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Pedagogical Functions of Hybrid English in Online Academic Interactions

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Abstract

This study examined the pedagogical functions of Hybrid English in online academic interactions between an English teacher and Grade 9 learners. A descriptive research design was employed, using discourse analysis of 201 online classroom conversations and messages collected through Google Meet and Messenger during Academic Year 2025–2026. Participants were one female English teacher and 44 female Grade 9 learners from a private secondary school in the Negros Island Region. Seven forms of Hybrid English were identified: Clause-Level Code-Switching, Sentence-Level Code-Switching, Hybrid Verb Formation, Lexical Borrowing, Academic Lexical Borrowing, Technology Lexical Borrowing, and Discourse Marker Switching. The forms and pedagogical functions were identified and systematized using a Coding Manual developed by the researcher and validated by three experts. Analysis revealed 145 Hybrid English cases, with the most common being Hybrid Verb Formation and Academic Lexical Borrowing. Five pedagogical functions were identified: (1) comprehension facilitation, (2) meaning negotiation, (3) peer scaffolding, (4) cognitive elaboration, and (5) engagement and participation. The three most frequent functions were Comprehension Facilitation, Meaning Negotiation and Engagement and Participation, with 25 occurrences each. The teacher produced 111 (76.55%) Hybrid English and learners produced 34 (23.45%) Hybrid English. The findings indicate that Hybrid English was a flexible linguistic resource for explaining concepts, clarifying meaning, supporting interaction, encouraging participation and elaborating ideas in the online academic setting. The study concludes that Hybrid English may be a purposeful instructional and communicative resource when integrated appropriately with the development of formal academic English.

Keywords: *Hybrid English, online academic interactions, pedagogical functions, code-switching, discourse analysis*

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Introduction

Rationale

Language use continuously changes in response to social, cultural, and technological developments. Digital platforms have become important sites for educational communication where teachers and learners can share information, give instructions, explain lessons and engage in academic discussions. In multilingual settings such as the Philippines, English co-exists alongside Filipino and regional languages, where language mixing is a common feature of communication. Hybrid English has therefore increasingly been visible in digitally mediated educational interactions as learners and teachers draw on more than one linguistic resource to communicate academic ideas.

In this study, Hybrid English is defined as the mixture of English with features from other languages in academic discourse in the internet. It includes mixed vocabulary, expressions and structures represented by forms such as Hybrid Verb Formation, Academic Lexical Borrowing, Technology Lexical Borrowing, Lexical Borrowing, Clause-Level Code Switching, Sentence-Level Code Switching and Discourse Marker Switching. The study treats these forms not just as instances of language mixing but as linguistic resources that may fulfilll certain communicative and pedagogical purposes.

Previous literature suggests that multilingual language practices can be helpful for teaching and learning. As Bradley et al. (2021) and Cenoz and Gorter (2022) highlight, multilingual resources can support meaning-making, collaborative learning and pedagogically purposeful classroom communication. Lee (2022) also points out that hybrid language forms may be used by multilingual learners to negotiate meaning and maintain social interaction in online discussions. Online discourse also provides users with opportunities to strategically mix languages to maintain interaction and build relationships, as Bhat (2026) observe.

These practices are well suited to the Philippine setting. Hybrid English and code-switching are explained in the existing literature as functional types of communication among Filipino learners and teachers. Such practices may enhance understanding, clarify instructions, allow peer interaction, promote cognitive elaboration, and encourage student participation. However, much of the Philippine literature sees code-switching or translanguaging as general multilingual practices. Little research has been conducted on the types and pedagogical functions of Hybrid English in authentic online academic interaction between secondary school teachers and students.

This gap is particularly relevant in technology-mediated learning, where online academic communication combines educational purposes with the relatively informal characteristics of digital communication. The present study therefore examined naturally occurring online academic interactions between a Grade 9 English teacher and learners to identify the forms of Hybrid English used, determine the pedagogical functions they performed, examine their distribution between teacher and learners, and consider their implications for educational

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communication and evolving bilingual language practices. The study is also relevant to the broader goal of inclusive and meaningful education reflected in Sustainable Development Goal 4.

Literature Review

Research on multilingual communication in education tends to conclude that language mixing can be a pedagogical resource, and not just informal language use. Bradley et al. (2021) claim that multilingual learners can use their linguistic resources for meaning-making and collaborative learning through translanguaging and hybrid language practices. Likewise, Cenoz and Gorter (2022) highlight pedagogical translanguaging, in which learners' multilingual repertoires can be utilized in a deliberate way to promote learning. Similarly, Gusdian et al. (2026) employed a systematic review to identify several pedagogical affordances of translanguaging, especially for helping multilingual learners make meaning and learn in the classroom.

The literature suggests that digital communication allows for conditions of flexible multilingual language practices. Iqbal (2025) found that social media code-switching is affected by online norms, audiences and identity practices and Ferdous et al. (2023) showed that exposure to multilingual digital content can lead to habitual language mixing among young users. Similarly, Munawaroh et al. (2022) noticed that teachers and students use their multilingual repertoires in the online English classes, showing the existence of multilingual practices that happen naturally in digitally mediated academic interaction.

Understanding and meaning-making is a major theme in the literature. As Lee (2022) describes, multilingual learners might employ hybrid forms of language to clarify instructions, explain concepts, and confirm understanding. Tai (2024) also found that translanguaging can be a bridge for linguistic and academic needs in English-medium instruction. Mulyani, Delfi and Jismulatif (2024) identified functions such as explaining difficult ideas, translating vocabulary, reinforcing information, checking comprehension and managing classroom interaction. The findings provide a sound conceptual foundation for the study of Comprehension Facilitation and Meaning Negotiation.

The literature also supports the relationship between learner interaction and participation and multilingual language practices. Bhat (2026) state that the use of digital discourse enables users to strategically mix languages to sustain relationships and interaction. In the Philippine setting, Amarille (2024) stated that learners may participate more actively when communication is in familiar language forms. Datu (2021) found that blended language practices can promote participation and lower communication barriers in online learning. Likewise, Lising (2021) linked Hybrid English to understanding and engagement in academic online interactions.

Peer scaffolding and cognitive elaboration are another important theme. Learners might use blended language to help their peers by explaining lessons, translating ideas and simplifying instructions Guo et al. (2022). Similar to this, Tupas and Lorente (in Bularon, 2025) relate

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multilingual practices to the capacity to connect academic content with prior knowledge and cultural experience. Learners used Hybrid English to elaborate explanations, negotiate meaning, and sustain social interaction in online collaborative learning (Iqbal, 2025). These studies also corroborate the pedagogical functions of Peer Scaffolding and Cognitive Elaboration found in the present investigation.

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The literature also supports the relationship between learner interaction and participation and multilingual language practices. Tagg and Seargeant (2021) state that the use of digital discourse enables users to strategically mix languages to sustain relationships and interaction. In the Philippine setting, Amarille (2024) stated that learners may participate more actively when communication is in familiar language forms. Datu (2021) found that blended language practices can promote participation and lower communication barriers in online learning. Likewise, Lising (2021) linked Hybrid English to understanding and engagement in academic online interactions.

Taken together, the literature establishes that multilingual language practices can serve communicative and pedagogical purposes across different educational settings. Nevertheless, the existing Philippine literature has more commonly addressed code-switching and translanguaging as broad multilingual practices than the specific forms and pedagogical functions of Hybrid English occurring naturally in secondary-level online academic discourse. The present study addresses this more specific context by examining authentic online academic interactions between one Grade 9 English teacher and learners in a Philippine private-school setting.

Theoretical Underpinnings

This study is grounded by Discourse Functions Theory, Code-Switching Theory and Sociocultural Theory that offer complementary lenses to understand Hybrid English in online academic interactions.

The main lens for looking at what participants do with their language choices is Discourse Functions Theory. Language has communicative functions beyond the transmission of information (McLeod, 2024). In discourse, language can be used to explain ideas, to negotiate meaning, to establish relationships, to express identity, and to maintain participation. This view

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informs the present study's analysis of Hybrid English in terms of its contextual and pedagogical functions, including facilitation of comprehension, negotiation of meaning and engagement.

Code-Switching Theory describes the switching of languages according to context, audience and communicative purpose. The sociolinguistic perspectives associated with John Gumperz and Myers-Scotton are especially relevant. This view is relevant because the teacher and learners did not always exclusively use English. Instead, they used English, Filipino, and Hiligaynon to explain concepts, ask questions, clarify meanings, and share concerns. The theory thus offers a framework for understanding and classifying the linguistic forms in the corpus.

Sociocultural Theory (Lev Vygotsky) Language is a mediating tool in learning and social interaction and cognitive development. In this study, Hybrid English can be understood as one of the linguistic resources that teachers and learners use to create understanding, negotiate meaning, scaffold learning, and conduct academic interaction. The theory is especially relevant to the study's examination of Peer Scaffolding, Cognitive Elaboration and Engagement and Participation.

These three theories complement one another to provide explanations. Discourse Functions Theory accounts for what Hybrid English does in interaction, Code-Switching Theory accounts for how and why participants move between linguistic resources, and Sociocultural Theory accounts for how these language practices function within teaching, learning and social interaction. These links guided the recognition, classification, and understanding of the Hybrid English forms and pedagogical functions in the online academic corpus.

Objectives

The study examined the pedagogical functions of Hybrid English in online academic interactions between Junior High School learners and their English teacher in a private school in the Negros Island Region during Academic Year 2025–2026. Specifically, it sought to determine the profile of the Junior High School learners and their teacher in terms of the social media platform used, frequency of social media use, and frequency of code-switching; identify the forms of Hybrid English evident in online academic interactions; examine the pedagogical functions performed by Hybrid English in terms of Comprehension Facilitation, Meaning Negotiation, Peer Scaffolding, Cognitive Elaboration, and Engagement and Participation; determine how the identified forms of Hybrid English were distributed among the teacher and student participants; and examine the implications of these patterns for language shift and educational communication in the digital age.

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METHODOLOGY

This section presents the research design, the locale, the respondents, the data gathering instrument and its validity and reliability, the data gathering procedure, the research ethics protocol.

Research Design

The study employed a descriptive research design to describe the forms, patterns and pedagogical functions of Hybrid English in naturally occurring online academic discourse. Descriptive research, according to Siedlecki (2020), focuses on describing people, events or conditions as they naturally occur without manipulating variables. The design is suitable, as the study has recorded and categorized language practices that occur naturally, rather than tested causal relationships. Hybrid English forms were identified and quantified using content analysis, and their pedagogical functions in context were examined using discourse analysis.

Locale of the Study

The study was conducted in one private secondary school in the Negros Island Region. The study focused specifically on one Grade 9 class and its corresponding online academic Messenger group chat handled by one English teacher. The setting was selected because it provided naturally occurring online academic interactions appropriate for examining Hybrid English.

Respondents of the Study

The participants were one female English teacher and 44 female students of Grade 9 of the selected private secondary school. Participants were purposively selected as they had features relevant to the study, including being engaged in online academic communication, the use of Hybrid English on a regular basis in the classroom, and naturally occurring communication data.

The student participants were from the same Grade 9 class in an all-girls school with the same teacher, instructional context and online academic environment. The teacher has a degree in English from a reputable state university and has 7 years of teaching experience. She also has teaching experience in Filipino and Araling Panlipunan. Inclusion criteria were participation in the selected class and online academic communication relevant to the research. Exclusion criteria were participants without relevant data and required consent/assent.

Data Gathering Instrument

The primary data consisted of naturally occurring online academic interactions from the selected Grade 9 English class. These included the transcript of a recorded synchronous online English class conducted through Google Meet and academic conversations from the class

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Messenger group chat. The corpus included instructional discussions, classroom activities, assignment dissemination, lesson clarification, and other academically related exchanges.

A researcher-developed Coding Manual was used to identify and classify the forms and pedagogical functions of Hybrid English. It contained coding categories, operational definitions, inclusion and exclusion indicators, and representative examples. The linguistic categories were Hybrid Verb Formation, Academic Lexical Borrowing, Technology Lexical Borrowing, Lexical Borrowing, Clause-Level Code Switching, Sentence-Level Code Switching, and Discourse Marker Switching.

Instrument Validity and Reliability

The Coding Manual was reviewed and validated by three experts in English language education and research. It obtained an Item-Level Content Validity Index (I-CVI) of 1.00, a Scale-Level Content Validity Index/Average (S-CVI/Ave) of 1.00, and a mean rating of 3.83 out of 4.00, indicating a high level of appropriateness and agreement among the validators. Revisions recommended by the validators were incorporated before the manual was used for analysis.

The research used discourse analysis instead of a traditional measurement instrument based on questionnaires, so that consistency was guarantyd through intercoder and interrater procedures. An independent intercoder re-coded 251 excerpts with 233 agreements and 18 disagreements. The percentage agreement was 92.83%. An independent interrater examined the 97 excerpts and reached 90.72% agreement on pedagogical functions, with 88 agreements and 9 disagreements. Discrepancies were resolved by consensus.

Data Gathering Procedure

The data was collected over several phases. First, permission was taken from the school administration and coordination was made with the teacher and participants. Second, the purpose, nature and significance of the study was explained to participants and informed consent was obtained from the teacher and assent and parental consent from the learners as applicable.

Third, the researcher gathered the recorded online class sessions and the archived Messenger group-chat conversations from the subject teacher. Only academic-related interactions covered by consent were included. Excluded were purely social conversations that were non-academic. Fourth, the Coding Manual was developed and validated by the researcher. Fifth, the screened corpus was systematically coded with the manual and then independently reviewed by intercoder and interrater. Trustworthiness of the analysis was also enhanced by member checking with the subject teacher and an audit trail.

The analysis consisted of two phases. In the first, Hybrid English instances were identified and classified according to their linguistic forms, and frequencies and percentages were calculated. In the second, the coded instances were examined according to their

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pedagogical functions, with recurring patterns and contextual meanings identified and representative excerpts selected.

Research Ethics Protocol

The study observed informed consent, assent and parental consent where applicable, voluntary participation, confidentiality, anonymity, data privacy, and the right to withdraw without penalty. Names, usernames, and other identifying information were deleted or replaced with codes or pseudonyms. Digital records, such as online-class recordings and Messenger conversations, were stored securely and only accessible to the researcher. Only academic interactions that were covered by consent were analyzed. Private, unrelated and non-academic exchanges were excluded.

The researcher also aimed to minimize psychological, social, academic, and reputational risks associated with the use of digital communication data. The collected excerpts were used only for academic purposes and were presented with identifying information removed.

Results and Discussion

This section presents the findings on the forms and pedagogical functions of Hybrid English in online academic interactions which is supported with their interpretation and relevant literature. The presentation follows the sequence of the research objectives, from the participants' profile and Hybrid English forms to their pedagogical functions, distribution, and implications.

Profile of the Respondents

The participants consisted of 44 Grade 9 learners and one English teacher. The profile focused on social media platform used, frequency of social media use, and frequency of Hybrid English/code-switching.

Table 1
Social Media Platforms Used for Academic Communication

Variable	Students (n = 44)	Teacher (n = 1)
Messenger	40	1
Google Meet	3	–
Facebook Group	1	–
Google Classroom	0	0
Viber	0	0

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The Table 1 shows that Messenger was the dominant platform, with 40 of the 44 students and the teacher identifying it as a platform used for academic communication. Google Meet was identified by three students, while one student identified a Facebook Group. Google Classroom and Viber were not identified as the main platforms. The findings indicate that Messenger served as the principal space for announcements, discussions, assignment submission, and teacher–student interaction. This is consistent with literature in the thesis describing Messenger as an accessible platform for academic collaboration and communication.

Table 2

Frequency of Social Media Use for Academic Purposes

Variable	Students (n = 44)	Teacher (n = 1)
Always	18	1
Often	11	–
Sometimes	14	–
Rarely	1	–
Never	0	0

Table 2 shows that among the learners, 18 reported always using social media for academic purposes, 11 reported often, 14 sometimes, and one rarely. None reported never using social media academically. The teacher reported always using social media for academic communication. The results indicate that digital communication was a regular component of the participants' academic activities, creating frequent opportunities for Hybrid English to occur.

Table 3

Frequency of Code-Switching

Profile Variable	Students (n = 44)	Teacher (n = 1)
Always	21	–
Often	13	1
Sometimes	8	–
Rarely	2	–
Never	0	0

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Table 3 shows that twenty-one learners reported always using Hybrid English or code-switching in online academic communication, 13 reported often, eight sometimes, and two rarely. None reported never using Hybrid English. The teacher reported often using Hybrid English. The finding establishes that Hybrid English was a regular feature of the communication context from which the discourse corpus was drawn.

Forms of Hybrid English in Online Academic Interactions

The corpus consisted of naturally occurring academic interactions involving classroom instruction, discussion, announcements, assignment submission, lesson clarification, and other learning-related communication. A total of 145 Hybrid English instances were identified and classified using the validated Coding Manual.

Table 4

Frequency Distribution of Hybrid English Forms

Hybrid English Feature	Frequency (f)	Percentage (%)
Clause-Level Code-Switching (CS)	19	13%
Lexical Borrowing (LB)	8	6%
Hybrid Verb Formation (HV)	40	28%
Discourse Marker Switching (DMS)	13	9%
Academic Lexical Borrowing (ALB)	35	24%
Technology Lexical Borrowing (TLB)	9	6%
Sentence-Level Code Switching (SCS)	21	14%
Total	145	100%

Hybrid Verb Formation was the most frequent form with 40 instances or 28% These forms were English lexical verbs with Hiligaynon or Filipino affixes and grammatical markers such as *na-pressure, i-send, ma-create* and *naka-receive.* The finding shows that local language grammatical structures are integrated with English lexical resources.

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Academic Lexical Borrowing was second with 35 instances, representing 24%. Terms from the academic domain, such as *assignment, quiz, presentation, literary devices* and *metaphor* were left in English, but embedded in Hiligaynon discourse. This meant that English was still important for subject-specific academic terminology, and local language resources gave contextual explanation.

Sentence-Level Code Switching occurred 21 times or 14% and Clause-Level Code Switching occurred 19 times or 13%. The forms were used for explaining concepts, clarifying ideas, giving examples, and maintaining classroom interaction. This finding is in line with the literature in the thesis which regards code-switching as a pedagogical resource in multilingual educational contexts.

Switching of discourse markers occurred 13 times or 9%. Classroom discourse was organized through expressions such as *I mean, okay, well, sige,* and *alright* that introduced explanations, signaled transitions, and managed interaction. Lexical Borrowing and Technological Lexical Borrowing were the least frequent with number of 9 and 8 respectively. Terms related to technology, such as *Google Meet, group chat, link, screenshot*, and *video,* exemplified the influence of the digital learning environment on classroom language.

Overall, the distribution suggests that Hybrid English was more than just a casual mixing of languages. Its recurrent forms had an interactional, instructional, and communicative function in the online classroom. This interpretation is in line with the literature reviewed in the thesis which describes multilingual practices as resources for explanation, clarification, vocabulary development and classroom interaction.

Pedagogical Functions of Hybrid English

Table 5

Distribution of Hybrid English According to Pedagogical Function

Pedagogical Function	Frequency	Percentage
Comprehension Facilitation	25	27.78%
Meaning Negotiation	25	27.78%
Engagement and Participation	25	27.78%
Cognitive Elaboration	13	14.44%
Peer Scaffolding	2	2.22%
Total	90	100.00%

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As shown in Table 5, Comprehension Facilitation, Meaning Negotiation, and Engagement and Participation were the three most frequently observed pedagogical functions, each with 25 instances or 27.78%. Cognitive Elaboration occurred 13 times or 14.44%, while Peer Scaffolding occurred only twice or 2.22%. Thus, the functional analysis indicates that Hybrid English was most frequently associated with understanding, clarification, interaction, and participation.

Comprehension Facilitation was observed in 25 cases. Explanations were made clearer, difficult ideas were simplified, contextual support was given and learners' understanding was checked by using hybrid English. In the discussion of Robert Frost and literary ideas such as assonance, the teacher continued to use English academic words but explained the meaning either in Hiligaynon or Filipino words. This could preserve the academic vocabulary and aid comprehension through familiar language resources. For example, in the definition of assonance, the teacher kept such words as *assonance, in succession,* and *vowel sounds* while using expressions such as *ma consider ta, kumbaga,* and *sunod-sunod.* The explanation was followed by a comprehension check, which showed that switching languages was associated with instructional monitoring. This is in line with the findings of Mulyani, Delfi and Jismulatif (2024) and Amarille (2024) that multilingual language practices are associated with better explanation and easier access to academic content. The finding is theoretically aligned with Discourse Functions Theory for language alternation served a specific instructional purpose and not randomly.

In one exchange, the teacher requested clarification after failing to hear part of a learner's response and followed the English request with a Hiligaynon explanation. This demonstrates how the two languages worked together to repair a communication breakdown and establish mutual understanding. Technical communication was also part of meaning negotiation. Participants explained and addressed connectivity issues in Messenger conversations involving weak signals and access to Google Meet through technological expressions in English and syntactical arrangements in Hiligaynon. This finding is consistent with Lee, (2022), Espino, (2022) and Agna, (2022) who describe multilingual language practices as ways of clarifying instructions, negotiating meaning, and confirming understanding in online pedagogical contexts. Likewise, Jones et al. (2024) found that code-switching in Facebook posts of Hiligaynon users was used to check for understanding and effective communication. Their results support the present study's finding that code-switching between English and Hiligaynon can be used by participants to clarify information, resolve communication problems, and develop mutual understanding in digital interactions. Jones et al. (2024) explored general social-media communication, but this study extends the finding to the academic context where Hybrid English was used to negotiate meaning between teacher and learners. This finding also echoes the Code-Switching Theory as the participants' language choices were in response to the immediate communicative needs and demands of the interaction.

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The least observed function was Peer Scaffolding with only two examples. For example, a learner reported to the teacher that a classmate's device had run out of battery. The teacher asked the student who reported the incident to send the missed material to the student who was affected. The low frequency might be due to the teacher directed nature of online interaction, which provides fewer opportunities for spontaneous support between students than in a face-to-face classroom setting. We should not read this finding as an absence of collaboration, but rather as a sign that peer support was less frequent in the corpus examined. Nonetheless, the finding is in line with the Sociocultural Theory framework of the study, which views language as a mediating resource for collaborative learning and social support. This is in line with Guo et al. (2022) and Lagat (2022) who describe multilingual practices as resources that can be used by learners to help their classmates.

There were 13 instances of Cognitive Elaboration. Hybrid English came about in discourse as teachers and learners moved from recall to explanation, interpretation, justification, reflection and application. The teacher used mixed language to link ideas in literature to the students' lives and to promote further interpretation. For example, the teacher related the themes of a literary text to real life decisions, and asked learners to reflect on failure, perseverance and choices in life. This kind of exchange allowed learners to connect academic ideas with their own experiences and prior knowledge.

This finding is consistent with the literature in the thesis that multilingual practices can support higher order thinking and knowledge construction. It also supports Sociocultural Theory as the linguistic resources of the learners mediated their participation in the processes of meaning making and cognitive development.

Engagement and Participation was one of the leading pedagogical functions, appearing 25 times. Hybrid English was employed to elicit responses, keep the discussion going, give instructions, acknowledge learners' contributions, organize activities, and to keep students engaged. The excerpts show that the teacher used English academic terms along with familiar Filipino and Hiligaynon expressions in asking the learners to answer, in conducting group activities, and in asking questions. Students also used Hybrid English when they expressed uncertainty and when they made a choice to participate.

This function was also seen in messenger interactions. Online instructions encouraged participation in activities and webinars by using expressions such as start joining, watch and comment, screenshot, and plus 5 points. This finding supports the work of Wei (2022), Cenoz and Gorter (2022), and Datu (2021), which suggests that well-known multilingual resources can generate a more accessible condition for participation and interaction.

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Distribution of Hybrid English Forms Between Teacher and Learners

Table 6

Distribution of Hybrid English Forms Between Teacher and Student Participants

Hybrid English Form	Student	Teacher	Total
Clause-Level Code-Switching (CS)	8 (42.11%)	11 (57.89%)	19
Lexical Borrowing (LB)	5 (62.50%)	3 (37.50%)	8
Hybrid Verb Formation (HV)	10 (25.00%)	30 (75.00%)	40
Discourse Marker Switching (DMS)	4 (30.77%)	9 (69.23%)	13
Academic Lexical Borrowing (ALB)	4 (11.43%)	31 (88.57%)	35
Technology Lexical Borrowing (TLB)	1 (11.11%)	8 (88.89%)	9
Sentence-Level Code Switching (SCS)	2 (9.52%)	19 (90.48%)	21
Total	34	111	145

The teacher produced 111 of the 145 Hybrid English instances (76.55%), while learners produced 34 (23.45%). Thus, the teacher was the primary user of Hybrid English in the corpus as shown in the Table 6.

The producer of most occurrences of Hybrid Verb Formation, Academic Lexical Borrowing, Sentence-Level Code Switching, Clause-Level Code Switching, Discourse Marker Switching, and Technology Lexical Borrowing was the teacher. Lexical Borrowing was slightly more frequent among learners, with five student uses compared to three teacher uses.

The higher frequency among teachers might be attributed to their greater amount of instructional discourse, for instance, explaining lessons, giving instructions, asking questions, managing activities, providing feedback and facilitating discussions. The main style used by learners to answer questions, give opinions, narrate experience and ask for clarification was Hybrid English.

The distribution conforms to the theoretical framework of the study. The linguistic forms were connected to communicative functions from a Discourse Functions perspective. Code-Switching Theory helps explain movement between English and other linguistic resources, and Sociocultural Theory emphasizes the way these resources supported interaction and learning.

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Implications for Language Shift and Educational Communication

The patterns observed indicate that bilingual language practices have become normalized in the online academic interactions studied. English academic and technological vocabulary was often embedded in discourse in Hiligaynon and Filipino, and participants flexibly moved between linguistic resources as needed for communication. Importantly, the study does not directly measure long-term language shift, but the observed patterns of discourse suggest a continued trend toward more fluid bilingual language practices in technology-mediated education.

Digital technology also influenced the vocabulary of classroom communication. The local language discourse included terms like Google Meet, signal, connection, and screenshot because they were directly related to online learning activities and procedures. This demonstrates how technological environments may contribute to shifts in the linguistic resources employed in educational communication.

The findings imply pedagogically that Hybrid English may be used as an instructional support, if used intentionally. It helped the participants to clarify difficult concepts, to negotiate meaning, to participate in discussions, to elaborate ideas and to maintain communication. The thesis also recommends maintaining opportunities for learners to develop proficiency in Standard Academic English.

Conclusion

The study established that Hybrid English was a regular feature of the online academic interactions between the Grade 9 learners and their English teacher. Messenger was the dominant platform for academic communication, and the participants reported frequent use of social media and Hybrid English in their academic interactions. The corpus yielded seven forms of Hybrid English, with Hybrid Verb Formation and Academic Lexical Borrowing occurring most frequently.

The analysis further established five pedagogical functions: Comprehension Facilitation, Meaning Negotiation, Peer Scaffolding, Cognitive Elaboration, and Engagement and Participation. Comprehension Facilitation, Meaning Negotiation, and Engagement and Participation were the most frequently observed, while Peer Scaffolding occurred least frequently. The findings demonstrate that Hybrid English was used not only to mix languages

but also to make explanations accessible, clarify meaning, support interaction, develop ideas, and encourage participation.

The teacher produced considerably more Hybrid English instances than the learners. This distribution is consistent with the teacher's greater responsibility for explaining lessons, giving instructions, managing activities, providing feedback, and facilitating classroom discussions. Learners primarily used Hybrid English to express ideas, answer questions, share experiences, clarify concerns, and participate in discussions.

Overall, the study concludes that Hybrid English functioned as a purposeful and flexible linguistic resource within the online academic interactions examined. Its use allowed participants to draw on English, Filipino, and Hiligaynon resources to support academic communication while maintaining the objectives of English instruction. However, because the study is descriptive and limited to one Grade 9 class and teacher, the findings should be understood as context-specific rather than as evidence of causal effects or generalizable long-term language change. The final thesis itself similarly notes that long-term language shift was not directly measured.

Recommendations/Implications

From the completed thesis, English teachers may strategically employ Hybrid English to explain difficult ideas, to clarify instructions, and to encourage participation while still providing opportunities for learners to develop formal academic English. Peer Scaffolding was the least observed function. Teachers may also structure peer discussions, collaborative tasks, peer explanations and peer-assisted activities.

School administrators may advocate for professional development on bilingual communication strategies in technology-mediated learning and curriculum developers may consider the realities of bilingual classroom communication without limiting opportunities for learners to improve English proficiency. Future research may consider larger populations, other grades and subjects, face-to-face versus online interaction, and possible relations between Hybrid English and language proficiency, participation, academic performance, or learning outcomes.

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Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. No financial, personal, or professional relationship with any individual or organization compromised the objectivity, integrity, or impartiality of the research work, and no external party influenced the study design, data collection, analysis, or interpretation.

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