



SWITCH IT UP: A SURVEY ON SWITCHING PRACTICES AMONG JUNIOR HIGH SCHOOL STUDENTS OF INTERNATIONAL SCHOOL FOR BETTER BEGINNINGS IN LUCENA CITY, QUEZON PROVINCE

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ABSTRACT

This study focused on junior high school students' perception of code-switching as a language pattern. It aimed to identify the level of students' self-assessment of their English proficiency and their perception of code-switching when grouped according to sex, grade level, and academic performances in English subject and Filipino subjects. It employed the descriptive-quantitative method that used the adopted survey questionnaire proposed by Poplack (1995) which was modified by Alam (2016). The study respondents were 40 bilingual junior high school students of International School for Better Beginnings at Lucena City: - 20 of whom are males and 20 are females. Weighted mean and T-test were employed in analyzing and interpreting the data gathered. Analysis revealed that the students had a high English proficiency level as indicated by the overall mean of 4.06. This means that they could take part in conversations on a variety of topics. It was also revealed that there is a significant difference between the students' perception of code-switching practices when they were grouped according to sex, grade level, and academic performances in English and Filipino subjects as registered by the computed values of 144.278, 466.606, 192.601, and 197.886, respectively. Moreover, the computed value of ($p= 0.00$) was lower than 0.05 level of significance, thus, the null hypothesis stating that there is no significant relationship between the students' perceptions of code-switching practices when grouped according to sex, grade level, and academic performance in English and Filipino subject was rejected.

KEYWORDS: *English Proficiency, Language Pattern, Code-switching, Bilingualism, Sociolinguistics.*

INTRODUCTION

Language discourse in a fast-paced world tends to emphasize the unprecedented cruciality of the English Language as the language of globalization. Thus, making a more significant proportion of the population of the world becomes either bilingual or multilingual. Linguistics, the study of language, helps the learners fill in the gap towards the world of English. Being considered the international language, English becomes a matter of subjective acceptance regardless of traditions, cultures, and ethnicity.

Filipinos, known as a multi-lingual race, consider the English Language as their Second Language. However, combining and mixing the vernacular and the international language is becoming a common practice among Filipinos in rural and urban areas, for it is commonly used as a socio-linguistic practice.

Bilingualism and Multilingualism have been an essential part of the Filipino people's experience. Generally, there have been debates and arguments about what role bilingualism and multilingualism play in the educational process. In 1973, an obsolete Bilingual Education Policy (BEP) was promulgated by the Department of Education and Culture (DEC, 1974). This policy requires English as the medium of instruction for English, Mathematics, and Science, and Filipino for all other subjects.

However, on an evaluation conducted on the policy, it was revealed that there was an apparent decline in learners' learning performance and achievement levels after its promulgation. Although the decline is most likely because of the holistic deterioration in other institutional and educational aspects, the implementation of BEP takes up all the blame.



Today, Bilingual Education Policy is still being blamed for the declension of the learners in English proficiency and poor performance in Filipino. Indeed, the BEP is being mourned as having produced a cohort of semi-linguals (Sibayan, 2000).

BACKGROUND OF THE STUDY

Increased awareness of Taglish (Tagalog and English) can help acquire proficiency in the English Language. Though code-switching is coined taboo or unacceptable in the English classroom setup, it would also seem a priceless asset for students, for Taglish represents genuine Filipino conversation.

Even though code-switching is a common linguistic practice for teachers and students in a classroom setup, it still demonstrates the lack of differentiation since it is assumed that code-switching is the unintentional and unconscious activity that manifests the lack of linguistic control (Simon, 2001).

Adversarial critics of code-switching argue that some students may be disregarded if the majority of the learners do not share the same vernacular language. The educator's expertise towards the subject is also taken into consideration. On the other hand, supporters of code-switching believe that when code-switching is used effectively and efficiently, it will provide continuousness in speaking. This might help students cope with others within the circle as a member of the social interaction.

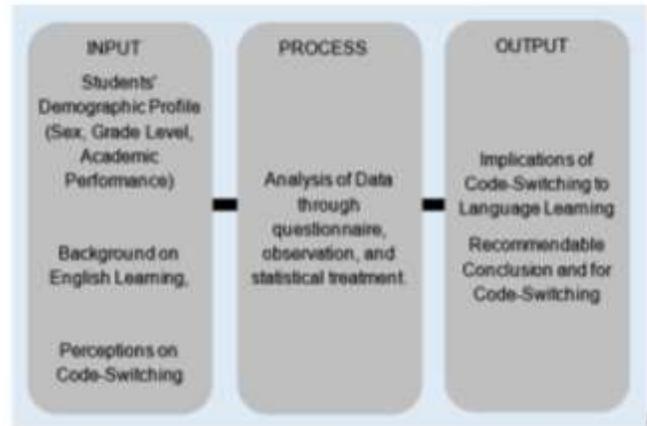
Educators' most commonly used teaching strategy is code-switching to attain some communicative goals (Probyn, 2010). Moreover, it helps facilitate the management and flow of classroom discussion, for the teachers do not have to allot so much time to explain something to students beyond their thinking capacities.

At present, code-switching has become a trend in many nations globally, especially in multi-lingual nations, thus becoming a new variety of languages. The researcher will attempt to examine the difference between students' range of code-switching practices and their perceptions of the second language, code-switchers, and the vernacular language when grouped accordingly.

CONCEPTUAL FRAMEWORK

This research study zeroes in on the learners' code-switching practices by espousing the idea that their practices towards code-switching and code switchers, sex, and age are critical factors for their academic performance in language subjects such as English and Filipino. The researcher based the assumption from the Sociolinguistics Theory that society greatly impacted the use of vernacular language and the learned language in a single utterance.

PARADIGM OF THE STUDY



STATEMENT OF THE PROBLEM

1. What is the demographic profile of the students in terms of:
 - 1.1 Sex
 - 1.2 Grade Level
 - 1.3 Academic Performance in English
 - 1.4 Academic Performance in Filipino
2. What is the students' Self-Assessed English Proficiency Level?
3. What is the perception of the students about code-switching as a new language pattern?
4. Is there a significant difference between the students' perception of code-switching practices when grouped accordingly into:
 - 4.1 Sex
 - 4.2 Grade Level
 - 4.3 Academic Performances in English and Filipino subjects
5. What implications to language learning and recommendable conclusions can be drawn for code-switching from the data gathered?

HYPOTHESIS

There is no significant relationship between the students' perceptions of code-switching practices when grouped according to sex, grade level, and academic performance in English and Filipino subjects.

REVIEW OF RELATED LITERATURE AND STUDIES

Language is both a system of communication between individuals and a social phenomenon. A field of study that analyzes and investigates the language used in the society; the users, the manner it is used, the time it is used, the topic, and the purpose of communication; and with whom these languages are used is called sociolinguistics.



The term sociolinguistics consists of two words. Society, which pertains to any group of people drawn together for a particular purpose, and language, which pertains to the set of codes spoken and used by the member of a specific society (Wardhaugh, 2010). There are innumerable phenomena to the functions of language that can be observed and found in society, especially in multilingual societies. The common phenomenon found is code-switching. This phenomenon exists, for there is a social context that enables people who live in societies of more than one language to communicate and interact with people around them.

Every single day, people use different codes in different situations to communicate and interact with one another. People can use a specific or a diverse code to make the exchange of thoughts easier and more transparent, regardless of where they are in the world.

A code is a symbol of nationalism used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes (Stockwell, 2002). A conversation participant is required to select a particular code whenever he or she interacts with another person. This code, however, must be understandable and clear to both parties.

Similarly, Wardaugh (2006) also maintains that a code can be defined as a system used for communication between two or more parties used on any occasion. He also asserts that most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people worldwide rather than unilingualism.

People have often mistaken code-switching and bilingualism as having the same meaning, thus, using the terms interchangeably in their writings. This is what alarms the scholars of bilingualism and language acquisition.

When a speaker switches back and forth between two or more languages in the same sentence, using both with fluency, it is called code-switching. On the other hand, bilingualism is defined as the state of knowing two languages. Generally, bilingualism and multilingualism are regarded as an individual phenomenon. Lest, to code switch, the speaker must be either bilingual or multilingual (Hudson, 2006).

It is indeed unusual for a person to command or use only one code or system, whether it is dialect or style. This would probably appear as a rare phenomenon. Usually, speakers are required to select a particular code whenever they want to interact with other people, and they may decide to switch from one code to another or mix codes. These instances can also occur in extremely short utterances. Thus, creating a brand-new code.

Arguments have been made to underscore the importance of general bilingual language competencies in learning. There is already rather extensive research evidence on the positive

consequences of bilingualism on acquiring metalinguistic knowledge (Eviatar and Ibrahim, 2000).

Upon analyzing code-switching regarding bilingual speech, it is inevitable to language processing and acquisition and the inference to the vernacular. From the language processing perspective, the correlation between low L2 proficiency and transfer can be explained by the assumption that L1 morphemes remain highly active in the beginning L2 learners due to their higher frequency and are therefore easily selected for production (Poullisse & Bongaerts, 2004). However, Odlin (2009) pointed out that the correlation between low L2 proficiency and transfer applied primarily to negative transfer, whereas certain types of transfer, such as cognate vocabulary use, occur even at high proficiency levels.

According to some linguists, code-switching is not accepted as a typical way of speaking. However, familiar people usually use mixed codes in various social interactions and treat code-switched utterances as grammatically correct and accepted utterances (Agnihotri, 2008).

The researcher focuses on the use of code-switching in a conversational manner. Furthermore, it will deal with how students code switches from one language to another upon delivering or restating stories from the book. Code-switching can be a helpful strategy interaction if the aim is to make the meaning clearer and transfer the knowledge to students efficiently.

The researcher read, reviewed, and analyzed some related theories and published works of the same field of study. Code choice, especially code-switching, is not merely decided by internal linguistics but also by external linguistics or components of speech (Dewi, 2009). In conducting this code-switching technique, the write uses Holmes code-switching theory and Hymes components of speech.

Code-switching has gotten a bad rap, so to speak, in Philippine educational discourse. It has been identified as a problem that reflects poor linguistics knowledge and causes for Filipinos' deteriorating language skills. On the whole, code-switching is seen as a form of bilingual language behavior that would be harmful in the formal education context (Bernardo, 2005).

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

THEORETICAL FRAMEWORK

Language is used to communicate with others in society, anytime and anywhere. Without language, people will encounter circumstances when they communicate with others. The role of language towards the people in the community is significant.

Sociolinguistics is the scientific study of language and society. The word sociolinguistics contains two words: (1)



society, which means a group of closely related individuals who have specific purposes, and (2) language, which means the spoken words of the members of the society. Sociolinguistics studies all aspects that influence the choice of words in different communication contexts.

Most people certainly have reasonable control over two or more languages. The first one is the vernacular of the mother tongue, the language taught to them since they were young, and the other one is the second language, or a language learned later in life.

In the classroom setting of a bilingual class, code-switching often comes into both the educators' and the learners' utterances. Teachers are instructed to teach high-quality English. Lest the deteriorating level of English proficiency among learners has urged scholars to find out the possible solutions to this issue.

People who are exposed to two or more languages tend to switch between the two languages in communicating. This phenomenon, called code-switching, has attracted much attention from scholars and researchers alike.

With the aforementioned statements about the theory of sociolinguistics and code-switching, the researcher is resolute to find out whether or not code-switching has a significant relationship with the students' academic performance in English and Filipino subjects.

DISCUSSION

This chapter includes the presentation, analysis, and interpretation of the data gathered about the sociolinguistic survey on code-switching practices. The presentation is sequenced in such a way that follows the order of the specific problems identified in the earlier part of this paper.

Table 1. Demographic Profile of the Respondents

Grade Level	Grade Range	Performance in English				Total	Performance in Filipino				Total
		Male		Female			Male		Female		
		f	%	f	%		f	%	f	%	
7	B 95%-97%	1	11%	1	11%	9	1	11%	1	11%	9
	C 90%-94%	1	11%	3	33%		4	44%	3	33%	
	D 85%-89%	3	33%	0	0%		0	0%	0	0%	
8	B 95%-97%	1	11%	2	22%	9	2	22%	2	22%	9
	C 90%-94%	3	33%	3	33%		2	22%	3	33%	
9	B 95%-97%	2	22%	1	11%	11	2	22%	1	11%	11
	C 90%-94%	3	33%	3	33%		4	44%	4	44%	
	D 85%-89%	1	11%	1	11%		0	0%	0	0%	
10	B 95%-97%	2	22%	3	33%	11	3	33%	4	44%	11
	C 90%-94%	3	33%	3	33%		2	22%	2	22%	

Table 1 shows the demographic profile of the students as described in terms of their sex, grade level, and their academic performances in English and Filipino subjects.

Table 2. Students' Self-Assessed English History Background

English speaking environment at home	Frequency	Percentage
Yes, sufficient	6	15.0%
Satisfactory	16	40.0%
Very little	15	37.5%
Not at all	3	7.5%
<i>Speaks English everyday</i>	Frequency	Percentage
Always	11	27.5%
Often	10	25.0%
Sometimes	19	47.5%
<i>To whom do you speak English mostly?</i>	Frequency	Percentage
Teachers	1	2.5%
Friends	4	10.0%
Family	2	5.0%
Family & Teachers	3	7.5%
Family & Friends	6	15.0%
Friends & Teachers	12	30.0%
Family, Teachers, & Friends	11	27.5%
Friends & Foreign Coach	1	2.5%
<i>Experience with foreign trips</i>	Frequency	Percentage
Yes	27	67.5%
No	13	32.5%
<i>How often do you go abroad?</i>	Frequency	Percentage
Once a year	17	42.5%
Twice a year	1	2.5%
Once in two years	6	15.0%
Once in five years	3	7.5%
Not at all	13	32.5%

As it gleans from the table on the previous page, 6 or 15% of the respondents have an excellent English-speaking environment at home, and 16 or 40% of the participants said they have an excellent English-speaking environment at home.

Meanwhile, 15 or 37.5% said they have a minimal English-speaking environment at home and 3 or 7.5% of the total respondents have no English speaking environment at home.



Studying in an International School made the students adapt to the norms of the said institution – speaking English. This is why 11 or 27.5% of the respondents said they always use English in their conversations, 19 or 47.5% said they sometimes use English to converse with other people, and 10 or 25% of them said they often use English.

When asked with whom the respondents use English: four or 10% of the respondents said they converse in English only with their Friends; one or 2.5% converse only to their Teachers; two or 5% use English to speak only to their family members, three or 7.5% converse to their family and teachers in English; six or 15% talk to their family and friends in English 12 or 30% use English with friends and teachers; 11 or 27.5% talk to their friends, family and teachers in English; and one or 2.5% converse to his/her foreign sports coach in English.

Traveling abroad and meeting foreign people can expose a learner to a language they must use. Among the 40 respondents of the study, 27 or 67.5% have foreign trip experiences, while the remaining 13 or roughly 32.5%, said they do not have any foreign trip experiences.

17 or 42.5% among 27 respondents who claimed they have foreign trip experiences said they travel once a year, 1 or 2.5% goes abroad twice a year, 6 or 15% travels abroad once in two years, and 3 or 7.5% go abroad once in five years. Meanwhile, 13 or 32.5% said they do not travel abroad at all.

Table 3. Students’ Self-Assessment of their English Proficiency

The students ...	Mean	S.D.	Verbal Interpretation
1. have a sufficient grammatical knowledge	3.98	0.530	High
2. have sufficient vocabulary to perform my everyday English	4.03	0.768	High
3. like to listen to English songs	4.60	0.545	Very high
4. like watching English movies	4.68	0.526	Very high
5. like reading English poems, stories, and/or novels	4.00	0.934	High
6. give more importance to fluency than accuracy	3.08	0.764	Moderate
Overall Mean	4.06		High

Legend:

- 4.20 – 5.00 *Very High*
- 3.40 – 4.19 *High*
- 2.60 – 3.39 *Moderate*
- 1.80 – 2.59 *Low*
- 1.00 – 1.79 *Very Low*

It can be deduced from table 3 that the students believed watching English movies (M=4.68, sd=0.526) or listening to English songs (M=4.68, sd=0.526) are of exceptionally high importance when it comes to improving their English proficiency.

Results also show that the students possess a high vocabulary to perform everyday English (M=4.03, sd=0.768), and high grammatical knowledge (M=3.98, sd=0.530).

On the other hand, the statement about giving more importance to fluency than accuracy (M=3.08, sd=0.764) is only of moderate importance in language learning to them.

Table 4 on the next page reveals the students’ perception of the different code-switching practices, together with the mean score, standard deviation, ranking, and verbal interpretation.

The statements ‘believe teenagers frequently code-switch from one language to another’ (M=4.38, sd=0.490), ‘mix any other language with my mother tongue in a day-to-day conversation’ (M=4.35, sd: 0.736), ‘code-switch in a day, most of the time’ (M=4.28, sd: 0.847), and ‘code-switch unconsciously’ (M=4.23, sd: 0.768), of all the 22 indicators, garnered the highest weighted means that fell under the remark *Highly Practiced*.

Moreover, the statements ‘think my English pronunciation is accurate’ (M=3.73, and sd: 0.877), and ‘prefer more frequent code-switches in a day’ (M=3.48, and sd: 0.877) gained the middle ranks of all the indicators and fell under the remark *Practiced*.

The statements that gained the remark *Not At All Practiced* were ‘think that code-switching is some interruption’ (M=2.50, sd: 0.961), ‘use slang words like ‘gonna,’ ‘wanna,’ ‘dunno’ and the like. In my essays or speeches’ (M=2.50 sd: 1.340), ‘think code-switching pollutes mother tongue’ (M=2.45, sd: 1.085), ‘mix different languages in my English writings’ (M=2.40 sd: 1.150), and ‘think code-switching means low knowledge on the subject’ (M=2.00, sd: 0.751).

Code-switching helps make the flow of classroom instruction smooth since the teachers do not have to spend so much time trying to explain to the learners or search for the most straightforward words to help clear the students’ understanding (Calizo, 2018).

Opponents of using code-switching inside the classrooms believe that some students may be neglected if not everyone shares the same mother tongue, while supporters of using code-switching in the classroom argue that it could provide continuity in speech when code-switching is used most efficiently and effectively.



Table 4 Rank, Mean, and SD on Students' Perception on Code-Switching

Indicators	Mean	S.D.	V. I.	Rank
1. mix any other language with my mother tongue in a day-to-day conversation	4.35	0.736	HP	2
2. think it is appropriate to use Filipino in an English class	3.20	0.939	MP	16
3. think Filipino can help me learn English	3.80	0.791	P	9
4. think that code-switching is some kind of interruption	2.50	0.961	RP	18
5. code-switch in my regular speeches	4.00	0.906	P	6
6. code-switch inside my English class	3.93	0.829	P	7
7. code-switch in a day, most of the time	4.28	0.847	HP	3
8. code-switch unconsciously	4.23	0.768	HP	4
9. frequently code-switch from English to Filipino in my English class	3.75	0.927	P	10
10. think my English pronunciation is accurate	3.73	0.877	P	11
11. I think my Filipino pronunciation is accurate	4.03	0.832	P	5
12. mix different languages in my English writings	2.40	1.150	RP	21
13. use slang words like 'gonna,' 'wanna,' 'dunno' etc. in my essays or speeches	2.50	1.340	RP	19
14. think code-switching is useful	3.90	0.744	P	8
15. prefer more frequent code-switches in a day	3.48	0.877	P	12
16. think code-switching means low knowledge on the subject	2.00	0.751	RP	22
17. think that code-switching depends solely on subject areas	3.48	0.847	P	13
18. believe teenagers frequently code-switch from one language to another	4.38	0.490	HP	1
19. think that code-switching is a matter of age	2.60	1.057	MP	17
20. think that code-switching pollutes one's mother tongue	2.45	1.085	RP	20
21. assume that code-switching is a new pattern of language in the Philippines	3.45	0.846	P	14
22. like the trend of this new language pattern of code-switching	3.38	0.838	P	15
Overall Mean	3.44		Practiced	

Legend:

- 4.20 – 5.00 *Highly Practiced (HP)*
- 3.40 – 4.19 *Practiced (P)*
- 2.60 – 3.39 *Moderately Practiced (MP)*
- 1.80 – 2.59 *Rarely Practiced (RP)*
- 1.00 – 1.79 *Not at all Practiced (NP)*



Table 5. Difference between the Students' Perception on Code-Switching Practices Based on their Profile

Profile	F-value	Critical Value	p-value	Analysis
Sex	144.278	3.963	0.000	<i>Significant</i>
Grade Level	466.606	3.963	0.000	<i>Significant</i>
Performance in English	192.601	3.963	0.000	<i>Significant</i>
Performance in Filipino	197.886	3.963	0.000	<i>Significant</i>

A significant difference was noted in the students' perception of code-switching practices when grouped according to sex ($F=144.278$, $p=0.000$).

Gender, or sex, to be more specific, is taken as one of the most important variables to determine differences in code-switching patterns and practices. It has been observed that in the conversations that either men or women were involved in, women tend to code-switch more than men do, but in mixed conversations, men tend to have more code-switching instances than women (Jagero and Odongo, 2011).

A significant difference was also noted in the students' perception of code-switching practices when grouped according to their grade level ($F=466.606$, $p=0.000$).

Teenagers and youngsters typically understand the social consequences of the choices they make when speaking. Most of the time, the shifts in their style are intentional and meaningful. Teenagers are expected to develop a range of styles as they begin to become aware that they are members of multiple communities simultaneously and as they begin to claim more power and independence and formulate their identities.

Adult language, on the other hand, as a generational variety, is mainly seen as static and not subject to development, whereby an increase in chronological age directly represents an increase in distance from the current sociocultural, linguistic norm (Coupland, 2001).

A significant difference was also noted in the students' perception of code-switching practices when grouped according to their academic performance in English subjects ($F=192.601$, $p=0.000$).

The results mean that students who belong to a certain grade range in English are different from those who belong to other grade ranges. It is possible that those in the lower grade range in English code-switch more for they do not have the same English proficiency as those in the upper part of the grade ranges. Students who have higher grades, whose English skills are expected to be excellent, can communicate and deliver ideas well in English

Lastly, a significant difference was noted in the students' perception of code-switching practices when grouped according to their academic performance in Filipino subjects ($F=197.886$, $p=0.000$).

Experts suggest that if students are given a task to perform in a second or foreign language, translating it or code-switching to the mother tongue helps the learners understand better what the task requires them to do, thereby clarifying doubts or misunderstandings created by them the target language. According to Lee (2012), code-switching to mother tongue brings better learning outcomes than English-only instruction among learners whose second language is English.

CONCLUSION

The conclusions of the findings for the cited research questions regarding the students' perception of code-switching when grouped accordingly to sex, grade level, and academic performances in language subjects demographics are based on the data gathered about their English learning background history, self-assessed English proficiency level and perception on code-switching as new language pattern.

Code-switching is considered one of the most commonly repeated concepts among bilingual and multilingual speech communities in today's world. In order to be associated with bilingualism, one must know how to speak two languages in a way that the ideas needed to get through are delivered with ease. English proficiency level dramatically affects one's code-switching practices, for it allows a speaker to smoothly shift from one language to another, considering the tight grammatical structures of both languages without compromising the idea of the message.

It has also been found out that having traveled abroad and engaging in authentic verbal interaction with foreign people forces the speaker to use the language; hence, putting the learned communicative skills into practice.

One's mother tongue, or language spoken at home, plays an essential role in developing the language skills of a learner. The way people inside one's home talk to their kids, code-switching per se, allows them to bring the same practices outside their homes.

High school students believe that code-switching, as a new trend of oral language use, is very popular and common among the young generation (to sound stylish). Young people also tend to code-switch even when talking to strangers or people they do not personally know.

These respondents have a positive perception of code-switching, claiming they do it daily, consciously or unconsciously, and are relatively prepared to accept the changes it would bring to their language use. They viewed code-switching as a helpful tool in learning a language rather than a distraction or interruption because it allows them to convey their message with ease.



Female, as observed, code-switch more than male. Females tend to create their language with their circles through the use of code-switching. On the other hand, males are timid and less talkative, so they practically are not prone to using code-switching as much as the female does.

Students with higher English grades, as observed, can deliver a message or speech in straight English compared to those in the lower ranges. This is perhaps because vocabulary and grammatical knowledge play a crucial role in using a particular language.

To finally conclude the study, it has been observed that there is a significant difference in how students perceive code-switching when grouped according to their sex, grade level, and academic performances in the language subjects: English and Filipino.

RECOMMENDATIONS

This study was conducted in an International School for the mere fact that code-switching is said to be shared among wealthy individuals. It is recommended that future researchers may conduct the same study on learners studying in a public school to test whether or not socioeconomic status affects the code-switching practices of an individual.

The finding showed that most of the code-switching parts happened during oral language use. There was an apparent lack of the written part of the language use. A study conducted on the code-switching practices among individuals in written media may yield more discussions and lead to more understanding of the context.

The code-switching practices emerged more in English classes and English teachers than in any other subjects. Although this study limits English classes only, it may also be worthwhile to examine the code-switching practices that happened inside other subject classes and to teachers of other subjects, like Filipino and/or Mathematics classes.

In this study, the respondents came from Junior High School students of ISBB. Since age is a common factor that affects code-switching, it is suggested that future researchers may conduct a future study on elementary or senior high school students of the same institution to examine if there is a difference between their use of language and their code-switching practices.

Mother tongue is a vital part of one's language acquisition journey. Based on this fact, it is suggested that future researchers may conduct a study on code-switching practices for students whose mother tongue is English to examine the difference in their perception with those whose mother tongue is Filipino

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