



**IMPACT OF PSYCHOLOGICAL FACTORS ON TEACHERS' USE OF
PEDAGOGICAL CODE-SWITCHING IN ENGLISH
LANGUAGE CLASSES**

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ABSTRACT

This study aimed to determine the relationship between the psychological factors of high school English language teachers and their utilization of pedagogical code-switching. It sought to identify the extent of code-switching practices, explore the challenges encountered, and subsequently propose a digital instructional toolkit as an intervention. Utilizing a descriptive-correlational research design with a multimodal approach, the researcher gathered quantitative data through online survey questionnaires and obtained qualitative insights via follow-up interviews. The findings revealed that educators frequently and deliberately employ code-switching as a cognitive scaffolding mechanism and an affective support tool rather than a random linguistic habit. While teachers demonstrated high levels of self-efficacy and motivation, these factors exhibited no significant relationship with their actual code-switching practices, which were primarily driven by immediate classroom demands. Conversely, a significant correlation was established between specific teacher confidence and the strategic use of pedagogical code-switching. Despite its proven instructional benefits, teachers

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ISSN: 2704-3010

Volume VII, Issue IV

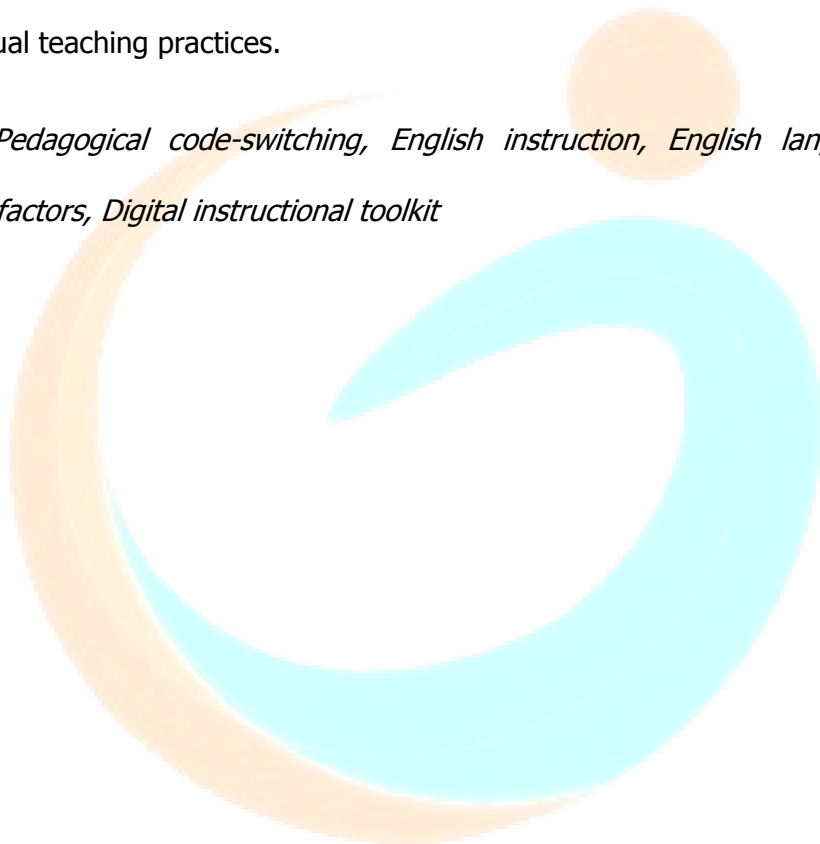
April 2026

Available online at <https://www.instabrightgazette.com>



encountered substantial challenges, notably the fear of professional misjudgment regarding their English proficiency and a systemic lack of formalized bilingual resources. In conclusion, pedagogical code-switching is an intentional teaching strategy primarily influenced by teacher confidence. To address the identified pedagogical gaps and alleviate spontaneous translation anxieties, the study proposes the development of a structured Digital Instructional Toolkit to support bilingual teaching practices.

Keywords: *Pedagogical code-switching, English instruction, English language classes, Psychological factors, Digital instructional toolkit*



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