

Unpacking the Bilingual Mind: How Code Mixing and Switching Facilitate Language Processing among Bilingual Learners

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ABSTRACT

Language is a dynamic system shaped by evolving concepts, social contexts, and user experiences. This research delves into the intricate relationship between code-switching and code-mixing, exploring their impact on bilingual language acquisition. The study differentiates between code-switching, the complete shift between languages, and code-mixing, the integration of elements from both languages within a single utterance. It acknowledges the role of these phenomena in bridging communication gaps and facilitating self-expression for bilingual learners. It highlights studies conducted in the Philippines, emphasizing the prevalence of code-switching in urban areas and its potential benefits in language learning environments. This case study aimed to meticulously examine the interplay between code-switching and code-mixing, particularly their influence on bilingual learners' communication strategies, language development, as well as their cognitive benefits. By shedding light on these phenomena, the study can contribute to a deeper understanding of bilingual language acquisition processes and inform effective language teaching methods, particularly in multilingual contexts like the Philippines.

Keywords: bilingualism, multilingualism, code-switching, code-mixing, language acquisition, language development

BACKGROUND OF THE CASE

The world is constantly evolving, the same as language. Thus, concepts, factors, theories, and socio-cultural phenomena impacted undoubted changes in language and communication. Hence, language usage and language acquisition rely upon the user process, learning environment, demographic information, situations or circumstances, and prior knowledge in native and target languages.

Furthermore, language development and theories enhanced along with the immense and new arise concept and situational language explanation such as code-switching and code-mixing. As we continuously use our native language and learn target language according to situational need and several reasons, code-switching and code-mixing can elucidate through theories, research, and other academic papers. Various sites, linguistics, researchers, and other academic papers contribute to the definition of code-switching and code-mixing.

According to Britannica, code switching is a process of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting. Thus, when we do code-switching, we use other language to converse or commune with others. The ability to code-switch is vital especially when we encounter a speech community that has a league of their own. The ability of adjusting ones speaking ability depending on speech community is a crucial element in code-switching. Code mixing is almost the same as code switching but they differ in one field: when a person does code switching, he/she

will literally switch the language that he/she will use, while in code-mixing it is just a certain part that is switched. Code-mixing refers to all cases where lexical items and grammatical features from two languages appear in a sentence. The attention on language mixing in trilingualism, has only recently received significant attention, which is also the case with trilingual data too (Rothman & Nino-Murcia, 2008). Therefore, bilingualism/multilingualism interconnects in code-mixing and code-switching. Thus, language developments interrelate with code-switching and code-mixing.

The term is ordinarily used as a common name for the switching between any Philippine language variety (dialects) and English. Since code switching can be observed in majority of urban areas in the Philippines (Bautista, 2004). Therefore, code-mixing is a direct gap supplement using linguistic entity such as words, phrases and clauses etc. of one language within a single sentence without pragmatic and discourse orientation function. While code-switching, it has gap 4 supplement using linguistic entity such as words, phrases and clauses etc., with pragmatic and discourse orientation function.

In the Philippines, an analysis of the functions of code-switching in English language classes reveals that code switching does not necessarily mean lack of competence in English. It is used with a purpose and could even be used as a resource in the teaching and learning of English in the Philippines (Borlongan, 2012).

Bautista (1999) suggests that within this discourse mode, a reason can sometimes be found for why a particular switch occurs, and has called this reason “communicative efficiency” – that is, switching to the other code provides the fastest, easiest, most convenient way of saying something with the least waste of time, effort, and resources. Also, as cited in Valerio (2015) specified the following predominant reasons for code switching in an academic setting: “(1) Easier self-expression; (2) loss of words (e.g. translation problems, not knowing the right words; (3) influences of people around; (4) Natural already (habit); (5) Exposure to two languages; (6) Fluency in speaking both languages; and (7) to make the speakers feel more comfortable.”

Abad (2005) claimed that “code switching managed to lower the affective filter, and this consequently established rapport and created an atmosphere of informality, thus, allowing any learner to actively participate in the classroom discussion.”

Code-switching is not only the preferred mode of teaching in Philippine classrooms; it has also been found to have functional dimensions. Limoso (2002) reveals that code switching serves a number of educational objectives in a literature classroom as well as facilitates cooperation and understanding.

Foremost, this case study sought to scrutiny and elucidate the relationship between code-switching and code-mixing and their role in bilingual learners. This case study aimed to meticulously examine the interplay between code-switching and code-mixing, particularly their influence on bilingual learners’ communication strategies, language development, as well as their cognitive benefits. By shedding light on these phenomena, the study can contribute to a deeper understanding of bilingual language acquisition processes and inform effective language teaching methods, particularly in multilingual contexts like the Philippines.

OBJECTIVES OF THE CASE

The aims of this case study were to distinguish the differences and similarities of code-switching and code-mixing. Furthermore, this case study sought to unfold and elucidate the interrelatedness between the two stated above concepts among bilingual learners. Subsequently, this case study wanted to determine the role of code-switching and code-mixing in speech acts, and bilingual learners. Thus, this study was conducted to encourage learners and other researchers to continuously study the bilingualism and other associated concepts that have sufficient benefits for everyone.

Specifically, this case study investigated the intricate relationship between code-switching and code-mixing,

and their influence on the communication strategies and language development as well as the cognitive benefits of how code-switching and mixing facilitate language processing among bilingual learners in the Philippines.

FRAMEWORK OF ANALYSIS

Theoretical Framework

When code-switching and code-mixing occurs, the speaker's reasons are an essential consideration in the process. According to Hoffman (1991), there are several reasons for a bilingual or multilingual person switching or mixing their languages and alternating between two or more languages or language varieties/dialects in a single conversation. Using elements of more than one language when conversing in a manner consistent with the syntax, morphology, and phonology of each language or dialect. Many people use the terms Code-Switching and Code-Mixing interchangeably. Some linguists, however, make a distinction in which Code Mixing refers to the hybridization of two languages and Code-Switching refers to the movement from one language to another.

However, code-switching mixes two or more language varieties with a single utterance or conversation. This linguistic phenomenon is the basis of Taglish, the code-switching variety of the bilingual Tagalog-English community of Metro Manila, Philippines.

Code-switching is not only the preferred mode of teaching in Philippine classrooms; it has also been found to have functional dimensions. Limoso (2002) reveals that code-switching serves several educational objectives in a literature classroom and facilitates cooperation and understanding. Martin (2006) supports the claim that code-switching promotes the educational goals of delivering content knowledge. Greggio and Gil (2007) stress that code-switching can be a useful tool in assisting English language teaching and learning. Bullock and Toribio (2009) also claim that code-switching fills linguistic gaps, expresses ethnic identity, and achieves particular discursive aims.

Conceptual Framework

Similarly, the study cited various sources, including Britannica, Rothman & Nino-Murcia (2008), Bautista (2004), and Borlongan (2012), to define and distinguish code-switching and code-mixing. It highlighted studies conducted in the Philippines, emphasizing the prevalence of code-switching in urban areas and its potential benefits in language learning environments.

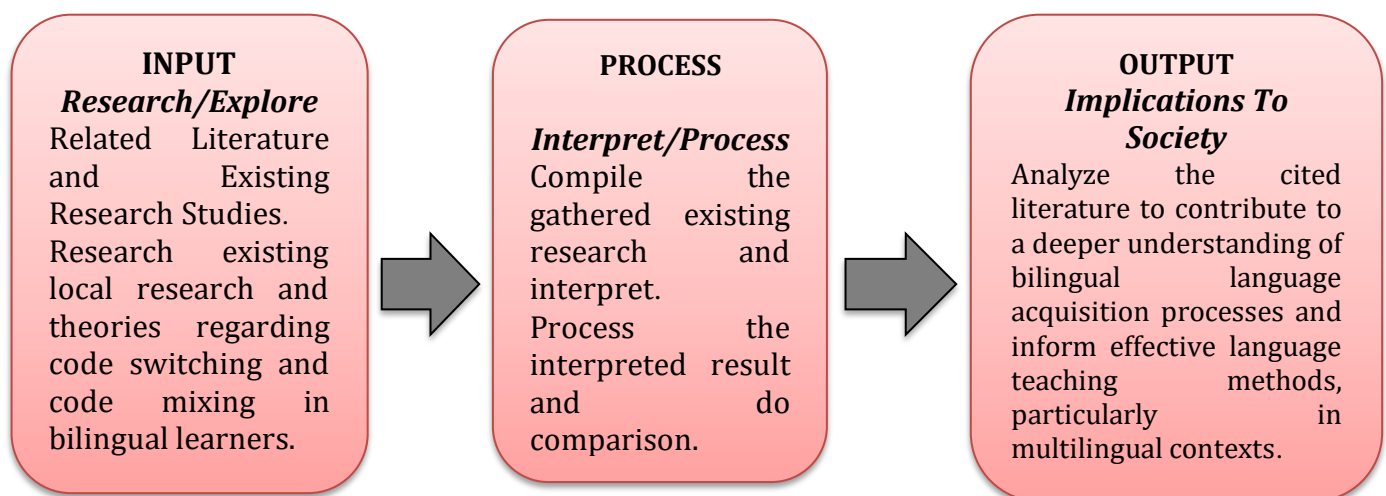


Figure 1. Conceptual Framework showing the paradigm of the case study.

The figure shows the theoretical framework of this study appears to be that research on code-mixing and

code-switching among bilingual learners can be analyzed through the lens of existing research and theories, along with interpreting the implications for society. Here’s a breakdown of the framework:

Input: This refers to the existing research and theories on code-switching and code-mixing in bilingual learners.

Process: This involves: reviewing research literature and existing theories on code-switching and code-mixing, compiling and interpreting the gathered information., and analyzing the implications of the study to society.

Output: This refers to the understanding gained about the relationship between code-mixing, code-switching and bilingual learners, and the implications of this understanding for society.

Thus, this framework suggests that the study will rely on established knowledge about code-switching and code-mixing to illuminate the social significance of these phenomena in the context of bilingual learners.

It is in this context of this study that it differentiated between code-switching, the complete shift between languages, and code-mixing, the integration of elements from both languages within a single utterance. It acknowledged the role of these phenomena in bridging communication gaps and facilitating self-expression for bilingual learners.

METHODOLOGY OF ANALYSIS

As the title, “Unpacking the Bilingual Mind: How Code Mixing and Switching Facilitate Language Processing in Learners,” suggests that this case study sought to contribute to a deeper understanding of how bilingual learners in the Philippines utilize code-switching and mixing as communication strategies. By examining their impact on language development and communication effectiveness, the study aims to inform effective language teaching methods that acknowledge the unique needs and linguistic realities of bilingual learners in multilingual contexts. The findings can also contribute to broader discussions on the value of bilingualism and the role of code-switching and mixing in language acquisition.

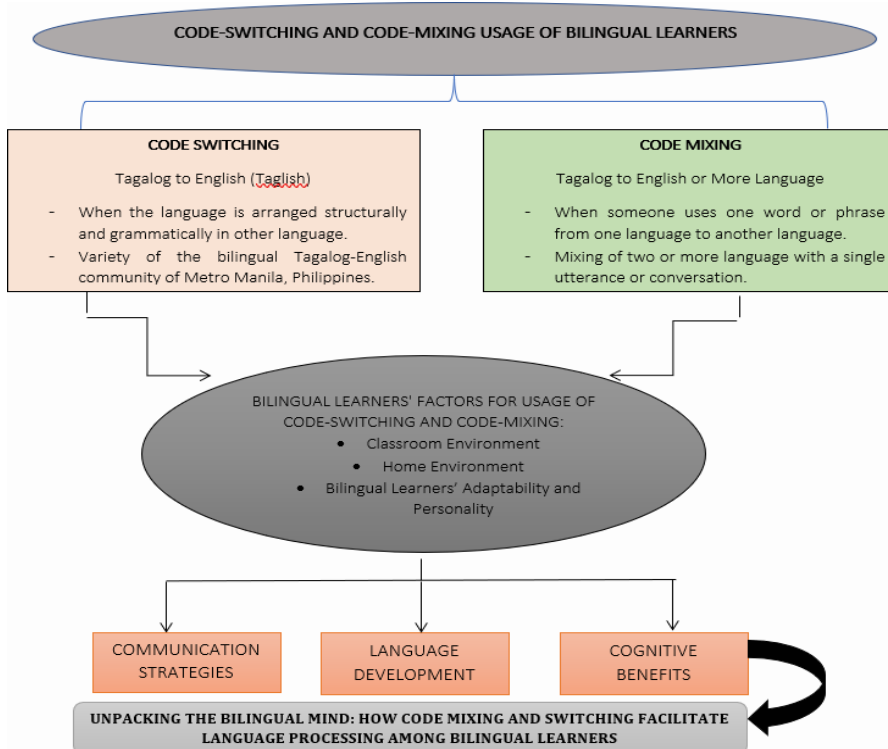


Fig. 2. Methodology of Analysis of the study

As shown in the figure, the elucidated description of code-switching and code-mixing. Thus, the figures show the factors that affect bilingual learners' usage of code-switching and code-mixing. Hence, this case study tried to distinguish the factors affecting bilingual learners and code-switching and code-mixing reasons and use. Furthermore, this case study aims to bring criticism, analysis, and awareness regarding bilingual learning associated with code-switching and mixing.

Therefore, the methodology used in this case study highlighted the following:

Central Concept: Bilingual Mind – This refers to the cognitive processes underlying language acquisition and use in bilingual learners.

Processes:

Code-Mixing – The integration of elements from two languages within a single sentence.

Code-Switching – The complete shift between languages.

Additionally, it depicted a possible analysis methodology for understanding how bilingual learners' factors (environment, personality, adaptability) influence code-switching and mixing such as:

Bilingual Learners' Factors: The analysis starts by considering three factors that might influence code-switching and mixing in bilingual learners:

Home Environment: This likely refers to the languages spoken at home and how this environment might influence language choices.

Classroom Environment: This refers to the language(s) used in educational settings and how this might impact code-switching.

Bilingual Learners' Adaptability and Personality: This suggests the analysis will consider how adaptable learners are and their personality traits, which might influence their propensity to code-switch.

Code-Switching and Mixing: The analysis then moves to code-switching and mixing, possibly investigating the frequency and patterns of how learners switch between languages.

Usage of Code-Switching and Mixing: This stage likely explores how and why learners use code-switching and mixing.

Proposed Relationship: The study likely investigates how code-mixing and code-switching facilitate language processing in bilingual learners. This could involve mechanisms like:

- **Communication Strategies.** Leveraging the flexibility of code-mixing and code-switching to improve fluency and expression.
- **Language Development.** Using elements from the stronger language to clarify concepts in the weaker language.
- **Cognitive Benefits.** Activating both languages simultaneously to enhance comprehension.

Overall, this case study explored how bilingual learners strategically use code-mixing and code-switching to optimize their language processing abilities.

RESEARCH DESIGN

This case study titled “Unpacking the Bilingual Mind: How Code Mixing and Switching Facilitate Language Processing Among Bilingual Learners” utilized a bibliographic research methodology focusing on existing literature. Here’s a breakdown of the steps:

Literature Search:

- Utilized academic databases like JSTOR, ERIC, and ScienceDirect to search for scholarly articles on code-switching, code-mixing, bilingualism, and language processing.
- Focused on studies conducted in the Philippines or with Filipino participants for a context-specific analysis.
- Reference sources cited in this case study highlight (Lesada J., 2017, Bautista, 2004, etc.) and look for additional works by these authors or similar studies.

Critical Analysis:

- Evaluated the retrieved sources for credibility and relevance to the research objectives.
- Analyzed how the studies define and discuss code-switching and code-mixing.
- Identified how these studies explore the relationship between code-mixing/switching and language processing in bilingual learners.
- Paid close attention to research that investigates the phenomenon in Philippine classrooms, home environments, and emotional expression.

Synthesis and Argument Building:

- Organized the information from the sources thematically, aligning with the case study sections (e.g., Classroom Environment, Home Language, Emotional Expression, Cognitive Processes).
- Summarized and synthesized the key findings from each source regarding the impact of code-mixing/switching on language processing.
- Built an argument by connecting these findings to the central theme of this case study – how code-mixing/switching facilitates language processing in Filipino bilingual learners.

In addition, this case study was limited to acknowledge the limitations of using only bibliographic research, mention the absence of primary data collection (interviews, surveys), and highlight the need for further research, particularly on the cognitive aspects of code-mixing/switching in the Philippine context.

HIGHLIGHT OF THE CASE

In the development of language and speech variety, linguistics, sociolinguistics, and researchers further study code-switching, code-mixing, and its definitions and roles. Code-switching is the mixing of two or more language varieties within a single utterance or conversation. This linguistic phenomenon is the basis of Taglish, the code-switching variety of the bilingual Tagalog-English community of Metro Manila, Philippines (Lesada J., 2017).

Although code-switching and code-mixing are often mistakenly used to define the shifting from one linguistic code to another. While switching words from two different linguistic codes forms a sentence composed of two languages, there is always a fine line differentiating the two. First, code-switching changes the language used based on the conversational setting or social context to have an effective communication process. In this process, the communicators establish a common ground of language where they will both

understand and communicate.

On the other hand, code-mixing is when the speakers use two languages in a sentence. The best example is Taglish in the Philippines, which mix Tagalog and English words. When doing code-mixing, one doesn't have to shift from one to language/dialect. Instead, they only have to mix or change a word or phrase and not the entire language used into another linguistic code and create a sentence. Tagalog-English code-switching is a variety of bilingual speech. However, it can be considered a prestige language variety.

Due to bilingualism and multilingualism, languages are getting mixed, creating a variety of languages. When speakers alternate two or more languages in the same conversation is code-switching. The speaker starts with a language and ends with a different language. Bilingual or multilingual speakers, who speak two or even more languages, typically tend to code-switch when speaking to another bilingual person; they often change from one language to the other and use words and phrases from distinct languages, even in the same sentence.

Thus, bilingual learners are affected by several factors. The factors that impacted speech variety of bilingual learners are class environment, home environment, adaptability, and exposed language environment.

Hence, this case study explored the relationship between bilingual learner factors and code-mixing/switching in the Philippines, drawing connections to the study "Unpacking the Bilingual Mind: How Code Mixing and Switching Facilitate Language Processing in Learners."

1. Classroom Environment and Code-Mixing/Switching

In Philippine classrooms, bilingual learners strategically utilize code-mixing (Taglish) to enhance their participation and comprehension within the learning environment (Bautista, 2004; Borlongan, 2009).

The prevalence of Taglish in Philippine classrooms suggests it functions as a bridge between Filipino (native language) and English (second language). This potential to activate both languages aligns with the study's focus on how code-mixing/switching facilitates language processing. By allowing learners to express themselves more comfortably (Abad, 2005), Taglish may create a more accessible learning environment, ultimately improving comprehension.

2. Home Language and Code-Mixing/Switching

Bilingual learners in the Philippines leverage code-mixing to fill vocabulary gaps, especially when the target word in English is unavailable (Bautista, 2004).

The act of inserting words from the home language (e.g., Tagalog) into English sentences demonstrates the interconnectedness of bilingual learners' linguistic systems. This aligns with the study's idea that code-mixing/switching can activate both languages simultaneously. By accessing vocabulary from both languages, learners may enhance comprehension and facilitate retrieval of the target word.

3. Emotional Expression and Code-Switching

Bilingual learners in the Philippines strategically code-switch to navigate social situations and express emotions with greater nuance (Bautista, 1999).

The choice of language for expressing emotions may be influenced by social cues and the desire to convey specific emotional intensity. Code-switching allows learners to tap into the emotional lexicon of both languages, potentially leading to faster and more nuanced expression. This aligns with the study's suggestion that code-mixing/switching can reduce the processing load by utilizing pre-existing emotional

associations with specific words in each language.

4. Cognitive Processes and Code-Mixing/Switching

While this case study suggests that code-mixing/switching can activate both languages simultaneously in bilingual learners, potentially streamlining information processing (Rothman & Nino-Murcia, 2008).

Further research in the Philippine context is needed to explore how code-mixing/switching optimizes cognitive processes for bilingual learners. This aligns with the “unpacking bilingual mind” which is the study’s focus on the cognitive benefits of code-mixing/switching. Studies could investigate brain activity patterns during code-mixing/switching tasks to understand the underlying mechanisms.

Overall, these research statements highlight the multifaceted nature of code-mixing/switching for bilingual learners in the Philippines. By strategically utilizing their linguistic repertoire, learners can enhance communication, learning, and emotional expression. Further research that delves into the cognitive processes and social factors associated with code-mixing/switching in the Philippine setting can contribute to a deeper understanding of this complex phenomenon.

Most likely, this case study sought to contribute to a deeper understanding of how bilingual learners in the Philippines utilize code-switching and mixing as communication strategies. By examining their impact on language development, communication effectiveness, and cognitive benefits, the study aimed to inform effective language teaching methods that acknowledge the unique needs and linguistic realities of bilingual learners in multilingual contexts. The findings can also contribute to broader discussions on the value of bilingualism and the role of code-switching and mixing in language acquisition.

PRESENTATION, ANALYSIS, AND DISCUSSION

Bilingual Learners’ Factors for Usage of Code-Switching and Code-Mixing:

A. Classroom Environment of Bilingual Learners

There are various benefits of code-switching and code-mixing in bilingual learners and classroom settings. According to Ellis (2015) there are students who do not feel comfortable in proceeding with a certain task or even remembering the lesson in mind if they cannot understand what has been mentioned by their teacher. All things considered, although Filipinos realize the value of being bilingual or multilingual, there is substantial skepticism about the role of bilingualism in education. In fact, the use of Taglish to signal enables the class to be more relaxed in asking questions during the lecture. Hence, according to Gonzales (2001) and Abad (2005) In the Philippines, the phenomenon to do word-level CS is a reality since both students and teachers perceive switching as a communicative strategy.

Thus, according to Borlongan’s (2009) study, “A total of 14 English language classes whose discourses have been transcribed were analyzed to determine how frequent teachers and students code-switch in those classes and bring to light the forms and functions of the code-switches of both the teachers and students. He found that most English language teachers in the sample (11 out of 14 or 78.57%) code-switch”.

Subsequently, Taglish is the popularized language style, combining Tagalog and English. In reality, however, this order appears to be less adhered to. In Metro Manila and other neighboring provinces, Taglish has been the “informal” language tool or strategy in a classroom set-up. It is utilized in daily informal conversations among students, even between teachers (Borlongan, 2009). It is the language adapted by the students as the medium of communication in classroom (Gonzales, 2004; UP Memo on Taglish use, 2008).

Since higher number of assertives, commissives, expressives and directives were present in the classroom discussions using the Taglish medium, it appears that the literature is correct in saying that students can explain and elaborate their ideas more in Taglish rather than in English (Pascasio, 1973, 1977; Bautista, 1991). This result also allowed the students to be more participative in the classroom though the subject matter is somehow difficult. Taglish created informal and friendly classroom discussions that were previously shown in the literature (Bautista, 1991; Martin, 1999; Abad, 2005, 2010).

In the Philippines, some inexplicit calls have been made to this effect. For example, according to Sibayan (1985), Dr. Ponciano B. Pineda, the former Director of the Surian ng Wikang Pambansa, had encouraged the mixing of English and Filipino because this helps towards the growth and intellectualization of the Filipino language. Indeed, code-switching is a language that students and teachers share that can be their resource in their mutual pursuit of knowledge and understanding.

However, some study found Taglish usage uncertain and code-switching units confusing. In fact, according to Bautista (1974/1980) “there are code-switched sentences that cannot always be identified as either Filipino (i.e. Tagalog in her report) or English. In such cases, however, the sentential units can be more or less identified as either Filipino or English. This observation suggests that the Filipino-English bilingual might be drawing from and applying two sets of phrase structure rules to construct the code-switched sentenced”.

In addition, in other assessment for bilingual education in the Philippines provides comprehensive criticism. As Gonzalez (1999:13) calls for “maximum flexibility in the media of instruction, flexibility not only in the medium of instruction across the curriculum, but flexibility in tracing and the offering of choices to parents and children.” Although, Gonzalez does not explicitly advocate the use of code-switching in schools, the spirit of his plea seems to suggest that he will have no problems if students and teachers code switch as they attempt to collaboratively construct their understanding of the various knowledge and skills that the curricula have defined.

Relationship Between Code-Switching/Mixing and Bilingual Learners’ Classroom Environment

This table summarizes the relationship between code-switching/mixing and the bilingual learners’ classroom environment based on the cited literature studies:

| Aspect | Relationship with Code-Switching/Mixing | Evidence from Cited Literature Studies |
|------------------------------------|--|--|
| Student Comfort | Can improve student comfort and understanding | Students may struggle if they can’t understand the lesson due to language barrier. |
| Teacher-Student Interaction | Creates a more relaxed atmosphere and encourages participation | “Taglish” (code-mixing) enables students to ask questions more freely. |
| Teacher Code-Switching | Common practice in Philippine classrooms | Borlongan’s (2009) study found most English teachers code-switch. |
| Student Communication | Can facilitate expression and participation | Students feel more comfortable explaining ideas in “Taglish” than pure English. |
| Language Development | Potential benefits for Filipino language | Code-mixing English and Filipino may contribute to the growth of Filipino. |

| | | |
|----------------------------------|---|---|
| Clarity | Potential challenges for clarity | Some code-switched sentences may be difficult to identify as either language. |
| Instructional Flexibility | May be compatible with flexible learning approaches | Gonzalez (1999) suggests flexibility in instructional language. |

Table 1. Relationship Between Code-Switching/Mixing and Bilingual Learners’ Classroom Environment

The table suggests that code-switching and mixing (particularly “Taglish”) can be a valuable tool in bilingual classrooms. It can improve student comfort, encourage participation, and facilitate communication. However, there are potential drawbacks like reduced clarity and concerns about language development. The final column highlights that code-switching may be compatible with flexible learning approaches that prioritize student understanding.

B. Home Environment of Bilingual Learners

The utterance and learning language begin with a home environment. Thus, languages nurture, the nature of learning still impacts individuals’ acquisition. Numerous endeavors and circumstances influence code-switching or code-mixing, such as taglish in individuals’ acquired language. According to Bautista (2004) there are categories associated with code-switching and code-mixing. Content words, the second category, are those that have no corresponding or equivalent words in other languages. These are usually food names, kinship terms, and other culturally-based words (Bautista, 2004). In the same corpus, this sample statement – *“Mama made kare-kare and Grace and Evelyn bought stuff from a Chinese restaurant...”* – used kare-kare, a local dish, was inserted since no equivalent word in the English language provides for such a name for that dish.

As reflection in the above category, several words influenced and interact at home have no equivalent word in the English language. The third category is code switching used as idioms. Bautista (2004) defined idioms as, “metaphorical expressions that are available in one language but not available in the other.” Like content words, these expressions do not have any corresponding translation in other languages. One of the given examples in her study (Bautista, 1999) was: *“Baka ma-por-nada ang apo natin!”* (*Our grandchild might not make it!*) In the third category, the idiom is associated with code-switching and mixing. Thus, profound metaphorical expression words don’t equal and are available in other languages.

As Bautista provides in the study, Bautista (1999) listed word-level manifestations of the communicative efficiency of Taglish. In this present study, the students used function and content words the most in almost all the Taglish switches. It seems that the use of function and content words in the code switch can be attributed to the Filipino’s natural mode of discourse (Bautista, 1999), individual specific trait (Borlongan, 2009), style and availability of the words in the given communicative context (Poplack, 1980; Pascasio, 1984 as cited by Bautista, 1991).

In a similar vein, it has been said that dear, honey, or sweetheart seem to be less self-conscious and more natural (i.e.unmarked) than the native terms of endearment mahal, giliw, or irog “beloved, darling”, which are reserved for more special occasions (i.e. marked). Some married couples take care to quarrel using the base language of English rather than Tagalog because English allows for more distancing.

Relationship Between Code-Switching/Mixing and Bilingual Learners’ Home Environment

This table summarizes the relationship between code-switching/mixing and the bilingual learners’ home environment based on the cited literature studies:

| Aspect | Relationship with Code-Switching/Mixing | Evidence from Cited Literature Studies |
|-----------------------------|---|---|
| Language Learning | Home environment is the foundation for language acquisition | “Utterance and learning language begin with a home environment.” |
| Content Words | Used when no equivalent word exists in the other language | Example: “Kare-kare” (Filipino dish) used in English conversation. |
| Idioms | Used when no equivalent expression exists in the other language | Example: “Baka ma-por-nada ang apo natin!” (Filipino idiom) used in English context. |
| Word Choice | Function and content words most frequent in code-switching | Students use function words (e.g., “the”) and content words (e.g., “kare-kare”) most often when code-switching. |
| Emotional Expression | Code-switching for specific emotions | English terms (“dear”) used for casual endearment, Tagalog terms (“mahal”) for more formal situations. |
| Conflict Resolution | Code-switching for managing conflict | Married couples may use English to create distance during arguments. |

Table 2. Relationship Between Code-Switching/Mixing and Bilingual Learners’ Home Environment

It can be gleaned from the table that code-switching and mixing are natural phenomena in bilingual homes. It is used to fill vocabulary gaps (content words), express unique cultural concepts (idioms), and navigate social situations (emotional expression, conflict resolution). The choice of words when code-switching may be influenced by the learner’s preference, formality of the situation, and the availability of equivalent words in each language.

C. Bilingual Learners’ Adaptability and Personality

There is a study that contends that a technical model of literacy acquisition that emphasizes literacy primarily as an economic skill for use in the workplace cannot achieve the policy goals. An alternative, ideological model of literacy is proposed which develops the critical thinking skills of the students, builds cognitive and affective domains, and values their local language experience and culture. Thus, by first establishing the empowering role of language in the social system of the students’ community, groundwork is laid for the expansion of the students’ identity to include their role in the larger national and international contexts (Young, 2002).

Another instance of code switching as a resource appeared in Bautista’s study of Tagalog radio drama scripts (1979). It was found that when characters apologized for minor offenses (e.g. arriving late for an appointment), they used the English sorry. But when they were apologizing for serious offenses (e.g., being unfaithful), they used a variant of the Tagalog *patawarin mo ako* “please forgive me”.

Some instances of code-switching and code-mixing doesn’t only influence by personality or speech acts, the adaptability is also affects. There are various studies linked in the adaptability and personality. As Sibayan (1985:110) noted, “it was thought that language would be kept as separate codes,” and then lamented that this goal of separating of the two languages has not been attained. The concern seems to be about the difficulties that students would have to learning in more than one language. The concern is related to Sibayan’s (1996, 1999) observation that for most students, Filipino and English are second and third languages, and that students would not be able to cope with the requirements of learning in two non-native languages. Bautista (1999) also attempted to begin describing the functional dimensions of Filipino-English

code-switching.

Relationship Between Code-Switching/Mixing and Bilingual Learners’ Adaptability and Personality

The table discusses code-switching/mixing in relation to bilingual learners’ adaptability and personality based on the cited literature studies:

| Aspect | Relationship with Code-Switching/Mixing | Evidence from Cited Literature Studies | Limitations |
|---------------------|---|---|--|
| Adaptability | Code-switching as a tool for adapting to social situations | Example: Using English for minor apologies, Tagalog for serious ones (Bautista, 1979). | Limited examples. Doesn’t directly connect to adaptability. |
| Personality | Potential influence on code-switching behavior (mentioned but not explored) | Personality may influence the choice of words or languages used when code-switching. | Lacks details on how personality interacts with code-switching. |
| Identity | Code-switching and identity development (mentioned but not explored) | Bilingual learners may use code-switching to navigate different identities in various contexts. | Lacks details on the connection between code-switching and identity formation. |

Table 3. Relationship Between Code-Switching/Mixing and Bilingual Learners’ Adaptability and Personality

The table mentions the potential connection between code-switching/mixing, adaptability, and personality, but it doesn’t delve into the cognitive aspects of how these processes facilitate language processing.

Summary of the Relationship of Bilingual Learners’ Factors and Their Usage of Code-Mixing/Switching in Philippine Setting

This table summarizes the potential relationship between bilingual learners’ factors and their usage of code-mixing and switching in the Philippine setting, drawing connections to the study “Unpacking the Bilingual Mind: How Code Mixing and Switching Facilitate Language Processing in Learners.”

| Factor | Relationship with Code-Mixing/Switching | Description (Philippine Setting) | Connection to “Unpacking the Bilingual Mind” |
|---|--|--|---|
| Learning Environment (e.g., Classroom) | Facilitates expression and participation | Taglish (Tagalog-English mix) is common in Philippine classrooms. Students may feel more comfortable expressing themselves in Taglish, potentially leading to increased participation. | Code-mixing/switching may create a more accessible language environment, improving processing for learners (increased participation suggests better understanding). |

| | | | |
|--|------------------------------------|---|--|
| Home Language | Fills vocabulary gaps | Bilingual learners might use code-mixing to insert words from their home language (e.g., Tagalog) when the equivalent term isn't readily available in English. | Code-mixing allows learners to activate both languages, potentially enhancing comprehension and retrieval of the target word. |
| Emotional Expression | Navigates social situations | Bilingual learners might code-switch depending on the emotion they want to convey. (e.g., English for casual terms of endearment, Tagalog for more formal situations). | Code-switching allows for faster and more nuanced emotional expression, potentially reducing processing load. |
| Cognitive Processes (Limited information in document) | Streamlines information processing | The document doesn't directly discuss this, but the referenced study suggests code-mixing/switching can activate both languages simultaneously, potentially aiding comprehension. | Further research in the Philippine context could explore how code-mixing/switching optimizes cognitive processes for bilingual learners. |

Table 4. Summary of the Relationship of Bilingual Learners' Factors and Their Usage of Code-Mixing/Switching in Philippine Setting

This table suggests that code-mixing and switching are strategic tools used by bilingual learners in the Philippines to navigate various communication contexts. While the document focuses on classroom settings, the ideas can be extended to other environments. The connection to the “unpacking the bilingual mind” of this study highlights the potential cognitive benefits of code-mixing/switching, which could be an interesting avenue for further research in the Philippine context.

The Intricate Dance of Code-Switching and Mixing: Empowering Filipino Bilingual Learners

The Philippines, a vibrant tapestry of languages, presents a unique case study for examining the influence of code-switching and mixing on communication strategies and language development in bilingual Filipino learners. Here, we explore how this practice aligns with the groundbreaking study “Unpacking the Bilingual Mind,” which delves into the following aspects:

A. Communication Strategies:

- **Enhanced Expression:** Code-mixing/switching allows learners to tap into the richer emotional lexicon of both Filipino and English. They can express specific nuances or find the “perfect word” more readily, leading to clearer and more impactful communication (Bautista, 1999).
- **Navigating Social Situations:** Switching languages can be strategic. A learner might use Tagalog with family for a more intimate conversation and English with classmates for a formal presentation. This flexibility fosters adaptability and strengthens communication effectiveness (Garma, 2009).
- **Bridging the Gap:** Code-mixing/switching helps bridge vocabulary gaps, especially in English for Filipino learners. By inserting Tagalog words, learners can still convey their message effectively, promoting smoother communication and reducing frustration (Bautista, 2004).
- **Increased Confidence:** The ability to express themselves fluently and comfortably, regardless of

language choice, can boost confidence in Filipino learners. This can lead to greater participation in classroom discussions and other communicative settings (Abad, 2005).

B. Language Development:

- **Activating Both Languages:** Research suggests code-mixing/switching keeps both Filipino and English “active” in the learner’s mind (Rothman & Nino-Murcia, 2008). This constant activation might enhance overall language development in both languages.
- **Cognitive Flexibility:** The mental agility required for code-mixing/switching might improve cognitive flexibility, a skill crucial for language learning (Bava et al., 2014). This flexibility can enhance learners’ ability to grasp complex grammatical structures and vocabulary in both languages.
- **Exposure to Richer Input:** By strategically mixing languages, learners are exposed to a wider range of vocabulary and grammatical structures. This “bilingual input” can accelerate language development, particularly in English as a second language (ESL) (Macaro, 2001).

C. Cognitive Benefits

The Philippines, with its rich multilingual tapestry, offers a prime location to explore the cognitive benefits of code-mixing and switching for Filipino bilingual learners. While the document you provided might not delve directly into this aspect, we can draw connections to the referenced study, “Unpacking the Bilingual Mind,” to shed light on this fascinating phenomenon.

Here’s how code-mixing/switching might facilitate language processing in Filipino learners:

- **Activation of Both Languages:** Research suggests that code-mixing/switching activates both languages in a bilingual learner’s mind simultaneously (Rothman & Nino-Murcia, 2008). This aligns with the “unpacking bilingual mind” study, which proposes that accessing both languages can improve comprehension. Imagine a Filipino learner struggling to find the English word for “gutom” (hungry). By inserting “gutom” into their English sentence, they might activate the concept in their brain, facilitating retrieval of the English equivalent.
- **Cognitive Flexibility:** The constant mental juggling between languages in code-mixing/switching might enhance a learner’s cognitive flexibility. This flexibility allows them to switch between different mental processes efficiently, potentially leading to faster and more efficient language processing (Bava et al., 2014).
- **Reduced Processing Load:** Code-mixing/switching can be used strategically to express specific emotions or concepts more effectively. For instance, a learner might use a Tagalog term of endearment when speaking English with a loved one. This “borrowing” from their native language might reduce the processing load associated with finding the perfect emotional expression in English (Bautista, 1999).
- **Bridging Vocabulary Gaps:** The multilingual environment in the Philippines often leads to vocabulary gaps in English for Filipino learners. Code-mixing/switching allows them to fill these gaps by inserting words from Tagalog. This can improve overall comprehension and facilitate communication (Bautista, 2004).

However, it’s important to acknowledge potential challenges:

- **Complexity Management:** While code-mixing/switching can be beneficial, excessive mixing might overload the cognitive system, leading to confusion.
- **Language Proficiency:** The benefits of code-mixing/switching might depend on the learner’s

proficiency in both languages. Learners with strong proficiency in both Filipino and English might benefit more from this strategy.

THE SOCIETAL IMPLICATIONS OF CODE-MIXING AND SWITCHING IN THE PHILIPPINES: INSIGHTS FROM BILINGUAL LEARNERS

The Philippines, a nation with a rich multilingual heritage, presents a compelling case study for understanding code-mixing and switching (CM/S) and its impact on society. This analysis explores how bilingual learners strategically utilize CM/S, drawing connections to the study “Unpacking the Bilingual Mind” and highlighting the societal implications of this phenomenon.

1. Fostering Inclusive Learning Environments:

Studies by Bautista (2004) and Borlongan (2009) reveal the prevalence of Taglish (English-Tagalog mix) in Philippine classrooms. This suggests that CM/S can be a valuable tool for educators. As shown in the “unpacking bilingual mind” study, CM/S may facilitate language processing, leading to better comprehension and participation, particularly for learners who are still developing their English proficiency.

Societal Implications: Embracing CM/S in classrooms has the potential to create more inclusive learning environments. Students can express themselves more comfortably, potentially leading to increased engagement and academic achievement. This fosters a more positive learning experience for all students.

2. Bridging the Language Gap:

As highlighted by Bautista (2004), bilingual learners often use CM/S to fill vocabulary gaps, especially when the English word isn’t readily available. This demonstrates the interconnectedness of their linguistic systems. The “unpacking bilingual mind” study suggests CM/S activates both languages, potentially enhancing comprehension.

Societal Implications: CM/S acts as a bridge between Filipino (native language) and English (second language) in everyday communication. This promotes social cohesion and understanding across different language groups within Philippine society.

3. Navigating Social Dynamics:

Studies by Bautista (1999) suggest that bilingual learners strategically code-switch to express emotions with greater nuance. This choice may be influenced by social cues and the desire to convey specific emotional intensity. The “unpacking bilingual mind” study suggests CM/S might reduce the processing load by utilizing pre-existing emotional associations with specific words.

Societal Implications: The ability to code-switch allows for more effective communication within diverse social settings. It fosters emotional intelligence and strengthens interpersonal relationships within Philippine society.

Overall, the analysis reveals that CM/S plays a vital role in shaping communication dynamics and fostering a more inclusive society in the Philippines. By acknowledging the benefits of CM/S in educational settings, embracing its role in bridging language gaps, and recognizing its importance in navigating social situations, Philippine society can harness the power of bilingualism and create a more linguistically vibrant environment for all.

PRACTICAL IMPLICATIONS OF THE CASE STUDY FINDINGS

Based on the findings of this case study, here are some potential practical implications for educators, policymakers, and stakeholders interested in supporting bilingual learners in the Philippines:

Educators:

- **Embrace code-mixing (Taglish) as a learning bridge:** Educators can view Taglish as a valuable tool for bilingual learners, allowing them to bridge between their native language (Filipino) and their second language (English). This can create a more comfortable learning environment and potentially improve comprehension.
- **Develop Teaching Strategies that Leverage Code-Mixing:** Teachers can design lessons that strategically incorporate code-mixing to activate both languages and enhance vocabulary acquisition. This could involve activities where students translate between Tagalog and English or create sentences using words from both languages.
- **Promote Positive Attitudes Towards Code-Mixing:** Educators can challenge the perception that code-mixing is a sign of poor language skills. By highlighting the research on its cognitive benefits, teachers can foster a more inclusive learning environment that values students' bilingual abilities.

Policymakers:

- **Revise Language Policies to Acknowledge Code-Mixing:** Policymakers can review and revise language education policies to acknowledge the realities of bilingual learners and the potential benefits of code-mixing. This could involve creating guidelines that encourage teachers to leverage code-mixing as a pedagogical tool.
- **Invest in Bilingual Education Programs:** Investing in well-designed bilingual education programs can ensure that bilingual learners receive proper instruction in both their native and second language. These programs can empower them to develop strong literacy skills in both languages.
- **Support Research on Bilingualism and Code-Mixing:** Policymakers can allocate resources for further research on bilingualism and code-mixing in the Philippine context. This research can provide valuable data to inform educational practices and policies that best support bilingual learners.

Other Stakeholders (Parents, Community Leaders):

- **Recognize the Value of Bilingualism:** Parents, community leaders, and other stakeholders can play a role in promoting positive attitudes towards bilingualism. By celebrating the linguistic skills of bilingual learners, they can create a supportive environment for language development.
- **Encourage the Use of Both Languages at Home:** Parents and caregivers can actively use both Filipino and English at home to provide bilingual learners with opportunities to practice and develop both languages.
- **Advocate for Bilingual Education:** Stakeholders can advocate for the implementation and support of effective bilingual education programs in their communities. This ensures that bilingual learners have access to quality education that caters to their unique linguistic needs.

CONCLUSION

The existing society has been developed specifically in the language that everyone speaks. Individuals and future scholars are assumed to benefit significantly from the case study. Research on code-switching in the Philippines has indicated that a diverse group undertakes these linguistic phenomena for several different reasons and domains. The researchers included language development, various benefits of code-switching

and code-mixing in bilingual learners and classroom settings, utterance and learning language, which begin with a home environment, and the adaptability and personality of bilingual learners for a deeper comprehension of the case study.

This case study will be immensely beneficial to future researchers in developing a more in-depth understanding of the relationship between code-switching and code-mixing and why it is necessary to go thoroughly into this to comprehend more about it. The mixing and shifting of a language from the native to the target language are widely employed in several fields. Specifically, in education, numerous bilingual individuals interact with each other. They are primarily involved in the practice of linking, mixing, and utilizing two or more distinct languages in a statement. Communication with comprehension is essential when giving and receiving information from one person to another. Thus, code-switching and code-mixing are involved in everyday discourse that results in understanding each other even with mixing and changing one language to another. Since, without the mixing and switching of one language to another, it would be difficult to understand a specific language if the individual is unaware of it.

Thus, this case study implicates the necessity of further research regarding code-switching and code-mixing, especially in correlation with bilingual learners and its factors.

In addition, this case study found out through the local sources and existing academic papers that code-switching and code-mixing have differences in meaning and context. Still, it is used thoroughly for the same reasons and circumstances. It also found that “Taglish” is considered a language style in the Philippines. Additionally, some particular words and expressions have no equivalent in English; therefore, “Taglish” is locally used in the communities. Subsequently, code-switching and code-mixing depend on the particular situational context needed.

Most importantly, code-switching impacts society and bilingual learners for various reasons. These reasons are; it enhances classroom participation, activates the skills of bilingual learners, and improves the society’s medium of understanding through dialect and formulates language style such as the “Taglish.”

RECOMMENDATIONS

Based on the findings of this case study, the following specific recommendations were formulated:

1. Consider longitudinal studies that track bilingual learners over time. This can reveal how code-mixing/switching evolves as their language proficiency develops.
2. Conduct comparative studies investigating code-mixing/switching patterns among bilingual learners in the Philippines compared to other bilingual communities. This can reveal potential universals and variations in this phenomenon.
3. Consider practical applications focused on teachers’ training incorporating training programs for educators on the benefits of code-mixing/switching for bilingual learners. This can equip them with strategies to leverage this phenomenon in the classroom.
4. Identify curriculum development focused on the development of language curricula that acknowledge the realities of bilingual learners and potentially integrate code-mixing activities to enhance learning.

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