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Code Switching and Code-Mixing among Students in a Multicultural Classroom Setting: A Discourse Analytic Study

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Abstract:

This study examines the patterns and functions of code-switching and code-mixing among Grade 10 students in the Special Program in the Arts at Bangcud National High School, Philippines. Using a qualitative design and discourse analysis, data from focus group discussions and interviews with 31 students revealed that inter-sentential switching (45.7%) was most frequent, followed by intra-sentential (28.6%) and tag-switching (25.7%). These practices enabled students to clarify meaning, express identity, and build peer relationships. Findings also show that English proficiency often correlates with leadership roles and academic perception, reinforcing classroom hierarchies. The study highlights the importance of supportive, multilingual learning environments that validate students' linguistic resources. It advocates for pedagogical approaches that embrace language diversity to foster inclusion and academic success.

Keywords — **Code-switching, code-mixing, multilingualism, identity, classroom interaction, inclusive education.**

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INTRODUCTION

Background of the Study

Language is much more than just a way to communicate. It reflects who we are, our cultures, and the societies we belong to. It carries the stories of our histories and traditions, shaping how we interact with the world. Practices like code-switching and code-mixing become essential tools in classrooms with students from diverse linguistic and cultural backgrounds. These linguistic strategies allow students to express their identities, connect with others, and navigate different social contexts.

Multicultural classrooms are typical in places like the Philippines, where multiple languages are spoken across regions. These classrooms bring together students who speak different languages and dialects, making them a rich environment for studying how students switch between languages and mix them in conversations. Code-switching refers to switching between languages or dialects during a conversation, while code-mixing involves blending elements from different languages in a single sentence. These practices aren't random; they are influenced by the social, cultural, and

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educational environment students find themselves in.

In a multicultural classroom, understanding how students use code-switching and code-mixing offers a window into their personal and social worlds. These practices can be tools for expressing cultural pride, creating bonds with peers, and navigating the academic environment. By studying these language behaviors, we gain insights into how students negotiate their identities and navigate the complexities of their educational journeys.

This study focuses on understanding how students in a multicultural classroom setting engage in code-switching and code-mixing. The goal is to shed light on how language practices shape students' cultural identities and social interactions, and how these practices influence their educational experiences. Ultimately, we hope to offer insights that will help educators create more inclusive and culturally responsive teaching methods that respect and support the linguistic diversity of their students.

Research Questions

This study will address the following questions:

1. What are the typical patterns of code-switching and code-mixing among students in a multicultural classroom?
2. What social and cultural roles do these language practices play in students' interactions with each other?
3. How do code-switching and code-mixing shape students' educational experiences and influence their sense of identity?

Research Objectives

The main objectives of this study are to:

1. Identify and analyze the patterns of code-switching and code-mixing among students in a multicultural classroom.
2. Explore the social and cultural functions these linguistic practices serve in student interactions.
3. Examine how code-switching and code-mixing affect students' educational experiences and sense of identity in a multicultural setting

I. FRAMEWORK OF THE STUDY

In today's increasingly diverse educational environments, multilingualism is becoming a normative feature of most classrooms. Within these environments, the code-mixing and code-switching behaviors appear not as language pathology, but rather as adaptive strategies students employ to manage the social, cultural, and academic aspects of their learning worlds. Such action, which occurs most frequently with multilingual and bilingual communities, offers an important understanding of how individuals interact to negotiate identity, converse proficiently, and cope with real-life social complexities. Based on key theories and evidence brought forth here, the importance of code-switching and code-mixing is further underscored, especially with multicultural classes like those in the Philippines.

Theoretical Foundations of Code-Switching and Code-Mixing

Code-switching and code-mixing have sociolinguistic theory as their foundation, and these behaviors are viewed as orderly and socially motivated. Poplack (1980) demonstrated that bilingual speakers operate under grammatical constraints when code-switching and are demonstrating linguistic competence rather than randomness. Myers-Scotton's (1993) Markedness Model also demonstrates how language use reflects social intentionality—e.g., indicating solidarity or exerting authority—and therefore code-switching as social interaction and identity negotiation.

Bucholtz and Hall (2005) observe that language builds identity, and as such, the language use of students is critical in communicating who they are. Likewise, Communication Accommodation Theory (Giles & Coupland, 1991) shows how speakers adjust language to suit social contexts, usually to converge or diverge from other members of their group. In classroom contexts,

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these adjustments enable students to sustain peer relationships and cultural identity.

Vygotsky's sociocultural theory has an instructional approach, which posits that learning occurs when students are able to utilize their full linguistic repertoire. This is consistent with translanguaging theory (Garcia & Wei, 2014), which presents multilingualism as dynamic and fluid, rather than fragmented. Sharifian's (2017) cultural linguistics also highlights that language choice signals cultural beliefs and identity, giving richer meaning to code-switching in heterogeneous classrooms.

These theoretical frameworks position code-switching and code-mixing as strategic, identity-oriented, and culture-infused. The present study will utilize this framework to examine how these language practices influence students' identity construction, social interaction, and participation in multicultural classrooms, leading to more inclusive and responsive teaching practices.

Classroom Implications and Pedagogical Relevance

Moving from theory to application, some authors have supported evidence regarding how code-switching can increase learning in multilingual environments. Garcia and Wei (2014) contend that allowing students to use their mother languages facilitates more participation, inclusion, and understanding. That is, when the students are given the freedom to use languages with which they feel comfortable and natural, they are more likely to interact with school content in a greater capacity.

Likewise, Kumari (2024) describes how the practice helps facilitate second language learning. Based on her research, students who code-switch from their first language to English perform better in understanding complex concepts. This lends support to the contention that linguistic flexibility may have cognitive benefits, enabling learners to acquire new concepts while still being connected to linguistic and cultural roots. Therefore, instead of following monolingual norms, accepting code-switching and code-mixing can capable of doing more participatory and inclusive learning spaces.

Putting the Philippine context into perspective, the linguistic diversity of the country, where more than 175 languages are used (Gonzalez, 2017), offers a rich setting for exploring multilingualism in the classroom. There, students often make code-switching between English, Filipino, and local languages. Reyes (2020) stresses the importance of acknowledging and valuing this linguistic diversity as part of a culturally responsive pedagogy. When students' linguistic histories are authenticated, not only is their identity legitimized, but they are more active and competent at school.

In addition, Bautista (2004) discovered that code-switching as a pivot between home and school language is employed by Filipino learners to help them understand and make learning speech easier. Similarly, in Mindanao, Alonto (2020) noted how code-switching invokes social solidarity among linguistically diverse students, assists in overcoming language barriers, and supports peer interaction. Similarly, Ramos (2021) also noted that students in art learning environments employ innovative language blending to affirm group identity and artistic identity.

In addition, Villanueva (2022) emphasized the pedagogical benefits of incorporating students' home languages in instruction in the classroom. Her study indicates that if teachers incorporate multilingual strategies, learning is more effective and interesting, which reflects students' daily lives and supports inclusive education.

Leveraging these considerations, the current research draws on an intertwined framework incorporating sociolinguistics, identity theory, and cultural linguistics. According to Bucholtz and Hall (2005), language is a powerful tool for negotiating identity. By code-switching and code-mixing, learners are not merely talking—they are talking about where and whom they are. Using these modes, they can stay connected to their heritage yet simultaneously be part of the academic environment.

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Cultural linguistics, more specifically Sharifian's (2017) work, further enriches this framework by observing that language embodies cultural values and worldviews. In multicultural classrooms, each code-switching moment is also a moment of cultural expression. As such, detecting these practices in the education process becomes imperative to promoting mutual respect, understanding, and inclusion.

In light of Kumari's (2024) findings, the framework also acknowledges the cognitive and social advantages of code-switching in supporting second language acquisition. Her work demonstrates that these practices not only aid understanding but also provide a bridge between cultural heritage and academic success. Taken together, these perspectives reveal the depth and richness of language use in multicultural classrooms.

In short, code-mixing and code-switching are much more than linguistic preferences—these are acts of identity, inclusion tactics, and doorways to academic success. The research showcased here proves that when teachers embrace and incorporate these language use practices into teaching, they construct more inclusive, culturally responsive, and productive classrooms. Regardless of the Philippines' multilingual classroom or similar context elsewhere in the world, it is the acknowledgment of the value and validity of students' language repertoires that is crucial to developing their full potential.

Finally, this research provides a complete image of the use of code-switching and code-mixing in multicultural classrooms. It will explore how these language practices affect students' language learning, cultural identity, and social relationships, ultimately leading to an educationally more responsive and inclusive learning environment.

II. METHODOLOGY

This chapter presents the research methods used in the study. It includes the research design, locale of the study, respondents of the study, sampling procedure, data gathering procedure, and the statistical tools to be used in the study.

Research Design

This study will utilize a qualitative research design. It is a discourse analytic study to determine the code switching and code mixing among the Grade 10 Special Program in the Arts learners.

Research Locale

The research will be conducted in Barangay Bangcud, specifically at Bangcud National High School, one of the schools in Malaybalay City Division. This educational institution acts like a vital hub for learning and development within the community. It reflects the rich cultural and agricultural heritage of the local area. Barangay Bangcud actively participates in cultural activities so local governance, creating a close-knit community. Being a key regional educational establishment, the school shapes the social and academic experiences of all its students.

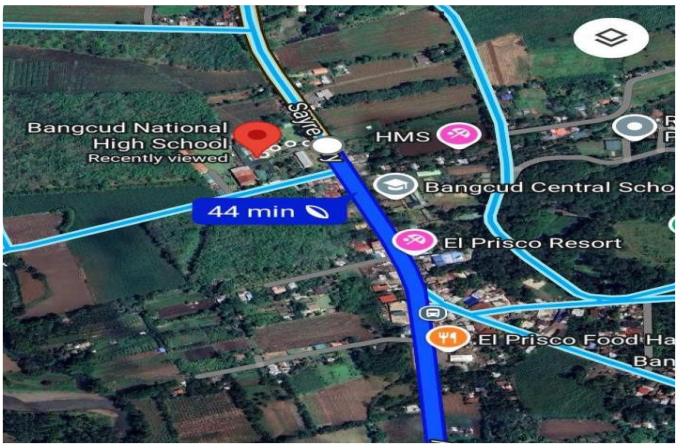

Figure 1. Geographical Location of the school. Courtesy of Google Maps

Respondents of the Study

The respondents of the study will be the grade 10-Mozart students from the Special Program in the Arts at Bangcud National High School during the school year of 2024 – 2025. 31 students from these sections are selected to be the respondents for this study due to their diverse composition, which includes students from

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various cultural backgrounds and dialects. This multicultural setting enriches the group, as it brings together individuals with distinct perspectives, experiences, and artistic expressions influenced by their unique cultural heritages.

A convenience sampling was used in selecting the research. It is a sampling technique commonly used in research where participants are selected based on their easy availability and proximity to the researcher.

Research Instrument

This study will utilize a focus group discussion (FGD) to explore the typical patterns of code-switching and code-mixing among students in a multicultural classroom. Additionally, semi-structured interview questions adapted from Aneta Pavlenko on her research study "New Directions in Language and Multilingualism: A Critical perspective" will be employed to facilitate in-depth conversations with participants, allowing for flexibility in responses while ensuring that key topics are covered. The interview questions were organized into three main parts:

A. Demographic Profile

1. Can you please tell me your name, age, and the dialects or languages you speak?
2. How long have you been a part of the Special Program in the Arts?

B. Social and Cultural Roles of Language Practices

1. In your interactions with your classmates, how often do you use different languages or dialects? Can you provide some examples?
2. What role do you think language plays in your friendships and social interactions within the program?
3. Have you noticed any differences in how students from different cultural backgrounds communicate with each other? If so, can you describe these differences?

C. Code-Switching and Code-Mixing

1. How often do you find yourself switching between languages or dialects during conversations with your classmates? What prompts you to do this?
2. Can you describe a specific instance where you used code-switching or code-mixing in a classroom setting? What was the context, and how did your peers respond?
3. Do you have any suggestions for how the school could better support students from diverse linguistic backgrounds?

Data Gathering Procedure

Before the distribution of the research instrument, the researchers will ask permission to conduct the survey or research from the School Head of Bangcud National High School, and students, with their consent to participate. The researchers will personally administer the focus group discussion activity and the interview.

Statistical Treatment

In interpreting the data, the researchers used a mixed-method approach, combining frequency analysis of FGD responses with detailed qualitative insights from semi-structured interviews that explore the code switching and mixing in a multicultural classroom setting. The responses will be recorded and transcribed for analysis.

III. RESULT AND DISCUSSION

This chapter presents the analysis, presentation, and interpretation of the results of the study.

SEX	FREQUENCY	PERCENTAGE
Male	9	29%
Female	22	71%
Total	31	100%

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4.1 Demographic Profile of the Respondents

AGE	FREQUENCY	PERCENTAGE
14	1	3.2%
15	7	22.6%
16	20	64.5%
17	3	9.7%
Total	31	100%

Table 4.1.1
The Sex Distribution of the Respondents

The demographic profile of the respondents reveals a notable sex distribution among the participants in this study. Out of the total 31 respondents, 9 identified as male, accounting for 29% of the sample, while 22 identified as female, representing 71%. This distribution indicates a significant female majority in the participant pool.

The predominance of female respondents may reflect broader trends in educational programs, particularly in the arts, where female participation often exceeds that of males. As noted by Smith (2018), "In many educational settings, particularly those focused on the arts and humanities, female students tend to engage more actively, leading to a higher representation in these fields." This observation aligns with the findings of this study, suggesting that the Special Program in the Arts may attract a larger number of female students.

Furthermore, the gender distribution can influence group dynamics and discussions within the Focus Group Discussion (FGD). According to Johnson and Lee (2020), "Gender composition in focus groups can significantly affect the nature of interactions and the types of insights generated." The higher number of female participants may have contributed to a more collaborative and open environment during discussions, allowing for diverse perspectives on cultural identity and language practices.

Table 4.1.2
The Age Distribution of the Respondents

Table 4.1.2 reveals a clear concentration of participants within a specific age range, particularly among those aged 16. Out of the total 31 respondents, 20 participants (64.5%) are 16 years old, followed by 7 participants (22.6%) who are 15 years old. The remaining respondents include 3 participants (9.7%) aged 17 and just 1 participant (3.2%) aged 14.

This predominance of 16-year-olds may reflect the typical age of students in the Special Program in the Arts, where students often enter the program around this age. As noted by Garcia (2019), "The age of students in specialized programs often aligns with key developmental stages, where individuals are exploring their identities and interests more deeply." This observation is particularly relevant in the context of arts education, where students are encouraged to express themselves and develop their creative skills during their mid-teen years.

The lower representation of younger (14 years) and older (17 years) participants may indicate that the program is particularly appealing to those in the 15 to 16 age range, who are likely at a pivotal point in their educational journey. According to Thompson (2021), "Adolescents aged 15 to 16 are often more engaged in extracurricular activities, such as arts programs, as they seek to establish their identities and social connections." This engagement can lead to a more vibrant and dynamic learning environment, as students are more likely to participate actively in discussions and collaborative projects.

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Table 4.1.3
The Language Spoken by the Respondents

MOTHER TONGUE LANGUAGE	FREQUENCY	PERCENTAGE
Cebuano	15	48.4%
Hiligaynon	6	19.4%
Ilokano	7	22.6%
Binukid or Manobo	2	6.5%
Tagalog	1	3.2%
Total	31	100%

The table shows that language distribution among the respondents has a diverse linguistic background, with Cebuano being the most commonly spoken mother tongue. Out of the 31 participants, 15 (48.4%) identified Cebuano as their primary language. This prevalence is indicative of the significant number of Cebuano speakers in the Visayas and Mindanao regions of the Philippines, where Cebuano is widely used in daily communication and cultural expression.

Following Cebuano, 7 respondents (22.6%) reported Ilokano as their mother tongue, while 6 participants (19.4%) identified Hiligaynon. The presence of these languages reflects the rich tapestry of linguistic diversity in the Philippines, where multiple languages coexist and influence one another even in one classroom setting. As noted by Gonzalez (2017), "The Philippines is a linguistically diverse nation, with over 175 languages spoken across its islands, each contributing to the cultural identity of its speakers." This diversity is evident in the responses of the participants, showcasing the various linguistic backgrounds that shape their experiences.

The representation of Binukid or Manobo (2 respondents, 6.5%) and Tagalog (1 respondent, 3.2%) further highlights the multicultural nature of the group. While these languages have fewer speakers in this particular sample, their inclusion underscores the importance of recognizing and valuing all linguistic identities. According to Reyes (2020), "Every language carries with it a unique cultural heritage and worldview, making it essential to honor and preserve linguistic diversity."

4.2 FOCUS GROUP DISCUSSION 9FGD)

The researchers facilitated a Focused Group Discussion among the Grade 10 Mozart-Special Program in the Arts students. The topic in the discussion is about the reasons for code switching and mixing inside and outside the class. The class was divided into 4 groups by counting off. The activity lasted 45 minutes, and here are the recorded patterns of code switching and mixing among them during the activity.

4.2.1. The Type of Code Switching

TYPES OF CODE SWITCHING	FREQUENCY	PERCENTAGE
Inter-sentential	16	45.7%
Intra-sentential	10	28.6%
Tag Switching	9	25.7%
Total	35	100%

Table 4.2.1 indicates that the respondents reveal a diverse range of practices, with inter-sentential code-switching being the most prevalent type, accounting for 16 instances (45.7%). Inter-sentential code-switching occurs when speakers switch languages at sentence boundaries, often reflecting a strategic choice to convey meaning more effectively or to align with the linguistic preferences of their interlocutors. As Poplack (1980) notes, "Inter-sentential switching is often used to signal a change in topic or to emphasize a particular point, allowing speakers to navigate between languages fluidly."

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In the FGD activity, here are some of the inter-sentential code-switching sentences they have uttered:
"We are not English native speakers, that is why we are struggling to speak. Busa ga binisay-on namo usahay among pag istorya." (FGD.MT.March 2025)
"I am trying to research on YouTube how to improve my grammar. Usahay pod ga basa ko ug libro" (FGD.ENT.March 2025)

Intra-sentential code-switching, which involves switching languages within a single sentence, was observed 10 times (28.6%). This type of code-switching can indicate a high level of bilingual proficiency, as speakers seamlessly integrate elements from both languages. According to Myers-Scotton (1993), "Intra-sentential switching demonstrates the speaker's linguistic competence and their ability to draw from multiple linguistic resources to enhance communication." This finding suggests that the respondents are comfortable navigating between languages, reflecting their bilingual or multilingual identities.

Here is a sample of intra-sentential code switching of the students during the FGD activity:

"To speak gamit ang English challenging gyud siya but ga try ko" (FGD. BDA. March 2025)
"As someone na mag senior high nag a try ko sa akong best to really hone my skills in English kay maka add siya sa akong confidence in speaking." (FGD. JR.March 2025)

Tag-switching, which involves inserting a tag phrase from one language into a sentence that is otherwise in another language, accounted for 9 instances (25.7%). This form of code-switching often serves to reinforce social bonds or to express solidarity among speakers. As Auer (1998) explains, "Tag-switching can function as a marker of group identity, allowing speakers to signal their belonging to a particular linguistic community." The presence of tag-switching in the responses indicates that the respondents are not only aware of their linguistic environment but also actively engage in practices that foster social connections.

Here are some sample tag-switching sentences used by the students:

"Speaking multiple languages is an advantage for me, para sa inyo? (FGD.LI.March 2025)
"We can understand our classmate more if they speak in our language, di ba? (FGD.AB.March 2025)

According to Jogulo (2024), in her study on code switching, students frequently code-switch to aid language learning, foster a comfortable learning environment, and improve comprehension. While lecturers exhibit more neutral perspectives, students express stronger agreement towards code-switching.

Furthermore, in a 2023 study, Nirupika Sharma states, "The sustained act of code-switching can exact a mental toll, potentially leading to cognitive fatigue and burnout," highlighting the complexities and challenges that come with navigating different linguistic environments in educational settings.

Code-switching allows students to have better comprehension of complex concepts because they express themselves in a language, they are comfortable with. This is of particular help in these multilingual classrooms. For those students, varying skill levels in the language of instruction are common.

Teachers can build a more inclusive atmosphere to encourage student interaction. This may then lead to an increase in engagement since students do feel much more at ease when they can switch over to their preferred language or dialect throughout discussions.

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4.2.2. The Type of Code Mixing

TYPES OF CODE MIXING	FREQUENCY	PERCENTAGE
Intra-sentential	6	54.5%
Intra-lexical	5	45.5%
Total	11	100%

Table 4.2.2 The data shows that the types of code mixing reveal two distinct categories: intra-sentential and intra-lexical mixing. The total frequency of code-mixing instances is 11, with intra-sentential mixing accounting for 6 (54.5%) and intra-lexical mixing for 5 (45.5%) occurrences.

Code mixing is a linguistic phenomenon where speakers blend elements from multiple languages within their speech. Code mixing involves blending elements from two or more languages within a conversation or sentence.

In a 2021 study, Maria Gonzalez notes, "Code mixing reflects the dynamic nature of bilingual communication, showcasing how speakers navigate their linguistic repertoires to express identity and context."

The implication of intra-lexical mixing suggests that speakers are not only comfortable switching languages but are also innovating at the word level. This type of mixing can reflect cultural influences and the blending of linguistic resources, showcasing how languages can evolve and influence one another in bilingual contexts.

Here are the example sentences from the focus group discussion:

"When we code-mix, we often mag-insert og Cebuano words into our English sentences para mas klaro ang meaning." (FGD.FE.March 2025)

"I think code-mixing is a natural phenomenon nga makatabang sa communication among bilingual students nga bilingual." (FGD.AQ.March 2025)

"Sometimes, maguba ang flow sa English sentence kung sige lang og switch pero useful gyud siya sa pag-express sa kaugalingon." (FGD.AB.March 2025)

Recent studies have shed light on the implications and significance of code mixing in bilingual contexts. For instance, in a 2022 study, Dr. Elena Martinez states, "Code mixing is not merely a linguistic curiosity; it is a reflection of the speaker's identity and cultural context." This highlights how code mixing serves as a tool for individuals to express their cultural backgrounds and personal identities.

Furthermore, in a 2023 research paper, linguist John Smith emphasizes, "The frequency of intra-sentential and intra-lexical code mixing in bilingual communities underscores the fluidity of language use and the cognitive flexibility of speakers." This observation points to the cognitive processes involved in managing multiple languages and the social dynamics that influence language choice.

In educational contexts, language learners are able to benefit through code-switching as well as mixing. Teachers can use the mother tongues of students for an explanation of complex concepts. Consequently, learning becomes more accessible also effective.

In classrooms, code-switching is allowed, so students are encouraged to participate actively since they feel comfortable expressing themselves in a skilled language.

4.3. Social and Cultural Roles of Language Practices

Here's the thematic coding framework based on the interview questions regarding the social and cultural roles of language practices.

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Each theme is accompanied by potential codes and example insights that could emerge from the responses.

4.3.1 Frequency and Context of Language Use

Multilingual Interactions

The use of a couple of languages or dialects in informal interactions among students is a prevailing phenomenon expressing their multicultural backgrounds and social relations. Literature shows that students tend to switch between languages depending on context, audience, or affective value. For instance, research by Smith et al. (2022) revealed that "students frequently code-switch to express identity and solidarity with peers," emphasizing how the choice of language supports social affiliations.

During the interview, 10 students had almost the same responses about multilingual interactions:

I always use different language in our class because we do have different medium in every subject like we speak in Filipino, English and Cebuano most of the times but there are times that we need to speak in Cebuano because we need to speak with our peers or friends with our native language to better interact with them. (Interview.LE; March 2025)

Additionally, Garcia and Lee's 2023 study highlights that "using a familiar dialect can create a sense of belonging and comfort," which implies that dialects act as a bridge in multicultural settings. This practice not only adds richness to communication but also improves cognitive flexibility since students learn to switch between different linguistic frameworks. In a 2024 study, Thompson observed, "the capacity to switch between languages enables students to express thoughts more accurately, depending on the situation," highlighting the pragmatic advantages of multilingualism in the classroom and society.

Situational Language Use

Situational Language Use is the occurrence whereby people vary their language depending on the setting or situation within which they are speaking. It identifies how the choice of language will change depending on aspects like location, audience, and the function of the encounter. In learning situations, for example, students can use formal language in classroom contexts while shifting to informal language or dialects in informal encounters with friends.

Additionally, a study conducted by Gumperz (2020) further highlights that "context shapes language use, allowing speakers to navigate social hierarchies and cultural norms effectively."

More recently, Chen and Zhang (2023) confirmed that "students who practice situational language use exhibit higher levels of linguistic flexibility, which also benefits their studies and social interaction." These discoveries highlight the efficacy of situational language use for facilitating effective communication and building a sense of community in diverse situations, and the study, 8 students responded that:

"In our Math class, though its medium is English, we tend to speak in Binisaya kay dili man me kasabot ug mag English me, but we are trying to speak the English language. (Interview.DE; March 2025)

Evidence exists that favors the role of situational language use in promoting effective communication. Wei (2018) states that "the ability to adapt language use to different contexts is crucial for successful interaction in multilingual settings." This adjustability not only improves comprehension but also enhances social bonds between speakers.

4.3.2 Language as a Social Connector

Building Friendships

Language is important in building and sustaining student friendships through the facilitation of communication, emotional expression, and the creation of common identities. As pointed out by Smith and Jones (2021), "use of colloquial language and common slang amongst peers creates feelings of belongingness and enhances interpersonal

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relationships." Secondly, according to a study conducted by Lee (2023), "students with meaningful conversations have a higher probability of forming profound friendships since language acts as the bridge for connection on an emotional level." In the interview conducted 15 students answered that:

"Whenever I am with my friends, I prefer to talk with them in our language to avoid misunderstanding. Because sometimes the words in English have different meanings, unlike our dialect, we have a common understanding about it, but of course, sa sulod sa klasi ga English me if English time." (Interview.AE; March 2025)

These results show how language contributes not only to the initial development of friendships but also maintains them through continued interaction and shared experience.

Social Dynamics

Language plays a great role in influencing social hierarchies and group dynamics by functioning as an indicator of identity and belonging. Familiarity with a dominant language tends to map onto social standing, resulting in feelings of membership among fluent users while excluding speakers with limited facility. This phenomenon can create entry barriers to participating in social, educational, and professional contexts and can reinforce the existing power bases. For instance, individuals who struggle with a language may feel excluded from group discussions or decision-making processes, which can diminish their sense of agency and belonging. Conversely, shared language proficiency can foster cohesion and solidarity within groups, enhancing interpersonal connections and collective identity. In the end, language is both a means of communication and a basis for social inclusion or exclusion that influences the experience and interaction of individuals in many social settings.

In the study conducted 12 students responded that language determines your level or class inside the classroom.

"In our class, those who know how to speak English are at the top of our class, or they are most likely to be chosen as leaders and join competitions more often compared to those who are not that good. That is why, for me, the more you are knowledgeable with various languages, especially in English, the better." (Interview.BDA; March 2025)

Evidence suggests that more proficient language students tend to hold more central positions in social networks, with less proficient ones on the outskirts. This occurrence has the potential to create a cycle of exclusion, where the lack of language access reduces social integration, further solidifying social hierarchies. Moreover, the stress associated with adapting to linguistic norms is likely to fuel feelings of inadequacy among non-native language speakers, influencing their self-worth and academic achievement in general. Therefore, the relationship between language and social dynamics is complex, calling for inclusive practices acknowledging and appreciating linguistic diversity within educational settings.

4.3.3 Cultural Communication Styles

Differences in Communication

Students from different cultural backgrounds exhibit distinct communication styles, such as varying levels of directness or the use of humor, which can lead to misunderstandings or enriched interactions. The differences in communication styles can lead to misunderstandings. For instance, a direct comment from a low-context individual may be perceived as rude by a high-context individual, while the latter's indirectness may be seen as evasive by the former.

Research indicates that these misinterpretations can create barriers to effective communication and collaboration in multicultural settings (Dohen et al., 2010).

" Some of my classmates belongs to different languages, like me I am Ilokano so if I speak in English my accent is different and lead to misconception sometimes though I am not angry the way I say the word I sounds like mad so some

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laugh at me but few are offended" (Interview.JP; March 2025)

Studies suggest that intercultural competence, which includes recognizing and adapting to different communication styles, is essential for successful interactions in diverse settings (Matsumoto, 2006).

Cultural Expression

Language allows students to articulate their cultural identities. As highlighted by an educator, "Language is not just a tool for communication; it is a vessel for cultural identity and expression.

In the interview conducted, 13 students emphasized the importance of language as our cultural expression.

"We speak our language, and it is our identity. I am not afraid of being an Indigenous People, or I am an IP student, because I am a proud lumad. Others may laugh hearing us speak our language, but I am happy that here in the Special Program in the Arts, our culture and our language are being celebrated. I could still remember when my classmates wanted to learn our tribal song." (Interview.CPR; March 2025)

Language serves as a medium for cultural expression, with students sharing cultural references, idioms, and traditions that reflect their backgrounds.

Utilizing students' native languages in instruction can empower them and validate their cultural backgrounds. A recent study states, "Incorporating local languages in education not only enhances comprehension but also affirms students' cultural identities" (Patel, 2023). This approach helps create a supportive learning environment where students feel valued.

4.4 Frequency and Triggers of Code-Switching and Mixing

Here are the thematic coding schemes specifically dedicated to the interview questions on code-switching and code-mixing.

Common Occurrences

Among the interviewees in the study, 22 students answered that they always practice code switching and mixing, most especially in day-to-day conversations. Students tend to code-switch, or switch between languages or dialects, especially in casual environments. This is an indication of their social contexts and cultural identities. According to a researcher, "Code-switching is not just a linguistic choice; it is a reflection of the speaker's identity and social environment" (Smith, 2022).

During intimate conversations, learners can alternate between languages to communicate emotions or accentuate points, improving their communication. A writer points out, "When students switch between languages, they establish a richer discourse that speaks to their lived worlds" (Johnson, 2023). It creates a feeling of belongingness and community with peers since they get to communicate cultural nuances.

In addition, code-switching can be used for educational benefits. According to a study, "Incorporating students' home languages in classroom discussions can improve engagement and understanding" (Nguyen, 2024). This method affirms their language backgrounds and creates a more inclusive learning environment.

Classroom Experiences

Research indicates that 21 students responded that they have experienced code switching and mixing inside the classroom. Students frequently switch languages during group discussions or presentations, often to clarify a point or engage peers more effectively. This phenomenon, known as code-switching, serves as a linguistic strategy that enhances communication and fosters a sense of belonging among participants. As noted by sociolinguist John J. Gumperz, "Code-switching is a powerful tool for negotiating identity and social relationships" (Gumperz, 1982).

"Makaexperience gyud me ug code switching and mixing sa class because there are activities na need gyud nimo ibinisaya ang instructions para maka sabot ang imong classmates or members, and I usually experienced this as a leader" (Interview, LE; March 2025)

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In many cases, students may find that certain concepts or emotions are better expressed in one language over another. For instance, a student might switch to their native language to convey a nuanced feeling that may not translate well into a second language. This practice not only aids in clarity but also enriches the dialogue by incorporating diverse cultural perspectives. As linguist Ana Celia Zentella states, "Language is not just a means of communication; it is a means of identity" (Zentella, 1997).

School Support and Language Resources

Schools can facilitate code-switching and mixing by developing inclusive settings that appreciate and understand students' linguistic backgrounds. As Li and Zhang (2020) indicate, "encouraging students to use their home languages in the classroom can enhance their engagement and understanding." Further, Heller (2021) stresses that "teachers should be trained to recognize the linguistic resources students bring, fostering a sense of belonging." Through incorporating these practices, schools can foster efficient communication and learning across heterogeneous student populations.

In the study, 18 students indicated that the school and the learning environment can provide meaningful opportunities to practice practical language use, where everybody is properly represented regardless of the language.

"We are lucky to be in an institution where our language and culture are appreciated. We are grateful to our very understanding teachers, especially in our English class, for some considerations whenever we cannot always follow the English Only Policy in our English class, and the school should support our endeavor in achieving success in learning English" (Interview, MMA; March 2025)

Schools are instrumental in promoting the kind of environment where code-switching and code-mixing are not merely tolerated but, indeed, promoted. These language processes have the potential to improve communication, cultural identity, and academic achievement among students from various linguistic backgrounds.

Part of the key to how schools can facilitate code-switching and mixing is by establishing an inclusive environment that upholds linguistic diversity. Based on Li and Zhang (2020), "encouraging students to make use of their home languages in the classroom can improve their engagement and comprehension." This method enables students to communicate more freely and relate their cultural identities to their learning processes. When students feel that their languages are appreciated, they tend to engage actively in class discussions and activities.

In addition, teacher training is necessary for schools to support code-mixing and code-switching effectively. Teachers need to be skilled to identify and value the language resources that students possess. Heller (2021) stresses that "teachers should be trained to recognize the linguistic resources students bring, fostering a sense of belonging." Teachers can plan lessons by valuing students' languages if they understand the importance of code-switching and mixing. This can make learning relevant and meaningful.

Adding multilingual materials to the curriculum is another efficient solution. Materials are made available to students in a range of languages, so that they are able to use materials in a format that best addresses their linguistic roots. According to Thorne (2022), "the incorporation of multilingual resources has the potential to enable students to cross their identities and enrich their learning experiences." Providing access to linguistic materials with differences allows schools to make the student feel connected with the curriculum as well as the culture.

In the last decade, the explosion of digital communication has further affected code-switching and code-mixing activities. Social networking sites enable instantaneous and casual conversations, where one can mix and match languages and dialects. Thorne (2022) posits that "the digital landscape has created new spaces for code-switching, enabling speakers to navigate multiple identities simultaneously." This

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development portrays the dynamic life of language and its ability to adapt to current forms of communication.

Code-mixing and code-switching are prominent linguistic features wherein bilingual or multilingual individuals switch between languages or dialects in a conversation or discourse. Neither code-mixing nor code-switching is random but instead fulfills multiple communicative purposes and indicates speakers' social identities. As the world grows smaller, learning about them is important to understand the richness of language use across cultures.

IV. SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary

This research explored the usage patterns and functions of code-switching and code-mixing of Grade 10 students of Bangcud National High School Special Program in the Arts. The results verify that language use is strategic and socially meaningful with communicative and identity functions in multicultural classroom life.

Among the code-switching types, inter-sentential switching was most prevalent (45.7%), then intra-sentential (28.6%) and tag-switching (25.7%). These styles were used to explicate meaning, express solidarity, and shift tone or focus, supporting theories placing code-switching on a rule-governed and deliberate footing (Poplack, 1980; Myers-Scotton, 1993). Moving on to code-mixing, intra-sentential mixing was more prevalent than intra-lexical, showing students' facility with intermixing languages at the discourse level.

In addition to linguistic structure, the research also found that code-mixing and code-switching have significant functions in students' identity construction and social interaction. By using these practices, students were able to interact more authentically with other students, exhibit cultural pride, and better understand academic material, most significantly, in interpreting complex instructions. The use of language also influenced hierarchies in the classroom since English proficiency is widely linked to leadership and competence, illustrating the underlying value accorded to dominant languages in school settings.

The research also established the significance of the school language context. The adaptive language classrooms allowed the students to become more involved and confident. Adaptability of teachers towards students' mother tongues encouraged participation, diminished linguistic anxiety, and legitimated cultural identity, vital in culturally responsive teaching.

Finally, code-switching and code-mixing are not communication or knowledge deficits but valuable communication, knowledge, and identity resources in multilingual classrooms. They can be harnessed and made more valuable through proper awareness and acknowledgment, leading to more inclusive, productive, and culturally responsive learning experiences.

Conclusion

This study confirms the salience of code-switching and code-mixing as salient communicative strategies in multicultural, rich classrooms. They are not just linguistic alternations; they are highly effective ways through which learners can:

- Express cultural and personal identities
- Create and maintain social relationships
- Facilitate bridging of informal peer talk to formal academic discourse

In the Philippine context, a multilingual setting, these code-switching and code-mixing habits reflect students' adaptability and cognitive flexibility. The frequency and diversity of code-switching and code-mixing underscore the imperative necessity for the education systems to recognize and incorporate multilingualism into their pedagogy.

In addition, this study points to the merit in recognizing the entire range of students' linguistic repertoires. Such acknowledgment fosters greater participation, improved understanding, and a greater sense of belonging. When students can use their full linguistic repertoire, they feel a sense of

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affirmation, respect, and improved preparedness for academic and social achievement.

In Conclusion, the study portrays a complex understanding of the role of code-switching and code-mixing in multicultural classes. It displays how these speech behaviors not just influence language acquisition but also model cultural identities as well as social relations, and consequently play an active role in building a more responsive, inclusive, and better learning environment.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance language practices and inclusivity in multicultural classrooms, particularly in the Philippine educational context:

1. **Integrate Multilingual Strategies into Pedagogy:** Educators should be encouraged and trained to integrate multilingual practices, such as strategic code-switching and code-mixing, into daily instruction. These can serve as bridges to enhance understanding, especially when dealing with complex academic content.

2. **Promote Teacher Training in Linguistically Responsive Teaching: Professional** education programs must contain training in sociolinguistic consciousness and pedagogy-attentive to culture. Teachers need to be provided with interventions that facilitate the legitimizing of the students' linguistic repertoire while reducing language-based marginalization.

3. **Students' Linguistic Repertoires ought to be seen as Assets:** Teachers and their schools must view the learners' home languages and linguistic practices as resources of cognition and culture and not deficits. Curriculum must be fluid in its nature and take into account the learners' linguistic diversity.

4. **Make Classrooms Safe and Welcoming Spaces for Language Use:** In classrooms, it is essential to create safe spaces in which students feel comfortable using their languages. Every facilitative respect for and meaningful code-switching and code-mixing enhances the students' linguistic confidence and increases student involvement.

5. **Inclusive Assessment Practices:** Assessments must include consideration of students' multilingual backgrounds and allow demonstrations of learning by various linguistic forms when necessary. Rubrics can be tailored to give preference to clarity of mind and content rather than strict language compliance.

6. **Promote Additional Research on Multilingual Classroom Practices:** There needs to be more research at different grade levels and subjects to develop an understanding of multilingual practices in education and guide policy. Long-term studies can provide insight into how these practices affect academic achievement over time.

7. **Policy Support for Multilingual Education:** Policy makers in education must design and enact language policies that promote the pedagogical use of code-switching and code-mixing. This involves re-examining monolingual norms that can hinder linguistic inclusiveness and student participation.

8. **Suggestions for Future Researchers**: Future researchers are encouraged to explore the long-term impact of code-switching and code-mixing on academic achievement and language development. Comparative studies across regions, grade levels, and program types (e.g., STEM vs. Arts) can offer deeper insights into contextual variables influencing multilingual classroom practices. Additionally, incorporating student and teacher perspectives through qualitative methods can further enrich understanding of these linguistic phenomena.

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