

| RESEARCH ARTICLE**Code-Switching Practices of YouTube Educational Content Creators Using Ceblish****Julia Anne Campado Gumanay***Master of Science in Teaching, English Language and Literature, Graduate School, University of Cebu-Main Campus, Cebu City, Philippines***Corresponding Author:** Julia Anne Campado Gumanay, E-mail: julia.anne.gumanay.99@gmail.com**| ABSTRACT**

Language is a dynamic tool for communication, particularly in multilingual contexts where switching between languages aids understanding. This study examined how YouTube educational content creators use Ceblish—a mix of Cebuano and English—to enhance clarity and engagement in digital instruction. It explored the types of code-switching patterns, their alignment with accommodation strategies, their impact on audience engagement and comprehension, and their role as a scaffolding tool for linguistic diversity and knowledge transfer. Additionally, the study aimed to develop a Digital Ceblish Pedagogical Guide for effective multilingual teaching in both online and traditional classrooms. The study employed a sociolinguistic discourse analysis grounded in Clarke and Braun's thematic approach. To gather the data, seven publicly available YouTube lecture-style videos featuring Cebuano language instruction that utilized Ceblish were purposively selected as data sources. Specifically, the research environment was the YouTube platform, where the videos were carefully transcribed and systematically analyzed. Moreover, a researcher-developed coding guide served as the primary instrument and was validated by a panel of experts to ensure reliability and credibility. Subsequently, the data were analyzed through thematic coding, which was aligned with Poplack's Code-Switching Typology, Giles' Communication Accommodation Theory, and Vygotsky's Sociocultural Theory. Findings showed that inter- and intra-sentential code-switching were the most frequent patterns, effectively simplifying concepts, clarifying explanations, and sustaining engagement. These strategies aligned with convergence and maintenance principles under Communication Accommodation Theory and served as scaffolding within Vygotsky's Zone of Proximal Development. Consequently, the study concluded that Ceblish enhances comprehension, inclusivity, and cultural identity in digital learning. Therefore, educators are encouraged to integrate bilingual strategies like Ceblish in online teaching, learners are advised to embrace bilingual input to strengthen understanding and flexibility, and future researchers may explore its use across other digital and traditional learning contexts.

| KEYWORDS

Ceblish, code-switching, YouTube education, bilingual pedagogy, sociolinguistic discourse analysis, digital learning

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Language is a flexible and adaptive tool, especially in multilingual societies where people alternate between languages to facilitate communication. This practice, known as *code-switching* (CSW), is commonly observed in classrooms around the world, particularly in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts. Educators often use code-switching to enhance clarity, improve learner comprehension, and create more inclusive environments. With the growth of digital platforms such as YouTube, this linguistic strategy has extended beyond traditional settings into informal digital learning spaces, allowing educators to address diverse and global audiences through blended language use (Nazri & Kassim, 2023; Shah & Saja, 2024).

In Asia, code-switching is a widely used strategy in multilingual education, especially in countries like Indonesia and Malaysia, where educators integrate local and global languages in both traditional classroom and YouTube-based instruction to enhance

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clarity and engagement. In the Philippines, which is home to more than 120 regional languages shaped by Spanish and American colonial history, hybrid forms like Taglish (Tagalog-English), Kaplish (Kapampangan-English), and Ceblish (Cebuano-English) have become prevalent in daily conversations and teaching practices. In Cebu, Ceblish naturally occurs in speech and is now employed by educators on traditional classrooms and digital platforms to explain ideas through a mix of Cebuano and English. Its use in YouTube educational content shows how instructors make lessons more relatable and accessible to diverse audiences. Supporting this linguistic integration, Article XIV of the 1987 Constitution promotes the preservation of regional languages, while the Enhanced Basic Education Act of 2013 (R.A. 10533) institutionalizes Mother Tongue-Based Multilingual Education (MTB-MLE) in early instruction (Republic of the Philippines, 1987, Article XIV; R.A. 10533, 2013).

In the lens of the researcher, YouTube educational content creators who use Ceblish code-switch between Cebuano and English with intentional pedagogical goals. Whether to clarify terms, sustain engagement, or simplify concepts, their strategies vary—some switch frequently, others selectively, often to explain Cebuano using English. While these practices remain understudied, they reflect efforts to bridge language gaps in a system where English dominates despite the MTB-MLE policy. Thus, this highlights the need to explore how Ceblish influences learning in digital education.

Although much of the existing research on code-switching in the Philippines has focused on formal classroom instruction, few studies have examined its use in digital education, especially in the context of teaching local languages such as Cebuano through hybrid forms like Ceblish. Prior studies on YouTube-based instruction have tended to examine general bilingual practices rather than specific local hybrids. For example, Suwastini et al. (2024) studied Indonesian-English code-switching in YouTube podcasts, while Danendra et al. (2022) investigated Japanese-English switching in fan-based content. However, none of these works addressed the use of Ceblish in online language instruction, particularly in teaching Cebuano to English-speaking audiences, revealing a clear gap in the literature.

Ultimately, this study contributed to understanding culturally responsive digital education by examining how YouTube educators used Ceblish in lecture-style videos. The researcher created a Digital Ceblish Pedagogical Guide, offering practical strategies for scripting, on-screen prompts, and learner engagement tailored for online instruction and can even be customized for traditional classrooms. As a licensed teacher and master's student in English Language and Literature, the researcher was equipped to critically analyze language use in digital education. Motivated to explore Ceblish as a pedagogical tool, the researcher aimed to provide a resource that enhances multilingual education in digital settings.

2. Theoretical Background and Literature Review

This study is grounded in **Shana Poplack's (1980) Code-Switching Typology** as its anchor theory, which categorizes language mixing into intra-sentential (within sentences), inter-sentential (between sentences), and extra-sentential (tag-like switches) forms. This framework provides a systematic way to analyze how bilingual speakers integrate different languages in discourse, moving beyond viewing code-switching as random to understanding it as a structured linguistic phenomenon. While initially developed from Spanish-English bilingual communities, this typology has proven widely applicable across diverse multilingual contexts, including digital spaces where Ceblish—the hybrid use of Cebuano and English—is prevalent (Poplack, 1980).

Two supporting theories strengthen this framework. **Howard Giles' (1973) Communication Accommodation Theory (CAT)** explains how speakers adjust their language to align with or differentiate themselves from their audience, employing convergence to build rapport or divergence to assert identity. In YouTube educational content, CAT helps explain how creators use Ceblish to make content more relatable and accessible to diverse viewers (Giles et al., 2023). **Lev Vygotsky's (1978) Sociocultural Theory** emphasizes language as a tool for learning, where code-switching serves as scaffolding within the Zone of Proximal Development (ZPD), helping learners bridge gaps between what they can understand independently and with guidance. By switching between Cebuano and English, YouTube creators provide temporary linguistic support that makes complex concepts more accessible (Vygotsky & Cole, 1978).

Recent research demonstrates the pedagogical value of code-switching across contexts. Studies show it enhances comprehension, reduces learner anxiety, and builds rapport in multilingual classrooms and digital spaces (Aleksius, 2024; Fatima et al., 2025). On YouTube specifically, educators strategically employ code-switching to clarify explanations, engage diverse audiences, and accommodate varying linguistic competencies (Arugay, 2023; Kartikawati, 2023). Research applying Poplack's typology consistently finds intra-sentential switching most prevalent in educational settings, followed by inter-sentential and tag-switching patterns (Bravo-Sotelo, 2020; Suwastini et al., 2024). These findings indicate that code-switching is not merely a linguistic crutch but a deliberate pedagogical strategy aligned with sociocultural principles of scaffolded learning and audience accommodation.

Philippine legal frameworks support this approach. The 1987 Policy on Bilingual Education and the Enhanced Basic Education Act of 2013 institutionalize Mother Tongue-Based Multilingual Education (MTB-MLE), recognizing regional languages as valuable instructional tools. The Philippine Development Plan 2023–2028 emphasizes inclusive education through local languages and digital technologies, while data privacy and intellectual property laws provide ethical guidelines for analyzing publicly available content (DO 52, s. 1987; R.A No. 10533, 2013).

Together, these theories and frameworks establish code-switching—particularly Ceblish—as a structured, purposeful linguistic strategy shaped by sociocultural, cognitive, and structural factors. This foundation supports the examination of how YouTube educational content creators employ Ceblish as a pedagogical tool to enhance clarity, engagement, and accessibility for diverse learners in digital environments.

3. Statement of the Problem

This study explored the code-switching practices of YouTube educational content creators who used Ceblish in their lecture-style videos.

Specifically, the study sought answers to the following questions:

1. What types of code-switching patterns do YouTube Educational Content Creators use in their videos?
2. How do Ceblish code-switching strategies align with accommodation techniques?
3. How do YouTube Educational Content Creators enhance audience engagement and comprehension?
4. Does Ceblish serve as a scaffolding tool for knowledge transfer and linguistic diversity?

4. Research Methodology

4.1 Research Design

This study employed a sociolinguistic discourse analysis approach to examine the code-switching practices of YouTube educational content creators who used Ceblish. Specifically, this method was appropriate because it focused on how language operated within real social interactions, considering the influence of cultural background, identity, and communicative intent. Moreover, digital platforms like YouTube offered authentic, spontaneous speech data and informal audience feedback, which were ideal for analyzing multilingual practices. Content creators often engaged in code-switching not only to clarify meaning but also to build rapport and foster engagement with diverse viewers. Furthermore, the use of Ceblish served as both a pedagogical strategy and a form of identity expression, making it a rich subject for sociolinguistic analysis. Therefore, sociolinguistic discourse analysis was well-suited for capturing how Ceblish functioned as a communicative tool in digital educational settings (Isnarni et al., 2025; Zaluzhna, 2020).

4.2 Research Environment

The study was conducted within the digital learning landscape of YouTube, a widely used video-sharing platform that served as a hub for asynchronous education. YouTube facilitated multimodal learning by allowing educators to integrate text, visuals, and audio, making it a dynamic space for language instruction. As a borderless educational environment, YouTube enabled educators to reach diverse audiences, including non-native speakers interested in learning Cebuano. This study examined YouTube educational content creators who taught Cebuano to foreign learners, utilizing Ceblish as a pedagogical tool.

4.3 Sources of Data

The study focused on YouTube educational content creators who use Ceblish in their instructional videos. These individuals served as digital educators, reaching diverse audiences beyond traditional classrooms. To ensure a diverse sample, a purposive sampling method was employed, selecting seven YouTube content creators who met specific criteria. They had to upload Cebuano language instruction videos that incorporated structured Ceblish, ensuring intentional and systematic code-switching rather than casual mixing. Additionally, their content had to be publicly accessible and exhibited active engagement with learners through comments or supplementary explanations.

4.4 Research Instrument

A researcher-developed coding guide was utilized to systematically analyze the linguistic patterns and pedagogical strategies used by Cebuano-English code-switching YouTube content creators. The coding guide served as a structured framework for identifying instances of code-switching, categorizing them based on Code-Switching Typology, and interpreting their communicative strategies and pedagogical functions through the lens of Communication Accommodation Theory and Sociocultural Theory. To ensure content validity, the coding guide underwent an expert review process by a panel of invited professors alongside the research adviser.

4.5 Research Procedures

The research procedures ensured ethical and systematic data collection by first obtaining approval from the university ethics and research office to analyze publicly available YouTube content from Cebuano-English (Ceblish) educational creators. Following approval, videos were systematically selected based on predefined criteria including relevance to language instruction and frequency of code-switching. Selected videos were transcribed verbatim, with all data analyzed objectively to examine linguistic and instructional elements, enabling a robust and ethically sound investigation of Ceblish as a teaching tool in YouTube-based language instruction.

4.6 Data Collection

Data were collected through content analysis of YouTube videos from selected educational content creators, with at least one video per channel transcribed verbatim to capture authentic instructional discourse. Because YouTube's auto-generated captions frequently misrepresented Cebuano and Ceblish terms, transcripts were manually reviewed and refined for accuracy; raw transcripts are provided in the appendices. Timestamps were excluded since the analysis focused on linguistic and functional features of code-switching rather than temporal sequencing. Researcher notes documented salient speech patterns, intonation, and contextual cues relevant to pedagogical effectiveness, supporting thematic identification in qualitative analysis (Mishra & Dey, 2022).

4.7 Data Analysis

The study employed sociolinguistic discourse analysis informed by Code-Switching Typology, Communication Accommodation Theory (CAT), and Sociocultural Theory (SCT). Analysis proceeded through three phases: familiarization and coding, theme development, and interpretation. Code-switching types (intra-sentential, inter-sentential, and intra-word) were identified, with SCT used to examine scaffolding functions and CAT to analyze educators' linguistic adjustments to learners' proficiency. Patterns were grouped into functional categories, illustrating how Ceblish facilitated comprehension, vocabulary development, and learner engagement. Findings were then interpreted within digital pedagogy and sociolinguistic contexts to highlight code-switching as a strategic instructional practice in multilingual online education.

5. Presentation and Analysis of Data

5.1 Video Number 1

- **Channel Name:** Cebuano101
- **Video Title:** Teaching Bisaya to English Speaker | Learn Bisaya with Maestra Judy
- **Link to Video:** <https://www.youtube.com/watch?v=mInAjABlcc>

Table 1. Transcript Coding Guide for Video 1

Data	Type of Code-Switching	Explanation	Accommodation and Pedagogical Function	Engagement and Comprehension Strategies
1. "Asa ka nagpuyo or Where are you staying?"	Inter-sentential	The speaker uses a complete Cebuano sentence followed by its English translation, with the "or" serving as a boundary between two independent clauses.	Aids comprehension through translation (CAT); reinforces form-meaning connection (SCT).	Immediate translations of Cebuano into English (Cebuano sentence is directly followed by English equivalent, making meaning clear)
2. "Taga Amerika ko pero nagpuyo ko sa Liloan... You can just say it like that."	Inter-sentential	A complete Cebuano statement is followed by a separate English comment or instruction, switching languages between the utterances.	Adjusts to the learner's level by providing a conversational model (CAT); supports reflective learning (SCT).	Interactive prompts and conversational cues (English comment encourages learner attention and participation)
3. "The local will	Intra-	The Cebuano phrase Asa	Illustrates authentic usage	Interactive prompts and

<i>just naturally say, Asa ang terminal?"</i>	sentential	ang terminal? is embedded as a direct object within the structure of an English sentence.	in context (CAT); aids naturalistic input exposure (SCT).	conversational cues (speaker models natural usage, prompting learner recognition)
4. "So, wala ko kasabot is a common one."	Intra-sentential	The Cebuano phrase wala ko kasabot functions as the subject of the English sentence, mixing languages within a single clause.	Enhances pragmatic understanding of a common phrase (SCT); matches bilingual classroom discourse (CAT).	Interactive prompts and conversational cues (speaker signals a common phrase, inviting learner attention and engagement)
5. "Actually, this is like kahibaw, but Cebuanos like to say it: Dili ko kabaw."	Inter-sentential	A full English explanation is followed by a complete Cebuano example. The switch happens at the clause boundary.	Bridges lexical variation and dialect awareness (SCT); adjusts to learner needs (CAT).	Side-by-side examples for comparison (English explanation paired with Cebuano example to highlight meaning differences)
6. "We don't say Oo in Cebu, we just say O."	Intra-sentential	Mixing occurs within the same grammatical sentence, even though there are Cebuano words in both clauses. English commentary contrasts two Cebuano variants.	Clarifies phonetic or cultural nuances (SCT); promotes sociolinguistic awareness (CAT).	Side-by-side examples for comparison (shows two variants of Cebuano words in context, letting learners compare)
7. "Unsa man? Like, what is it?"	Inter-sentential	The complete Cebuano question is immediately followed by its full translation into English, with "Like" acting as a conversational bridge.	Builds real-time equivalence (SCT); supports receptive-to-productive learning (CAT).	Immediate translations of Cebuano into English (Cebuano question is immediately clarified in English)
8. "Asa is (I think you know this one)... Normally, 'Asa' is 'Where'."	Intra-sentential	The Cebuano word Asa is inserted within an English explanation.	Encourages self-correction and learner reflection (SCT); conversational scaffolding (CAT).	Immediate translations of Cebuano into English (direct English equivalent provided for clarity)
9. "When you say 'lugara', it's more like you're giving emphasis to 'this place'."	Intra-sentential	The Cebuano word lugara is explained using English.	Highlights pragmatics of emphasis (SCT); aligns input with learner schema (CAT).	Side-by-side examples for comparison (Cebuano term presented alongside English explanation to show functional use)
10. "Aning is just a contracted word of: ani nga."	Intra-sentential	The Cebuano term aning is analyzed grammatically in English.	Provides morphological insight (SCT); supports analytical learning (CAT).	Side-by-side examples for comparison (Cebuano form shown alongside English analysis for understanding)

The video *Teaching Bisaya to English Speaker* by Cebuano101 features frequent inter-sentential and intra-sentential code-switching, with direct translations (e.g., "Asa ka nagpuyo or Where are you staying?") and embedded Cebuano phrases within English explanations, consistent with established code-switching typologies. These strategies reflect Sociocultural Theory (SCT), as the instructor scaffolds learning through real-time translations, metalinguistic explanations, and modeling of authentic usage aligned with the viewer's proficiency level (Afryanti & Daud, 2021). From a Communication Accommodation Theory (CAT) perspective, the instructor demonstrates convergence by simplifying speech, clarifying dialectal and morphological features, and fostering sociolinguistic rapport, illustrating strategic code-switching as an effective pedagogical tool in multilingual digital instruction (Gross et al., 2022; Shinga & Pillay, 2021).

5.2 Video Number 2

- **Channel Name:** Bisaya Classroom by Jonah
- **Video Title:** LET'S LEARN BISAYA PRONOUNS-Simple Way
- **Link to Video:** <https://www.youtube.com/watch?v=-3fplojQiNE>

Table 2. Transcript Coding Guide for Video 2

Data	Type of Code-Switching	Explanation	Accommodation and Pedagogical Function	Engagement and Comprehension Strategies
1. "First is I or me in Bisaya, that's Ako or Ko."	Intra-sentential	Cebuano terms are embedded in an English sentence without disrupting grammar.	Aligns with learner proficiency (CAT); provides immediate lexical translation (SCT).	Immediate translations of Cebuano into English (English term immediately paired with Cebuano equivalent for comprehension)
2. "You will sing. Ikaw mo-kanta."	Inter-sentential	A full English sentence is followed by its complete Cebuano translation.	Reinforces comprehension via contrastive input (CAT); scaffolds grammar exposure (SCT).	Immediate translations of Cebuano into English (Cebuano translation directly follows English sentence)
3. "The word 'akong' here is just a contraction."	Intra-sentential	The speaker embeds a Cebuano word as the subject of an English explanatory sentence. This serves a metalinguistic function to talk about language itself.	Supports metalinguistic awareness (CAT); aids vocabulary decoding (SCT).	Side-by-side examples for comparison (Cebuano term explained alongside English description to illustrate usage)
4. "This is my house, you could say – Kini ang akong balay."	Inter-sentential	The sentence shifts fully from English to Cebuano at the clause level.	Enhances conceptual clarity (CAT); demonstrates sentence equivalence (SCT).	Immediate translations of Cebuano into English (Cebuano sentence immediately follows English explanation)
5. "I will study, that's Magtuon."	Inter-sentential	A full English clause is immediately followed by a Cebuano translation.	Provides direct semantic mapping (SCT); adapts to learner needs (CAT).	Immediate translations of Cebuano into English (learner can directly compare English and Cebuano equivalents)
6. "Their or thers, that's 'ila' or 'ilaha' or 'ilang."	Intra-sentential	Multiple Cebuano options are embedded into the English explanation.	Supports vocabulary range (SCT); encourages flexible usage (CAT).	Side-by-side examples for comparison (English words contrasted with multiple Cebuano options)
7. "Take note, we usually use 'mang' if the doer is plural."	Extra-sentential (Tag)	"Take note" serves as an instructional tag separate from the main clause.	Signals grammatical rules (SCT); alerts learners to patterns (CAT).	Interactive prompts and conversational cues (speaker explicitly cues learners to pay attention and interact)
8. "Replace 'kanta' with an action word and experiment with the personal Bisaya pronouns."	Intra-sentential	The Cebuano term "kanta" is inserted naturally into English instruction.	Promotes learner experimentation (SCT); blends instruction with example (CAT).	Interactive prompts and conversational cues (speaker encourages learners to participate and apply knowledge)
9. "Mag-subscribe ko sa imong channel. So 'imong' is 'your'."	Inter-sentential	A complete Cebuano sentence (containing an English loanword) is followed by a separate English explanation. The switch occurs between	Reflects real-world usage (CAT); reinforces possessive structure (SCT).	Immediate translations of Cebuano into English (English equivalent provided immediately for comprehension)

		two distinct grammatical units.		
10. "Her car is big – Dakô ang iyang kotse."	Inter-sentential	A full English sentence is followed by a complete Cebuano counterpart.	Reinforces semantics (SCT); facilitates bilingual comparison (CAT).	Immediate translations of Cebuano into English (direct English-Cebuano pairing aids understanding)

The video *LET'S LEARN BISAYA PRONOUNS – Simple Way* by Bisaya Classroom by Jonah demonstrates systematic intra-sentential, inter-sentential, and extra-sentential code-switching, with embedded Cebuano terms, clause-level translations, and metalinguistic tags that align with established code-switching typologies (Stell & Yakpo, 2015). These strategies reflect Communication Accommodation Theory (CAT), as the instructor converges toward an English-dominant audience through adaptive translations and authentic lexical borrowing, facilitating direct L1-L2 mapping while maintaining exposure to naturally occurring bilingual usage (Almoaily, 2022). From a Sociocultural Theory (SCT) perspective, the structured alternation between languages functions as scaffolded instruction that promotes semantic mapping, learner agency, and retention within a participatory digital learning environment.

5.3 Video Number 3

- Channel Name:** Bisayang Dako
- Video Title:** Bisaya 247 Lesson 3 - Part 1: The Basic Questions in Cebuano
- Link to Video:** https://www.youtube.com/watch?v=nEr8wMY_LHA

Table 3. Transcript Coding Guide for Video 3

Data	Type of Code-Switching	Explanation	Accommodation and Pedagogical Function	Engagement and Comprehension Strategies
1. "Hi everyone, kamusta, and welcome to Bisaya 24/7. Your official Cebuano-English Tutorial."	Intra-sentential	The Cebuano greeting "kamusta" is inserted in an English sentence without breaking syntax.	Builds rapport with bilingual audience (CAT); promotes natural bilingualism (SCT).	Interactive prompts and conversational cues (keeps audience engaged by speaking directly to them)
2. "Unsa is 'what'. Imo is the pronoun 'your'."	Inter-sentential	The speaker defines Cebuano vocabulary with two separate, complete English sentences.	Enhances lexical clarity (CAT); supports explicit vocabulary mapping (SCT).	Immediate translations of Cebuano into English (quick meaning-check for learners)
3. "There's also another word, 'palayaw', that also means nickname."	Intra-sentential	The Filipino word "palayaw" is embedded within an English sentence, functioning as a topic of discussion.	Exposes learners to regional language overlaps (CAT); boosts semantic connections (SCT).	Immediate translations of Cebuano into English (gives instant meaning for understanding)
4. "For example, 'Na-unsa', we are adding the prefix 'na'."	Inter-sentential	The Cebuano term is a complete phrase that is followed by a full English sentence explaining its morphological structure.	Highlights morphological awareness (SCT); aligns with learner schema (CAT).	Side-by-side examples (shows form + explanation together for clarity)
5. "You can also say, Asa ka karon? 'Karon' is now, so that means, 'Where are you now?'"	Inter-sentential	A complete Cebuano question is introduced, followed by an English explanation and translation.	Supports bilingual contrast (CAT); models full sentence usage (SCT).	Immediate translations of Cebuano into English (direct meaning for easier comprehension)
6. "'Gikan' indicates a point of origin, the place that you come from."	Intra-sentential	A Cebuano word is introduced and serves as the subject of an English explanatory sentence.	Aids in concept internalization (SCT); blends lexical teaching naturally (CAT).	Side-by-side examples (word + explanation rather than translation)
7. "I might say, 'Taga	Inter-	A full Cebuano sentence is	Facilitates meaning	Immediate translations of

<i>America ko'. I am from America."</i>	sentential	followed by a full English translation.	confirmation (SCT); bridges learner proficiency (CAT).	Cebuano into English (clear one-to-one sentence mapping)
8. <i>"Diri' is here, 'didto' is a distant location from here."</i>	Intra-sentential	Cebuano spatial terms are explained within a single, continuous English sentence structure.	Enhances comparative learning (SCT); adapts to learner understanding (CAT).	Side-by-side examples (direct comparison of two related words)
9. <i>"Let's familiarize ourselves with what is 'diri', which can sometimes be said as 'dinihi'."</i>	Intra-sentential	Cebuano vocabulary is nested within a larger English explanation.	Highlights lexical variation (CAT); fosters deeper lexical association (SCT).	Side-by-side examples (shows variant forms together)
10. <i>"When you say, Diri lang ibutang, 'lang' is just. So you can say, Just put it here."</i>	Inter-sentential	The speaker switches from a full Cebuano sentence to its English breakdown and equivalent.	Reinforces sentence function (SCT); models code-equivalence (CAT).	Immediate translations of Cebuano into English (helps learners connect structure to meaning)

The video *Bisaya 247 Lesson 3 – Part 1: The Basic Questions in Cebuano* by Bisayang Dako employs both intra-sentential and inter-sentential code-switching, integrating Cebuano greetings within English discourse and providing clause-level translations to support vocabulary and grammatical learning. These strategies align with Communication Accommodation Theory (CAT) by fostering bilingual rapport and with Sociocultural Theory (SCT) by scaffolding sociolinguistic competence through real-time confirmation, morphological explanation, and contrastive examples (Giles et al., 2023). Overall, the deliberate alternation between languages demonstrates adaptive pedagogical accommodation that enhances comprehension, retention, and inclusivity in multilingual digital instruction (Abdulwahid, 2024).

5.4 Video Number 4

- **Channel Name:** Bisayang Panda
- **Video Title:** 03 BASICS: What are Case Markers in Cebuano? PH Common Noun Markers: ANG, OG, SA [Learn Bisaya]
- **Link to Video:** <https://www.youtube.com/watch?v=vlW5zmhVioo&t=392s>

Table 4. Transcript Coding Guide for Video 4

Data	Type of Code-Switching	Explanation	Accommodation and Pedagogical Function	Engagement and Comprehension Strategies
1. <i>"Saging" —which is the word for "banana" in Cebuano. "Gikaon niya" means 'he/she ate' "Gikaon niya ang saging."</i>	Intra-sentential	Code-switching occurs within the sentence; English translation follows Cebuano words.	Builds vocabulary and clarifies sentence structure. (CAT): Adapts language to learners' L1 to enhance comprehension. (SCT): Provides scaffolded mediation for internalizing new vocabulary.	Immediate translations of Cebuano into English (Cebuano word immediately paired with English meaning)
2. <i>First stop? "ANG" "Ang plato sa lamesa." "Plato" here means 'plate' and "lamesa" is 'table'.</i>	Intra-sentential	The Cebuano words Plato and lamesa are embedded as subjects of English explanatory sentences, making this an intra-sentential switch.	Highlights key grammar markers. (CAT): Aligns explanations with learner expectations. (SCT): Facilitates concept formation through bilingual comparison.	Immediate translations of Cebuano into English (primary purpose is giving meaning right after the Cebuano words)
3. <i>"Gikuha ni Ben ang lapis." Could you identify what are we mainly</i>	Intra-sentential	A full Cebuano sentence is paired with an English comprehension check, which is nested within the	Encourages parsing and comprehension. (CAT): Adjusts language level to maintain learner	Interactive prompts and conversational cues (speaker asks question to engage learner)

<i>talking about in this sentence? If you answered "lapis", that's correct!</i>		overall instructional discourse.	engagement. (SCT): Promotes active participation and self-regulation.	
4. 'Niadto siya sa Davao.' "Niadto means 'went' and siya could be 'he/she'."	Intra-sentential	Word-by-word glossing is embedded within an English explanation of a full Cebuano sentence.	Supports verb and pronoun recognition. (CAT): Reflects sensitivity to learners' need for lexical clarification. (SCT): Assists in the gradual mastery of functional grammar.	Immediate translations of Cebuano into English (learner sees English meaning right after Cebuano word)
5. "Papel" means 'paper'. "Gusto ko magsulat sa papel" (I want to write on a paper). Was that clear?	Inter-sentential	The speaker provides a full Cebuano sentence and follows it with its complete English translation and a separate English clarification. The switch happens at the sentence boundary.	Promotes bilingual clarity. (CAT): Facilitates understanding through simplification. (SCT): Strengthens meaning-making through contextualization.	Immediate translations of Cebuano into English (direct mapping from Cebuano to English)
6. "Güngon to niya sa sugod" —which means 'He/She said that in the beginning'. "Sugod" means the 'start' or the 'beginning'	Inter-sentential	A full Cebuano sentence is followed by a complete English translation, and then a subsequent English explanation of a specific word.	Enhances semantic understanding. (CAT): Tailors' input to help learners decode idioms. (SCT): Encourages metalinguistic awareness.	Immediate translations of Cebuano into English (English meaning given immediately after Cebuano term)
7. "SA" can also mark a common noun to indicate accompaniment. "Nanganta mi karon sa akong amigo." I am singing now with my friend.'	Intra-sentential	The Cebuano sentence is used as an example within a larger English grammar explanation, making the switch intra-sentential.	Clarifies syntactic roles. (CAT): Aligns teaching with the learner's native structure. (SCT): Encourages internalization through contextual cues.	Side-by-side examples for comparison (Cebuano example alongside English explanation)
8. As a side note, this one is a Spanish loanword. The Cebuano word for it is "alang". You might still hear "alang" these days, but in a usual daily conversation, "para" is much more common.	Intra-sentential (Metalinguistic)	The discussion of lexical choice and etymology occurs within a continuous English explanation. The Cebuano words are embedded as topics of discussion.	Offers cultural-linguistic insight. (CAT): Bridges cultural gaps to promote familiarity. (SCT): Stimulates reflective thinking on language evolution.	Side-by-side examples for comparison (shows multiple lexical options with explanation)
9. Another example... 'Lea will take two dresses.' "Mokuha si Lea og duha ka sinina." We're marking the noun phrase "duha ka sinina" here, which means '2 dresses'...	Intra-sentential	The Cebuano phrase is introduced and then immediately explained in English, all within a single instructional discourse.	Strengthens grammatical awareness. (CAT): Tailors instruction to learners' level. (SCT): Assists in conceptual understanding of number and object-marking.	Side-by-side examples for comparison (Cebuano example directly mapped to English meaning)

10. Have an awesome day..or night!..and see you on the next one! Amping! (Take care!).	Extra-sentential (Tag)	The Cebuano closing "Amping" is a separate utterance tagged onto the end of a complete English farewell.	Encourages real-life usage of casual language. (CAT): Signals cultural identification and solidarity. (SCT): Reinforces social-pragmatic use of L2 expressions.	Interactive prompts and conversational cues (learner invited to engage with culturally appropriate expression)
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The video *03 BASICS: What are Case Markers in Cebuano?* by Bisayang Panda employs intra-sentential and inter-sentential code-switching, using English glosses and full translations (e.g., "Gikaon niya ang saging" and "Papel means 'paper'...") to scaffold learners' understanding of Cebuano case markers and sentence structure. These strategies promote metalinguistic awareness and sociocultural scaffolding by contextualizing grammatical explanations, loanwords, and culturally embedded expressions, while fostering authentic linguistic engagement (Abubakar & Muhammed, 2023; Kilag et al., 2024). From a Communication Accommodation Theory (CAT) and Sociocultural Theory (SCT) perspective, the deliberate alternation between languages reflects adaptive instruction that enhances comprehension, cultural affiliation, and progressive internalization of Cebuano grammar in digital learning contexts (Gonzales & Tsang, 2023; Zaluzhna, 2020).

5.5 Video Number 5

- Channel Name:** Learn Bisaya Cebuano With Pedro
- Video Title:** Learn Bisaya Cebuano #203: Gusto ang, Og, Si, Ni, Sa, Mga, Nga, Kini, Ani, Siya, Niya, Dili
- Link to Video:** <https://www.youtube.com/watch?v=N3QeV-rdX20>

Table 5. Transcript Coding Guide for Video 5

Data	Type of Code-Switching	Justification	Accommodation & Pedagogical Function	Engagement and Comprehension Strategies
1. "The ANG family of markers are those nouns or things that are being focused on in the sentence."	Intra-sentential	The Cebuano grammatical item "ANG" is inserted into an English sentence, with the rest of the sentence maintaining English syntax.	Highlights key Cebuano term for emphasis and recall (CAT); supports noticing (SCT).	Side-by-side examples for comparison (Cebuano term highlighted within English explanation to show function).
2. "Kami' is we, excluding the person being spoken to."	Intra-sentential	The Cebuano word "Kami" is embedded as the subject of an English explanatory sentence.	Clarifies L1 pronoun distinctions (CAT); builds contrastive awareness (SCT).	Immediate translations of Cebuano into English (direct meaning after Cebuano).
3. "Ni Tom ug sa babaye. IF they are the subject of the sentence, the non-focus, we'll use the 'ni' and then 'sa'."	Inter-sentential	The Cebuano phrase is followed by a separate, full English sentence that elaborates on it. These are two distinct clauses.	Provides pattern then explanation (CAT); models bilingual contrast (SCT).	Side-by-side examples for comparison (Cebuano example with English explanation).
4. "We have the pseudoverb GUSTO, which means to want."	Intra-sentential	"GUSTO" is inserted within an otherwise English sentence, functioning as a metalinguistic subject.	Introduces key verb in context (CAT); aids vocabulary uptake (SCT).	Immediate translations of Cebuano into English (meaning given after term).
5. "Compared that to GANAHAN, which means a feeling of liking someone or something."	Intra-sentential	The Cebuano term "GANAHAN" is inserted within a comparative English sentence structure.	Encourages lexical distinction and comprehension (CAT); enhances semantic learning (SCT).	Side-by-side examples for comparison (Cebuano term contrasted with another).
6. "Gusto SI ANNA og isda. Anna wants fish."	Inter-sentential	A full Cebuano sentence is followed by its full English equivalent—two distinct clauses.	Offers translation equivalence for clarity (CAT); reinforces syntax mapping (SCT).	Immediate translations of Cebuano into English (full sentence translation).

7. "So here we're saying 'ni Anna' means Anna is the subject."	Intra-sentential	"Ni Anna" is embedded in an English sentence to serve as a grammatical example.	Bridges L1 grammar and L2 explanation (CAT); supports metalinguistic reasoning (SCT).	Side-by-side examples for comparison (Cebuano term explained within English).
8. "KANANG BATAA, now we have 'kana' which means 'that'."	Inter-sentential	The speaker switches from a full Cebuano phrase to a full English explanatory sentence.	Models deictic use then translates for clarity (CAT); builds word association (SCT).	Immediate translations of Cebuano into English (Cebuano phrase followed by meaning).
9. "If he doesn't like, DILI SIYA gusto."	Inter-sentential	The Cebuano phrase "DILI SIYA gusto" is a complete clause that follows the English conditional clause "If he doesn't like." The switch occurs at the clause boundary.	Highlights negation within familiar English scaffold (CAT); demonstrates real usage (SCT).	Immediate translations of Cebuano into English (clarity through translation).
10. "This girl, KINI NGA BABAYE, now we're focusing on this girl."	Intra-sentential	The Cebuano phrase "KINI NGA BABAYE" is inserted into the middle of an English sentence, where the surrounding English text provides context.	Helps learners process demonstratives in real-time context (CAT); encourages form-meaning mapping (SCT).	Immediate translations of Cebuano into English (term clarified within context).

The video *Learn Bisaya Cebuano #203: Gusto ang, Og, Si, Ni, Sa, Mga, Nga, Kini, Ani, Siya, Niya, Dili* by Learn Bisaya Cebuano With Pedro demonstrates strategic intra-sentential and inter-sentential code-switching, embedding Cebuano grammatical markers within English explanations and providing full sentence translations to reinforce form–function awareness and syntactic mapping. From a Communication Accommodation Theory (CAT) perspective, the instructor adapts to an English-dominant audience by contrastively explaining grammatical markers and lexical distinctions (e.g., *gusto* vs. *ganahan*), fostering metalinguistic reasoning and semantic nuance (Mortega, 2022). These practices align with Sociocultural Theory (SCT), as code-switching functions as scaffolded input that supports learner comprehension, retention, and meaningful engagement with Cebuano grammar in a digital learning environment.

5.6 Video Number 6

- **Channel Name:** Let's talk in Bisaya with loved ones
- **Video Title:** Level Up Your Cebuano Listening Skills! Listening Practice Greetings 01 #BC107
- **Link to Video:** <https://www.youtube.com/watch?v=hjyw19iVRbA>

Table 6. Transcript Coding Guide for Video 6

Data (Sample)	Type of Code-Switching	Explanation	Accommodation and Pedagogical Function	Engagement and Comprehension Strategies
1. "Unsa ang plano nga gihisutan ni Dave alang karon? What plan did Dave mention for today?"	Inter-sentential	A full sentence in Cebuano is followed by its complete English translation.	Enhances understanding by aligning with learners' L1 (CAT – adapts to learners' linguistic background); encourages L1-L2 comparison (SCT – supports mediation through L1).	Immediate translations of Cebuano into English (sentence-level meaning clarified).
2. "Tinaytina said, 'Maayong buntag!' Which means 'Good morning!'"	Tag-switching	An English sentence contains a Cebuano phrase inserted for authentic illustration, with the translation tagged on.	Offers exposure to real-life usage (CAT – promotes solidarity by using learners' language); builds socio-pragmatic competence (SCT – shows cultural-	Immediate translations of Cebuano into English (tagged explanation after phrase).

			linguistic relevance).	
3. "Maayo na nga ideya. Importante gyud mag-relaks usahay," which means <i>Dave didn't mention any specific plan but responded that relaxing is a good idea.</i>	Inter-sentential	A full idea is stated in Cebuano and is followed by a paraphrased English explanation.	Helps conceptualize the message in both languages (CAT – adjusts to learners' understanding); scaffolds comprehension (SCT – enables internalization of meaning).	Immediate translations of Cebuano into English (helps map full idea).
4. "Nagtrabaho siya kagahapon, magpahuway siya karon." It means <i>Tinaytina worked yesterday and plans to rest today.</i>	Inter-sentential	Two complete Cebuano sentences are followed by a full English explanation.	Offers examples of tense structures (CAT – modifies language complexity); supports grammar awareness (SCT – promotes syntactic development through guided input).	Immediate translations of Cebuano into English (full clause translated comparison).
5. "Maayong Buntag, it means, Good Morning, and is a very common greeting used in the morning."	Intra-sentential	A Cebuano greeting is embedded as the subject within an English explanatory sentence.	Boosts vocabulary retention in context (CAT – uses learners' familiar linguistic frame); aids internalization of routines (SCT – fosters real-world application).	Immediate translations of Cebuano into English (embedded phrase clarified).
6. "Kumusta ka? Or Kumusta ka karon? It means, How are you? / How are you today?"	Inter-sentential	The Cebuano question forms are followed by their English equivalents, which are presented as a separate complete sentence.	Clarifies common conversational openers (CAT – aligns with learners' communication goals); facilitates functional language use (SCT – supports social interaction skills).	Immediate translations of Cebuano into English (question forms explained).
7. "Maayo ra ko or Maayo man sad. It means I'm fine, or I'm also fine."	Inter-sentential	The Cebuano response forms are followed by their English translations in a separate, complete sentence.	Builds response patterns for greetings (CAT – promotes listener accommodation); scaffolds fluency in routine expressions (SCT – encourages repeated meaningful use).	Immediate translations of Cebuano into English (response phrases clarified).
8. "Nagtrabaho or Magtrabaho. It means to work or to do work."	Intra-sentential	Cebuano vocabulary items are embedded and explained within a single, continuous English sentence.	Reinforces verb forms and meaning (CAT – aids comprehension through simplification); encourages cognitive comparison of word forms (SCT – supports morphological awareness).	Side-by-side examples for comparison (Cebuano words contrasted within English explanation).
9. "Magpahuway. It means to rest. For example, 'Plano nako magpahuway karon.'"	Inter-sentential	A full Cebuano sentence is provided as an example, which follows an English explanation of a Cebuano word.	Reinforces vocabulary and contextual usage (CAT – models relevant expressions); promotes language production through examples (SCT – supports mediated learning).	Side-by-side examples for comparison (word plus example sentence).
10. "Plano nako—It means, I plan to, or	Inter-sentential	A complete Cebuano phrase is followed by a separate, full	Highlights functional phrases (CAT – increases	Immediate translations of Cebuano into English

<i>my plan is to."</i>		English sentence that provides a translation.	accessibility of key phrases); aids sentence construction (SCT – guides learners in using goal-setting expressions).	(functional phrase clarified).
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In *Level Up Your Cebuano Listening Skills! Listening Practice Greetings 01 #BC107*, the instructor employs inter- and intra-sentential code-switching to scaffold Cebuano conversational phrases, providing direct translations and embedding vocabulary within English explanations to support comprehension and retention (CAT, SCT). Extra-sentential tags like "Tinaytina said, 'Maayong buntag!'" introduce culturally authentic expressions, enhancing learners' socio-pragmatic competence and aligning with Communication Accommodation Theory. Overall, these strategies function as scaffolded input, bridging linguistic forms and meanings, promoting fluency, and demonstrating how hybrid language use supports digital multilingual pedagogy on YouTube (Gwee & Saravanan, 2018; Zaluzhna, 2020).

5.7 Video Number 7

- **Channel Name:** Gary & Reancy Bisaya
- **Video Title:** Filipino Bisaya Lessons 101: How To Introduce Yourself (Easy Conversational Phrases)
- **Link to Video:** https://www.youtube.com/watch?v=xD87R_06Sek

Table 7. Transcript Coding Guide for Video 7

Data (Sample)	Type of Code-Switching	Explanation	Accommodation and Pedagogical Function	Engagement and Comprehension Strategies
1. "So the words 'how are you' in Bisaya is <i>kumusta ka.</i> "	Inter-sentential	An English clause is followed by its Bisaya equivalent, presented as a separate utterance.	(CAT) Adapts to learners' L1 to support clearer understanding; (SCT) scaffolds meaning through translation for vocabulary mapping.	Immediate translations of Cebuano into English (sentence-level meaning clarified).
2. "In Bisaya, that is, <i>okay lang ko</i> . You can actually shorten that slightly down to 'okay lang'."	Inter-sentential	A complete English clause introduces a full Bisaya response, followed by an additional English explanatory sentence.	(CAT) Shows sociolinguistic appropriateness through informal variation; (SCT) models real-life conversational structures.	Side-by-side examples for comparison (full phrase plus informal variant).
3. "What is your name? In Bisaya, we say: <i>Unsa imong pangalan?</i> "	Inter-sentential	A full English question is followed by its full Bisaya translation.	(CAT) Aligns with learners' language level for engagement; (SCT) supports sentence-level comprehension through parallel construction.	Immediate translations of Cebuano into English (full clause mapping).
4. "Ako si Reancy translates as, 'I am Reancy.'"	Inter-sentential	A complete Bisaya sentence is followed by a complete English translation.	(CAT) Reinforces identity and self-expression in both codes; (SCT) highlights grammatical equivalence and sentence formation.	Immediate translations of Cebuano into English (full sentence clarified).
5. "How old are you? in Bisaya is, <i>Pilay imong edad?</i> "	Inter-sentential	A full English question is followed by its full Bisaya equivalent.	(CAT) Bridges linguistic gaps by adapting to bilingual listeners; (SCT) builds functional vocabulary through direct mapping.	Immediate translations of Cebuano into English (question mapping).
6. "Dili, single pako. No, I am still single."	Inter-sentential	A full Bisaya clause is followed by a full English translation.	(CAT) Reiterates message for clarity and rapport; (SCT) reinforces L2 meaning via mirrored structure.	Immediate translations of Cebuano into English (response clarified).
7. "Lima akong anak. Five means 'lima' in	Inter-sentential	A full Bisaya sentence is followed by a separate	(CAT) Adjusts to learners' comprehension needs with	Side-by-side examples for comparison (word-

<i>Bisaya."</i>		English sentence that clarifies a single word.	simplified terms; (SCT) supports concept linking through bilingual comparison.	level clarification).
8. "Maestra ko or Teacher ko, which means, I am a teacher."	Intra-sentential	The switch happens within a continuous phrase, offering a Bisaya term alongside an English one for the same concept.	(CAT) Exposes both native and localized term use to reflect the audience; (SCT) models language hybridity in context.	Side-by-side examples for comparison (term plus English equivalent).
9. "What is your favorite food? Translating that phrase becomes, 'Unsay imong paborito nga pagkaon?'"	Inter-sentential	A full English phrase is followed by a full Bisaya version.	(CAT) Enhances accessibility by presenting an equivalent sentence; (SCT) promotes metalinguistic awareness via comparison.	Immediate translations of Cebuano into English (full sentence mapping).
10. "Lechon manok ang akong paboritong pagkaon. In English, that is, Roasted chicken is my favorite food."	Inter-sentential	A full Bisaya sentence is followed by a complete English translation.	(CAT) Ensures mutual understanding; (SCT) supports retention of meaning and structure through repetition.	Immediate translations of Cebuano into English (sentence-level meaning reinforced).

In *Filipino Bisaya Lessons 101: How To Introduce Yourself*, the speakers use inter-sentential code-switching to present English and Bisaya phrases side-by-side, scaffolding comprehension with clear translation equivalence, and intra-sentential switching, as in "Maestra ko or Teacher ko," to model natural bilingual usage. These strategies align with Communication Accommodation Theory and Sociocultural Theory by reducing cognitive load, fostering engagement, and supporting learners' vocabulary and syntactic mapping. Overall, the deliberate interplay of languages creates a pedagogical environment that balances clarity and cultural relevance, reflecting effective digital multilingual teaching on YouTube (Poplack, 1980; Zaluzhna, 2020).

6. Findings

Based on the data analysis, the following findings were revealed:

6.1 Types of Code-Switching Patterns Used by YouTube Educational Content Creators

Based on Code-Switching Typology, three primary switching patterns were identified across the seven analyzed videos:

- **Inter-sentential (36 instances):** Alternation between full Cebuano and English sentences. This was the most frequently observed pattern, often used when introducing new concepts, clarifying explanations, or emphasizing cultural context. Its prominence highlights how creators shifted between languages to scaffold understanding while reinforcing local identity.
- **Intra-sentential (31 instances):** Cebuano words or phrases embedded within predominantly English sentences. This pattern enabled smooth integration of local expressions without disrupting the flow of discourse, making explanations both relatable and linguistically flexible.
- **Extra-sentential (2 instances):** Use of Cebuano tags or fillers alongside English discourse. Though rare, this pattern served to maintain a conversational tone and foster audience connection through subtle cultural resonance.

Overall, the predominance of inter- and intra-sentential switching suggests that Ceblish functions primarily as a structured pedagogical strategy rather than spontaneous language mixing. These patterns also collectively reveal that while inter-sentential and intra-sentential switching were consistently employed as instructional strategies, extra-sentential switching played a minor but meaningful role in reinforcing authenticity.

6.2 Alignment of Ceblish Code-Switching with Communication Accommodation Theory (CAT)

The Ceblish code-switching strategies observed in the videos aligned with principles of Giles' Communication Accommodation Theory through the following practices:

- **Providing English equivalents for Cebuano terms (Convergence):** Creators adjusted their language to ensure comprehension by learners unfamiliar with Cebuano, reducing linguistic barriers and fostering inclusivity.

- **Simplifying explanations to match learner proficiency (Convergence):** By modifying the complexity of their speech, creators converged toward the audience's level of understanding, thereby enhancing accessibility of content.
- **Using Cebuano to preserve authenticity while remaining accessible (Maintenance):** Creators retained Cebuano expressions to reinforce cultural identity and establish solidarity, reflecting a maintenance strategy while still ensuring learner engagement.

These strategies collectively demonstrate that creators balanced convergence for clarity with maintenance for cultural authenticity, illustrating the adaptability of Ceblish within educational discourse.

6.3 Strategies to Enhance Audience Engagement and Comprehension

Creators employed several strategies to improve engagement and understanding:

- **Interactive prompts and conversational cues:** Encouraged audience participation and maintained attention.
- **Immediate translations of Cebuano into English:** Helped learners follow along without losing meaning.
- **Side-by-side examples for comparison:** Aided viewers in connecting new information with familiar concepts.
- **Repetition of key terms for reinforcement:** Strengthened retention and ensured comprehension of important concepts.

These strategies collectively indicate that creators not only shared information but also intentionally structured their delivery to engage learners and enhance comprehension, reflecting effective bilingual teaching practices.

6.4 Ceblish as a Scaffolding Tool for Knowledge Transfer and Linguistic Diversity

Grounded in Vygotsky's Sociocultural Theory, Ceblish functioned as an effective scaffolding tool that supported both learning and cultural identity:

- **Bridging languages:** Alternating between Cebuano and English reflected the use of the Zone of Proximal Development, where learners relied on familiar language structures to grasp new concepts with guided support.
- **Cultural reinforcement:** The inclusion of Cebuano terms and expressions highlighted Sociocultural Theory's emphasis on culturally mediated learning, preserving linguistic diversity while situating knowledge in meaningful social contexts.
- **Stepwise language support:** Gradually introducing English equivalents after Cebuano terms demonstrated scaffolding, enabling learners to transition from reliance on the familiar language to independent use of the new language.

These practices suggest that Ceblish, when applied within Sociocultural Theory principles, facilitated knowledge transfer, promoted appreciation of linguistic diversity, and empowered learners to navigate educational content effectively in both languages.

7. Conclusion

This study showed that YouTube educators use Ceblish code-switching as both a linguistic and pedagogical tool, balancing comprehension, engagement, and cultural identity. Inter- and intra-sentential switches clarified complex concepts, while extra-sentential switches added authenticity and audience connection. Through Communication Accommodation Theory and Sociocultural Theory, Ceblish functioned as a scaffold bridging learners' L1 and L2, supporting comprehension, and reinforcing linguistic diversity in digital education.

7.1 Recommendations

Drawing from the findings of this study, the following recommendations are offered:

- **Educators:** Integrate Ceblish in online teaching to enhance understanding while maintaining cultural authenticity.
- **Learners:** Embrace bilingual input to scaffold knowledge, improve comprehension, and build linguistic flexibility.
- **Researchers:** Explore new dimensions of Ceblish in online education, such as its effects on retention, cross-platform use, and comparisons with traditional classrooms.

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