A Phenomenological Inquiry of Code-Switching Among College Students

Kurt Candilas[1*], Ivory Villanueva[1], Elvie Mae Taglinao[1], Kristina Villarta[1]

[1]Lourdes College, Cagayan de Oro City, Philippines

[*] Corresponding author's Email: mrkurtz21@gmail.com

[*] https://orcid.org/0000-0002-2299-8575

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Abstract

Code-switching is the use of two languages in discourse to convey the intended message. The study investigated the phenomenon of code-switching during oral participation, specifically the experiences and contexts of the purposively selected students of ABC College in Cagayan de Oro City. The Phenomenology Design was employed in this study to explore the participants' actual experiences to identify the essence of human experiences. This study included six students from different programs of ABC College who experienced code-switching. The analysis was done using Creswell's (2007) simplified version of Moustakas's modification of the Stevick-Colaizzi-Keen Method of Analysis of Phenomenological Data. The finding of the study showed that the participants switched between codes during oral participation to support their communication skills and to feel more comfortable and confident in participating. The findings demonstrated that the phenomenon of code-switching as used by the students tended to come out when they were asked, wanted to express themselves more, encountered difficulty using the English language, were afraid to commit grammar errors, had difficulty recalling, lacked vocabulary, and when teachers allowed them to switch codes. This implies that the participants' experiences and contexts of code-switching during oral participation are reasons for code-switching. Thus, this study recommended facilitating the use of code-switching during oral participation in moderation for students to practice proficiency in their second language, English.

Keywords: Code-switching, Oral Participation, Phenomenological Inquiry

Introduction

Code-Switching refers to the utilization of two or more languages within a sentence or discourse. It is a phenomenon observed in bilingual and multilingual societies where it is a natural merging of languages during a conversation that often occurs between speakers who commonly have two or more languages to better communicate and convey ideas meaningfully.

Bullock and Toribio (2012) stated that code-switching is the simultaneous use of two or more languages in a discourse by multilingual people. This suggests that when people choose to communicate and participate in a conversation, they use a specific code, whether it be a particular language, dialect, or style, as resources to find more effective ways to communicate. Similarly, Moghadam et al. (2012) and Jamshidi and Navehbraim (2013) added that code-switching is the process of shifting from one language to another in a conversation.

Code-switching is the method of altering language in a conversation as a communication strategy to convey the intended message. The researchers observed that individuals code-switch for several reasons. In a classroom setting, students code-switch to share their thoughts and ideas if they cannot express them using a specific language. As a result, they explain their ideas during conversational situations and oral recitations by combining their first language and the English language. This phenomenon is considered an empirical gap that this study seeks to fill by inquiring about the lived experiences and contexts of students who are code-switching during oral participation.

Based on the foregoing observations of the researchers, studies supported the idea that code-switching is a phenomenon that happens in a multilingual society where people communicate using two or more languages by alternating them during a conversation to convey the intended message. Furthermore, the phenomenon of code-switching during oral participation has been favored as it makes for more interactions and engagements in the classroom setting, especially when learners have trouble speaking using the English language (Jamshidi & Navehbraim, 2013; Subon & Tarmin, 2021; Bhatti et al., 2018; Liwasni et al., 2015). In the Philippine setting, Villanueva, L., & Gamiao, B. (2022) found that code-switching is a big help in facilitating better teaching and learning in Philippine college classrooms. The aforementioned studies have observed that code-switching is used for several reasons, most commonly as a communication strategy and by language users at times when they are having trouble speaking a specific language.

In Cagayan de Oro City, students in multilingual classrooms are mixing two or more languages if they find difficulty expressing their ideas in the English language during oral participation. Hence, this study aimed to investigate the phenomenon of code-switching in a classroom setting during an oral discourse. Specifically, it intends to explore the experiences and contexts of the lived experiences of the students who are code-switching in the classroom during oral participation in ABC College.

Literature review

This study assumed that code-switching is one of the communication strategies used by students to support their oral participation, where they mix two or more languages to convey and explain their thoughts and ideas if they cannot express them well in English. This assumption is supported by Vygotsky's Social Constructivism Theory (1968) and the Theory of Semilingualism by Hansegard (1968).

Accordingly, Vygotsky's Social Constructivism Theory (1968) holds that people interact with their culture and society to form the social worlds they live in by engaging in experiences and reflecting on those experiences which knowledge is created through language use and social interaction, making it a shared experience. Another theory that supports the argument of this study is the theory of Semilingualism by Hansegard (1968) which suggests that one has half the knowledge of both his first and second languages. This means that the speaker understands the fundamentals of the language but falls short in other areas of linguistic competence, such as vocabulary size, grammatical correctness, unconscious language processing, language creation,

mastery of language functions, and meaning.

Moreover, Vygotsky's Social Constructivism theory and Semilingualism theory are used as a foundation of this study in looking at the experiences that influence an individual's language learning, how learners acquire, experience, and use language in interacting with the world, specifically their peers and teachers in a classroom setting which interactive situations influence others to use and develop their language and widen it. Furthermore, the Semilingualism theory is used as a foundation in this study, assuming a likeness to the nature of code-switching, a phenomenon that occurs in a multilingual society where language users speak and communicate using two or more languages in a discourse to convey a message and the occurrence of the combined half knowledge of the first and second language used by an individual for various reasons. It was also believed that individual's code-switch because of language deficiencies, leading them to switch languages to express themselves better. Thus, the aforementioned theories are utilized as a foundation of this study as it provides further explanation of how an individual experience language through social interaction as they interact with others in a classroom set-up and in any context.

Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What are the experiences of college students who are code-switching during oral participation?

2. What are the contexts of the lived experiences of college students who are code-switching?

Methods

Pedagogical Setting & Participants

The participants of this study were six (6) college students from different programs of a private catholic college in Cagayan de Oro City. Following Polkinghorne's (1989) selection of participants, phenomenological researchers interviewed six college students who had all gone through similar experiences. The participants of the study are selected based on the criteria: students that are not known by the researchers, are recommended by teachers who code-switch during oral discourse, know the nature of the study, and are engaged in oral participation in responding to questions on learning their course subjects. Moreover, the participants are selected using the purposive sampling method wherein the researchers purposely selected individuals from the population based on the criteria to gather the experiences of the chosen participants that can supply the important information to meet the study's goals.

Design of the Study

This study used a Phenomenology Design, an approach in studying experiences wherein researchers identify the essence of human experiences about a phenomenon (Creswell, 2009). In this study, phenomenology uncovered the experiences and contexts of the lived experiences

of college students who are code-switching using the Cebuano/Visayan and English languages during oral participation.

Data collection & analysis

The researchers asked permission from the Dean of every program in ABC College, Cagayan De Oro City to elicit responses from the purposely selected students through a letter for legal permission. After the approval, the researchers go through the data gathering of the study to collect responses from the participants during the scheduled semi-structured interview via Google Meet to further investigate the use of code-switching during oral participation. Before conducting the interview, the researchers first gave an informed consent form to the selected respondents of the study. Once consent was granted, the researchers introduced the study to the participants, and were then gathered in a private live video conference where an in-depth interview was administered to gain more in-depth responses regarding their code-switching practices during an oral discourse in class. The duration of the interview lasted for 40-45 minutes each participant. To protect the data of the participants, recordings of the collected responses that are stored digitally are deleted.

The research instrument used in this study is a self-made research question that experts of the field validate for a scheduled semi-structured interview in investigating the phenomenon of code-switching of the participants. The research instrument included questions for interviews to further gain in-depth data about the lived experiences of the participants of the study who are code-switching. These questions include: (1) While attending your online classes, do you have experiences where you are code-switching? (2) Can you share more about these experiences? (3) How does it feel when you are code-switching? Is it fulfilling? Do you feel uncomfortable? (4) What are the situations that encourage or force you to code-switch? (5) What pushed you to code switch? (6) Can you share more about your lived experiences in that context?

Analysis of the responses was done using Creswell's (2007) simplified version of Moustakas's modification of the Stevick-Colaizzi-Keen Method of Analysis of Phenomenological Data. This analysis involved the following: description of experiences with the phenomenon, bracketing, the listing of significant statements, coding and clustering of significant statements to form themes, producing textural descriptions of experiences, the building of structural descriptions, and combining descriptions of essences. The analysis allows researchers to explore the respondents' experiences, perspectives, and opinions on code-switching.

To ensure the transparency of this research study, the Trustworthiness framework of Lincoln and Guba's Four-Dimensions Criteria (1985) which includes credibility, transferability, dependability, and confirmability, was observed. For credibility, the researchers assure participants that the interview is solely conducted for research purposes only and ensure a prolonged engagement to instill confidence that the findings based on participants' perspectives are accurate, reliable, and realistic. For transferability, the researchers see to it that the detailed descriptions of the participants' lived experiences and contexts of code-switching are captured. For dependability, the researchers ensure that the study's process is traceable and thoroughly recorded. For confirmability, the researchers ensure that interpretations and findings are unmistakably drawn from the data, necessitating a justification for the researcher's conclusions

and interpretations and that data were double-checked during data collection and analysis and were returned to the participants for verification.

Results/Findings and discussion

Four themes emerged in the findings. These are academic preparedness, language barrier, emotional burden, and pedagogical culture. These themes are based on the cluster of sub-themes as shown in Table 1, 2, 3, and 4.

Table 1 shows the extracted statements from the narratives of the participants, coded and clustered as sub-themes. The sub-themes and the implied meanings are considered significant in the foundation of the four main themes.

Table 1. College Students' Experiences and Contexts of Lived Experiences of Code-Switching During Oral Participation

Main Themes	Sub-themes	Significant Statements	General Description of the Theme
Theme 1: Academic Preparedness	Expression and Delivery of Ideas	*…code switching is the best way to express my ideas … I can absolutely understand what I am saying and I can express my thoughts and opinions…* (Participant 2, Transcript 6, Lines 239 – 241)	Expression of ideas, illustrating answers, expounding thoughts and opinions caused participants to code-switch.
	Grasping of Information	*…code switching has impacted my way of learning as it allows me to understand our discussion…* (Participant 5, Transcript 21, Lines 953 – 954)	Code switching aids better in understanding and grasp of information as well as being understood.
	Mastery of Topic	*…if I know the topic, I can express and answer using the English language straight but if I am not knowledgeable on the topic, then it pushes me to code switch.* (Participant 4, Transcript 23, Lines 1047 – 1048).	Code-switching is due to the full grasp of the topic and the anxious mind of stating wrong and misunderstood concepts in explaining an unfamiliar topic in class.
	Fulfillment	*…it is fulfilling for me because I can freely express my ideas.* (Participant 1, Transcript 1, Lines 42 – 44)	Fulfillment is a feeling of satisfaction once ideas and answers are expressed by switching codes.

Data to identify the participant's experiences and context of the lived experiences of code-

switching were obtained from semi-structured interviews. Participants were given pseudonyms (P1, P2, P3, P4, P5, and P6) for confidentiality purposes.

Theme 1: Academic Preparedness *(Expression and Delivery of Ideas, Grasping of Information, Mastery of Topic, Fulfillment)*

Academic Preparedness is one's way of switching codes in expressing ideas and grasping of information during oral participation. This theme includes the Expression and Delivery of Ideas, Grasping of Information, Mastery of Topic, and Fulfillment.

Expression and Delivery of Ideas

Expression and Delivery of Ideas is a manifestation that pushes participants to code-switch from the English language to Cebuano/ Visayan language. According to Alang and Idris (2018), students enjoy the class more, feel more at ease, and feel like they learn more about the subject with code-switching. It was believed that the practice of code-switching in the classroom had enhanced students' accomplishment in terms of subject knowledge since they are better able to learn new vocabulary and respond to the lecturers' questions making them express and explain their ideas more effectively compared to using the target language. These were similarly expressed by Participants 2 and 3 regarding their use of code-switching. *"...code-switching is the best way to express my ideas ... I can absolutely understand what I am saying and I can express my thoughts and opinions..."* (P2, Transcript 6, Lines 239 – 241). *"...I can express my thoughts and opinions if I do code-switching to the Visayan language, unlike English only..."* (P3, Transcript 9, Lines 386 - 387).

The participants expressed that code-switching helps them to express their ideas more clearly. This is supported by the study of Caparas and Gustilo (2017), which stated that code-switching improves speakers' comfort level when speaking and encourages spontaneous expression. The responses revealed that switching between codes allowed participants to communicate things they could not express thoroughly in the target language.

Grasping of Information

Grasping of Information is an instance that led participants to switch codes which makes it easier for those who don't speak English to understand the subject. Arumugam et al. (2017), stated that code-switching increased academic debate in group conversations and gave restricted students room to better grasp the topic. Participants 3 and 5 mentioned that when they code-switch, both they and their listeners can grasp what they are attempting to convey. Participants 3 and 5 specifically shared that they switch codes for better understanding *"...I code-switch to better express and have a better understanding."* (P3, Transcript 9, Line 389). *"...code-switching has impacted my way of learning as it allows me to understand our discussion..."* (P5, Transcript 21, Lines 953 – 954).

Code-switching has a positive effect on the students' understanding as it is efficient in the classroom and brings students self-confidence and a sense of comfort (Promnath & Tayjasa, 2016). In addition, the use of code-switching allows low-proficient students to follow the lessons better than merely using English.

Mastery of Topic

Code-switching is due to certain circumstances in terms of the participants' knowledge and mastery of the topic being discussed in the class. Liswani (2015) stated that the mother tongue was used in English-medium classrooms for classroom administration, analysis, clarifying faults, and assessing comprehension. He said it was a tool that aids students in understanding and internalizing their lessons. Participant 2 stated *"...it's a little bit of pressure for me because you have to be fluent in your answer."* (P2, Transcript 6, Line 268) *"...If I know the topic, I can express and answer using the English language straight, but if I am not knowledgeable on the topic, then it pushes me to code-switch."* (P4, Transcript 23, Lines 1047 – 1048).

Nordin et al. (2013) emphasized that code-switching aids students' comprehension. This seemed to be helpful for students who are prone to code-switching due to a lack of English language proficiency and do not major in English. In order to communicate effectively, individual constantly switch back and forth between their first and second languages.

Fulfillment

Fulfillment is the feeling the participants feel every time they alternate two languages as they feel satisfied and feel great. All of the participants admitted that code-switching is fulfilling for them. Below are the participants' responses:

"...It is fulfilling for me because I can freely express my ideas…"

(P1, Transcript 1, Lines 42 – 44)

"...code-switching is the best way to express my ideas…I can absolutely understand

What I am saying and I can express my thoughts and opinions…"

(P2, Transcript 6, Lines 239 – 241).

"...It is fulfilling since I can express my thoughts thoroughly…and it is really

C omfortable to use our first language…" (P3, Transcript 9 -10, Lines 419 – 422).

"...It is fulfilling for me because it enables me to express my thoughts and opinion…"

(P4, Transcript 15, Lines 661 – 663)

"...It is fulfilling because it allows me to express myself and be understood…"

(P5, Transcript 20, Line 933)

"...it is fulfilling because it allows me to answer the questions of my professor

explicitly..." (P6, Transcript 25, Lines 1170 – 1171).

The responses by the participants imply that their use of code-switching made them express their ideas thoroughly, which made it fulfilling. This was supported by Liwanag and Labor (2016), which stated that students' use of their first and second languages interchangeably in conversation is perceived as fulfilling relational and referential functions and promotes effective communication. It allows students to build confidence levels as well as to be active

participants during oral recitation.

The findings showed that code-switching helps students increase communication skills, express themselves, grasp information, and boost their confidence level. Nevertheless, this also helped them to enjoy it more without thinking of language use.

Table 2. College Students' Experiences and Contexts of Lived Experiences of Code-Switching During Oral Participation

Main Themes	Sub-themes	Significant Statements	General Description of the Theme
Theme 2: Language Barriers	Difficulty Explaining in English	*...I encountered difficulties explaining using the English language and I better explain my thoughts if I code switch...* (P5, Transcript 19, Lines 851 – 852)	Code-switching is due to encounters of having difficulty explaining and elaborating ideas and answers in the English language when asked randomly and unprepared during oral participation.
	Grammar Conscious	*"...there are times that I am afraid of committing grammar errors..."* (Participant 3, Transcript 9, Line 396)	Code-switching is due to the conscious awareness of the target languages' sentence and grammar structure and construction which can cause embarrassment if an error is made.
	Insufficient Vocabulary	*...I code switch because I cannot understand some terms of definitions because they are very deep...* (Participant 2, Transcript 7, Lines 309 – 310).*	Code-switching is due to experiences of having limited vocabulary in the target language and understanding of the unfamiliar and newly encountered words in English they don't know about.
	Term Memory	*...if there are terms that I forgot ...where I forgot the terms and cannot explain everything properly if I use the English language. If I can't explain it, it is mostly the Visayan explanation that we provide...*(Participant 6, Transcript 27, Lines 1242 – 1243).*	Code-switching is due to the inability to recall accurately a word or a sentence that takes too long to finally find the correct and appropriate words when speaking in the English language.

Data to identify the participant's experiences and context of the lived experiences of code-switching were obtained from semi-structured interviews. Participants were given pseudonyms (P1, P2, P3, P4, P5, and P6) for confidentiality purposes.

Theme 2: Language Barrier *(Difficulty Explaining in English, Grammar Conscious, Insufficient Vocabulary, Term Memory)*

Language Barrier refers to the encountered limitations on the participant's ability to use the English language; sub-themes are Difficulty Explaining in English, Grammar Conscious,

Insufficient Vocabulary, and Term Memory.

Difficulty Explaining in English

Explaining in English is a manifestation of the participants' struggle to communicate with the English language alone. There is no doubt that learning English is a difficult process, and its effectiveness depends on a variety of factors. In the context of learning English as a foreign language, English language-learning venues for frequent practice are typically considered as a requirement (Nguyen, 2021). According to Rahayu (2015), students encounter difficulty in expressing themselves using the English language because they have varied educational backgrounds, which makes them experience difficulty utilizing the target language on a daily basis. Similarly, participants 1 and 5 shared that *"...I do code switch, especially if I can't explain the topic further in English."* (P1, Transcript 1, Lines 10 – 11) *"... I encountered difficulties explaining using the English language and I better explain my thoughts if I code-switch...."* (P5, Transcript 19, Lines 851 – 852).

The utilization of code-switching at times of encountering difficulty in explaining using the English language is an indication that code-switching is useful in continuing to express ideas. Naveed (2014) revealed that code-switching from the target language to the first language of participants was useful for expressing ideas continuously, especially at times when faced with difficulty communicating using the target language.

Grammar Conscious

Grammar consciousness stems from being not fluent in English in sharing. Speakers using the English language as a second language when giving their speech feel as though they will be judged (Hopwood, 2018). This is normally the participants' experience when they answer questions and be embarrassed once a grammatically wrong statement is made. As shared by Participants 2 and 3, *"...I will feel really pressured if I think that my grammar is not straight or it's not fluent..."* (P2, Transcript 6, Lines 260 – 261)

"...there are times that I am afraid of committing grammar errors..."

(P3, Transcript 9, Line 396). He further stressed that he is not good at English, which makes him feel afraid, and this makes him code-switch. *"I'm weak when it comes to grammar, the structure of grammar, and spelling, and I'm really afraid of that."* (P3, Transcript 13, Lines 576 – 577).

The participants stated that they felt anxious when using the English language because they were worried about making grammatical mistakes. Noura (2019) stated that students code-switch for issues faced like vocabulary, difficulty in expressing ideas using the English language, making mistakes, consciousness in grammar construction, and stopping speaking. Code-switching during oral participation helps students become more motivated, feel less anxious, and improve their communication skills.

Insufficient Vocabulary

There should be more attention paid to the role that vocabulary and pronunciation play in English (Vo & Cao, 2022). Participants' experience in code-switching stems from a lack of communicative competence, such as vocabulary size, grammatical correctness, unconscious

language processing, and language creation. Muthusamy (2020) stated that the main reason why students switch codes is due to their inability and incompetence in the second language. The participants expressed that they do not know what a particular word means as well as the translation of the Cebuano/Visayan word of the English language, which pushes them to switch codes. Below are the participants' responses:

"…There are some words that I can't totally understand…so I had to code-switch and translate them into Visayan…" (P2, Transcript 6, Lines 245 – 247)

"...I code-switch because I cannot understand some terms of definition because they are very deep…" (P2, Transcript 7, Lines 309 – 310)

Memory et. al, (2018) explained that students are more engaging in class discussions when they are free to use the language as they lack vocabulary and are not fluent enough in the target language. Code-switching in classroom settings promotes engagement as students are free to communicate using the language they are comfortable expressing without minding the linguistic conventions.

Term Memory

Term Memory is an instance when an individual speaks using another language in a discourse. According to Roxas (2018) "Loss of Words" is the most important reason why students transfer between two languages. Participant 5 stated that *"...there's this one word that I cannot state because I cannot remember it so I decided to code-switch…"* (P5, Transcript 20, Lines 917- 918). Participant 6 expressed that *"...I forgot the terms and cannot explain everything properly if I use the English language. If I can't explain it, it is mostly the Visayan explanation that we provide."* (P6, Transcript 27, Lines 1242 – 1243)

When participants encountered problems in expressing their ideas in English such as being unable to recall relevant words in the target language, they continued to speak by switching codes. This is supported by Argellan et al. (2019) who stated that the absence of at least one word in either dialect can trigger code-switching in a variety of contexts.

Table 3. College Students' Experiences and Contexts of Lived Experiences of Code-Switching During Oral Participation

Main Themes	Sub-themes	Significant Statements	General Description of the Theme
Theme 3: Emotional Burden	Diffident	*…there are times that I am not comfortable enough and don't have enough confidence to speak in English, and I answer using the Visayan language so that I can really express myself thoroughly because if it is English, there are times that I am afraid of committing grammar errors*…(Participant 3, Transcript 9, Lines 393 – 396)	Diffident is a feeling of having no confidence in speaking the English language which resulted in switching languages during oral participation.
	Fear	*…Sometimes I want to speak in English, but I am pressured because I am also afraid of my grammar. That's why I prefer to switch codes.* (Participant 3, Transcript 9, Lines 413 – 415).	Fear is a feeling of worry, nervousness, and pressure if asked randomly to speak using the English language.
	Bothersome	*…at the same time unhelpful because it cannot train my skills in speaking in English…* (Participant 6, Transcript 26, Lines 1175).	Bothersome is an uncomfortable feeling towards code-switching due to the school's standards, the teachers' expectations and consciousness of what other listeners may say if participants code-switch.

Data to identify the participant's experiences and context of the lived experiences of code-switching were obtained from semi-structured interviews. Participants were given pseudonyms (P1, P2, P3, P4, P5, and P6) for confidentiality purposes.

Theme 3: Emotional Burden *(Diffident, Fear, Bothersome)*

Emotional Burden is tension in speaking when asked by teachers to express oneself in front of the class. This theme includes the sub-themes Diffident, Fear, and Bothersome.

Diffident

Diffidence is commonly the feeling of the students who lack the confidence to speak using the target language. Wahyuningsih and Alandi (2020) disclosed that the lack of appropriate vocabulary, poor grammar, poor pronunciation, and a lack of exposure to English outside of the classroom are issues of the students in an English classroom. This is confirmed by Participant

3 who expressed, *"...there are times that I am not comfortable enough and don't have enough confidence to speak in English, and I answer using the Visayan language so that I can really express myself thoroughly because if it is English, there are times that I am afraid of committing grammar errors…"* (P3, Transcript 9, Lines 393 – 396). "*...I am not very good in English and I am afraid of speaking English…but I don't see myself as having the confidence to speak in English, so I prefer to do code-switching"* (P3, Transcript 9, Lines 405 - 407).

This clearly suggests that when an individual feel uncomfortable when required to speak and never feel quite sure of themselves when speaking in the English language pushes them to switch codes. Nordin et al. (2013) claimed that code-switching is important in helping learners be more confident and comfortable in the classroom, especially if they are in the process of mastering the English language. It shows that code-switching could boost students' confidence in speaking English in a classroom and thus influence them to be more actively engaged in classroom activities.

Fear

Fear is one of the negative emotions that have the potential to distract students' learning efforts in learning English. According to Lou (2012), the classroom environment, student characteristics, and the target language are the primary factors of foreign language learning anxiety. A similar concept was expressed by Participant 3 who stated that they became hesitant and pressured to speak the required language because they were afraid of making errors in class. *"...Sometimes I want to speak in English, but I am pressured because I am also afraid of my grammar. That's why I prefer to switch codes."* (P3, Transcript 9, Lines 413 – 415).

Moreover, students were made to feel ashamed, afraid, and pressured by their teacher's way of making them speak English language and not accepting responses in the Cebuano/Visayan language. Negative feelings caused teachers to lose control, yell, and speak carelessly, which led them to stop speaking during class and switch codes just to explain what the teacher wanted to hear (Makhwathana, R.L., et al., 2017). This is confirmed by Participants 2, 3, 4, 5, and 6. Below are the participant's responses:

"...if we commit code-switching, stops us, and then he or she will remind you that you really have to speak in English…" (P3, Transcript 3, Lines 673 – 674),

"...because of her strictness, I am pushed to code-switch because I feel nervous because I am thinking that what if I am going to say next is wrong..." (P6, Transcript 6, Lines 1621 – 1622)

The shared experiences of the participants clearly indicated that they face fear when it comes to speaking English. Code-switching is a tool used by bilinguals that expands the opportunity for emotional support with those who speak the same language (Opra, 2012). The students' code-switch because they feel that it is more comfortable and that they are more proficient, especially when they are pressured or anxious.

Bothersome

Code-switching is also noted to bring discomfort in terms of discussing and explaining certain concepts in the classroom setting. The level of mastery of students has become a source

of concern. Students tend to switch languages because their language ability is not equal to that of their teachers (Üstunel, 2016). As stated by participants 5 and 6 *"...It is uncomfortable in a way that it makes me feel guilty to code-switch knowing the standard of the teachers..."* (P5, Transcript 20, Lines 935 – 936). Participant 6 added, "*...at the same time unhelpful because it cannot train my skills in speaking in English..."* (P6, Transcript 26, Lines 1175).

Code-switching negatively impedes the improvement of proficiency in the English language among students who are code-switching. Students speaking in their native language even though they were encouraged to speak in English hindered their mastery (Garcines & Alvarez, 2017; Mokgwathi & Webb, 2013). Furthermore, the study contends that code-switching is both a boon and a bane in the classroom. When used properly, it can be beneficial; however, when used excessively, it is detrimental to English language learning.

Table 4. College Students' Experiences and Contexts of Lived Experiences of Code-Switching During Oral Participation

Main Themes	Sub-themes	Significant Statements	General Description of the Theme
Theme 4: Pedagogical Culture	Teacher Influence	*...there are teachers who make you feel comfortable interacting in her class by code-switching...* (Participant 1, Transcript 1, Lines 91 – 92)	Teachers Influence is an attitude by teachers agreeing with the use of code-switching in explaining thoughts and ideas in the class during discussion.
	Teacher Strategy	"*...since I cannot speak only one language. So mostly, I code switch if my teacher questions us..."* (P2, Transcript 6, Lines 277 – 278)	Teacher Strategy is a technique by teachers in the class and is a situation faced during participation in an oral discourse that led to code-switching when asked randomly by teachers in the class and if aren't able to explain in the class using the English language.

Data to identify the participant's experiences and context of the lived experiences of code-switching were obtained from semi-structured interviews. Participants were given pseudonyms (P1, P2, P3, P4, P5, and P6) for confidentiality purposes.

Theme 4: Pedagogical Culture *(Teacher Influence, Teacher Strategy)*

Code-switching is an experienced result of the students based on the teacher's calmness and the pressure they are giving. This theme includes Teacher Influence and Teacher Strategy.

Teacher Influence

Relationships between teachers and their pupils are influenced by the emotions they feel and display in class. The joy of teaching and good feelings of affection toward pupils can foster good relationships with them and supportive instructional methods (Frenzel, 2021). The calm aura of the teacher is a manifestation of the participants to resort code-switching better to share their ideas and thoughts in mixed languages.

P1 mentioned *"...there are teachers who make you feel comfortable interacting in her class by code switching.."* (P1, Transcript 1, Lines 91 – 92)

Participant 2 also expressed that it's their teachers who push them to code-switch for them to enhance their thoughts upon participating orally. *"...she let us express ourselves and my answers through code-switching in participating in class."* (P5, Transcript 5, Lines 1342 – 1343).

According to Songxaba et al. (2017), teachers believe that code-switching is the most effective strategy for promoting comprehension, interaction, and understanding in the classroom setting, that is why teachers will no doubt use code-switching as a strategy in the classroom.

Teacher Strategy

As a result of students frequently taking a long time to consider what they want to say, code-switching may also speed up oral presentations (Mokhtar, 2015). This means that the students code-switch to make their presentation of answers effective and to prevent stuttering in the target language during oral participation. Participant 2 stated that "*…since I cannot speak only one language. So mostly, I code switch if my teacher questions us…*" (P2, Transcript 6, Lines 277 – 278). Participant 6 added, *"During oral participation, especially if there are questions that require us to answer using the English language by our professors, I am forced to code-switch…"* (P6, Transcript 27, Lines 1220 – 1221).

According to Ho and Nguyen (2021), engagement of learners is crucial for effective teaching and learning. To maximize student motivation, teachers must differentiate their methods of instruction. To engage students more effectively, Huachizaca et al. (2022) mentioned that interaction between students and teachers, and peers help. However, to have genuine inventive growth in education, the institution must shift when needed considering the situation. When teachers call students randomly in oral participation, students tend to be mentally blocked, leading them to code-switch to continue expressing ideas in the Visayan language than the English language. This finding is supported by Olivera (2021), who claimed that the practice of code-switching has a good impact on raising and enhancing their confidence and involvement during English sessions. Students are found to switch codes because they feel anxious and think the teacher will call them at any time to answer questions that must be answered in English.

Overall, the findings showed that the participants switch codes during oral participation mainly to express, explain, and elaborate their ideas thoroughly despite the language constraints, pressure and teaching strategies encountered upon participating.

Conclusion

This study inquired about the lived experiences and context of college students who switch codes in explaining their thoughts during oral participation. The findings of this study showed that the lived experiences and the context of the core-switching students mainly revolve around expressing ideas to better elaborate and explain thoughts. This finding is supported by the study of Nasution & Siregar (2021) and Noura (2019), which stated that code-switching can be used as a strategy to increase students' speaking confidence as most students switch to other languages for a variety of reasons and issues like lack of vocabulary, difficulty in expressing ideas using the English language, and anxiety.

Based on the findings of the study, it is inferred that the main reason behind the code-switching of the participants during oral participation was: academic preparedness, language barrier, emotional burden, and pedagogical culture. Code-switching is a communicative strategy during oral participation for them to express their ideas thoroughly; to address the lack of vocabulary and difficulty encountered using the target language in the social world. This finding confirms and contributes to Vygotsky's Social Constructivism Theory which asserts that people create meaning through the interaction of their experiences. Hooked with the theory of Semilingualism by Hansegard (1968), the findings of this study entail that the college students identified code-switching as a communicative tool in expressing ideas during oral participation despite the language deficiencies encountered such as vocabulary size, grammatical correctness and unconscious language processing. The participants may have different narratives of their experiences in code-switching during oral participation, but their range of switching codes in a discourse in expressing their ideas is grappling with their pace and purposeful decision from the limits of human knowledge to their vast real experiences. Some essential recommendations can be drawn from the study beyond inferences. For one, code-switching is an experience of struggle during oral participation where participants encounter difficulty explaining a word in the target language. Hence, this calls for teachers to support the use of code-switching during oral participation but in moderation for students to practice English proficiency as it is one of their second languages.

Since the study was done virtually due to the restrictions of COVID-19, certain limitations were observed, such as the settings and the data gathering. For this reason, phenomenological research does not produce findings that represent the experience of the entire population of college students. The researchers recommend future researchers to conduct a similar study in the setting of face-to-face to compare the existing findings.

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Biodata

Dr. Kurt S. Candilas is the Dean of the Arts and Sciences Program of Lourdes College, Cagayan de Oro City, Philippines. He earned his undergraduate degree of Arts in English at Bukidnon State University, Malaybalay City. He obtained his Master's degree in Education major in Teaching English Communication Arts at Lourdes College, Cagayan de Oro City. He finished his Doctorate degree in English major in Literature at the University of San Jose Recoletos, Cebu City, Philippines. Dr. Candilas also earned his TESOL advanced certification with the American TESOL Institute of the Philippines, Inc.

Ivory Villanueva is a third-year student taking up Bachelor of Secondary Education Major in English at Lourdes College, Cagayan de Oro City, Philippines. She is interested in studying the second language, English.

Elvie Mae B Taglinao is a third-year student taking up Bachelor of Secondary Education Major in English at Lourdes College, Cagayan de Oro City, Philippines. She is interested in reading books.

Kristina Marie A. Villarta is a third-year student taking up Bachelor of Secondary Education Major in English at Lourdes College, Cagayan de Oro City, Philippines. She is interested in listening to music.