



## Code switching in Grade 11 students of UM Peñaplata College

Clares Fe Enriquez<sup>1</sup>, Glyza Candido<sup>1</sup>, Nicole Fletcher Abing<sup>1</sup>, Franlo Bucog<sup>1</sup>, Jovenil Bacatan<sup>✉1</sup>

<sup>1</sup>Teacher Education, UM Peñaplata College, Philippines

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### Abstract

This study aimed to discover the code switching found in impromptu speeches of the Grade 11 students of UM Peñaplata College. Specifically, the study sought to determine and describe the common words used in code switching in the impromptu speeches of the Grade 11 students and to analyze the types and functions of the common words they code switched. Since there have been no studies related to CS in the Island Garden City of Samal, the researchers are urged to conduct this kind of research. In addition to this, the researchers also want to know the role of CS in the academe since English language proficiency is highly necessary especially in an English classroom. The participants of this study are from UM Peñaplata College, specifically the Grade 11 Senior High School students. Among the 78 respondents, there were 67 purposively selected which were subjected to Textual Analysis. Analysis revealed four most common code-switching words committed in impromptu speeches. These are *ahm*, *ah*, *kanang*, and *ay*. The types of these code-switching words are intersentential, intra-sentential, intra-word, and tag-switching. Also, the functions of these code-switched words are fillers, hesitations, discourse markers, literary translation, and repetition of words. With these, language educators should continuously find strategies to suit the ever-changing nature of the curriculum and handle the weakness evident in the teaching of the English language.

✉ Correspondent Address:  
Brgy. Penaplata, Island Garden City of Samal  
Davao del Norte, Philippines 8119  
E-mail: [jovenilbacatan@umindanao.edu.ph](mailto:jovenilbacatan@umindanao.edu.ph)

## INTRODUCTION

Due to the varieties of language that an individual has and able to use, Code Switching (CS) is widely utilized as a strategy of communicating (Canete, 2018). Based on the Department of Education implementation of Bilingual Education Policy, English and Filipino language should be used as a medium of instruction. This policy includes two major domains: the English domain, which contains English communication arts, mathematics, and science; and the Filipino domain, which consists of all other subjects, including Filipino communication arts, social studies, and history (Porciuncula, 2011). This policy is one of the reasons why CS becomes unavoidable. There are positive views regarding the use of CS. As stated in the study of Cahyani et al. (2016), CS is the set of creative and practical shifting between two languages. However, Bullock and Toribio (2009) viewed that CS is an index of bilingual proficiency among linguist; it is more commonly perceived by the general public as indicative of language degeneration.

Since there have been no studies related to CS in the Island Garden City of Samal, the researchers are urged to conduct this kind of research. In addition to this, the researchers also want to know the role of CS in the academe since English language proficiency is highly necessary especially in an English classroom.

CS is the use of more than one language in the classroom by any of the classroom participants such as teacher and students (Lin, 2008). It means that not only learners switch codes but also mentors. Additionally, CS is an art of speech wherein bilinguals shift from one language to another between or within sentences. Therefore, the use of only one language as a medium of instruction may lessen the communication process in the classroom (MacSwan, 2017).

Various studies (Aljoundi, 2013; Astrid; 2015; Youkhana, 2010; Moetia, 2018; & Ali, 2020) have studied code switching that takes place in the classroom over the last two decades or more. Code switching was not favored by many educators, thus, one should have at least an understanding of switching between the mother language and the second language and its underlying reasons. The abovementioned studies have not covered the functions and types of code switching. With this issue being identified, the researchers want to determine the functions and types of code switching commonly used by the Grade 11 students of UM Peñaplata College to provide a heightened awareness of its use in the classroom discourse and will lead to a better instruction by either eliminating it or dominating its utilization during the second language instruction

In an ESL classroom setting it is unavoidable that students will shift from one language to another when speaking. Alenezi (2010) claims that in a bilingual classroom worldwide, using code switching is a frequent practice. Thus, this suggests that the necessary use of the English language in the classroom contributes to the occurrence of code switching and a reason why students across the world switch codes as a way of communicating.

CS helps express ideas clearly and socio-linguistically. It is because not all people in a multilingual society like the Philippines could understand and use English as the primary language for communication. This is sided with Gocheco (2013) wherein he believes that the combination of two or more languages such as English and Tagalog is intentional. According to him, culture sometimes enables what language is more proper to use in different situations. Therefore, the use of only one language is not advisable at all times. There is a need for switching codes under certain conditions and culture.

Specific patterns of CS could be identified through closer scrutiny. In the research of Kustati (2014) code switching could be intra-sentential wherein switching occurs within a phrase, a clause or a sentence without affecting the syntax of the sentence. It could also be within the words (intra-word) or at the phonological level (tag switching). Switching codes, on the other hand, could occur outside a phrase, a clause or a sentence (intersentential).

Furthermore, the study of AlHeeti and Al Abdely (2016) states that the types of CS include tag switching which is the use of a short phrase in one language. These include filler, interjections and idiomatic expressions. The next type is called inter-sentential switching wherein one sentence is in a different language, and the other sentence or clause is also in another language. The last type is intra-sentential switching wherein switching can occur at the word level, sentential or even clausal.

On the other hand, there are purposes in which students code switch. As cited in Alenezi (2010), these include equivalence and floor holding. Equivalence is a technique that bilinguals utilized to find the equivalent of the unknown lexicon of the target language in the speaker's mother tongue to overcome the deficiency in the second language. Floor holding, on the other hand, is a

strategy used by bilingual students when communicating in the target language to replace the stopgap with words in the vernacular language to maintain conversation fluency.

In support with this, CS could be seen as an innate effect of language and culture relationship. Expressing first language or some other language than the target one does not necessarily exclude learners from the community of English language students, but instead, they symbolize the desires to gain approval in the community. Identity, equality, and mutual respect are several signals that take place during cross-cultural communication. Various code switching found in the typical classroom show the presence of self-identity that is a characteristic of the locality where the learners are from. In these statements, it could be concluded that culture plays an indispensable role in the language used (Kustati, 2014).

Furthermore, CS is utilized to replace a word in place of unknown word in the target language, to put emphasis on a particular point, to specify an idea that has no equivalent in other language, to clarify certain point, to reinforce a request, to express identity and communicate friendship, to alleviate tension and put humour into a conversation, and in some bilingual situations, code switching happens when the given topics are introduced (Alenezi, 2010).

Based on the study of Alenezi (2010), switching codes seems to be an aide for the lack of vocabulary in a particular target language. This also implies that the use of the first language has a more significant effect than a second or target language in highlighting information. CS, therefore, helps the speaker to ensure that the information he wanted to convey to the listener will be understood.

Furthermore, according to Alenezi (2010), switching codes is seen as a tool in acknowledging the importance of using the vernacular language which he believes to allow the learners to draw on useful sense-making resources. This is in the reason that it is easier to create ideas using the first language than utilizing the second language directly. It is difficult in the sense that not all the words that we know in the second language are enough to coincide with our ideas when speaking wherein unlike the vernacular one there would be no limitations.

Additionally, through switching codes, the speaker and the listener would be able to identify the shifting of a topic from one to another. In this case, CS serves as a marker of discourse. This is supported by the research of Ahmad and Jusoff (2009) stating that CS is used to signal changes in context by using alternate codes or grammatical systems. It allows the efficient transfer of information from the senders to the receivers.

There are many additional factors affecting people to do code switching. The most common elements are solidarity, social status, topic, affection, and persuasion (Eldin, 2014; Al-Azzawi et al., 2018). Additionally, maintaining privacy, avoiding misunderstanding and unfamiliarity are also factors of code switching (Bista, 2010). One of the reasons why some speakers' code switch from the target language to their first language is to present their perspective revealing mixed feelings towards linguistic behaviors. Sometimes, CS is done either intentionally or unconsciously (Amorim, 2017). CS is a result of being overwhelmed in expressing one's idea.

On the other hand, there are four broad motivations why someone might choose to use CS. Social and interpersonal dynamics, compartmentalizing particular language use only for specific topics, indicating additional pragmatic meaning like emphasis or vagueness, and social acceptability of using a particular language in a given context (Yarzebinski et al., 2015). For further emphasis of the social reasons why people code switch is that it can function as a broad label to include people who are part of an "in-group" or exclude an "out-group," in accordance to whether a particular person can understand what is being said. Personal preference based on Liu (2018) can indeed override CS in interacting, but such effects are constrained by individual differences in cognitive capacities of processing, which in turn relates to the frequency of the usage of a specific language which automatizes processing.

In the study of Kustati (2014), code switching is a communicative strategy that is the same with literature translation, appeal for assistance, mime, paraphrase or avoidance of communication breakdown. In other words, code switching serves as a communicative technique that students used to either intentionally or unconsciously to reach communicative goals. Also, CS acts as fillers, pauses, hesitations, repetition of words, and speech marks. These functions are the common ways that learners are used in pursuing effective communication. Generally, these functions help the students in dealing class talks (Amorim, 2017).

However, even though code switching seems beneficial in maintaining good communication, there are still many researchers arguing that the reason of code switching is said to avoid

communication, stop the conversation or shows destructed communication (Paculanang, 2018). In the research of Valerio (2015) code switching should not be employed in second language classroom because of two reasons: (a) code switching by either the teacher or the students can heighten the use of non-target language producing unusual linguistic patterns and (b) students are sensitive to the alteration of these patterns.

Kuang (2017) and Bista (2010) also offer an interpretation that CS is a result of the inability and incompetence of multilingual speakers to carry on a conversation using the second language. When a multilingual person cannot formulate the word that his L1 is telling him, he will most likely do code switching. This is in contrast with the study of MacSwan (2017) believing that CS was not hap-hazard or a result of language confusion but was following a certain rule and was systematic. Therefore, code switching should not be seen as language degeneration.

## METHODS

Since the goals of this study are to perceive the common word as well as the functions and types of code switching used by Grade 11 students in UM Peñaplata College, the researcher utilized quantitative and qualitative design. The quantitative model is used for the tallying of the most common words and the number of participants who commit certain types of switching code. On the other hand, the discourse type of qualitative design is utilized in the study. Discourse analysis is a study of the language that naturally occurs in any social situation. It includes identifying themes, coding, sorting of categories and making conclusions to answer a research question (Shanthi et al., 2017). This study used textual analysis in identifying the functions and types of code switching the participants commonly utilized when performing an oral presentation. It is a method used by the communication researchers to describe and interpret the characteristics of a recorded message (Frey et al., 2000).

This study needed the Grade 11 Senior High School students of UM Peñaplata College. There were sixty-seven (67) students subjected in our study among seventy-eight (78) participants as we had a purposive sampling in the conduct of our research. This is because only 67 participants committed code switching in their speaking performance during the conduct of the study. Purposive sampling refers to the process of selecting a sample group within a population with significant data on the characteristics of interest (Guarte and Barrios, 2006). The researchers asked the Grade 11 students to answer a specific question being prepared. The questions are all open-ended and revolve around personal questions and fundamental issues in the society. This is done to ensure that the lack of knowledge about the question will not be the reason for their switching of code. The answers of the target participants were scrutinized by the researchers for this study.

The researchers asked permission from the school's director about the conduct of the study and its schedule as well as from the Senior High School Principal. Since the researchers have purposively chosen the Grade 11 students as the participants for the study, they asked permission from the English teacher of that grade level to integrate speaking performance for three minutes as part of his class.

As cited in the research of Conti (1997), three minutes is sufficient to deliver a point. The researchers were the one who managed the oral presentation by utilizing their crafted questions. The constructed questions were based on real issues in the different areas of the society. Asking questions that are relevant to the life of the participants can help elicit meaningful responses and can be a reliable basis of determining whether there is a code switching or none. The set of questions was then validated by three high school English teachers.

To be free from bias, students answered the question they have picked through drawing lots. Each one of them was covered in an audio record in which they are aware of. The collected answers of the participants during the speaking performance served as the data of the study.

Textual analysis is utilized in this study for analyzing the function of the words and the types of code switching that our participants used during their speaking performance. In his research, Abastillas (2015) claims that despite the difficulty of identifying particular types of code switching to be a real one, many researchers concur that code switching is entirely not an effect of language inadequacy.

CS instead helps both lecturers and learners to determine the relationship among education, language, and culture (Kustati, 2014). Thematic analysis will also be incorporated into this study. It is a method for analyzing and determining patterns of meaning in a set of data. It describes which themes are necessary for the phenomenon's description under study (Joffe, 2012). In this study,

determining recording patterns is emphasized. Coding and transcribing were done after gathering the data. The words used by the target participants in code switching were thematically analyzed to identify commonality and its types. This is done by making a tally for determining the most common words and types. The tally contained the most common words that were alphabetically arranged with its corresponding frequency. It also included the types and functions of code switching. Participants' answers were audio recorded with their consent and then transcribed by the researchers. The way of data analyzing was based on the transformative types of framework specifically the social constructivism theory since the nature of this study focuses on interaction through open-ended questions. The following are examples of themes after the transcription:

Table 1. Examples of Themes (Words Used When Code Switching)

Themes	Coding Frequency
Ah	26
Ahm	33
Ano	3
Ay	13
Kanang	19

Table 2. Examples of Themes (Functions of Code Switching)

Words	Coding Frequency	Themes	Evidences
Ahm	33	Fillers	Respondent 2: "Well, when I'm facing my conflicts and problems I usually doing <b>ahm</b> .. talking to my friends and telling my problems to help them guide me all over what situation I do."  Respondent 7: "...sitting at the front because if I sit in front row <b>ahm</b> ..I can learn a lot because I listen to according to my teacher so that <b>ahm</b> .. I can learn a lot"
		Hesitations	Respondent 4: "...forgiving is not forgetting <b>ahm</b> ..ay..kanang kuan kanang tawag aning..."  Respondent 5: "...could affect my study because <b>ahm</b> .. <b>ahm</b> .. because <b>ahm</b> "
Ahh	26	Fillers	Respondent 1: "...because cheating is <b>ahh</b> .. cheating is di siya pwede ma-consider na acceptable.. (Cheating cannot be considered acceptable)"  Respondent 5: "...for me having a boyfriend .. <b>ah</b> .. could affect my study..."

Table 3. Examples of Themes (Types of Code Switching)

Themes	Coding Frequency	Evidences
Tag-Switching (include interjections, fillers and idiomatic expressions)	59	<b>Student 1:</b> " No, because cheating is ahh.. cheating is di siya pwede ma-consider na acceptable kay cheating kay bad man gud siya."  <b>Student 5:</b> " Para sa ako ahm..for me having a boyfriend ..ah.. could affect my study because ahm..ahm.. because ahm when kanang..kanang makadisturbo siya kung busy ta sa atong pagstudy..ay..tungod sa kanang..makadisturbo siya sa atong pastudy tungod sa mga pag sig atubang nila"
Intra-word (switching occurs within the words)	12	<b>Student 1:</b> " No, because cheating is ahh.. cheating is di siya pwede <i>ma-consider</i> na acceptable kay cheating kay bad man gud siya."  <b>Student 5:</b> "Para sa ako ahm..for me having a boyfriend ..ah.. could affect my study because ahm..ahm.. because ahm when kanang..kanang makadisturbo siya kung busy ta sa atong <i>pagstudy</i> ..ay..tungod sa kanang..Makadisturbo siya sa atong pastudy tungod sa mga pag sig atubang nila."

## FINDINGS AND DISCUSSION

### Most common words

From the research conducted, the researchers were able to identify the four most common words commonly utilized by the participants. These are ‘*ahm*’, ‘*ah*’, ‘*kanang*’, and ‘*ay*’, respectively.

Table 4 presents the tabulation of the code switched words utilized by the participants during their impromptu speech performance. It is a graphic presentation of the tally made by the researchers on any code switch words used by the participants as reflected in the data source which is the audio recording that is transcribed into written form. The first column shows the code switched words used by the participants and the second column illustrates the number of participants who utilized the particular code switched words. By this, the researchers were able to identify the most common words used by the participants when switching code.

Based on the table, the first most common word used by the participants is ‘*ahm*’. Out of 67 participants who switched code, 33 of them used ‘*ahm*’ in switching code. The participants utilized ‘*ahm*’ more than once in their speech which could be observed in the answers of P5 and P7. For instance, in the speech of P5, *ahm* is repeated four times. Also, in the speech of P2 and P7, *ahm* is repeated twice. It is also observable that ‘*ahm*’ commonly occurs before they give reasons to their previous statement which can be seen in the speaking performance of P2, P5, and P7 (*P stands for participants*).

*P2: “Well, when I’m facing my conflicts and problems, I usually doing ahm (uhm) ... ahm (uhm)...”*

*P5: “Para sa ako (For me) ahm (uhm)... for me having a boyfriend... ah (No English Equivalence)... could affect my study because ahm (uhm)... ahm (uhm)... because ahm (uhm)...”*

*P7: “For me is kanang (that)... sitting at the front because if I sit in front row ahm (uhm)... I can learn a lot because I listen to according to my teacher so that ahm (uhm).....”*

Table 4. Words Used by Grade 11 Students in UM Peñaplata College when Code Switching

Words	Number of Participants	Percentage
Ahm [No English word equivalent]	33	49.25%
Ah [No English word equivalent]	26	38.81%
Kanang [That]	19	28.36%
Ay [No English word equivalent]	13	19.40%
Kuan [No English word equivalent]	5	7.46%
Unsa/Unsay [What]	4	5.97%
Ano [What]	3	4.48%
Kay [Instead, Because]	3	4.48%
Kasi [Because]	2	2.99%
Lang [Only]	2	2.99%
Na [Already, Although]	2	2.99%
Para [For]	2	2.99%
Bitaw [Indeed, of course]	1	1.49%
Dili [Not]	1	1.49%
Eh [No English word equivalent]	1	1.49%
Gud [No English word equivalent]	1	1.49%
Gusto [Like]	1	1.49%
Ha [No English word equivalent]	1	1.49%
Hmn [No English word equivalent]	1	1.49%
Importante [Important]	1	1.49%
Makatabang [Helpful]	1	1.49%
Mapabag-o [To become new]	1	1.49%
Nagmahalan [Loving each other]	1	1.49%
Sa [In, At, By, For, From, Into, Of, On, Through, To]	1	1.49%
Singot [Sweat]	1	1.49%
Tas (shorten for tapos) [after] (then)	1	1.49%

Based on the study of Amorim (2017) switching codes involves the use of speech marks such as 'er', 'uhm' and 'ahm' to avoid breakdowns and to keep communication which is evident on the above speech samples illustrated. Therefore, the participants' used of 'ahm' was their way of preventing their speech to stop in spite of their difficulties to maintain it.

The second most common word used by the participants when code switching is 'ah'. There have been 26 respondents who used 'ah' in switching code out of 67 respondents. The same with the first most common word, the occurrence of 'ah' in most of the participants' speech was more than once. This can be seen in the speech of P65 wherein ah is repeated twice. For instance, 'ah' occurred twice in the speaking performance of P65. However, 'ah' commonly appears at the beginning as shown in P62 and P65 in their speech and the last part as shown in the speaking performance of P58.

*P58S2: ahm... ah... okay na (it's okay already)."*

*P62: "For me... ah... .."*

*P65: "... for your safe and ah... to... para mag unsa na oy (to what)... to ah... "*

As stated in the study of Blackburn (2013), code switching commonly occurs due to linguistic needs which are often marked by hesitations. This is to fill a certain linguistic gap. The participants in this study code switch due to some language difficulties they tried to cope up with it by using 'ah' to fill such problems.

The third most common word used by the participants when code switching is 'kanang'. Out of 67 participants, 19 of them used 'kanang' in code switching. 'Kanang' occurs more than once in most of the participants' speech. It is pronounced in the speaking performance of P3 where 'kanang' was utilized for three times and in the answer of P5 for two times. The word 'kanang' was commonly utilized by the participants when they tried to give their reasons as well as when they begin to state their answers. This can be seen on the examples given below.

*P3: "For me, the most suitable environment learning... kanang most suitable learning environment for me is kanang learning music because music is my life. Kanang I'm comfortable with music when I'm alone and doing nothing. Sometimes kanang ano tama na oy(that's it)."*

*P5: "Para sa ako (For me) ahm... for me having a boyfriend... ah... could affect my study because ahm... ahm... because ahm... when kanang... kanang..."*

*P7: "For me is kanang... "*

From the study of Paculanang (2018) 'kanang' is used for finding the appropriate structure of language while speaking. As observed, prolongation happens in the speech of P3, P5, and P7 while they utter the word kanang. This shows that as the participants were stating their answer, they were also unconsciously searching in their minds what to say next thus making them switch code.

The fourth most common word used by the participants when code switching is 'ay'. There are 13 out of 67 participants who used 'ay' when switching code. If observed, unlike the three most common words utilized by the participants in code switching which are already mentioned, 'ay' occurs mostly at least once in the speaking performance of the participants as shown in the answers of P4, P11, and P20. Also, 'ay' commonly occurs in the middle of the speech.

*P4S1: "Ahm... forgiving is not forgetting ahm... ay... kanang kuan kanang tawag aning(what do you call this)... dako kayo siyag natabang (it has a great advantage)*

*P11S1: "I would like... ay.."*

*P12S1: "For me, television is not good... not good... (unsa mani oy)(what is it)... it is not good to us because if we... ay... kana gung inig fro(just like)... kanang pananglitan no sige na tag(just like when we're always)... magfocus nata pirmi ug kanang tan aw ug tv...(we will always be focus on watching tv)"*

As cited in the study of Blackburn (2013), switching codes is often characterized by disfluencies, false starts and correcting oneself. Since English is only the second language of the respondents, it is unavoidable that they will switch code. To sum up, the four most common words utilized by the Grade 1 students in their impromptu speaking performance are 'ahm', 'ah', 'kanang' and 'ay'. According to some researches, these words are commonly used when code switching to avoid communication breakdown, supply the linguistic needs and difficulties as well as structure.

Apart from this, the least used words when codes switching by the respondents are also shown in the table. This includes *unsa/unsay* which is utilized by four participants; *ano* and *kay* which are both used by three participants; *kasi*, *lang*, *na*, and *para*, which is all utilized by two participants; and *bitaw*, *dili*, *eh*, *gud*, *gusto*, *ha*, *hmn*, *importante*, *makatabang*, *mapabag-o*, *nagmahalan*, *sa*, *singot*, and *tas* (shorten for *tapos*) wherein each of them is all applied by only 1 participant.

### Functions of the common words

The researchers based the determining of code switching functions to the study of Amorim (2017). They found out five functions which were used by the Grade 11 students of UM Peñaplata College, and these are fillers, hesitations, discourse markers, literary translation, and repetition of words. Among the five functions, the most common functions that were utilized by the participants are the fillers and hesitations.

Based on the research's result, the first most common word which is '*ahm*' that is used by Grade 11 students of UM Peñaplata College acts as a filler. P2, P7, and P18 used '*ahm*' in between phrases. It is also evident that P7 and P18 used '*ahm*' more than once. The uttering of '*ahm*' served as a prolongation and a sign that they were currently thinking and were still not done with giving their idea. Samples are given below:

*P2: "Well, when I'm facing my conflicts and problems I usually doing ahm... talking to my friends and telling my problems to help them guide me all over what situation I do."*

*P7S1: "...sitting at the front because if I sit in front row ahm... I can learn a lot because I listen to according to my teacher so that ahm... I can learn a lot."*

*P18S1: "Base on my understanding in ahm... for my own opinion... We can see the changes that have been ahm... put to us and the changes that are growing to become more and more ahm... good for ahm... students."*

Based on the given samples, '*ahm*' is a filler because it was used by the speakers to prolong the conversation signifying that they were not finished yet with their speech. It is observable that the filler '*ahm*' is used more than once in a sentence by the participants. '*Ahm*' usually occurs at the middle of the sentence and between phrases. This shows that the participants have difficulties in delivering speech smoothly and that the use of the filler '*ahm*' helps them to have an opportunity to continue their speech while thinking on what they would say next.

Based on the study of Brueckner and Schuller (2014), '*ahm*' is filler which is used by the speaker to hold the floor in conversations. Also, '*ahm*' also indicates hesitation. The P22, P38, and P31 used '*ahm*' more than once in their speech, and it usually occurred in the middle or between phrases. It was observed that every time they utter '*ahm*' the next utterances or words being spoken show hesitation and being unsure of what to say. Examples are given below:

*P22S3: "...your mother is okay or still in good and ah... ahm... have ah... a rest in having an exercise and have a bad ahm... ah, mao nato siya."*

*P38: "...we can we can work ahm... two years ahm... two ahm... two to more than years pa..."*

*P31S1: "Everyone ahm... kanang naa man, (there is) ay mam uy (ma'am) because everyone wants so ay ma'am uy tama na ma'am uy, (it's enough mam) so ahm... everyone kanang in our country ahm... the population is is becoming increasing.."*

From the above samples, '*ahm*' serves as the starting point of the participants in which they tried to begin to use their mother tongue instead of the English language but due to the necessity to use the latter they result on switching two languages vice-versa. The use of '*ahm*' by the participants is evidence that they are not sure of what would be the right English terms that they would say next. This shows that the participants are conscious and uncomfortable in expressing their answers using the English language.

As cited in the study of Schmid and Fägersten (2010), '*ahm*' is a hesitation marker uttered whenever the speaker is uncertain what to say next. On the other hand, the second most common word which is '*ah*' functions as a filler. P49, P51, and P66 insert '*ah*' in the middle of their speech to fill in the gaps during their thinking time. It signifies that, instead of pausing for a second to have thinking time, they utter '*ah*'. Samples are given below:

P49S1: "For me ah...*kanang* makasasala para sa akua nay uban na mga buotan bitaw.." (there are sinner who are not really bad)

P51S1: "My greatest interest in life is ah... play basketball because I love to play basketball and ah... ball is life and ah...*panington* (makes me sweaty) and I running running.."

P66: "I love minions because they are cute... ah... I love their character... and ah... they are loving pets."

Based on the given samples above, 'ah' occurs mostly before the participants state their answer and before they give reasons to their answer. This is evident that 'ah' is a strategy of the participants to have thinking time. As what Erten (2014) cited in his research, "ah" is a filler which is subjective and is used to express a response or a reaction to the prior discourse involving also back-channel signals of comprehension and continuous attention while another speaker is having his turn.

Aside from that, 'ah' also acts as an indicator of hesitation. It was observed that P25, P29, P31 utter 'ah' while they were hesitating of what to say next. Additionally, if observed in the speech of P31, the participants didn't only utilize 'ahh' but also 'ayy'. It was also evident in their speech that they used 'ah' because they were uncertain of what they are talking about. Examples are given below:

P25S1: "...doctor ma'am ah...*pwedi tagalong ma'am ay bisaya kaya*(can I speak in Tgaalog maam or Bisaya), *para makatabang ko sa mga masakiton.*" (for me to help sick people)

P29S1: "So, for me homo ah... homosexuality is ahh... if it is ah... base on bible it is a sin because God only made ah... female and male only but for these days ah...*dawat naman gud na siya sa community...*" (it has already been accepted by the community)

P31S2: "...that's why so RH Bill is not good in our ah...*ayy tama nani te uy.*" (this is enough already)

The use of 'ah' by the participants as a sign of hesitation shows that students have difficulties in speaking fluently through the use of the English language. It is also evident that the participants used 'ah' to choose and evaluate within themselves the next word that they would utter to continue their speech. Jokinen and Allwood, (2010) stated in their research that the uttering of "ah" during a conversation by the people in most eastern countries such as Japan and Philippines indicates that the speaker is hesitating and is uncertain on what to say or what to express.

Moreover, the function of the third most common word which is '*kanang*' is filler. P3 and P5 used '*kanang*' more than once in their speech. This word serves as a code switching which functions as filler inserted between phrases to replace a certain pause during a speech. Samples are given below:

P3: "For me, the most suitable environment learning... *kanang* most suitable learning environment for me is *kanang* learning music because music is my life. *Kanang* I'm comfortable with music when I'm alone and doing nothing..."

P5S1: "...when *kanang*... *kanang* makadisturbosiya kung busy ta saatong pagstudy. (it could disturb us whne we're busy with our studies... ay... tungod sa *kanang*(because of)... makadisturbo siya sa atong pastudy..." (it can disturb our study)

P9S1: "This is one of who guide us to be *kanang* i-guide ta sa.." (to guide us)

From the above samples, it is identifiable that the word '*kanang*' is used by the participants while they are searching the right word to say. The use of '*kanang*' by the participants shows that there is confusion happening in their mind as to what they would say next. This confusion is not because of their lack of thought but because they are thinking of using their mother tongue which made it difficult for them to express it in the English language.

As cited in the study of Opina (2017) "*kanang*" is verbal filler in the Visayan dialect which is committed by male and female students to fill in the gap or the silence during the speech.

Also, '*kanang*' also functions as a sign of hesitation. It was observable that P2, P30, and P36 used the utterance '*kanang*' during times of uncertainty in their speech. Samples are given below:

P23S1: "...as we all know that *kanang* ayy... as we all know that most..."

P30S1: "...killing notorious criminals *kanang*... killing killing notorious criminals will not..."

P36S2: "...for me the success is *kanang* when ahhm... ahh... aysa(wait)..."

The use of *'kanang'* as a sign of hesitation that is evident in the above samples indicates that the participants' difficulty of translating their thought from their mother tongue to the English language because they are limited by their knowledge of the latter. The participants know what to say, but they don't know how to say it in English which resulted in the switching of code. Furthermore, the function of the fourth most common word which is *'ay'* is filler. The code switching *'ay'* was observed as filler during the speech of P40 and P45. Their utterance of *'ay'* signifies that they were not yet finished with their statement. Samples are given below:

*P40: "...If I am ay... if I am the leader I'll overcome anxiety is ay... sharing with your mom..."*

*P45: "...even though that we don't have nature... ay... even though that..."*

As shown above, the participants used *'ay'* as fillers to change and interrupt their speech that they think as wrong or if their sentence is constructed inappropriately. It is supported by the study of Opina (2017) at the beginning of the speech means that there has been a mistake that is needed to be clarified. Aside from that, *'ay'* also functions as a determiner of hesitation. The participants' usage of *'ay'* is a sign that they noticed that they committed a mistake during their speech. It is evident that uncertainty drove them to use the code switching *'ay'*. Samples are given below:

*P12S1: "...it is not good to us because if we... ay! kana gung inigfro(just like).."*

*P23S1: "...as we all know that kanang ay! as we all know that most most..."*

*P26S5: "I recognize him a good person because because importantesiya(important), ay! this is important..."*

As shown above, the participants' used of *'ay'* indicates their uncertainty in expressing their answer with the use of the English language. It is also observable that after the participants used the word *'ay'*, they repeat the first words or phrases that they have stated before it. This help determines that the participants are not sure and don't know what they will say next. In accordance to the study of Opina (2017), it is being exemplified that the use of "ay" at the beginning of the speech means that there has been a committed mistake that is needed to be corrected. On the other hand, it also signifies that there is a realization regarding a prior proposition presented has been made by the speaker.

As what has been observed, the most common words used by Grade 11 students in UM Penaplata College function as both fillers and an indicator of hesitation. Based on (Masithoh et al. 2018) the use of fillers and hesitation devices as a function of code switching aims to fill pauses and use the time to think of what to say next. Also, when code switching functions as filler, it seeks to achieve better expression, clarification, or better understanding (Gumperz, 1982 as cited by Ibrahim et al. 2013). On the other hand, the functions of the least common words used by Grade 11 students of UM Penaplata College are *kuan, unsa/unsay, ano, kay, para, bitaw, lang, kasi, makatabang, dili, eh, gud, gusto, hmmm, ha, importante, mapabag o, na, nagmahalan, sa, singot, and ta's (tapos)*.

### **Types of code switching**

From the data gathered during the conduct of the research, the researchers were able to identify the types of code switching that the participants commonly used. Table 5 presents the types of code switching utilized by the Grade 11 students in their speaking performance. The types are based on the study of Kustati (2014) as he analyzed the types of code switching through observation and in-depth interviews. Kustati (2014) presented four types of code switching that include intra-sentential code switching, intra word, tag switching, and inter-sentential. From the research conducted and as shown in the table in the next page, the researchers were able to identify 59 participants who have committed tag switching, 36 participants for intrasentential, 12 participants for intra-word, and two participants for inter-sentential code switching. The frequency means the number of participants who used certain type of code switching in their impromptu speaking performance.

Table5. Types of Code Switching Used by Grade11 Students in UM Peñaplata College

Types of Code switching	Number of Participants	Percentage
Tag-Switching	59	88.06%
Intra-Sentential	36	53.73%
Intra-word	12	17.91%
Inter-sentential Switching	2	2.99%

As seen from the table, the researchers found out that the first type of code switching commonly used by Grade 11 students of UM Peñaplata College is the tag- switching since out of 67 participants, 59 students have committed this type of code switching. From the samples given below, it is evident that P29 uses tag switching since the code switched word 'ah' is used as a filler; thus, it is to be considered as tag switching.

Furthermore, it is also observable in the statement of P31 wherein the code switched word 'ahm' is used to sustain the gap the speech of the participants. Also, P35 also uses the word 'ay' as filler wherein the code switched word is used by the participant to clarify his later ideas. It is also visible that in their utterance, the participants repeatedly code switched and the code switch words are Bisaya language.

*P29: "So, for me homo ah... homosexuality is ah... if it is ah... base on bible it is a sin because God only made ah... female and male only but for these days ah... dawat naman gud na siya sa community(it has already been accepted in the community) my god, but today's ano... in our generation now ah... homosexuality is already adopted in our community. So that's all."*

*P31: "Everyone ahm... kanang naa man(there is), (ay mam uy)because everyone wants so (ay ma'am uy tama na ma'am uy)(it's enough ma'am) , so ahm... everyone kanang in our country ahm... the population is... is becoming increasing that's why so RH Bill is not good in our ahh... (ayy tama na ni te uy )(it's enough already)"*

*P35: "So for me, ay! so so for me, I can say that social aspect can... can develop ay! that social media can develop my social aspect since just for example facebook we can ay! through facebook we can connect to the other people ah... we can we can have some conversation with them, and we can know some people through facIbook or messenger or any social media such as Instagram, Twitter, and everything. So for me we can ah... we can socialize and we can... we can communicate other people we ay! we will know other people through social media so for me social media can deve... ah... can really develop our social aspect."*

From the given samples above, the participants insert words within phrases and sentences without affecting the meaning of the sentences. It was also supported in the study of Jingxia (2010) wherein; it has been mentioned that tag switching has lesser restraints as they are used infix clauses disregarding the syntactic rules. As cited in the study of Cakrawarti (2011), emblematic code switching is also called tag- switching and this includes the insertion of phrases, exclamation, and tags of one language into an utterance of another language. In the study of Novianti (2013), it was also cited that this type of code switching happens when a tag phrase or other certain phrases and exclamation of one language are inserted into another language's utterance. Apart from this, the researchers found out that the second type of switching code commonly used by Grade 11 students of UM Penaplata College is intra- sentential since out 67 participants, there are 36 students who have committed this type of code switching.

In the statement of P1, the code switched phrase is "*di siya ma-consider na acceptable kay cheating kay bad man gud siya,*" and it can be seen that the participant code switched within the phrase; thus, it is considered as intra-sentential code switching. P1 used Bisaya language in code switching. It is also visible that the participant code switched to continue his utterance.

Aside from that, P7's act of code switching is committed to keeping up his speech which starts from the English language. The code switched phrase of P7 is "*ta's eh... kung maglingkod ko sa likod kanang madistruct ko sa kanang mga tabi kanang makalimtan nako ang mga gipangsulti sa mga teachers*" which is in the form of Bisaya language. It is also observable that the participant's code switching happens within the sentence; thus, the type of code switching being used by the participant is intra-sentential code switching. The code switched phrase of P7 serves as the reason for his later statement.

The same type of code switching was used by P14 wherein the participant code switched to continue his discourse, and the code switched phrase which is “*gusto ko mamatay kanang gibaril lang kay... kay para wala na siya’y... para diretso nalang kaisa nalang ba wala nay murag sakit pa*” occurs within the sentence. The code switch word is, therefore, to be considered as intra-sentential. P14 also code switched to deliver his idea continuously in his utterance which starts from using English language and ends up in using Bisaya language. Furthermore, the used of the intrasentential type of code switching by P1, P7, and P14 serves as a continuation of the participant's later statements.

*P1: “No, because cheating is ah... cheating is di siya pwede ma-consider na(cheating should not be considered) acceptable kay cheating kay bad man gud siya(because cheating is bad).”*

*P7: “For me is kanang... sitting at the front because if I sit in front row ahm... I can learn a lot because I listen to according to my teacher so that ahm... I can learn a lot ta’s eh... kung maglingkod ko sa likod kanang madistruct ko sa kanang mga tabi kanang makalimtan nako ang mga gipangsulti sa mga teachers( if you sit at the back you’ll be destructed and most probably will forget what the teacher had said).”*

*P14: “If I were to choose I would like... I would like to gusto ko mamatay kanang gibaril lang kay(like to die through guns... kay para wala na siya’y(so it will never have)... para diretso na lang kaisa na lang ba wala nay murag sakit pa.(so that it’s direct and you can no loner feel pain)”*

Based on the samples given, it could be observed that the participants switch code within sentences and phrases. In one sentence, they used two languages. As mentioned in the study of Jingxia (2010) intrasentential code switching happens inside the clause or phrase, and it is considered as the tough structure of code switching. As shown in the study of Novianti (2013), intrasentential code switching happens inside a sentence and clausal level. It was also mentioned in the study of Babalola and Taiwo (2009) that intrasentential code switching is being described as a shift of the use of language inside a phrase or sentence.

Aside from that, the researchers also found out that the participants also utilized inter-sentential and intra-word switching. Among 67 respondents there are two students who have committed the inter-sentential type of code switching. As what is seen in the utterance of P11, the participant code switched phrase is “*Mao lang,*” and it is in Bisaya language. The act of code switching happens outside the sentence wherein the utterance of English language ended first before an utterance of Bisaya language is inserted and continued. It can be seen that the participant’s act of code switching serves as an indication that his utterance ended up already.

Also, P22 code switched phrase is “*Mao nato siya*” and it is in the form of Bisaya language. The same thing happens in the previous utterance of P11 wherein P22's code switching also occurs outside the sentence. The act of code switching also indicates that the participant's utterance has ended up with the use of the code switched words. As a whole, it is visible that the use of inter-sentential code switching by P11 and P22 usually occurs in a separate sentence; thus, it to be considered as inter-sentential code switching.

*P11: “I would like... ay... I would say to him/her that in kanang... kanang... in private way gud siya(NOE)... unya... that his/her armpit is in bad odor so that kanang... so that he will... he will... she/he will be aware. Mao lang.(That’s it)”*

*P22: “For me is the... the useful soc- social media is Facebook because in facebook we can see our... we can see our relatives where far from us and we can message them and have communication with them, so for example if kanang our mother is an OFW and in example in Saudi so ah... sa pagkalayo nila is ma ma maano nato ma macommunicate nato sila ma ah... ahh... (we can communicate them even if they qare far) we can know if ah... he or ay! your mother is okay or still in good and ahh... ahm have ah a rest in have ah exercise and have a bad ahm... ah. Mao nato siya. (That’s it)(Hahaha).”*

The participants' used of inter-sentential code switching is evident by their switching of code by sentences. They used the English language for one sentence and mother tongue for the next sentence. The later statement is being supported by what has been mentioned in Jingxia (2010) that inter-sentential code switching takes place at phrases or sentences wherein, each sentence's utterance is in a different language. As also cited in the study of Novianti (2013), intersentential code switching happens among phrases and sentences wherein each sentence and clause uses different

language. Also, Babalola and Taiwo (2013) described inter-sentential code-switching as a change of the use of language in each sentence or phrase.

Furthermore, the research conducted revealed that few of the Grade 11 students in UM Peñaplata College also used intra-word switching. As what is seen in the utterance of P1, the word “*ma-consider*” is the switched code. A word of English language which is ‘*consider*’ is being inserted with a Bisaya morpheme ‘*ma*’; thus, considering it as an intra-word type of code switching. The same thing happens with the utterances of P5 and P7 wherein the participants inserted Bisaya morpheme in an English word. For P5, the participant inserted the Bisaya morpheme ‘*pag*’ to an English word ‘*study*’. For P7, the participant inserted the Bisaya morpheme ‘*ma*’ to an English word ‘*distruct*’. It is also observable that the participants 1, 5, and 7 used intra word code switching to appropriately discuss their ideas through using the proper English word they think and it is being attached with a Bisaya morpheme.

*P1: “No, because cheating is ahh.. cheating is di siya pwede ma-consider na (cheating should not be considered) acceptable kay cheating kay bad man gudsiya. (because cheating is bad).”*

*R5: “Para sa ako ahm..for me having a boyfriend ..ah.. could affect my study because ahm..ahm.. because ahm when kanang..kanang makadisturbo siya kung busy ta sa atong pagstudy (it could disturb us whne we’re busy with our studies)..ay..tungod sa kanang..Makadisturbo siya sa atong pagstudy tungod sa mga pag sig atubangnila (it can disturb our study because of always entertaining them).”*

*P7: “For me is kanang ..sitting at the front because if I sit in front row ahm ..I can learn a lot because I listen to according to my teacher so that ahm.. I can learn a lot ta’s eh ..kung maglingkod ko sa likod kanang madistruct ko sa kanang mga tabi kanang makalimtan nako ang mga gipangsulti sa mga teachers.” (if you sit at the back you’ll be destructed and most probably will forget what the teacher had said).”*

The participants commit intra-word switching by combining both their mother tongue and the English language for a certain word. This is very common for bilingual individuals. As stated in the study of Kustati (2014) switching code may happen within the word which is called intra-word switching. Overall, the study of Kustati (2014), Jingxia (2010), Cakrawarti (2011), Novianti (2013), and Babalola and Taiwo (2009) agreed the same thoughts about the types of code switching and have supported the results of the study specifically in the types of code switching as what is presented and discussed in the above findings and discussions.

## CONCLUSION

Based on the impromptu speaking performance of the respondents, it was found out that code switching is unavoidable for ESL learners. The researchers have proven that whatever comes out from their speaking performance is not due to their lack of knowledge on the question. The basis of the analysis was transparently set by the researchers.

The results of the study signify that the students focus more on accuracy rather than fluency. They code switched as a strategy to maintain accuracy in their speaking performance. The occurrence of code switching in relevance to the theory of Communicative Competence in which this study is anchored emphasized that it is a speaker’s way of adopting his/her use of verbal and nonverbal language to recompense for communication matter. However, this phenomenon gives a negative impact considering the expected competency that they should have already acquired in respect with their level. Both accuracy and fluency must be given equal consideration and importance in the academic arena.

Based on the summarized study and implications, the researchers would like to recommend to the English curricularists to emphasize using the English language in class and keep ways to address the difficulties of ESL learners regarding speaking. In addition, it is also recommended to the students’ to improve their vocabulary knowledge of the English language and practice speaking using the target language. Lastly, future researchers may conduct a similar study to provide educators with a broader understanding of students’ problems with regards to speaking using the English language because they have a more comprehensive knowledge of their first language.

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