

STUDENTS' ATTITUDE TOWARD CODE-SWITCHING: A CROSS-SECTIONAL STUDY



An Undergraduate Thesis
Presented to the Department of Teacher Education
UM Peñaplata College
Island Garden City of Samal

A large, faint watermark seal of U.M. Peñaplata College is centered on the page. The seal features a shield with a sun and a banner that reads "VINCIT OMNIA VERITAS". The text "UM PEÑAPLATA COLLEGE" and "IGADOS" is visible around the seal's border.

In Fulfillment
Of the Requirements for the Degree
Bachelor of Secondary Education
Major in English

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JULY 2024

APPROVAL SHEET

This research entitled, **“STUDENTS’ ATTITUDE TOWARD CODE SWITCHING”** is prepared by **Irene Joyce Villaabrille, Sharmine Generalao, Queenie Mametes**, in partial fulfillment of the requirements for the course ELT 413 (Language Education Research), has been examined and accepted, and hereby endorsed.

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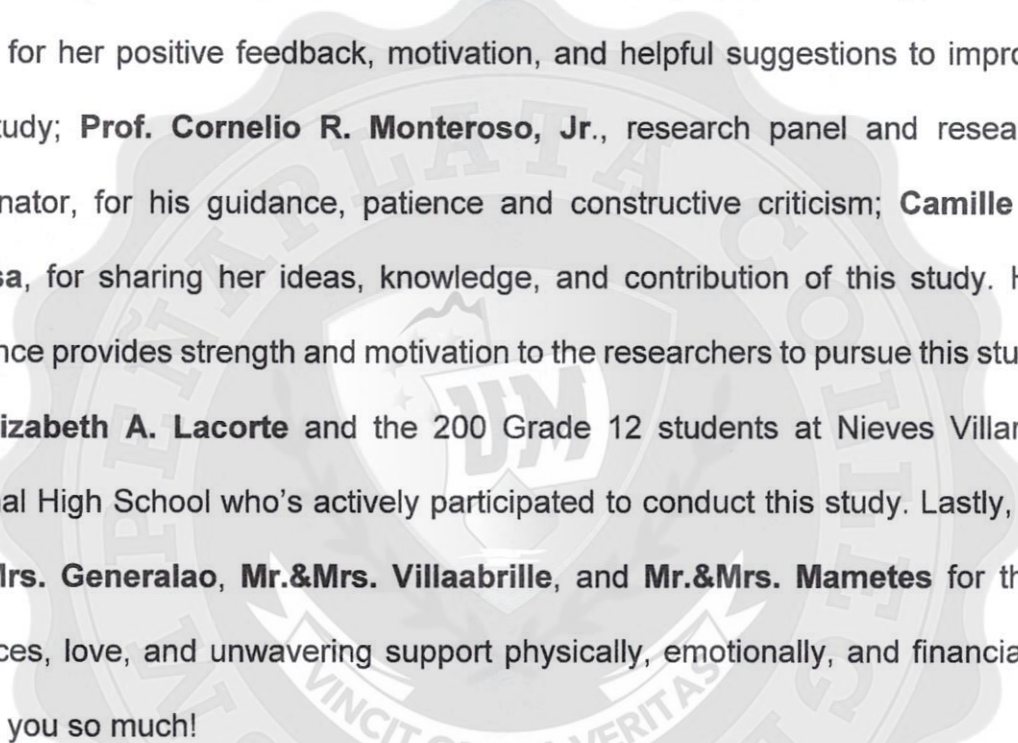
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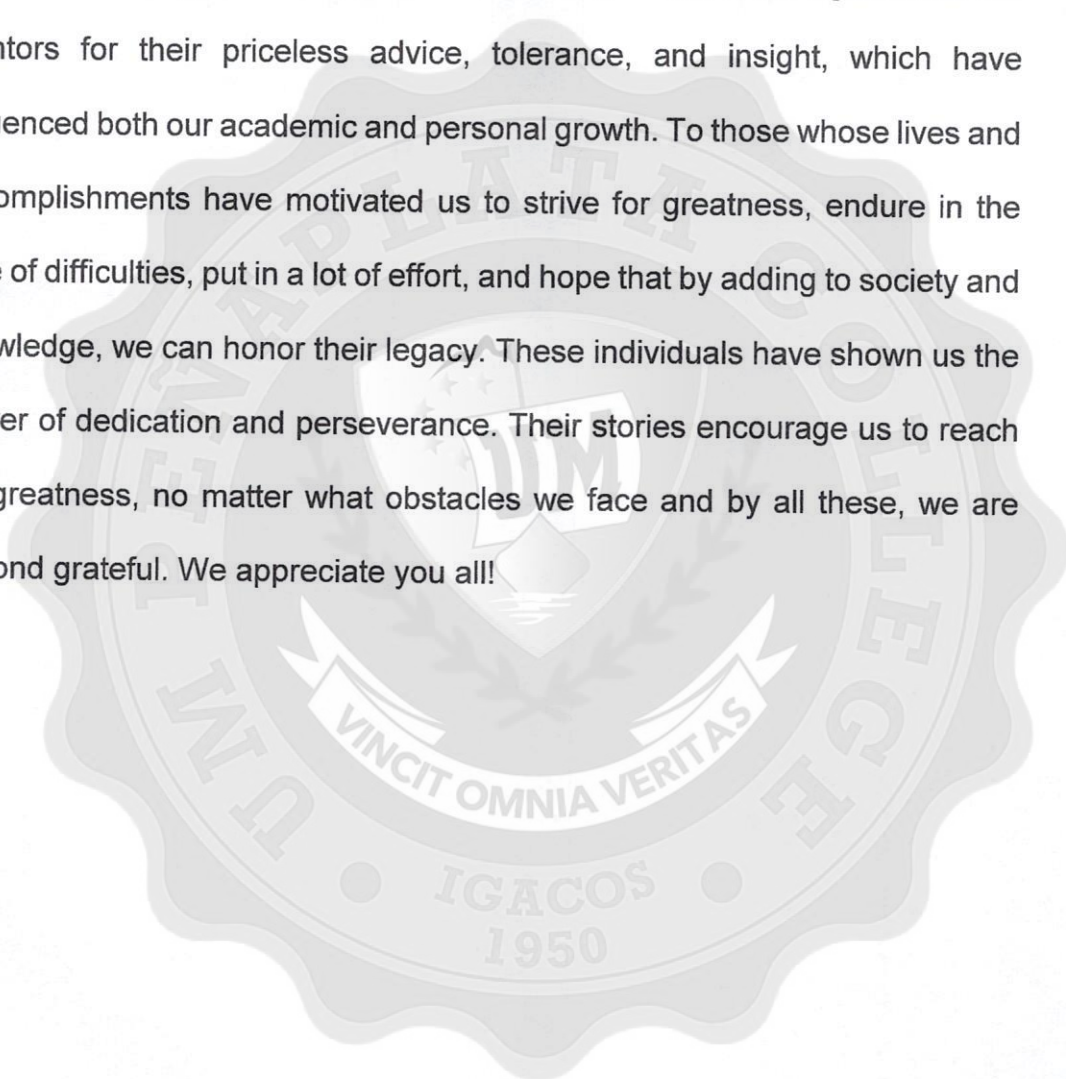
ACKNOWLEDGEMENT

The researchers would like to thank the following persons for the assistance extended to them: To **Prof. Jovenil R. Bacatan**, research adviser and statistician, for his support, advice, valuable comments, suggestions, interpretations in the statistical aspect and success of this study; **Prof. Marynel C. Comido**y, research panel, for her positive feedback, motivation, and helpful suggestions to improve this study; **Prof. Cornelio R. Monteroso, Jr.**, research panel and research coordinator, for his guidance, patience and constructive criticism; **Camille A. Lariosa**, for sharing her ideas, knowledge, and contribution of this study. Her existence provides strength and motivation to the researchers to pursue this study; **Dr. Elizabeth A. Lacorte** and the 200 Grade 12 students at Nieves Villarica National High School who's actively participated to conduct this study. Lastly, To **Mr.&Mrs. Generalao**, **Mr.&Mrs. Villaabrille**, and **Mr.&Mrs. Mametes** for their sacrifices, love, and unwavering support physically, emotionally, and financially. Thank you so much!



DEDICATION

As the ultimate source of knowledge and guidance, we humbly dedicated our study to the Almighty God, recognizing your boundless grace and provision during our journey. To our parents, our achievements are the result of your unfailing love, support, sacrifices, and encouragement. We are grateful to our mentors for their priceless advice, tolerance, and insight, which have influenced both our academic and personal growth. To those whose lives and accomplishments have motivated us to strive for greatness, endure in the face of difficulties, put in a lot of effort, and hope that by adding to society and knowledge, we can honor their legacy. These individuals have shown us the power of dedication and perseverance. Their stories encourage us to reach for greatness, no matter what obstacles we face and by all these, we are beyond grateful. We appreciate you all!



ABSTRACT

This study aims to determine the students' attitudes toward code-switching. The study employed the non-experimental quantitative research design utilizing descriptive, a cross-sectional method, and stratified random sampling with Mean, t-test, and Analysis of Variance as statistical tools. Researchers used adapted and validated survey questionnaires in gathering the data from the 200 target respondents. The inclusion criteria considered in choosing the respondents is a bona fide Grade 12 student at Nieves Villarica Senior High School in school year 2023-2024. The result showed that the affective indicator of the student's attitude generated a high mean score and showed that the items were frequently evident. It was also found that the students' demographic profiles do not have a significant difference in their attitude toward code-switching. Moreover, the result reveals that students exhibit positive attitudes toward code-switching, as evidenced by high mean scores in affective indicators, suggesting frequent occurrence of code-switching behavior, especially relating to their internal forces like emotions. In addition, the study reveals no significant difference in the result regarding students' attitudes. These results 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; Island Garden City of Samal*

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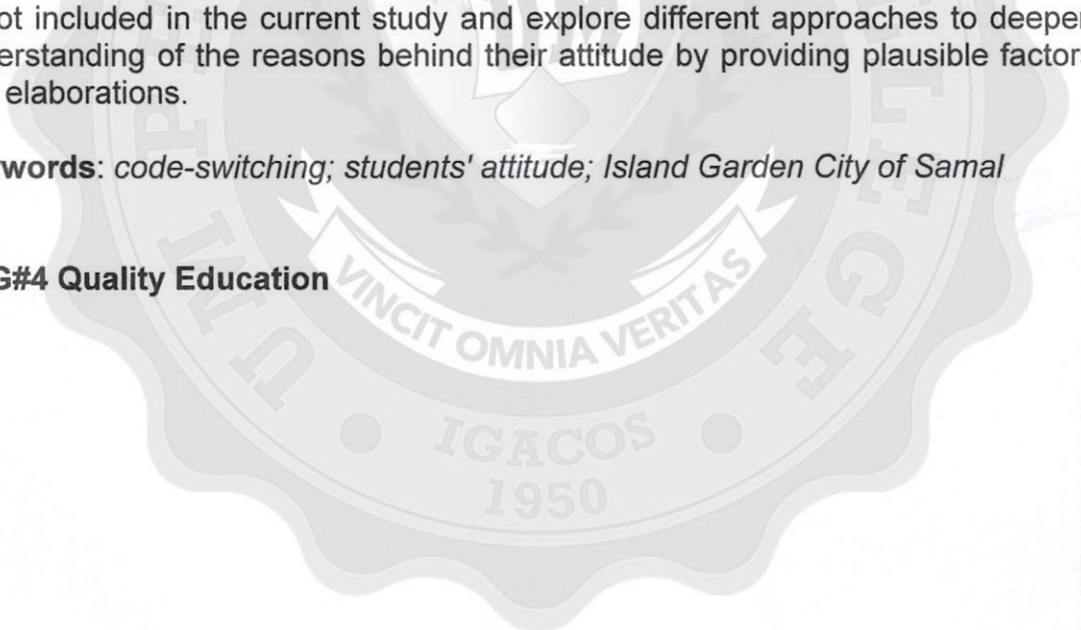


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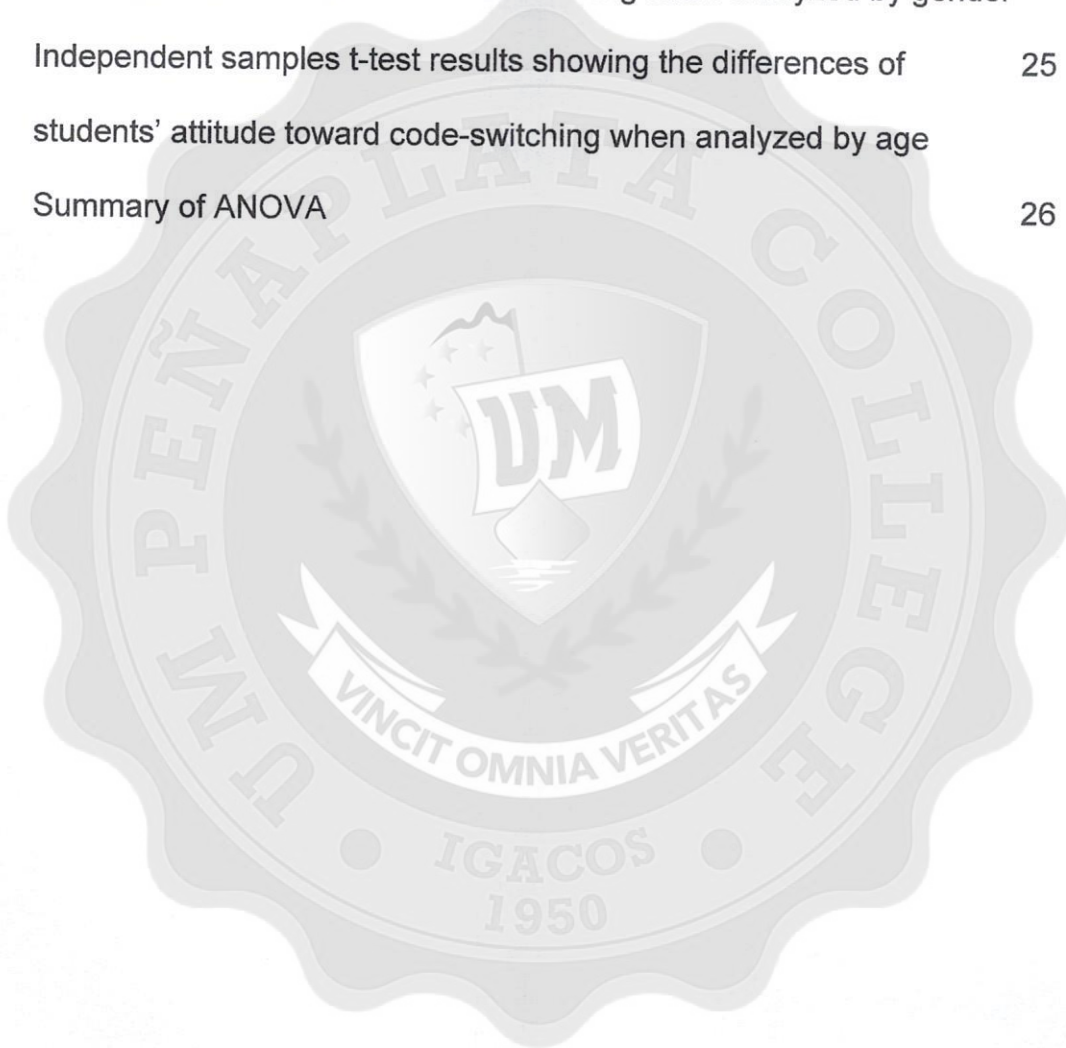
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INTRODUCTION

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, 2023). Moreover, attitudes toward code-switching, nonetheless, necessitated separate consideration from attitudes toward individual languages. Primarily, code-switching attitude 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 given 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 and Doylan, 2017).

Further, there are conflicting views and beliefs about code-switching as proponents see that as an asset to teach language but see on the other side 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 through using code-switching they can communicate with their colleagues. Enhancing the second language that they use and discussing their ideas in lectures and exams that they can't 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 always using a second language. The following are the factors affecting the attitudes towards code-switching. The first factor is the language limitation, it is when the learner is not proficient enough to use the target language which lead 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. Third factor is the expression of ideas. Code-switching is the easiest way for the individuals to convey and express their thoughts. The last factor is the factor of 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 (Qonaatun et al., 2018).

Code-switching is a linguistic phenomenon characterized by interchange between multiple languages or language variations within a conversation. It is when bilingual speakers skillfully do transition between languages, seamlessly integrating the linguistic elements within sentences across languages (McSwan, 2017). The finding of this research indicates 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 et al., 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 marked in frequently using the 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 (Farah & Abu Bakar, 2019).

In the Philippines, code-switching is prevalent among students. They preferred using this in the classroom. Students agreed the usage 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 for students to 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 about the students' attitude towards code-switching especially in the local setting. As recommended in the study of Mansyur, U. (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 (Howards Giles in 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 the 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. (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 (2009, p. 821). Researchers adopted this idea because it shows the attitudes of the students have a relation to their speech, paralanguage, and nonverbal behavior. Relatively, this

means that the diverse background of the students connects with 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 focuses on two primarily 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 the process of learning by individuals. The researcher adopted this idea because the environmental factor of the students or the people surrounding them influences 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, it 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, Pour-Mohammadi, & Alzwari, 2012, p. 122). The third dimension of attitude, which is affective, as defined by Feng and Chen (2009, as cited in Abidin, Pour-Mohammadi, & Alzwari, 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 items of cognitive dimension and showed a neutral attitude regarding the affective and behavioral aspects (Duong, 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. For the students, it will help them to 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.

METHOD

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 researcher used slovin formula for sample size computation. Furthermore, the sample size is the 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 (Roshan, 2020). 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 participant from different strata. From each stratum, which were included in the study, was randomly selected for the study. Inclusion criteria Required participants to be a 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 will be 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 we are confident that

students' responses will be accurately suited to our study, making it a suitable and ideal setting for our research.

Research Instrument

The researchers adapted and modified the research questionnaire from the study of Ong (2021). The questionnaire contains three dimensions, as follows: Cognitive, Affective, and Behavioral. Cognitive and behavioral dimensions contain ten (10) statements, while the affective dimension includes nine (9) statements.

This will undergo validation and reliability testing. Moreover, the Cronbach's Alpha of 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, 2019).

The five orderable gradations of attitude towards code-switching with their respective range of means and descriptions are as follows:

Range of Means	Descriptive Level	Interpretation
4.20- 5.00 attitude	Very High	This means that the toward code-switching is always manifested.
3:40- 4:19 attitude	High	This means that the toward code-switching is often manifested.
2.60- 3.39 the attitude	Neutral	This means that toward code-switching is sometimes manifested.
1.80- 2.59 attitude	Very Low	This means that the toward code-switching is occasionally manifested.
1.00- 1.79 attitude	Low	This means that the toward code-switching is never manifested.

Design and Procedure

Research Design. This study used a quantitative approach, particularly a descriptive, cross-sectional method using stratified random sampling, 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).

Cross-sectional study designs entail gathering data on the existence or degree of one or more variables of interest, such as exposure or outcome, as they are present in a defined population at a certain time (Aggarwal et al., 2019). A cross-sectional study was conducted without modifying any variables or changing the surroundings. It involved analyzing a group of participants to depict the current state within the population. Cross-sectional studies stand out because they enable the simultaneous examination of multiple factors (Simkus, 2023).

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

During the data collection, we struggled with how to find a questionnaire suitable to our study, which also has a Cronbach's Alpha. Apart from that, it was

also challenging to retrieve the questionnaire personally. Additionally, 2-3 months will be the period covered in the data collection.

Statistical Tools. Furthermore, in statistical tools, a descriptive cross-sectional method was used by the researchers to determine the significance of student's 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 was used for independent samples, and an 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.

Ethical Consideration. The researchers ensured that the study was conducted with adherence to ethical standards. It followed protocol and 25 underwent examination. To ensure ethical considerations were met, the researcher followed the necessary process.

Recruitment. In adherence to ethical guidelines, the recruitment process, especially by the one who conducted the study, effectively managed any potential discomfort the respondents might encounter during the survey. They ensured suitability and evaluated risks (psychological, physical and socioeconomic) together with measures for risk mitigation.

Permission from the Organization. The researchers obtained consent from the educational institution where the study would be done and where the data gathering take place. Also, they ensured that the respondents are fully aware about the benefits the school may receive from the study via a comprehensible survey

questionnaire. The study was conducted together with the agreement of the respondents and the mentioned informed consent.

Respondents. Researchers provided a clear explanation to respondents regarding the study's purpose and clarified that only senior high school students assigned to a school with a population of 200 students were included in the study.

Informed Consent. The researcher sought permission from the respondents before conducting the study and provided them with informed consent forms to ask the willingness of the respondents towards participating in the said study. Those respondents were also given a clear orientation on the processes of answering the questionnaires and its timetable. The researcher emphasized their right to privacy and autonomy, and that their welfare will be put first as the highest priority upon the conduct of the study. They were also given time to ask questions if there were any concerns before deciding.

Voluntary Participation. The participation of the respondents in the study is optional and deemed anonymously to protect their privacy. They could seek information about the study at any time if they had questions about participating.

Voluntary Withdrawal. The researcher give freedom to respondents and did not oblige them with their involvement in the researcher's study. They are given the right to decline and were not coerced. Prior to the study, they were provided with information about their rights and were therefore aware that they had the right to refuse participation. Consequently, the researcher did not possess the authority to compel anyone to participate against their will.

Privacy and Confidentiality. The records obtained from study are kept as private as legally permitted. Every type of data that can identify someone obtained during the research, is deemed confidential except if it requires in protecting the well-being and every right of each respondent. Researchers ensured that the personal information wouldn't be disclosed when publishing or presenting the study's findings, in compliance with the law "Data Privacy Act of 2012". The names of respondents were never revealed, the only people aware of their specific responses are those who conducted the study. Every data collected in the purpose of the study was held in strict confidence to safeguard the respondents' right.

Authorship. During the study, authorship contributions were carefully considered. The researchers played a significant role in developing the research idea, designing the study, to collection of data, doing the analysis of the following statistics, and towards data interpretation with the guidance from the research advisor. The essay was a joint effort between the researchers and the advisor, who critically reviewed the content to its appropriateness. The researchers and advisor give contribution with the research, that makes way until it is published.

Conflict of Interest. All researchers were unable to sway the responses of the participants. The answers were based on their own knowledge and experiences in their respective schools and with their principals. Additionally, there was no conflict of interest, and no secondary interests acquired like gaining academically and financially that will influence the mentioned study. The researcher's sole objective was to conduct a study that would be a valuable

resource in the educational system and contribute to literature for future reference on the related research topic.

Risk. This study did not involve any situation that exposed the participants to danger, including physical, psychological, and socio-economic aspects. Furthermore, the study did not impede the participants' right to privacy and confidentiality. The questionnaire was designed to be answered privately at the participants' most convenient time and place, with no potential risk or discomfort imposed on them.

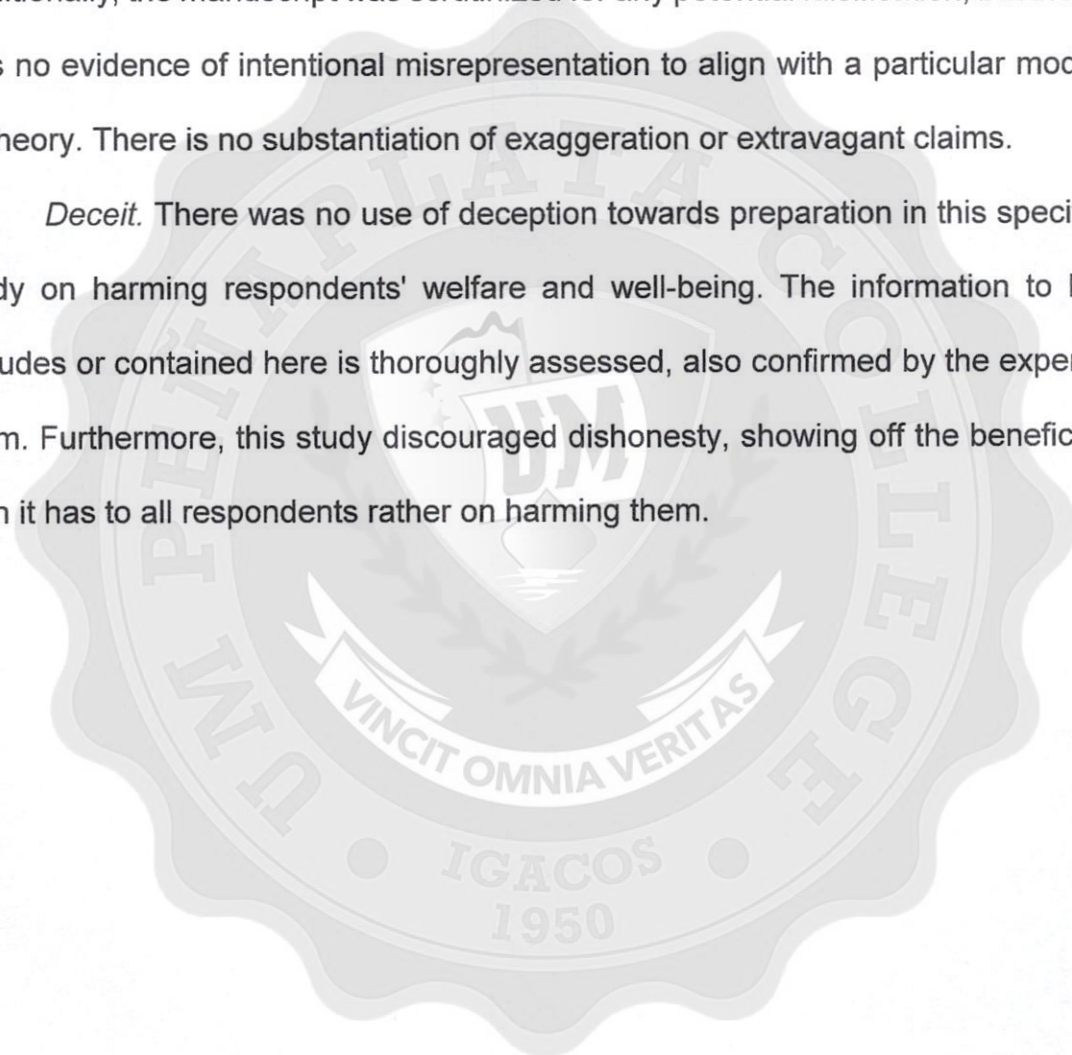
Benefits. The study will directly impact the involved respondents, for it will give them knowledge about the significant difference of their attitude regarding code switching when divided in accordance with their demographic data. Additionally, it will impart concrete recommendations to school as to how and what level the code switching is used by the students. Also, teachers and school administration will have more information about their students engaging in using code-switching in the classroom. Moreover, the researchers successfully offered future scholars, especially readers, with widely applicable insights into the statistical outcomes related to students' attitudes toward code-switching. This study's findings can be advantageous for individuals, as they introduce novel information about the study's numerical aspects.

Plagiarism. The researchers respect the idea of authors applied in the study. They meticulously followed the correct and appropriate citation style when incorporating ideas from other authors and experts. The researchers also

employed Turnitin and Grammarly tools to ensure grammatical accuracy and prevent plagiarism in their work.

Fabrication and Falsification. The collected facts and information have been expressed with the utmost precision, ensuring there is no manipulation of data, deliberate promotion of false conclusions, or contradictions with existing literature. Additionally, the manuscript was scrutinized for any potential falsification, but there was no evidence of intentional misrepresentation to align with a particular model or theory. There is no substantiation of exaggeration or extravagant claims.

Deceit. There was no use of deception towards preparation in this specific study on harming respondents' welfare and well-being. The information to be included or contained here is thoroughly assessed, also confirmed by the experts team. Furthermore, this study discouraged dishonesty, showing off the beneficial gain it has to all respondents rather on harming them.



RESULTS AND DISCUSSION

Demographic Profile

It is shown in the table that 106 or 53.0 % 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

Level of students' attitude toward code-switching

Table 2 shows the three levels of attitude towards code-switching; cognitive, affective, and behavioral, of 200 Grade 12 students. The overall results show that the student's attitude toward code-switching level is high (\bar{x} =3.90; SD=0.397). This means that students' positive 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.

It also reveals that **Affective** has the highest attitude toward code-switching level (\bar{x} =3.87; SD=0.557) with a high descriptive level. 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 discussion during English classes.

The results also show that the descriptive level of Cognitive attitude is high (\bar{x} = 3.59; SD = 0.455). This means that students' cognitive attitude toward code-switching is often 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 indicate that students' behavioral attitude toward code-switching occasionally becomes evident, with

Table 2 Students' attitude toward code-switching, n=200

Indicators	\bar{x}	SD
Cognitive	3.59	0.455
Affective	3.87	0.557
Behavioral	3.39	0.470
Overall,	3.90	0.397

Behavioral being the lowest attitude level (=3.39; SD=0.470) and described as neutral. This implies that most of the students occasionally code-switch and at other times do not.

The findings of the recent study indicate students have strong preferences for using code-switching. The results of the study show that the positive attitude of the learners has been consistently supported with all the data. The findings summarize the three variables of attitude, which are cognitive, affective, and behavioral. Overall, the level of students' attitudes toward code-switching was high. 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 one's English language harm 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.

Differences in students' attitudes towards code-switching when analyzed by gender

The overall result showed no significant difference in the student's attitude towards code-switching between males and females ($p=.598$). This means male respondents did not show any marked difference in their attitudes toward code-switching compared to the female respondents in this study. Notably, both males and females have favorable attitudes toward code-switching. However, there is a distinctive code-switching pattern between the two genders, which shows males tend to code-switch more than female's genders.

Table 3 presents that the affective indicator, 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

Table 3. Independent samples *t*-test results showing the differences in students' attitudes toward code-switching when analyzed by gender

Variables	Group	n	\bar{x}	SD	<i>t</i>	<i>p</i>
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		

(\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 expressing it 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 (Rillo, et.al. 2018). The possible reason why there is no significant difference in the result may be because the 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 have caused the result in their attitude regardless of gender.

Differences in students' attitudes towards code-switching when analyzed by age

Table 4 presents the overall result, displaying that there was no significant difference in the student's attitude towards code-switching between ages 17-18 and 19 & above ($p=.322$). 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.

It also shows that age 19 and above ($\bar{x}=3.74$, $SD=.413$; $\bar{x}=3.91$, $SD=.463$; $\bar{x}=3.70$, $SD=.330$) have higher levels of attitudes towards code-switching than age 17-18 ($\bar{x}=3.68$, $SD=.457$; $\bar{x}=3.87$, $SD=.474$; $\bar{x}=3.87$, $SD=.577$; $\bar{x}=3.38$, $SD=.474$) in cognitive, affective, and behavioral. Regardless of the difference in level, the data revealed that there is no significant difference in each domain of attitude 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 who is more mature shows a heightened level of attitude than the respondents under their age. The results show that as the 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.

Former related studies also had the same result; in terms of age, the value of significance is 0.224 means that the difference between age and students' attitudes towards code-switching is insignificant (Latifa, A., 2020). Another related study findings (Saquing, 2023) 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 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 in students' attitude toward code switching when analyzed by age

Variables	Group	n		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		

* $p < 0.05$

Significance of the difference in the students' attitudes toward 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.

Table 5. Summary of 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		

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 result of several researcher (Noor, Al-Qaysi, 2019; Topic, 2022; Yildiz, 2021; Karakaya, 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 (Y. Teklesellassie, E. Boersma, 2018), showing that gender and age do 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 widely acceptance of the linguistic versatility, independent from demographic profile. Thus, it can be concluded that students' age, gender and ethnicity have no influence on attitude toward code-switching.

The findings suggests 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 in 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 sociolinguistics factors rather than their demographic characteristics. These factors might include cultural norms, linguistic exposure, education, and social networks.



CONCLUSION AND RECOMMENDATION

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. It means that the students use code-switching to perceive the knowledge to be acquired, and they have emotional factors in language learning like 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, it 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 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 in 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-

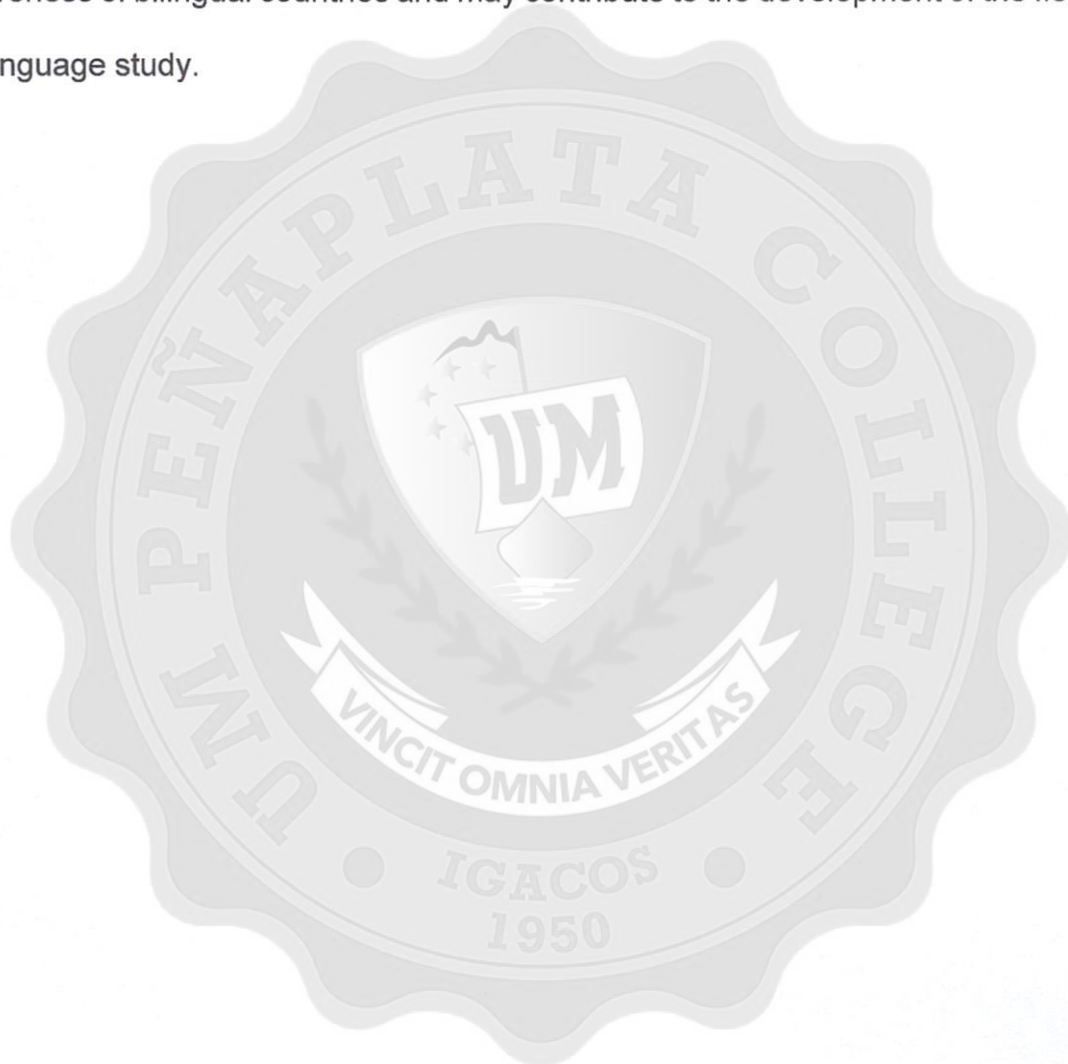
switching, shedding light on the behavioral implications of linguistic adaptation. Lastly, Vygotsky's Social Interactionist Theory emphasizes the relationship with the environment, social interactions, and language development, targeting the affective dimension of code-switching attitudes among students. By integrating these theories, our study not only provides empirical insights but also underscores the theoretical underpinnings that support our findings.

Recommendation

Based on the data concluded, some recommendations are presented. As it shows that students have a positive attitude towards code-switching, teachers should 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 of using 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 put consideration of code-switching in 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.



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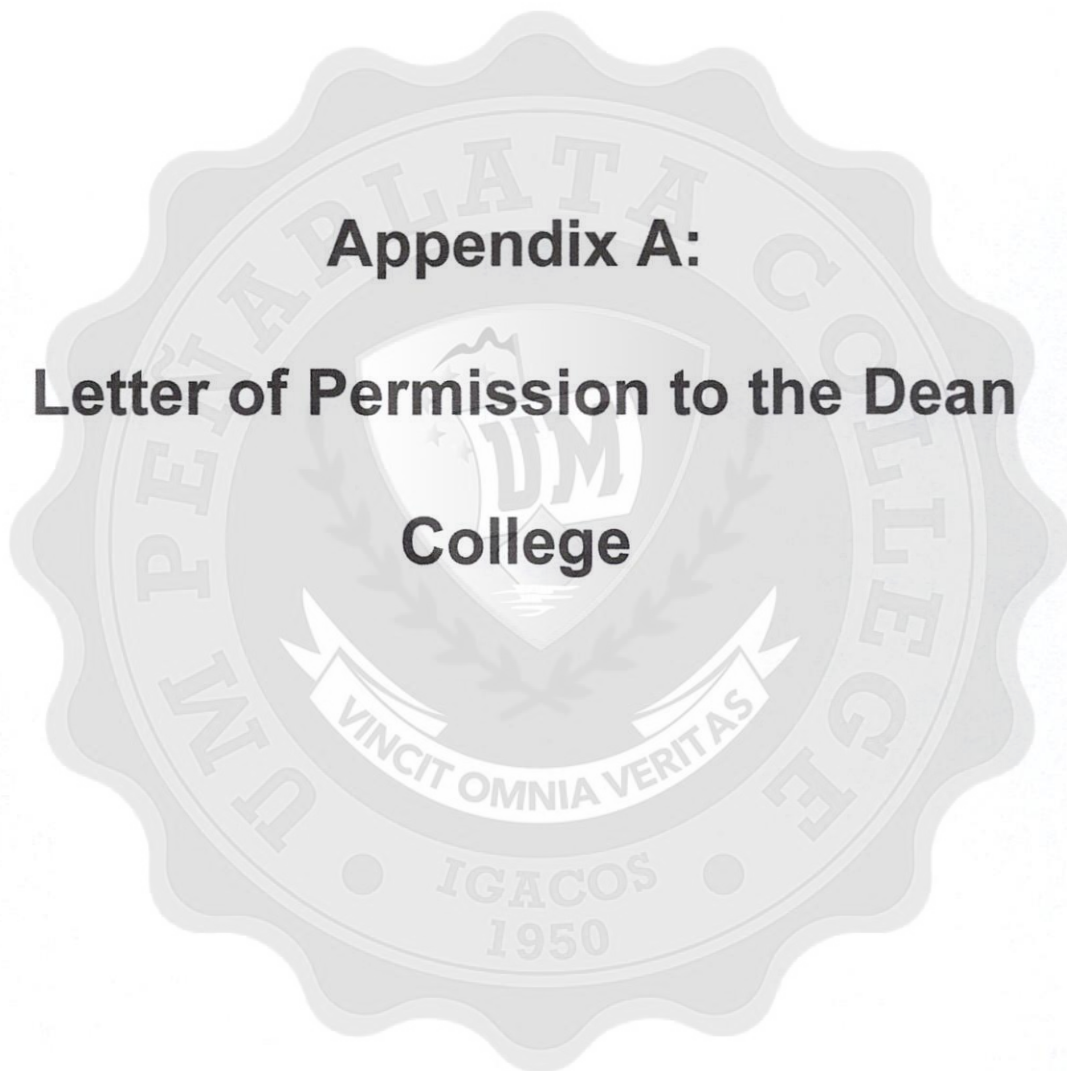
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APPENDICES



Appendix A:
Letter of Permission to the Dean
College



February 8, 2024

MARLON D. MONTAÑO
Dean of College
University of Mindanao - Peñaplata
Obenza St., Brgy. Peñaplata, IGACOS

Sir:


Good day!


The undersigned are currently undertaking a study entitled "Students' Attitude Toward Code Switching: A Cross-Sectional Study" in partial fulfillment of the requirements for the degree Bachelor of Secondary Education major in English.


In line with this, we respectfully request permission to personally conduct this study, whose respondents are the Grade 12 students in Nieves National High School. The researchers will conform in accordance with the ethics of research.

We extend our sincerest appreciation for the favorable support afforded to the researchers. We deemed that your approval of this request would help us attain the objectives of the study.


Sincerely yours,


SHARMINE GENERALAO
Researcher

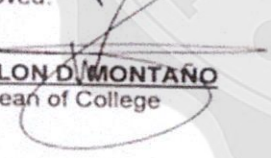

QUEENIE MAMETES
Researcher

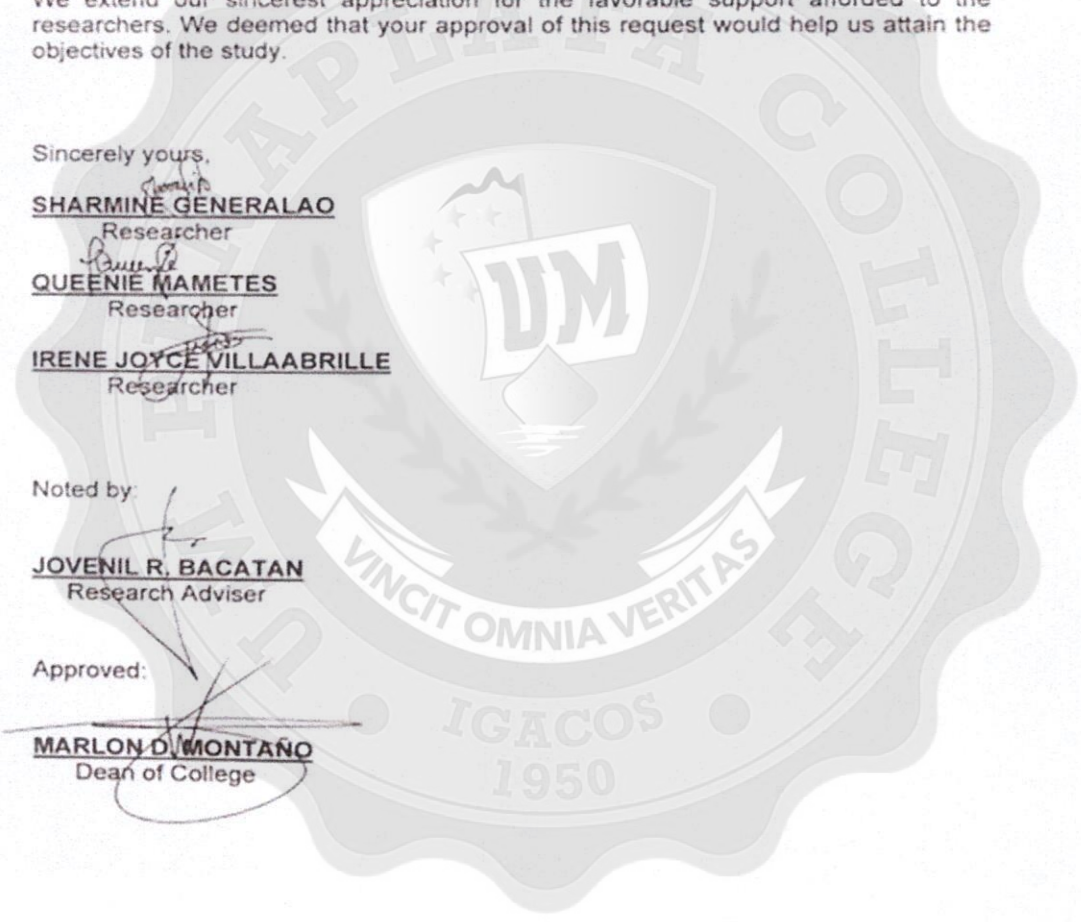

IRENE JOYCE VILLAABRILLE
Researcher

Noted by:

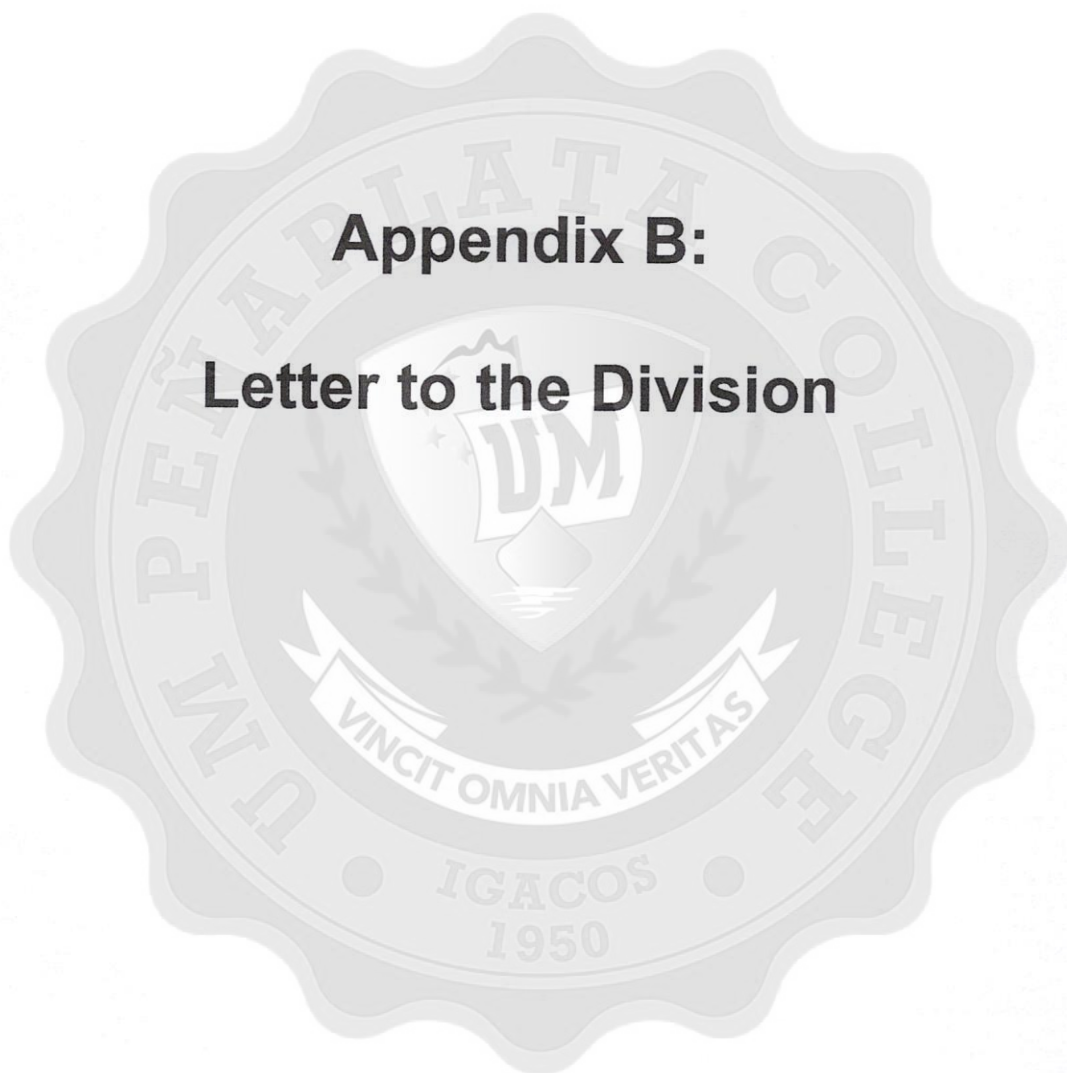

JOVENIL R. BACATAN
Research Adviser

Approved:


MARLON D. MONTAÑO
Dean of College



Appendix B:
Letter to the Division





Republic of the Philippines
Department of Education

DAVAO REGION
 SCHOOLS DIVISION OF ISLAND GARDEN CITY OF SAMAL

Office of the Schools Division Superintendent

February 13, 2024

CORNELIO JR. R. MONTEROSO, EdD
 Research Coordinator
 UM Peñaplata College

Dear Dr. Monteroso:

This is in response to your letter request received by this Office on January 24, 2024 asking for permission to conduct the following studies, to wit:


1. Types of Speech Disfluency Among Grade 12 Students: A Content Analysis of an Extemporaneous Speech.
2. Students' Attitude Toward Code Switching: A Cross-Sectional Study
3. The Influence of Food and Nutrition Literacy to the Academic Performance of Intermediate Level Students
4. An Integrated Investigation of Proficiency and Obstacles in Mother Tongue to English Translation: A Mixed Method Study
5. Attitude Towards Sustainable Development: A Cross-Sectional Study

Please be informed that this Office interposes no objection to the said request, provided, however, that the following conditions shall properly comply:

1. Proper coordination with the concerned school heads and teachers in public secondary schools shall be made before the conduct of the study to avoid disruption of their official functions.
2. No money shall be collected from respondents for the reproduction of materials.
3. Results of the said study shall be discussed immediately with the school head concerned; and
4. Upon completion of your study, please furnish this Office with a hardbound copy in electronic format (PDF copy) through email samalis@deped.gov.ph for future reference.

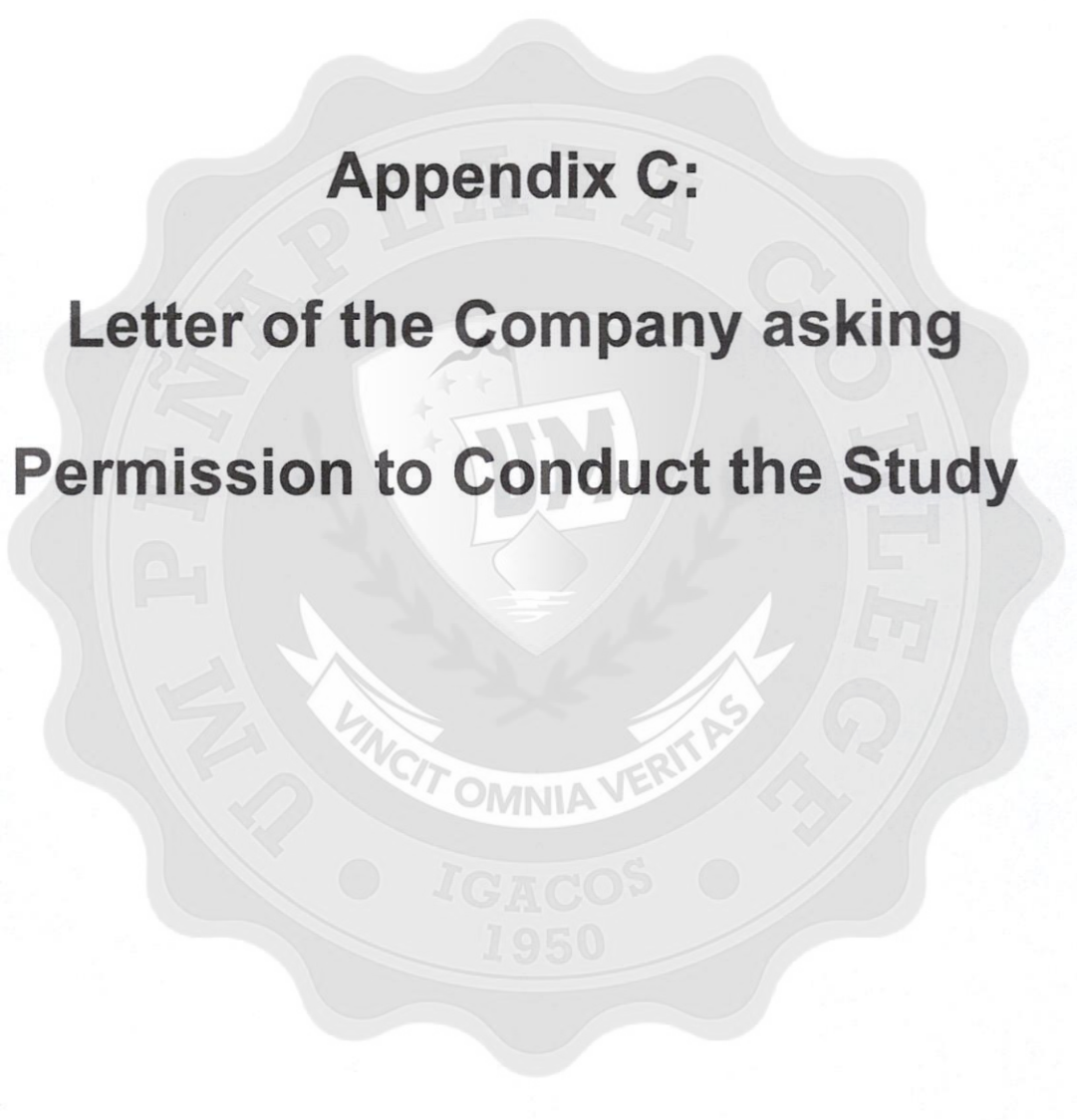
Thank you very much.

Truly yours,

NELSON C. LOPEZ, EdD, CESO V
 Schools Division Superintendent 



Address: Sitio Pasig, Brgy. Peñaplata, District II, Island Garden City of Samal
 Contact No.: 0905-441-7212
 Email Address: samacity@deped.gov.ph



Appendix C:
Letter of the Company asking
Permission to Conduct the Study

February 12, 2024

Dr. Elizabeth A. Lacorte
Principal IV
Nieves Villarica National High School

Dear Ma'am Lacorte:

Greetings of Peace and Love!


The undersigned are currently undertaking a study entitled "**Students' Attitude Toward Code Switching: A Cross-Sectional Study**" in partial fulfillment of the requirements for the degree Bachelor of Secondary Education major in English.


In line with this, we would like to ask permission from your good office to allow us to conduct a survey to 200 respondents of grade 12 students in your school. The conduct of the survey is the most essential part that will help us in the completion of our study. Rest assured that every detail of the data gathered will be treated and remained as confidential.


Looking forward to your positive response to this endeavor.

Thank you very much.

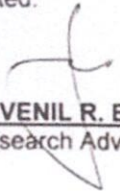
Sincerely yours,


Sharmine M. Generalao


Queenie L. Mametes


Irene Joyce L. Villaabrille

Noted:


JOVENIL R. BACATAN
Research Adviser

Approved:


DR. ELIZABETH A. LACORTE
Principal IV, NVNHS

**Appendix D:
Certificate of Appearance**





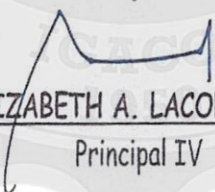
Republic of the Philippines
 Department of Education
 Region XI
 Division of IGACOS
NIEVES VILLARICA NATIONAL HIGH SCHOOL

CERTIFICATE OF APPEARANCE

TO WHOM IT MAY CONCERN:

This is to certify that the officer/employee whose name and designation stated hereunder appeared in the office as indicated and for the purpose stated:


Name: Irene Joyce L. Villaabrille, Sharmine Generaldo, Queenie L. Marmetes
 Designation: Students / Researchers
 Office: Office of the Principal
 Address: Zone 7, Brgy. Villarica, Babak Dist., Island Garden City of Samal
 Inclusive Date/s: February 19, 2024 ; March 22, 2024
 Purpose/s: For the approval of conduct of Thesis
 Date Issued: June 20, 2024

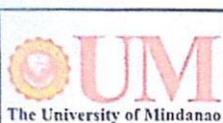

 ELIZABETH A. LACORTE, Ed.D

Principal IV

**Appendix E:
Research Agreement**



 UM The University of Mindanao	<h2 style="margin: 0;">RESEARCH AND PUBLICATION CENTER</h2> <p style="margin: 0;">[] Main [x] Branch <u>Peraplatan</u></p> <h3 style="margin: 0;">UNDERGRADUATE RESEARCH AGREEMENT</h3>
<p>As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:</p> <ol style="list-style-type: none"> 1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense. 2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University. 3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall be provided with qualified research personnel (adviser and statistician) to help them out in the conduct of the project. 4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited. 5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring. 6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the RC. 7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and on thesis binding as announced/posted. Two (2) copies of the outlines/manuscripts shall be submitted to the RC one week before the scheduled defense. 8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond, needs to obtain RPC consent through writing. No additional payment shall be made to panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party. 9. The researcher/s shall deliver oral defense as scheduled by the RC before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained. 10. In the event that the researcher/s failed to meet and/or satisfy the requirements and criteria for title, outline and final defenses, they shall be given another chance through redefense. This redefense is granted only once. Should the researcher/s failed during the redefense, they shall be given a failing grade and are required to reenroll the course. 11. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability. 12. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC for documentation and future reference. 	



RESEARCH AND PUBLICATION CENTER


[] Main [/] Branch Petaplitan

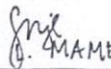
UNDERGRADUATE RESEARCH AGREEMENT

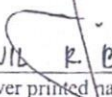
13. The researcher/s shall maintain the right for three (3) free plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 25% and lower.
14. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud. Also, the papers shall be subjected for Grammarly check to ensure adherence to rules of language and writing conventions. Threshold of grammar accuracy is 95% and above.
15. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.
16. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.
17. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and bound. After which no paper shall be published or presented without consent/approval from the College. Sharing and/or furnishing copies of the research paper to pertinent offices or parties is subject to the approval of the College and shall require a signed Non-Disclosure Agreement from the receiving parties.
18. The researcher/s shall present their research projects strictly during their scheduled oral defense. Failure to present as scheduled, the researcher/s will have to wait for another cycle of defense.

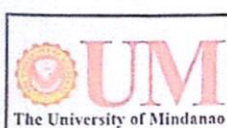
I affix my signature to signify that I read, understand, and conform to the items enumerated above.

Conformed:


 QUEENIE L. MAMETES
 Signature over printed name of student


 JOJIT M. MAMETES
 Signature over printed name of parent/guardian


 JOVENIL R. BACATAN
 Signature over printed name of adviser




RESEARCH AND PUBLICATION CENTER

[] Main [x] Branch Terapan

UNDERGRADUATE RESEARCH AGREEMENT

As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/F/S/creative work as follows:

1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense.
2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University.
3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall be provided with qualified research personnel (adviser and statistician) to help them out in the conduct of the project.
4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited.
5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring.
6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the RC.
7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and on thesis binding as announced/posted. Two (2) copies of the outlines/manuscripts shall be submitted to the RC one week before the scheduled defense.
8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond, needs to obtain RPC consent through writing. No additional payment shall be made to panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party.
9. The researcher/s shall deliver oral defense as scheduled by the RC before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained.
10. In the event that the researcher/s failed to meet and/or satisfy the requirements and criteria for title, outline and final defenses, they shall be given another chance through redefense. This redefense is granted only once. Should the researcher/s failed during the redefense, they shall be given a failing grade and are required to reenroll the course.
11. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.
12. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC for documentation and future reference.

 <p>UMM The University of Mindanao</p>	<p style="text-align: center;">RESEARCH AND PUBLICATION CENTER</p> <p style="text-align: center;">[] Main [x] Branch <u>Peñaplate</u></p> <p style="text-align: center;">UNDERGRADUATE RESEARCH AGREEMENT</p>
--	--

13. The researcher/s shall maintain the right for three (3) free plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 25% and lower.

14. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud. Also, the papers shall be subjected for Grammarly check to ensure adherence to rules of language and writing conventions. Threshold of grammar accuracy is 95% and above.

15. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.

16. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.

17. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and bound. After which no paper shall be published or presented without consent/approval from the College. Sharing and/or furnishing copies of the research paper to pertinent offices or parties is subject to the approval of the College and shall require a signed Non-Disclosure Agreement from the receiving parties.

18. The researcher/s shall present their research projects strictly during their scheduled oral defense. Failure to present as scheduled, the researcher/s will have to wait for another cycle of defense.

I affix my signature to signify that I read, understand, and conform to the items enumerated above.

Conformed:

SHEPHINE GENERALAO
Signature over printed name of student

MARINA GENERALAO
Signature over printed name of parent/guardian

JOVENIL R. DICATAN
Signature over printed name of adviser



RESEARCH AND PUBLICATION CENTER

Main Branch Persaplayan

UNDERGRADUATE RESEARCH AGREEMENT

As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:

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RESEARCH AND PUBLICATION CENTER

[] Main [x] Branch Perapleto

UNDERGRADUATE RESEARCH AGREEMENT

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- 14. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud. Also, the papers shall be subjected for Grammarly check to ensure adherence to rules of language and writing conventions. Threshold of grammar accuracy is 95% and above.
- 15. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.
- 16. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.
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- 18. The researcher/s shall present their research projects strictly during their scheduled oral defense. Failure to present as scheduled, the researcher/s will have to wait for another cycle of defense.

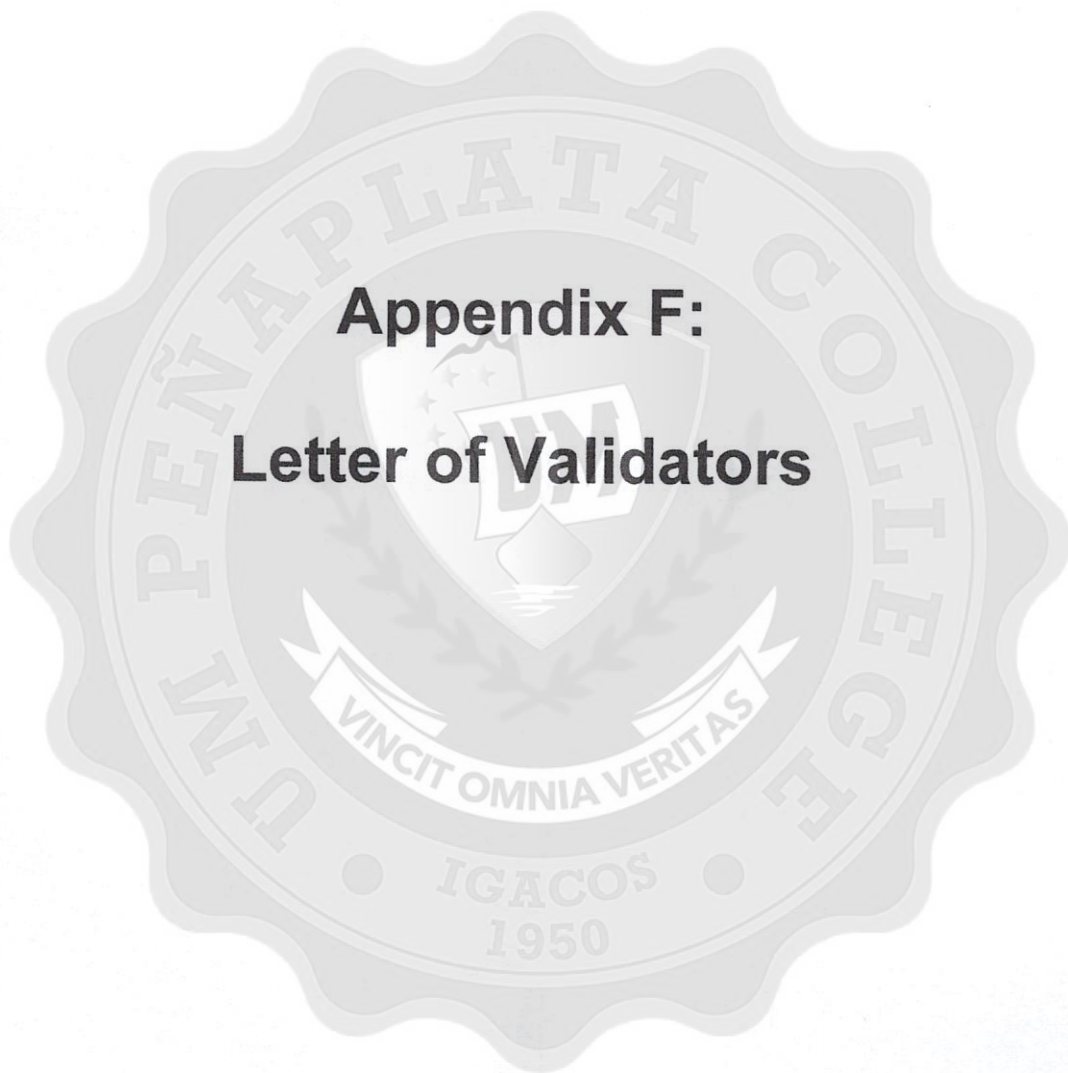
I affix my signature to signify that I read, understand, and conform to the items enumerated above.

Conformed:

IRBE JOYCE L. VILLABRILLE
Signature over printed name of student

EVELYN L. VILLABRILLE
Signature over printed name of parent/guardian

JIVENIL R. BACATAN
Signature over printed name of adviser



**Appendix F:
Letter of Validators**

December 13,2023

Marynel C. Comido
University of Mindanao Penaplata College
Island Garden City of Samal

Dear Prof. Comido:


Greetings of Peace and Solidarity!


The undersigned are currently undertaking a study entitled "**STUDENTS' ATTITUDE TOWARD CODE SWITCHING: A CROSS-SECTIONAL STUDY**" in partial fulfillment of the requirements for the degree Bachelor of Secondary Education major in English.

With your expertise, we humbly ask your permission to validate our research tool. We are looking forward that our request would merit your positive response.

Thank you and God bless.

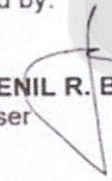
Sincerely yours,


Irene Joyce Villaabrille


Sharmine Generalao

Researchers

Noted by:


JOVENIL R. BACATAN, MAEM
Adviser

Date: November 24, 2023

Cornelio R. Monteroso Jr.
University of Mindanao Penaplata College
Island Garden City of Samal

Dear Prof. Monteroso:

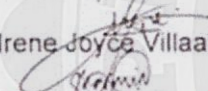
Greetings of Peace and Solidarity!

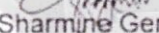
The undersigned are currently undertaking a study entitled "**STUDENTS' ATTITUDE TOWARD CODE SWITCHING: A CROSS-SECTIONAL STUDY**" in partial fulfillment of the requirements for the degree Bachelor of Secondary Education major in English.

With your expertise, we humbly ask your permission to validate our research tool. We are looking forward that our request would merit your positive response.

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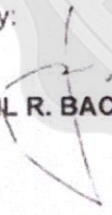
Sincerely yours,

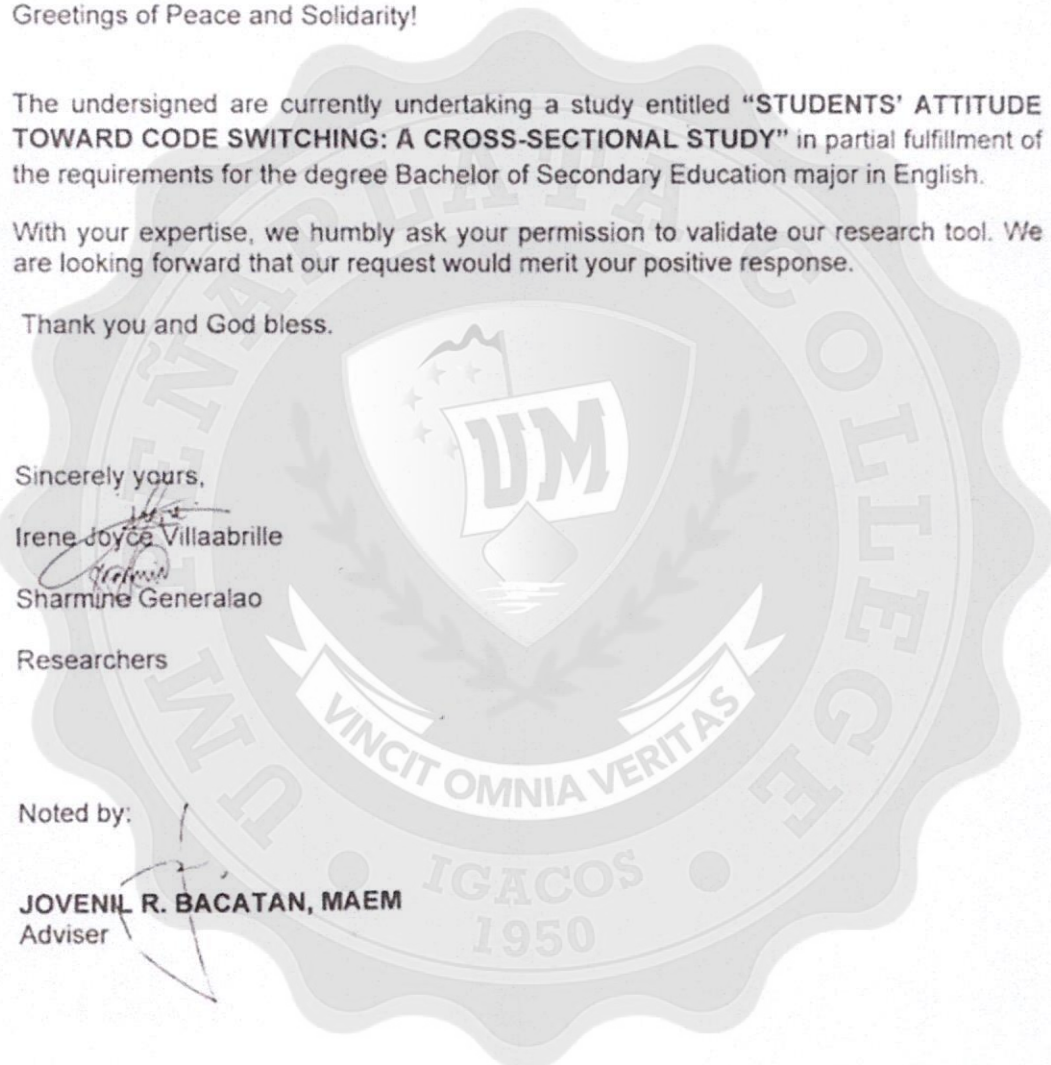

Irene Joyce Villaabrille


Sharmine Generalao

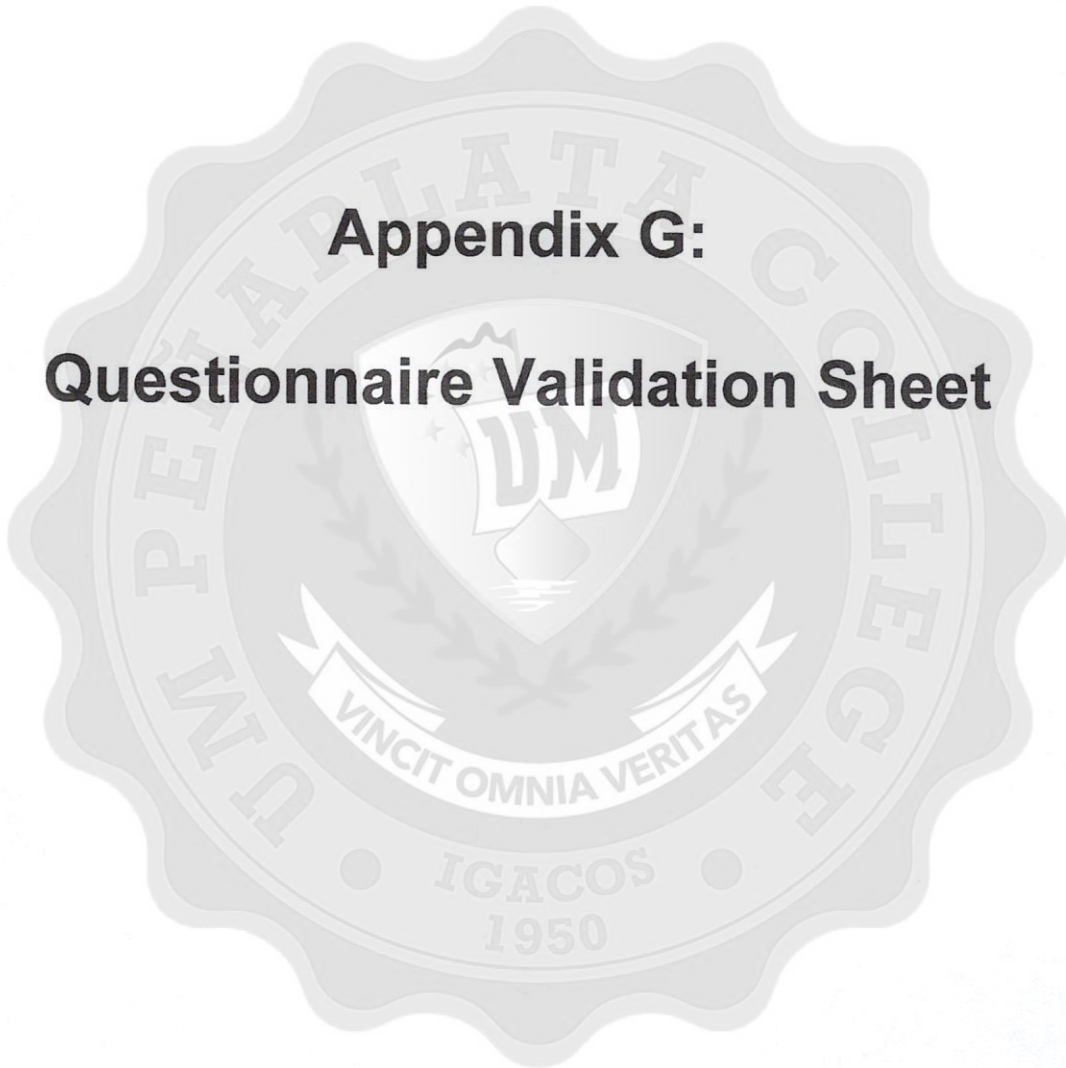
Researchers


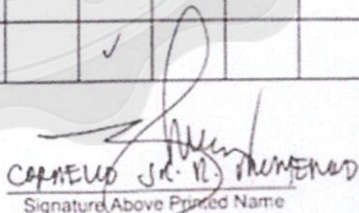
Noted by:


JOVENIL R. BACATAN, MAEM
Adviser



Appendix G:
Questionnaire Validation Sheet



 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____				
	QUESTIONNAIRE VALIDATION SHEET				
Title of Research: <u>STUDENTS' ATTITUDE TOWARD CODE SWITCHING: A CROSS SECTIONAL STUDY</u>					
Proponents: <u>SHARINE GENERALAO, IRENE JOCKE L. VILLARDELLA</u>					
To the Evaluator: Please check the appropriate box for your ratings.					
Point Equivalent: 5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good					
	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		✓			
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		✓			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		✓			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		✓			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		✓			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		✓			
 Signature Above Printed Name					



Appendix H:
Certification from the Statistician



UM PEÑAPLATA COLLEGE
Research and Publication Center
Obenza St., Island Garden City of Samal

STATISTICIAN'S CERTIFICATION

This is to certify that the research entitled "Students' Attitude toward Code-Switching: A Cross-Sectional Study" by Irene Joyce L. Villaabrille, Sharmine M. Generalao, and Queenie L. Mametes under the supervision of Jovenil R. Bacatan has been statistically treated and examined.

This certification is issued this 09 day of July 2024 as requested by the researchers upon the partial fulfillment of the academic requirements for the Degree Bachelor of Secondary Education Major in English.



Ruben D. Cordero Jr.
Statistician

IGACOS
1950

**Appendix I:
Turnitin Results**



STUDENTS' ATTITUDE TOWARD CODE-SWITCHING: A CROSS-SECTIONAL STUDY

ORIGINALITY REPORT

8 %	7 %	2 %	1 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	papers.iafor.org Internet Source	2 %
2	www.coursehero.com Internet Source	1 %
3	www.researchgate.net Internet Source	1 %
4	www.rsisinternational.org Internet Source	1 %
5	cheapjewelryus.com Internet Source	1 %
6	cjlls.ca Internet Source	<1 %
7	Lisa M. Najavits, Marybeth Walsh. "Dissociation, PTSD, and Substance Abuse: An Empirical Study", <i>Journal of Trauma & Dissociation</i> , 2012 Publication	<1 %
8	nanopdf.com Internet Source	



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: QUEENIE MAMETES
 Assignment title: For Checking
 Submission title: STUDENTS' ATTITUDE TOWARD CODE-SWITCHING: A CROSS-...
 File name: ENTS_ATTITUDE_TOWARD_CODE-SWITCHING_A_CROSS-SECT...
 File size: 54.98K
 Page count: 30
 Word count: 5,527
 Character count: 33,611
 Submission date: 16-Jul-2024 11:46AM (UTC+0800)
 Submission ID: 2417594816

Appendix J:
Grammarly Results



STUDENTS' ATTITUDE TOWARD CODE-SWITCHING_A CROSS-SECTIONAL STUDY

by Jovenil Bacstan

General metrics

39,546	5,533	486	22 min 7 sec	42 min 33 sec
characters	words	sentences	reading time	speaking time

Score

99

This text scores better than 99% of all texts checked by Grammarly

Writing Issues

31
issues left

3
Critical

28
Advanced

Plagiarism

This text hasn't been checked for plagiarism

The seal of T.M. Peñaflata College is a circular emblem with a scalloped border. It features a central shield with a mountain peak and the letters 'UM'. Below the shield is a banner with the Latin motto 'VINCIT OMNIA VERITAS'. The outer ring of the seal contains the text 'T.M. PEÑAFLATA COLLEGE' and 'IGACOS 1950' at the bottom.

Appendix K:
Questionnaires

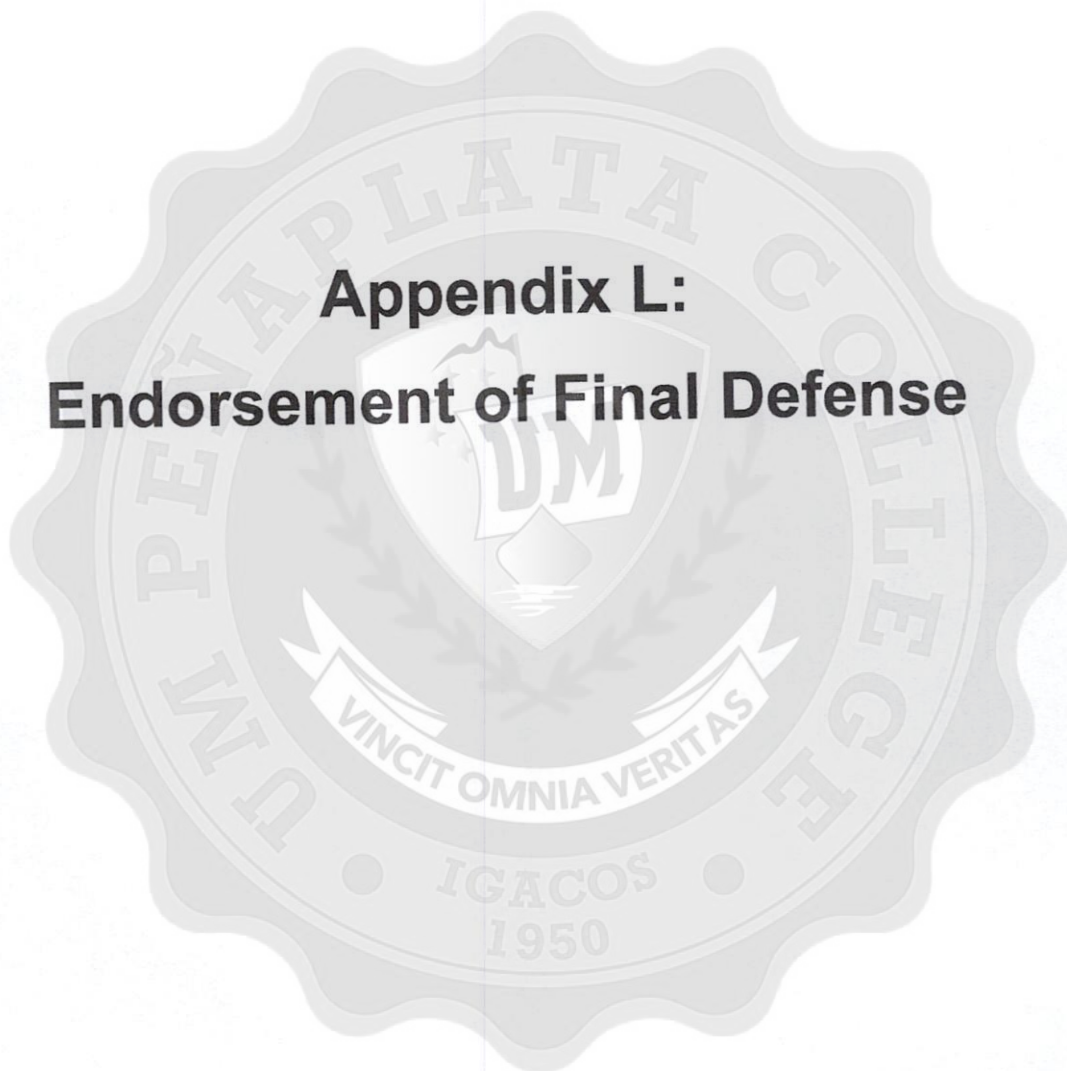
Name: (Optional) _____ Gender: _____ Age: _____ Ethnicity: _____

Directions: For each statement in the survey, please indicate how much you agree or disagree with the statement by putting a check on the right side of each statement. Your answers will be kept strictly confidential.

Scale: 5- strongly Agree 4- Agree 3- Neutral 2-Disagree 1-Strongly Disagree

Questions	5	4	3	2	1
Behavioral Attitude					
1	Speaking in English anywhere makes me feel worried.				
2	Studying English helps me to have good relationships with friends.				
3	When I hear a student in my class speaking in English well, I like to practice speaking with him/her.				
4	Studying English helps me improve my personality.				
5	I put off my English homework as much as possible.				
6	I am not relaxed whenever I have to speak in my English class.				
7	I feel embarrassed to speak in English in front of other students.				
8	I like to practice English the way native speakers do.				
9	When I miss the class, I never ask my friends or teachers for the homework on what has been taught.				
10	I do not feel enthusiastic to come to class when English is being taught.				
Cognitive Attitude					
1	Being good at English will help me study other subjects well.				
2	I have more knowledge and more understanding when studying English.				
3	Frankly, I study English just to pass the exams.				
4	In my opinion, people who speak more than one language are very knowledgeable.				
5	Studying English helps me communicate in English effectively.				
6	I cannot apply the knowledge from an English subject in my real life.				
7	Studying English makes me able to create new thoughts.				
8	I am not satisfied with my performance in the English Subject.				
9	In my opinion, the English language is difficult and complicated to learn.				
10	The English subject has content that covers many fields of knowledge.				
Affective Attitude					
1	I prefer studying in my mother tongue (e.g. Tagalog, Bisaya) rather than any other language.				
2	To be honest, I really have little interest in my English class.				
3	Studying English is enjoyable.				
4	I feel proud when I can express myself in writing and speaking in English.				
5	Studying English subject makes me feel more confident.				
6	I am interested in studying English.				
7	Studying English is important to me because I think someday it will be useful in getting a job.				
8	I look forward to the time I spend in English class.				
9	Studying English makes me have good emotions (feelings.)				


**Appendix L:
Endorsement of Final Defense**



ENDORSEMENT

This student paper entitled "STUDENTS' ATTITUDE TOWARDS CODE SWITCHING" prepared and submitted by Irene Joyce Villaabrille, Sharmine Generalao, and Queenie Mametes in partial fulfillment of the requirements in ELT 413-Code 188 is hereby certified to have satisfactorily met the requirements of an undergraduate thesis and is hereby endorsed for final defense.

Signed:

Name	Designation	Signature	Date
JOVENIL R. BACATAN	Adviser		05/24/2024



IGACOS
1950

**Appendix M:
Routing Form**





Curriculum Vitae



09501064365

irenevillaabrille@gmail.com

Personal Data

Name: Irene Joyce L. Villaabrille
Date of Birth: March 31, 2003
Age: 22
Address: Cogon, Samal, IGaCos
Father: Reynante O. Villaabrille
Mother: Evelyn L. Villaabrille

Educational Background

Elementary: Cogon Elementary School
Secondary: Pedro D. Duncano National High School
Tertiary: UM Peñaplata College



09632890265

@sharminezen@gmail.com

Personal Data

Name: Sharmine M. Generalao
Date of Birth: July 02, 2001
Age: 23
Address: Catagman, Samal, IGaCos
Father: Diego A. Generalao
Mother: Myrna M. Generalao

Educational Background

Elementary: Magamomo Elementary School
Secondary: Mambago B National High School
Tertiary: UM Peñaplata College



09154267201

queeniemametes20@gmail.com

Personal Data

Name: Queenie L. Mametes
 Date of Birth: October 20, 2001
 Age: 22
 Address: Anonang, Kaputian, IGaCos
 Father: Wilfredo G. mametes
 Mother: Jojit L. Mametes

Educational Background

Elementary: Anonang Elementary School
 Secondary: Anonang National High School
 Tertiary: UM Peñaplata College