Attitudes towards pedagogical code-switching: A verbal guise approach

**Andrea Althea G. Aballa[1], Chyme Fresca M. Colinares[1], Danielle Majella C. Milanes[1],
John Chael D. Wang[1]**
Edward Jay M. Quinto[2], John Christopher D. Castillo[2]
[1]Mapua University, Manila, Philippines
[2]School of Social Sciences and Education, Mapua University, Manila, Philippines
aagaballa@mymail.mapua.edu.ph,
cfcolinares@mymail.mapua.edu.ph, dmcmilanes@mymail.mapua.edu.ph,
jcdwang@mymail.mapua.edu.ph, ejmquinto@mapua.edu.ph,
jcdcastillo@mapua.edu.ph

Abstract

The role of pedagogical code-switching (henceforth CS) has been an arising topic of inquiry across the globe; hence, the global surge in bilingualism significantly opened an opportunity to use CS as a resource in class sessions for effective learning. This study aims to distinguish the factors that influence the attitudes of the participants toward Tagalog and English pedagogical CS and identify the significant differences between English, Tagalog, and CS among Filipinos. Anchored on Myers-Scotton's (1993) Markedness model framework, this quasi-experimental study aims to identify the attitudes towards pedagogical CS compared to monolingual English and monolingual Tagalog. To do this, the researchers used the verbal Guise technique (VGT), an innovative approach used to study attitudes, which is composed of three speakers for each language (English, Tagalog, and CS), and integrated it within a google forms questionnaire that has a 4-point Likert Scale adapted from the study of Valerio (2015), which were then given and listened to the 784 purposively sampled senior high school and college students within the different universities in the Philippines. The researchers then analyzed the data using a non-parametric statistical treatment known as Friedman's ANOVA and Kendall coefficient of concordance, which compares three groups without the independent-dependent variable relationships.

1. Introduction

The role of pedagogical code-switching (henceforth CS) has been an arising topic of inquiry across the globe. The global surge in bilingualism significantly opened an opportunity to use CS as a resource in class sessions for effective learning (Soundiraraj, 2013). According to Feng and Chen (2009), direct relationships between emotional aspects are visualized when language is learned and comprehended through time. As a branch of linguistics, this indicates that CS may be studied through an individual's attitude, preferences, and cognitive values. This study then branched different variables, starting with the positive attitudes toward language learning, which Bhaskar and Soundiraraj (2013) concluded that could boost students' study, but negative attitudes can eventually block it, as well as different reasons concerning why teachers and students utilize CS while associating with one another, ie. reasons behind it were arranged into four regions: starting a new topic, understanding, emphasis, and lack of vocabulary (Gulzar, 2010), and the use of verbal guise technique (VGT) to gather data from a participants' attitude and behavioral approach towards the field of linguistics and any other language-related studies.

According to Goulet (1971), Tagalog-English (Taglish) is widely used throughout the Philippines' Tagalog-speaking region and is often regarded as "the typical acceptable conversation style of speaking and writing." Despite the extensive use and favorable attitudes toward this form of communication, Tagalog-English code-switching is underrepresented in the CS literature (Labitigan, 2013). Today, Tagalog-English CS can be mostly seen among the people of the Philippines who are educated, middle- and upper-class urbanites. However, Filipinos are likewise apt to quit one language for the social benefits of another when it comes to linguistic attitudes. At the time of Lesada (2017) in the Philippines, it was reported that when a family was visited, they intended to raise their

young children entirely in English, excluding their native Waray, Cebuano, and Filipino from their home. When questioned why they decided, they stated that it would be better for their children and family in terms of education, socialization, and economics. This prevalent mindset demonstrates that English is still the language of prestige, and it exemplifies the concept of linguistic fluidity once more. Following the proclamation of the bilingual policy, disputes erupted about whether Taglish CS should be accepted as a medium of communication in academic institutions, specifically for imparting classroom instructions and academic discourse in general. In addition, it was said in the study of Bautista (2004) that Taglish does not inspire enthusiasm among instructors. In the study of Labor (2016), it was mentioned that CS is synonymous with incompetence and interference (Gumperz, 1982). Furthermore, Taglish was a "corruption of English and Tagalog languages," and its use as a communication medium revealed the speaker's lack of linguistic understanding, even though most of them were middle-class and educated (Bautista, 2004; and Flores, 2019). Nevertheless, Bautista believes that CS improves communicative efficiency because it is the quickest, easiest, and most effective communication method. As a result, the Philippines offers a veritable natural laboratory for assessing the communicative, pedagogical, and sociolinguistic benefits and drawbacks of CS (Bautista, 1991). In the Philippines, the DepEd's Mother Tongue Based - Multilingual Education (MTB-MLE) policy objectives and projected outcomes are comprehensive and research-based, but execution is a challenge. Based on the study of Burton (2013), a few countries have sought to implement multilingual education programs at the national level, but have faltered due to the vastness of the challenge, for instance, Bolivia, Ethiopia, Peru, South Africa. Top-down approaches, according to scholars, ignore the contextualized nature of language in communities (Kaplan, 1990; Martin-Jones and Saxena, 1995; Ricento and Hornberger, 1996). As a result, the viability of implementing MTB-MLE as a national strategy in the Philippines is being questioned. It is uncertain whether the research's scholarly findings will be applied to top-down policy circumstances. Previous research has shown the difficulty that mother tongue education initiatives face when they come up against local views that prefer English (Iyamu and Ogiegbaen, 2007). This is in direct opposition to the goals of MTB-MLE, and it raises the possibility of a dispute over its implementation. However, there are few studies done that focus on the attitudes towards Tagalog-English CS (Bautista, 2004; Burton, 2013; Labitigan, 2013; Odejar, Koutsoftas, and Marzan, 2016; Labor, 2016; Lesada, 2017; Flores, 2019), specifically in terms of utilizing the verbal guise technique (VGT). For instance, the studies of Bautista (1980 [1974], summarized in 1975), Marfil and Pasigna (1970), Palines (1981), Pimentel (1972), Sadicon (1978), and Sobolewski (1980, summarized in 1982) mainly attempted to define the structure of CS in the linguistic context in print and media corpora. Previous studies have identified CS outside of the pedagogical context as being directly opposed to pedagogical CS.

To address the aforementioned gaps, the present study aims to distinguish the factors that influence the participants' attitude toward Tagalog-English pedagogical CS and identify the attitudes and its significant differences between English, Tagalog, and CS among Filipinos. The researchers will utilize a unique and uncommonly used but credible indirect method of collecting data: verbal guise technique (VGT). This presents opportunities for researchers to extend knowledge from past studies that had repeatedly and dominantly used only direct means of approach such as surveys, questionnaires, and interviews. The study's outcome hopes to alleviate misconceptions towards CS while contributing to the discussion about the critical policies within MTB-MLE and the Filipino language. The practical value of the research stems from interactions that occur every day through diversified language variations. These languages are related to attitudes that express the cognitive abilities of an individual. Moreover, the behavioral aspect of attitude (BAA) is concerned with how people act and react in specific situations. With a deeper understanding of the attitudinal aspects in language and the emerging CS concept, sectors of education, business and industry, and mass media can benefit from simplifying a complex and malleable topic that is language.

With this, the researchers aim to answer the following research questions:

- What are the attitudes of the participants towards Tagalog, English, and Tagalog-English pedagogical CS?

- Is there a significant difference in the attitudes of the participants towards Tagalog, English, and CS?

2.   Review of Related Literature

Language attitudes research has lately regained popularity among language academics as a result of shifting language policies in different countries. It is critical in the Philippines especially with the language policy being versatile. The Department of Education (DepEd) released an order that instructs institutions to use MTB-MLE wherein the use of the learners' first language was required to be utilized as the medium of instruction for all subject areas, except for Filipino and English being taught in different subjects. Previous research has demonstrated the challenges that mother tongue education programs face when confronted with local preferences for English (Iyamu and Ogiegbaen, 2007). This is in direct conflict with MTB-MLE's goals and it increases the risk of a controversy against its implementation. However, little research has been conducted on attitudes regarding Tagalog-English CS (Bautista, 2004; Burton, 2013; Labitigan, 2013; Odejar, Koutsoftas, and Marzan, 2016; Labor, 2016; Lesada, 2017; Flores, 2019), more so with the use of verbal guise technique (VGT). Language is a resource of building identity (Couplans 2007, Edwards 1999; Ladegaard, 2000; Meyerhoff, 2006) connected to motivation and attitude affecting CS. Though there are studies concentrating on CS, most of them are focused and developed with the use of other languages instead of Tagalog-English. This study is an attempt to fill the research gap of inadequate studies about Tagalog-English CS, particularly pedagogical CS. The majority of language-related studies that were referenced by the researchers are only focused on utilizing the methods of direct measures such as surveys, interviews, and scales. There are only a few research papers which use indirect methods such as MGT and VGT. VGT as a method focuses on behavioral manifestations of attitudes towards languages.

3.   Framework

This research is based on Myers-Scotton's Markedness model (1993), which provides a useful framework for analyzing various types of CS as well as the fact that it serves a special purpose in multicultural and multilingual classrooms and is aligned with the researchers' data collection tool as VGT focuses more on the behavioral manifestations of attitudes. This framework is in favor of this study because bilingual speakers are aware of the social consequences of choosing a specific language in a given scenario, which is evaluated in terms of the marked versus unmarked opposition, as well as the degree to which it matches community expectations for the interaction type. Therefore, code selection is intentional in the Markedness Model since they are frequently made to fulfill specific communication goals.

4.   Methodology

This section tackles the research design, setting and sampling technique, data collection, data gathering procedure, and data analysis used in the study.

Research Design

This study followed a quasi-experimental research design based on Campbell and Stanley's (1963) quasi-experiments because it establishes a causal association between an independent and dependent variable while assigning individuals to groups using non-random criteria (Cook and Campbell, 1979). The research design had an internal validity often higher than correlational studies but lower in actual experiments since the research design includes manipulating the independent variable without randomly assigning individuals to conditions or sequences of conditions, thus, quasi-experimental research eliminates the directionality problem (Price, 2015). This research design was previously preferred in studies, particularly those that looked at behaviors and attitudes (Adeeb, 1994; Sun and Eun, 2005; Rivera, 2015; Barnes, 2019). Utilizing the quasi-experimental research design, the researchers aimed to determine the attitudes and its significant differences between Tagalog, English, and CS in a pedagogical context among Filipino senior high school and college students.

Setting and Sampling Technique

The study was conducted in a tropical country in the Pacific Ocean that consists of 7,107 islands. Its institutions use MTB-MLE wherein the use of the learners' first language was required to be utilized as the medium of instruction for all subject areas, except for Filipino and English being taught in

different subjects wherein several studies are done that challenges this (Iyamu and Ogiegbaen, 2007). As a country rich in languages, more than 100 distinct dialects, it is known to continue experiencing a period of language convergence, and borrowing from large languages such as English, Tagalog, as well as regionally important languages. As a melting pot of different cultures and languages, Filipinos are part of a veritable natural laboratory for assessing the communicative, pedagogical, and sociolinguistic benefits and drawbacks of CS (Bautista, 1991). The population of the study are Tagalog-English speakers in the Philippines. Among all Filipino teachers and students, the researchers selected participants who are currently in the senior high school and college level. Because motivation and attitude are so closely linked, research has discovered that they play a substantial influence in language learning. Their attitudes toward language acquisition can have a significant impact on the expected outcomes of classroom participation (Gardner, 1985; Krashen, 1982). The intended sample size is 1000 who are Tagalog-English senior high school and college students speakers. The participants will be sampled using purposive sampling. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which a researcher relies on his or her own judgment when choosing members of the population to participate in the study (Business Research Methodology, n.d.). This technique was deemed most appropriate because the researchers based the participants on certain criteria. This includes their educational level (senior high school or college), the age that should range from 16-24 years old, and should know how to speak Tagalog and English languages. First, analyze and prepare the set of criteria needed for the set of participants.

Data Collection

The instruments used in the study are in line with the methods of verbal guise technique. This includes a verbal-guise test and a questionnaire. Both instruments will be executed and recorded in English and Filipino language. The verbal guise test will be embedded within the questionnaire through google forms. Its purpose is to be able to gather data from one source of instrument. According to Lam (2006), questionnaires can be means of measuring and observing attitudes and perceptions of individuals. A questionnaire will be developed through a format of a 4-point Likert scale. It will be used by the individual respondent to evaluate the given items. The questionnaire contains four parts such as (1) the demographic profile of the participants; (2) the questions regarding their attitudes towards English and Filipino languages, and toward CS; (3) reasons for CS; (4) their perception on mother-tongue based multilingual education. For the first part of the questionnaire, the demographic profile of the participants will be described by their age, gender, study level, ethnic affiliation, and socioeconomic status. The second part of the questionnaire focuses on the attitudes of the participants toward the English language, attitudes of the participants toward the Filipino language, and attitudes of the participants toward CS. The third part deals with the reasons of the participants for CS. The last part of the questionnaire will be about the perception of the participants on mother-tongue-based multilingual education. Adapted from the study of Valerio (2015), the participants will be asked to rate each concern using a 4-point Likert Scale: (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree. The data was gathered using Google Forms, which included embedded audio of three professors discussing using the language of Tagalog, English, and CS. The speakers were chosen based on the same criteria: a female, 20-30 years of age and a senior high school or college professor with a master's degree in education. The usage of a microphone with modified audio levels of -12dB to -6dB was employed to produce a standardized quality and clear audio to minimize extraneous elements within recordings altering a participants' rating of the speakers. The poll was widely distributed by posting it on the researchers' Facebook account and sending emails to several universities in the Philippines, with agreement sought under the Data Privacy Notice and Ethical Considerations.

The following steps will carry out in this quasi-experimental research on the attitudes towards English, Tagalog, and Tagalog-English CS:
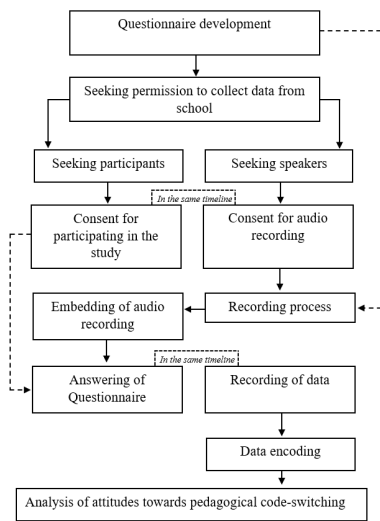
Figure 4.1. Data Gathering Procedure

Data Analysis

For research question 1, mean and standard deviation was used. Mean is under the measures of central tendency that pertains to the average value of a group of numbers. On the other hand, the standard deviation is under the measures of variations which gives an idea of how much variation there is within a group of values. It aims to identify the measurement of the deviation (difference) from the mean (average) of a group (Skyes, et al., 2016) which will be associated with the dependent variables. For research question 2, the researchers examined the data collected using Friedman ANOVA and Kendall coefficient of concordance, wherein Friedman ANOVA is a nonparametric alternative to one-way repetition of measures analysis of variance (TIBCO, 2021) utilized to determine differences among groups when the dependent samples are being measured in an ordinal scale. Kendall coefficient of concordance is another nonparametric statistics that portrays the correlation between numerous cases (TIBCO, 2021). Utilizing the instruments, the researchers will accumulate qualitative data that are in ordinal level for the dependent variables, whereas the significant differences in the attitudes of the participants towards Tagalog, English, and CS, were identified.

5. Results

This section tackles the results gathered by the researchers from the participants.

5.1 Attitudes towards pedagogical English, Tagalog, and CS

Table 4 presents the means, standard deviation, and attitude interpretations derived from the verbal Guise test and analysis

Attitudes	English		Tagalog		CS	
	Mean	S.d.	Mean	S.d.	Mean	S.d.
Educated vs. Uneducated	3.45	0.66	3.60	0.60	3.27	0.73
Rich vs. Poor	3.02	0.76	3.15	0.74	2.88	0.78
Honest vs. Dishonest	3.37	0.66	3.56	0.60	3.35	0.69
Intelligent vs. Unintelligent	3.27	0.70	3.53	0.62	3.22	0.73
Sociable vs. Unsociable	3.28	0.76	3.29	0.73	3.27	0.80
Confident vs. Unconfident	3.44	0.75	3.37	0.73	3.18	0.83
Energetic vs. Lazy	3.23	0.73	2.97	0.74	2.90	0.86
Enthusiastic vs. Hesitant	3.21	0.75	3.15	0.70	3.02	0.83

Table 5.1. The Attitudes Towards English, Tagalog, and CS

Within the given data, the attitudes of the participants towards English, Tagalog, and Tagalog-English pedagogical CS are determined. The researchers used a 4-point Likert scale; hence,

values ranging from 2.51 to 4.00 show a positive attitude toward the dependent variables. From the results gathered, the values in the mean columns lie within the positive range, indicating that the attitudes towards each language variable are positive adjectives. The attitudes towards Tagalog garnered the highest overall mean, proving that most participants favored the language's pedagogical use and significantly differed among all attitudes. In contrast, the attitudes toward CS resulted in a value of 3.14 for its mean average, which states that it is less positive than the pedagogical use of English but not higher than the attitude towards Tagalog. Conclusively, the data obtained for research question one is significant.

5.2 Differences in attitudes towards English, Tagalog, and pedagogical CS

*N= 784, *df*= 2, p= 0.00 except sociable vs. unsociable; p= 0.73

Attitudes	df	p	English		Tagalog		CS	
			S.d.	r	S.d.	r	S.d.	r
Educated vs. Uneducated	2	0.00	0.66	2.02	0.60	2.19	0.73	1.80
Rich vs. Poor	2	0.00	0.76	2.15	0.74	2.01	0.78	1.85
Honest vs. Dishonest	2	0.00	0.66	1.93	0.60	2.16	0.70	1.91
Intelligent vs. Unintelligent	2	0.00	0.70	1.90	0.62	2.23	0.73	1.87
Sociable vs. Unsociable	2	0.73	0.76	2.02	0.73	1.99	0.80	1.99
Confident vs. Unconfident	2	0.00	0.75	2.12	0.73	2.04	0.83	1.84
Energetic vs. Lazy	2	0.00	0.73	2.21	0.74	1.90	0.86	1.88
Enthusiastic vs. Hesitant	2	0.00	0.75	2.10	0.70	2.01	0.83	1.89

Table 5.2 Significant Differences towards English, Tagalog, and Pedagogical CS

In general, the researchers had observed that the findings show homogenous results within the responses of the participants among the three language types which are based on the stated standard deviations, due to the similar rankings evident in the evaluation of the participants.

Furthermore, the findings suggest that there are mostly significant differences in the attitudes towards Tagalog, English, and CS, with Tagalog having the most significantly positive attitude. While the data shows lower levels of positive attitudes towards CS, there is a significant level of difference for monolingual Tagalog and English languages.

5.3. Differences in Participants' Attitudes towards English, Tagalog, and CS

5.3.1. Educated vs. Uneducated

Using Friedman's test, the findings suggest that there is a significant difference on the evaluation of whether the speakers sounded educated (positive attitudes) or uneducated (negative attitudes) ($df (2) = 159.20, p < 0.001$). The box and whisker plot showed that the use of monolingual Tagalog and monolingual English has a significantly higher positive attitude when it comes to sounding educated compared to CS. Lastly, the use of CS does not mean sounding uneducated, but definitely sounding the least educated when compared to monolingual Tagalog and English.

5.3.2. Rich vs. Poor

Using Friedman's test, the findings suggest that there is a significant difference on the evaluation of whether the speakers sounded rich (positive attitudes) or poor (negative attitudes) ($df (2) = 82.47, p < 0.001$). The box and whisker plot clearly shows that monolingual

Tagalog had the most significantly positive attitude of sounding rich than monolingual English and CS. Lastly, the use of CS does not mean sounding poor, but definitely sounding the least rich when compared to monolingual Tagalog and English.

5.3.3. Honest vs. Dishonest

Using Friedman's test, the findings suggest that there is a significant difference on the evaluation of whether the speakers sounded honest (positive attitudes) or dishonest (negative attitudes) $(df(2) = 85.78, p < 0.001)$. The box and whisker plot clearly shows that monolingual Tagalog had the most significantly positive attitude of sounding rich than monolingual English and CS.. Lastly, both the use of monolingual English and CS does not mean sounding dishonest, but only means sounding the least honest when compared to monolingual Tagalog.

5.3.4. Intelligent vs. Unintelligent

Using Friedman's test, the findings suggest that there is a significant difference on the evaluation of whether the speakers sounded intelligent (positive attitudes) or unintelligent (negative attitudes) $(df(2) = 145.79, p < 0.001)$. The box and whisker plot clearly shows that monolingual Tagalog had the most significantly positive attitude of sounding intelligent than monolingual English and CS. Lastly, both the use of monolingual English and CS does not mean sounding unintelligent, but only means sounding the least intelligent when compared to monolingual Tagalog.

5.3.5. Sociable vs. Unsociable

Using Friedman's test, the findings suggest that there is no significant difference on the evaluation of whether the speakers sounded sociable (positive attitudes) or unsociable (negative attitudes) $(df(2) \ 0.64, p > 0.001)$. The box and whisker plot clearly shows that when it comes to which language sounds more sociable, there is no significance of attitudes towards monolingual Tagalog, monolingual English, and CS. However, monolingual Tagalog gained a higher level of positive attitude when it comes to sounding sociable.

5.3.6. Confident vs. Unconfident

Using Friedman's test, the findings suggest that there is a significant difference on the evaluation of whether the speakers sounded confident (positive attitudes) or unconfident (negative attitudes) $(df(2) = 74.13, p < 0.001)$. The box and whisker plot clearly shows that the use of monolingual English and monolingual Tagalog has a significantly higher positive attitude when it comes to sounding confident compared to CS. Lastly, the use of CS does not mean sounding unconfident, but definitely sounding the least confident when compared to monolingual English and Tagalog.

5.3.7. Energetic vs. Lazy

Using Friedman's test, the findings suggest that there is a significant difference on the evaluation of whether the speakers sounded energetic (positive attitudes) or lazy (negative attitudes) $(df(2) = 108.18, p < 0.001)$. The box and whisker plot clearly shows that monolingual English had the most significantly positive attitude of sounding energetic than monolingual Tagalog and CS. Lastly, both the use of monolingual Tagalog and CS does not mean sounding lazy, but only mean sounding the least energetic when compared to monolingual Tagalog. The significant differences of the English language are due to its structure of words.

5.3.8. Enthusiastic vs. Hesitant

Using Friedman's test, the findings suggest that there is a significant difference on the evaluation of whether the speakers sounded enthusiastic (positive attitudes) or hesitant (negative attitudes) $(df(2) = 34.55, p < 0.001)$. The box and whisker plot clearly shows that monolingual English had the most significantly positive attitude of sounding enthusiastic than monolingual Tagalog and CS. Lastly, both the use of monolingual Tagalog and CS does not mean sounding hesitant, but only means sounding the least enthusiastic when compared to monolingual Tagalog.

6.   Discussions

6.1. Attitudes towards pedagogical English, Tagalog, and CS

Participants' evaluations of speakers revealed that all three language types received positive ratings. Asuncion and Madrunio (2017) observed that students choose Tagalog since it is the country's primary language, meaning that it is the preferred language because it is spoken by everyone. Because Tagalog is primarily associated with national unity

and linguistic identity (Gonzales, 1998), it was discovered that students perform better in the language with which they are most comfortable, indicating that Tagalog was the highest-rated language among the speakers. The English language has become the language of instruction in universities due to its ease of communication, allowing students and teachers to better grasp pedagogic interactions. Because it is commonly used by people of many mother tongues, it was employed to promote and bridge communication between students and teachers, resulting in a good attitude among the participants. Participants gave CS a positive evaluation because it improves learners' motivation in group involvement and shared meaning, indirectly but naturally monitors students' comprehension levels, and serves a useful function for teachers as well (Borlongan, 2012). The use of CS among most educational institutions in the Philippines proves its linguistic phenomenon that CS is a credible and effective tool for instructional practices that most Filipino universities are using in developing knowledge, understanding, and emphasis among learners.

6.2. Differences in attitudes towards English, Tagalog, and pedagogical CS

The participants show a positive attitude towards the three language types and that there is still a significant difference among them, wherein Tagalog received the highest level of positive attitude, followed by the English language, then followed by the CS. It is an unexpected finding that Tagalog is the most favorable language to be utilized in a pedagogical setting. This can be coincided by the previously said study of Asuncion and Madrunio (2017). In addition, in the study of Borlongan (2011), Filipino is still the preferred national language among pupils. It was also found in the study of Cahapay (2020) that the participants displayed a favorable attitude towards their mother tongue. On another note, despite being discovered in the study of Valerio (2015) that in a Philippine Context, learners express positive attitudes towards the English Language as their second language, they portrayed a more positive attitude towards their mother tongue as the language to be utilized when communicating in a pedagogical setting. Tagalog, being known as the widely spoken and the most easily understood language in all Philippine regions, received the highest positive attitude towards the speaker who used it in discussing a certain topic in communication when it comes to sounding rich.

English language is more favored than CS despite CS being largely prevalent among educated, middle-class, and upper-class urbanities in the Philippines due to the fact that Filipinos are not likely to abandon one language for the social benefits of another. For instance, When Lesada (2017) visited the Philippines, she discovered that a family in Cebu had decided to raise their young children solely in English because of the educational, socialization, and economic benefits it would provide. Because of the language's natural tone and structure, the differences in enthusiasm, confidence, and energy all demonstrated that English has the most positive meaning.

Despite the fact that many researchers, particularly in the fields of language and education, have suggested that CS can be used as a tool for effective teaching and learning, the evidence in this study suggests that CS is still less accepted in pedagogical settings than English and Tagalog. This is supported by Bautista's (2004) research, which found that after the bilingual policy was announced, debates arose about whether Taglish CS should be allowed as a mode of communication in academic institutions, particularly for the transmission of classroom instructions and academic discourse in general. Furthermore, according to several researchers, CS does not inspire passion among instructors, and it was explained that CS is associated with ineptitude and interference (Bautista, 2004; Flores, 2019; Goulet, 1971; Labitigan, 2013; and Johansson, 2013). The levels of positive attitude towards the three language types were all similarly sociable due to CS, just like English and Tagalog, is used to build closer relationships between students and their teachers. And lastly, the participants showed a lower level of positive attitude towards CS due to the speaker monitoring more the construction of every word and grammar of their sentences when using CS, compared to naturally speaking a monolingual language (Coor, 2019).

7. Conclusions

It was discovered that the students have a positive attitude towards all three language types in a pedagogical context. However, there is an evident difference among the participants' attitudes wherein

Tagalog garnered the most positive attitude, followed by English and lastly CS.

This study suggests that despite CS being acknowledged as an effective medium in a pedagogical setting, CS is still less favored by the students when it comes to teaching and learning, being manifested as the least educated, rich, honest, intelligent, sociable, confident, energetic, and enthusiastic. Furthermore, the study found that regardless of the social benefits the English language could bring to a student, Tagalog received the highest level of positive attitude from the participants, ranking first in sounding educated, rich, honest, intelligent, and sociable. The verbal Guise method was used to gather data in this study, with students being asked to listen to and then evaluate the speaker, which can be considered an innovative and more natural means of examining the participants' attitudes. As a result, this research can contribute to language attitude research in the pedagogical context, which is gaining popularity at the moment.

8.   Recommendations

As for the implications for research, the study suggested a positive attitude towards English, Tagalog, and CS, with CS receiving the least positive one in a pedagogical set-up. Another way of collecting data can be used to conclude a more accurate result and further understand the reasons behind the attitudes towards each language type.

A four-point Likert scale in the verbal guise test identifies the different attitudes, which may be positive or negative. This is deemed to be used to collect extreme feedback from the respondents without providing a neutral option, resulting in a more specific response. This type of scale is ideal and can be evenly split into two divisions, top two choices and bottom two choices, as said by Hopper (2016), making reporting of results easier and simpler. The researchers also suggest that future studies about language attitudes should solely focus on the Tagalog language, as it only has a limited study. Since this study showed a positive evaluation among the variables, future researchers may also examine if monolingual English and monolingual Tagalog will receive a negative attitude if studied individually. Furthermore, future researchers may also choose to use a different subject and topic concerning what the speakers in the verbal guise test will use.

As for the implications for practice, although all three language types were deemed to have received a positive response, the use of Tagalog received the highest positive attitudes from the respondents. With this given, the implementation of the DepEd's MTB-MLE policy can be strengthened and put into practice as this study is an evidence that Filipino students express the most positive attitude towards Tagalog. Moreover, if the use of English persists, activities and strategies should be done to improve students' attitudes towards the English language in a school set-up. Through this, the most effective language type that can be used in pedagogy will be deemed to benefit both the students and teachers.

References

Abad, L. (2005). Codeswitching in the Classroom: A Clash of two languages. Miriam College Faculty Research Journal, Vol. 25, pp. 36-52.

Abad, L. (2010). Code-switching: An Alternative Resource in Teaching Science and Math. Miriam College Faculty Research Journal, Vol. 32, No. 1.

Adeeb, P. M. (1994). A Quasi-Experimental design to study the effect of multicultural coursework and culturally diverse field placements on preservice teachers' attitudes toward diversity. *UNF Graduate Theses and Dissertations*.

Alieto, E. (2018). Language shift from English to mother tongue: Exploring language attitude and willingness to teach among pre-service teachers. *TESOL International Journal*, *13*(3).

Asuncion, Z. S., & Rañosa-Madrunio, Ph.D., M. (2017). Language Attitudes of the Gaddang Speakers towards Gaddang, Ilocano, Tagalog and English. *Studies in English Language Teaching*, *5*(4). https://doi.org/10.22158/selt.v5n4p720

Barnes, B. R. (2019). Quasi-experimental designs in applied behavioural health research. *Transforming Research Methods in the Social Sciences*, 84–96. https://doi.org/10.18772/22019032750.11

Bautista, M. L. (1991). Codeswitching studies in the Philippines. International Journal of the Sociology of Language, 88, pp. 19-32.

Bautista, M. L. (1999). An analysis of the functions of Tagalog-English Code-switching: data from one case. The Filipino Bilingual: A Multidisciplinary perspective (Bautista, M. L. & Tan, G., Eds.). Manila: Linguistics Society of the Philippines.

Bautista, M. L. (2004). Tagalog-English code switching as a mode of discourse. Asia Pacific Education Review. pp. 226-233.

Bolton, K. and Bautista, M.L. (2004). Philippine English: tensions and transitions. World Englishes, Vol. 23,

No. 1, pp. 1-5.

Borlongan, A. (2009). Tagalog-English Code-switching in English Language Classes: Frequency and Forms. TESOL Journal, Vol. 1. Pp. 28-42.

Campbell, D., Cook, T., & Shadish, W. (2002). Experimental and quasi-experimental designs for generalized causal inference. *Boston: Houghton Mifflin.* 1-504, https://www.alnap.org/system/files/content/resource/files/main/147.pdf

Chan, J. Y. H. (2018). Gender and attitudes towards English varieties: Implications for teaching English as a global language. System, 76, 62–79.

Choi, N., Cho, H. J., Kang, S., & Ahn, H. (2021). Korean Children's Attitudes toward Varieties of English:The Role of Age and English Learning Environment. Languages, 6(3), 133. https://doi.org/10.3390/languages6030133

Gonzales, A. (2004). The social dimensions of Philippine English. World Englishes, Vol. 23. No. 1, pp. 7-16.

Gumperz, J. J. (1982). Conversational Codeswitching. In Discourse Strategies. Cambridge, England: Cambridge University Press. International Journal of Education and Research Vol. 4 No. 11 November 2016 45

Language Attitude towards Using Code-switching as a Medium of Instruction in the Case of Wollo University Kombolcha Institute of Technology, Ethiopia. (2019). *Research on Humanities and Social Sciences.* Published. https://doi.org/10.7176/rhss/9-21-04

Lund Research Ltd. (2018). *Friedman Test in SPSS Statistics - How to run the procedure, understand the output using a relevant example | Laerd Statistics.* Laerd Statistics. https://statistics.laerd.com/spss-tutorials/friedman-test-using-spss-statistics.php

Mahato, R. (2016). Code-switching in classroom teaching. *Academic Voices: A Multidisciplinary Journal*, 6(1), 28–31.Mechatronics Engineers' Perception of Code Mixing: Philadelphia University and Hashemite University as a Case Study. (2016). *International Journal of Applied Linguistics and English Literature*, 5(7). https://doi.org/10.7575/aiac.ijalel.v.5n.7p.110

Natividad, M. R. A., & Batang, B. L. (2018). Students' perceptual learning styles and attitudes toward communicative language teaching. *TESOL International Journal*, 13(4).

Nejjari, W., Gerritsen, M., van Hout, R., & Planken, B. (2019). Refinement of the matched-guise technique for the study of the effect of non-native accents compared to native accents. Lingua, 219, 90–105.

Nurhamidah, N., Fauziati, E., & Supriyadi, S. (2018). Code-switching in efl classroom: Is it good or bad? *Journal of English Education*, 3(2), 78–88.

Nyoman Wartinah, N., & Wattimury, C. N. (2018). Code switching and code mixing in english language studies' speech community: A sociolinguistic approach. In *Berumpun journal*, 1(1).

Phan, H. L. T. (2020). VIETNAMESE LEARNERS' ATTITUDES TOWARDS AMERICAN AND BRITISH ACCENTS. *European Journal of English Language Teaching*, 6(2). https://doi.org/10.46827/ejel.v6i2.3498

Price, P. (2015). *Research methods in psychology, 2nd canadian edition*. BCcampus.

Reid, L. A. (2008). Who are the indigenous? origins and transformations. 1st International Conference on Cordillera Studies. UP, Baguio City. February 7-9, 2008

Rivera, J. (2015). A Quasi-Experimental study on the impact of explicit instruction of science text structures on Eighth-Grade english learners' and Non-English learners' content learning and reading comprehension in three inclusive science classrooms. *Electronic Theses and Dissertations*, 1245. https://stars.library.ucf.edu/etd/1245

Rose, S. & Dulm, O. (2006). Functions of code switching in multilingual classrooms. *Per Linguam, 22*(2), 1-13.https://doi.org/10.5785/22-2-63

Salmon, W. (2017). Language attitudes, generations, and identity in coastal Belize. *African and Black Diaspora: An International Journal*, 10(3), 299–312. https://doi.org/10.1080/17528631.2017.1300212

Salmon, W., & Gómez Menjivar, J. (2016). Language variation and dimensions of prestige in Belizean Kriol. *Journal of Pidgin and Creole Languages*, 31(2), 316–360. https://doi.org/10.1075/jpcl.31.2.04sal

Sun, G. B., & Eun, H. H. (2005). A Quasi-Experimental research on the educational value of performance assessment. *Asia Pacific Education Review*, 6(2), 170–190.

Tahir, A., Fatima, I., & AbuzAar, N. (2016). Teachers' and students' attitude toward code alteration in pakistan english classrooms. *Journal of English Education and Linguistics Studies, 3*(1), 85-108.

TIBCO. (2021). *Nonparametric statistics notes - friedman ANOVA and kendall concordance*. TIBCO Software Inc. https://docs.tibco.com/pub/stat/14.0.0/doc/html/UsersGuide/GUID-2F86358E-28E3-45C1-98D9-4257CAB12073.html

Thompson, R. (2003). Filipino, English, and Taglish: language switching from multiple perspectives. Philadelphia: John Benjamins Publishing Corporation

Valerio, T. B. (2015). Filipino – English Code Switching Attitudes and Practices and Their Relationship to English Academic Performance among Freshman Students of Quirino State University. *International Journal of English Language Teaching*, 2(1).