

CODE-SWITCHING PRACTICES OF SOCIAL STUDIES TEACHERS AND THEIR IMPACT ON GRADE 8 STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

This study examined the code-switching practices of Grade 8 Social Studies teachers and their impact on the academic performance of Grade 8 students at Nagpayong High School during the 3rd Quarter of School Year 2025–2026. It employed the quantitative descriptive-comparative research design and involved seven Grade 8 Social Studies teachers and 1,525 students. A researcher-made questionnaire was used to determine the teachers' level of code-switching across six domains, while the students' academic performance was based on their 3rd quarter grades in Social Studies. The findings revealed that the teachers generally manifested a high level of code-switching. It was also found that students handled by high code-switching teachers performed better academically than those handled by low code-switching teachers. Moreover, significant differences were found in the students' grades when grouped according to sex, with female students obtaining higher grades than male students. Based on the findings, a proposed program was developed.

Keywords: *code-switching, Social Studies teachers, academic performance, Grade 8 students, 3rd quarter grades*

INTRODUCTION

Araling Panlipunan (Social Studies) is a subject that examines different phenomena in societies around the world. Ideas and concepts from many countries are brought together, making Social Studies a worldwide field. These abstractions become meaningful through our individual understanding. In the Philippines, students approach these topics from a native-language perspective; however, problems arise when a phenomenon from a different language and culture is conveyed into another—

misinterpretation can occur. The original experience may be diluted as it is retold through various linguistic and cultural filters. As meaning moves from one language to another, it often undergoes omission, amplification, and alteration, and certain concepts cannot be fully captured. In instructional settings, these shifts have practical consequences for how students interpret Social Studies concepts and follow teacher directions. As Abu Zaghlan, Mustafa-Awad, and Allawzi (2023) note, “Lexical choices provide a clear example of how a single word might present a different reading of the text.”

Historically, Social Studies in the Philippines took shape within the American colonial school system, when Act No. 74 (1901) created the Department of Public Instruction and made English the basis of public-school instruction; civics, history, and geography were organized to form citizens for a modern state (Act No. 74, 1901). Over time, Social Studies remained a core learning area as governance shifted to DepEd (RA 9155, 2001) and the K to 12 reform (RA 10533, 2013) strengthened curriculum design and learning standards across subjects, including Araling Panlipunan (AP) (RA 9155, 2001; RA 10533, 2013). In national policy, AP is tasked to develop informed, reflective, and participatory citizens who understand historical, economic, geographic, and political life. DepEd’s AP Curriculum Guide (2016) and the MATATAG General Shaping Paper (2023) explicitly present AP as a distinct learning area serving civic competence and nation-building (DepEd, 2016; DepEd, 2023). Social Studies (Araling Panlipunan) is consistently emphasized in Philippine schools: primary grades build identity and familiarity with the Philippines; the intermediate level deepens appreciation of the nation’s cultural past; and in junior high, connections broaden—from Asia in Grade 7, to the global community in Grade 8, to participation in international affairs in Grade 9. Grade 9 (Economics) introduces micro/macro-economics and public finance, while Grade 10 addresses contemporary issues in politics, environment, human rights, gender, and citizenship (Canciller, 2023). At present, AP remains a core component of the national curriculum: the K to 12 AP Curriculum Guide organizes content and competencies by grade level (e.g., Grade 8: *Kasaysayan ng Daigdig*), and the MATATAG updates (2023–2024) retain AP as a distinct learning area during phased implementation (DepEd, 2016; DepEd, 2023; DepEd Order 010, s. 2024).

English and Filipino are the Philippines’ official languages and serve as working and instructional media across key sectors—education, health, science and technology, engineering, government, politics, and business. English is not only official here; it also has official status in many other countries. Today, it’s widely treated as the world’s common language and the default in many fields. In many school systems, English is the top foreign-language choice, which is why it operates as a global lingua franca (Crystal & Potter, 2025). In day-to-day classroom practice, English often carries academic source texts and formal terminology, while Filipino supports explanation, checking of understanding, and classroom management.

In comparison, Filipino has often been undermined. The Filipino language did not “lack” richness by nature; its lexical growth was constrained by history. Centuries of Spanish rule, the Japanese occupation, and decades of American administration prioritized colonial languages in formal domains (schooling, governance, and print/media), which contributed to shifts in terminology and usage alongside Filipino and other Philippine languages. Limited student vocabulary in the language of instruction can impede content learning; accordingly, this study treats the level of teacher code-switching

as an instructional variable to be examined in relation to students' Social Studies performance.

In the Philippines, code-switching is widespread. Many pupils use code-switching to improve their communication and idea explanation skills. Three levels are commonly described: extra-sentential code-switching (EXTRA), also called tag-switching, in which short words or set phrases (e.g., you know, di ba, well) are inserted into an otherwise monolingual sentence; intra-sentential code-switching (INTRA), in which two or more languages are mixed within a single clause or sentence; and inter-sentential code-switching (INTER), in which the language switch occurs at clause or sentence boundaries (Hanafiah et al., 2021). These forms are used for clarity, emphasis, and conversational flow, and—in instructional settings—for scaffolding meaning and checking understanding. These types can also differ in processing demands (e.g., language-switching “costs” observed in comprehension), which matters when code-switching is used as a classroom scaffold (Salig et al., 2024; Özkara et al., 2025).

The fact that languages offer different perspectives cannot be changed—distinct lenses and filters on reality. To mitigate barriers is the goal to students' effective understanding of phenomena from diverse societies and cultures. Accordingly, the present study compares Grade 8 students taught by a teacher who is a frequent code-switcher (high level of code-switching) with those taught by a teacher who is an infrequent code-switcher (low level of code-switching). Code-switching level is determined through a structured teacher self-report questionnaire, with “high” and “low” categorized via a median split. Student performance is operationalized using officially recorded 3rd-quarter Social Studies grades.

Theoretical Framework

This study adopts Grosjean's Language Mode as its core lens for explaining why teacher code-switching might relate to students' academic performance in Grade 8 Social Studies. Language mode refers to the state of activation of a bilingual's languages along a continuum—from monolingual mode (one language highly active, the other damped) to bilingual mode (both languages strongly active). Where speakers land on this continuum depends on context: interlocutors, topic, classroom norms, and task demands. In bilingual mode, code-switching and borrowing are expected options; in monolingual mode, they are minimized. In short, the classroom ecology sets how much each language is “on,” and this shapes what language behaviors are efficient and acceptable at that moment (Grosjean, 2001).

Applied to an AP 8 classroom in the Philippines, the default interactional setting is often bilingual mode because both teachers and students share Filipino and English and routinely encounter English-medium terms in world history and civics. In that state, brief, purposeful switches—for a key term, a snap definition, a quick check for understanding, or step-by-step directions—are low-cost moves: both languages are already activated, so shifting for clarity or precision does not add a heavy processing burden. Crucially, the theory does not claim that more switching is always better; it claims that the fit between mode and behavior matters. When the class is in bilingual mode, targeted switching can stabilize meaning and anchor technical vocabulary (e.g., mercantilism, monarchy, sovereignty) without turning the lesson into a running translation. When tasks or

assessment conditions push the class toward monolingual mode (e.g., an English-only quiz), the same frequent switching can be inappropriate or distracting, so teachers should pull back (Grosjean, 2001).

This logic connects directly to the title and Statement of the Problem. The title focuses on “Code-Switching Practices of Social Studies Teachers and Their Impact on Grade 8 Students’ Academic Performance,” and the SOP asks whether there is a significant difference in performance between students handled by high versus low code-switching teachers. Language Mode provides the mechanism: classes that function more in bilingual mode should benefit more from short, targeted switches that reduce comprehension load and secure exact terms, which can translate to better performance indicators, such as 3rd-quarter AP grades. By contrast, in moments when the class effectively operates in monolingual mode (e.g., English-only tasks), frequent switching may yield no advantage or could even dilute exposure to the target register. Thus, the frequency (High vs. Low) becomes a proxy for how teachers align their language behavior with the prevailing mode, while the type (extra-, inter-, intra-sentential) signals how precisely switches are used to bridge meaning and terminology.

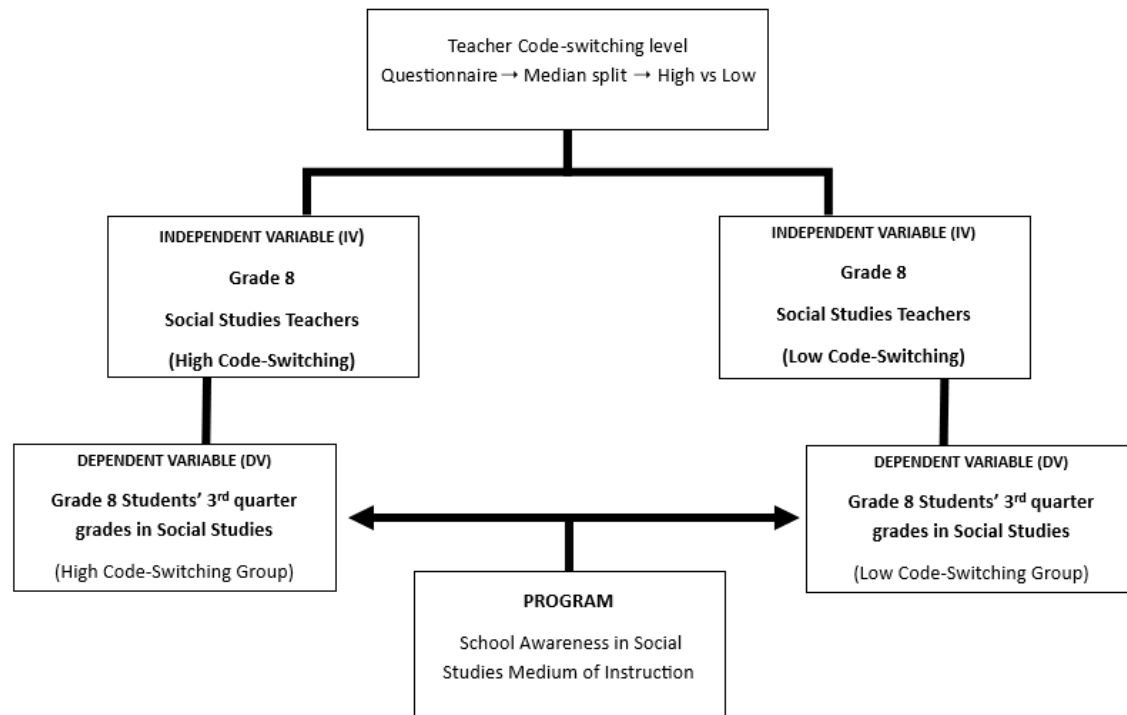
From this framework, two testable expectations follow, while keeping the study’s null hypothesis intact: (1) In a typical AP 8 bilingual-mode environment, classes with more purposeful switching (those tagged “High”) may show higher average performance than “Low,” mainly through better comprehension and vocabulary retrieval; (2) The effect is conditional—it should be strongest where teachers pair quick L1 bridges with the English term and return students to the assessment language soon after, and weaker when switching becomes long, unfocused alternation. The analysis in Chapter 3 can therefore read any observed differences in 3rd-quarter grades as evidence consistent or not with Language Mode’s prediction about context-matched switching. In sum, Grosjean’s theory explains when and why code-switching should help in Grade 8 AP: it helps when the class is in bilingual mode, and the switch is short, targeted, and tied to the task’s language demands (Grosjean, 2001).

Conceptual Framework

This conceptual framework shows how the study treats teachers’ code-switching practices as the main variable and Grade 8 students’ 3rd-quarter Social Studies grades as the outcome to be compared. The two parallel streams at the top identify the independent variable: Grade 8 Social Studies teachers classified as high code-switching and Grade 8 Social Studies teachers classified as low code-switching. Each stream leads to one outcome box—the dependent variable—which is the students’ 3rd-quarter grade in Social Studies, taken from official records. Using these two streams keeps the design consistent with a comparative study: students taught under different code-switching conditions are not mixed; their grades are first kept within their stream and then brought together for statistical comparison through the independent-samples t-test.

Grounded in Language Mode theory, the framework assumes that many AP classrooms naturally operate in a bilingual mode; when both languages are active, brief, purposeful switches can be low-cost ways to secure meaning, introduce a precise term, or stabilize instructions, while overly long alternation may blur the target register. By separating classes according to frequency, the model captures how closely teacher

behavior aligns with the prevailing mode of the classroom and tests whether that alignment is associated with better grades.



The final box, “Program,” indicates the utilization step. Whatever the result of the comparison—whether frequent or infrequent code-switching is associated with higher performance—the findings were translated into a concrete program or set of guidelines (e.g., when to allow short L1 bridges, how to return to the assessment language, sample teacher prompts, vocabulary routines).

Research Questions

This study determined whether, and to what extent, Grade 8 students’ academic performance in Social Studies differs according to their teachers’ level of code-switching. Specifically, it sought to answer the following questions:

1. What is the level of code-switching of the Grade 8 Social Studies teachers in terms of:
 - 1.1. Clarifying concepts.
 - 1.2. Vocabulary and terms.
 - 1.3. Directions and procedures.
 - 1.4. Management and engagement.
 - 1.5. Assessment and feedback.
 - 1.6. Review, summaries, and connections.

2. What is the academic performance of Grade 8 students in Social Studies as reflected in their 3rd-quarter grades:
 - 2.1. Handled by low-code-switching teachers?
 - 2.2. Handled by high code-switching teachers?
3. Is there a significant difference in the 3rd-quarter Social Studies grades of Grade 8 students handled by high and low code-switching teachers, when grouped according to sex?
4. Is there a significant difference in the Social Studies Academic performance between grade 8 students handled by high code-switching teachers and low code-switching teachers
5. What program can be proposed based on the results of the study?

METHODOLOGY

Scope and Delimitation of the Study

This study uses a quantitative, comparative design. It focuses on Grade 8 Araling Panlipunan (Social Studies) at Nagpayong High School during the 3rd quarter of School Year 2025–2026. This quarter is the time frame covered by the study. Only grades from the third quarter of SY 2025–2026 are collected; grades from other quarters are outside the scope and not included in the analysis.

The study compares students' academic performance based on their teacher's code-switching level. Teacher code-switching is identified through a validated teacher-made questionnaire, focusing on Filipino–English code-switching only during instruction. All Grade 8 AP teachers in the target level are covered through census, except the researcher, who was not included as a respondent to avoid self-report bias.

This study is delimited to one school only (Nagpayong High School), one grade level (Grade 8), one subject (Araling Panlipunan), and one grading period (3rd quarter of SY 2025–2026). Only grades from the third quarter of SY 2025–2026 are collected from the official E-class record; results from other quarters are outside the scope and not included in the analysis. Because of this, the findings may not directly apply to other schools, grade levels, subjects, or quarters.

The study limits code-switching to Filipino–English only. It does not cover switching that involves other Philippine languages/dialects. Also, the teacher's code-switching level is based only on the teacher questionnaire. The study did not use classroom observation, audio/video recording, or discourse analysis to measure code-switching.

Academic performance is delimited to the official 3rd-quarter AP grade from the E-class record. The study did not use a researcher-made achievement test and did not include other grading periods. Only students with complete and available 3rd-quarter grades are included; transferees, late enrollees, and students with missing or incomplete grades were excluded.

Significance of the Study

This study compares the levels (high vs low) of code-switching of Grade 8 Social Studies teachers and examines how these are associated with their students' academic performance at Nagpayong High School. In the context of Philippine public schools,

where Filipino and English are both used in content classes, the findings may help refine classroom language practices that support comprehension and academic performance in Social Studies.

For Students.

The findings may help explain how teacher code-switching is associated with students' understanding of lessons, retention of important vocabulary, and completion of classroom tasks in Social Studies. The results may also help teachers provide clearer language support to learners who need help in understanding lesson content.

For Social Studies Teachers.

The research may provide practical guidance on the level and classroom functions of code-switching used by Grade 8 Social Studies teachers, particularly in clarifying concepts, explaining vocabulary and terms, giving directions and procedures, managing engagement, providing assessment and feedback, and making reviews, summaries, and connections. Teachers may use the findings to reflect on how they use Filipino and English more strategically during lesson delivery.

For School Leaders and Program Planners.

The findings may help school administrators and instructional leaders develop school-based support, such as Continuing Professional Development (CPD) and Learning Action Cell (LAC) sessions focused on strategic and purposeful code-switching in Araling Panlipunan. The results may also serve as a basis for mentoring and instructional support related to classroom language use.

For Future researchers

This study may serve as a reference for future researchers who plan to examine teacher code-switching and student performance in Social Studies. Future studies may test the same variables in other grade levels, schools, subjects, or grading periods, or may use classroom observation to examine the actual types and patterns of code-switching.

Definition of Terms

The following terms are defined operationally to ensure clarity and consistency in the interpretation of concepts used in this study. These definitions are based on how the terms are specifically applied within the context of the research and may differ from their general or dictionary meanings.

Academic performance (Social Studies)

This refers to the students' 3rd-quarter Social Studies grades that are officially recorded by the school. The actual written works, performance tasks, and quarterly assessment for the grading period covered by the study are used. No grades are changed; only what is already in the school records is used.

Code-switching (CS)

This refers to the use of Filipino and English by the teacher within the same lesson while explaining concepts, asking questions, giving directions, managing the class, providing feedback, or reviewing ideas. In this study, code-switching is measured through a 36-item self-report questionnaire answered by the Grade 8 Social Studies teachers.

Code-switching frequency

This refers to the reported frequency with which a teacher uses Filipino–English code-switching in classroom instruction, as reflected in the teacher’s responses to the researcher-made questionnaire. Based on the median split of the teachers’ questionnaire scores, teachers were classified into high and low code-switching groups.

Extra-sentential code-switching (tag-switching)

This refers to short tags or inserts from another language that may appear before, within, or after a sentence, such as “di ba,” “okay,” or “you know” (Romaine, 1995; Poplack, 1980). It is discussed in this study as one structural form of code-switching found in the literature, although the present study does not classify teachers according to predominant code-switching type.

Filipino (L1) and English (L2)

In this study, Filipino and English are the two languages involved in teacher code-switching. Filipino functions as the familiar classroom language for many learners, while English is often used for academic terms and content in Social Studies. The study covers only Filipino–English code-switching.

Grade 8 students

These are learners officially enrolled in Grade 8 at Nagpayong High School during the 3rd quarter of School Year 2025–2026 who belong to the intact classes of the participating teacher-respondents. Only students with complete and available 3rd-quarter Araling Panlipunan grades were included in the study. Late enrollees, transferees during the quarter, and students with missing or incomplete grades were excluded.

High (Frequent) code-switching

This refers to Grade 8 Social Studies teachers whose overall average score in the 36-item self-report code-switching questionnaire is equal to or higher than the sample median. In this study, this means that the teacher reported a higher frequency of Filipino–English code-switching across the six classroom functions measured by the instrument. This classification is used only to group teachers for comparison and does not imply better teaching quality or effectiveness.

Inter-sentential code-switching

This is when the switch happens between sentences. The teacher finishes one sentence in Filipino and then says the next sentence in English, or the other way around. Example: “Ang supply at demand ay magkaugnay. Prices rise when demand is higher than supply.” It is marked as inter-sentential because the change of language is at the sentence boundary (Poplack, 1980; Torres Cacoullos, 2020).

Intra-sentential code-switching

This refers to the use of both languages within the same sentence or clause. The teacher may insert an English word or phrase into a Filipino sentence, or a Filipino word into an English sentence. Example: “Tumaas ang inflation rate ngayong quarter dahil sa oil prices.” It is considered intra-sentential because the two languages mix within one sentence (Muysken, 2000; Poplack, 1980).

Low (Infrequent) code-switching

This refers to Grade 8 Social Studies teachers whose overall average score in the 36-item self-report code-switching questionnaire is below the sample median. In this study, this means that the teacher reported a lower frequency of Filipino–English code-switching across the six classroom functions measured by the instrument. This classification is used only to group teachers for comparison and does not mean that the teacher is weak or ineffective.

Social Studies

Refers specifically to the Grade 8 subject at Nagpayong High School, taught in both Filipino and English, where code-switching may appear naturally during teaching and learning. In the Philippine K to 12 setting, it brings together history, geography, economics, civics, and culture in one subject. For Grade 8, the lessons commonly include big world history topics like the Renaissance and Reformation, exploration and trade, early modern states, and related geography and economic ideas that connect to present issues (DepEd, 2016b; National Council for the Social Studies [NCSS], n.d.).

Social Studies teacher

This refers to the Grade 8 Social Studies teacher at Nagpayong High School who participated in the study by answering the researcher-made questionnaire. The study does not evaluate the teacher’s overall teaching performance; it only uses the questionnaire responses to determine the teacher’s level of code-switching.

3rd Quarter, SY 2025-2026.

This refers to the third grading period of School Year 2025–2026, which serves as the time frame covered by the study. Only grades from this quarter were included in the analysis. Results from other quarters are outside the scope of the study.

Instrumentation and Data Collection

This study used a researcher-made questionnaire to determine the level and frequency of code-switching among Grade 8 Araling Panlipunan (Social Studies) teachers. The 36-item researcher-made questionnaire was based on six classroom domains where code-switching commonly occurs in everyday instruction, namely: clarifying concepts, vocabulary and terms, directions and procedures, management and engagement, assessment and feedback, and review, summaries, and connections. These domains were used as a basis for item construction because they reflect common classroom situations in which teachers naturally shift between Filipino and English during teaching.

Each statement was answered using a 5-point Likert scale: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. The scale was shown as column headers, and respondents checked one box per item. The items were frequency-only, and all statements move in the same direction to make scoring direct (there are no reverse items).

For scoring, each teacher's Total Score is the sum of all responses (36–180). The Average Score was computed by dividing the total by 36 (1.00–5.00). Teachers then were classified using a median split based on their Average Scores: those below the sample median were labeled Low code-switchers, and those at or above the median were labeled High code-switchers. The median split was computed as follows:

- (1) Compute each teacher's Average Score ($\text{Total} \div 36$).
- (2) Arrange all teachers' Average Scores from lowest to highest.
- (3) Identify the sample median (M): if n is odd, M is the middle value; if n is even, $M = (\text{value at position } n/2 + \text{value at position } n/2 + 1) \div 2$.
- (4) Assign Low if $\text{Average} < M$ and High if $\text{Average} \geq M$.
- (5) If one or more teachers have an Average exactly equal to M , they would remain in the High group to follow one consistent rule ($\text{Average} \geq M$).

Tools for Data Analysis

The data gathered in this study were treated using appropriate descriptive and inferential statistical tools in order to answer the specific problems of the study.

Research Question 1. What is the level of code-switching of the Grade 8 Social Studies teachers in terms of clarifying concepts, vocabulary and terms, directions and procedures, management and engagement, assessment and feedback, and review, summaries, and connections?

The level of code-switching of the Grade 8 Social Studies teachers in the six domains was determined using the mean. The composite mean was likewise computed to describe the overall level of code-switching across the six domains. The corresponding verbal interpretation was used to determine whether the teachers manifested a low, moderate, or high level of code-switching.

To determine the teachers' overall code-switching classification, each teacher's responses in the 36-item questionnaire were summed to obtain the total score. The median split was then used to classify the teachers into two groups: Low Code-Switching and High Code-Switching. Teachers with scores lower than the median were classified under the low code-switching group, while those with scores equal to or higher than the median were classified under the high code-switching group. The number of teachers under each group was further described using frequency and percentage.

Research Question 2. What is the academic performance of Grade 8 students in Social Studies as reflected in their 3rd-quarter grades, handled by low-code-switching teachers and high code-switching teachers?

The academic performance of Grade 8 students in Social Studies, as reflected in their 3rd-quarter grades, was described separately for students handled by low code-

switching teachers and students handled by high code-switching teachers. The students' grades were summarized using frequency, percentage, mean, and standard deviation.

Frequency and percentage were used to show the distribution of grades according to the grade descriptors, while the mean was used to determine the average academic performance of each group. The standard deviation was used to show the variability or spread of the students' grades within each group.

Research Question 3. Is there a significant difference in the 3rd-quarter Social Studies grades of Grade 8 students handled by high and low code-switching teachers, when grouped according to sex?

To determine whether there is a significant difference in the 3rd-quarter Social Studies grades of Grade 8 students when grouped according to sex under the low and high code-switching teacher groups, the independent-samples t-test was used. This test was appropriate because it compared the mean grades of two independent groups, specifically male and female students, within each code-switching group. The level of significance was set at 0.05. If the computed p-value was less than or equal to 0.05, the null hypothesis was rejected; otherwise, it was not rejected.

Research Question 4. Is there a significant difference in the Social Studies academic performance between Grade 8 students handled by high code-switching teachers and low code-switching teachers?

To determine whether there is a significant difference in the Social Studies academic performance between Grade 8 students handled by high code-switching teachers and those handled by low code-switching teachers, the independent-samples t-test was used. This statistical test was employed because the study compared the mean grades of two independent groups of students based on the code-switching level of the teachers handling them. The level of significance was also set at 0.05. If the computed p-value was less than or equal to 0.05, the null hypothesis was rejected; otherwise, it was not rejected.

RESULTS AND DISCUSSION

Research Question 1. Level of code-switching of the Grade 8 Social Studies teachers in terms of:

- 1.1. Clarifying concepts
- 1.2. Vocabulary and terms
- 1.3. Directions and procedures
- 1.4. Management and engagement
- 1.5. Assessment and feedback
- 1.6. Review, summaries, and connections

Table 1
Level of Code-Switching of the Grade 8 Social Studies Teachers in Terms of the Six Domains

Domain	Mean	Descriptor
Clarifying Concepts	3.95	High
Vocabulary and Terms	3.74	High
Directions and Procedures	3.83	High
Management and Engagement	3.93	High
Assessment and Feedback	3.81	High
Review, Summaries and Connections	3.90	High
Composite Mean	3.86	High
1.00-1.80=Very Low, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=High		

Table 1 shows that in terms of the six domains, all areas obtained a verbal interpretation of High, which means that the Grade 8 Social Studies teachers generally manifested a high level of code-switching in different classroom situations. Clarifying Concepts got the highest mean of 3.95, showing that the teachers commonly used code-switching when explaining difficult lessons and helping students understand important ideas more clearly. This was followed by Management and Engagement with a mean of 3.93, which suggests that code-switching was also often used in managing the class and keeping students involved in the discussion. Review, Summaries, and Connections obtained a mean of 3.90, indicating that the teachers commonly used code-switching when reviewing lessons, summarizing topics, and linking ideas. Meanwhile, Directions and Procedures got a mean of 3.83, which shows that code-switching was often used in giving instructions and explaining classroom tasks. Assessment and Feedback obtained a mean of 3.81, suggesting that the teachers also used code-switching when checking understanding and giving feedback to students. Lastly, Vocabulary and Terms got the lowest mean of 3.74, although it was still interpreted as High, which indicates that the teachers also used code-switching in explaining unfamiliar words and important terms. Overall, these findings show that code-switching was commonly practiced by the teachers across the different domains included in the study.

Table 1.1
Level of Code-Switching of the Grade 8 Social Studies Teachers

Total Scores	Descriptor	Frequency	Percentage
Less than 134	Low	3	43
Greater than or equal to 134	High	4	57

Total	7	100.0
Mean	139	
SD	17.76	

Table 1.1 presents the overall level of code-switching of the Grade 8 Social Studies teachers. Out of the seven teachers included in the study, four or 57% were classified as high code-switching teachers, while three or 43% were classified as low code-switching teachers based on the median split score of 134. This shows that more than half of the teachers belonged to the high code-switching group, which suggests that code-switching was commonly practiced in their classes. The mean score of 139 further shows that, on average, the teachers tended toward a higher level of code-switching. Meanwhile, the standard deviation of 17.76 indicates that their scores varied, which means that the teachers differed in the extent to which they used code-switching. Overall, the findings show that code-switching was a common and noticeable teaching practice among the Grade 8 Social Studies teachers.

Research Question 2. Academic performance of Grade 8 students in Social Studies as reflected in their 3rd-quarter grades.

2.1. Handled by low-code-switching teachers?

2.2. Handled by high code-switching teachers?

Table 2.1
Academic Performance of Grade 8 Students in Social Studies as Reflected in the 3rd-Quarter Grades Handled by Low Code-Switching Teachers

Numerical Grade	Descriptor	Frequency	Percentage
90-100	Outstanding	179	26.9
85-89	Very Satisfactory	129	19.4
80-84	Satisfactory	151	22.7
75-79	Fairly Satisfactory	179	26.9
Below 75	Did not Meet Expectations	28	4.2
Total		666	100.0
Mean		83.88	
SD		6.66	

Table 2.1 presents the academic performance of Grade 8 students in Social Studies as reflected in their 3rd-quarter grades when handled by low-code-switching teachers. Out of 666 students, 179 or 26.9% obtained grades ranging from 90–100, described as Outstanding, while another 179 or 26.9% fell under the 75–79 range, described as Fairly Satisfactory. This was followed by 151 or 22.7% who obtained Satisfactory grades, and 129 or 19.4% who obtained Very Satisfactory grades. Meanwhile, 28 or 4.2% of the students got grades below 75, described as Did Not Meet Expectations. The mean grade of 83.88 indicates that, on average, the academic

performance of students handled by low-code-switching teachers falls within the Satisfactory level. The standard deviation of 6.66 shows that the students' grades varied, although the variation was not very wide.

Several factors may help explain why the students handled by low-code-switching teachers obtained a Satisfactory level of academic performance. One possible reason is that the more limited use of code-switching may have reduced the amount of language support given to students during instruction. In a subject like Social Studies, where many concepts, terms, and explanations can be difficult, students may understand the lesson better when teachers are able to shift briefly to a more familiar language for clarification. When this support is less frequent, some learners may find it harder to fully grasp the discussion, which may have affected their performance. However, this explanation should be viewed with caution, since the result only describes the academic performance of the group and does not by itself prove that low code-switching alone caused the outcome.

Table 2.2
Academic Performance of Grade 8 Students in Social Studies as Reflected in the 3rd-Quarter Grades Handled by High Code-Switching Teachers

Numerical Grade	Descriptor	Frequency	Percentage
90-100	Outstanding	287	33.4
85-89	Very Satisfactory	196	22.8
80-84	Satisfactory	210	24.4
75-79	Fairly Satisfactory	160	18.6
Below 75	Did not Meet Expectations	6	0.7
Total		859	100
Mean		85.80	
SD		6.34	

Table 2.2 presents the academic performance of Grade 8 students in Social Studies as reflected in their 3rd-quarter grades when handled by high code-switching teachers. Out of 859 students, 287 or 33.4% obtained grades ranging from 90–100, described as Outstanding, which comprised the highest frequency in the group. This was followed by 210 or 24.4% who obtained Satisfactory grades, 196 or 22.8% who obtained Very Satisfactory grades, and 160 or 18.6% who obtained Fairly Satisfactory grades. Only 6 or 0.7% of the students obtained grades below 75, described as Did Not Meet Expectations. The mean grade of 85.80 indicates that, on average, the academic performance of students handled by high code-switching teachers falls within the Very Satisfactory level. The standard deviation of 6.34 shows that the students' grades also varied, but the spread of scores was relatively close to the mean.

Based on the two tables, students handled by high code-switching teachers appear to have a better grade distribution in descriptive terms, as shown by the higher percentage

of students in the Outstanding category and the smaller percentage of students who did not meet expectations. Their mean grade of 85.80 is also higher than the mean grade of 83.88 for students handled by low-code-switching teachers. Several factors may help explain why the students handled by high code-switching teachers obtained a Very Satisfactory level of academic performance. One possible reason is that the more frequent use of code-switching may have given students better language support during instruction. In Social Studies, where lessons often include difficult concepts, unfamiliar terms, and abstract ideas, brief shifts to a more familiar language may have helped make the discussion clearer and easier to follow. This may have allowed students to understand the lesson better, respond more confidently, and perform better in classroom tasks and assessments. However, this observation was only descriptive and did not yet indicate whether the difference was statistically significant. That was determined in the later test of the significance difference.

Research Question 3. Difference in the 3rd-quarter Social Studies grades of Grade 8 students handled by high and low code-switching teachers, when grouped according to sex.

Table 3
Difference in the 3rd-quarter Social Studies grades of Grade 8 students handled by High and Low Code-Switching teachers when grouped according to Sex

Profile	Grade s	Frequenc y	Percentag e	Compute d T-Value	p- valu e	Decision	Interpretatio n
Low Code Switching							
Sex							
Female	85.50	332	49.85%	6.478	0.001	Reject the Null Hypothesi s	Significant
Male	82.26	334	50.15%				
Sub Total		666	100%				
High Code Switching							
Sex							
Femal e	87.62	445	51.80%	9.093	0.001	Reject the Null Hypothesi s	Significant
Male	83.86	414	48.20%				
Sub Total		859	100%				

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

Table 3 presents the difference in the 3rd-quarter Social Studies grades of Grade 8 students handled by high and low code-switching teachers when grouped according to sex. As presented in the table, under the low code-switching group, out of the total 666 Grade 8 students, 332 or 49.85% are female, while 334 or 50.15% are male. This shows that male students slightly outnumber female students in this group, although the

difference is minimal. On the other hand, under the high code-switching group, out of the total 859 Grade 8 students, 445 or 51.80% are female, while 414 or 48.20% are male. This shows that female students slightly outnumber male students in this group, although the difference is also small. Overall, the data indicate that the distribution of students in terms of sex in both the low and high code-switching groups is almost balanced, with both female and male students being well represented. This near-equal distribution is important because it suggests that comparisons involving sex may be made with relatively balanced group sizes.

Under the low code-switching group, female students obtained a mean grade of 85.50, which is higher than the mean grade of 82.26 for male students. The computed t-value of 6.478 with a p-value of 0.001 shows that there is a significant difference between the grades of female and male students in this group. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that, among students handled by low-code-switching teachers, female students performed significantly better than male students in Social Studies.

Under the high code-switching group, female students also obtained a higher mean grade of 87.62 compared to 83.86 for male students. The computed t-value of 9.093 and p-value of 0.001 indicate that there is likewise a significant difference between the grades of female and male students in this group. Since the p-value is also less than 0.05, the null hypothesis is rejected. This means that, even among students handled by high code-switching teachers, female students performed significantly better than male students in Social Studies.

The findings show that there is a significant difference in the 3rd-quarter Social Studies grades of Grade 8 students when grouped according to sex in both low and high code-switching teacher groups. In both cases, female students obtained higher mean grades than male students. This suggests that sex may be an important factor to consider when examining differences in academic performance.

Research Question 4. Difference in the Social Studies Academic performance between grade 8 students handled by high code-switching teachers and low code-switching teachers.

Table 4
Difference in the Social Studies Academic Performance Between Grade 8 Students Handled by High and Low Code-Switching Teachers

Profile	Grades	Computed T-Value	p-value	Decision	Interpretation
Low Code Switching	83.88	-5.763	0.001	Reject the Null Hypothesis	Significant
High Code Switching	85.80				

Note: p-value $\leq$ 0.05 – significant, p-value $>$ 0.05 – not significant

Table 4 presents the difference in the Social Studies academic performance of Grade 8 students handled by high and low code-switching teachers. Students handled by

high code-switching teachers obtained a mean grade of 85.80, while those handled by low code-switching teachers obtained a mean grade of 83.88, showing a difference of 1.92 points in favor of the high code-switching group. The computed t-value of -5.763 and p-value of 0.001 indicate a significant difference between the two groups. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that the academic performance of Grade 8 students significantly differed based on whether they were handled by high or low code-switching teachers. The negative t-value does not mean that the low code-switching group performed better; it only reflects the order used in the computation. What is more important is the p-value and the mean scores, which show that the difference is statistically significant and favors the high code-switching group.

Research Question 5. What program can be proposed based on the results of the study?

In response to these findings, the researcher proposes a school-based professional development and instructional enhancement program entitled Bridging Meaning Program: A Strategic Code-Switching Enhancement Program for Grade 8 Social Studies Teachers. The program is designed to help teachers use code-switching more intentionally, briefly, and purposefully in classroom instruction, particularly in parts of the lesson where learners need stronger language support. It focuses on improving teacher awareness, classroom application, and instructional support materials related to strategic code-switching in Grade 8 Social Studies.

Findings

Among the important findings of this research were:

1. In terms of the level of code-switching of the Grade 8 Social Studies teachers, four out of seven teachers, or 57%, were classified as high code-switching teachers, while three, or 43%, were classified as low code-switching teachers. The teachers' mean code-switching score was 139 with a standard deviation of 17.76, which indicates that more teachers belonged to the high code-switching group. In terms of the six domains, all areas of code-switching were rated High, with Clarifying Concepts obtaining the highest mean and Vocabulary and Terms obtaining the lowest mean, although still interpreted as High.
2. In terms of the academic performance of Grade 8 students in Social Studies as reflected in their 3rd-quarter grades, students handled by low-code-switching teachers obtained a mean grade of 83.88, interpreted as Satisfactory. On the other hand, students handled by high code-switching teachers obtained a mean grade of 85.80, interpreted as Very Satisfactory. Descriptively, the students handled by high code-switching teachers showed a better grade distribution.
3. There was a significant difference in the 3rd-quarter Social Studies grades of Grade 8 students handled by high and low code-switching teachers when grouped according to sex. Under the low code-switching group, female students obtained a mean grade of 85.50, which was higher than the mean

- grade of 82.26 for male students, with a computed t-value of 6.478 and a p-value of 0.001. Under the high code-switching group, female students also obtained a higher mean grade of 87.62 compared to 83.86 for male students, with a computed t-value of 9.093 and a p-value of 0.001. In both cases, the null hypothesis was rejected, which means that a significant difference existed between male and female students.
4. There was a significant difference in the Social Studies academic performance between Grade 8 students handled by high code-switching teachers and those handled by low code-switching teachers. Students handled by high code-switching teachers obtained a mean grade of 85.80, while those handled by low code-switching teachers obtained a mean grade of 83.88. The computed t-value of -5.763 and p-value of 0.001 led to the rejection of the null hypothesis. This means that the academic performance of the two groups significantly differed, with the high code-switching group obtaining the higher mean grade.
 5. Based on the results of the study, a proposed program entitled Bridging Meaning Program: A Strategic Code-Switching Enhancement Program for Grade 8 Social Studies Teachers was developed. The program aims to help teachers use code-switching in a more strategic and purposeful way in order to support students' comprehension and academic performance in Social Studies.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. The Grade 8 Social Studies teachers generally used code-switching as a normal and functional part of classroom instruction. Since more than half of the teachers were classified under the high code-switching group and all six domains were rated High, it may be concluded that code-switching was not limited to one classroom purpose only, but was commonly used across explanation, vocabulary support, directions, classroom engagement, assessment, and lesson review.
2. The level of teacher code-switching may be associated with differences in the academic performance of Grade 8 students in Social Studies. Since students handled by high code-switching teachers obtained a Very Satisfactory mean grade, while those handled by low code-switching teachers obtained only a Satisfactory mean grade, it may be concluded that more frequent and purposeful code-switching may help support students' understanding of lesson content and classroom tasks in Araling Panlipunan.
3. Sex was an important variable in the students' academic performance in Social Studies. Since female students obtained significantly higher grades than male students in both the low and high code-switching groups, it may be concluded that differences in performance between male and female learners remained evident regardless of the teacher's code-switching level. This further suggests that, aside from classroom language practices, learner-related differences should also be considered in improving academic performance.

4. Teacher code-switching level may be considered a meaningful instructional factor in Grade 8 Social Studies. Since there was a significant difference between the academic performance of students handled by high code-switching teachers and those handled by low code-switching teachers, with the high code-switching group obtaining the higher mean grade, it may be concluded that strategic code-switching may help make Social Studies instruction more accessible and supportive to learners. However, the study does not claim that code-switching alone is the sole cause of better academic performance.
5. The findings of the study show the need for a school-based program that will help Grade 8 Social Studies teachers use code-switching more strategically and purposefully in classroom instruction. Since code-switching was a common practice and students handled by high code-switching teachers performed better academically, the proposed Bridging Meaning Program is justified as an important output of the study.

Recommendations

In light of the conclusions drawn from the study, the following are hereby recommended:

1. Grade 8 Social Studies teachers may continue to use code-switching in a strategic, purposeful, and well-managed manner across classroom situations, especially in clarifying concepts, explaining vocabulary and terms, giving directions and procedures, managing classroom engagement, providing assessment and feedback, and reviewing lessons.
2. Teachers may strengthen classroom practices that help improve students' understanding of lessons, particularly those related to clearer explanation of concepts, better vocabulary support, more understandable directions, and more effective lesson review, so that more students may attain a higher level of academic performance in Social Studies.
3. Teachers may provide additional academic support to learners who experience difficulty in lesson comprehension, class participation, and written tasks, while giving particular attention to male students, as reflected in the findings of the study. Such support may help reduce performance differences and promote more equitable learning outcomes in Social Studies.
4. School heads, department heads, and Master Teachers may use the findings of the study as a basis for strengthening instructional supervision and teacher support programs through LAC sessions, mentoring, coaching, and the improvement of instructional materials and classroom routines that encourage the strategic use of code-switching in Social Studies instruction.
5. The proposed "Bridging Meaning Program: A Strategic Code-Switching Enhancement Program for Grade 8 Social Studies Teachers" may be implemented because the findings of the study showed that code-switching was a common classroom practice and that students handled by high code-switching teachers performed better academically than those handled by low code-switching teachers. The program is needed to help teachers strengthen

the strategic and purposeful use of code-switching in clarifying concepts, explaining vocabulary, giving directions, providing feedback, and reviewing lessons in order to support students' comprehension and academic performance in Social Studies.

Proposed Program

Program Overview

In response to the findings of the study, the researcher proposes a school-based professional development and instructional enhancement program entitled Bridging Meaning Program: A Strategic Code-Switching Enhancement Program for Grade 8 Social Studies Teachers. The program is designed to help teachers use code-switching more intentionally, briefly, and purposefully in classroom instruction, particularly in parts of the lesson where learners need stronger language support. It focuses on improving teacher awareness, classroom application, and instructional support materials related to strategic code-switching in Grade 8 Social Studies.

TITLE: Bridging Meaning Program: A Strategic Code-Switching Enhancement Program for Grade 8 Social Studies Teachers

Program Rationale:

Based on the findings of the study, students handled by high code-switching teachers obtained a significantly higher mean grade than those handled by low code-switching teachers. This suggests that code-switching, when used in a purposeful and strategic manner, may serve as an instructional support that helps students understand Social Studies content, classroom tasks, and academic language more clearly. At the same time, the study does not claim that high code-switching alone is the sole cause of better performance. Rather, it shows that teacher code-switching level is a meaningful classroom factor that deserves attention in Social Studies instruction.

The proposed program is also anchored on the significance of the study, which states that the findings may help Social Studies teachers improve explanations, concept bridges, directions, and assessment feedback, while school leaders may use the results for CPD, LAC sessions, and observation or mentoring tools. Since Araling Panlipunan is a language-heavy subject, teachers need practical support in deciding when to use Filipino, when to retain key English terms, and how to shift briefly without weakening the academic goals of the lesson. Thus, this program is proposed to strengthen teachers' strategic use of code-switching in actual classroom instruction.

Program Objectives:

The program aims to improve the strategic and purposeful use of code-switching among Grade 8 Social Studies teachers in order to support students' comprehension and academic performance in Araling Panlipunan. At the end of the program, the Grade 8 Social Studies teachers are expected to:

- deepen their understanding of the findings of the study and the role of strategic code-switching in Social Studies instruction.

- strengthen their awareness of when and how code-switching may be used effectively in clarifying concepts, explaining vocabulary and terms, giving directions and procedures, managing classroom engagement, providing assessment feedback, and reviewing lessons.
- produce teacher-made instructional support materials that demonstrate strategic and purposeful code-switching.
- apply strategic code-switching practices in actual Grade 8 Social Studies teaching.
- reflect on and improve their classroom language practices through peer support, observation, and mentoring.

Program Activities:

Proposed Program Activity 1: Bridging Meaning Orientation

Activity 1/Title 1:

BRIDGING MEANING ORIENTATION: Presenting the Study Findings and the Need for Strategic Code-Switching

Objectives:

The objective of this activity is to orient the Grade 8 Social Studies teachers on the major findings of the study and introduce the rationale of the proposed program. Through this activity, the teachers will be given a clearer understanding of how teacher code-switching level was related to differences in students' academic performance in Social Studies. The orientation also aims to help teachers reflect on their present classroom language practices and recognize the importance of using code-switching in a more strategic, purposeful, and instructionally sound manner.

Furthermore, this activity seeks to establish a common understanding among teachers, department leaders, and the researcher regarding the goals of the program. By presenting the findings in a school-based professional setting, the activity may also encourage openness to reflective practice, instructional improvement, and collaboration in the Araling Panlipunan department.

Persons Involved

Grade 8 Social Studies Teachers

The Grade 8 Social Studies teachers will serve as the primary participants of the activity. They are expected to attend the orientation, listen to the presentation of findings, and participate in the discussion and reflection session.

Researcher

The researcher will present the results of the study, explain the basis of the program, and facilitate the initial reflection session. The researcher will also prepare the needed handouts and orientation materials.

Department Head / Master Teacher / School Head

The school leaders may assist in the conduct of the orientation, support the implementation of the activity, and encourage teachers' participation as part of school-based professional development.

Time Frame

June 22, 2026 (within Third week of the 1st quarter)

Performance & Product (Obe)

After conducting the study and obtaining the results, the teachers will participate in an orientation on the findings of the research and the goals of the Bridging Meaning Program. The activity will focus on the relationship between teacher code-switching and students' academic performance, as well as the practical classroom areas where strategic code-switching may be used more effectively.

Performance:

- Participation in the orientation, sharing of reflections, and guided discussion of actual classroom language practices in Grade 8 Social Studies.

Product:

- Attendance sheet
- Reflection notes or synthesis paper on teachers' current code-switching practices
- Printed orientation guide or handout on the key findings of the study

Resource Need/ Source Of Funds

Resource:

- Bond paper
- Printer
- Laptop / projector
- Printed handouts
- Classroom / conference room

Source of Fund:

School MOOE / AP Department funds / LAC support resources

Success Indicator

Standards for Success:

- Orientation attendance of the Grade 8 Social Studies teachers
- Submission of reflection notes or synthesis paper
- Active participation in the discussion of study findings
- Teachers demonstrate clearer understanding of the basis and purpose of the proposed program

Proposed Program Activity 2: LAC on Strategic Code-Switching in Araling Panlipunan

Activity 2/Title 2:

LAC ON STRATEGIC CODE-SWITCHING: Strengthening Language Support in Grade 8 Social Studies

Objectives:

The objective of this activity is to strengthen teachers' understanding of how code-switching may be used strategically in the teaching of Grade 8 Social Studies. Through a Learning Action Cell session, the teachers will examine classroom situations where code-switching may help improve lesson clarity, concept understanding, vocabulary support, classroom procedures, and feedback. The activity also aims to help teachers distinguish between purposeful code-switching and unnecessary or excessive switching.

In addition, this activity seeks to provide practical classroom examples that the teachers may adapt in their own instruction. By focusing on the six domains reflected in the study, the LAC session may help teachers become more intentional in their use of language during lesson delivery, review, and assessment-related interaction.

Persons Involved

Grade 8 Social Studies Teachers

The teachers will participate in the LAC session, contribute examples from their own classes, and engage in collaborative discussion on the proper use of code-switching in AP instruction.

Master Teacher / Department Head

They may serve as LAC facilitators, moderators, or observers who will help guide the discussion, provide feedback, and connect the activity to school-based instructional improvement.

Researcher

The researcher may present sample situations, discussion guide questions, and a summary of the six domains based on the study findings.

Time Frame

July 20, 2026 (Middle part of the 1st quarter)

Performance & Product (Obe)

The teachers will join a LAC session centered on the strategic use of code-switching in clarifying concepts, vocabulary and terms, directions and procedures, management and engagement, assessment and feedback, and review, summaries and connections. This activity

will help them translate the findings of the study into more practical and conscious classroom language decisions.

Performance:

- Participation in LAC discussion, workshop analysis of classroom scenarios, and sharing of suggested strategic code-switching practices.

Product:

- Sample teacher prompt sheet for concept clarification and directions
- Bilingual vocabulary support guide for selected Grade 8 AP topics
- Short lesson exemplar or classroom language guide showing where brief code-switching may be used

Resource Need/ Source Of Funds

Resource:

- LAC materials
- Printed activity sheets
- Bond paper
- Printer
- Reference materials / lesson guides
- Markers / manila paper if needed

Source of Fund:

School MOOE / LAC funds / AP Department support

Success Indicator

Standards for Success:

- Completion of the LAC session
- Submission of teacher-made support materials
- Teachers are able to identify appropriate situations for strategic code-switching in AP instruction
- Teachers demonstrate improved awareness of how code-switching may support comprehension without weakening academic language goals

Proposed Program Activity 3: Classroom Application, Observation, and Reflection

Activity 3/Title 3:

CLASSROOM APPLICATION AND REFLECTION: Implementing and Improving Strategic Code-Switching Practices

Objectives:

The objective of this activity is to provide teachers the opportunity to apply strategic code-switching practices in their actual Grade 8 Social Studies classes. It aims to move the program from awareness to classroom implementation by allowing teachers to use the strategies discussed in the orientation and LAC session during lesson explanation, task directions, vocabulary support, review, and feedback.

Moreover, this activity seeks to promote reflective teaching and continuous improvement through observation, peer support, and mentoring. Through guided reflection, the teachers may identify which language practices worked well, what challenges they encountered, and what adjustments may still be needed in order to improve the clarity and effectiveness of instruction.

Persons Involved

Grade 8 Social Studies Teachers

The teachers will apply strategic code-switching practices in their classes, prepare lesson materials, and complete reflection forms after implementation.

Students

The Grade 8 students will serve as the direct classroom beneficiaries of the activity. Their participation in the lesson, tasks, and responses will help teachers assess whether the strategies were useful in supporting comprehension.

Master Teacher / Department Head / AP Coordinator

They may conduct simple observation, mentoring, or coaching sessions and provide feedback on the teachers' classroom language practices.

Researcher

The researcher may help prepare the observation checklist and reflection guide and may also assist in documenting the implementation phase.

Time Frame

August 17, 2026 (Latter part of the 1st quarter)

Performance & Product (Obe)

After the orientation and LAC session, the teachers will apply strategic code-switching practices in their actual Grade 8 AP classes. The focus is not on simply increasing the amount of switching, but on using it more purposefully in parts of the lesson where students may need stronger language support. Observation and reflection will then be used to improve practice.

Performance:

- Actual classroom application of strategic code-switching
- Participation in peer observation or mentoring
- Reflective discussion of the implementation experience

Product:

- Revised lesson plan or DLL showing strategic code-switching points
- Observation checklist or coaching notes
- Teacher reflection form on the effectiveness of the strategy used
- Compiled sample materials produced during the program

Resource Need/ Source Of Funds

Resource:

- Lesson plans / DLLs
- Teacher-made materials
- Observation checklist
- Reflection forms
- Bond paper
- Printer

Source of Fund:

School MOOE / AP Department funds / existing school instructional resources

Success Indicator

Standards for Success:

- Teachers are able to apply strategic code-switching in actual Grade 8 Social Studies classes
- Observation notes show more purposeful use of code-switching in explanation, vocabulary, directions, feedback, and review
- Teachers submit revised lesson plans and reflection forms
- The activity generates usable instructional materials and may serve as basis for future LAC sessions, mentoring, and departmental support

Compliance with Ethical Standards

This study followed school, division, and graduate school protocols before any activities began. Formal permission was requested from the Schools Division of Pasig, the principal of Nagpayong High School, and the adviser/graduate panel. No class was observed, and no record was retrieved until written approvals were granted. The study complied with the Data Privacy Act of 2012 and the Department of Education's child-protection and research guidelines.

Confidentiality and anonymity were strictly protected. Students' names never appeared in the dataset. Teachers and sections were represented through codes in the working file, and no real names appeared in the manuscript or in any public report of the study. The grade file used for analysis included only the variables needed, such as sex, 3rd-quarter AP grade, and teacher code-switching group. Because the study entailed

access to learners' records and the learners were minors, parent/guardian consent and student assent were obtained.

Voluntariness was emphasized. Joining or not joining did not affect grades, section assignment, or any school benefit. For students, teachers did not know who consented or declined; only the researcher handled the consent list. For teachers, names were coded and not reported in any public output. There was no payment or incentive to avoid undue influence. Activities were scheduled so they did not disrupt teaching time.

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