

Original Article

Usage, Functionality and Relevance of Code Switching in Teaching Literature on Students' Development

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Abstract: Language is a crucial tool in teaching English subjects, particularly Literature and Grammar, in the Philippines. Code-switching is a process of shifting from one linguistic code to another depending on social context or conversational society. In the Philippines, primary school teachers use Singapore Colloquial English (SCE) for curriculum access and classroom management. This study examines the usage, functionality, and relevance of code-switching in teaching literature at Northeast Luzon Adventist College, considering factors such as sex, ethnic affiliation, dominant language used at home, number of siblings, and family income. The study identifies three domains of functional and relevant code switching: cognitive, affective, and self-efficacy and reflection. Cognitive development refers to the functionality and relevance of code switching in developing faster recall of concepts, thinking faster and answering questions, comprehending concepts, and gaining social confidence. Affective development involves the effects of code-switching on students' feelings, such as not feeling isolated due to ethno-linguistic affiliation, accepting ideas in multicultural settings, and gaining social confidence. The study found that code switching enhances students' cognitive, affective, self-efficacy, and reflection development, aiding in faster recall, thinking, comprehension, and understanding of diverse cultures. It also promotes social confidence and understanding of foreign concepts. In conclusion, motivation and attitude towards language choice are necessary for learning achievement. Code-switching in teaching literature can boost students' confidence and improve the teaching-learning process.

Keywords: Philippines, English language, code-switching, Teachers, students, literature, siblings

1. INTRODUCTION

Language is one of the most essential tools in teaching, particularly in subjects tied to communication and self-development. From a Biblical perspective, creation itself was brought forth through spoken words, underscoring the power of language. In English instruction—especially in literature and grammar—teachers must assess not only students' written work but also their spoken ability to elaborate on ideas. In the Philippines, a multilingual nation with 120–180 native languages, often misclassified as “dialects,” code-switching has emerged as a practical strategy for clarifying unfamiliar concepts. Although the Philippine educational system was modeled after that of the United States, with English adopted as the primary medium of instruction, the sociolinguistic realities of Filipino students necessitate flexibility in language use. Code-switching, defined as shifting between linguistic codes depending on social context, enables learners to bridge linguistic gaps. Studies across contexts—including the U.S. and Singapore—demonstrate that code-switching enhances comprehension, classroom management, and access to subject matter when used judiciously. In the Philippine setting, it has been shown to foster academic performance and cultural integration, particularly when English and Filipino are used interchangeably. The Municipality of Alicia, home to diverse cultural groups such as the Ifugao, Muslims, Gaddangs, Yogads, Iloko, Tagalog, and Ibanag, exemplifies the challenges of multilingual classrooms. At Northeast Luzon Adventist College (NELA College), secondary students' academic performance is influenced by cultural identity, linguistic orientation, and proficiency in both

English and their native languages. While bilingual education programs exist, teachers continue to face difficulties in addressing students' diverse linguistic backgrounds. This study investigates the usage, functionality, and relevance of code-switching in teaching literature at NELA College. It examines respondents' demographic profiles—sex, ethnic affiliation, dominant home language, number of siblings, and family income—and explores how teachers' use of code-switching impacts students' cognitive development, affective growth, self-efficacy, and reflective abilities. Data are intended to inform administrators, faculty, book publishers, and policymakers in contextualizing learning materials, revising language policies, and designing interventions to improve instruction.

2. MATERIALS AND METHODS

This study provided details on the study process to be used to examine the hypothesis of this study. The methodology covers: study and procedure, a description of the study population, study instrument, data gathering procedure and statistical tool. The study utilized the quantitative study approach. The quantitative approach follows the descriptive-comparative design, where the profile, extent of code switching use in teaching and learning Literary terms and concepts, functionality and relevance are determined. The study was conducted at Northeast Luzon Adventist College, Inc., a Private school located in Mabini, Alicia, Isabela, the school was selected for the reason that the researcher is part of its teaching force and is teaching literature subject. The respondents of the study included the 115 students of Literature at Northeast Luzon Adventist College who are all enrolled in the subject of 21st Century Literature from the Philippines and the World. Out of 160 populations, 115 respondents were selected using the Simple Random Sampling with 95% degree of confidence and 5% allowable error using the Slovin's formula

$$n = \frac{N}{1 + N(0.05)^2}$$

The study involved a series of steps to gather data for a study. The first step involved preparing an instrument for data collection, which was then subjected to content validity and critiquing by experts. The finalized tool was then pilot-tested to ensure reliability and improvement. The finalized tool was administered using a Google Form, and the data was encoded, recoded, and statistically processed for analysis and interpretation. The researcher used a survey called the "Code Switching Usage, Functionality and Relevance Survey" to gather information on respondents' characteristics. The survey consisted of three parts: Profile, Code Switching Usage, and Code Switching Functionality and Relevance. The tool was pilot-tested with a group of teachers and students for validity and reliability purposes. The collected data were computer-processed using the Statistical Package for Social Sciences (SPSS). Non-parametric tests like Krustal Wallis and Mann-u H-test were used to determine the respondents' profile characteristics, while Kendall Tau B was used to determine significant relationships between usage, functionality, and relevance of code switching in teaching Literature. Qualitative Descriptions were used to determine the degree of usage, functionality, and relevance of code switching.

Table 01: Code Switching

Mean Scale	Usage	Functionality	Relevance
1.00-1.49	Rarely	Little	Little
1.50-2.49	Sometimes	Moderate	Moderate
2.50-3.49	Often	Great	Great
3.50-4.00	Always	Very Great	Very Great

3. RESULTS AND DISCUSSION

This study presented the analysis and interpretation of the data gathered following the sequence of the statement of the problem as well as the objectives and the hypothesis of the study.

Table 02: Profile of Respondents

PROFILE	Frequency	Percent
Sex		
Male	46	40.00
Female	69	60.00
Ethnic Affiliation		
Tagalog	23	20.00
Ilokano	84	73.00
Ibanag	4	3.60
Ifugao	2	1.70
Yogad	2	1.70
Language Spoken at Home (Dominant):		
Tagalog	30	26.10
Ilokano	78	67.90
Ibanag	5	4.30
Ifugao	2	1.70
Number of Siblings		
Only child	16	37.40
One	29	25.20
Two	33	28.70
Three	26	22.60
Four or more	11	9.60
Monthly Family Income (Php)		
10, 000 below	43	37.40
10,001 to 15, 000	20	17.30
15, 001 to 20, 000	15	13.00
20,001 to 25,000	11	9.60
25,001 to 30, 000	8	7.00
30,001 above	18	15.70

Table 2 presents the demographic profile of the respondents, revealing a majority of females (60.00%) and males (40.00%). The majority belong to the "Ilokano" ethnic group (73.10%), followed by "Tagalog" (20.10%). The dominant language spoken at home is "Ilokano" (67.90%), followed by "Tagalog" (26.10%) and "Ibanag" (4.30%). The majority of respondents have two siblings (28.70%), followed by only one (25.20%) and two (26.60%) siblings. The majority of respondents are children (13.90%) and have four or more siblings (9.50%). The majority of respondents are children (13.90%) and have four or more siblings (9.50%). The majority of respondents (43.40%) belong to families with monthly incomes below Php 10,000, followed by those with higher incomes (17.30%) and lower incomes (15.70%).

Table 3: Perceived Teachers' Extent of Usage of Code Switching in Teaching Literature

ITEMS	Mean	Desc.
Teachers' Role		
1. Teaches lessons in whatever language acceptable.	3.18	Often
2. Explains major concepts using the English language only.	2.82	Often
3. Elaborates terminologies in Filipino or in the mother tongue	3.00	Often
4. Clarifies concepts in whatever language acceptable to students.	3.19	Often
5. Elucidates terminologies in the mother tongue	2.83	Often
6. Provides activities that require the use of mother tongue.	2.41	Sometimes
7. Promotes the use of Taglish	2.73	Often
8. Contextualizes the concepts of the lessons using mother tongue.	2.67	Often
9. Evaluates learning in whatever comprehensible languages.	2.95	Often
Teacher to Students' Role		
1. Allows the students to write composition in Taglish or mother tongue.	2.39	Sometimes
2. Allows the students to speak and express ideas in the mother tongue.	2.43	Sometimes
3. Tolerates students to answer exams in Filipino or in the mother tongue.	2.88	Often
4. Permits submission of assignments in any comprehensible language.	2.37	Sometimes
5. Allows students to use at least three understandable languages.	2.76	Often
6. Allows students to clarify ideas in any understandable language.	3.10	Often

Table 3 shows the perception of the respondents about the teachers' extent of usage of code switching in teaching Literature. The study found that teachers frequently use code switching in teaching Literature lessons, teaching in any language acceptable, explaining major concepts in English, elaborated terminologies in Filipino or the mother tongue, clarified concepts in any language acceptable to students, and elucidated terminologies in the mother tongue. Teachers also promoted the use of Taglish, contextualized lessons in the mother tongue, and evaluated learning in comprehensible languages. However, sometimes, teachers provided activities requiring the use of the mother tongue. Teachers tolerated students to answer exams in Filipino or the mother tongue, use at least three understandable languages, and clarify ideas in any language. Both male and female respondents had similar observations about their teachers' use of code switching in teaching Literature lessons. The study accepted the hypothesis that there is no significant difference in the extent of usage of code switching in teaching literature subject according to the respondents' profile.

Table 4: Difference in the Teachers' Extent of Usage of Code Switching in Teaching Literature according to Sex

ITEMS	SEX				Z	Sig.
	Male		Female			
	Mean	Desc.	Mean	Desc.		
Teachers' Role						
1. Teaches lessons in whatever language acceptable.	3.09	O	3.25	O	0.96 ^{ns}	0.34

2. Explains major concepts using the English language only.	2.72	O	2.88	O	1.11 ^{ns}	0.27
3. Elaborates terminologies in Filipino or in the mother tongue	2.96	O	3.03	O	0.39 ^{ns}	0.70
4. Clarifies concepts in whatever language acceptable to students	3.09	O	3.26	O	1.24 ^{ns}	0.21
5. Elucidates terminologies in the mother tongue	2.83	O	2.83	O	0.07 ^{ns}	0.95
6. Provides activities that require the use of mother tongue	2.41	S	2.41	S	0.32 ^{ns}	0.75
7. Promotes the use of Taglish	2.72	O	2.74	O	0.09 ^{ns}	0.93
8. Contextualizes the concepts of the lessons using mother tongue	2.67	O	2.67	O	0.29 ^{ns}	0.78
9. Evaluates learning in whatever comprehensible languages	2.93	O	2.96	O	0.17 ^{ns}	0.86
Teacher to Students' Role						
1. Allows the students to write composition in Taglish or mother tongue.	2.46	S	2.35	S	0.48 ^{ns}	0.63
2. Allows the students to speak and express ideas in the mother tongue.	2.48	S	2.41	S	0.43 ^{ns}	0.67
3. Tolerates students to answer exams in Filipino or in the mother tongue.	2.91	O	2.86	O	0.58 ^{ns}	0.56
4. Permits submission of assignments in any comprehensible language	2.46	O	2.32	S	0.78 ^{ns}	0.44
5. Allows students to use at least three understandable languages	2.78	O	2.74	O	0.51 ^{ns}	0.61
6. Allows students to clarify ideas in any understandable language.	3.00	O	3.17	O	1.15 ^{ns}	0.25

^{ns} Not Significant

The study found that both male and female students were frequently tolerated by their teachers to answer exams in Filipino or their mother tongue, use at least three understandable languages, and clarify ideas in any language. Teachers also allowed them to write compositions in their mother tongue, speak and express ideas in their mother tongue, and submit assignments in any comprehensible language. This suggests that male's code-switch more than female participants in the context of higher social class.

Table 5: Difference in the Teachers' Extent of Usage of Code Switching in Teaching Literature according to Ethnic Affiliation

ITEMS	ETHNIC AFFILIATION										Chi-squa re	Sig.
	Tagalog		Ilokano		Ibanag		Ifugao		Yogad			
	Mea n	Des c.	Mea n	Des c.	Mea n	Des c.	Mea n	Des c.	Mea n	Des c.		
Teachers' Role												

1. Teaches lessons in whatever language acceptable.	3.22	O	3.13	O	3.75	A	4.00	A	3.00	O	6.07 _{ns}	0.19
2. Explains major concepts using the English language only.	2.61	O	2.88	O	2.75	O	3.00	O	2.50	O	2.32 _{ns}	0.68
3. Elaborates terminologies in Filipino or in the mother tongue	2.78	O	3.04	O	3.50	A	3.50	A	2.50	O	5.18 _{ns}	0.27
4. Clarifies concepts in whatever language acceptable to students	2.96	O	3.20	O	3.75	A	4.00	A	3.50	A	7.08 _{ns}	0.13
5. Elucidates terminologies in the mother tongue	2.48	S	2.88	O	3.25	O	3.50	A	3.00	O	6.83 _{ns}	0.15
6. Provides activities that require the use of mother tongue	2.30	S	2.40	S	2.75	O	3.50	A	2.00	S	4.74 _{ns}	0.32
7. Promotes the use of Taglish	2.65	O	2.73	O	2.50	O	3.50	A	3.50	A	3.77 _{ns}	0.44
8. Contextualizes the concepts of the lessons using mother tongue	2.57	O	2.69	O	2.75	O	3.00	O	2.50	O	1.24 _{ns}	0.87
9. Evaluates learning in whatever comprehen	2.65	O	2.99	O	3.50	A	3.50	A	3.00	O	5.75 _{ns}	0.22

sible languages												
Teacher to Students' Role												
1. Allows the students to write composition in Taglish or mother tongue	2.35	S	2.33	S	3.25	O	4.00	A	2.00	S	9.05 _{ns}	0.06
2. Allows the students to speak and express ideas in the mother tongue.	2.48	S	2.40	S	2.75	O	3.00	O	2.00	S	2.47 _{ns}	0.65
3. Tolerates students to answer exams in Filipino or in the mother tongue.	2.65	O	2.93	O	3.00	O	3.50	A	2.50	O	3.50 _{ns}	0.48
4. Permits submission of assignments in any comprehensible language	2.26	S	2.39	S	2.00	S	4.00	A	2.00	S	6.69 _{ns}	0.15
5. Allows students to use at least three understandable languages	2.57	O	2.81	O	3.00	O	3.50	A	1.50	S	7.86 _{ns}	0.10
6. Allows students to clarify ideas in any understandable language.	2.87	O	3.12	O	3.50	A	4.00	A	3.50	A	6.54 _{ns}	0.16

The study revealed that students' perception of teachers' role in teaching literature subjects varies based on ethnic affiliation. Students from the "Tagalog" group reported teachers teaching in any

language, explaining concepts in English, and explaining terminologies in Filipino or the mother tongue. However, those from the "Ilokano" group occasionally used the mother tongue for activities and promoted Taglish. The study found that ethnicity does not significantly affect students' perception of teachers' role in code-switching. The "Ifugao" group reported teachers frequently using Taglish, answering exams in Filipino, and clarifying ideas in any language.

Table 6: Difference in the Teachers' Extent of Usage of Code Switching in Teaching Literature according to Dominant Language Spoken at Home

ITEMS	LANGUAGE SPOKEN AT HOME (DOMINANT)								Chi-squar e	Sig.
	Tagalog		Ilokano		Ibanag		Ifugao			
	Mea n	Desc .	Mea n	Desc .	Mea n	Desc .	Mea n	Desc .		
Teachers' Role										
1. Teaches lessons in whatever language acceptable.	3.23	O	3.13	O	3.40	O	4.00	A	3.80 ^{ns}	0.28
2. Explains major concepts using the English language only.	2.80	O	2.81	O	3.00	O	3.00	O	0.44 ^{ns}	0.93
3. Elaborates terminologies in Filipino or in the mother tongue	2.97	O	2.99	O	3.20	O	3.50	A	1.17 ^{ns}	0.76
4. Clarifies concepts in whatever language acceptable to students	3.17	O	3.15	O	3.60	A	4.00	A	5.86 ^{ns}	0.12
5. Elucidates terminologies in the mother tongue	2.70	O	2.85	O	3.00	O	3.50	A	2.60 ^{ns}	0.46
6. Provides activities that require the use of mother tongue	2.33	S	2.41	S	2.40	S	3.50	A	3.45 ^{ns}	0.33
7. Promotes the use of Taglish	2.57	O	2.77	O	2.80	O	3.50	A	2.93 ^{ns}	0.40
8. Contextualizes the concepts of the lessons using mother tongue	2.50	O	2.73	O	2.60	O	3.00	O	1.91 ^{ns}	0.59

9. Evaluates learning in whatever comprehensible languages	2.83	O	2.97	O	3.00	O	3.50	A	1.39 ^{ns}	0.71
Teacher to Students' Role										
1. Allows the students to write composition in Taglish or mother tongue.	2.30	S	2.36	S	2.80	O	4.00	A	6.51 ^{ns}	0.09
2. Allows the students to speak and express ideas in the mother tongue.	2.37	S	2.44	S	2.60	O	3.00	O	1.44 ^{ns}	0.70
3. Tolerates students to answer exams in Filipino or in the mother tongue.	2.83	O	2.92	O	2.20	S	3.50	A	3.41 ^{ns}	0.33
4. Permits submission of assignments in any comprehensible language	2.37	S	2.33	S	2.40	S	4.00	A	5.45 ^{ns}	0.14
5. Allows students to use at least three understandable languages	2.50	O	2.83	O	2.80	O	3.50	A	5.90 ^{ns}	0.12
6. Allows students to clarify ideas in any understandable language.	2.90	O	3.17	O	3.00	O	4.00	A	5.88 ^{ns}	0.12

^{ns} Not Significant

Table 7: Difference in the Teachers' Extent of Usage of Code Switching in Teaching Literature according to Number of Siblings

ITEMS	NUMBER OF SIBLINGS										Chi-squa re	Sig.
	Only child		One		Two		Three		Four or more			
	Mea n	Des c.	Mea n	Des c.	Mea n	Des c.	Mea n	Des c.	Mea n	Des c.		
Teachers' Role												
1. Teaches lessons in whatever language acceptable.	3.25	O	3.10	O	3.24	O	3.17	O	2.80	O	2.85 _{ns}	0.72
2. Explains major concepts using the English language only.	3.06	O	2.93	O	2.55	O	2.83	O	2.60	O	8.61 _{ns}	0.13
3. Elaborates terminologies in Filipino or in the mother tongue	3.06	O	2.93	O	2.97	O	3.00	O	2.60	O	2.61 _{ns}	0.76
4. Clarifies concepts in whatever language acceptable to students	3.50	A	3.17	O	3.21	O	2.83	O	2.80	O	5.50 _{ns}	0.36
5. Elucidates terminologies in the mother tongue	2.81	O	2.79	O	2.88	O	2.33	S	2.40	S	5.23 _{ns}	0.39
6. Provides activities that require the use of mother tongue	2.56	O	2.10	S	2.36	S	2.33	S	2.80	O	6.81 _{ns}	0.23
7. Promotes the use of Taglish	2.88	O	2.62	O	2.73	O	2.33	S	3.20	O	3.29 _{ns}	0.65

8. Contextualizes the concepts of the lessons using mother tongue	2.94	O	2.31	S	2.70	O	2.67	O	3.00	O	10.10 ^{ns}	0.07
9. Evaluates learning in whatever comprehensible languages	3.19	O	2.72	O	3.09	O	2.33	S	2.60	O	8.89 ^{ns}	0.11
Teacher to Students' Role												
1. Allows the students to write composition in Taglish or mother tongue	2.75	O	2.14	S	2.39	S	2.33	S	2.40	S	4.68 ^{ns}	0.46
2. Allows the students to speak and express ideas in the mother tongue.	2.75	O	2.21	S	2.30	S	3.00	O	2.80	O	7.56 ^{ns}	0.18
3. Tolerates students to answer exams in Filipino or in the mother tongue.	2.88	O	2.90	O	2.91	O	2.50	O	2.60	O	1.66 ^{ns}	0.89
4. Permits submission of assignments in any comprehensible language	2.63	O	2.17	S	2.36	S	2.50	O	2.20	S	3.07 ^{ns}	0.69
5. Allows students to use at least three understandable languages	2.88	O	2.72	O	2.70	O	2.83	O	3.00	O	1.58 ^{ns}	0.90

6. Allows students to clarify ideas in any understandable language.	3.50	A	3.17	O	3.06	O	2.67	O	3.00	O	7.26 _{ns}	0.20
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The study examined the use of code-switching in teaching literature among respondents based on their home language. Teachers often taught in any language, explained concepts in English, elaborated terminologies in Filipino or the mother tongue, clarified concepts, contextualized lessons, and evaluated learning in comprehensible languages. Some teachers occasionally provided activities requiring the mother tongue and promoted Taglish. The study found no significant variation in teachers' perceptions of code-switching usage based on home language. The study found that teachers frequently taught in any language, explained major concepts using English, provided activities requiring mother tongue, elucidated terminologies in mother tongue, promoted Taglish, elaborated terminologies in Filipino or mother tongue, contextualized concepts in mother tongue, and evaluated learning in comprehensible languages. The mean ratings for teachers' role in teaching literature were consistent across all siblings, with no significant difference observed. The study concluded that the extent of teacher-student relationship in teaching literature was consistent regardless of the number of siblings.

Table 8a: Extent of Teachers' Usage of Code Switching in Teaching Literature according to Monthly Family Income from Php5,000 and Below to Php15,000 to Php20,000.

ITEMS	MONTHLY FAMILY INCOME (Php)					
	10,000 below		10,001 to 15, 000		15, 001 to 20, 000	
	Mean	Desc.	Mean	Desc.	Mean	Desc.
Teachers' Role						
Teaches lessons in whatever language acceptable.	3.14	O	3.15	O	3.27	O
Explains major concepts using the English language only.	2.95	O	2.80	O	2.80	O
Elaborates terminologies in Filipino or in the mother tongue	3.07	O	3.10	O	2.87	O
Clarifies concepts in whatever language acceptable to students	3.30	O	3.15	O	3.00	O
Elucidates terminologies in the mother tongue	3.00	O	2.70	O	2.93	O
Provides activities that require the use of mother tongue	2.63	O	2.25	S	2.47	S
Promotes the use of Taglish	2.79	O	2.75	O	2.40	S
Contextualizes the concepts of the lessons using mother tongue	2.79	O	2.50	O	2.67	O
Evaluates learning in whatever comprehensible languages	3.12	O	2.65	O	2.87	O
Teacher to Students' Role						

A-Always; O- Often; S-Sometimes; R- Rarely

Allows the students to write composition in Taglish or mother tongue	2.58	O	2.15	S	2.20	S
Allows the students to speak and express ideas in the mother tongue.	2.58	O	2.30	S	2.47	S
Tolerates students to answer exams in Filipino or in the mother tongue.	2.88	O	2.65	O	2.87	O
Permits submission of assignments in any comprehensible language	2.44	S	2.25	S	2.40	S
Allows students to use at least three understandable languages	2.91	O	2.90	O	2.47	S
Allows students to clarify ideas in any understandable language.	3.14	O	3.00	O	3.00	O

The study revealed that teachers with a monthly income of Php 10,000 or below often teach literature in any language, explain concepts in English, elaborate terminologies in Filipino or the mother tongue, contextualize lessons in the mother tongue, evaluate learning in comprehensible languages, provide activities requiring the mother tongue, and often promote Taglish use. Table 8b shows that teachers with monthly income between Php 20,001 and Php25,000 often use code switching in teaching literature. They teach in any language, explain major concepts using English, contextualize lessons using mother tongue, elaborate terminologies in Filipino or mother tongue, clarify concepts, evaluate learning, elucidate terminologies in mother tongue, and often promote Taglish. Teachers also allow students to write compositions and express ideas in Taglish or mother tongue, using at least three understandable languages.

Table 8b: Extent of Teachers' Usage of Code Switching in Teaching Literature according to Monthly Family Income from Php 20,001,000 to Php 25,000 to Php 25,001 to Php30,001 Above

ITEMS	Chi-square	Sig.
Teachers' Role		
1. Teaches lessons in whatever language acceptable.	3.25 ^{ns}	0.78
2. Explains major concepts using the English language only.	5.18 ^{ns}	0.52
3. Elaborates terminologies in Filipino or in the mother tongue	2.53 ^{ns}	0.86
4. Clarifies concepts in whatever language acceptable to students	3.64 ^{ns}	0.73
5. Elucidates terminologies in the mother tongue	6.09 ^{ns}	0.41
6. Provides activities that require the use of mother tongue	6.63 ^{ns}	0.36
7. Promotes the use of Taglish	2.97 ^{ns}	0.81
8. Contextualizes the concepts of the lessons using mother tongue	4.19 ^{ns}	0.65
9. Evaluates learning in whatever comprehensible languages	6.60 ^{ns}	0.36
Teacher to Students' Role		
1. Allows the students to write composition in Taglish or mother tongue	5.78 ^{ns}	0.45
2. Allows the students to speak and express ideas in the mother tongue.	7.95 ^{ns}	0.24
3. Tolerates students to answer exams in Filipino or in the mother tongue.	5.40 ^{ns}	0.49
4. Permits submission of assignments in any comprehensible language	3.88 ^{ns}	0.69
5. Allows students to use at least three understandable languages	11.03 ^{ns}	0.09
6. Allows students to clarify ideas in any understandable language.	4.70 ^{ns}	0.58

ITEMS	MONTHLY FAMILY INCOME (Php)					
	20,001 to 25,000		25,001 to 30, 000		30,001 above	
	Mean	Desc.	Mean	Desc.	Mean	Desc.
Teachers' Role						
1. Teaches lessons in whatever language acceptable.	3.27	O	3.50	O	3.06	O
2. Explains major concepts using the English language only.	2.73	O	2.50	O	2.72	O
3. Elaborates terminologies in Filipino or in the mother tongue	3.00	O	3.00	O	2.83	O
4. Clarifies concepts in whatever language acceptable to students	3.36	O	3.25	O	3.00	O
5. Elucidates terminologies in the mother tongue	2.73	O	2.38	S	2.72	O
6. Provides activities that require the use of mother tongue	2.45	S	2.00	S	2.17	S
7. Promotes the use of Taglish	2.82	O	2.88	O	2.72	O
8. Contextualizes the concepts of the lessons using mother tongue	2.82	O	2.63	O	2.50	O
9. Evaluates learning in whatever comprehensible languages	2.91	O	3.25	O	2.83	O
Teacher to Students' Role						
1. Allows the students to write composition in Taglish or mother tongue	2.55	O	2.13	S	2.39	S
2. Allows the students to speak and express ideas in the mother tongue.	2.45	S	2.00	S	2.39	S
3. Tolerates students to answer exams in Filipino or in the mother tongue.	3.18	O	2.63	O	3.06	O
4. Permits submission of assignments in any comprehensible language	2.55	O	2.63	O	2.11	S
5. Allows students to use at least three understandable languages	2.45	S	2.50	O	2.78	O
6. Allows students to clarify ideas in any understandable language.	3.36	O	3.13	O	3.06	O
ITEMS	MONTHLY FAMILY INCOME (Php)					
	20,001 to 25,000		25,001 to 30, 000		30,001 above	
	Mean	Desc.	Mean	Desc.	Mean	Desc.
Teachers' Role						
10. Teaches lessons in whatever language acceptable.	3.27	O	3.50	O	3.06	O
11. Explains major concepts using the English language only.	2.73	O	2.50	O	2.72	O
12. Elaborates terminologies in Filipino or in the mother tongue	3.00	O	3.00	O	2.83	O
13. Clarifies concepts in whatever language acceptable to students	3.36	O	3.25	O	3.00	O

^{ns} Not Significant

14. Elucidates terminologies in the mother tongue	2.73	O	2.38	S	2.72	O
15. Provides activities that require the use of mother tongue	2.45	S	2.00	S	2.17	S
16. Promotes the use of Taglish	2.82	O	2.88	O	2.72	O
17. Contextualizes the concepts of the lessons using mother tongue	2.82	O	2.63	O	2.50	O
18. Evaluates learning in whatever comprehensible languages	2.91	O	3.25	O	2.83	O
Teacher to Students' Role						
7. Allows the students to write composition in Taglish or mother tongue	2.55	O	2.13	S	2.39	S
8. Allows the students to speak and express ideas in the mother tongue.	2.45	S	2.00	S	2.39	S
9. Tolerates students to answer exams in Filipino or in the mother tongue.	3.18	O	2.63	O	3.06	O
10. Permits submission of assignments in any comprehensible language	2.55	O	2.63	O	2.11	S
11. Allows students to use at least three understandable languages	2.45	S	2.50	O	2.78	O
12. Allows students to clarify ideas in any understandable language.	3.36	O	3.13	O	3.06	O

Table 9: Perceived Functionality and Relevance of Code Switching in Teaching Literature on Students' Development

ITEMS	Functionality		Relevance	
	Mean	Desc.	Mean	Desc.
A. Cognitive Development				
1. develop faster recall of concepts previously learned.	3.04	Great	3.00	Great
2. think faster and urgently answer a question.	3.03	Great	2.96	Great
3. readily make me comprehend concepts	2.90	Great	2.80	Great
4. analyze rationally the topics about to be learned	2.97	Great	2.97	Great
5. become aware of what the teacher is trying to say	3.20	Great	3.13	Great
B. Affective Development				
1. acquire greater social confidence in elucidating my idea	3.01	Great	2.99	Great
2. not to feel isolated due to my ethno-linguistic affiliation	2.77	Great	2.79	Great
3. develop a feeling of being at ease using my own dialect	2.92	Great	2.96	Great

4. socialize greatly with others because of absence of rigid language	2.86	Great	2.85	Great
5. become confident to communicate my ideas	3.09	Great	3.05	Great
C. Self-Efficacy and Reflection				
1. develop full understanding of foreign concepts	2.99	Great	3.06	Great
2. identify my strengths and weaknesses toward the course	3.10	Great	3.07	Great
3. blend well across multicultural environments	2.97	Great	2.91	Great
4. promote respect and solidarity with others	3.24	Great	3.18	Great
5. become capable of understanding life-like situations in Literature	3.14	Great	3.15	Great

*Significant ^{ns} Not Significant

The study reveals that code switching in literature enhances students' cognitive, affective, self-efficacy, and reflection development, aiding in faster recall, thinking, comprehension, and understanding of diverse cultures. It also promotes social confidence and understanding of foreign concepts, aligning with [7] study.

Table 10: Relationship between Teachers' Extent of Usage and the Functionality in the Students' Cognitive Development of Code Switching in Teaching Literature

USAGE	STUDENTS' COGNITIVE DEVELOPMENT (FUNCTIONALITY)									
	1		2		3		4		5	
	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.
Teachers' Role										
1. Teaches lessons in whatever language acceptable.	0.20 *	0.02	0.12 ^{ns}	0.14	0.09 ^{ns}	0.26	0.18 *	0.03	0.23 *	0.01
2. Explains major concepts using the English language only.	0.25 *	0.00	0.11 ^{ns}	0.18	0.18 *	0.04	0.10 ^{ns}	0.24	0.13 ^{ns}	0.13
3. Elaborates terminologies in Filipino or in the mother tongue	0.25 *	0.00	0.31 *	0.00	0.37 *	0.00	0.27 *	0.00	0.32 *	0.00
4. Clarifies concepts in whatever language acceptable to students	0.20 *	0.02	0.19 *	0.02	0.26 *	0.00	0.25 *	0.00	0.22 *	0.01
5. Elucidates terminologies in the mother tongue	0.29 *	0.00	0.34 *	0.00	0.35 *	0.00	0.36 *	0.00	0.27 *	0.00
6. Provides activities that require the use	0.18 *	0.03	0.16 *	0.05	0.20 *	0.02	0.23 *	0.01	0.18 *	0.03

of mother tongue										
7. Promotes the use of Taglish	0.17 *	0.05	0.15 ^{ns}	0.08	0.20 *	0.02	0.11 ^{ns}	0.17	0.26 *	0.00
8. Contextualizes the concepts of the lessons using mother tongue	0.19 *	0.02	0.23 *	0.01	0.31 *	0.00	0.23 *	0.01	0.18 *	0.04
9. Evaluates learning in whatever comprehensible languages	0.19 *	0.02	0.23 *	0.01	0.30 *	0.00	0.17 *	0.04	0.22 *	0.01
Teacher to Students' Role										
1. Allows the students to write composition in Taglish or mother tongue	0.10 ^{ns}	0.20	0.04 ^{ns}	0.66	0.15 ^{ns}	0.06	0.03 ^{ns}	0.68	0.20 *	0.02
2. Allows the students to speak and express ideas in the mother tongue.	0.11 ^{ns}	0.19	0.03 ^{ns}	0.72	0.13 ^{ns}	0.12	0.05 ^{ns}	0.57	0.12 ^{ns}	0.15
3. Tolerates students to answer exams in Filipino or in the mother tongue.	0.19 *	0.02	0.24 *	0.00	0.29 *	0.00	0.21 *	0.01	0.17 *	0.04
4. Permits submission of assignments in any comprehensible language	0.20 *	0.02	0.10 ^{ns}	0.22	0.06 ^{ns}	0.46	0.15 ^{ns}	0.07	0.25 *	0.00
5. Allows students to use at least three understandable languages	0.25 *	0.00	0.18 *	0.03	0.20 *	0.02	0.29 *	0.00	0.19 *	0.03
6. Allows students to clarify ideas in any understandable language.	0.30 *	0.00	0.29 *	0.00	0.32 *	0.00	0.28 *	0.00	0.32 *	0.00

*Significant ^{ns} Not Significant

The study revealed a significant relationship between teachers' use of code switching in teaching Literature and students' cognitive development. Teachers who use code switching, such as teaching in any language, explaining major concepts using English only, and allowing students to use at least three understandable languages, improve students' recall of previously learned concepts. However, there is no significant impact on students' ability to think faster or urgently answer questions. Students' awareness of what teachers are trying to say is also associated with code switching usage. The study concludes that teachers' role in code switching significantly impacts students' cognitive development and understanding of concepts. However, the extent of allowing students to write composition in Taglish or their mother tongue does not affect their ability to think faster or urgently answer questions.

Table 11: Relationship between Teachers' Extent of Usage and Functionality in the Students' Affective Development of Code Switching in Teaching Literature.

USAGE	STUDENTS' AFFECTIVE DEVELOPMENT (FUNCTIONALITY)									
	1		2		3		4		5	
	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.
Teachers' Role										
1. Teaches lessons in whatever language acceptable.	0.20 *	0.02	0.12 ^{ns}	0.14	0.09 ^{ns}	0.26	0.18 *	0.03	0.23 *	0.01
2. Explains major concepts using the English language only.	0.25 *	0.00	0.11 ^{ns}	0.18	0.18 *	0.04	0.10 ^{ns}	0.24	0.13 ^{ns}	0.13
3. Elaborates terminologies in Filipino or in the mother tongue	0.25 *	0.00	0.31 *	0.00	0.37 *	0.00	0.27 *	0.00	0.32 *	0.00
4. Clarifies concepts in whatever language acceptable to students	0.20 *	0.02	0.19 *	0.02	0.26 *	0.00	0.25 *	0.00	0.22 *	0.01
5. Elucidates terminologies in the mother tongue	0.29 *	0.00	0.34 *	0.00	0.35 *	0.00	0.36 *	0.00	0.27 *	0.00
6. Provides activities that require the use of mother tongue	0.18 *	0.03	0.16 *	0.05	0.20 *	0.02	0.23 *	0.01	0.18 *	0.03
7. Promotes the use of Taglish	0.17 *	0.05	0.15 ^{ns}	0.08	0.20 *	0.02	0.11 ^{ns}	0.17	0.26 *	0.00

8. Contextualizes the concepts of the lessons using mother tongue	0.19 *	0.02	0.23 *	0.01	0.31 *	0.00	0.23 *	0.01	0.18 *	0.04
9. Evaluates learning in whatever comprehensible languages	0.19 *	0.02	0.23 *	0.01	0.30 *	0.00	0.17 *	0.04	0.22 *	0.01
Teacher to Students' Role										
1. Allows the students to write composition in Taglish or mother tongue	0.10 _{ns}	0.20	0.04 _{ns}	0.66	0.15 _{ns}	0.06	0.03 _{ns}	0.68	0.20 *	0.02
2. Allows the students to speak and express ideas in the mother tongue.	0.11 _{ns}	0.19	0.03 _{ns}	0.72	0.13 _{ns}	0.12	0.05 _{ns}	0.57	0.12 _{ns}	0.15
3. Tolerates students to answer exams in Filipino or in the mother tongue.	0.19 *	0.02	0.24 *	0.00	0.29 *	0.00	0.21 *	0.01	0.17 *	0.04
4. Permits submission of assignments in any comprehensible language	0.20 *	0.02	0.10 _{ns}	0.22	0.06 _{ns}	0.46	0.15 _{ns}	0.07	0.25 *	0.00
5. Allows students to use at least three understandable languages	0.25 *	0.00	0.18 *	0.03	0.20 *	0.02	0.29 *	0.00	0.19 *	0.03
6. Allows students to clarify ideas in any understandable language.	0.30 *	0.00	0.29 *	0.00	0.32 *	0.00	0.28 *	0.00	0.32 *	0.00

The study revealed a significant relationship between teachers' usage of code switching in teaching Literature and students' affective development. Students gain greater social confidence in elucidating their ideas when teachers teach lessons in any language, explain major concepts using English only, elaborate terminologies in Filipino or mother tongue, clarify concepts in any language acceptable to students, elucidate terminologies in the mother tongue, provide activities requiring the use of mother

tongue, promote the use of Taglish, contextualize lessons using mother tongue, and evaluate learning in comprehensible languages. Students' capacity to socialize greatly with others is significantly correlated with teachers' role in the usage of code switching in teaching Literature. However, this capability has no connection with the frequency of teachers explaining major concepts using English language only and promoting the use of Taglish. Students' attitudes towards their ethno-linguistic affiliation and socialization due to the absence of rigid language are significantly associated with teachers' role in code switching. Students tend to have a higher sense of belongingness and socialization when teachers elaborate terminologies in Filipino or their mother tongue, clarify concepts in comprehensible languages, and provide activities requiring the use of the mother tongue.

4. CONCLUSION

The analysis showed that most respondents were female, primarily Ilokano, using Ilokano as their home language, with two siblings and a family income of Php 10,000 or below. The majority rated code-switching usage as "Often." No significant differences were found across sex, ethnicity, language, siblings, or income, suggesting that students valued code-switching regardless of demographic background. They consistently reported cognitive, affective, and self-efficacy benefits. Cognitively, it helped them recall concepts quickly and grasp lessons more easily. Affectively, it made them feel included, improved appreciation of lessons, and built social confidence. In terms of self-efficacy and reflection, it strengthened communication skills and encouraged life-related insights. A significant relationship was observed between the frequency of code-switching and its functionality and relevance, indicating that regular use enhances its effectiveness. Overall, students perceived code-switching as highly functional and relevant in literature instruction, improving comprehension, engagement, and confidence. Teachers are encouraged to adopt code-switching as a flexible strategy to address language barriers. Administrators may use it in orientations and training to improve communication, while policymakers can view it as a supportive tool within language policies. Future research should examine its effectiveness in other subject areas. Rather than hindering English learning, code-switching serves as a valuable resource for strengthening both teaching and learning in literature classes.

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