Code-Switching in Focus: The Standpoints of Language Learners in an ESL Classroom

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Abstract

This study was conducted to determine how second-language classrooms regarded code-switching and to look into the relationship between code-switching in their academic performance and attitudes in English language classes. In order to provide statistical analysis for code-switching without modifying the study variable, the study adopted a correlational research method that collected quantifiable data. 124 Grade 11 seniors from the Laguna-Isabela Campus of the University of Perpetual Help System who were enrolled during the academic year 2021–2022 made up the study's sample. The adopted questionnaire was used by the researchers and slightly modified to fit the needs of the study. It was then taken through pilot testing to assess its reliability and consistency, and the respondents responded using Google Forms. The study found no statistically significant differences in the attitudes of the respondents who were grouped according to their strands using Frequency and Percentage, ANOVA, weighted mean, and Pearson correlation. This study also showed that the respondents' attitudes did not impact their academic performance in English. The majority of respondents represented the STEM strand. The respondents shared the same opinions regarding code-switching and its justifications. When code-switching was used, most of the respondents had excellent academic achievement in English. Their strands had little impact on the respondents' attitudes. Academic achievement has little impact on the attitudes of the respondents. Additionally, based on the findings of this study, code-switching can be seen as a beneficial teaching and learning approach.

Keywords: *Code-switching, ESL learners, academic performance, Philippines*.

1. Introduction

Philippine classrooms are composed of individuals coming from different backgrounds. Learners differ in many ways, such as ethnicity, age, race, gender, learning styles, and many more. However, one aspect that can be highly observed among these students during conversation or class discussion-is the language used. A particular linguistic aspect and an interesting topic of research is the presence of code-switching during conversations between students and teachers inside the classroom.

English is one of the dominant languages in Philippine society, and the educated class may perceive it as functionally native (Kachru, 2005). However, code swapping is prevalent among individuals who speak English in the nation. Code switching is described as "the alternation of two languages inside a same speech, phrase, or element" (Jamshidi & Navehebraim, 2013). Thompson (2003) finds this happening regularly in television advertising, public interviews and forums, radio shows, basketball and other sports commentary, and other media sites, and subsequently refers to the widespread usage of Tagalog and English code switching as "Taglish." Bolton (2003) also contends that this prevalence of "Taglish" in Manila and in other provinces makes code switching 'the unmarked code of choice'.

Classroom code-switching is the alternating use of more than one linguistic code in the classroom by any classroom participants, such as the teacher, students, and teacher aide (Lin, 2008). It is also known as pedagogic code-switching, a switch between two or more linguistic codes that facilitate the acquisition of a concept (Norrish, 2007).

In Philippine education, code-switching is prevalent. However, it gave rise to some arguments regarding its influence on people. Some say that code-switching is terrible since it has gained a

bad reputation due to assumptions that people lose their identities and develop prejudices toward their ethnicity, social class, and religion. However, some people consider code-switching as a way to communicate productively with people who have different backgrounds. On the other hand, Martin (2006) supports code-switching as a promoter of educational goals of delivering content knowledge. While Greggio & Gil(2007) also claim that code-switching is a helpful instrument for teaching and learning English. There is also a claim that code-switching fills gaps in linguistics, can express ethnic identity, and achieves lengthy aims.

Nonetheless, Filipino scholars have shown the widespread use of coding. Switching in education has a favourable impact on learning results. Borlongan (2009) discovered that most English language teachers code-swap. In English-dominated classes, students routinely violate the 'English only' requirement. Furthermore, Asuncion (2010) discovered that switching to the mother language was the most commonly utilized approach and suggested that code-switching should not be deemed incorrect or illegitimate because it helps learners become communicatively effective bilingual members of society.

Code-switching is not just the predominant method of instruction in the Philippines. It has also been discovered to have utilitarian aspects in schools. According to Limoso (2002), code-switching supports various instructional goals in a literary classroom while facilitating collaboration and understanding. Martin (2006) supports the argument that code-switching helps educational goals such as content knowledge delivery. According to Greggio and Gil (2007), code-switching can be a helpful strategy in English language teaching and learning. According to Bullock and Toribio (2009), code-switching covers language gaps, expresses ethnic identity, and achieves certain discursive goals.

Previous studies have focused on the acceptability of code-switching in the ESL classrooms and on the patterns of code-switching used by the teachers to second language learners during eaching-learning process. The particular subject of the study focused on academic performance in English and attitudes toward Filipino-English code-switching. The latter is a linguistic phenomenon common in the Philippines, with 170 estimated languages spoken daily, making it a country with vast linguistic diversity (Bautista, 2004). As a result, code-switching is not unusual in the classroom. However, there is much available information about this topic, but our knowledge is limited.

Studying classroom code-switching may be too complex and broad. The researchers narrowed the study's goal to find out the academic performance in English and attitudes toward Filipino-English code-switching of students who belong to a second language classroom, namely, Grade 11 students who took the Oral Communication in Context subject. The researchers saw the need to understand the situation of code-switching to provide the respondents with new insights into their performance in language learning and using code-switching.

This study was anchored to Jim Cummins' (1981) Common Underlying Proficiency theory, also known as the "Theory of Bilingualism," which states an existing link between increasing proficiency in a learner's native tongue and their second language. If learners have already learned their mother/native tongue, they are prepared to learn the second language. Also, in this theory, using previous knowledge of the native tongue supports the learner's understanding of language-related skills and concepts; thus, a second language should theoretically become easier for them (Cummins,1981).

This study sought to determine the attitudes of second-language classrooms toward code-switching and their academic performance in English. Specifically, it answered the following questions:

a. What is the demographic profile of the respondents in terms of the strand?
b. What is the respondents' academic performance in Oral Communication in the Context of an English subject?
c. What are the attitudes of the respondents on the following;
   3.1. attitudes regarding English–Filipino Code-switching;
   3.2. attitudes toward code switchers; and
   3.3. the reasons for code-switching among respondents?

d. Is there a significant difference in the respondents' attitudes towards code-switching when grouped according to their profile variable?
e. Is there a significant relationship between the respondents' attitudes towards code-switching and their academic performance in English?

2. Methods

This study used a quantitative-descriptive and correlational survey approach. A descriptive survey describes and interprets a phenomenon of interest, while a correlational approach discovers and measures relationships between two or more variables (Mertler, 2014). This research approach collected quantifiable information and provided statistical analysis without changing the variables of the study. The researchers focused on determining the attitudes towards Filipino-English code-switching and the academic performance of Grade 11 students who took Oral Communication in Context as an English subject.

The respondents of the study were the Grade 11 students who took Oral Communication in Context as one of their English subjects at the University of Perpetual Help System Laguna-Isabela Campus during the Academic Year 2021-2022. The researchers used Krejcie and Morgan to compute the sample size with a 95% confidence and a 5% margin of error. The researchers used a proportionate stratified random sampling technique to obtain the sample size.

Table 1

Summary of Population and Sample Size of every Strand

Strand	Population	Sample	Percentage
Science and Technology, Engineering, and Mathematics (STEM)	111	75	60
Accountancy and Business Management (ABM)	31	21	17
Humanities and Social Science (HUMSS)	23	16	13
Technical Vocational Livelihood (TVL)	18	12	10
Total	**183**	**124**	**100**

In gathering data, researchers adapted a questionnaire by Valerio (2015) which she used in her study of Filipino – English Code-Switching Attitudes and Practices and Their Relationship to English Academic Performance among Freshman Students of Quirino State University.

The respondents selected their answers by placing a checkmark on a 5-point Likert Scale. The researchers omitted questions from the original questionnaire, particularly categories that were not within the scope of the study, such as the Attitudes of Respondents Towards English as a Language and Filipino as a Language.

The questionnaire was divided into two sections and consisted of closed-ended questions. Part 1: Questions about their profile, and Part 2: Respondents' attitudes toward code-switching. Part 2 was divided into three sub-categories: attitudes toward code-switching, attitudes towards code-switchers, and reasons for code-switching.

The survey questionnaire was administered online through Google Forms due to threats imposed by the COVID-19 pandemic hindering researchers from administering the survey in a face-to-face setting.

The instrument was evaluated by experts to establish its content validity. The experts' suggestions were taken and incorporated into the finalized questionnaire. Pilot-testing of the research instrument survey questionnaire was also conducted among 30 respondents of West Tabacal Region National National High School to determine its reliability. The instrument's validity and reliability were determined by trial testing. The Cronbach's alpha of more than 0.70 indicated the consistency of the responses in the items in the questionnaire. The third part of the questionnaire has a Cronbach's Alpha value of 0.736 which was indicated as "Good". The following scale was adapted from Valerio (2015) and used in determining the respondents' attitudes towards Filipino-English code-switching.

Table 2

Numerical Rating and Categorical Response

Numerical Rating	Categorical Response
5	Strongly Agree
4	Agree
3	Slightly Agree
2	Disagree
1	Strongly Disagree

The data obtained from questionnaires were analyzed and interpreted through the following statistical tools:

a. Frequency and Percentage distribution were used to determine the data on the profile of the respondents.
b. ANOVA was used to determine the difference in the respondents' attitudes toward code-switching when grouped according to their profile variable.
c. Weighted Mean was used to analyze participants' attitudes towards Filipino-English code-switching. In interpreting the means, the scale below adopted from Valerio (2015) was used:

Table 3

Scale for Weighted Mean Interpretation

Range	Description	Indicator
4.21-5.00	Strongly Agree	The respondents strongly agree
3.41-4.20	Agree	The respondents agree
2.61-3.40	Slightly Agree	The respondents slightly agree
1.81-2.60	Disagree	The respondents disagree
1.0-1.80	Strongly Disagree	The respondents strongly disagree

Their final grade in English was interpreted using the grading scale and description below:

Table 4

Final Grade Scale and Interpretation

Grading Scale	Descriptive Interpretation
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly
74-below	Did Not Meet Expectations

d. Pearson Correlation was used to determine the relationship between attitude toward code-switching and academic performance in English.

3. Findings and Discussion

Table 5

Frequency and Percentage Distribution of the Respondents According to their Strands

Strand	Frequency	Percent
Science and Technology, Engineering, and Mathematics (STEM)	75	60.50
Accountancy and Business Management (ABM)	21	16.90
Humanities and Social Science (HUMSS)	16	12.90
Technical Vocational Livelihood (TVL)	12	9.70
Total	**124**	**100.0**

Table 5 presents the frequency and percentage distribution of the respondents according to their strand.

The table showed that 75 out of 124 or 60.50% of the respondents were from Science and Technology, Engineering, and Mathematics (STEM), while 21 or 16.90% of the respondents were from Accountancy and Business Management (ABM), 16 or 12.90% of the respondents were from Humanities and Social Science (HUMSS), and 12 or 9.70% were from Technical Vocational Livelihood (TVL). It implied that most responses were from STEM, with 60.50 %, while TVL had the least of 12 or 9.70%.

Academic Performance of the Respondents in English.

Table 6

Frequency and Percentage Distribution of the Respondents' Academic Performance

Academic Performance	Frequency	Percent
Outstanding (90-100)	87	70.20
Very Satisfactory (85-89)	23	18.50
Satisfactory (80-84)	8	6.50
Fairly (79-75)	6	4.80
Total	**124**	**100.0**

Table 6 presented frequency and percentage distribution of the respondents' academic performance in their Oral Communication in Context.

It can be seen that 87 or 70.20% of the respondents had a 90-100 average in the subject described as "Outstanding," while 23 or 18.50% of the population had an 85-84 average in the subject described as "Very Satisfactory." 8 or 6.50% of the population had an 80-84 average in the subject described as "Satisfactory," and 6 or 4.80% had 75-79 average in the subject described as "Fairly." It indicated that the respondents' academic performance ranges from outstanding to fairly performance.

Attitudes of the Respondents Towards Code-Switching, Code-Switchers, and Reasons for Code-Switching.

Table 7

Weighted Mean of the Respondents' Attitudes Towards Code-Switching

	Statements	Mean	SD	Verbal Interpretation
1.	I converse with my friends using Tagalog and English during our casual conversation.	4.25	0.76	Strongly Agree
2.	Mixing Tagalog and English can be a means of expressing oneself easier and more accurate.	4.19	0.76	Agree
3.	Using both Tagalog and English during class discussion makes the learning of English lessons easier and faster.	4.17	0.75	Agree
4.	In using technological gadgets in school, I prefer using English Tagalog.	4.02	0.86	Agree
5.	During classroom discussion, mixing vernacular language and English language is a good practice among students.	4.00	0.74	Agree
6.	Combining my dialect and the English language is just natural because it is a linguistic trend being practiced by everyone.	3.98	0.69	Agree
7.	During group activities, I use the combination of my dialect and English because it is allowed by my teacher.	3.87	0.82	Agree
8.	As a routine, I mix English and vernacular language in my English subject because my professor allows me.	3.72	0.71	Agree
9.	In my English subject, I speak my own dialect and switch to English subject from time to time.	3.69	0.83	Agree
	Grand Mean	**3.98**	**0.53**	**Agree**

Table 7 presented the weighted mean of the respondents' attitudes towards code-switching.

The table showed with the highest mean of 4.25 and a standard deviation of 0.76 described as "Strongly Agree" that the respondents converse with their friends using Tagalog and English during a casual conversation.

Moreover, the mean rating from 3.69 to 4.19 with a standard deviation from 0.69 to 0.86 was rated as "Agree". Hence, the respondents

agreed mainly on the following statements: The respondents mix English and vernacular with the professor's permission and that code-switching is a good practice during discussion. On the other hand, respondents consider code-switching as a means of expressing themselves easier and more accurately and makes learning easier and faster. Also, the respondents stated that they code-switch during group activities and see it as a linguistic trend practiced by everyone. They also prefer using code-switching when operating technological gadgets in school. Lastly, the respondents speak their dialect and switch to English during their English subject from time to time. Generally, a grand mean of 3.98 and a standard deviation of 0.53 revealed that respondents agreed with the statements about the attitudes towards code-switching.

Table 8 presented the weighted mean of the respondents' attitudes towards code-switchers. The table showed the mean rating from 3.42 to 4.06 with a standard deviation from 0.77 to 1.95 rated as "Agree". Hence, the respondents agreed mainly on the following statements: The respondents considered code-switchers as better speakers, achievers, honest, and expressive. However, respondents consider that code-switchers need additional speaking lessons or drills. They also agreed that as a region with several Ilocanos, there should be additional English subjects to lessen the difficulties in English learning and that most of the code-switchers come from the province unlike in urban places where there are more fluent English speakers.

Table 8

Weighted Mean of the Respondents' Attitudes Towards Code-Switchers

Statements	Mean	SD	Verbal Interpretation
10. A student who combines Tagalog and English during recitation in his English subject is just being "honest and expressive" to what he really feels.	4.06	0.78	Agree
11. Code-switchers are also achievers.	3.77	0.77	Agree
12. As a region with several Ilocanos, additional subjects in English must be given by the school to lessen the difficulties in learning English.	3.63	0.88	Agree
13. Code-switchers should be given additional speaking lessons/drills than those who speak English better.	3.58	0.84	Agree
14. Students from the province usually code switch; unlike in urban places, most students are fluent in speaking English.	3.49	0.87	Agree
15. If I talk to someone who frequently combines his dialect & the English language, I look at his manner of speaking as a "better speaker" compared to those who purely use his dialect to communicate.	3.42	1.95	Agree
16. A student who explains purely in English is more intelligent than those who mix Tagalog and English during brainstorming.	2.97	1.11	Slightly Agree
17. A student who mixes his dialects and English during brainstorming has poor communication skills.	2.52	1.25	Disagree
Grand Mean	**3.43**	**0.64**	**Agree**

On the other hand, the mean rating of 2.97 with a standard deviation of 1.11 rated as "Slightly Agree" stated that respondents slightly agreed that those who speak English more fluently are more intelligent than those who code-switch.

Lastly, the mean rating of 2.52 with a standard deviation of 1.25 rated as "Disagree" stated that respondents disagreed that students who mix their dialects and English during brainstorming have poor communication skills. A grand mean of 3.43 and a standard deviation of 0.64 revealed that respondents agreed with the statements about attitudes towards code-switchers in a second language classroom.

Table 9

Weighted Mean of the Respondents' Reasons for Code-Switching

Statements	Mean	SD	Verbal Interpretation
18. I can express myself better if I use Tag-lish.	3.98	0.89	Agree
19. I feel that I always commit errors in grammar.	3.98	0.86	Agree
20. As a sort of patriotism and nationalism, I prefer to use the Filipino language and combine it with English as our second language.	3.86	0.77	Agree
21. Using the combination of my dialect and English makes the speaking environment more natural and simpler.	3.85	0.75	Agree
22. My instructors, the models for speaking English in the classroom, also practice Tag-lish during discussion.	3.80	0.73	Agree
23. I am loyal to my mother tongue or my dialect.	3.65	0.87	Agree
24. I am not exposed to the English language and I feel more comfortable if I use the combination of my dialect and English.	3.65	0.91	Agree
Statements	**Mean**	**SD**	**Verbal Interpretation**
25. I have limited English vocabulary.	3.63	0.86	Agree
26. The school implements the "English - speaking" policy.	3.16	0.91	Slightly Agree
27. English-speaking environment is only for the highly intellectual students. I am an average student, so I use Tag-lish.	2.91	1.20	Slightly Agree
Grand Mean	**3.64**	**0.52**	**Agree**

Table 9 presented the weighted mean of the respondents' reasons for code-switching. The table showed the mean rating from 3.63 to 3.98 with a standard deviation of 0.73 to 0.91 rated as "Agree". Hence, the respondents had an agreement mainly on the following statements: The respondents agreed that one of the reasons for code-switching is that they were able to express themselves better. Also, the respondents code-switch because of the following reasons; they have limited English vocabulary; they are loyal to their mother tongue or dialect in which they also agreed that code-switching could be a means of showing patriotism and nationalism, and their teachers also practice code-switching during discussion. Additionally, the respondents code-switch because it makes the environment more comfortable, natural, and straightforward. However, the respondents code-switch due to their fear of committing errors in grammar.

Furthermore, the mean rating from 2.91 to 3.26 with a standard deviation of 0.92 to 1.20 rated as "Slightly Agree". Hence, the respondents slightly agreed with the following statements: The school implements an English speaking policy and the English speaking environment is only for intellectual students while code-switching is for average students. A grand mean of 3.64 and a standard deviation of 0.52 revealed that respondents agreed with the statements about the reasons for code-switching of those who belong to the second language classroom

Table 10

Difference in the Attitudes of the Respondents when grouped according to their Strands

Variable	F	Sig.
Attitudes towards code-switching	0.17^{ns}	0.91
Attitudes towards code-switchers	0.46^{ns}	0.70
Reasons for code-switching	0.26^{ns}	0.85

^{ns} Not Significant

Table 10 presented the difference in the respondents' attitudes towards code-switching, code-switchers, and reasons for code-switching when grouped according to their strands.

The attitudes toward code-switching with an F-value of 0.17 with a significance level greater than 0.05 led to the acceptance of the null hypothesis. It is also evident that the attitudes towards code-switchers with an F-value of 0.46 and a significance

level greater than 0.05 led to the acceptance of the null hypothesis. Lastly, the reasons for the code-switching of the respondents have an F-value of 0.26 with a significance level greater than 0.05 led to the acceptance of the null hypothesis.

These results indicated no significant differences in the respondents' attitudes towards code-switching, towards code-switchers, and reasons for code-switching when grouped according to their strands.

The table further implied that their strands matched their attitudes and reasons for code-switching.

Table 11

Relationship between Respondents' Attitudes and Academic Performance in English

Variables	Corr.	Sig.
Attitudes towards code-switching	0.11	0.22[ns]
Attitudes towards code-switchers	-0.09	0.31[ns]
Reasons for code-switching	-0.05	0.55 [ns]

[ns]Not Significant

Table 11 presents the relationship between the respondents' attitudes and their academic performance in English.In the table, the respondents' attitudes towards code-switching had a correlation coefficient of 0.11 with a significance level greater than 0.05, which led to the acceptance of the null hypothesis and stated that there was no significant relationship between the respondents' attitudes towards code-switching and their academic performance. Also, the respondents' attitudes towards code-switchers had a correlation coefficient of -0.09 with a significance level greater than 0.05, which led to the acceptance of the null hypothesis and stated that there was no significant relationship between the respondents' attitudes towards code-switchers and their academic performance.

Lastly, the reasons for code-switching of the respondents had a correlation coefficient of -0.05 with a significance level greater than 0.05, which also led to the acceptance of the null hypothesis and stated that there was no significant relationship between the respondents' reasons for code-switching and their academic performance. It implied that the attitudes of the respondents towards code-switching, code-switchers, and reasons for code-switching had no bearing on their academic performance in Oral Communication in the Context of an English subject.

Classroom code-switching is the alternating use of more than one linguistic code in the classroom by any classroom participants, such as the teacher, students, and teacher aide (Lin, 2008). Such a phenomenon is believed to form promising and effective educational approaches (Qaysi, 2019).

According to the results of this study, respondents code-switch during casual conversations with friends. According to Holmes (2013), Most people within the conversation context use code-switching due to the topic discussion. The topic frequently discussed in terms of technological issues introduces several English words into the dialogue. It implied that respondents code-switch while talking to their friends due to their topic. Additionally, Yamat et al. (2011) suggest that code-switching is a scaffolding for students in learning content and that code-switching inescapably occurs in the classroom. Similarly, Svendsen's (2014) "The Influence of Code-Switching in the Second Language Classroom in Connection to Language Development" suggests that code-switching among teachers and students can be an advantageous strategy in learning.

The respondents agreed that code-switchers are "expressive and honest" because code-switching allows a speaker to convey meaning using the most accurate, expressive, or succinct verbal items available to them—whether in English or Tagalog (Bautista 2004 cited by Lesada, 2017). Also, the respondents disagreed that code-switchers have poor communication skills. Its means that code-switchers were not seen as poor English speakers. Since the English-Only policy negatively affects students' class participation (Villanueva et al., 2020), code-switching helps students with lower performance understand the lessons better (Promnath & Tayjasa, 2016). At the same time, it is true that respondents slightly agreed that students who speak English fluently are more intelligent than those who code-switch. Students who use code-switching during conversation consider the mode that fulfills language's interpersonal and referential functions, leading to more effective communication. In contrast, mastery of the English language is helpful in their academic subject performance (Racca & Lasaten, 2016). So, the respondents did not fully agree that fluent English speakers are more intelligent than code-switchers because there is a balance between mastering the English language as

a course requirement and code-switching as a way to sustain conversation (Johansson, 2014).

Further, the findings of this study were supported by Lin's (2013) study, which suggests that code-switching helps build rapport between students and teachers who find interaction within the speaking environment more natural and easier. It is due to students' opportunity to speak and communicate slightly informally where tension and misunderstanding because of their second language limitations can be lessened. On the other hand, code-switching is considered helpful in facilitating learning grammar and vocabulary since it is largely used during instruction. Furthermore, teachers can use students' native language and familiar modes for students to understand the concepts better (Kumar and Arenda, 2012, cited by Johansson, 2014). Code-switching has become a natural part of communication (Adriosh & Razi, 2019). By code-switching, teachers can fill in gaps between what is already known, like the students' native language, and what is unknown, like the foreign or second language (Shay, 2015).

Lastly, the respondents slightly agreed that code-switchers are average students and make English speaking students more intellectual (Manalastas,2018). Multi-Lingual Class students have more confidence than English Only Class students since they can express themselves better in their English class.

The following is the summary of findings based on the data gathered:

a. As to the respondents' profile
   Seventy-five or 60.5%of the respondents were from STEM, 21 or 16.9% were from ABM, 16 or 12.9% were from HUMSS, and 12 or 9.7% were from TVL.
b. As to the academic performance of the respondents in English
   87 or 70.20% of the respondents had the highest academic performance ranging from 90-100, which was rated as "Outstanding," while the 6 or 4.80% of the respondents had the lowest academic performance from 75-79, which was rated as "Fairly."
c. As to the attitudes of the respondents towards code-switching
   Attitudes toward code-switching had a grand mean of 3.98, attitudes towards code-switchers had a grand mean of 3.43, and reasons for code-switching had a grand mean of 3.64, which indicated that respondents "Agree" with the attitudes toward code-switching of a second language classroom.
d. As to the significant difference in the attitudes of the respondents when grouped according to their strands
   Attitudes towards code-switching had an F-value of 0.17. Attitudes towards code-switchers had an F-value of 0.46. Then, reasons for code-switching had an F-value of 0.26 with a significance level greater than 0.05, which accepted the null hypothesis and implied that there was no significant difference in the respondents' attitudes towards code-switching when grouped according to their strand.
e. As to the relationship between respondents' attitudes toward code-switching and their academic performance in English.

A correlation coefficient of 0.11 with a significance level greater than 0.05 implied that the relationship between attitudes towards code-switching and academic performance was a very weak, positive correlation which accepted the null hypothesis and was not statistically significant. On the other hand, a correlation coefficient of -0.09 with a significance level greater than 0.05 implied that the relationship between attitudes towards code-switchers and the respondents' academic performance was very weak. A negative correlation that accepted the null hypothesis was not statistically significant. Lastly, a correlation coefficient of -0.05 with a significance level greater than 0.05 implied that the relationship between reasons for code-switching and the respondents' academic performance was a very weak, negative correlation, which accepted the null hypothesis and was not statistically significant.

4. Conclusions

The purpose of this study was to examine how second-language classrooms viewed code-switching and to investigate the link between code-switching and academic achievement and attitudes in English language classes. The study used a correlational research strategy that collected quantifiable data to enable statistical analysis for code-switching.

According to the findings of this study, code-switching is a useful teaching and learning approach.

The English-Only policy has raised concerns among students and teachers in the Philippines, one of many multilingual nations. Code-switching is a linguistic phenomenon that occurs when students and teachers from different language origins are together in a classroom. Despite code-switching being an indicator of a poor grasp of the medium of instruction in the past (Abad, 2010), some researchers started to consider code-switching an actual strategy rather than a sign of low proficiency in language learning (Jegede, 2011; Simasiku, Kasanda, and Smit, 2015).

Furthermore, code-switching is utilized by learners and teachers not just as a communicative method (Adendorf, 1996; Myers-Scotton, 1995) and an instrument to enhance discourse, such as highlighting a point, but also as a tool to improve discourse (Gal, 1979) and mitigating a message (Koziol, 2000), but also, and most importantly, as a scaffolding device for learners that effectively facilitates and optimizes students' learning in culturally and linguistically diverse classrooms (Lin, 2008).

Moreover, as reflected and clearly magnified in the results of the study, most of the respondents were from the STEM strand. The respondents agreed on the attitudes towards and reasons for code-switching. Most of the respondents had outstanding academic performance in English. The attitudes of the respondents were not affected by their strands. The respondents' attitudes were not affected either by their academic performance.

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