language learning. Even the lowest rated indicator, "minimizes misunderstanding in interpreting English vocabulary" (WM = 3.75), remained within the highly effective range.

Table 3. Level of Effectiveness of Code-Switching as a Strategy in Enhancing Learners' Comprehension in English as Perceived by English Teachers (N=8)

Indicators	WM	DR	Rank
Helps learners understand English lessons more clearly.	4.25	VHE	2
Strengthens understanding in discussions.	4.25	VHE	2
Helps in clarifying doubts more effectively.	4.25	VHE	2
Aids in grasping the meaning of unfamiliar English words.	4.13	HE	4
Clarifies instructions during English class activities.	4.00	HE	5.5
Increases ability to recall lessons during exams.	4.00	HE	5.5
Supports better retention of lessons content.	3.88	HE	8
Makes learners follow complex grammar explanations easier.	3.88	HE	8
Reduces confusion during discussions.	4.00	HE	8
Minimizes misunderstanding in interpreting English vocabulary.	3.75	HE	10
Average Weighted Mean	4.04	HE	

Taken together, both learners and teachers recognize that code-switching bridges linguistic gaps, promotes confidence and active participation, and reinforces understanding, recall, and retention of lesson content. These findings align with Vygotsky's Sociocultural Theory, under which code-switching serves as scaffolding within the learners' Zone of Proximal Development, and with Krashen's Affective Filter and Comprehensible Input Hypotheses, since the strategy lowers anxiety and keeps language input within the learners' reach. The results collectively advocate for the intentional and strategic integration of code-switching in English classrooms, particularly in the early and intermediate levels.

3.2 Extent of Impact of Code-Switching on Learners' Performance in English

Table 4 presents the extent of impact of code-switching on learners' performance in English as perceived by the Grade 7 learners, who rated it as highly impactful overall with an average weighted mean of 4.19. The indicator "contributes to achieving learning outcomes in English more effectively" ranked highest (WM = 4.33), followed by "improves learners' performance in English quizzes and tests" (WM = 4.23) and "boosts learners' participation in English discussions" (WM = 4.22). These results show that when teachers clarify challenging lessons using the native language, learners find it easier to grasp unfamiliar content, prepare for assessments with less anxiety, and join class conversations more freely. Even the lowest rated indicator, "helps minimize errors in speaking and writing English" (WM = 4.09), was still considered highly impactful.

Table 4. Impact of Code-Switching on Learners' Performance in English as Perceived by the Grade 7 Learners (N=100)

Indicators	WM	DR	Rank
Contributes to achieving learning outcomes in English more effectively.	4.33	VHI	1
Improves learners' performance in English quizzes and tests.	4.23	VHI	2
Boosts learners' participation in English discussions.	4.22	VHI	3
Helps learners have better performance in English classes.	4.21	VHI	4
Enhances learners' critical thinking skills.	4.19	HI	5
Supports learners' ability to deliver oral presentations in English.	4.18	HI	6
Enhances learners' writing skills in English.	4.15	HI	7.5
Leads to better overall grades in English.	4.15	HI	7.5
Increases confidence in using English language during class discussions.	4.13	HI	9
Helps minimize errors in speaking and writing English.	4.09	HI	10
Average Weighted Mean	4.19	HI	

As shown in Table 5, the English teachers likewise perceived code-switching as highly impactful, with an average weighted mean of 3.75. The indicator "contributes to achieving learning outcomes in English more effectively" again ranked first (WM = 4.13), affirming that teachers believe the strategy bridges language gaps and helps learners connect with lesson objectives. Notably, "enhances learners' writing skills in English" (WM = 3.38) was the only indicator rated moderately impactful, which suggests that teachers see code-switching as having less direct influence on structured writing, an area that requires consistent English immersion and formal instruction.

Table 5. Impact of Code-Switching on Learners' Performance in English as Perceived by English Teachers (N=8)

Indicators	WM	DR	Rank
Contributes to achieving learning outcomes in English more effectively.	4.13	HI	1
Boosts learners' participation in English discussions.	4.00	HI	2
Helps learners have better performance in English classes.	3.88	HI	3.5
Improves learners' performance in English quizzes and tests.	3.88	HI	3.5
Leads to better overall grades in English.	3.75	HI	5.5
Supports learners' ability to deliver oral presentations in English.	3.75	HI	5.5
Enhances learners' critical thinking skills.	3.63	HI	7.5

Indicators	WM	DR	Rank
Helps minimize errors in speaking and writing English.	3.63	HI	7.5
Increases confidence in using English language during class discussions.	3.50	HI	9
Enhances learners' writing skills in English.	3.38	MI	10
Average Weighted Mean	3.75	HI	

The combined results indicate that code-switching enhances comprehension, encourages participation, and supports better performance in assessments and class activities. Learners view it as a tool that builds their confidence and helps them express their thoughts more clearly, while teachers see it as an approach that bridges language gaps and promotes active engagement. The findings likewise point to writing development as the area where sustained English exposure matters most, echoing Krashen's Comprehensible Input Hypothesis and Cummins' Common Underlying Proficiency, under which concepts developed in the first language transfer to and are eventually expressed in English.

3.3 Level of Learners' Engagement in English Classes Where Code-Switching Is Employed

Table 6 presents the level of learners' engagement in English classes where code-switching is employed as perceived by the Grade 7 learners, who rated it as very highly engaging overall with an average weighted mean of 4.27. The highest rated indicator, "makes class discussions feel less intimidating" (WM = 4.37), shows that learners feel significantly more at ease during discussions when code-switching is allowed, as it lowers the anxiety of speaking a second language and removes the fear of being judged for mispronunciation or incorrect grammar. This is followed by "helps learners become more active during English class" (WM = 4.33) and "makes learners feel more involved in class conversations" (WM = 4.31). The lowest rated indicator, "motivates learners to complete tasks on time" (WM = 4.09), suggests that learners attribute timely task completion more to personal discipline and teacher expectations, although code-switching still indirectly supports task execution by clarifying instructions.

Table 6. Level of Learners' Engagement on the Use of Code-Switching in English Classes as Perceived by Grade 7 Learners (N=100)

Indicators	WM	DR	Rank
Makes class discussions feel less intimidating.	4.37	VHE	1
Helps learners become more active during English class.	4.33	VHE	2
Makes learners feel more involved in class conversations.	4.31	VHE	3
Makes English lessons more interactive.	4.30	VHE	4
Encourages learners to express ideas and opinions during class discussions.	4.29	VHE	5
Makes learners feels more comfortable in English class.	4.25	VHE	6
Creates a more inclusive and conducive classroom environment.	4.28	VHE	7
Fosters a positive learning atmosphere.	4.26	VHE	8.5
Makes learners follow along will the lesson easier.	4.26	VHE	8.5

Indicators	WM	DR	Rank
Motivates learners to complete tasks on time.	4.09	HE	10
Average Weighted Mean	4.27	VHE	

Table 7 shows the corresponding perceptions of the English teachers. All indicators obtained a highly engaged rating, with an average weighted mean of 4.00. The items "makes English lessons more interactive" and "encourages learners to express ideas and opinions during class discussions" ranked highest with weighted means of 4.13 each, indicating that when learners are allowed to process and respond using a mix of English and their native language, they become more confident and feel included in the learning process. The items "makes learners feel more comfortable in English class" (WM = 3.75) and "motivates learners to complete tasks on time" (WM = 3.88) scored slightly lower, though still within the highly engaged range.

Table 7. Level of Learners' Engagement on the Use of Code-Switching in English Classes as Perceived by English Teachers (N=8)

Indicators	WM	DR	Rank
Makes English lessons more interactive.	4.13	HE	1.5
Encourages learners to express ideas and opinions during class discussions.	4.13	HE	1.5
Makes class discussions feel less intimidating.	4.00	HE	4
Helps learners become more active during English class.	4.00	HE	4
Creates a more inclusive and conducive classroom environment.	4.00	HE	4
Motivates learners to complete tasks on time.	3.88	HE	7.5
Makes learners feel more involved in class conversations.	3.88	HE	7.5
Fosters a positive learning atmosphere.	3.88	HE	7.5
Makes learners follow along will the lesson easier.	3.88	HE	7.5
Makes learners feels more comfortable in English class.	3.75	HE	10
Average Weighted Mean	4.00	HE	

The combined results reveal a shared recognition of the positive impact of code-switching on engagement. Learners emphasize how it helps them follow along more easily and feel safer in participating, while teachers highlight its role in encouraging learners to share their thoughts and engage in more dynamic class exchanges. This convergence suggests that code-switching not only facilitates language learning but also nurtures the emotional and social aspects of classroom interaction, breaking down communication barriers and making learners feel valued and understood.

3.4 Degree of Seriousness of the Challenges Encountered in Using Code-Switching

Table 8 shows the degree of seriousness of the challenges encountered in using code-switching as a pedagogical strategy in English as perceived by the Grade 7 learners, who rated the challenges as highly serious overall with an average weighted mean of 3.78. The top concern, "prevents learners

from practicing proper English grammar" (WM = 3.96), reveals that learners are aware of the potential negative impact of code-switching on their grammatical accuracy, as frequent shifting between linguistic structures may lead them to transfer patterns from the first language. This is followed by "affects learners' confidence when speaking in purely English contexts" and "discourages learners from improving their English vocabulary," both at 3.88, showing that learners recognize how code-switching, while helpful in the moment, can limit their growth in English-only environments.

Table 8. Degree of Seriousness of the Challenges Encountered in Using Code-Switching as a Pedagogical Strategy in English as Perceived by the Grade 7 Learners (N=100)

Indicators	WM	DR	Rank
Prevents learners from practicing proper English grammar.	3.96	HS	1
Affects learners' confidence when speaking in purely English contexts.	3.88	HS	2.5
Discourages learners from improving their English vocabulary.	3.88	HS	2.5
Causes confusion when switching between English and the native language.	3.81	HS	4
Creates dependency on the native language	3.80	HS	5
Encourages mixing languages even in formal assessments.	3.78	HS	6
Reduces motivation to improve English fluency.	3.70	HS	7
Limits the development of learners' English-speaking skills.	3.68	HS	8.5
Reduces learners' ability to think critically in English.	3.68	HS	8.5
Slows down learners' ability to process content delivered only in English.	3.67	HS	10
Average Weighted Mean	3.78	HS	

Table 9 presents the perceptions of the English teachers, who likewise rated the challenges as highly serious with an average weighted mean of 3.84. The indicator "creates dependency on the native language" received the highest weighted mean of 4.13 and a very highly serious rating, reflecting a strong concern that frequent reliance on the native language may hinder students' drive to master English independently. Closely following were "reduces motivation to improve English fluency," "limits the development of learners' English-speaking skills," and "slows down learners' ability to process content delivered only in English," all at 4.00.

Table 9. Degree of Seriousness of the Challenges Encountered in Using Code-Switching as a Pedagogical Strategy in English as Perceived by the English Teachers (N=8)

Indicators	WM	DR	Rank
Creates dependency on the native language.	4.13	VHS	1
Reduces motivation to improve English fluency.	4.00	HS	3
Limits the development of learners' English-speaking skills.	4.00	HS	3
Slows down learners' ability to process content delivered only in	4.00	HS	3

Indicators	WM	DR	Rank
English			
Prevents learners from practicing proper English grammar.	3.88	HS	5.5
Causes confusion when switching between English and the native language.	3.88	HS	5.5
Encourages mixing languages even in formal assessments.	3.75	HS	7
Discourages learners from improving their English vocabulary.	3.63	HS	8.5
Reduces learners' ability to think critically in English.	3.63	HS	8.5
Affects learners' confidence when speaking in purely English contexts.	3.50	HS	10
Average Weighted Mean	3.84	HS	

The results from both groups present a clear consensus that the challenges of code-switching are highly serious. While it enhances comprehension and engagement, especially for struggling learners, overuse can compromise English language acquisition, blur language boundaries in formal assessments, and create dependency on the first language. It is therefore essential to adopt a balanced approach, one that uses code-switching as a scaffold rather than a crutch, supported by structured immersion, guided language use, and regular English-only activities.

3.5 Level of Applicability of the Suggested Measures to Address the Challenges Encountered

Table 10 presents the level of applicability of the suggested measures to address the challenges encountered in the use of code-switching as perceived by the Grade 7 learners. The overall average weighted mean of 4.19 reveals that the suggested measures are highly applicable. The highest rated measures were "creating guidelines for when and how to use code-switching in class" (WM = 4.35), "integrating immersion programs to strengthen language fluency" (WM = 4.33), and "developing activities to help learners transition between languages" (WM = 4.30), indicating a strong preference for structured yet flexible strategies. The lowest rated measure, "involving parents in reinforcing proper language use at home" (WM = 3.80), while still highly applicable, suggests that learners may not see home support as directly impactful on classroom language use.

Table 10. Level of Applicability of the Suggested Measures to Address the Challenges Encountered in the Use of Code-Switching as Perceived by the Grade 7 Learners (N=100)

Indicators	WM	DR	Rank
Creating guidelines for when and how to use code-switching in class can help minimize confusion.	4.35	VHA	1
Integrating immersion programs to strengthen language fluency.	4.33	VHA	2
Developing activities to help learners transition between languages.	4.30	VHA	3
Developing learners' proficiency to reduce reliance on code-switching.	4.26	VHA	4
Providing clear guidelines on appropriate use of code-switching.	4.24	VHA	5

Indicators	WM	DR	Rank
Providing teacher training on proper and balanced use of code-switching is useful.	4.22	VHA	6
Promoting awareness of code-switching's benefits and drawbacks.	4.17	HA	7
Setting classroom routines that alternate between English-only and code-switched discussions is effective.	4.12	HA	8
Limiting code-switching in tasks helps promote formal English usage.	4.11	HA	9
Involving parents in reinforcing proper language use at home.	3.80	HA	10
Average Weighted Mean	4.19	HA	

Table 11 shows the perceptions of the English teachers, who rated the suggested measures as highly applicable overall with an average weighted mean of 4.03. Four measures received a very highly applicable rating of 4.13 each: "developing learners' proficiency to reduce reliance on code-switching," "limiting code-switching in tasks to promote formal English usage," "involving parents in reinforcing proper language use at home," and "integrating immersion programs to strengthen language fluency." These ratings signal a strong consensus that long-term, sustainable language development should be prioritized and that learning extends beyond the classroom.

Table 11. Level of Applicability of the Suggested Measures to Address the Challenges Encountered in the Use of Code-Switching as Perceived by the English Teachers (N=8)

Indicators	WM	DR	Rank
Developing learners' proficiency to reduce reliance on code-switching.	4.13	VHA	2.5
Limiting code-switching in tasks helps promote formal English usage.	4.13	VHA	2.5
Involving parents in reinforcing proper language use at home.	4.13	VHA	2.5
Integrating immersion programs to strengthen language fluency.	4.13	VHA	2.5
Developing activities to help learners transition between languages.	4.00	HA	5
Creating guidelines for when and how to use code-switching in class can help minimize confusion.	3.88	HA	7.5
Providing clear guidelines on appropriate use of code-switching.	3.88	HA	7.5
Setting classroom routines that alternate between English-only and code-switched discussions is effective.	3.88	HA	7.5
Promoting awareness of code-switching's benefits and drawbacks.	3.88	HA	7.5
Providing teacher training on proper and balanced use of code-switching is useful.	3.75	HA	10

Indicators	WM	DR	Rank
<i>Average Weighted Mean</i>	<i>4.03</i>	<i>HA</i>	

Both perspectives highlight the dual role of code-switching: it is a helpful bridge for understanding and inclusion when used properly, but a potential barrier when overused or left unregulated. The consistently high applicability ratings reinforce the importance of balancing flexibility with structure through clear classroom guidelines, teacher preparation, learner scaffolding, and home support.

3.6 Summary of the Perceptions of the Grade 7 Learners and English Teachers

Table 12 summarizes the perceptions of the two groups of respondents on the different variables of the study. Both learners and teachers perceived code-switching as effective in improving comprehension, impactful on academic performance, and engaging in English classes, with learners consistently rating it slightly higher. Both groups likewise acknowledged the challenges posed by code-switching and agreed that the proposed interventions, such as teacher training, classroom guidelines, parental involvement, and immersion programs, are relevant and can help reduce its negative effects.

Table 12. Summary Table on the Perceptions of Grade 7 Learners and English Teachers on the Different Variables of the Study

Variables	Grade 7 Learners		English Teachers	
	AWM	DR	AWM	DR
Level of Effectiveness of Code-Switching in Enhancing Learners' Comprehension in English	4.24	VHE	4.01	HE
Extent of Impact of Code-Switching on Learners' Performance in English	4.19	HI	3.75	HI
Level of Learners' Engagement in English Classes where Code-Switching is Employed	4.27	VHE	4.00	HE
Degree of Seriousness of the Challenges Encountered in Using Code-Switching as a Pedagogical Strategy in English	3.78	HS	3.84	HS
Level of Applicability of the Suggested Measures to Address the Challenges Encountered in Using Code-Switching as a Pedagogical Strategy in English	4.19	HA	4.03	HA

These findings strongly affirm that, when used intentionally and judiciously, code-switching enhances both the academic success and the emotional well-being of learners. It serves as a bridge, not a barrier, in English language learning. At the same time, the identified challenges highlight the need for strategic and purposeful code-switching, in which teachers maintain a careful balance and use the strategy for clarity and inclusion without hindering English immersion and fluency development.

3.7 Test of Difference Between the Perceptions of the Grade 7 Learners and English Teachers

Table 13 reveals the t-test results on the perceptions of the Grade 7 learners and English teachers on the different variables of the study. A significant difference was found in the level of effectiveness of code-switching in enhancing students' comprehension in English (mean difference = 0.23, $t = 2.53$, $p = 0.03$), in the extent of its impact on students' performance (mean difference = 0.44, $t = 2.71$, $p = 0.02$), and in the level of students' engagement in English classes where code-switching is employed (mean difference = 0.27, $t = 2.32$, $p = 0.04$). These findings led to the rejection of the null hypothesis for the three variables, indicating that learners perceived code-switching as more effective, more impactful, and more engaging than their teachers did.

Table 13. T-test Result on the Perceptions of the Grade 7 Learners and English Teachers on the Different Variables under Study

Variable	Mean Diff.	T value	p-value	Decision	Remarks
Level of Effectiveness of Code-Switching in Enhancing Students' Comprehension in English	0.23	2.53	0.03	Reject Ho	Significant
Extent of Impact of Code-Switching on Students' Performance in English	0.44	2.71	0.02	Reject Ho	Significant
Level of Students' Engagement in English Classes where Code-Switching is Employed	0.27	2.32	0.04	Reject Ho	Significant
Degree of Seriousness of the Challenges Encountered in Using Code-Switching	-0.06	-0.39	0.36	Accept Ho	Not Significant
Level of Applicability of the Suggested Measures to Address the Challenges Encountered in Using Code-Switching	0.06	1.27	0.14	Accept Ho	Not Significant

Note: p-value less than 0.05 = reject Ho; p-value greater than 0.05 = accept Ho.

On the other hand, no significant difference was found in the degree of seriousness of the challenges encountered (mean difference = -0.06, $t = -0.39$, $p = 0.36$) and in the level of applicability of the suggested measures (mean difference = 0.06, $t = 1.27$, $p = 0.14$). For these two variables, the null hypothesis was accepted, indicating that both groups shared similar views on the challenges and the proposed solutions. In summary, while learners and teachers generally agree on the difficulties and strategies related to code-switching, learners experience its benefits more strongly, which emphasizes the need to consider student experiences when evaluating teaching strategies in English classes.

3.8 Proposed Intervention Activities

Based on the highly serious challenges identified, intervention activities were proposed to encourage the responsible and strategic application of code-switching. These include bilingual role plays and storytelling with a gradual transition to full English, "Comfort Speak" sessions, and monthly "Speak Up Challenges" to build confidence; bilingual vocabulary journals, vocabulary games, and a "Word of the



Day" board to expand vocabulary; contrastive grammar worksheets and peer editing to strengthen grammar; a gradual code-switching reduction schedule with rewarded English-only days to lessen dependency on the native language; a weekly "English Chat Hour," an "English Buddy" system, daily oral drills, and a reading log challenge to build fluency; quarterly English-only oral presentations with fluency rubrics to develop speaking skills; transitional bilingual reading activities that gradually increase English content from 50 to 100 percent; and rubrics and formative assessments that define acceptable code-switching use and require English-only output in formal written assessments.

4. Conclusion

Based on the salient findings of the study, it was concluded that code-switching is relevant and applicable as a pedagogical strategy in enhancing comprehension in English; that it greatly affects academic performance and participation among learners; that learners are active and participative in class when code-switching is employed; that both learners and teachers encountered serious challenges in its use; that the suggested measures to address these challenges are highly applicable, relevant, and doable; and that the perceptions of the Grade 7 learners and English teachers on the effectiveness, impact, and engagement brought by code-switching in English classes differ significantly.

It is therefore recommended that the proposed intervention activities be adopted and effectively implemented in the public and private secondary schools of the Division of La Union; that teachers strategically use code-switching to clarify lessons, instructions, and discussions, especially when dealing with complex topics, when introducing new concepts, and when preparing students for assessments; that code-switching be encouraged during discussions to promote active participation, lessen student anxiety, and create a more welcoming classroom environment; and that a similar study on code-switching be carried out in a different setting or context to confirm and strengthen the findings of this research.

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