
| RESEARCH ARTICLE

Code-Switching Practices of Junior High School Teachers and Learners in English as Second Language (ESL) Classes: Basis in Designing Intervention Program

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| ABSTRACT

English language proficiency is a necessary part of the educational process. The Philippines is a culturally and linguistically diverse nation, making second language (L2) acquisition difficult. Essentially, the practice of teaching and studying in two or more languages alternately to facilitate learners' simple absorption of knowledge is known as code-switching. The research employed a descriptive-correlational survey to gather the code-switching practices of the 33 Junior High School teachers and 356 students in English as Second Language (ESL) classes. Additionally, the mean was used in determining the perception of the respondents. Moreover, Pearson's r was employed to test the relationship between the perception of the respondents on the ESL classes' application of code-switching exercises and their particular code-switching exercises in various areas of language instruction (understanding lesson content, managing discipline, and classroom behavior, and building relationships and engaging learners). The data were collected during the school year 2023-2024. Slovin's formula was applied in determining the sample size, and subsequently stratified random sampling was used since there were different schools as samples of this study. The instrument used to gather data was a questionnaire on the perceptions towards code-switching practice in English as a Second Language (ESL) classes and the classroom code-switching practices in key areas of language instruction. Frequency, percentage, mean, and Pearson's r were used to arrive at the correct analysis and interpretation of data. Findings disclosed that teachers and learners with an overall agreement with the statements about code-switching practices in ESL classrooms perceive code-switching as beneficial and necessary in English as a Second Language (ESL) instruction. In terms of code-switching practices in different key areas of language instruction, most frequently, teachers employ language alternation in order to comprehend the lesson material, while students use it always for the same purpose; teachers use code-switching most of the time, and students use it always in managing discipline and classroom behavior; most often teachers and learners use language alternation to cultivate connections and interest students.

| KEYWORDS

Bilingualism, Language Instruction, Building Relationships and Engaging Learners, Managing Discipline and Classroom Behavior, Understanding Lesson Content.

| ARTICLE INFORMATION

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1. Introduction

English language proficiency is a necessary part of the educational process. The Philippines is a culturally and linguistically diverse nation, making second language (L2) acquisition difficult. Language learning in an English-speaking nation is fraught with challenges due to the intricate linguistic structure of the nation. ESL learners' lack of command of the language is a manifestation of an inadequacy in terms of macro skills fluency.

Because they are bilingual people, Filipinos view English as a second language. However, both in rural and urban settings, Filipinos have made it a habit to combine the foreign language with the vernacular. It is frequently employed as a distinct sociolinguistic exercise.

Essentially, code-switching is the alternating use of two or more languages in teaching and learning for learners to acquire knowledge easily. It has positive effects on learners and teachers (Ahmad, 2009; Promnath, 2016). Since bilingual teachers are required to maintain communication in ESL classrooms when L1 and L2 are employed for distinct purposes, code-switching is inevitable. Without using L1 as a guide or point of reference and referring to it as prior knowledge, learning L2 is very difficult. Manara (2007) asserts that before learning a new language, learners can acquire knowledge in their mother tongue. She went on to explain how employing L1 as a learning approach can reduce the emotional barriers to L2 acquisition and ease learners' anxiety, allowing them to make good progress in their L2 learning. Despite the lack of consensus among linguists, educators, and legislators, it has emerged as a linguistic phenomenon among bilinguals and multilinguals (Selamat, 2014). Additionally, professionals, adults, and even children use it frequently and have integrated it into their own language style in both formal and informal contexts (DeAlwis, 2020).

Furthermore, Language learners are encouraged to use code-switching as a means of self-expression both within and outside of the classroom, particularly if their language skills are lacking. Because of this, in order to make sure the material is understood, teachers and students in language classes may choose to perform code-switching, discipline and classroom behaviors are managed, and interpersonal relationships with learners is established. Nonetheless, teachers who employ code-switching in their ESL classrooms must create certain ground rules to ensure judicious use of L1 (Makulloluwa, 2013). The switching might be done either naturally and subconsciously (Wardhaugh & Fuller, 2014) or with a purpose in mind, but either way, there are many factors that cause code switching to occur. Hence, Code-switching makes it easier for teachers to educate in the classroom because they don't have to spend as much time explaining concepts to students or looking up the simplest phrases to assist them grasp.

Regarding the use of code-switching for comprehending lesson material, students with low proficiency feel more comfortable when teachers switch languages, as their vocabulary knowledge is still limited. Due to their positive attitudes, they were able to appreciate and understand the classroom instruction (Ahmad & Jusoff, 2009). Consequently, code-switching between teachers and students in ESL classes has become a common practice. Generally, language alternation in casual settings is not a big deal, but scholars are still debating whether or not it is actually acceptable in the classroom, particularly for English classes. Studies have shown that learning a second language, in addition to receiving instruction, can speed up conceptual understanding.

In addition, linguistic alteration is a strategy employed by teachers who share a first language with their students, particularly those with low proficiency levels (Selamat, 2014). This practice helps to enhance the learning process by making classroom instruction more effective. Engku Haliza et al. (2013) states, "teachers use code-switching deliberately to serve multiple functions," and Lee (2010) emphasized that teachers should have a clear understanding of these functions.

More often than not, the learners' disparity in languages forces them to code-switch or code-mix in an English class. As the diversity of languages causes the acquisition of more than one language and the mixing of codes in usage, second language acquisition must involve the active, integrated role of the local languages (Canagarajah, 1999).

Regarding the application of code-switching in fostering relationships with students, Simon's (2001) research noted that both teachers and students frequently employ code-switching in language exchanges. In fact, he challenged educators and learners to "break with the methodologically imposed code constraints in order to use code-switching strategically to achieve their pedagogical aims" and to reevaluate the function that code-switching serves in the classroom. Abad (2005) also noted that "code-switching managed to lower the affective filter, and this consequently established rapport and created an atmosphere of informality, thus allowing any learner to actively participate in the classroom discussion. Inhibitions would be lessened, and learning would come in."

The researcher, in her stint as an English language teacher, has encountered a wide range of difficulties when instructing ESL students in English and developing their diverse abilities in accordance with the course plan. One of these challenges involves employing language alternation when requesting students to impart an understanding of particular ideas that are being covered in language classes. Furthermore, there is no disputing that, in order to help their pupils grasp the material more fully, teachers often feel compelled to alternate languages between the English and Filipino languages in their classes, particularly in settings where English is being learned as second language.

Considering the studies on the use of code-switching in language classes, the majority of these researches are qualitative in nature, thereby documenting how language teachers and learners code-switch from one language to another for a certain purpose. Few quantitative studies only focused on the effects of code-switching in acquiring a second language. Thus, there is a dearth of research on how this sociolinguistic phenomenon is practiced in a more specific area of language instruction, like classroom management and atmosphere and knowledge of subject matter. Hence, this study treads on another angle of investigation by looking into how code-switching is practiced in an ESL class, particularly in comprehending the material covered in the lesson, controlling conduct in the classroom and discipline, and developing interpersonal relationships.

In a similar vein, this research will also take into account the positive and negative perceptions of language teachers and learners since the majority of the previous studies on teachers' perspectives of code-switching were from educators with similar backgrounds, such as those in primary, secondary, or postsecondary education. Only a small number of research examined teachers from a variety of backgrounds.

As a result, the teachers in this study come from various educational backgrounds and have varied experiences in the classroom. The researcher thinks that this study's findings will be able to further assist in making a professional development program for ESL teachers to upscale or calibrate their skills in delivering language instruction.

2. Literature Review

2.1 Nature and Definition of Code Switching

It is important for teachers to realize that they may be powerless in policy, but they are the most powerful in English language teaching practice. Introducing a new teaching strategy and intervention is seen as viable to bring language performance proficiency to its realization. This could be very challenging and difficult to implement, yet it could be a more viable thing to do to make sure the students' language performance really improves and they reach a certain level of proficiency.

Simon's (2001) states "code-switching is a common linguistic practice for teachers and students." He challenged educators and learners to reevaluate the function of code-switching in classroom interactions and to defy methodologically imposed code limits in order to strategically employ code-switching to further their educational objectives.

Abad (2005) mentions, "Taglish is a code-switching variety that refers to the combinations of Tagalog and English, is used by a whole generation of youngsters. Some of whom were elite private schools. The term Taglish is a misnomer because, in truth, it refers to the combination of Filipino and English and not Tagalog and English from which the term was derived. It is technically correct to say that Taglish borrows from both English and Filipino. "

However, Probyn (2010) states "the most notable strategy that teachers used was code-switching to achieve several communicative ends." Additionally, code-switching makes it easier for teachers to educate in the classroom since they spend less time explaining concepts to pupils or looking up the simplest phrases to assist them grasp.

Numerous scholars have proposed various definitions for code-switching. While Milroy and Muysken (1995) defined code-switching as "the alternating use of several languages by bilingual speakers," Gumperz (1982) defined it as "the juxtaposition within the same speech exchange of passages of speech belonging to two different language/grammatical systems or subsystems." They went on to say that code-switching shows speakers' complex multilingual abilities rather than implying that they are not fluent in the language. In more recent research, Benu (2018) clarified that "code-switching happens when a language speaker shifts to another language midway into their speech or in the middle of a sentence," while Khusmah & Su-Hie (2016) suggested that code-switching is "an inherent feature of language use in speech communities."

2.2 Teachers' Perceptions Towards Code-Switching

According to DeAlwis (2020), teachers who hold negative attitudes toward code-switching tend to use it less frequently in the classroom. While they recognize that code-switching may be appropriate in certain contexts, they remain concerned that learners could face challenges in fluency when conversing with native English speakers. Despite opposition from some educators, there is an exception for students who may struggle, as it saves time when teaching complex language concepts. However, critics argue that relying solely on multilingual proficiency may not suffice, even if code-switching is permitted. These educators maintain that code-switching should only be employed as a last resort after exploring all other teaching strategies.

Teachers must acknowledge that code-switching is a flexible approach to classroom interaction, even if they are unsure of its advantages. This is especially true when the aim is to effectively educate and convey information to learners. In order to accommodate students' limited language ability and cultivate a nurturing educational atmosphere, teachers must acknowledge that language alternation is unavoidable and perceive it as a helpful tactic (Makulloluwa, 2013). Tajgozari (2017) examined the

factors that influence the usage of L1 in English classes and discovered that, despite students' favorable perceptions of code-switching, the majority of teachers expressed a reluctance to use L1. As the classroom could potentially be the sole environment where students engage in listening to and speaking English, teachers felt that it was important to use the target language as much as possible.

According to Gulzar (2010), "code-switching has taken place in language schools in order to concentrate on the requirements of L2 learners." He went on to discuss the function of code-switching in bilingual classrooms as a means of efficiently delivering instruction, as well as for purposes of clarification, understanding checking, translation, ease of expression, socialization, linguistic competency, and repetitious tasks. A native speaker of the language is preferred when translating new vocabulary by an English teacher. It's thought to be simpler. Additionally, they instruct students in classroom management using their native tongue. This includes directing students on how to sit during group discussions, reminding them of inappropriate behavior (such as being rude to their teachers or friends), requesting that they not make noise and other related tasks. They use this because it saves them time. It is easier to manage the classroom, and L1 can be used as a kind of fallback tactic. By speaking to the students in their own tongue, it would be simple to deal with their disruptive behavior, which includes talking loudly, being noisy, upsetting other students, and roaming around looking to cheat.

Moreover, in terms of perception towards code-switching, researchers such as Ibrahim (2013), Promnath (2016), and Then (2009) have discussed that many teachers perceive language alternation positively but advocate for its moderate use. Additionally, the geographical location of schools affects how learners acquire English proficiency, with students in rural areas experiencing more negative impacts compared to their urban counterparts (Simasiku, 2015).

2.3 Code-switching Functions

Code-switching can engage students and bring the entire classroom into compliance with the lesson, all while accelerating improved comprehension among learners. It has been noted in numerous investigations by various researchers that code-switching can occasionally be done unconsciously. On the other hand, when educators use code-switching intentionally, it benefits students' language learning. As a result, it has been determined that code-switching has certain advantages for language learning. Topic switching, emotive functions, repetitive functions, and learners' conflict regulation are only a few of the numerous functions that are mentioned frequently (Flyman-Mattsson & Burenhult, 1999; Sert, 2005; DeAlwis, 2020). Furthermore, it should be noted that L1 is employed to train students during class activities as a means of effective classroom management. When teachers are able to establish a solid rapport with their students, the students will likewise develop positive views on the target language.

It is easy to think, at first glance, that teachers use code-switching solely to ensure that students comprehend the assertions. However, Flyman-Mattsson & Burenhult (1999) showed that code-switching is more than just translation in their extensive study of code-switching in French language instruction. They listed the following as the causes of instructors' code-switching: language uncertainty, topic switching, affective functions, socializing functions, and repetitious activities. Sert (2005) elaborates on these roles further, stating that "topic shifts are primarily carried out during grammar courses, while the emotional function of code-switching is employed to help teachers build compassionate relationships with their students and create a supportive language classroom environment."

According to Matila (2009), "the main causes of code-switching are as follows: (1) easier self-expression; (2) word loss (e.g., translation issues, not knowing the right words); (3) outside influences; (4) natural already (habit); (5) exposure to two languages; (6) fluency in speaking both languages; and (7) comforting the speakers. "

According to Bugayong (2011), "A greater understanding of Taglish can aid in improving English proficiency by drawing attention to linguistic interference." Since Taglish is a representation of real Filipino speech, it may be inappropriate to mention it when teaching Tagalog, but it also seems like a great resource for students.

Code-switching undeniably enhances linguistic comprehension despite policymakers often opposing its use in second-language classes. Ferguson (2003) separated the functions that switch between codes grouped under three broad classifications:

1. Code-switching to comprehend the content of lessons
2. Code-switching to control behavior and discipline
3. Code-switching to foster relationships and involve learners

Thus, there is ongoing debate regarding the role that code flipping and other contact symptoms play in language change. However, it is now widely accepted that language change and contact are related. Nevertheless, some scholars persist in downplaying the importance of code-switching in language change, likening it to borrowing, which they perceive as a form of convergence.

Researches have shown that there are many different and usually very complex causes for the difference in the achievement level.

2.4 Reasons for Code-switching

Makulloluwa (2013) stated that "in addition to introducing new materials or discussing themes exclusive to the L1 culture, first language is utilized to explain complex vocabulary and difficult concepts. This further supports the many roles of code-switching in classroom engagement." Additionally, teachers deal with administrative issues using L1, particularly when working with students who have limited competency. In order to explain any unclear regions, teachers also ask learners to give spoken feedback in their native language. According to an overview provided by Paramesvaran & Lim (2018) based on earlier research, "the usage of switching codes in Malaysian ESL classes is credited to a number of factors, including repetition, clarification, and stressing key themes to students."

Code-switching is more than just teaching the learners' first language; it should be done correctly to clarify complex ideas, particularly for learners who are having trouble understanding a particular language input. According to Levine (2003) and Sert (2005), "it is simpler to explain in L1 since it saves learners time and minimizes confusion, which makes the language seem less difficult to acquire." In addition to aiding in students' comprehension, Chowdhury (2013) agreed that code-switching saves teacher's time when introducing unfamiliar and challenging subjects to their students. Furthermore, by using code-switching in the classroom, students and teachers may converse intelligibly and comfortably.

In addition, it has been demonstrated that teachers who code-switch with their students foster and preserve interpersonal bonds that have a good effect on their language development. When ESL teachers engage in code-switching during lessons, students perceive them as personable and encouraging. Lee (2010) added that "it is important to evaluate the personalities of the students since, compared to introverts, extroverts may be more bold and engaged in the classroom." As a result, when teachers adopted a different etiquette, these shy students felt less anxious and were able to speak up without fear. Lee added to the argument that code-switching could promote language acquisition since it helps students feel more welcomed and at ease in the classroom, particularly during speaking exercises.

2.5 Effects of Code-switching

The benefits of code-switching in language classroom practices have been examined in studies by Simasiku et al. (2015), de Sanchez (2018), Hamamra and Qararia (2018), and Bhatti et al. (2018). According to Bhatti et al., "a helpful tactic in English as a second language classes to support successful classroom interactions is language alternation between second language and the native language." According to Simasiku et al. (2015), "in the classroom, code-switching promoted more effective second language acquisition for pupils. This is because, when given the opportunity to speak in their native tongue, students behaved more actively in the classroom, especially when they were having difficulty speaking English."

Further research on code-switching should focus on how students and/or teachers perceive the swapping codes in a school setting. According to Ibrahim et al. (2013), "teachers found that code-switching was a good practice when it was applied to the classroom for instructional goals." Similar results were obtained by Rivera and Mazak (2017), who discovered that the students' opinions on code-switching ranged from indifferent to positive. As a result, they frequently swapped codes in the classroom. Additionally, Songxaba et al. (2017) discovered that teachers in their study believed that the best method for assisting students in understanding the lectures offered by their teachers was code-switching. However, code-switching ought to be discouraged in high-level classes but allowed in lower-level ones, according to Songxaba et al.

While it has been demonstrated that code-switching in ESL classes can be helpful, other research has identified the drawbacks of excessive code-switching. According to research by Paramesvaran & Lim (2018), "teachers who focus too much on code-switching may fail to recognize the needs of students who are proficient in the subject." These students become bored when they translate too much in class. In addition, the students believed that they did not need to repeat words that they were already familiar with or found easy. This demonstrates the need for teachers to use caution while switching codes. It is important to remind the teachers that code-switching is used sparingly but effectively in the classroom and that English is the language of instruction. Chowdhury (2013) came to a conclusion after conducting research among Bangladeshi students about switching codes that in the classroom, code-switching should not be abused by teachers or students and that it should be seen as the exception rather than the rule.

3. Methodology

3.1 Research Design

This study focused on determining the code-switching practices of Junior High School Teachers in ESL classes. Thus, a descriptive-correlational survey design was adopted in this study. This model described differences between groups in a population without any manipulation (Cantrell, 2011). This research design was appropriate for this study as it generally sought to determine the differences in code-switching practices between teachers and learners in various areas of language instruction, such as understanding lesson content, managing discipline and classroom behavior, and building relationships and engaging learners.

3.2 Locale of the Study

The study was conducted at Nansing School of Cauayan City, Inc, Merry Sunshine Montessori School, and Cauayan City National High School.

3.3 Research Respondents of the Study

The respondents of the study were the English Teachers and Secondary Students from Nansing School of Cauayan City, Inc., Merry Sunshine Montessori School, and Cauayan City National High School, who are teaching and enrolled during the School Year 2022-2023. Currently, 33 teachers are teaching English subjects, and 4799 students are enrolled for the said academic year. Using Slovin's formula and considering a 95% degree of confidence and 5% allowable error (Krejcie & Morgan, 1970), 356 students and 33 teachers were selected to represent the whole population. After getting the sample size, the respondents were evenly distributed to the grade levels of secondary students and teachers. The researcher used stratified random sampling since there were different schools as samples of this study. Below are the tables which indicate the distribution of the respondents according to their groups.

Table 1. Profile of the Students

Schools	Population	Sample
Nansing School of Cauayan City, Inc.	95	7
Merry Sunshine Montessori School	85	7
Cauayan City National High School	4599	342
Total	4799	356

Table 2. Profile of the Teachers

Schools	Population
Nansing School of Cauayan City, Inc.	4
Merry Sunshine Montessori School	5
Cauayan City National High School	24
Total	33

3.4 Research Instrument

The instrument of this research was adopted from the published study of Raki and Sulaima (2021). Each responder in this study evaluated the provided items using a four-point Likert scale. The questionnaire is divided into three parts: (1) the respondents' profile; (2) questions on their perceptions towards code-switching practice in ESL classes; and (3) their classroom code switching practices in key areas of language instruction. The respondents' perception of code switching practice in ESL classes consists of 11 close-ended questions. Items 1, 3, 7, 8, 9, and 11 are the positive teachers' and students' perception, while items 2, 4, 5, 6, and 10 are the negative perceptions between teachers and students of how they employ code-switching in the classroom. In key areas of language instruction, 18 items of a Likert scale with four points, with 1 denoting Never, 2 Rarely, 3 Most of the time, and 4 denoting Always, describe how teachers practice code-switching.

3.5 Data Gathering Procedure

To follow ethical research methods in gathering the data to be analyzed, the researcher prepared a letter addressed to the Principal of Nansing School of Cauayan City, Inc., Merry Sunshine Montessori School, and Cauayan City National High School. The researcher personally gave the letter to the Principal.

Once it was approved, the researcher coordinated the conduct of the study with the Head or Coordinator of the Junior High School Department. Prior to the gathering of research data, the consent of the research participants was also be sought to ensure their willingness to participate in the study. Thereafter, they were informed about the nature and objectives of the study and will be assured of anonymity, data protection and confidentiality of whatever their responses will be. Then, the questionnaires were

administered to the target respondents. The researcher explained how they should answer the questionnaires and for how long it would take them to answer it. After the time allotted for the respondents to answer the questionnaires, the researcher collected the research instrument immediately. This process was applied to all the respondents involved in the study. After all the data and research instruments were gathered, the raw data was coded in preparation for interpretation and analysis.

3.6 Statistical Treatment of Data

Appropriate statistical tools were used to come up with a valid interpretation of data. This research used descriptive and inferential statistics. Specifically, frequency distribution and proportion will be employed to describe the personally related variables of the respondents. On the other hand, the mean was used in determining the perception of the respondents on the use of code-switching practice as well as their specific code-switching practices in various key areas of language instruction.

Furthermore, to test the difference between the profile and the perception of the respondents on the use of code-switching practice in ESL classes and their specific code-switching practices in various areas of language instruction, one-way ANOVA and independent sample T-Test were utilized. Moreover, Pearson's r was employed to test the relationship between the perception of the respondents on the use of code-switching practice in ESL classes and their specific code-switching practices in various areas of language instruction (understanding lesson content, managing discipline and classroom behavior, and building relationship and engaging learners).

After all the data and research instruments have been gathered, coded, and interpreted, an intervention program has been designed in light of the study's findings, considering the practice's indicator having the lowest mean score.

4. Results and Discussion

4.1 Profile of the Respondents of the Study

Table 1. Profile of the Junior High School Teacher-Respondents

Variables	Frequency (n=33)	Percent
Sex		
Male	5	15.20
Female	28	84.80
Age Group		
18 – 24 years old	11	33.30
25 – 34 years old	22	66.70
First Language		
Filipino	21	63.60
Iloko	12	36.40
Teaching Experience		
1 – 5 years	25	75.80
6 – 10 years	5	15.20
11 years and above	3	9.10
Type of School		
Public	24	72.70
Private	9	27.30

Table 1 shows the profile of the Junior High School teacher-respondents as to their sex, age group, first language, teaching experience, and type of school.

According to the table, most respondents were female, with a total of 28, or 84.80% of all respondents. In addition, the study had 5 male respondents (15.20%). Studies have consistently shown that the teaching profession, especially at the junior high school level, is predominantly female.

In terms of age group, 11, or 33.30%, are between 18 to 24 years old, while 22, or 66.70%, are between 25 to 34 years old.

As to their first language, Filipino was spoken by the vast majority of respondents, with a frequency of 21 or 63.60%, and the remaining 12 or 36.40% was Ilocano.

In terms of their teaching experience, the majority of the teachers fall into this category, with 25 out of 33 teachers (75.80%) having 1 to 5 years of teaching experience. A smaller segment of the respondents, 5 teachers (15.20%), have mid-level teaching experience, ranging from 6 to 10 years, and the smallest group consists of teachers with 11 years or more of experience, comprising 3 teachers (9.10%).

As to the type of school, there are more respondents teaching in public with number of 24, or 72.70%, compared to the number of private teachers, where there are 9, or 27.30%.

Table 2. Profile of the Student-Respondents

Variables	Frequency (n=356)	Percent
Sex		
Male	152	42.70
Female	204	57.30
Grade Level		
Grade 7	34	9.60
Grade 8	71	19.90
Grade 9	116	32.60
Grade 10	135	37.90
First Language		
Filipino	308	86.50
Ilocano	25	7.00
English	23	6.50
Type of School		
Public	336	94.40
Private	20	5.60

Table 2 presents the profile of the Junior High School student-respondents as to their sex, grade level, first language, and type of school.

According to the table, most respondents were female, with a total of 204 or 57.30% of all the respondents. In addition, the study had 152 male respondents (42.70%).

In terms of grade level, the majority of the respondents are Grade 10 students, with a number of 135 or 37.90%, 116 or 32.60% coming from Grade 9, 71 or 19.90% coming from Grade 8, and 34 or 9.60% coming from Grade 7.

As to their first language, Filipino was spoken by the vast majority of respondents with a frequency of 308 or 86.50%, 25 or 7.00% was Ilocano, and the remaining 23 or 6.50% was English.

As to the type of school, 336, or 94.40%, were from public schools, and 20 or 5.60% attended a private school. This suggests that public schools were attended by the majority of the respondents.

4.2 Perceptions on the Use of Code-Switching Practice in ESL Classes

Table 3. Junior High School Teachers' and Students' Perceptions on the Use of Code-Switching Practice in ESL Classes

Perception on Code-Switching Practice in ESL Classrooms	Teachers		Students	
	Mean	Qualitative Description	Mean	Qualitative Description
1. Code-switching will facilitate the language learning process.	3.18	Agree	3.30	Strongly Agree
2. The practice of code-switching will increase the learners' reliance and dependency on the teacher.	2.91	Agree	3.14	Agree
3. Code-switching should be included as an integral part of the ESL lesson.	2.88	Agree	3.02	Agree
4. There should be a strict separation of the mother tongue and English in the ESL classroom.	3.18	Agree	2.66	Agree
5. Code-switching should only be used as a last resort when all other options have been exhausted.	3.48	Strongly Agree	2.74	Agree
6. Code-switching is an efficient, time saving technique.	3.06	Agree	3.19	Agree
7. Code-switching is unavoidable.	3.24	Agree	2.96	Agree
8. Code-switching should only be used for weak learners.	2.52	Agree	1.89	Disagree
9. The use of other languages in the ESL classroom will result in a decline in the standard of English.	2.97	Agree	2.38	Disagree
10. The more English that is used, the better the results for the learners.	2.97	Agree	2.99	Agree
11. Code-switching highlight teachers' linguistic weaknesses	2.36	Disagree	2.32	Disagree
<i>Weighted Mean</i>	<i>2.98</i>	<i>Agree</i>	<i>2.78</i>	<i>Agree</i>

Table 3 illustrates the Junior High School teachers' and students' perceptions of the use of code-switching practice in ESL classes.

The data revealed that both teachers with a weighted mean score of 2.98 and students with a mean score of 2.78 generally agreed that code-switching facilitates the language learning process and that it should be part of the ESL lesson. This was supported by the idea that code-switching can aid in comprehension and facilitate language acquisition by bridging gaps in understanding (Auerbach, 1993; Macaro, 2001).

The data revealed that the teachers strongly agree that code switching should only be used as a last resort when all other options have been exhausted, with the highest weighted mean of 3.48. This perception implies that teachers may rely on code-switching as a fallback method rather than prioritizing the development of English language proficiency through sustained practice in macro skills. Raymundo (2023) highlighted that ESL learners often exhibit a lack of command over the English language, which signifies a deficiency in their fluency in macro skills.

A study by Sampson (2012) found that many teachers believe that code-switching can hinder language learning, as it may reduce students' exposure to the target language. Teachers in this study advocated for a strict target-language-only policy, resorting to code-switching only in instances where communication breaks down completely.

Similarly, Macaro (2005) highlights that teacher's view code-switching as potentially detrimental to students' language development if overused. The concern is that excessive reliance on the first language (L1) might impede the immersion necessary for second language (L2) acquisition.

Turnbull and Arnett (2002) highlight the necessity for professional development programs that equip teachers with strategies for effective code-switching. Such training can help teachers discern when and how to use code-switching to support learning without undermining the immersion in the target language.

On the other hand, the result of the data gathered from the respondents intensely revealed that they disagree that code-switching highlights teachers' linguistic weaknesses, with a weighted mean of 2.36. This was supported by Sert (2005) and Liebscher and Dailey-O'Cain (2005). They suggest that code-switching does not inherently indicate linguistic weakness. Instead, it can reflect a high level of linguistic competence and flexibility. Skilled bilingual teachers use code-switching strategically to enhance teaching effectiveness, demonstrating an adeptness in both languages. This was also aligned with recent findings by García and Wei (2014), who argue that negative perceptions of code-switching are diminishing as more educators recognize its pedagogical benefits.

In addition to the findings, students strongly agree that code-switching will facilitate the language learning process, with a weighted mean of 3.30. This is consistent with Sert (2005), who highlights that code-switching can reduce learners' anxiety, thus creating a more conducive learning environment. Moreover, Eldridge (1996) suggests that code-switching can serve as a strategic resource for learners to bridge gaps in their language proficiency.

Numerous studies have documented the positive effects of code-switching on language acquisition. For instance, Cook (2001) argues that code-switching can be an effective teaching tool, as it allows learners to access their full linguistic repertoire to aid understanding and expression. This view is supported by Greggio and Gil (2007), who found that code-switching help learners comprehend complex concepts and instructions more easily.

Meanwhile, the data revealed that the respondents disagree that only the most inadequate students should use code-switching, with a weighted mean score of 1.89. This was aligned with the findings from Lin (2013). Lin argues that code-switching can benefit all learners, not just those who are struggling. It can enhance classroom interaction, provide linguistic and cognitive support, and foster a deeper understanding of the material for all students.

4.3 Code-Switching Practices of Junior High School Teachers and Learners in ESL Classes

Table 4. Code-switching Practices of Junior High School Teachers and Learners in ESL Classes

Code-switching practices	Teachers		Students	
	Mean	Qualitative Description	Mean	Qualitative Description
Understanding the lesson content				
1. Explain the activity to the learners	3.03	Most of the Time	3.34	Always
2. Give instruction for complicated task	3.09	Most of the Time	3.37	Always
3. Check students' understanding	2.94	Most of the Time	3.37	Always
4. Explain new words	3.15	Most of the Time	3.49	Always
5. Explain grammar rules	2.94	Most of the Time	3.37	Always
6. Reduce time in explaining difficult words	3.09	Most of the Time	3.17	Most of the Time
7. Facilitate low proficiency students	3.09	Most of the Time	3.05	Most of the Time
<i>Weighted Mean</i>	<i>3.05</i>	<i>Most of the Time</i>	<i>3.31</i>	<i>Always</i>
Managing discipline and classroom behavior				
1. Organize the classroom setting	2.88	Most of the Time	3.21	Most of the Time
2. Save time in giving instructions	3.03	Most of the Time	3.30	Always
3. Get the students into desirable groups	2.85	Most of the Time	3.03	Most of the Time
4. Maintain classroom rules among students	2.88	Most of the Time	3.31	Always
5. Enhance students' engagement in the activities	3.00	Most of the Time	3.39	Always

6.	Control students' discipline	2.97	Most of the Time	3.39	Always
	<i>Weighted Mean</i>	<i>2.93</i>	<i>Most of the Time</i>	<i>3.27</i>	<i>Always</i>
Building relationships and engaging learners					
1.	Praise the students	2.82	Most of the Time	2.92	Most of the Time
2.	Attract students' attention	2.88	Most of the Time	3.05	Most of the Time
3.	Build good rapport with the students	3.12	Most of the Time	3.16	Most of the Time
4.	Decrease students' level of anxiety	3.30	Always	2.98	Most of the Time
5.	Provide opportunity for students to communicate naturally	3.24	Most of the Time	3.45	Always
	<i>Weighted Mean</i>	<i>3.07</i>	<i>Most of the Time</i>	<i>3.11</i>	<i>Most of the Time</i>
	GRAND MEAN	3.02	Most of the Time	3.23	Most of the Time

Table 4 illustrates the code-switching practices of Junior High School teachers and learners in ESL classes.

4.4 Understanding the Lesson Content

Data revealed that teacher respondents utilize code-switching to comprehend the content covered in the lesson frequently, with a weighted mean score of 3.05. The finding was supported by the study of (Ferguson, 2003). Teachers frequently use code-switching to clarify difficult ideas, give directions, and make sure students comprehend.

As per the student respondents, they use code-switching always to understand the lesson content, with a weighted mean score of 3.31. Frequent use of code-switching underscores its importance in aiding comprehension and participation in classroom activities, as highlighted by the study (Sert, 2005) that code-switching is a strategic tool in bilingual and ESL classrooms. It helps bridge gaps in understanding and facilitates better comprehension among students with varying levels of language proficiency. Code-switching enhances students' learning experiences by making content more accessible and reducing cognitive overload when dealing with complex tasks (Cook, 2001), aligned with the findings that it facilitates a better understanding of new vocabulary, grammar rules, and overall lesson content.

The data showed that teachers code-switch most of the time to explain new words to the students, with the highest mean of 3.15. This was supported by the study of García (2009) and Eldridge (1996), one of the primary reasons for code-switching is to introduce and explain new vocabulary. This method supports lexical acquisition by providing students with direct translations and context. The data indicates that teachers frequently switch codes to explain lessons in new word, aligning with findings by Lin (2013), who noted that this practice aids in maintaining the flow of instruction and student engagement.

In addition to the result, teachers, most of the time, utilize code-switching to assess learners' understanding and explain grammar rules with the lowest mean, 2.94. As highlighted by Sert (2005), code-switching can simplify grammatical explanations and provide clear, relatable examples, thereby enhancing learners' grasp of syntactic structures.

As to the different practices employed by students, the data showed that the students' teachers practice code-switching always to explain new words, with the highest mean of 3.49. The study showed that students are more likely to understand and retain new words when teachers switch to their native language to provide definitions and context. This was aligned with the study of Eldridge (1996) on code-switching in a Turkish secondary school, which highlights the strategic use of code-switching by teachers to introduce and explain new vocabulary. Moreover, Nation (2001) emphasizes that switching to the learners' first language can aid in providing clear explanations and reducing misunderstandings, thereby enhancing vocabulary acquisition.

On the other hand, the result vividly revealed that most of the time, the respondents' teachers use code-switching to facilitate low-proficiency students with the lowest mean of 3.05; this helps in managing classroom comprehension levels and ensuring that all students can follow along with the lesson. Greggio and Gil (2007) exploratory study indicates that teachers often code-switch to aid low-proficiency students. The practice of code-switching to facilitate low-proficiency students is crucial for maintaining inclusivity and supporting weaker students. In addition, Turnbull and Arnett (2002) discuss how code-switching serves as a scaffolding strategy in language classrooms. By switching to the first language, teachers can provide necessary support to low-proficiency students, thereby scaffolding their learning experience.

In ESL classrooms, particularly at the junior high school level, teachers and learners often utilize code-switching to enhance comprehension and facilitate communication. Students also engage in code-switching, often reflecting the instructional strategies employed by their teachers.

In conclusion, teachers predominantly use code-switching to explain lesson content and new vocabulary, while students rely on it to understand new terms and support peers with lower proficiency. Overall, the strategic use of language alternation can significantly enhance the effectiveness of ESL teaching and learning, making it a valuable tool in multilingual educational contexts.

4.5 Managing discipline and classroom behavior

The data displayed that the teacher respondents use code-switching most of the time for managing discipline and classroom behavior with a weighted mean score of 2.93. This aligns with findings from previous studies indicating that teachers frequently switch codes to ensure students understand instructions and adhere to classroom rules (Probyn, 2009).

On the other hand, students, with a weighted mean of 3.27, indicate that they perceive and use code-switching "Always" for the same purposes. Studies such as those by Adendorff (1996) and Moodley (2007) highlight how code-switching is employed in real classroom settings to manage behavior and maintain discipline effectively. These studies provide empirical evidence supporting the practice of code-switching as a practical tool for teachers. Additionally, this indicates that students recognize the importance of code-switching in understanding and following classroom norms (Creese & Blackledge, 2010).

Teachers use code-switching most of the time to save time in giving instructions with the highest mean of 3.03. Code-switching is an effective strategy for providing clear, concise instructions, particularly in multilingual classrooms. Teachers often switch to the students' native language to ensure comprehension and save time. This strategic use of code-switching helps in maintaining a smooth flow of classroom activities and minimizes disruptions. Citing studies, this practice not only reduces misunderstandings but also accelerates the instructional process, allowing more time for learning activities (Martin-Jones, 1995; Probyn, 2009).

Conversely, most of the time, teachers employ code-switching to get the students into desirable groups, with the lowest mean of 2.85 suggests its importance in classroom management. By switching languages, teachers can facilitate the organization of groups efficiently, fostering better collaboration and reducing the time spent on regrouping students. Studies have shown that using students' native language helps in conveying grouping instructions clearly, thus ensuring that students understand their roles and responsibilities within the group (García, 2009).

For the student-respondents, their teachers always use code-switching to enhance students' engagement in the activities and to control students' discipline, with the highest mean of 3.39. Teachers use code-switching to make lessons more accessible and relatable, thereby increasing student participation (Ferguson, 2003). The data was corroborated by Cheng (2013) which shows that when students understand the instructions and content better, they are inclined to participate actively in classroom activities. Maintaining discipline in a multilingual classroom can be challenging. Code-switching serves as a tool for teachers to manage behavior effectively. By using a language that students are more comfortable with, teachers can address disciplinary issues more directly and clearly (Lin, 2013).

Conversely, the lowest mean score of 3.03 exposed that most of the time, teachers employ code-switching to get the students into desirable groups. This suggests that code-switching plays a significant role in educational settings, particularly concerning group formation and instructional strategies. The findings were resonated by Garcia (2009) underscores the role of code-switching in classroom dynamics, suggesting that teachers often utilize this linguistic strategy to organize students into specific groups deemed desirable for instructional purposes.

4.6 Building relationships and engaging learners

The table highlighted that teachers use code-switching in building relationships and engaging learners often, as evidence by a weighted mean score of 3.07. These results suggest that teachers find code-switching to be an effective tool for fostering relationships and maintaining student engagement. The findings were resonated with the study by Garcia and Wei (2014) that code-switching allows teachers to connect with students on a more personal level by acknowledging and valuing their linguistic and cultural identities. Moreover, Creese and Blackledge (2010) discuss how code-switching can make lessons more accessible and relatable, leading to increased student engagement. They suggest that when teachers switch codes to the students' native language or dialect, it helps in explaining complex concepts more effectively.

On the other hand, the data exposed that student respondents use code-switching frequently, with a weighted mean score of 3.11 in building relationships and engaging learners. In this context, it indicates the overall effectiveness of code-switching in building

relationships and engaging learners as it aids in clarifying concepts, maintaining classroom management, and making connections with students' cultural backgrounds. The findings were supported by Canagarajah (2011), emphasizing that code-switching fosters a more inclusive classroom environment where students feel their linguistic repertoires are respected and utilized, thereby enhancing teacher-student relationships. In addition, Ferguson (2003) provides evidence that code-switching can break the monotony of instruction, making lessons more dynamic and interactive, which keeps students engaged and participative.

The teachers use code-switch always to decrease student's level of anxiety, with the highest mean score of 3.30. This suggests the perceived importance of using familiar language or dialect to create a supportive and comfortable learning environment. This finding aligns with previous studies that have emphasized the role of code-switching in reducing language-related anxiety among students, particularly those from diverse linguistic backgrounds (Chavez, 2017; Llorca, 2015). Moreover, Llorca (2015) argues that code-switching can serve as a pedagogical tool to alleviate anxiety by providing linguistic scaffolding and promoting comprehension.

Conversely, the lowest mean score of 2.82 proved that most of the time, teachers employ code-switching to praise students. Praising students is an essential aspect of positive reinforcement in the classroom, emphasizing that genuine and well-deserved commendation can greatly enhance student motivation and involvement. This finding was supported by Henderlong and Lepper (2002), as they discuss the critical role of praise as a form of positive reinforcement in the classroom, noting that appropriate and sincere praise can significantly boost student motivation and engagement.

As per the student-respondents, the highest mean, 3.45, proved that the teachers of the student respondents always use code-switching to offer chances for the students in order to conversenaturally. This suggests a perceived benefit of using students' familiar language or dialect to facilitate authentic interaction. This finding resonates with studies emphasizing the role of code-switching in promoting meaningful communication and language development (García & Wei, 2014; Otheguy et al., 2015). In addition, García and Wei (2014) argue that "using code-switching as a means of resource for language learners to express themselves more freely and confidently, thereby enhancing their communicative competence."

Conversely, the lowest mean of 2.92 exposed that the teachers of the students most of the time, employ code-switching to praise the students. Though it has the lowest mean, it is evident that genuine and well-deserved commendation can significantly enhance student motivation and engagement. Meier (2018) and Ruiz (2010) emphasize the importance of consistent and clear communication in educational settings. Their studies suggest that while code-switching can be a useful strategy in bilingual or multilingual classrooms, it must be employed thoughtfully to avoid confusing students or diminishing the impact of praise. Effective praise should be sincere, specific, and relevant to students' achievements to boost their self-esteem and motivation.

Table 5. Relationship between the Perception and Code-Switching Practices of the Respondents in ESL Classes

Code-switching practices		Perceptions on the use of code-switching practice in ESL classes			
		Teachers		Students	
		r-value	p-value	r-value	p-value
Code- switching to understand the lesson content					
1.	Explain the activity to the students	0.19	0.30	0.08	0.13
2.	Give instruction for complicated task	0.09	0.60	0.09	0.11
3.	Check students' understanding	0.13	0.46	0.22*	0.01
4.	Explain new words	0.18	0.31	0.06	0.24
5.	Explain grammar rules	0.25	0.16	0.16*	0.01
6.	Reduce time in explaining difficult words	0.26	0.14	0.08	0.10
7.	Facilitate low proficiency students	0.40*	0.02	0.18*	0.01
Code- switching to manage discipline and classroom behavior					
1.	Organize the classroom setting	0.55*	0.01	0.18*	0.01
2.	Save time in giving instructions	0.50*	0.01	0.19*	0.01
3.	Get the students into desirable groups	0.61*	0.01	0.24*	0.01
4.	Maintain classroom rules among students	0.58*	0.01	0.05	0.31

5.	Enhance students' engagement in the activities	0.51*	0.01	0.08	0.12
6.	Control students' discipline	0.31	0.08	0.09	0.09
Code-switching to build relationship and engage learners					
1.	Praise the students	0.52*	0.01	0.12*	0.01
2.	Attract students' attention	0.51*	0.01	0.19*	0.01
3.	Build good rapport with the students	0.23	0.21	0.14*	0.01
4.	Decrease students' level of anxiety	0.32	0.07	0.22*	0.01
5.	Provide opportunity for students to communicate naturally	0.12	0.52	0.09	0.10

Table 5 shows the relationship between the perception and code-switching practices of the respondents in ESL classes.

4.7 Code-switching to understand the lesson content

This table presents the correlation between the perceptions and code-switching practices of both teachers and students in ESL classes.

The views of teachers and learners about the usefulness of code-switching play a crucial role in its implementation in ESL classrooms. According to a study by Ahmad and Jusoff (2009), teachers often use code-switching to explain difficult concepts, manage classroom dynamics, and build rapport with students. Similarly, students view code-switching as a helpful tool for better understanding and participating in lessons.

The table listed specific code-switching practices employed by both teachers and students in ESL classes. These practices include checking students' understanding, explaining grammar rules, and facilitating low-proficiency students.

The more learners practice code-switching in checking their understanding, the better their perception of using this technique in ESL classes becomes. A study by Yao (2011) specifically examines how code-switching aids in checking students' understanding. The findings indicate that while teachers believe code-switching is important for ensuring comprehension, their practices do not always reflect this belief. Conversely, students who perceive code-switching as beneficial are more likely to engage in it, which aligns with the findings from the table that show significant correlations between students' perceptions and their code-switching behavior.

The more learners practice codeswitching in explaining grammar rules, the better their perception of using this technique in ESL becomes. It suggests that students who experience code-switching for grammar explanations tend to view it positively.

The use of code-switching to explain grammar rules is supported by the work of Macaro (2005), who found that students often rely on their native language to grasp complex grammatical structures in English. The positive correlation between students' perceptions and their actual use of code-switching for grammar explanations, as shown in the table, corroborates Macaro's findings.

The more teachers and learners practice codeswitching in facilitating low proficiency students, the better their perception of using this technique in ESL classes becomes.

The significant correlation between teachers' perceptions and their code-switching practices for facilitating low proficiency students is supported by research from Cook (2001), who emphasizes that code-switching can be an effective strategy for scaffolding learning among less proficient students. This practice helps in providing explanations and reducing anxiety, thereby creating a more inclusive learning environment.

Overall, the table highlights the varying degrees of influence that perceptions have on the code-switching practices of both teachers and students in ESL classrooms. While some correlations are significant, indicating a stronger relationship between perceptions and behavior, others are not, suggesting that additional factors may also influence code-switching practices.

4.8 Code-switching to manage discipline and classroom behavior

Item number 1 revealed that the more teachers and learners practice code-switching in organizing the classroom setting, the better perceptions of using this technique in ESL Classes become.

A study by Wei and Martin (2009) emphasizes the role of code-switching in organizing the classroom environment. They found that teachers often use code-switching to clarify instructions, provide immediate feedback, and manage classroom logistics.

Similarly, practices 2 and 3 exposed that the more teachers and learners practice code-switching in giving instructions to save time and in getting the students into desirable groups, the better perceptions of using this techniques in ESL classes becomes.

Turnbull and Arnett (2002) discuss how code-switching saves time and enhances efficiency in classrooms. Their research supports the significant positive correlations found in items 2 and 3, "Save time in giving instructions" and "Get the students into desirable groups." Teachers and students perceive code-switching as a practical tool for quick and clear communication, especially in complex instructions and group formations.

Items number 4 and 5 revealed that the more teachers practice code-switching in maintaining classroom rules and enhancing students' engagement in the activities, the better perceptions of using the techniques in ESL classes becomes. This discrepancy is highlighted in research by Canagarajah (2011), who notes that while teachers find code-switching effective for maintaining order, students may not always perceive or understand these switches as authoritative or necessary for discipline. In addition, research by García and Wei (2014) supports the use of code-switching to enhance student engagement. They argue that code-switching can make content more accessible and relatable to students, thereby increasing their participation and interest in activities. The difference in perceptions between teachers and students, as seen in item 5, reflects the complexity of engagement strategies and the varied impact of code-switching.

These findings suggest that while both teachers and students generally perceive certain code-switching practices positively and implement them accordingly, there may be discrepancies in perceptions and practices for specific aspects of classroom management and student engagement.

4.9 Building relationships and engaging learners

This table explores the relationship between the perceptions of respondents regarding the use of code-switching practices in ESL classes and their actual code-switching behaviors.

Item 1 in this table revealed that the more teachers and learners practice code-switching in praising the students, the better perceptions of using this technique in ESL classes becomes. A study by Sert (2005) highlights that teachers often use code-switching to provide praise and encouragement in a language familiar to the students, thereby enhancing their motivation and confidence. This aligns with the findings from the table.

Similarly, practice 2 showed that the more teachers and learners practice code-switching in attracting the students attention, the better perceptions using this technique in ESL classes becomes. Gumperz (1982) suggested that code-switching can be an effective tool for attracting students' attention, particularly in multilingual classrooms. This technique can make the learning process more engaging and interactive. The significant correlation between the opinions and behaviors of both teachers supports the notion that code-switching is utilized to capture and maintain students' attention effectively.

Item 3 revealed that the more learners practice code-switching in building rapport with the students, the better perceptions of using this technique in ESL classes becomes. Building rapport is crucial for a conducive learning environment. According to Myers-Scotton (1993), code-switching can help in establishing a connection between teachers and students, making the classroom environment more relaxed and open. Although the findings show a positive correlation for students, the correlation for teachers is not statistically significant, indicating variability in how teachers perceive and use code-switching for rapport-building.

Item 4 illustrated that the learners utilize code-switching to build rapport and involve learners to decrease students' level of anxiety the better perceptions using this technique in ESL classes becomes. Studies such as those by Macaro (2005) have shown that code-switching can reduce students' anxiety levels by allowing them to use their first language (L1) in the classroom. This is particularly beneficial in lowering the affective filter, thus facilitating better language acquisition.

Overall, the table suggests that respondents' perceptions of the importance of specific code-switching practices in ESL classes are generally positively correlated with their actual utilization of these practices. However, the strength and significance of these correlations may vary depending on the specific practice and whether the respondent is a teacher or a student.

5. Conclusion

In the profile of the teacher-respondents, most of them were female. In terms of age group, the majority of the respondents are in the range of 25-34 years old. The majority of them used Filipino as their native language or first language (L1). Moreover, most of the respondents are teaching in public school.

In the profile of the student-respondents, the majority of them were female. In terms of grade level, most of the respondents were Grade 10 students. Moreover, Filipino was spoken by the vast majority of respondents.

In terms of the perceptions on the use of code-switching practice in ESL classes, teacher-and-student respondents have an overall agreement with the statements about code-switching practices in ESL classrooms. This suggests that, on average, teachers and students perceive code-switching as beneficial and necessary in ESL instruction. This was supported by the idea that code-switching can aid in comprehension and facilitate language acquisition by bridging gaps in understanding (Auerbach, 1993; Macaro, 2001).

For the code-switching practices in ESL classes the data revealed that teacher respondents utilize code-switching most of the time in understanding the lesson content. The finding was supported by the study (Ferguson, 2003). Teachers often utilize code-switching to explain complex concepts, provide instructions, and ensure understanding.

As per the student respondents, they always use code-switching to understand the lesson content. The frequent use of code-switching by students underscores its importance in aiding comprehension and participation in classroom activities, as highlighted by the study (Sert, 2005) that code-switching is a strategic tool in bilingual and ESL classrooms. It helps bridge gaps in understanding and facilitates better comprehension among students with varying levels of language proficiency. Code-switching enhances students' learning experiences by making content more accessible and reducing cognitive overload when dealing with complex tasks (Cook, 2001), aligned with the findings that it facilitates a better understanding of new vocabulary, grammar rules, and overall content of the lesson.

The findings displayed that the teacher respondents use code-switching most of the time for managing discipline and classroom behavior. This aligns with findings from previous studies indicating that teachers frequently switch codes to ensure students understand instructions and adhere to classroom rules (Probyn, 2009).

On the other hand, students perceive and use code-switching "Always" for the same purposes. Studies such as those by Adendorff (1996) and Moodley (2007) highlight how code-switching is employed in real classroom settings to manage behavior and maintain discipline effectively. These studies provide empirical evidence supporting the practice of code-switching as a practical tool for teachers. Additionally, this indicates that students recognize the importance of code-switching in understanding and following classroom norms (Creese & Blackledge, 2010).

The table highlighted that teachers use code-switching in building relationships and engaging learners most of the time. These results suggest that teachers find code-switching to be an effective tool for fostering relationships and maintaining student engagement. The findings were resonated with the study by Garcia and Wei (2014) that code-switching allows teachers to connect with students on a more personal level by acknowledging and valuing their linguistic and cultural identities. Moreover, Creese and Blackledge (2010) discuss how code-switching can make lessons more accessible and relatable, leading to increased student engagement. They suggest that when teachers switch codes to the students' native language or dialect, it helps in explaining complex concepts more effectively.

On the other hand, the data exposed that student respondents use code-switching most of the time in building relationship and engaging learners. In this context, it indicates the overall effectiveness of code-switching in building relationships and engaging learners as it aids in clarifying concepts, maintaining classroom management, and making connections with students' cultural backgrounds. The findings were supported by Canagarajah (2011), emphasizing that code-switching fosters a more inclusive classroom environment where students feel their linguistic repertoires are respected and utilized, thereby enhancing teacher-student relationships. In addition, Ferguson (2003) provides evidence that code-switching can break the monotony of instruction, making lessons more dynamic and interactive, which keeps students engaged and participative.

Respondents' perceptions of the importance of specific code-switching practices in ESL classes are generally positively correlated with their actual utilization of these practices. However, the strength and significance of these correlations may vary depending on the specific practice and whether the respondent is a teacher or a student.

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