



COMPARING STUDENTS' ATTITUDE TOWARD CODE-SWITCHING

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Abstract:

This study aimed to determine the significant difference in students' attitudes toward code-switching when analyzed according to age, gender, and ethnicity. The study employed the non-experimental quantitative research design utilizing the descriptive-comparative method and stratified random sampling with Mean, t-test, and Analysis of Variance (ANOVA) as statistical tools. Researchers used adapted and validated survey questionnaires in gathering the data from the 200 target respondents. The result showed that the affective indicator of the student's attitude generated a high mean score and showed that the items were often manifested. This means that students' positive attitude toward code-switching is often manifested, implying that students use code-switching frequently and have a positive outlook on it. It was also found that the students' demographic profiles do not have a significant difference in their attitude toward code-switching. Even the results show no significant difference; these results still emphasize the importance of integrating code-switching into educational practices, acknowledging its potential benefits in enhancing linguistic flexibility and fostering communication strategies in academic settings. Researchers emphasize performing more research regarding code-switching that is not included in the current study and explore different approaches to deepen understanding of the reasons behind their attitude by providing plausible factors and elaborations.

Keywords: code-switching, students' attitude, comparative study

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1. Introduction

An attitude encompasses a positive, negative, or blended assessment of an object articulated with a certain degree of intensity. It represents a favorable or unfavorable judgment concerning an individual, location, object, or occurrence. These evaluations play a fundamental role in shaping our perceptions and behaviors with various aspects of our social surroundings. Attitudes encompass a sophisticated arrangement of evaluative beliefs, emotions, and predispositions toward specific actions (Minhaz, 2017). Moreover, attitudes toward code-switching, nonetheless, necessitated separate consideration from attitudes toward individual languages. Primarily, code-switching attitudes are characterized by acknowledging the languages' merits when used in conjunction rather than solely relying on the personal evaluation of each language (Yim & Clement, 2021).

The practice of code-switching became highly prevalent in various multilingual settings, commonly observed among students who possessed different linguistic backgrounds. However, despite its prevalence, attitudes towards code-switching among students are diverse and can be influenced by different problematic issues. As an example from the context of other cultures, using the vernacular or the local language made the speaker seem inferior, especially when it is being used during informal communications with familiar environments. Students who engage in code-switching may face criticisms, thinking that using one language alone demonstrates a higher level of fluency. Furthermore, students' attitude affects how they communicate and what language they prefer to use. Different attitudes may arise from language learners in their journey towards language learning (Arda & Doyran, 2017).

Further, there are conflicting views and beliefs about code-switching as proponents see it as an asset to teaching language but see it as merely an obstacle to acquiring the target language (Nurhamidah *et al.*, 2018). The study by Al-Qaysi (2019) mentioned that the students agree that they can communicate with their colleagues through code-switching. Enhancing the second language that they use and discussing their ideas in lectures and exams that they cannot express using another language. However, it was revealed that there was a disagreement about whether code-switching enhances the communication skills of the learners. While some students perceive code-switching positively as a helpful tool for comprehension (Narasuman *et al.*, 2019) and language learning (Fatsah & Purnama, 2022), others may have a negative attitude towards it, particularly in certain subjects because of difficulties in understanding the subject or fear of the subject itself (Çetinkaya *et al.*, 2018).

On the other side, educational institutions emphasize the use of standardized language and discourage code-switching, perceiving it as an interruption in learning. At the same time, code-switching raises questions about language preservation, resulting in the gradual loss of a native language if one always uses a second language. The following are the factors affecting the attitudes towards code-switching. The first factor is language limitation, and it is when the learner is not proficient enough to use the target language, which leads them to use code-switching. Second is educational background and

exposure: in code-switching, those who are exposed to a multilingual environment may exhibit a positive attitude. The third factor is the expression of ideas. Code-switching is the easiest way for individuals to convey and express their thoughts. The last factor is fear; they use code-switching because they are comfortable using it while communicating without being misunderstood by someone and to avoid committing mistakes in expressing their ideas and explaining terms (Qona'atun, 2018).

Code-switching is a linguistic phenomenon characterized by the interchange between multiple languages or language variations within a conversation. It is when bilingual speakers skillfully transition between languages, seamlessly integrating the linguistic elements within sentences across languages (McSwan, 2017). The findings of this research indicate that the practice of code-switching aids learners in understanding better the difficult concepts in lessons and encourages their active participation in classroom tasks. Furthermore, it assists students in linking new information with their prior knowledge. As a result, learners view code-switching positively in a classroom environment, leading to favorable emotional effects (Mendoza *et al.*, 2021).

Consequently, research conducted in Malaysia has shown that the utilization of code-switching assists in improving students' comprehension of academic content, thereby enhancing students' grasp of the subject matter (Alang & Idris, 2018). This approach fosters an enjoyable learning environment and experience, as students feel more comfortable with the language they are using, which in turn boosts the motivation of the students to engage actively in class. Subsequently, demographic factors like gender and first language background, which were of interest in the study, did not have a statistically significant difference in the attitude of the students. Furthermore, the results show that the majority of the learners use code-switching, which improves their learning of new words from teachers while alternately switching between two languages (Al-Qaysi, 2019).

Malaysian speech patterns are frequently marked using various languages and dialects in quick succession. Some language experts viewed code-switching as something that can lead to a different problem, such as adverse effects on language acquisition. Oftentimes, the learners choose to focus more on learning English and answer questions in English to show that they already mastered the language (Onga & Zhang, 2018). It occurs because they are not familiar with English, which is not their native language, most especially for those students coming from local areas. In Malaysia, learners from local areas have difficulty with English and they lack proficiency in the language English (Zulkefly & Razali, 2019).

In the Philippines, code-switching is prevalent among students. They preferred using this in the classroom. Students agreed that the use of Filipino in English classes allows the respondents to have ideas that cannot be expressed in English (Parma, 2023). On the contrary, it affects their language learning development. Through code-switching, they are confused about what language they will use in the class, and at the same time, their language proficiency is at risk. Moreover, code-switching can lead to students' blockage of information whenever they learn a new language (Pontillas *et al.*, 2018).

Meanwhile, researchers recommended conducting a study to help students improve their knowledge of the English language and practice speaking using the target language. A broader understanding of students' problems concerning speaking using the English language is advised because they have a more comprehensive knowledge of their first language (Enriquez *et al.*, 2022). Nevertheless, no study was conducted on the students' attitudes towards code-switching, especially in the local setting. As recommended in the study by Mansyur (2019), further research is needed on the linguistic attitude of data towards code-switching. To further enhance the study, data collecting can be optimized by employing diverse data collection procedures to ensure the final data is more precise.

The Speech Accommodation Theory of Giles (1971) was used to explain the issue with students' attitudes towards code-switching. First, the SAT focuses on language behavior in context and the speakers' personal attributes, attitudes, and motivations. This theory talks about the convergence and divergence of accommodation. The idea of adaptation is where individuals adjust their communication style to adopt the mode of communication of the person they are talking to, either by nearing close together or drifting away (Giles *et al.*, 2012). Soliz *et al.* (2009) mentioned accommodation as being performed through incorporating, seeking approval, inclusion, or goals. In contrast, non-accommodation, on the other hand, emphasizes non-similarities between individuals (p. 821). Researchers adopted this idea because it shows that the attitudes of the students are related to their speech, paralanguage, and nonverbal behavior. This means that the diverse backgrounds of the students are connected to how the students change the language. At the same time, the students adapted to how the people around them communicate.

On the other hand, The Equivalence Constraint Theory of Poplack (1980) focuses on two primary limitations: equivalence and morphemes. Code-switching occurs when all three grammatical constraints of the involved languages are in sync. This weight is essential as it shows the exploration of grammar constraints that lead the students to use code-switching. In addition, this research is in connection with the Social Interactionist Theory by Vygotsky (1934). In this theory, a flexible arrangement exists where both novice speakers and proficient speakers, whether they are a child and an adult or a second-language learner and a fluent speaker, coexist to enable ongoing feedback. Following Vygotsky, social interaction has a crucial role in individuals' learning process (Mansoor & Mohammad Amerian, 2015). The researchers adopted this idea because the environmental factors of the students or the people surrounding them influence the creation, understanding, and making of code-switching.

In this study, the independent variable is the demographic profile, and the dependent variable is the attitude toward code-switching. Under demographic profile are the student's gender, age, and ethnicity. In contrast, the present dependent variable in this study is the attitude toward code-switching. The indicators under attitudes are behavioral, cognitive, and affective dimensions. Abidin *et al.* (2012) pointed out that the behavioral aspect of attitude, which is the first dimension of attitudes, is how the way the learner behaves and reacts in particular situations (p. 121). Moreover, the cognitive

dimension deals with the beliefs of the language learner about the knowledge that they receive in school and their understanding of the language learning process (Abidin *et al.*, 2012, p. 122). The third dimension of attitude, which is affective, as defined by Feng and Chen (2009), as cited in Abidin *et al.*, 2012), is the emotional factors that affect language learning (p. 122).

Research has not demonstrated significant differences in students' attitudes based on gender, age, and ethnicity in terms of cognitive, behavioral, and affective. Studies showed no statistical difference in females' and males' attitudes regarding their cognitive aspect, affective aspect, and behavioral aspect of attitude (Orfan, 2020). Descriptive statistics were employed to examine whether age has effects on the three attitude aspects; results show no statistically significant difference between students' age and their affective, behavioral, and cognitive aspects of attitude (Orfan, 2020). Additionally, other study results indicated that the participants had a positive attitude toward the cognitive dimension items and showed a neutral attitude regarding the affective and behavioral aspects (Tong *et al.*, 2022).

This study aims to determine the demographic profile and attitude toward code-switching of senior high school students at Nieves Villarica National High School. The main objective of this study is to analyze the attitude of students toward code-switching. There is still a constant issue of whether CS is an excellent educational teaching approach, which is why these issues are interesting to explore since the result would be of great use in seeking practical implications for academic teaching. It specifically aimed to answer to the following questions:

The specific objectives are:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 gender,
 - 1.2 age, and
 - 1.3 ethnicity?
2. What is the level of a student's attitude toward code-switching in terms of:
 - 2.1 cognitive,
 - 2.2 affective, and
 - 2.3 behavioral?
3. Is there a significant difference in the attitude toward code-switching of students when grouped according to their demographic profile?

As a result, this research may help create a new understanding. Also, the administrators of the school would realize the importance of code-switching on the communicative competence and academic performance of the students. Apart from this, it will encourage the teachers to apply code-switching in their classroom instruction and recognize the comfort it may bring in simplifying difficult words or concepts to the level of competence and experience of the learners. It will help the students know the significance of code-switching in their studies. Future researchers will be able to gather information on senior high school students' code-switching attitudes, and it will serve as a foundation for conducting studies regarding this matter.

2. Material and Methods

2.1 Research Respondents

This study focuses on Grade 12 senior high school students from Nieves Villarica National High School, with a population of 374 students. It aims to explore their demographic profile in terms of gender, age, and ethnicity, as well as their attitude toward code-switching. The researchers used the Slovin formula for sample size computation. Furthermore, the sample size is 200 Grade 12 students, 66 ABM students, 61 STEM students, and 73 HUMSS students. Through investigating the reliability of surveys, it was found out surveys with 200 respondents yielded consistent and reliable results across various domains (Panditharathna, 2015). This finding supports the notion that a sample size of 200 can be sufficient for obtaining reliable data in certain research contexts. To have a fair and unbiased analysis of data, the researchers use stratified random sampling and have participants from different strata. From each stratum, which was included in the study, was randomly selected for the study. Inclusion criteria required respondents to be bona fide Grade 12 students at Nieves Villarica National High School in the school year 2023-2024. The researcher also considered those students who opted to withdraw during the administration of the survey.

Moreover, Nieves Villarica National High School is a public school in Zone 7, Brgy. Villarica, Babak District, Island Garden City of Samal. The study was conducted in this institution because of the prevalent use of code-switching among senior high school students. Also, this school is one of the most prominent schools on the island. It is also referred to as a “mega school”, and the researchers were confident that students' responses accurately suited the study, making it a suitable and ideal setting for the research.

2.2 Research Instrument

The researchers adapted and modified the research questionnaire from the study of Ong (2020). The questionnaire contains three dimensions, as follows: Cognitive, Affective, and Behavioral. Cognitive and behavioral dimensions contain ten (10) statements each, while the affective dimension includes nine (9) statements. This underwent validation testing. Moreover, Cronbach's Alpha for this questionnaire was 0.725, which can be interpreted as acceptable.

Likewise, the Likert scale was the most widely used rating scale designed to measure attitudes directly. It allows the individual to express how much they agree or disagree with a particular statement. Typically, it provides five possible answers to a statement or questions that allow respondents to indicate their favorable to negative strength of agreement or feeling regarding the question or statement (McLeod, 2023).

2.3 Design and Procedure

2.3.1 Research Design

This study used a non-experimental quantitative approach, particularly a descriptive-comparative research design, where the researchers determine the significance of

student's attitudes toward code-switching. A descriptive approach entails observing people, objects, or situations to define them. Researchers provide descriptions of the sample or variables without making any changes. Descriptive studies analyze the characteristics of a population and identify any problems the group might face (Siedlecki, 2020). A descriptive-comparative research design aims to observe and describe the variations between different groups in a population without intentionally changing any factors (Cantrell, 2011, cited in Camino *et al.*, 2023; Maranga *et al.*, 2023).

2.3.2 Data Collection

The researchers implemented a systematic data collection process. Initially, the researchers asked permission from UM Peñaplata College by composing a formal letter addressed to the Dean of the College, requesting authorization to conduct the study. Subsequently, a similar permission letter was written to the principal and administrators of Nieves Villarica National High School, seeking consent from the respondents' school. In the next step, the researchers obtained permission from the respondents before commencing the study. The respondents were then asked to complete the adapted and modified questionnaire to assess the level of attitude towards code-switching of senior high school students. The researchers gathered information from the respondents, which was compiled and tallied for analysis. Lastly, the data collection lasted 2-3 months.

2.3.2 Statistical Tools

Furthermore, in statistical tools, the researchers used a descriptive comparative method to determine the significance of students' attitudes toward code-switching. Additionally, the researchers computed the frequency and percentage to determine the information for the senior high school students' demographic profiles. Moreover, the Mean was used for analyzing data averages; a t-test for independent samples and Analysis of Variance (ANOVA) was used to determine the significant difference in the attitude towards code-switching of students when grouped with their demographic profile.

2.3.3 Ethical Consideration

The researchers ensured that the study was conducted with adherence to ethical standards. It followed protocol and underwent examination. To ensure ethical considerations were met, the researchers followed the necessary processes in conducting the study.

3. Results and Discussion

3.1 Characteristics of 200 Respondents Included in the Survey

The table shows that 106, or 53.0 %, of the population are males and 94, or 47.0 %, are females. This means that most of the respondents are males. The table illustrates that 181 respondents, representing 90.5%, fall within the age range of 17-18, while 19 respondents, or 9.5%, are aged 19 and above. This implies that most respondents are in the 17-18 age group. The students are dominated by Bisaya with 35.5% or 71, followed by 23.5 % or 47

respondents who are recognized as Cebuano. Additionally, 8.0% or 16 of them are identified as Tagalogs, while 33.0% or 66 of them belong to other affiliations such as Sama, Maguindanaon, Ilonggo, and Mandaya.

Table 1: Characteristics of 200 Respondents Included in the Survey

Profile Variables	f	%
Gender		
Male	106	53.0
Female	94	47.0
Age		
17-18	181	90.5
19 and above	19	9.5
Ethnicity		
Bisaya	71	35.5
Cebuano	47	23.5
Tagalog	16	8.0
Indigenous people & other ethnicities	66	33.0

3.2 Students' Attitude toward Code-switching

Table 2 shows students' attitudes towards code-switching in terms of cognitive, affective, and behavioral indicators. Data revealed that cognitive ($\bar{x} = 3.59, SD = 0.455$) and affective ($\bar{x} = 3.87, SD = 0.557$) domains got means that were described as high or oftentimes manifested. However, the behavioral domain got a mean, which was described as moderate or sometimes manifested.

Looking at each domain, **affective** got the highest mean rating. The study findings indicate that students' emotional attitude toward code-switching is frequently evident. This implies that most of the students engage in code-switching based on their emotions, which allows them to express their perspectives comfortably and generate broader ideas through code-switching. Based on the results, most of the students perceived the use of code-switching as they felt confident and participated in oral discussions during English classes. The results also showed that the **cognitive** domain was oftentimes manifested. This implies that most students agree with the idea that the English language is complicated to learn, which could lead the students to frequently use code-switching. Moreover, the findings indicated that students' attitudes toward code-switching occasionally become evident in terms of **behavioral** domain, which was described as sometimes manifested. This implies that most of the students occasionally code-switch and, at other times, do not do so in terms of this domain.

The overall result showed that the student's attitude toward code-switching level is high ($\bar{x} = 3.62, SD = 0.397$). This means that students' attitude toward code-switching is often manifested. This implies that students use code-switching frequently and have a positive outlook on it. Based on students' cognitive, affective, and behavioral attitudes, using code-switching is beneficial for overcoming obstacles in the English language within the classroom.

The findings of the recent study indicate students have strong preferences for using code-switching. This result is supported by the study of (Hakim *et al.*, 2019), where the result showed that most of the students agree on code-switching, and they perceive code-switching helps them improve their listening skills. Furthermore, code-switching allows students to express their thoughts by giving answers and exploring both languages while ensuring the meaning of the context to be communicated (Memory *et al.* 2018). Additionally, code-switching positively boosts learners' confidence and engagement during English classes (Muslim, *et al.* 2018; Roxas, 2019). Most students prefer using their native language while studying and feel proud when communicating in English. Code-switching positively impacts self-confidence and self-esteem, contributing to high motivation, low anxiety, and increased self-assurance (Muslim, *et al.* 2018).

Code-switching provides both positive and negative outcomes in second language acquisition and education (De La Cruz, 2022). It is essential to strike a balance, as overusing and misusing code-switching can harm one's English language proficiency and learning (Tabassum *et al.*, 2020). However, when employed judiciously, code-switching can be a valuable tool in learners' repertoire. It can create an educational environment that caters to students' preferences and needs, ultimately encouraging their language development.

Table 2: Students' Attitude towards Code-switching (n=200)

Indicators	\bar{x}	SD
Cognitive	3.59	0.455
Affective	3.87	0.557
Behavioral	3.39	0.470
Overall	3.62	0.397

3.3 Independent Samples t-test Results Showing the Differences in Students' Attitudes Towards Code-switching when Analyzed by Gender

Table 3 presents the independent samples t-test results showing the differences of students' attitudes towards code-switching when analyzed by gender. It was revealed that in the affective domain, females ($\bar{x} = 3.94, SD = 0.528$) have higher levels than males ($\bar{x} = 3.82, SD = 0.578$). However, it shows that males ($\bar{x} = 3.64, SD = 0.470$; $\bar{x} = 3.44, SD = 0.476$) have higher levels of attitude towards code-switching than females ($\bar{x} = 3.54, SD = 0.434$; $\bar{x} = 3.33, SD = 0.459$) in cognitive and behavioral, respectively. Despite the differences between males and females in each domain of attitude, the data revealed no significant difference in the attitude towards code-switching when analyzed according to gender. This means that females have higher emotional intensity in terms of their attitude; this includes their emotions expressed more openly, or they feel more profoundly and connect in code-switching. On the other hand, males indicate a stronger inclination towards adopting and understanding code-switching in practice and thought. The same studies were conducted and found that there were no significant differences in the attitude of the respondents toward code-switching if they were grouped according to

their gender using a t-test (Alieto & Rillo, 2018; Valerio, 2015). The possible reason why there is no significant difference in the result may be because societal expectation changes over time, blurring the traditional gender roles, and the exposure to diverse cultures might have contributed to a convergence in attitudes toward code-switching of male and female respondents. In addition, gender norms and stereotypes may have less influence on language attitudes, resulting in similar attitudes and resulting in their attitude regardless of gender.

Table 3: Independent Samples t-test Results Showing the Differences of Students' Attitudes towards Code-switching when Analyzed by Gender

Variables	Group	n	\bar{x}	SD	t	p
Cognitive	Male	106	3.64	.470	1.433	.153
	Female	94	3.54	.434		
Affective	Male	106	3.82	.578	-1.539	.125
	Female	94	3.94	.528		
Behavioral	Male	106	3.44	.476	1.745	.082
	Female	94	3.33	.459		
Overall	Male	106	3.63	.420	.528	.598
	Female	94	3.60	.371		

* $p < 0.05$

3.4 Independent Samples t-test Results Showing the Differences in Students' Attitudes towards Code-switching when Analyzed by Age

Table 4 presents the independent samples t-test showing the differences in students' attitudes towards code-switching when analyzed by age. It showed that students of age 19 and above ($\bar{x} = 3.74, SD = 0.413; \bar{x} = 3.91, SD = 0.463; \bar{x} = 3.46, SD = 0.443$) have higher levels of attitudes towards code-switching than age 17-18 ($\bar{x} = 3.68, SD = 0.457; \bar{x} = 3.87, SD = 0.577; \bar{x} = 3.38, SD = 0.474$) in cognitive ($t = -1.502, p = 0.135$), affective ($t = -.328, p = 0.743$), and behavioral ($t = -.670, p = 0.504$), respectively. Regardless of the difference in each domain, the data revealed that there is no significant difference in each domain of attitude towards code-switching when analyzed according to their age. This implies that no matter what age the respondents are, it would have no profound impact on their attitude toward code-switching. With their age division, it shows that the age that is more mature shows a heightened level of attitude than the respondents under their age. The results show that as individual progresses into their early twenties, they may become more conscious of the pragmatic and social benefits of code-switching, resulting in the influence of their attitude toward code-switching.

The overall result displayed no significant difference in the student's attitude towards code-switching between ages 17-18 ($\bar{x} = 3.61, SD = 0.403$) and 19 & above ($\bar{x} = 3.70, SD = 0.330$); $t = -.992, p = .332$. This implies that individuals of varying ages may possess similar levels of awareness and acceptance regardless of their developmental

stage. It shows that all ages have favorable attitudes to code-switching; however, their levels of attitude still differ with their age distinction.

Former related studies also had the same result; in terms of age, students' attitudes towards code-switching are insignificant (Margana, 2008). Another related study's findings (Saquing, 2023) showed that age does not have a significant impact on student's attitudes towards the use of code-switching. Such results highlight the complexity of attitudes towards linguistic phenomena. The possible reason why there is no significant difference in the result may be because the respondents are more and less in the same age group, and the generation of the students makes code-switching part of their identity in being creative and resourceful in communicating effectively. One potential explanation for the observed result is that older age groups may stem from increased exposure to diverse linguistic environments, more excellent cognitive capability, and a deeper understanding of social contexts, which are crucial components of their attitude.

Table 4: Independent Samples t-test Results Showing the Differences of Students' Attitudes towards Code-switching when Analyzed by Age

Variables	Group	n	\bar{x}	SD	t	p
Cognitive	17-18	181	3.68	.457	-1.502	.135
	19 & above	19	3.74	.413		
Affective	17-18	181	3.87	.577	-.328	.743
	19 & above	19	3.91	.463		
Behavioral	17-18	181	3.38	.474	-.670	.504
	19 & above	19	3.46	.443		
Overall	17-18	181	3.61	.403	-.992	.322
	19 & above	19	3.70	.330		

* $p < 0.05$

3.5 F-test Results Showing the Differences in Students' Attitudes Towards Code-switching When Analyzed by Ethnicity

An analysis of variance was performed to analyze the differences in students' attitudes toward code-switching when categorized according to ethnicity. Results show that there was no significant difference in students' attitudes toward code-switching when analyzed to ethnicity, $F(3,196) = 1.535$. This means that students' attitudes toward code-switching do not significantly differ based on their ethnicity. It can be said that ethnicity is not a factor influencing students' attitudes toward code-switching. The result was also similar to the study of Bokhorst-Heng & Caleon (2009) who found out no significant differences in their attitude towards code-switching based on ethnicity; however, it contradicted the results of Valerio (2015) who found it otherwise.

Table 5: Summary of Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F
Between Groups	.719	3	.240	1.535
Within Groups	30.60	196	.156	
Total	31.32	199		

* $p < 0.05$

It was revealed in this study that the students' attitude toward code-switching is irrelevant to the students' demographic profile, which means students code-switch regardless of their age, gender, and ethnicity. The finding of this study agrees with the results of several researchers (Al-Qaysi, 2019; Topić, 2022; Yildiz & Su-Bergil, 2021; Karakaya & Hatipoğlu, 2017; Aquino, 2022), which also indicates a result of no significant difference in student's demographic profile regarding with their attitude toward code-switching. This result supports the findings of (Teklesellassie & Boersma, 2018), showing that gender and age are not significantly connected and will not determine the attitude of students toward code-switching. Moreover, this also corroborates with the findings of Al-Qaysi (2019). This body of research highlights the wide acceptance of linguistic versatility, independent from demographic profile. Thus, it can be concluded that students' age, gender, and ethnicity have no influence on their attitude toward code-switching.

The findings suggest that this linguistic phenomenon is universal across various social groups. This indicates that code-switching is not limited to any stated demographic profile but rather emphasize its significant role in diverse communities, especially in communication and learning. Furthermore, the consistency in the findings across multiple studies highlights the robustness of the study. This implies that the students' attitudes toward code-switching are likely shaped by broader sociolinguistic factors rather than their demographic characteristics. These factors might include cultural norms, linguistic exposure, education, and social networks.

5. Recommendations

Based on the data concluded, some recommendations were presented. As it showed that students have a positive attitude towards code-switching, teachers may make it a benchmark for responding to the needs of the learners. The student's attitude has a high relation with their affective and cognitive; it would be a reasonable assistance to consider this in making the learning and teaching process more effective. They should not discourage using code-switching; however, they can put boundaries and restrictions on it depending on the context so that learners can still learn the expected target language. In addition, teachers are recommended to use code-switching strategically to bridge the gap between students' native language and the target language and make use of it to clarify complex ideas. Administrators and policymakers can consider code-switching when writing their policies. Also, providing training for educators to effectively utilize

code-switching as a pedagogical tool in a classroom. Moreover, future researchers can further expand this research by creating a qualitative type of study.

Lastly, future researchers can explore more and conduct further studies regarding students' attitudes towards code-switching, which may include teaching strategies used by teachers and the relation of the different attitudes of students towards code-switching depending on whom the code-switcher is. This is suggested because constant research in language-related studies leads to a better awareness of bilingual countries and may contribute to the development of the field of language study.

6. Conclusion

This study investigates the students' attitude toward code-switching of Grade 12 Senior high school students. Most of the respondents are males, and the majority fell within the age range of 17-18. The students are dominated by Bisaya, followed by Cebuano. Generally, the study revealed that students have a positive attitude toward code-switching, which means it is frequently manifested. However, their behavioral attitude toward code-switching tends to be neutral, which means students sometimes behave according to code-switching, and there are times that they do not. Moreover, the student's affective and cognitive attitude has a high descriptive level. This means that the students use code-switching to perceive the knowledge to be acquired, and they have emotional factors in language learning, such as fear, interest, and enjoyment.

The practical implication of these findings suggests that the utilization of code-switching is still applicable since it is recognized as a medium that helps students to ignite and stimulate their interest in learning. The application of code-switching in the classroom setting would be beneficial to students as they will psychologically feel comfortable in learning. Another implication with reference to the result above suggests that the application of code-switching should not be discouraged but rather encouraged to be used effectively in a proper manner to let the students express themselves in the language they are comfortable with, but at the same time, not neglect learning the target language.

Based on the findings and discussion, it was found that there is no significant difference in students' age, gender, and ethnicity with their attitude toward code-switching. This suggests that the demographic profile of the students does not influence their attitudes toward code-switching practices. Therefore, the result implies that the practice of code-switching is a universal phenomenon that may not be heavily influenced by demographic factors like age, gender, and ethnicity. While demographic factors might not have a significant impact on attitudes toward code-switching, they may give rise to further investigation and lead to research exploring other social factors that may influence shaping attitudes toward code-switching. Notably, code-switching can be employed to help explain new concepts and sustain students' focus and interest. This approach can foster and encourage students to learn more, reduce stress levels, and provide a conducive environment for language acquisition and learning.

Overall, the researchers examined various theoretical frameworks to understand student's perceptions and engagement with code-switching practices. Howards Giles' Speech Accommodation Theory provided a guiding framework, helping us to know how students adjust their language patterns during code-switching, particularly in communicating. This theoretical perspective enabled us to understand the cognitive processes involved in students' strategic use of code-switching. Additionally, the Equivalence Constraint Theory and Vygotsky's Social Interactionist Theory scrutinized the behavioral and affective aspects of students' attitudes toward code-switching. The Equivalence Constraint Theory provides insight into how students establish communication patterns through code-switching, shedding light on the behavioral implications of linguistic adaptation. Lastly, Vygotsky's Social Interactionist Theory emphasizes the relationship with the environment, social interactions, and language development, targeting the affective dimension of code-switching attitudes among students. By integrating these theories, our study not only provides empirical insights but also underscores the theoretical underpinnings that support our findings.

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