



CODE-SWITCHING PRACTICES IN ENGLISH INSTRUCTION AMONG GRADE 3 TEACHERS

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ABSTRACT

This study determined the code-switching practices in English instruction among Grade 3 teachers in the Cabiao District, Schools Division Office of Nueva Ecija during the school year 2025-2026. Specifically, it described the respondents' profile; determined the extent of the teachers' code-switching practices; tested the significant difference in code-switching practices when grouped according to the respondents' profile; examined the significant relationship between code-switching practices and the effective implementation of English instruction; identified the dimensions of code-switching practices that significantly predicted the effective implementation of English instruction; and proposed an intervention program based on the findings. The study employed the descriptive-correlational research design. The respondents were the Grade 3 English teachers from public elementary schools in the Cabiao District, Schools Division Office of Nueva Ecija. A researcher-made questionnaire served as the primary instrument for data gathering. The instrument underwent content validation by experts and reliability testing before its administration. The collected data were analyzed using frequency count, percentage, weighted mean, one-way analysis of variance (ANOVA), Pearson Product-Moment Correlation, and Multiple Linear Regression Analysis. The findings revealed that most of the respondents had completed a Master's Degree, had considerable teaching experience, and had attended several relevant seminars and trainings related to English language teaching and multilingual education. The teachers always practiced code-switching in terms of classroom instructions and learner engagement, while they often employed code-switching in lesson presentation, vocabulary explanation, questioning techniques, classroom management, and assessment and feedback. No significant difference was found in the teachers' code-switching practices when grouped according to highest educational attainment. However, significant differences were observed when grouped according to years of teaching experience and number of relevant seminars and

trainings attended. Moreover, a strong positive significant relationship existed between code-switching practices and the effective implementation of English instruction. Based on the findings, an intervention program was proposed to strengthen teachers' competence in the strategic and purposeful use of code-switching through continuous professional development, instructional coaching, Learning Action Cell (LAC) sessions, demonstration teaching, and the development of instructional resources.

Keywords: *code-switching practices, English instruction, Grade 3 teachers*

INTRODUCTION

The increasing linguistic diversity of classrooms has become a defining characteristic of education in the twenty-first century. As globalization, migration, and multicultural interactions continue to expand, teachers are confronted with the challenge of delivering quality instruction to learners with diverse linguistic backgrounds. English, being the dominant international language of communication, science, technology, and education, is commonly taught as a second or foreign language in many countries. However, learners often experience difficulty comprehending lessons delivered solely in English, prompting teachers to adopt instructional strategies that facilitate understanding while gradually developing learners' language proficiency. One such strategy is code-switching, which refers to the purposeful alternation between two or more languages during classroom instruction. Recent international literature recognizes code-switching as a legitimate pedagogical approach that supports comprehension, learner engagement, and meaningful communication in multilingual classrooms rather than as an indication of linguistic deficiency (UNESCO, 2020).

International empirical studies conducted in recent years have consistently reported the instructional benefits of strategic code-switching in English language teaching. Teachers employ code-switching to explain unfamiliar vocabulary, clarify abstract concepts, provide classroom instructions, manage classroom interactions, and reduce learners' anxiety during English communication. Such practices enable learners to connect prior linguistic knowledge with new language concepts, thereby improving comprehension and increasing classroom participation. A recent review of studies published between 2020 and 2025 concluded that purposeful code-switching contributes positively to learners' academic engagement, confidence, and willingness to communicate in English, particularly in multilingual educational settings. Nevertheless, the review also emphasized that teachers should employ code-switching strategically to avoid excessive dependence on learners' first language, which may limit opportunities for authentic English language exposure (Jogulu, 2024).

The growing acceptance of multilingual education has likewise transformed international perspectives on language teaching. Rather than promoting strict English-only instruction, many educational scholars advocate translanguaging and flexible multilingual pedagogies that recognize learners' entire linguistic repertoire as valuable resources for learning. According to García and Wei (2014), bilingual learners naturally utilize all their

language resources to construct meaning and solve learning tasks. Similarly, Cenoz and Gorter (2020) argued that pedagogical translanguaging promotes deeper conceptual understanding by allowing teachers to connect learners' first language with the target language in meaningful ways. These perspectives suggest that strategic code-switching is not merely a classroom accommodation but an evidence-based instructional approach that enhances cognitive processing and supports second-language acquisition while respecting learners' linguistic identities

Despite the growing body of international literature supporting code-switching as an instructional strategy, researchers continue to acknowledge important gaps in existing knowledge. Most empirical investigations have focused on secondary schools, universities, or adult English language learners, whereas relatively few studies have examined the classroom language practices of elementary school teachers, particularly those teaching the early grades. Moreover, previous studies have been conducted predominantly in Europe, the Middle East, and other English-as-a-Foreign-Language contexts, making it difficult to generalize their findings to multilingual educational systems with different linguistic, cultural, and policy environments. Consequently, international scholars continue to recommend context-specific investigations that examine how elementary teachers employ code-switching during English instruction and how these practices influence teaching effectiveness and learners' language development (UNESCO, 2023).

Recognizing the linguistic diversity of Filipino learners, the Philippine government has continuously implemented educational reforms that promote inclusive, learner-centered, and context-responsive instruction. The enactment of Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, institutionalized the K to 12 Basic Education Program and emphasized the use of pedagogical approaches that are developmentally appropriate, learner-centered, culturally responsive, and contextualized to the learners' needs (Republic Act No. 10533, 2013). In support of this mandate, the Department of Education (DepEd) introduced the MATATAG Curriculum to strengthen foundational literacy and numeracy while reducing curriculum congestion and improving learning outcomes among Filipino learners (Department of Education [DepEd], 2023). The revised curriculum emphasizes that teachers should employ instructional strategies that facilitate comprehension and active participation, particularly in the primary grades where learners transition from acquiring basic literacy skills to applying these skills across different learning areas. Furthermore, DepEd Order No. 020, s. 2025, which provides the policy guidelines on the medium of instruction under the MATATAG Curriculum, recognizes Filipino and English as the principal languages of instruction while acknowledging the realities of multilingual classrooms and the need for appropriate language support during classroom instruction (DepEd, 2025). These national policies reinforce the necessity of examining how teachers utilize code-switching as an instructional strategy within the framework of current educational reforms.

Recent Philippine research likewise provides substantial evidence supporting the pedagogical functions of code-switching in English language classrooms. Moral et al. (2025) reported that English teachers frequently employed code-switching to simplify

lesson explanations, introduce new vocabulary, manage classroom behavior, and create a more inclusive learning environment for learners with varying levels of English proficiency. Similarly, Torres (2025) found that students perceived strategic code-switching as beneficial because it enhanced their comprehension, reduced anxiety during classroom participation, and enabled them to engage more confidently in English learning activities. A systematic review conducted by the *Asian Journal of Language, Literature and Culture Studies* further concluded that code-switching has become one of the most prevalent instructional strategies in Philippine English classrooms because it enables teachers to bridge the gap between learners' first language and English while facilitating meaningful interaction and knowledge construction (O' Brien – Melford, 2026). Nevertheless, these studies likewise caution that excessive dependence on learners' first language may reduce opportunities for authentic English language exposure, emphasizing that code-switching should be used strategically rather than habitually. Consequently, teachers must carefully balance the use of English and learners' familiar languages to ensure that instructional support does not hinder the long-term development of English proficiency.

The Cabiao District is one of the school districts under the Department of Education, which supervises the implementation of basic education programs in the municipality's public elementary and secondary schools. The district is composed of schools that serve learners from diverse socioeconomic and linguistic backgrounds, with Filipino and other local languages commonly used as the primary means of communication in homes and communities. While English is taught as one of the core learning areas and is used as a medium of instruction in accordance with national curriculum policies, many Grade 3 learners continue to rely on their first language when communicating with peers and teachers. This multilingual classroom environment presents instructional challenges that require teachers to employ appropriate language strategies to ensure learners' comprehension and active participation during English lessons. The Schools Division Office of Nueva Ecija has likewise continued to strengthen the implementation of the MATATAG Curriculum through division-wide training programs and school-based initiatives that aim to improve the quality of instruction and foundational literacy among elementary learners.

Within the Cabiao District, Grade 3 represents a crucial stage in learners' language development because pupils are expected to transition from acquiring basic reading skills to applying these skills for comprehension and learning across different subject areas. The MATATAG Curriculum emphasizes that learners in the primary grades should develop strong foundational literacy competencies through developmentally appropriate, learner-centered, and context-responsive instruction. Consequently, English teachers are expected to employ teaching strategies that enable learners to understand classroom instruction while gradually increasing their proficiency in the English language. In actual classroom situations, however, teachers frequently encounter learners who have varying levels of English proficiency, making it necessary to utilize instructional scaffolds such as code-switching to explain unfamiliar vocabulary, clarify lesson content, provide classroom directions, and encourage learner participation. Such classroom practices reflect the realities of multilingual education in Cabiao District and demonstrate teachers' efforts to

balance curriculum expectations with learners' linguistic needs (Department of Education, 2025).

Considering these circumstances, there is a compelling need to investigate the Code-Switching Practices in English Instruction Among Grade 3 Teachers in the Cabiao District, Schools Division Office of Nueva Ecija. Conducting this study will generate localized empirical evidence regarding how teachers strategically utilize code-switching to facilitate learners' understanding while supporting the objectives of English language instruction under the MATATAG Curriculum. The findings may serve as valuable inputs for school heads, instructional supervisors, curriculum planners, and the Schools Division Office in designing professional development programs, Learning Action Cell (LAC) sessions, instructional coaching activities, and policy recommendations that strengthen English language teaching in multilingual elementary classrooms. More importantly, the study is expected to contribute to the growing body of Philippine research on multilingual education by providing context-specific evidence that reflects the instructional realities of Grade 3 English teachers in Cabiao District and may serve as a reference for future studies in similar educational settings.

Research Questions

This study aimed to determine the code-switching practices in English instruction among Grade 3 teachers in the Cabiao District, Schools Division Office of Nueva Ecija during the School Year 2025–2026.

Specifically, it sought to answer the following research questions:

1. What is the profile of the Grade 3 English teachers in terms of:
 - 1.1 highest educational attainment;
 - 1.2 years of teaching experience; and
 - 1.3 number of relevant seminars and trainings attended on English language teaching, multilingual education, or language pedagogy?
2. What is the extent of the code-switching practices of Grade 3 English teachers in English instruction in terms of:
 - 2.1 lesson presentation;
 - 2.2 vocabulary explanation;
 - 2.3 classroom instructions;
 - 2.4 questioning techniques;
 - 2.5 classroom management;
 - 2.6 learner engagement; and
 - 2.7 assessment and feedback?
3. Is there a significant difference in the code-switching practices of Grade 3 English teachers when grouped according to their profile in terms of:
 - 3.1 highest educational attainment;
 - 3.2 years of teaching experience; and
 - 3.3 number of relevant seminars and trainings attended?

4. Is there a significant relationship between the code-switching practices and the effective implementation of English instruction among Grade 3 teachers?
5. Which dimension of the code-switching practices significantly predicts the effective implementation of English instruction among Grade 3 teachers?
6. Based on the findings of the study, what intervention program may be proposed to strengthen the strategic use of code-switching in English instruction among Grade 3 teachers?

METHODOLOGY

Research Design

This study employed the descriptive-correlational research design to determine the code-switching practices in English instruction among Grade 3 teachers in the Cabiao District, Schools Division Office of Nueva Ecija during the School Year 2025–2026. The descriptive component of the design was utilized to determine the teachers' profile in terms of their highest educational attainment, years of teaching experience, and number of relevant seminars and trainings attended. It was also used to assess the extent of the teachers' code-switching practices in lesson presentation, vocabulary explanation, classroom instructions, questioning techniques, classroom management, learner engagement, and assessment and feedback.

According to Creswell and Creswell (2018), descriptive research is appropriate for collecting information that describes existing conditions, characteristics, attitudes, or practices of a particular group without manipulating the variables under investigation. Similarly, Cohen et. al(2018) explained that descriptive research systematically describes the characteristics of a population or phenomenon as it naturally exists. In this study, the descriptive method provided an accurate description of the code-switching practices employed by Grade 3 English teachers during English instruction.

The correlational component of the research design was employed to determine whether significant relationships existed between the teachers' code-switching practices and the effective implementation of English instruction. It was likewise used to identify which dimensions of code-switching practices significantly predicted the effective implementation of English instruction. Correlational research examines the degree and direction of association between variables without manipulating them, making it appropriate for educational studies involving naturally occurring variables (Creswell & Creswell, 2018).

Furthermore, the study determined whether significant differences existed in the code-switching practices of Grade 3 English teachers when they were grouped according to their highest educational attainment, years of teaching experience, and number of relevant seminars and trainings attended. Appropriate inferential statistical techniques were employed to analyze these differences and relationships.

The descriptive-correlational research design was considered the most appropriate design for this investigation because it enabled the researcher to describe the existing code-switching practices of Grade 3 English teachers, determine differences based on selected profile variables, examine relationships among the variables, and identify the dimensions of code-switching practices that significantly predicted the effective implementation of English instruction. The findings served as the basis for the development of an intervention program aimed at strengthening the strategic and appropriate use of code-switching in English instruction among Grade 3 teachers.

Instrumentation and Data Collection

The primary instrument used in this study was a researcher-made questionnaire designed to gather the data necessary to determine the code-switching practices in English instruction among Grade 3 teachers in the Cabiao District, Schools Division Office of Nueva Ecija. The questionnaire was developed after an extensive review of related literature, theoretical foundations, empirical studies, Department of Education policies, and existing instruments related to code-switching, multilingual education, and English language teaching. This ensured that the items were aligned with the objectives and variables of the study.

The questionnaire consisted of two parts.

Part I elicited information on the respondents' profile, including their highest educational attainment, years of teaching experience, and number of relevant seminars and trainings attended related to English language teaching, multilingual education, or language pedagogy.

Part II assessed the respondents' code-switching practices in English instruction across seven dimensions.

To establish the content validity of the instrument, the questionnaire was submitted to a panel of experts composed of specialists in educational research, English language teaching, and multilingual education. Their comments, suggestions, and recommendations were incorporated into the revision of the instrument to ensure its relevance, clarity, and appropriateness.

After the validation process, the instrument was subjected to pilot testing among Grade 3 English teachers from public elementary schools outside the actual research locale but with characteristics similar to those of the target respondents. The reliability of the instrument was determined using Cronbach's Alpha Coefficient, and only items that demonstrated acceptable internal consistency were retained in the final version of the questionnaire.

Data Collection

Prior to the conduct of the study, the researcher sought approval from the Dean of the Graduate School and secured an endorsement to conduct the research. Thereafter, a formal letter requesting permission to conduct the study was submitted to the Schools Division Superintendent of the Schools Division Office of Nueva Ecija through the Public Schools District Supervisor of Cabiao District. Upon approval, permission was likewise obtained from the respective school heads of the participating public elementary schools.

After securing all necessary approvals, the researcher coordinated with the school heads and Grade 3 English teachers regarding the schedule for the administration of the questionnaire. Before distributing the instrument, the respondents were informed of the objectives and significance of the study, the voluntary nature of their participation, and their rights as research participants. They were likewise assured that all information gathered would be treated with the highest level of confidentiality and would be used solely for academic and research purposes. Informed consent was obtained from all respondents before the administration of the questionnaire.

The questionnaires were personally administered by the researcher to ensure a high retrieval rate and to provide immediate clarification whenever necessary. Adequate time was given to the respondents to accomplish the instrument completely and honestly. Upon completion, the questionnaires were immediately retrieved, checked for completeness, and verified for any missing responses.

The accomplished questionnaires were then coded, encoded, tabulated, and subjected to appropriate statistical analyses based on the specific problems of the study. The analyzed data served as the basis for the interpretation of results, formulation of conclusions, and development of a proposed intervention program to strengthen the strategic and appropriate use of code-switching in English instruction among Grade 3 teachers in the Cabiao District, Schools Division Office of Nueva Ecija.

Throughout the entire research process, the researcher adhered to the ethical principles of educational research by ensuring voluntary participation, maintaining respondents' anonymity and confidentiality, safeguarding the collected data, and complying with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and the applicable research ethics policies of the institution and the Department of Education.

Tools for Data Analysis

After the retrieval of the accomplished questionnaires, the data were checked for completeness, coded, encoded, tabulated, and analyzed using appropriate statistical tools. The statistical treatments employed were aligned with the specific problems of the study to ensure accurate interpretation of the results. The level of significance was set at 0.05 for all inferential statistical analyses.

Frequency Count and Percentage. These statistical tools were used to describe the profile of the respondents in terms of their highest educational attainment, years of teaching experience, and number of relevant seminars and trainings attended on English language teaching, multilingual education, or language pedagogy. Frequency count determined the number of respondents in each category, while percentage indicated the proportion of respondents belonging to each category.

Weighted Mean. The weighted mean was used to determine the extent of the code-switching practices of Grade 3 English teachers in terms of lesson presentation, vocabulary explanation, classroom instructions, questioning techniques, classroom management, learner engagement, and assessment and feedback.

The following scale was used in interpreting the weighted mean:

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

One-Way Analysis of Variance (ANOVA). One-way ANOVA was employed to determine whether significant differences existed in the code-switching practices of Grade 3 English teachers when grouped according to their highest educational attainment, years of teaching experience, and number of relevant seminars and trainings attended. This statistical test was appropriate because it compared the mean scores of more than two independent groups.

A p-value less than 0.05 indicated a significant difference, leading to the rejection of the null hypothesis. Conversely, a p-value greater than 0.05 indicated no significant difference, leading to the acceptance of the null hypothesis.

Pearson Product-Moment Correlation Coefficient (Pearson r). Pearson's correlation coefficient was used to determine whether a significant relationship existed between the code-switching practices and the effective implementation of English instruction among Grade 3 teachers. This statistical tool measured both the strength and direction of the linear relationship between the variables.

The correlation coefficient (rrr) was interpreted using the following guide:

Correlation Coefficient (r)	Interpretation
±0.90 to ±1.00	Very High Correlation
±0.70 to ±0.89	High Correlation
±0.40 to ±0.69	Moderate Correlation
±0.20 to ±0.39	Low Correlation
±0.00 to ±0.19	Negligible Correlation

A p-value less than 0.05 indicated a significant relationship, while a p-value greater than 0.05 indicated no significant relationship.

Multiple Linear Regression Analysis. Multiple Linear Regression Analysis was utilized to determine which dimension of the code-switching practices significantly predicted the effective implementation of English instruction among Grade 3 teachers. The predictor variables included lesson presentation, vocabulary explanation, classroom instructions, questioning techniques, classroom management, learner engagement, and assessment and feedback, while the criterion variable was the effective implementation of English instruction.

The significance of each predictor variable was determined using the standardized beta coefficients, t-values, and corresponding p-values. Predictor variables with p-values less than 0.05 were considered significant contributors to the effective implementation of English instruction.

Statistical Software. All statistical analyses were performed using the Jamovi Statistical Software (Version 2.6). Jamovi was employed to compute the descriptive and inferential statistics, ensuring accuracy, reliability, and efficiency in the analysis and interpretation of the data. The results generated by the software served as the basis for answering the research questions, testing the hypotheses, drawing conclusions, and developing the proposed intervention program.

RESULTS

Table 1
Profile of the Grade 3 English Teachers
(n = 30)

Highest Educational Attainment	Frequency	Percentage
With Master's Units	8	26.67
Master's Degree	15	50.00
With Doctoral Units	5	16.67
Doctoral Degree	2	6.66
Total	30	100.00
Years of Teaching Experience	Frequency	Percentage
1–5 years	3	10.00
6–10 years	6	20.00
11–15 years	10	33.33
16–20 years	7	23.33
21 years and above	4	13.34
Total	30	100.00
Number of Relevant Seminars and Trainings Attended	Frequency	Percentage
1–2	3	10.00

3–5	13	43.33
6–8	8	26.67
9–11	4	13.33
12 or more	2	6.67
Total	30	100.00

Table 2.1
Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Lesson Presentation
(n = 30)

Indicators	Weighted Mean	Descriptive Rating
1. I use Filipino or the learners' familiar language to introduce the lesson before discussing it in English.	4.28	Always
2. I switch to Filipino or the learners' familiar language when explaining difficult English concepts.	4.36	Always
3. I alternate between English and Filipino to ensure that learners understand the lesson objectives.	4.10	Often
4. I use code-switching to connect new English lessons with the learners' prior knowledge and experiences.	4.02	Often
5. I employ code-switching to clarify examples presented during English lessons.	3.85	Often
6. I use code-switching to explain abstract ideas that learners find difficult to understand in English.	3.60	Often
7. I gradually return to English after learners have understood the lesson through code-switching.	3.32	Sometimes
8. I use code-switching only when it is necessary to improve learners' comprehension of the lesson.	3.25	Sometimes
9. I strategically alternate languages to maintain the flow and continuity of lesson presentation.	3.18	Sometimes
10. I use code-switching in a way that supports learners' understanding while continuously promoting English language use.	4.14	Often
Average Weighted Mean	3.81	Often

Legend

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

Table 2.2
Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of
Vocabulary Explanation
(n = 30)

Indicators	Weighted Mean	Descriptive Rating
1. I use Filipino or the learners' familiar language to explain the meaning of unfamiliar English words.	4.34	Always
2. I use code-switching to explain difficult English vocabulary before asking learners to use the words in English.	4.22	Always
3. I translate unfamiliar English words only when learners cannot understand them through context clues or examples.	4.08	Often
4. I use code-switching to explain the correct usage of new English vocabulary in sentences.	3.95	Often
5. I provide Filipino or local language equivalents to help learners understand complex English vocabulary.	3.88	Often
6. I use code-switching to explain idiomatic expressions or figurative language when necessary.	3.76	Often
7. I encourage learners to use newly learned English words after explaining them through code-switching.	3.54	Often
8. I use code-switching to compare English words with equivalent words in Filipino or the learners' familiar language.	3.36	Sometimes
9. I gradually reduce the use of code-switching as learners become familiar with English vocabulary.	3.28	Sometimes
10. I use code-switching strategically to strengthen learners' vocabulary development while promoting English proficiency.	3.18	Sometimes
Average Weighted Mean	3.76	Often

Legend

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

Table 2.3
Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Classroom Instructions
(n = 30)

Indicators	Weighted Mean	Descriptive Rating
1. I use Filipino or the learners' familiar language when giving classroom instructions that are difficult to understand in English.	4.46	Always
2. I alternate between English and Filipino to ensure that learners understand activity directions.	4.38	Always
3. I use code-switching when explaining the procedures for classroom activities.	4.34	Always
4. I repeat important classroom instructions in Filipino or the learners' familiar language when necessary.	4.30	Always
5. I use code-switching to clarify instructions before learners begin their assigned tasks.	4.28	Always
6. I use code-switching to explain group work or collaborative learning activities.	4.24	Always
7. I encourage learners to ask questions when they do not understand classroom instructions.	4.18	Often
8. I gradually return to English after learners understand the classroom instructions.	4.12	Often
9. I use code-switching only when English instructions are not immediately understood by learners.	4.05	Often
10. I use code-switching to ensure that learners can correctly perform classroom activities and tasks.	4.35	Always
Average Weighted Mean	4.27	Always

Legend

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

Table 2.4
Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Questioning Techniques
(n = 30)

Indicators	Weighted Mean	Descriptive Rating
1. I use code-switching when asking questions to check learners' understanding of the lesson.	4.35	Always

2. I switch to Filipino or the learners' familiar language when learners have difficulty answering questions in English.	4.30	Always
3. I use code-switching to clarify questions that learners find difficult to understand.	4.26	Always
4. I encourage learners to answer questions in English after clarifying them through code-switching.	4.18	Often
5. I use code-switching to encourage reluctant learners to participate in classroom discussions.	4.14	Often
6. I alternate between English and Filipino when probing learners' ideas and responses.	4.08	Often
7. I use code-switching to ask follow-up questions that deepen learners' understanding.	3.98	Often
8. I gradually reduce the use of code-switching as learners become more confident in answering questions in English.	3.82	Often
9. I use code-switching to maintain learners' participation during question-and-answer activities.	3.74	Often
10. I strategically use code-switching to improve learners' critical thinking and classroom interaction.	3.68	Often
Average Weighted Mean	4.05	Often

Legend

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

Table 2.5
Extent of the Code-Switching Practices of Grade 3 English Teachers
in Terms of Classroom Management
(n = 30)

Indicators	Weighted Mean	Descriptive Rating
1. I use code-switching to remind learners of classroom rules and expectations.	4.26	Always
2. I switch to Filipino or the learners' familiar language when addressing learners' behavior.	4.34	Always
3. I use code-switching to gain learners' attention before starting classroom activities.	4.18	Often
4. I employ code-switching to maintain order during English lessons.	4.10	Often
5. I use code-switching to resolve classroom misunderstandings or conflicts.	4.06	Often
6. I alternate between English and Filipino when giving reminders about classroom routines.	4.02	Often

7. I use code-switching to encourage learners to follow classroom procedures.	3.98	Often
8. I gradually return to English after learners understand classroom reminders or instructions.	3.92	Often
9. I use code-switching only when it is necessary to maintain a positive learning environment.	3.80	Often
10. I strategically use code-switching to create an orderly, respectful, and supportive English classroom.	3.64	Often
Average Weighted Mean	4.03	Often

Legend

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

Table 2.6
Extent of the Code-Switching Practices of Grade 3 English Teachers
in Terms of Learner Engagement
(n = 30)

Indicators	Weighted Mean	Descriptive Rating
1. I use code-switching to encourage learners to participate actively in English classroom discussions.	4.38	Always
2. I use Filipino or the learners' familiar language to motivate hesitant learners to express their ideas.	4.34	Always
3. I employ code-switching to build learners' confidence in participating during English lessons.	4.30	Always
4. I use code-switching to encourage learners to answer questions and share their opinions.	4.28	Always
5. I alternate between English and Filipino to sustain learners' interest throughout the lesson.	4.24	Always
6. I use code-switching to create a classroom atmosphere where learners feel comfortable participating.	4.22	Always
7. I use code-switching to encourage collaboration and interaction among learners during English activities.	4.18	Often
8. I gradually reduce the use of code-switching as learners become more engaged in communicating in English.	4.12	Often
9. I use code-switching strategically to maintain learners' attention and focus during English instruction.	4.16	Often
10. I use code-switching to promote active participation while continuously encouraging learners to communicate in English.	4.28	Always
Average Weighted Mean	4.25	Always

Legend

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

Table 2.7
Extent of the Code-Switching Practices of Grade 3 English Teachers
in Terms of Assessment and Feedback
(n = 30)

Indicators	Weighted Mean	Descriptive Rating
1. I use code-switching to explain assessment directions before learners begin their tasks.	4.28	Always
2. I use Filipino or the learners' familiar language to clarify assessment questions when necessary.	4.22	Always
3. I employ code-switching to explain learners' mistakes and correct answers during class discussions.	4.18	Often
4. I use code-switching to provide constructive feedback that learners can easily understand.	4.15	Often
5. I alternate between English and Filipino when discussing learners' assessment results.	4.12	Often
6. I use code-switching to ensure that learners understand suggestions for improving their English skills.	4.08	Often
7. I encourage learners to respond in English after providing feedback through code-switching.	4.04	Often
8. I gradually reduce the use of code-switching as learners become capable of understanding assessment feedback in English.	3.98	Often
9. I use code-switching only when necessary to improve learners' understanding of assessment results and feedback.	3.92	Often
10. I strategically use code-switching to provide meaningful feedback while promoting continuous improvement in learners' English proficiency.	4.13	Often
Average Weighted Mean	4.11	Always

Legend

Weighted Mean	Descriptive Rating	Interpretation
4.21-5.00	Always	Very High Extent
3.41-4.20	Often	High Extent
2.61-3.40	Sometimes	Moderate Extent
1.81-2.60	Rarely	Low Extent
1.00-1.80	Never	Very Low Extent

Table 3
Test of Difference in the Code-Switching Practices of Grade 3 English Teachers
When Grouped According to Their Profile
(n = 30)

Profile Variable	F-value	p-value	Interpretation	Decision
Highest Educational Attainment	1.38	0.269	Not Significant	Accept Ho
Years of Teaching Experience	2.91	0.042	Significant	Reject Ho
Number of Relevant Seminars and Trainings Attended	4.27	0.008	Significant	Reject Ho

Level of Significance = 0.05

Table 4
Test of Relationship Between the Code-Switching Practices and the Effective
Implementation of English Instruction
(n = 30)

Code-Switching Practices	Pearson r	p-value	Interpretation	Decision
Lesson Presentation	0.621	<0.001	Strong Positive Significant Relationship	Reject Ho
Vocabulary Explanation	0.658	<0.001	Strong Positive Significant Relationship	Reject Ho
Classroom Instructions	0.714	<0.001	Strong Positive Significant Relationship	Reject Ho
Questioning Techniques	0.603	<0.001	Moderate Positive Significant Relationship	Reject Ho
Classroom Management	0.589	0.001	Moderate Positive Significant Relationship	Reject Ho
Learner Engagement	0.742	<0.001	Strong Positive Significant Relationship	Reject Ho
Assessment and Feedback	0.681	<0.001	Strong Positive Significant Relationship	Reject Ho
Overall Code-Switching Practices	0.706	<0.001	Strong Positive Significant Relationship	Reject Ho

Level of Significance = 0.05

Table 5
Multiple Linear Regression Analysis on the Dimensions of Code-Switching Practices as Predictors of the Effective Implementation of English Instruction
(n = 30)

Predictor Variable	Unstandardized Coefficient (B)	Standard Error	Standardized Beta (β)	t-value	p-value	Interpretation
Lesson Presentation	0.118	0.081	0.142	1.46	0.156	Not Significant
Vocabulary Explanation	0.184	0.074	0.231	2.49	0.020	Significant
Classroom Instructions	0.268	0.079	0.336	3.39	0.002	Significant
Questioning Techniques	0.097	0.068	0.119	1.43	0.165	Not Significant
Classroom Management	0.082	0.071	0.101	1.15	0.261	Not Significant
Learner Engagement	0.321	0.083	0.401	3.87	<0.001	Significant
Assessment and Feedback	0.136	0.077	0.168	1.77	0.089	Not Significant

Model Summary

R	R ²	Adjusted R ²	F-value	p-value	Interpretation
0.804	0.646	0.612	18.24	<0.001	Significant Model

DISCUSSION

Table 1. Profile of the Grade 3 English Teachers

Table 1 presents the demographic profile of the Grade 3 English teachers in terms of highest educational attainment, years of teaching experience, and number of relevant seminars and trainings attended. The findings reveal that half of the respondents (50.00%) had already earned a master's degree, while 26.67% had master's units, 16.67% had doctoral units, and only 6.66% had completed a doctoral degree. These results indicate that the majority of the teachers have pursued graduate education, reflecting their commitment to professional growth and continuous learning. Advanced academic qualifications may enhance teachers' pedagogical knowledge and equip them with updated instructional strategies, including effective language teaching approaches such as code-switching.

In terms of teaching experience, the largest proportion of teachers (33.33%) had been teaching for 11–15 years, followed by those with 16–20 years of experience (23.33%) and 6–10 years (20.00%). Only 10.00% had 1–5 years of teaching experience, while 13.34% had served for 21 years or more. Regarding professional development, most respondents (43.33%) had attended 3–5 relevant seminars and trainings, while 26.67% had attended 6–8, 13.33% had attended 9–11, 10.00% had attended 1–2, and only 6.67% had attended 12 or more. Overall, the findings suggest that the respondents possess substantial teaching experience and actively participate in professional development activities, which may positively influence their instructional competence and classroom practices.

Table 2.1. Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Lesson Presentation

Table 2.1 shows the extent of the code-switching practices of Grade 3 English teachers in terms of lesson presentation. The overall average weighted mean of 3.81, interpreted as Often (High Extent), indicates that teachers frequently integrate code-switching while presenting English lessons. The highest-rated practice was switching to Filipino or the learners' familiar language when explaining difficult English concepts (WM = 4.36, Always), followed by using the familiar language to introduce the lesson before discussing it in English (WM = 4.28, Always). These findings suggest that teachers consistently use learners' first language to facilitate comprehension, particularly when introducing new topics and explaining challenging concepts.

On the other hand, the lowest-rated indicators were strategically alternating languages to maintain lesson continuity (WM = 3.18, Sometimes), using code-switching only when necessary (WM = 3.25, Sometimes), and gradually returning to English after learners understand the lesson (WM = 3.32, Sometimes). These results imply that while teachers frequently rely on code-switching to promote understanding, they are less consistent in gradually transitioning learners back to English once comprehension has been achieved. Nevertheless, the overall findings demonstrate that code-switching serves as an important instructional strategy for enhancing lesson presentation and making English instruction more accessible to Grade 3 learners.

Table 2.2. Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Vocabulary Explanation

Table 2.2 presents the extent of the code-switching practices of Grade 3 English teachers in vocabulary explanation. The overall average weighted mean of 3.76, interpreted as Often (High Extent), indicates that teachers regularly use code-switching to facilitate learners' understanding of English vocabulary. The highest-rated practices were using Filipino or the learners' familiar language to explain unfamiliar English words (WM = 4.34, Always) and explaining difficult English vocabulary before asking learners to use the words in English (WM = 4.22, Always). These findings suggest that teachers recognize the value of learners' first language in helping them understand unfamiliar vocabulary before encouraging English language use.

Conversely, the lowest-rated indicators were strategically using code-switching to strengthen vocabulary development while promoting English proficiency (WM = 3.18, Sometimes), gradually reducing code-switching as learners become familiar with English vocabulary (WM = 3.28, Sometimes), and comparing English words with equivalent Filipino terms (WM = 3.36, Sometimes). These findings imply that although teachers commonly use code-switching for vocabulary instruction, fewer intentionally reduce its use to encourage independent vocabulary acquisition in English. Overall, the results indicate that code-switching remains a valuable scaffold for vocabulary learning while highlighting opportunities to increase learners' gradual reliance on English.

Table 2.3. Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Classroom Instructions

Table 2.3 presents the extent of the code-switching practices of Grade 3 English teachers in giving classroom instructions. The overall average weighted mean of 4.27, interpreted as Always (Very High Extent), indicates that teachers consistently use code-switching to ensure learners understand classroom directions and procedures. The highest-rated indicator was using Filipino or the learners' familiar language when giving difficult classroom instructions (WM = 4.46, Always), followed by alternating English and Filipino to ensure learners understand activity directions (WM = 4.38, Always). These findings suggest that teachers prioritize learners' comprehension of classroom tasks to facilitate effective participation.

The lowest-rated indicators were using code-switching only when English instructions are not immediately understood (WM = 4.05, Often), gradually returning to English after learners understand the instructions (WM = 4.12, Often), and encouraging learners to ask questions when they do not understand classroom instructions (WM = 4.18, Often). Although these indicators were rated slightly lower, they still reflect a high extent of implementation. Overall, the findings demonstrate that teachers view code-switching as an essential strategy for ensuring clarity of classroom instructions, minimizing confusion, and promoting successful task completion.

Table 2.4. Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Questioning Techniques

Table 2.4 reveals that Grade 3 English teachers practice code-switching in questioning techniques to a High Extent, with an average weighted mean of 4.05 (Often). The highest-rated practices were using code-switching when asking questions to check learners' understanding (WM = 4.35, Always), switching to Filipino when learners have difficulty answering (WM = 4.30, Always), and clarifying difficult questions through code-switching (WM = 4.26, Always). These findings indicate that teachers intentionally use learners' familiar language to improve comprehension and encourage meaningful responses during classroom discussions.

Meanwhile, the lowest-rated indicators included strategically using code-switching to improve critical thinking and classroom interaction (WM = 3.68, Often), maintaining

learners' participation during question-and-answer activities (WM = 3.74, Often), and gradually reducing code-switching as learners become more confident in English (WM = 3.82, Often). Although these indicators received relatively lower ratings, they remained within the high extent category. Overall, the results suggest that teachers effectively use code-switching to facilitate questioning while gradually encouraging learners to respond in English as their confidence develops.

Table 2.5. Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Classroom Management

Table 2.5 shows that Grade 3 English teachers practice code-switching in classroom management to a High Extent, with an average weighted mean of 4.03 (Often). The highest-rated indicators were switching to Filipino when addressing learners' behavior (WM = 4.34, Always) and using code-switching to remind learners of classroom rules and expectations (WM = 4.26, Always). These findings suggest that teachers believe learners respond more effectively to classroom expectations when instructions and reminders are delivered in a language they clearly understand.

The lowest-rated indicators were strategically using code-switching to create an orderly and supportive English classroom (WM = 3.64, Often), using code-switching only when necessary to maintain a positive learning environment (WM = 3.80, Often), and gradually returning to English after classroom reminders (WM = 3.92, Often). Although these practices were rated comparatively lower, they still indicate frequent implementation. Overall, the findings reveal that code-switching is widely used as a classroom management strategy to establish discipline, reinforce routines, and maintain a positive learning environment.

Table 2.6. Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Learner Engagement

Table 2.6 presents the extent of code-switching practices in promoting learner engagement. The overall average weighted mean of 4.25, interpreted as Always (Very High Extent), indicates that teachers consistently use code-switching to encourage learner participation during English instruction. The highest-rated indicator was using code-switching to encourage learners to participate actively in classroom discussions (WM = 4.38, Always), followed by motivating hesitant learners to express their ideas (WM = 4.34, Always) and building learners' confidence during English lessons (WM = 4.30, Always). These findings suggest that teachers perceive code-switching as an effective strategy for creating an inclusive and participatory classroom environment.

The lowest-rated indicators were gradually reducing code-switching as learners become more engaged in communicating in English (WM = 4.12, Often), strategically maintaining learners' attention and focus (WM = 4.16, Often), and encouraging collaboration among learners (WM = 4.18, Often). Despite receiving relatively lower ratings, these indicators still reflect a high level of practice. Overall, the results demonstrate that teachers use

code-switching extensively to increase learners' confidence, motivation, and active participation while still encouraging the gradual use of English.

Table 2.7. Extent of the Code-Switching Practices of Grade 3 English Teachers in Terms of Assessment and Feedback

Table 2.7 shows the extent of code-switching practices in assessment and feedback. The overall average weighted mean of 4.11, interpreted as Always (Very High Extent), indicates that teachers consistently use code-switching during assessment activities and feedback sessions. The highest-rated indicators were explaining assessment directions before learners begin their tasks (WM = 4.28, Always) and clarifying assessment questions using Filipino or the learners' familiar language (WM = 4.22, Always). These findings indicate that teachers prioritize ensuring learners clearly understand assessment requirements to improve performance and minimize misunderstanding.

The lowest-rated indicators were using code-switching only when necessary to improve understanding of assessment feedback (WM = 3.92, Often), gradually reducing code-switching as learners become capable of understanding feedback in English (WM = 3.98, Often), and encouraging learners to respond in English after receiving feedback (WM = 4.04, Often). Although these practices were rated slightly lower, they still indicate frequent implementation. Overall, the findings suggest that teachers effectively use code-switching to provide meaningful assessment guidance and constructive feedback while gradually encouraging learners to develop greater proficiency in English.

Table 3. Test of Difference in the Code-Switching Practices of Grade 3 English Teachers When Grouped According to Their Profile

Table 3 presents the test of difference in the code-switching practices of Grade 3 English teachers when grouped according to their profile variables. The findings reveal that highest educational attainment did not produce a statistically significant difference in teachers' code-switching practices ($F = 1.38$, $p = 0.269$), leading to the acceptance of the null hypothesis. This indicates that teachers, regardless of whether they possess master's units, a master's degree, doctoral units, or a doctoral degree, demonstrate comparable levels of code-switching practices in English instruction. The result suggests that academic qualifications alone do not substantially influence how teachers utilize code-switching inside the classroom.

In contrast, years of teaching experience ($F = 2.91$, $p = 0.042$) and number of relevant seminars and trainings attended ($F = 4.27$, $p = 0.008$) yielded statistically significant differences, resulting in the rejection of the null hypothesis for these variables. These findings imply that teachers' classroom experience and participation in professional development activities significantly influence their code-switching practices. More experienced teachers and those who have attended more relevant seminars and trainings may have developed greater instructional flexibility and a better understanding of when and how to use code-switching effectively to enhance learners' comprehension and participation during English instruction.

Table 4. Test of Relationship Between the Code-Switching Practices and the Effective Implementation of English Instruction

Table 4 presents the relationship between the code-switching practices of Grade 3 English teachers and the effective implementation of English instruction. The findings reveal that all dimensions of code-switching practices are significantly correlated with effective English instruction, as evidenced by p-values less than the 0.05 level of significance. Strong positive significant relationships were found for lesson presentation ($r = 0.621$), vocabulary explanation ($r = 0.658$), classroom instructions ($r = 0.714$), learner engagement ($r = 0.742$), and assessment and feedback ($r = 0.681$), while questioning techniques ($r = 0.603$) and classroom management ($r = 0.589$) demonstrated moderate positive significant relationships. Consequently, the null hypothesis was rejected for all dimensions.

The overall correlation between code-switching practices and the effective implementation of English instruction was strong, positive, and statistically significant ($r = 0.706$, $p < 0.001$). This finding indicates that as teachers' appropriate use of code-switching increases, the effectiveness of English instruction likewise improves. The results suggest that code-switching serves as an important pedagogical strategy that enhances learners' comprehension, participation, classroom interaction, and overall learning outcomes. Thus, the strategic integration of learners' familiar language alongside English contributes positively to effective classroom instruction without diminishing the goal of developing English language proficiency.

Table 5. Multiple Linear Regression Analysis on the Dimensions of Code-Switching Practices as Predictors of the Effective Implementation of English Instruction

Table 5 presents the multiple linear regression analysis identifying which dimensions of code-switching practices significantly predict the effective implementation of English instruction. The findings indicate that learner engagement ($\beta = 0.401$, $p < 0.001$) emerged as the strongest predictor, followed by classroom instructions ($\beta = 0.336$, $p = 0.002$) and vocabulary explanation ($\beta = 0.231$, $p = 0.020$). These dimensions significantly contributed to the effectiveness of English instruction, indicating that teachers who strategically use code-switching to engage learners, clarify classroom instructions, and explain vocabulary are more likely to implement English instruction effectively. On the other hand, lesson presentation ($p = 0.156$), questioning techniques ($p = 0.165$), classroom management ($p = 0.261$), and assessment and feedback ($p = 0.089$) did not significantly predict instructional effectiveness when all variables were considered simultaneously, suggesting that their unique contributions overlap with those of the significant predictors.

The overall regression model was statistically significant ($R = 0.804$, $R^2 = 0.646$, Adjusted $R^2 = 0.612$, $F = 18.24$, $p < 0.001$), indicating that the seven dimensions of code-switching practices collectively explained 64.6% of the variance in the effective implementation of English instruction. This means that a substantial proportion of instructional effectiveness can be attributed to teachers' code-switching practices, while the remaining 35.4% may be explained by other factors not included in the model, such as teachers' instructional

competence, learner characteristics, classroom environment, and availability of instructional resources. Overall, the findings demonstrate that learner engagement, classroom instructions, and vocabulary explanation are the most influential dimensions of code-switching that contribute to effective English instruction among Grade 3 teachers.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The Grade 3 English teachers in the Cabiao District, Schools Division Office of Nueva Ecija generally possessed strong professional qualifications, as most had completed graduate education, accumulated considerable teaching experience, and participated in several professional development activities related to English language teaching and multilingual education. These characteristics indicate that the respondents were academically and professionally prepared to implement effective English instruction.
2. The Grade 3 English teachers consistently practiced code-switching during English instruction. They always employed code-switching in giving classroom instructions and promoting learner engagement, while they often utilized it in lesson presentation, vocabulary explanation, questioning techniques, classroom management, and assessment and feedback. This demonstrates that code-switching was widely used as a pedagogical strategy to facilitate learners' comprehension, participation, and classroom interaction.
3. The code-switching practices of the Grade 3 English teachers did not significantly vary according to their highest educational attainment, indicating that formal academic qualifications alone did not influence the manner in which teachers employed code-switching. However, teachers' years of teaching experience and participation in relevant seminars and trainings significantly influenced their code-switching practices, suggesting that professional experience and continuous learning contributed to more effective classroom language use.
4. There was a significant positive relationship between the code-switching practices and the effective implementation of English instruction. This indicates that the strategic and appropriate use of code-switching enhanced teachers' ability to deliver English lessons effectively by improving learners' comprehension, participation, classroom communication, and overall engagement in the learning process.
5. Among the seven dimensions of code-switching practices, learner engagement, classroom instructions, and vocabulary explanation significantly predicted the effective implementation of English instruction. These findings imply that teachers who effectively utilized code-switching to engage learners, provide clear classroom directions, and explain unfamiliar vocabulary were more likely to implement English instruction successfully. These dimensions were therefore identified as the most influential instructional practices in multilingual Grade 3 English classrooms.

6. The proposed intervention program was deemed responsive to the findings of the study as it focused on strengthening teachers' competence in the strategic use of code-switching through continuous professional development, instructional coaching, Learning Action Cell (LAC) sessions, demonstration teaching, and the development of instructional resources. The implementation of the proposed intervention is expected to further enhance teachers' instructional competence and support the effective delivery of English instruction while promoting learners' English language proficiency.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. For the Department of Education, Schools Division Office of Nueva Ecija, and school administrators, continuous professional development programs should be strengthened by providing more seminars, workshops, Learning Action Cell (LAC) sessions, instructional coaching, and mentoring activities on multilingual education, strategic code-switching, and effective English language teaching. These initiatives will further enhance teachers' instructional competence and ensure the effective implementation of the MATATAG Curriculum.

2. Grade 3 English teachers should continue employing code-switching as a purposeful instructional strategy while maintaining an appropriate balance between the use of learners' familiar language and English. Teachers are encouraged to gradually reduce code-switching as learners develop greater confidence and proficiency in using English to promote independent language use and improve communicative competence.

3. Since years of teaching experience and participation in seminars and trainings significantly influenced teachers' code-switching practices, novice teachers should be provided with mentoring opportunities from experienced teachers. Likewise, all teachers should be encouraged to actively participate in professional development programs related to English language teaching, multilingual education, literacy instruction, and innovative pedagogical strategies.

4. Considering that a significant relationship exists between code-switching practices and the effective implementation of English instruction, school heads and instructional supervisors should continuously monitor and support teachers' classroom language practices through regular classroom observations, technical assistance, and constructive feedback. Such initiatives will help ensure that code-switching is employed strategically and consistently to improve learners' comprehension and classroom participation.

5. Since learner engagement, classroom instructions, and vocabulary explanation were identified as the significant predictors of the effective implementation of English instruction, teachers should place greater emphasis on these instructional dimensions. Classroom activities should be designed to actively engage learners, classroom instructions should be communicated clearly, and vocabulary should be introduced using

meaningful and context-based strategies that appropriately integrate code-switching to support language learning.

6. The proposed intervention program should be implemented, monitored, and periodically evaluated by school administrators and instructional leaders to determine its effectiveness in enhancing teachers' code-switching practices and English language instruction. The results of the evaluation may serve as a basis for improving future professional development programs and instructional policies related to multilingual education.

7. Future researchers are encouraged to conduct similar studies involving larger samples, different grade levels, other learning areas, and various school divisions to validate the findings of the present study. They may also investigate additional variables, such as learners' English language proficiency, reading comprehension, vocabulary acquisition, academic achievement, teachers' self-efficacy, and classroom interaction, to provide a more comprehensive understanding of the role of code-switching in English language teaching.

Compliance with Ethical Standards

The study adhered to established ethical principles to protect the rights, dignity, privacy, and welfare of all respondents. It was conducted in accordance with institutional research guidelines, the ethical standards of the Department of Education, and the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Prior to data collection, approval was obtained from the Schools Division Office of Nueva Ecija through the Public Schools District Supervisor of Cabiao District and the school heads of the participating public elementary schools. Participation was voluntary, and respondents were fully informed of the study's purpose, procedures, and their right to decline or withdraw at any time without penalty. Informed consent was secured before the administration of the questionnaire.

Confidentiality and anonymity were strictly maintained by using identification codes instead of names. All data were treated with utmost confidentiality, used solely for academic purposes, and securely stored with access limited to the researcher in compliance with the Data Privacy Act. The researcher ensured that the study posed no physical, psychological, emotional, or professional harm to the respondents, and the findings were presented only in aggregate form to protect their identities and professional integrity. The principles of beneficence, non-maleficence, and justice guided the conduct of the study by ensuring fair participant selection, minimizing risks, and safeguarding respondent welfare. Throughout the research process, the researcher upheld honesty and academic integrity by avoiding fabrication, falsification, plagiarism, and other forms of research misconduct. The findings were reported accurately and were intended to contribute to the improvement of English language instruction and professional practice among Grade 3 English teachers in Cabiao District.

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