

Filipino – English Code Switching Attitudes and Practices and Their Relationship to English Academic Performance among Freshman Students of Quirino State University

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Abstract

The pedagogical and communicative functions of classroom code switching has always been a controversial predicaments among multilingual nations especially along language teaching and learning contexts. This study describes the socio-linguistic phenomenon of code switching among Freshmen students of Quirino State University considering Quirino as a multi-dialectal and multi-cultural Province. This study dealt with the following objectives : (1) to determine the profile of the respondents in terms of course, gender, ethnic affiliation ;and type of high school the respondents have graduated from;(2) to determine the respondents' attitudes toward Filipino language; toward English as the second language; toward English Code-switching; and toward Code-Switchers; (3) to determine the reasons of code switching among students;(4) to assess the significant differences on the attitudes of the respondents toward code switching if they will be grouped according to their profile. (5) to determine the respondents' academic performance in English; (6) to determine the respondents' academic grades in their Filipino subjects; and (7) to assess the significant relationship between the respondents' attitude toward code switching to their English academic performance.

This study is anchored with Jacoby's Psycholinguistics theory (Jacoby, 1983): *The Linguistic Priming Theory*. This theory states that code switching should not be encouraged in second language classroom because: (a) code switching either by the instructor or by the learners can heighten the use of non- target forms producing deviant linguistic patterns and (b) learners are sensitive to variations in these patterns.

The researcher used questionnaires to obtain the necessary data needed including the respondents' profiles. The respondents' attitudes towards code switching and their grades in English subject were correlated together. Stratified random sampling was used to determine the number of respondents. The profile of the respondents as to course, gender, type of high school they graduated from; and ethnic affiliation were determined using frequency count and percentage. Mean was used to describe the attitudes of the respondents toward English as the second language; toward Filipino language; attitudes regarding Filipino - English Code-switching; toward Code-switchers; and the reasons for code switching. ANOVA and T- test were used to assess the significance difference on the attitude toward code switching when the respondents were grouped according to their profile. Chi - square test was used to correlate the respondents' attitude toward Filipino language to their Filipino academic grades and to determine the significant relationship between the respondents' academic English performance and their attitudes toward code switching.

The following are the highlights of the study: (1) Majority of the respondents are taking up Information Technology and Computer Science courses; females; Ilocanos and most of them were graduates from public high schools. (2) Majority of them have projected affirmative attitudes toward English language as their second language; (3) Majority of them agreed that they also preferred Filipino language as part of their linguistic practice during classroom discussions; (4) They have positive notions for code switchers because they themselves are code-switchers ,too. These have been supported with their prevailing reasons for practicing code-switching; (5) There is no significant differences on the respondents' attitude towards code switching when they were grouped according to their gender and the type of high school they graduated from; (6) There are significant differences on their attitudes toward code switching when they were grouped according to their ethnicity and course. (7) There is significant relationship between the respondents' English academic grades and their attitudes toward code switching; (8) there is significant relationship between their Filipino academic performance and their attitudes toward Filipino language.

Keywords: code switching, bilingualism, language use, academic performances

1. Introduction

Most of the time when Filipinos think about personal and professional development, they think about English as the Second Language commonly used by people of all ages, whether in formal or informal discussions. The crux of the issue is this: in this current globalized world, English language is taken more significant. Linguistics, the study of language helps the learners to cross the bridge towards the world of English. As the international language, English is a matter of subjective acceptance regardless of culture and race.

Filipinos, being a multi-lingual race consider English as their Second Language. However, combining the international language with the vernacular becomes a habitual practice among Filipinos both in rural and urban scenarios. It is commonly used as a marked socio-linguistic activity. Filipino language consists of several dialects being spoken in the different regions of the country. In the Philippine setting, however, to sound more formal and dignified, the use of English both in written and oral communication language becomes a common socio-linguistic practice.

Language for learning and teaching in schools is clearly a complex sociocultural process that is continually being redefined by the bilingual and multilingual system of education. (Bernardo, 2005)

Code switchers refers to speakers who use two languages (interlingua) or dialects (intra-lingua) interchangeably in a single communication. Communication, which may involve a native tongue and a foreign language, or two foreign languages or dialects of the same language, can be initiated with one language and concluded in the other. For example, one could start a discussion using Filipino language and conclude it in English, or initiate a discussion in Standard English and complete it in a non-standard variety of the same language.

The routinely classroom scenario below manifests the usual practice of code switching along English instruction in a rural context:

Teacher: *Class, metaphor is a way of describing something by equating it with something else. It is an implied comparison between two unlike things that actually have something in common. Take a look on this example:*

Her home was a prison.

In this sentence, what were the two things being compared?

Student: *Ma'am, the home is directly compared to a prison.*

Teacher: *Precisely.*

Student: *Ma'am, somewhat the same din pala ang metaphor and simile kasi in-compare din natin yung two unlike objects. Makapalito ang simile at metaphor, Ma'am.*

In this scenario, code switching is manifested along three spoken utterances. English words are mixed with the following tagalog words: *din, siya, natin, ang*. Ilocano words are inserted such as *in-compare* (*in* indicates inclusion of past tense of verb in Ilocano dialect) and another Ilocano word *makapalito* which means *confusing*.

The combination of English and dialect is a common linguistic phenomenon among Filipino learners. The above sample classroom scenario of code switching also validate the result of the students' language preference as surveyed by Matila (2009). The following are predominant reasons for code switching: (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. (Matila, 2009)

Bugayong (2011) quoted:

“A heightened awareness of Taglish can be helpful in gaining proficiency in English in that more attention will be paid to language interference. Even though the acknowledgement of Taglish might be taboo for teaching Tagalog, it would also seem an invaluable asset for learners in that Taglish, after all, represents authentic Filipino speech.

Simon's (2001) study mentioned that code switching is a common linguistic practice for teachers and students. He invited teachers and students to reconsider the role that code switching plays in the classroom interaction and to “break with the methodologically imposed code constraints in order to use code switching strategically to achieve their pedagogical aims.”

According to Sert, (2005) opponents of using code switching in classrooms believe that some learners may be neglected if all students don't share the same native language. The competence of the teacher in the native language is also taken into consideration. Supporters of using code-switching in classrooms believe that when used efficiently, it

provides continuity in speech. This helps students to adjust with others within communicative circle as part of social interaction

Some Filipinos are trilingual, speaking an indigenous language plus Filipino, and English. Most Filipinos, however, continue to primarily speak their indigenous language, rather than the national language. When a native speaker combines any of his dialect and English language in single utterances in the same setting, code switching occurs as a common natural linguistic phenomenon.

Generally, code switching in informal contexts is not a crucial issue, but researchers continue to prove and analyze whether it is really allowed to code switch in the classroom especially in English classes. Some researches proved that bilingualism along instruction may hasten the understanding of a concept. Abad (2005) noted 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. Inhibitions would be lessened and learning comes in.

Abad (2005) claimed that, Taglish, a code switching variety that refers to the combination of Tagalog and English, is used by a whole generation of youngsters. Some of whom were from elite private school. The term Taglish is a misnomer because in truth, it refers to the combination Filipino and English and not Tagalog and English from which the term was derived. It is technically correct to say that Taglish borrows from both English and Filipino.

The role of code switching, along with other symptoms of contact, in language change is still a matter of discussion. Nevertheless, the relationship between contact and language change is now generally acknowledged. On the other hand, some researchers still downplay the role of code switching in change, and contrast it with borrowing, which is seen as a form of "convergence."

Linguists and educators are being challenged on the view that code switching lowers communication standards and they highlighted its potential impact on any teaching – learning process. Code switching along instruction is a widely observed phenomenon especially seen in multilingual and multicultural communities.

In particular, it is often argued that each language serves a different function: English has an instrumental role as the language of learning in the important domains, while Filipino has a symbolic role as unifying language and the language of nationhood (Sibayan, 1994)

Martin (2006) mentioned that language preferences of teachers and students are often identified as the reasons behind the continuing deterioration of English language proficiency among Filipino students.

Probyn (2010) noticed that most notable strategy that teachers used was code switching to achieve a number of communicative ends. Furthermore, code switching helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or searching for the simplest words to help clearing the students' understanding.

Hence, come the predicaments of code switching.

At present, code switching has become a trend in many parts of the world. In multilingual countries like the Philippines and Malaysia code switching has emerged as a new language variety (Bautista, 2004).

2. Conceptual Framework

The conceptual framework of this research presents the Input-Process- Output model to show the relationships of variables. The inputs of this research includes the (1) profile of the freshmen respondents' of Quirino State University as to their course, gender, ethnic affiliation, and the type of high school which the respondents have graduated from; (2) their attitudes toward English, toward Filipino language, toward code-switching, and toward code switchers; (3) their reasons for code switching; and (4) the respondents' academic grades in both English and Filipino subjects. The respondents' final grades in their two language subjects were included in the data for documentary analysis and for the purpose of determining the correlative relationship between the practices of code switching and their English and Filipino academic performances. The processes were done by gathering the necessary data through the use of structured questionnaires to detect the respondents' attitudes toward English, toward Filipino language; toward code-switching, toward code-switchers including the reasons for code switching. The data were also correlated altogether to determine the significant relationships between the respondents' attitudes towards code switching when they were grouped according to their profile variables. The process also includes the gathering of data for determining the respondents' academic performance in both English and Filipino subjects; for determining the significant relationship of code-switching to their English academic performance and for determining to the

significant relationship of code-switching to their Filipino academic performance Then, the data were tabulated to find out the result of the research. The outcome or output was the Language Intervention Program of the University.

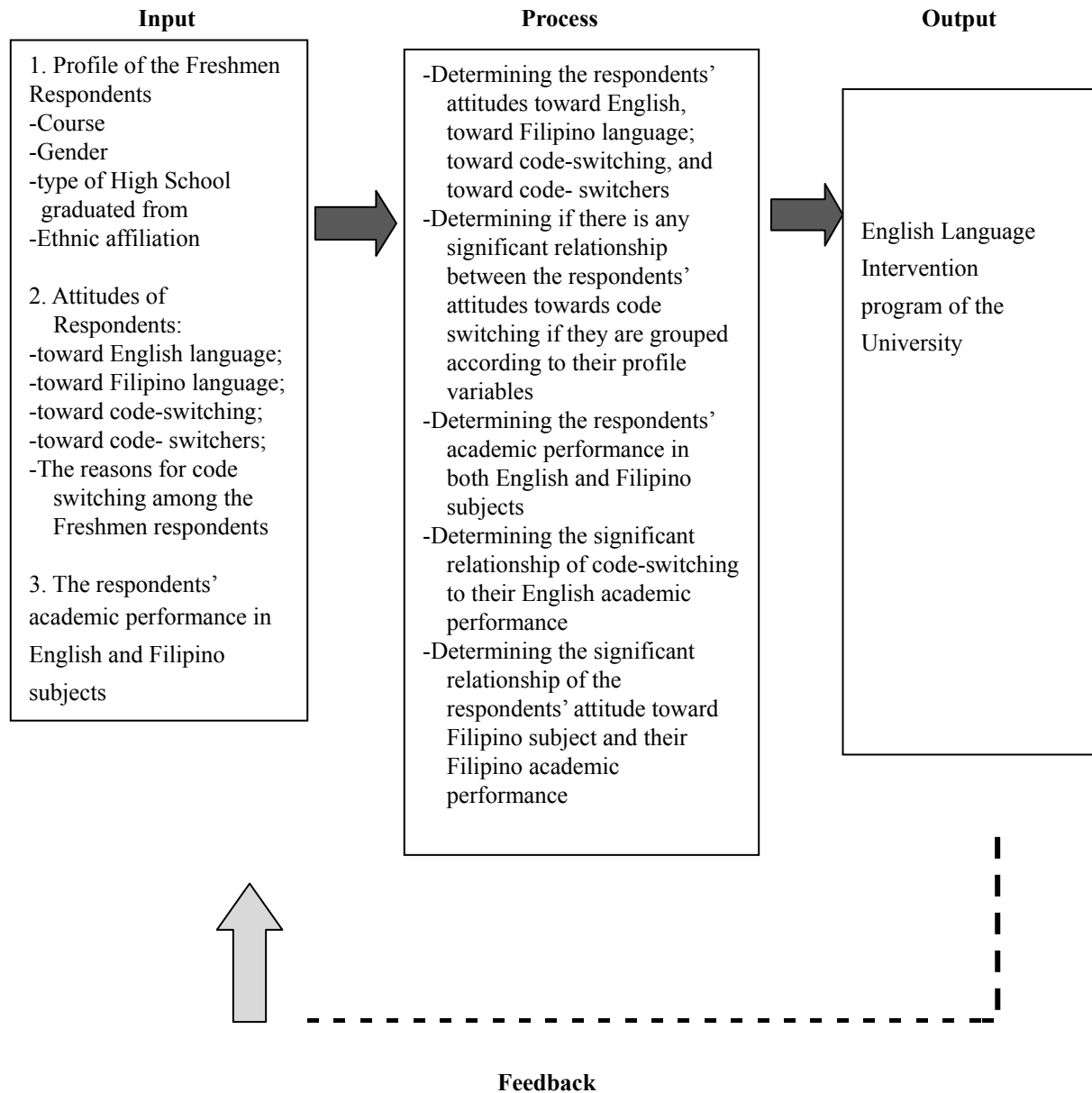


Figure 1. The conceptual framework of the study that shows the relationship of variables

3. Statement of the Problem

This research determined the attitudes of students toward English, toward Filipino language, toward Filipino- English Code switching, and toward code switchers and their relationship to the English academic performance among the Freshmen students of Quirino State University:

Specifically, it sought to answer the following:

1. What is the profile of the Respondents in terms of the following:
 - 1.1 Course
 - 1.2 Gender

- 1.3 Type of high school graduated from
- 1.4 Ethnic affiliation
2. What are the attitudes of the respondents on the following:
 - 2.1 attitudes toward English as the second language;
 - 2.2 attitudes toward Filipino language;
 - 2.2 attitudes regarding English – Filipino Code switching; and
 - 2.3 attitudes toward code switchers;
3. What are the reasons for code switching among students?
4. Is there a significant difference on the attitudes of the respondents toward code switching when grouped according to their profile as to:
 - 4.1 gender
 - 4.2 course
 - 4.3 Ethnic affiliation
 - 4.4 type of high school graduated from
5. What are the respondents' academic performances in their two language subjects:
 - 5.1 Academic Grade in English
 - 5.2 Academic Grade in Filipino
6. Is there a significant relationship between the respondents' use of code switching and their English Academic Performance?
7. Is there a significant relationship between the respondents' attitudes toward Filipino language and their Filipino Academic Performance?

4. Null Hypotheses of the Study

The research worked along these null hypotheses:

- (1) There is no significant difference on the attitudes of the respondents toward code switching when grouped according to their profile as to course, gender, Ethnic affiliation, and the type of high school graduated from.
- (2) There is no significant relationship between the respondents' attitudes toward codes witching and their English academic performance when grouped according to their profile.
- (3) There is no significant relationship between the respondents' attitudes toward Filipino language and their Filipino academic performance.

5. Significance of the Study

The result of the study is beneficial to the following:

English instructors and/or Professors. The result of the study leads the English teachers to introspect unto themselves on how they could serve as the models to their students through adhering to the use of English including their practices in speaking the second language. They can use the result of this study to make themselves sensitive to the needs of the students who are the primary factors to be considered in creating worthwhile communication and learning activities. This study would at least update them as they share and practice their academic freedom in teaching college students about related topics.

Students. Since the Freshmen College students are the respondents of this research, they can use the findings of this study to involve themselves more in the challenges of the use of English as efficient speakers of the English language . The result of this study will help them to get focused and determined to be more dedicated in practicing the use of the international language inside and outside the classroom setting.

Filipino Community. Through the findings of this study, Filipinos will appreciate the use of English and accept the demands and challenge of speaking English .The result of this study will necessitate them to embrace the issues of

the code switching and lessen their antagonistic perception of the international language. Through the result of this research, the community will extend their positive support for their children to be enlightened about the benefits they could receive from learning the international language

Content Area Teachers. This study may a help to the teachers or instructors in any learning institution in modifying existing language policies or developing new ones concerning the role of code switching in the classroom.

English coordinators/Head Teachers of any learning institution. Through this research, the English coordinators could have a hint to become the proponents of the “*English- speaking policy*” to be implemented on their respective schools. This policy would maximize the students’ skills in speaking English to help the students become better speakers in the future.

Linguists. This study would be an interesting topic for any linguist in the world because it will serve as his additional reference in his scientific study of utterances and language.

Future Researchers. The future researchers in the field of Linguistics may use the findings of this study to link other future research and use it as reference to other related studies for their related scholarly research.

6. Scope and Delimitation of the Study

The parameters of the study are the respondents’ attitudes toward English, toward Filipino language, toward code switchers and toward code switching. This research pedagogically attempted to identify the attitudes of Freshmen students toward Filipino- English code switching in the classroom setting including the reasons why they practice this linguistic phenomenon; and its correlative relationship to their academic performance in their language subjects.

7. Method and Procedures of the Study

This research is a descriptive study because it describes the profile of the respondents and it is focused on the present and prevailing attitudes of the respondents towards the issue of code switching. It describes the observable fact on the issue of a linguistic phenomenon: the respondents’ routinely practice of the use of Tag-lish. This study also determined the attitudes of the freshmen students toward Code switching in Quirino State University. It includes the assessment of the attitudes of the respondents toward English as the second language; toward Filipino language; attitudes regarding Filipino - English Code-switching; attitudes toward code-switchers; and the pervading reasons of code switching.

The respondents of this research were the Freshman students of Quirino State University randomly selected from the different colleges of the University using the Slovin’s formula.

Using questionnaires as the main research technique is suitable for research that requires several types of information (Wray & Bloomer, 2006). Lam (2006) affirms that the use of questionnaires can be a means of measuring and obtaining attitudes and perceptions of individuals. Other variables described are the profiles of the respondents which include their course, gender, type of high school graduated from and ethnic affiliation. The participants of this research were the Freshman students. As stipulated in Lin (2007) study, he defines classroom code-switching as the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students.

Using stratified random sampling, data were gathered from the 607 Freshman students who were randomly selected from the different colleges in the university.

$$\text{Slovin's formula} \quad n = \frac{N}{1 + Ne^2}$$

Where

n= sample size

N= total population

e= Margin of error (in this study, 0.05)

8. List of Different Courses and Number of Respondents

Table 1. Quirino State University - Main Campus, Diffun, Qurino

Course/ College	Total number of Freshmen	Number of Respondents
1. 1.College of Agriculture	181	51
2. 2.College of Criminology	142	40
3. 3.College of Secondary Education	139	39
4. 4.COLlege of Elementary Education	143	40
5. 5.College of Health Sciences	60	17
6. 6.College of Home Sciences and Industries	116	33
7. 7.College of Information Technology and Computer Sciences	239	67
TOTAL	1,020	287

Table 1 shows the number of freshmen in the main Campus of Quirino State University. The College of Information Technology and Computer Sciences have the most dense number with its 239 students. The smallest number of Freshmen are those who are taking up Health Sciences. Using the stratified random sampling, the number of respondents were determined for each course.

Table 2. Quirino State University - Cabarroguis Campus, Diffun, Qurino

Course/ College	Total number of Freshmen	Number of Respondents
1.College of Arts & Sciences	44	17
2.College of Education	95	37
3.College of Business Administration	121	47
4.College of Secretarial and Computer Sciences	148	59
5. College of Hospitality & Restaurant Management	38	15
6. College of Engineering	43	17
7. College of Criminology	77	30
8. College of Midwifery	47	18
9. College of Health Care Services	8	3
TOTAL	621	243

Table 2 shows the number of freshmen in QSU- Cabarroguis Campus. Using stratified random sampling, 243 respondents were taken out of the 621 Freshmen.

Table 3. Quirino State University (Maddela Campus, Qurino)

Course/ College	Total number of Freshmen	Number of Respondents
1.College of Agriculture	33	26
2 College of Hospitality and Industry Management	63	51
3.Short -term Programs	0	0
TOTAL	96	77

The table shows that QSU- Maddela Campus has a total of 96 Freshmen.

Hence, there were 77 taken as respondents using random sampling.

Table 4. Summary of the Number of Respondents in the Three Campuses of Quirino State University

QSU Campuses	Total number of Freshmen	Number of Respondents
1. QSU Diffun/ Main Campus	1,020	287
2. QSU Cabarroguis Campus	621	243
3. QSU Maddela Campus	96	77
TOTAL	1,737	607

Table 4 shows the number of respondents in the three campuses of Quirino State University. Using stratified random sampling, a total of 1,737, 607 were taken as respondents.

9. Data Gathering Instruments

In this research, the 5- point Likert scale was used by the individual respondent to evaluate the given items. The questionnaire consists of three parts: (1) the profile of the respondents; (2) the questions on their attitudes towards English and Filipino languages, toward code switching; toward code- switchers; (3) their reasons for code switching; and (4) their respective English and Filipino academic grades. The first part, the profile of the respondents indicates their course, gender, type of high school they graduated from, and Ethnic affiliation. The second part of the questionnaire deals with the respondents' attitudes toward English; attitudes toward Filipino language ;attitudes toward code switching; attitudes toward code switchers and the reasons for code switching among the Freshmen of this University. The respondents' attitudes toward English consists of 10 predicaments; attitudes toward code-switching consists of 9 issues and attitudes toward code- switchers consists of 8 issues. The respondents were also asked to rate their respective reasons for code switching. The last part of the questionnaire is the academic grades of the respondents in their English and Filipino subject.

The respondents were asked to rate each concern using the following scale:

Scale	Range	Description	Indicator
5	4.21 - 5.00	Strongly agree	The respondents strongly agree
4	3.41- 4.20	Agree	The respondent agree
3	2.61- 3.40	Slightly agree	The respondents slightly agree
2	1.81- 2.60	Disagree	The respondents disagree
1	1.0 - 1.80	Strongly disagree	The respondents strongly disagree

With regards to the academic performances of both English and Filipino subjects the respondents were asked to use the following scale:

Scale	Range	Grade Equivalent	Description
5	1.0-1.25	95- 100	Excellent
4	1.5- 1.75	89 -94	Superior
3	2.0-2.25	85 -88	Above Average
2	2.5-2.75	77- 84	Average
1	3.0 & below	76 and below	Below Average

10. Presentation, Analysis and Interpretation of Data

In this chapter, the result of the study is thoroughly discussed. The data are presented ,tabulated, analysed and interpreted by the researcher.

I. Profile of the Respondents

Table 5. Courses of Respondents

Courses	Frequency	Percent
Agriculture	76	12.52
Criminology	70	11.53
Teacher Education	117	19.28
Health Sciences	31	5.11
Home Sciences and Industries	100	16.47
Information Technology and Computer Sciences	127	20.92
Arts and Sciences	17	2.80
Business Administration	52	8.57
Engineering	17	2.80
Total	607	100.00

The data on the respondents' courses is presented in the table above. As shown in the table, 20.92 % or 127 respondents are taking up Information Technology and Computer Sciences. 19.28 % or 117 are Education Students. 16.47 or 100 of them belongs to the Home Sciences and Industry courses. 12.52 % or 76 are Agriculture students. 11.53 % or 70 respondents are Criminology students. 8.57 % or 52 belong to Business Administration course. 2.80 % or 17 respondents belong to the Arts and Sciences courses. 2.80 or 17 of them belongs to the engineering courses. The data imply that majority of the respondents belong to the Information Technology and Computer Sciences.

Table 6. Gender of Respondents

Gender	Frequency	Percent
Male	229	37.73
Female	378	62.27
Total	607	100.00

It is shown in the table that 37.73 or 229 are males. 62.27 % or 378 are females. This imply that majority of the respondents are Females.

Table 7. Ethnic affiliation of Respondents

Ethnic Affiliation	Frequency	Percent
Ilocano	303	49.92
Tagalog	65	10.71
Ifugao	150	24.71
Igorot	24	3.95
Others	65	10.71
Total	607	100.00

The students are dominated by Ilocanos with 49.92% or 303 ;and 24.71 % or 150 are Ifugaos. 3.95% or 24 of them are Igorots. 10.71 % or 65 are Tagalogs. 10.71 % or 65 belongs to other affiliations such as Kankana-ey, Bukkalots, Ibanag, Tiwali and Pangasinense.

Table 8. The Type of High School the Respondents Have Graduated From

Type of School	Frequency	Percent
Public	486	80.07
Private	121	19.93
Total	607	100.00

The data shown in the table presents that 80.07 % or 486 respondents graduated from public high schools. Only 19.93 % or 121 graduated from private high school. This implies that majority of the respondents are graduates of public high schools.

II. Attitudes of Respondents

Table 9. II.1 Attitudes Toward English as a Second Language

Statements	Mean	Description
1. English is vital to everyone.	4.23	Strongly Agree
2. To speak English requires much self-confidence.	3.91	Agree
3. I am a fluent speaker of English.	2.58	Disagree
4. I consider a student a boastful one if he purely speaks English.	2.89	Slightly agree
5. In school, I always speak English.	2.60	Disagree
6. A college student must be good in English.	3.97	Agree
7. As Filipinos, speaking English manifest less patriotism to our country.	2.96	Slightly agree
8. English language, being the second language, must be given less importance.	2.57	Disagree
9. English is a difficult subject.	2.84	Slightly agree
10. The idea of English speaking environments terrifies me.	2.92	Slightly agree
Mean	3.15	Slightly agree

The table above shows the respondents' perspectives towards the English as the second language. The respondents **strongly agree** that English is vital to everyone.

This implies that the respondents are aware of the importance of English for instrumental purposes and for future use.

The respondents slightly agree with the perspectives that a student is boastful if he The weighted means **slightly agree** implies that the respondents slightly agree with the views about English language as cited in the table **along attitudes toward English subject.**

II.B Attitudes toward Code Switching

Table 10. Attitudes of Respondents toward Code Switching

Statements	Mean	Description
1. I converse with my friends using Tagalog and English during our casual conversation.	3.64	Agree
2. In my English subject, I speak my own dialect and mix/switch to English from time to time.	3.30	Slightly agree
3. As a routine, I mix English and my vernacular language in my English subject because my professor allows me.	3.05	Slightly agree
4. During classroom discussion, mixing vernacular language and English language is a good practice among students.	3.18	Slightly agree
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	3.87	Agree
6. Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	3.81	Agree
7. During group activities , I use the combination of my dialect and English because it is allowed by my professor	3.04	Slightly agree
8. Combining my dialect and English language is just natural because it is a linguistic trend being practiced by everyone.	3.48	Agree
9. In using technological gadgets in the school, I prefer using English and Tagalog.	3.51	Agree
Mean	3.43	Agree

The table shows the attitudes of the respondents toward the practice of code switching. They *agree* that on the following predicaments: They converse with their friends using Tagalog and English during casual conversation ;Mixing Tagalog and English can be a means of expressing oneself easier and more accurate; Using both Tagalog and English during class discussion makes the learning of English lessons in easier and faster. The respondents also *agree* that combining their dialects and English language is just natural because it is a linguistic trend being practiced by everyone. They also *agree* that in using technological gadgets in school, they prefer using English and Tagalog in sending messages. However, the respondents *slightly agree* on the following:

In their English subject, they speak their own dialect and mix/switch to English from time to time; As a routine, they mix English and my vernacular language in my English subject because their professor allows them and ;During classroom discussion, mixing vernacular language and English language is a good practice among students.

The weighted mean **agree** implies that the respondents agree with the views cited along the attitudes toward code switching.

II.C Attitudes toward Filipino Language

Table 11. Attitudes of Respondents toward Filipino Language

Statements	Mean	Description
1. I prefer to use Tagalog or my dialect because I am comfortable with it.	4.11	Agree
2. Filipino language makes me feel more patriotic to my country.	4.05	Agree
3. Filipino language is being threatened with the emerging demand of using English for global competitiveness.	3.53	Agree
4. I prefer to speak the Filipino language because I am more competent with Filipino than English.	3.67	Agree
5. I like Filipino subject more than the English subject.	3.16	Slightly agree
6. I have richer reservoir of vocabulary in Filipino than in English.	3.70	Agree
7. I am studying in a rural area. Hence, it denotes a Tagalog-speaking environment.	3.46	Agree
8. I easily explain the lessons when it is explained in Tagalog.	3.88	Agree
9. I can recite well and confidently using the Filipino language.	3.94	Agree
Mean	3.64	Agree

The respondents *agree* on the following perspectives: They prefer to use Tagalog or their respective dialects because they are comfortable with it; Filipino language makes them feel more patriotic to the country; Filipino language is being threatened with the emerging demand of using English for global competitiveness; they prefer to speak the Filipino language because they are more competent with Filipino than English; they have richer reservoir of vocabulary in Filipino than in English. They agree on the following issues: They are studying in a rural area. Hence, it denotes a Tagalog-speaking environment; they easily explain the lessons when it is explained in Tagalog and they can recite well and confidently using the Filipino language. The respondents *slightly agree* that they like Filipino subject more than the English subject.

The weighted mean **agree** implies that the respondents agree on the statements that pertains to the attitudes toward Filipino subject.

11.D Attitudes toward Code Switchers

Table 12. Attitudes of Respondents toward Code Switchers

Statements	Mean	Description
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1. A student who explains purely In English is more intelligent than those who mix Tagalog and English during brainstorming.	4.21	Strongly Agree
2. If I talk to someone who frequently combines his dialect & English, I look at his manner of speaking a "better speaker" compared to those who purely use his dialect to communicate.	3.55	Agree
3. A student who combines Tagalog and English during recitation in his English subject is just being "honest and expressive" to what he really feels.	3.88	Agree
4. A student who mixes his dialects and English during brainstorming has poor communication skills.	2.69	Slightly agree
5. Code-switchers are also achievers.	3.56	Agree
6. Code-switchers should be given additional speaking lessons/drills than those who speak English better.	3.49	Agree
7. As a region with several Ilocanos, additional subject in English must be given by the school to lessen the difficulties in learning English.	3.58	Agree
8. Students from the province usually code switch; unlike in urban places, most students are fluent in speaking English.	3.31	Slightly agree
Mean	3.53	Agree

The table presents the attitudes of the respondents toward code switchers. The respondents **strongly agree** that a student who explains purely in English is more intelligent than those who mix Tagalog and English during brainstorming. They agree on the following statements: If a student talk to someone who frequently combines his dialect and English, he looks at his manner of speaking a "better speaker" compared to those who purely use his dialect to communicate. The respondents also **agree** that a student who combines Tagalog and English during recitation in his English subject is just being "honest and expressive" to what he really feels. The respondents **slightly agree** on the statements that student who mixes his dialects and English during brainstorming has poor communication skills; and students from the province usually code switch; unlike in urban places, most students are fluent in speaking English. They **agree** also on the following statements : Code-switchers are also achievers.; Code-switchers should be given additional speaking lessons/drills than those who speak English better and on the statement that as a region with several Ilocanos, additional subject in English must be given by the school to lessen the difficulties in learning English.

The weighted mean **agree** implies that the respondents agree on the statements cited along attitudes towards code switchers.

III. Reasons for Code Switching

Table 13. Reason for Code Switching Among Respondents

Statements	Mean	Description
1. I have limited English vocabulary.	3.42	Agree
2. I am loyal to my mother tongue or to my dialect.	3.68	Agree
3. The school does not implement the "English - speaking" policy.	3.42	Agree
4. My instructors, the models for speaking English in the classroom, also practice Tag-lish during as he discussed.	3.49	Agree
5. I feel that I always commit errors in grammar.	4.21	Strongly Agree
6. English speaking environment is only for the highly intellectual students. I am an average student, so I use tag-lish.	3.25	Slightly agree

7. I am not exposed to English language. I feel comfortable if I use the combination of my dialect and English.	3.43	Agree
8. I can express myself better if I use Tag-lish.	4.23	Strongly Agree
9. As sort of patriotism and nationalism, I prefer to use the Filipino language with the combination of English.	3.65	Agree
10. Using the combination of my dialect and English make the speaking environment more natural and simple.	3.71	Agree
Mean	3.64	Agree

The data on the table show that the respondents *agree* on the following statements: They have limited English vocabulary; they are loyal to their mother tongue or to their dialect; The school does not implement the "English - speaking" policy; Their instructors, the models for speaking English in the classroom, also practice Tag-lish during as they discussed. The respondents also *agree* on the following: They are not exposed to English language; and they feel comfortable if they use the combination of their dialect and English. The respondents also agree on the issue that as sort of patriotism and nationalism, they prefer to use the Filipino language with the combination of English and on the statement that using the combination of my dialect and English make the speaking environment more natural and simple. However, the respondents *slightly agree* on the statement that they are Average students and English speaking environment is only for the highly intellectual student. The respondents *strongly agree* in the perspective that they feel that they always commit errors in grammar and they can express themselves better if they use Tag-lish.

The weighted mean *agree* implies that the respondents *agree* on the cited reasons for code switching.

IV. Significant Difference on the Attitudes of Respondents toward Code Switching

Table 14. Attitudes of Respondents toward Code Switching when they are grouped by Gender

Statements	Sex			
	Male		Female	
	Mean	Description	Mean	Description
1. I converse with my friends using Tagalog and English during our casual conversation.	3.58	Agree	3.67	Agree
2. In my English subject, I speak my own dialect and mix/switch to English from time to time.	3.31	Slightly agree	3.29	Slightly agree
3. As a routine, I mix English and my vernacular language in my English subject because my professor allows me.	3.14	Slightly agree	3.00	Slightly agree
4. During classroom discussion, mixing vernacular language and English language is a good practice among students.	3.12	Slightly agree	3.22	Slightly agree
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	3.85	Agree	3.88	Agree
6. Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	3.84	Agree	3.79	Agree
7. During recitation, I use the combination of my dialect and English because it is allowed by my professor.	3.08	Slightly agree	3.02	Slightly agree
8. Combining my dialect and English language is just natural because it is a linguistic trend	3.49	Agree	3.47	Agree

being practiced by everyone.				
9. In using technological gadgets in the school, I prefer using English and Tagalog.	3.50	Agree	3.52	Agree
Mean	3.44	Agree	3.43	Agree

The data shows that there is no significant difference on the attitudes of the respondents toward code switching if they are grouped according to their gender. Both male and female respondents *agree* that they converse with their friends using Tagalog and English during casual conversations.

Table 15. T-test on the Attitudes of Respondents toward Code Switching when they are grouped by Gender

Statements	t-computed	p-value	Decision
1. I converse with my friends using Tagalog and English during our casual conversation.	-.919	.358	Accept Ho
2. In my English subject, I speak my own dialect and mix/switch to English from time to time.	.282	.778	Accept Ho
3. As a routine, I mix English and my vernacular in my English subject because my professor allows me.	1.431	.153	Accept Ho
4. During classroom discussion, mixing vernacular language and English language is a good practice among student.	-.882	.378	Accept Ho
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	-.290	.772	Accept Ho
6. Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	.514	.607	Accept Ho
7. During group activities, I use the combination of my dialect and English because it is allowed by my professor.	.508	.612	Accept Ho
8. Combining my dialect and English language is just natural because it is a linguistic trend being practiced by everyone.	.274	.784	Accept Ho
9. In using technological gadgets in the school, I prefer using English and Tagalog.	-.175	.861	Accept Ho

p-value of .05 and below are significant and above .05 are not significant

The table shows the t-test on the attitudes of respondents toward code switching if they are grouped by Gender. The null hypothesis is accepted along all the above cited statements because there are no significant difference on the respondents' attitudes toward code switching if they are grouped according to their gender.

Table 16. Attitudes of Respondents toward Code Switching when they are grouped by Ethnic Affiliation

Statements	Ethnic Affiliation									
	Ilocano		Tagalog		Ifugao		Igorot		Others	
	Mean	Description	Mean	Description	Mean	Description	Mean	Description	Mean	Description
1. I converse with my friends using Tagalog and English during our casual conversation.	3.81	Agree	3.69	Agree	3.47	Agree	3.13	Slightly agree	3.37	Slightly agree
2. In my English subject, I speak my own dialect and mix/switch to	3.37	Slightly agree	3.37	Slightly agree	3.19	Slightly agree	3.38	Slightly agree	3.08	Slightly agree

English from time to time.										
3. As a routine, I mix English and my vernacular in my English subject because my professor allows me.	3.13	Slightly agree	3.20	Slightly agree	2.96	Slightly agree	2.96	Slightly agree	2.80	Slightly agree
4. During classroom discussion, mixing vernacular and English language is a good practice among student.	3.30	Slightly agree	3.22	Slightly agree	2.92	Slightly agree	3.63	Agree	3.00	Slightly agree
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	3.91	Agree	3.77	Agree	3.91	Agree	3.67	Agree	3.74	Agree
6. Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	3.84	Agree	3.72	Agree	3.77	Agree	3.88	Agree	3.85	Agree
7. During group activities, I use the combination of my dialect and English because it is allowed by my professor	3.15	Slightly agree	3.28	Slightly agree	2.80	Slightly agree	2.54	Slightly agree	3.09	Slightly agree
8. Combining my dialect and English language is just natural because it is a linguistic trend being practiced by everyone.	3.62	Agree	3.43	Agree	3.32	Slightly agree	3.08	Slightly agree	3.37	Slightly agree
9. In using technological gadgets in the school, I prefer using English and Tagalog.	3.63	Agree	3.71	Agree	3.26	Slightly agree	3.25	Slightly agree	3.40	Slightly agree
Mean	3.53	Agree	3.49	Agree	3.29	Slightly agree	3.28	Slightly agree	3.30	Slightly agree

The table presents the Attitudes of Respondents toward Code Switching when they are grouped by Ethnic Affiliation. The weighted mean *agree* denotes that both Ilocano and Tagalog respondents have *agreed* on the cited statements on code switching. While the Ifugaos, Igorots and other ethnicity *slightly agree* on the perspectives about code switching. This implies that majority of the respondents have affirmations on attitudes towards code switching.

Table 17. ANOVA on the Attitudes of Respondents toward Code Switching when they are grouped by Ethnic Affiliation

Statements	F-computed	p-value	Decision
1. I converse with my friends using Tagalog and English during our casual conversation.	4.451*	.001	Reject Ho
2. In my English subject, I speak my own dialect and mix/switch to English from time to time.	1.191	.314	Accept Ho
3. As a routine, I mix English and my vernacular in my English subject because my professor allows me.	1.472	.209	Accept Ho
4. During classroom discussion, mixing vernacular and English language is a good practice among students.	3.060*	.016	Reject Ho
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	.736	.568	Accept Ho
6. Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	.241	.915	Accept Ho
7. During group activities , I use the combination of my dialect and English because it is allowed by my professor.	3.329*	.010	Reject Ho
8. Combining my dialect and English language is just natural because it is a linguistic trend being practiced by everyone.	2.453*	.045	Reject Ho
9. In using technological gadgets in the school, I prefer using English and Tagalog.	3.189*	.013	Reject Ho

p-value of .05 and below are significant and above .05 are not significant

The data on the table shows significant differences among the respondents' attitudes towards code switching if they are grouped according to their Ethnic affiliation. In the statement that they converse with their friends using Tagalog and English during casual conversation, there is a significant difference on their attitudes toward code switching if the respondents are grouped according to their ethnicity .Hence, the null hypothesis is rejected. There are also significant differences on the attitudes of the respondents towards code switching along these statements: During classroom discussion, mixing vernacular and English language is a good practice among students; During group activities , they use the combination of their dialects and English because it is allowed by their professors; Combining their dialects and English language is just natural because it is a linguistic trend being practiced by everyone.; and in using technological gadgets, they prefer using English and Tagalog. The null hypotheses are rejected on these three statements because there exist significant differences on the respondents' attitudes toward code switching if they are grouped according to ethnicity.

The table also presents that there are no significant differences among the respondents' attitudes toward code switching if they are grouped according to their ethnicity along these statements :In their English subject, they speak their own dialect and mix/switch to English from time to time; As a routine, they mix English and their vernacular in their English subject because their professor allows them; Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.; and using both Tagalog and English during class discussion makes the learning of English lessons in Communication Arts subject easier and faster. Hence, the null hypotheses are accepted because there are no significant differences on their attitudes toward code switching if they are grouped according to their ethnicity.

Table 19. ANOVA TEST on the Attitudes of Respondents toward Code Switching when they are grouped according to their courses

Statements	F-computed	p-value	Decision
1. I converse with my friends using Tagalog and English during our casual conversation.	1.462	.168	Accept Ho

2. In my English subject, I speak my own dialect and mix/switch to English from time to time.	.847	.561	Accept Ho
3. As a routine, I mix English and my vernacular in my English subject because my professor allows me.	2.665*	.007	Reject Ho
4. During classroom discussion, mixing vernacular language and English language is a good practice among students.	3.391*	.001	Reject Ho
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	1.926	.054	Accept Ho
6. Using both Tagalog and English during class discussion makes the learning of English lessons in Com. Arts subject easier and faster.	.479	.871	Accept Ho
7. During group activities, I use the combination of my dialect and English because it is allowed by my professor	2.860*	.004	Reject Ho
8. Combining my dialect and English language is just natural because it is a linguistic trend being practiced by everyone.	.916	.503	Accept Ho
9. In using technological gadgets in the school, I prefer using English and Tagalog.	2.188*	.027	Reject Ho

p-value of .05 and below are significant and above .05 are not significant

The table presents the significant differences on the attitudes of respondents toward code switching if they are grouped according to their courses. The null hypothesis is accepted because there are no significant differences on the attitudes of respondents toward code switching when they are grouped according to their courses along these statements :they converse with their friends using Tagalog and English during their casual conversation;In their English subject, they speak their own dialects and mix/switch to English from time to time; More so, the null hypothesis is accepted on these perspectives : Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.; Using both Tagalog and English during class discussion makes the learning of English lessons in easier and faster; and Combining their dialects and English language is just natural because it is a linguistic trend being practiced by everyone.

The null hypothesis is rejected because there exist significant differences on the attitudes of the respondents toward code switching if they are grouped according to their courses along these statements: As a routine, they mix English and their vernacular in their English subjects because their professor allows them.; During classroom discussion, mixing vernacular language and English language is a good practice among students.; During group activities , they use the combination of my dialect and English because it is allowed by my professor; and in using technological gadgets in the school, they prefer using English and Tagalog.

Table 20. Attitudes of Respondents toward Code Switching when they are grouped by the Type of High School Graduated From

Statements	Type of High School Graduated From			
	Public		Private	
	Mean	Description	Mean	Description
1. I converse with my friends using Tagalog and English during our casual conversation.	3.68	Agree	3.45	Agree
2. In my English subject, I speak my own dialect and mix/switch to English from time to time.	3.33	Slightly agree	3.16	Slightly agree
3. As a routine, I mix English and my vernacular in my English subject because my professor allows	3.03	Slightly agree	3.15	Slightly agree

me.				
4. During classroom discussion, mixing vernacular language and English language is a good practice among student.	3.19	Slightly agree	3.12	Slightly agree
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	3.89	Agree	3.79	Agree
6. Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	3.84	Agree	3.70	Agree
7. During group activities, I use the combination of my dialect and English because it is allowed by my professor	3.05	Slightly agree	3.02	Slightly agree
8. Combining my dialect and English language is just natural because it is a linguistic trend being practiced by everyone.	3.49	Agree	3.42	Agree
9. In using technological gadgets in the school, I prefer using English and Tagalog.	3.48	Agree	3.63	Agree
Mean	3.44	Agree	3.38	Slightly Agree

The table presents the attitudes of the respondents toward code switching if they are grouped according to the type of high school they graduated from. The weighted mean **agree implies that** the respondents who graduated from public high school **agree** on the statements cited along the attitudes of Respondents toward Code Switching.

Whereas, those who graduated from private high schools have a weighted mean of **Slightly Agree**. This implies that the respondents **slightly agree** on the statements cited on the attitudes toward code switching.

Table 21. T-test on the Attitudes of Respondents toward Code Switching when they are grouped by Type of High School Graduated From

Statements	t-computed	p-value	Decision
1. I converse with my friends using Tagalog and English during our casual conversation.	1.758	.057	Accept Ho
2. In my English subject, I speak my own dialect and mix/switch to English from time to time.	1.349	.157	Accept Ho
3. As a routine, I mix English and my vernacular in my English subject because my professor allows me.	-.946	.336	Accept Ho
4. During classroom discussion, mixing vernacular and English language is a good practice among student.	.497	.611	Accept Ho
5. Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	.760	.404	Accept Ho
6. Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	1.147	.237	Accept Ho
7. During group activities, I use the combination of my dialect and English because it is allowed by my professor	.259	.790	Accept Ho
8. Combining my dialect and English language is just natural because it is a linguistic trend being practiced by everyone.	.531	.580	Accept Ho
9. In using technological gadgets in the school, I prefer using English and Tagalog.	-1.199	.234	Accept Ho

p-value of .05 and below are significant and above .05 are not significant

The data show that with all the nine statements on the predicaments toward code switching, it is shown in the table that there is no significant differences on the respondents' attitudes toward code switching if they are grouped according to the type of high school the respondents have graduated from. This implies that the type of high school the respondents have graduated from, whether public or private, does not cause variations in their attitudes toward code switching.

V. Academic Performances

V.1 Academic Grades in English and Filipino

Table 22. Academic Grades of Respondents in English and Filipino subjects

Subject	Mean	Description
English	2.85	Average
Filipino	2.99	Below Average

The data show that the academic grades of the respondents in English is *Average*. This implies that the respondents' academic performances in their English classes are average.

The data show that the mean academic grades of the respondents is *below average*. It implies that the respondents' academic performances in Filipino subject is *below average*.

The academic grades of the respondents in their language classes imply that the respondents perform better in English than Filipino.

VI. Significant Relationship between the Respondents' Attitudes Toward Code Switching and their English Academic Performance

Table 24. Chi-square Test on the Respondents' Attitudes toward Code Switching and their English Academic Performance

Parameters	Mean	Description	Chi-Square value	p-value	Decision
Attitudes toward Code Switching	3.43	Agree	154.32	.056	Accept Ho
Academic Performance in English	2.85	Average			

p-value of .05 and below are significant and above .05 are not significant

The data show that there is no significant relationship between the attitudes of the respondents toward code switching to their academic performance in English. Hence, the null hypothesis is accepted.

VII. Significant Relationship between the Respondents' Attitudes toward Filipino Language and their Filipino Academic Performance

Table 25. Chi-square Test on the Respondents' Attitudes toward Filipino Language and their Filipino Academic Performance

Parameters	Mean	Description	Chi-Square value	p-value	Decision
Attitudes toward Filipino Language	3.64	Agree	152.44	.381	Accept Ho
Academic Performance in Filipino	2.99	Below average			

p-value of .05 and below are significant and above .05 are not significant

The data show that there is no significant relationship between the attitudes of the respondents toward Filipino language and their academic performance in Filipino. Hence, the null hypothesis is accepted.

11. Conclusions

To determine all the influencing factors of language learning in a single attempt is a complex and difficult task. Indeed, code switching can be evaluated both positively and negatively. As a bilingual country, the rule of the use of “English only” becomes a linguistic issue among the learners and educators. The prevalence of code switching in a multi-dialectal classroom seems to suggest that it has some positive function in the educational process.

Amidst all controversies about language and bilingualism, code switching in academic settings is particularly relevant for instruction of speakers who use dialects that are not considered to be standard English (Wheeler & Swords, 2006).

From the findings of this study, the following conclusions are drawn:

1. Majority of the respondents belong to the Information Technology and Computer Sciences; Females; dominated by the Ilocanos followed by the Ifugaos; and majority of the respondents are graduates from public high schools.
2. Though the respondents have affirmative views on English as the second language of the Filipinos; they still adhere to the usual practice of code switching in their English classes because that they belong to a multi-dialectal province.
3. Though the practice of whereas code switching in the educational setting is stigmatized by some, it is practiced by anyone especially in classrooms where the learners came from different linguistic background.
4. Pedagogically speaking, the respondents favored the use of English-Filipino due to their optimistic perspectives that it could hasten their learning ability. Hence, being bilingual learners, they consider themselves as code-switchers who, on the other hand, appreciate the vitality of English in its international essence.
5. For any non-native speaker of English, it is difficult to achieve the atmosphere of an “English-speaking” environment due to the prevailing reasons for code switching. Majority of respondents in this study indicated that they favored code switching as a routinely practice inside the classroom.
6. The respondents’ gender and type of high school they graduated from do not have any influence on their attitudes toward the practice of toward code-switching.
7. However, with regards to their ethnic affiliations, the respondents’ attitudes toward code switching differ to one another due to innate variations of linguistic nature.
8. As non-Tagalogs students in a multi-lingual province, the respondents perform better in their English class compared to their Filipino subjects.
9. Although the respondents claim that they are non-fluent speakers of English, they project positive attitude to English.
10. Academically speaking, the respondents’ *average* English academic performance denotes that they can have an alternative to obtain “above average” in their English subjects through English language intervention program.
11. Their Filipino academic performance which is “below average” indicate that they found Filipino subjects more complicated than English subject. This may be due to their ethnic affiliations that affects their Tagalog-speaking ability.

12. Recommendations

Based on the findings of this research, the following are recommended:

1. Though code switching in a multi dialectal classroom prevails, the policy of “English speaking” may be initiated for the students to obtain more exposure to an atmosphere of English-speaking environment. If they obtain some proficiency in English at least, they would be able to build more language competence that they can use for future employment in the modern globalized world.
3. It may be difficult for a non-native speakers of English to obtain “*above average*” English competence. However, through a language enhancement program, the students may develop and unravel their communicative skills. In this way, a bilingual learner may maintain the balance between his cultural /ethnic identity and the external needs in the modern world.
4. The respondents’ current English language academic performance may indicate that their efforts to learn English are not yet maximized. Hence, encouraging them may

improve their linguistic ability.

5. English teachers must be given seminars for them to be updated on the techniques of teaching English and to develop their constant awareness on the linguistic issues.

6. Despite of the ethnical diversity of students, more trainings and workshops must be provided for the students to gain more opportunities to learn English through receiving and producing authentic English language in real communicative contexts .

7. The multi dialectal students of the province, being non-Tagalogs, may be encouraged and be instrumentally motivated to improve their academic performance in both Filipino and English. Motivation is a necessary factor for successfully acquiring a second language and is related to second language learning achievement.

8. Considering their Filipino academic performance which is “ *below Average*” teachers should manifest sensitivity and concern for their multi-dialectal students as they deal with their Filipino subjects.

9. Researchers in the field of Linguistics are encouraged to conduct the same study but different in setting. This is suggested because constant research in language leads to a better awareness of language pedagogy in a bilingual country.

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