

Students' Language Attitude towards Using Code Switching/ Code Mixing as Medium of Instruction in the Philippines: An exploratory Study

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Abstract:

Code switching and code mixing is a common phenomenon in classrooms. It has always been a predicament among multilingual nations along language teaching and learning contexts. This paper describes the socio-linguistic phenomenon among teachers and third year students enrolled from the College of Information and Computing Sciences, Cagayan State University, Philippines for SY 2017-2018. It investigates the specific purposes behind teacher's code switching/mixing along with their attitudes and the attitudes of the third year students. It aimed to show that the code switching in the classroom is an important factor to help students learn and participate actively in the discussion in a multi-dialectal and multi-cultural classroom. Anchored to the theory of sociolinguistics [1], it is concerned with language in social and cultural context, especially how people with different social identities speak and how their speech changes in different scenarios. The data was collected through questionnaire, distributed to 266 students. Anchored from the work of Alenezi (2010), "Students' Languages Attitude Towards Using Code- Switching as a Medium of Instruction in the College of Health Sciences: An Exploratory Study, the data was analyzed via software program SPSS 20. The respondents' attitudes towards code switching/mixing and their age, sex, and course were correlated. Stratified random sampling was used to determine its population. The profile of the respondents were determined using frequency count and percentage. Mean was used to describe Students' language attitude towards using code switching/ mixing through English and other dialects of code-switchers and the reasons for code switching; ANOVA and T- test were used to assess the significant difference on the attitude when the respondents were grouped according to their profile. Chi - square test was used to correlate Students' language attitude towards using code switching/ mixing as medium of instruction.

Key Words: Attitude, Code Switching/Mixing, Language, Medium of Instruction, Sociolinguistic

INTRODUCTION

This paper attempts to give an outline about the fact of code switching (CS) and code mixing (CM) in the CICS of third year level in nineteen (19) sections, and attitudes of students and teachers towards classroom code switching/mixing. In the College of Information and Computing Sciences, Cagayan State University, Philippines varied dialects are known which allow them (both the teacher and the learner) to communicate freely in their thoughts, feelings and ideas. The use of English and dialect as media of instruction becomes a real scenario in order to attain meaningful learning.

We faced different society with the different languages. It makes possible to us facing the problem of communication in different situation. It takes effect in the class when we taught English and other language for students. Code switching/mixing is a widely observed phenomenon in multilingual and multicultural communities especially in the CICS.

Filipinos, being a multi-lingual race consider English as their Second Language. Combining the international language with the vernacular becomes a habitual practice among Filipinos both in rural and urban scenarios. Filipino language consists of several dialects being spoken in the different regions of the country. In the Philippine setting, the use of English both in written and oral communication language becomes a common socio-linguistic practice. They think about English as the Second Language commonly used by people of all ages, whether in formal or informal discussions. In the current globalized world, English language is taken more significance specially now that the common trend is to be intercultural communicative competent to be at par with the demands of globalization and internationalization Maguddayao (2018). Maguddayao (2018) therefore professed that adaptability must be taken into account in the teaching and learning of English in the Philippines.

Code switcher refers to speakers who use two languages (interlingua) or dialects (intralingua) interchangeably in a single communication. Communication, which may involve a native tongue and a foreign language, or two foreign languages or dialects of the same language, can be initiated with one language and concluded in the other. For example, one could start a discussion using Filipino language and conclude it in English, or initiate a discussion in Standard English and complete it in a non-standard variety of the same language.

The combination of English and dialect is a common linguistic phenomenon among Filipino learners as well as foreign students in the Philippines as opined by Maguddayao (2018). The following are predominant reasons for code switching: (1) Easier self-expression; (2) loss of words (e.g. translation problems, not knowing the right words; (3) influences of people around;

(4) Natural already (habit); (5) Exposure to two languages; (6) Fluency in speaking both languages; and (7) to make the speakers feel more comfortable. [1]

The switching/mixing of the language in the classroom discussion have innermost impact to students learning. In most classrooms, the use of English and dialect are commonly practiced and observed in classroom teaching. A teacher or a student code switch/mix in expressing his/her ideas during lectures and discussion in the class. This study proved that the language used in the classroom discussion is an important factor to help students learn and participate actively inside the classroom.

This is the study of language in relation to society, whereas; the sociology of language is ‘the study of society in relation to language.’ In other words, in sociolinguistics language and society are shared in order to find out as much as one can about what kind of thing language is, and in the sociology of language one can reverse the direction of his interest.

Numan and Carter [2] briefly define the term as “a phenomenon of switching from one language to another in the same discourse”. From this definition, “*discourse*” will be handled as the students’ and teachers’ naturally occurring language use in classroom. Additionally, the languages between which alternation is performed are the native language of the students, and the foreign language that students are expected to gain competence in.

Bilingual teachers use two languages to teach the academic content. Within the context of lessons, they switch between the languages in at least three ways: (a) spontaneously, (b) for direct translation, or (c) intentionally. Teachers may decide on the spot when L1 should be used and when a switching to L2 is appropriate in order to enable comprehension and meaningful involvement of students [3]. More often, however, teachers are unaware of the fact that they are switching; i.e., switches are made unconsciously [4]. The main purpose of language is communication [5]. It is assumed that superior part of the world’s populace is bilingual today [6]. In university classrooms, code switching comes into use in both the teachers’ and the students’ is course.

Code-switching may also mean mixing varieties of the same language [7]. As he stated, this phenomenon is known as diglossia. Code-switching is often confused with code-mixing although there is a difference between these notions.

While code-switching refers to a mixture of words from different languages in one sentence, code-mixing means mixture of different lexical units and grammar [8].

[9] Defines code-switching as the alternation between two or more languages or varieties of a language in the same utterance or dialogue. Code switching is a phenomenon that happens

on a daily basis both in schools and outside of the school setting. In bilingual classrooms worldwide, code switching and mixing is a frequent practice. In the Philippines for example, the Bilingual Policy was misunderstood as code switching and mixing in most classrooms. In the past, there had been extensive researches which carried out using code switching and mixing in the classroom as a contextualization cue. [10] pointed out that such contextualization cue ranges from phonological, lexical and syntactic choices to different types of code switching and style shifting. The study found out that code switching (CS) occurrence in teaching and learning has positive and negative educational effect. Alenezi added that the selection of the language of instruction is a vital decision for academic institutes and learners as well. Thereby the impact of learners' academic performance in all subjects is affected by the language policy or language used in the classroom.

This study can be beneficial to both learners and teachers specifically those who really believed that code-switching is quite effective on teaching computer system design and development.

Medium of instruction simply means the language the teacher uses in teaching in the classroom. It is the means of conveying information to learners. It is the language of communication during the teaching learning process. This is the language that is used in teaching/learning. It may or may not be the official language of the territory. Medium of instruction simply means the language the teacher uses in teaching in the classroom. It is the means of conveying information to learners. It is the language of communication during the teaching learning process. The choice of the medium of instruction is determined by such factors as social status, location of school and language proficiency of the teacher.

At present, code switching has become a trend in many parts of the world. In multilingual countries like the Philippines and Malaysia code switching has emerged as a new language variety [11].

RESEARCH OBJECTIVES

This study was conducted to find out the Students' Language Attitude Towards Using Code Switching/Mixing as Medium of Instruction in the College of Information and Computing Sciences. It ought to answer the following questions:

1. To determine the characteristics of the respondents.
2. To determine Students' Language Attitude Towards Using Code Switching/Mixing as Medium of Instruction in the College of Information and Computing Sciences.

3. To determine the significant difference in the Students' Language Attitude Towards Using Code Switching/Mixing as Medium of Instruction in the College of Information and Computing Sciences.
4. To assess the significant relationship between student language attitude and the profile variables of the respondents.
5. To determine the occurrence of code switching/mixing among students in their studies.

RESEARCH DESIGN

The researchers used mixed methods research design in order to determine the Student's Language Attitude Towards using Code Switching/Mixing as Medium of Instruction in the College. The quantitative research technique shall be used to determine the profile of the respondents and views about functions of code switching/mixing in classes. The qualitative method shall be used to determine the occurrence of switching/mixing among students in their studies. Triangulation method was also be employed by the researchers through interview and observation on the classes of the faculty members handling third year students.

LOCALE OF THE STUDY

The study was conducted at Cagayan State University - Carig Campus, College of Information and Computing Sciences, Philippines.

SAMPLES AND SAMPLING PROCEDURE

Using the Slovin's formula set at 0.05 margin of error, the computed respondents arrived at $n = 266$ third year students enrolled in the college during the 2nd semester, school year 2017-2018. Further, the respondents were equally distributed considering the number of sections for the BSIT and BSCS students, BSIT-Animation has only one section.

RESEARCH INSTRUMENTS

The main instrument used was the survey questionnaire supported by interview and observation. The researchers adopted and contextualized a survey question [11]. The researchers arrived at a Cronbach alpha coefficient of 0.767, described as Suitable [1]. The survey questionnaire is composed of three parts. Part I was used to gather the profile of the respondents. Part II had 15-item questions using a 4-point Likert scale (Strongly Disagree, Disagree, Agree and Strongly Agree) to determine the students' views about functions of code switching/mixing in classes. Part II is composed of three short open-ended questions focusing on the occurrence of code switching/mixing among students in their studies. Random interview and observation were

administered by the researchers to establish the consistency and reliability on the responses upon approval of college authorities.

RESULTS AND DISCUSSION

The following figures show the profile of the respondents:

Figure 1:
Profile of students grouped by sex

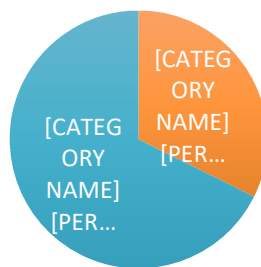


Figure 1 displays that most of the respondents (68%) are female and the rest are male students. This confirms that the CICS studentry was dominantly populated by female students for the last 3 years.

Figure 2:
Profile of students grouped by course

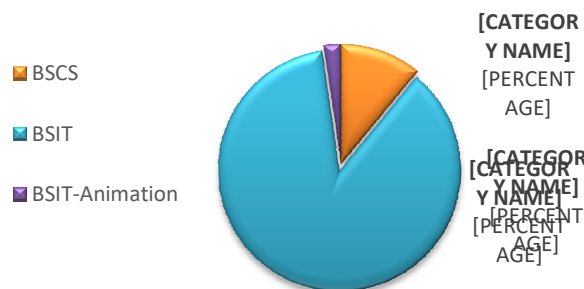


Figure 2 shows the courses offered in CSU-CICS. The degree BSIT has 87% of enrollees making it the most populated program in the college.

Figure 3:
Profile of students grouped by age

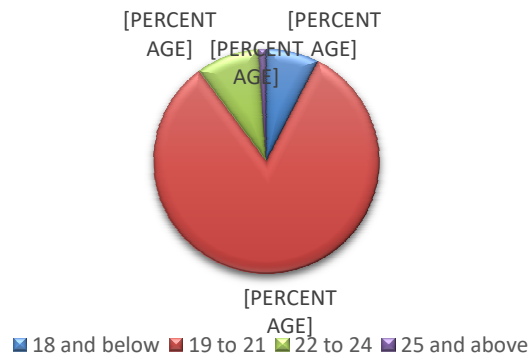


Figure 3 reveals that 82% of the of students enrolled in the college are within the age group of 19 to 21. This means that the students are on the proper year level with respect to their school age.

The following tables shows the Students’ views about functions of code switching/mixing in classes.

Table 1:
Attitudes Toward Using Monolingual Or Code Switching/Mixing In Teaching

Statements	Weighted Mean	Inter-pretation
Mixing of English and Tagalog leads to strengthen my English language.	2.97	Agree
Switching of English and Tagalog leads to strengthen my English language.	3.00	Agree
Mixing of English and my native language leads to strengthen my English language.	2.79	Agree
Switching of English and my native language leads to strengthen my English language.	2.81	Agree
Mixing of English and any language (other than my native language and Tagalog) leads to	2.70	Agree

strengthen my English language.		
Switching of English and any language (other than my native language and Tagalog) leads to strengthen my English language.	2.78	Agree
Overall Mean	2.84	Agree

Table 1 shows that the respondents agree on the following statements: The mixing of English and Tagalog leads to strengthen the English language; the Switching of English and Tagalog leads to strengthen the English language; The switching Mixing of English and native language leads to strengthen the English language. The respondents also agree on the following: Mixing of English and any language (other than my native language and Tagalog) leads to strengthen English language. The respondents also agree on the issue that Switching of English and any language (other than my native language and Tagalog) leads to strengthen my English language.

The weighted mean implies that the respondents agree on the statements cited along Attitudes toward using monolingual or code switching/mixing in teaching Attitudes toward using monolingual or code switching/mixing in teaching.

**Table 2:
Code Switching/Mixing And Its Effects On The Teachers' Image Among Students**

Statements	Weighted Mean	Inter-pretation
I respect my teacher when teaching in English only	2.88	Agree
English and Tagalog	3.34	Strongly Agree
English and my native language	3.09	Agree
my native language only	2.68	Agree
Overall Mean	3.00	Agree

The data on the table shows that the respondents agree on the following statements: Teacher teaching in English only gain respect from students; Teacher teaching in English and Tagalog gain respect from students. They agree also on the following statements: teachers teaching in native language only gain respect from students. The respondents strongly agree on the statements that teacher teaching in English and Tagalog gain respect from students.

The weighted mean agree implies that the respondents agree on the statements cited along Code switching/mixing and its effects on the teachers' image among students.

**Table 3:
Code Switching/Mixing And Its Effects On Passing The Exams**

Statements	Weighted Mean	Inter-pretation
I have a high chance of passing the examination when my teacher explains the lesson in English only	2.63	Agree
English and Tagalog	3.26	Strongly Agree
English and my native language only	3.04	Agree
my native language	2.78	Agree
English and any language (other than my native language and Tagalog)	2.89	Agree
Overall Mean	2.92	Agree

Table 3 shows that the respondents agree on the following statements: a high chance of passing the examination when teacher explains the lesson in English only; a high chance of passing the examination when teacher explains the lesson in English and native language only; They agree also on the following statements a high chance of passing the examination when teacher explains the lesson in native language; a high chance of passing the examination when teacher explains the lesson in native language; a high chance of passing the examination when teacher explains the lesson in English and native language (other than native language and tagalong). The respondents strongly agree on the statements that a high chance of passing the examination when my teacher explains the lesson in English and Tagalog.

The weighted mean agree implies that the respondents agree on the statements cited along Code switching/mixing and its effects on passing the exams.

Table 4:
Correlation Between The Respondents' Profile And Students' Language Attitude Towards Using Code Switching/ Mixing As Medium Of Instruction

Profile Variables	Pearson Chi-Value	p-value	Decision
Sex	36.55	0.443	Accept Ho
Age	130.20	0.045*	Reject Ho
Course	58.20	0.880	Accept Ho

Table 4 shows significant relationship (0.045) between the age and students' language attitude towards using code switching/ mixing as medium of instruction in the College of Information and Computing Sciences. This means that language attitude towards code switching/mixing as the medium of instruction in the college is dependent on the age of the students. The result of this study agrees with the findings of Navarro-Villarroel [15] that the study of another language (Spanish or Chinese) at a young age also results in more positive attitudes toward academic subjects. Moreover, a similar pattern was uncovered in the study of Dewaele [16], this supports our study because young ones are emotionally and mentally comfortable. In code switching and mixing it's easy for them to understand and express their thoughts. Even the transfer of knowledge for younger are more agreeable. It was even discovered in this study that high levels of Tolerance of Ambiguity (TA) and Cognitive Empathy (CE) brings significantly more positive attitudes towards code switching.

The table also presents that there is no significant relationship in the sex and course and the students' language attitude towards using code switching/ mixing as medium of instruction in the college. The sex and course of the students are independent on their attitude towards code switching/mixing.

Table 5:
Correlation Between The Respondents' Profile On Number Of Dialects Spoken And Students' Language Attitude Towards Using Code Switching/ Mixing As Medium Of Instruction

Profile Variables	Pearson Chi- Value	p-value	Decision
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No. of dialects spoken	0.0301	0.6248	Accept Ho
No. of dialects used in immediate family members	0.0099	0.8724	Accept Ho
No. of dialects used in close family members	0.0476	0.4392	Accept Ho
No. of dialects used before entering the university	- 0.1410	0.0214*	Reject Ho
No. of dialects used with friends/ classmates.	0.0317	0.6069	Accept Ho
No. of dialects used in interacting with teachers/ school employees.	0.032	0.600	Accept Ho

Table 5 shows the significant difference (0.0214) between the number of dialects used/spoken by before entering the university and students' language attitude towards using code switching/ mixing as medium of instruction in the College of Information and Computing Sciences. This means that language attitude towards code switching/mixing as the medium of instruction in the college is dependent on the number of dialects spoken by the student before entering the university. This means that the number of dialects spoken by the student before entering the university is slightly correlated but significant. As the number of dialects spoken by the student before entering the university increases, the attitude towards code switching/mixing decreases or vice versa.

In the study of Dewaele [17] mentioned that participants who grew up and worked in a multilingual environment, knew many different languages, which they learnt from a young age and who had advanced proficiency in various languages reported significantly more frequent CS. In Cagayan State University - CICS teachers and students are known for having varied dialects which allow them to communicate freely in their thoughts, feelings and ideas. In the classroom switching and mixing as media of instruction becomes a real scenario in order to attain meaningful learning. These have innermost impact to students learning.

On the occurrence of code switching/mixing among students on their studies, the following were established:

When students were asked when they code switch/mix, out of 266 respondents, 198 responded that they code switched/mixed at the middle of discussion particularly on the part where the teacher is explaining the lesson, discussing together, when talking each other in the class and needs an active participation from the students. Only 42 responded that they code switched/mixed at the beginning of the class and 26 responded they code switched/mixed at the end of the class.

During the observation of the researchers, they were able to have a copy of a sample program in a Java subject. They found out that the teacher used Filipino statements in order to let the students easily understand the program.

The teacher said that based from her experience during class discussion in the subject, when students cannot understand the lesson it's a good way to code switch even in the programming examples.

The topic at hand is on Switch Case Statement. A switch statement gives you the option to test for a range of values for your variables. They can be used instead of long, complex if...else...if statements. Below is the sample program:

```
Class Birthday {  
public static void main(String args []){  
int age;  
switch (age) {  
case 1: System.out.println("Ito ang iyong 1st birthday"); break;  
case 7: System.out.println("Ito ang iyong 7th birthday"); break;  
case 18: System.out.println ("Humandan para sa iyong debut"); break;  
default: System.out.println ("Hindi ko alam ang iyong birthday"); break;  
}}}
```

"Ibig sabihin kapag nagset tayo ng value ng age na 1, ang output ay "Ito ang iyong 1st birthday" kasi true ito sa condition ng case 1. Break means to stop the program testing the value of age in other cases. Kapag ang age ay 7, lalabas ang "Ito ang iyong 7th birthday" while if age is equal to 18 then mkikita sa inyong screen ang "Humanda para sa iyong debut". Ginagamit ang default value kung hindi tugma ang value ng age sa alinman sa mga cases". The teacher explains that if the value of age is set to 1, the program displays "This is your 1st birthday" because the condition in the case 1 is true. If the value of age is seven then you will see in your computer screen the statement "This is your 7th birthday" while if the age is 18 then you will see "Be ready for your debut". Otherwise, it would display "I don't know your birthday". The default value is displayed when the value of age is not true to any of the given cases. The teacher added, "In order for the students to understand a program we have to discuss the lesson in Taglish".

When students were asked to identify in what subject areas do they switch/mix code, it was noted that out of the 237 respondents 105 responded that they code switch/mix in their major subjects because the teacher always switches and mixes code while 132 responded to code switch/mix in their minor subjects.

As the choice of language selection was given to them and there was no restriction in communication, those who had vocabulary problems chose to interact in Tagalog more in their minor subjects like Strategies of Teaching, Economics, Technical writing, Rizal's Life and Works among the frequently mentioned subjects while major subjects like Java and Computer Organizations.

In one class of the subject Principles of Teaching, the teacher asked the students to give a reflection paper after a 1 hour and a half teaching demonstration of the students. One the students wrote "In the first part of the discussion I feel nervous because that was the first time to teach in the class but in the middle of the discussion *nawala na yung kaba ko at parang nag e-enjoy na ako sa ginagawa ko sa pagtuturo ko at feel ko na parang teacher talaga ako kasi yung mga studyante nakikinig sila sa klase at yung mga iba hindi pero sila yung mga tinatawag ko para sumagot sa mga question ko. And I realized na masaya pala magturo lalo na pag nakikinig yung mga studyante sa teacher at naiintindihan nila ang topic, pero mahirap din lalo na sa pag handle sa mga studyante lalo na pag hindi nakikinig at mga ma-iingay*". (In the first part of the discussion I feel nervous because that was the first time to teach in the class but in the middle of the discussion I was able to compose myself and enjoy discussing and feel like a real teacher because the students are paying attention while other are not. What I did is to call those who are not listening to answer my questions. And I realized that teaching is great especially if the students understand the topic, but it is hard to handle students who are not listening and who are noisy).

The main function found here was that the learners generally code-switch from English to Tagalog for quick delivery of ideas in the subject matter. The researcher noted that the learners interacted well when they use Tagalog.

In some reasons, the learners also code switch because of influence of other subjects which are being taught in the classroom which is also the learner 's native language. Code-switching is used as a learning tool for them to understand the learning and express their ideas. So, students tend to use more of Tagalog in their classes and indirectly code switch throughout their learning process.

When students were asked if they would like their instructor to switch/mix code in their class, of the 145 who responded the question, 140 students replied that they would like their teachers do it with the same reason of better understanding of the lesson/subject matter. On the other hand, only 2 students responded that it is up to their teacher whether to switch/mix code or not. Also, it is because that some students do not know or understand other dialects. Further, 3 replied that they would not like their teachers to do it because they believed that if a student wants to learn the English language well, he/she should be immersed in an environment where English is the only medium of instruction. According to them if they will continuously practice

or allow switching and mixing in the class during discussion tendency is our Language (being English as an international language) will be affected. We will be internationally incompetent. Because this is the only chance for them to practice, speak and be fluent in English language and to obtain more exposure to an atmosphere of English-speaking environment because if they obtain some proficiency in English at least, they would be able to build more language competence that they can use for future employment in the modern globalized world.

CONCLUSION AND RECOMMENDATION

From the findings of this study, the following conclusions are drawn:

1. Majority of the respondents belong to the degree BS Information Technology. Most are female students with an age range from 19 to 21.
2. Respondents adhere to the usual practice of code switching in their classes because that they belong to a multi-dialectal province.
3. Code switching/mixing in the educational setting is practiced by anyone especially in classrooms where the learners came from different linguistic background.
4. Majority of respondents in this study indicated that they favored code switching as a routinely practice inside the classroom.

Based on the findings of this research, the following are recommended:

1. The results of the study indicated that code switching/mixing mostly occurred in the classroom to cater for the needs of the students because most occurrence of switching/mixing was the socializing function in the classroom like teacher explaining, discussing, talking to each other to class and active participation.
2. “English speaking policy “may be initiated for the students to obtain more exposure to an atmosphere of English-speaking environment because if they obtain some proficiency in English at least, they would be able to build more language competence that they can use for future employment in the modern globalized world.
3. Teachers and students need to be made aware of the limitations of switching/mixing because insensible use of switching/mixing can have long-lasting harmful consequences on the teacher and learner’s production of the target language.
4. It may be difficult for a non- native speaker of English to obtain “above average” English competence. However, through a language enhancement program, the students may develop and unravel their communicative skills. In this way, a bilingual learner may maintain the balance between his cultural /ethnic identity and the external needs in the modern world.
5. Considering their Filipino subject academic performance which is “ below Average” teachers should manifest sensitivity and concern for their multi-dialectal students as they deal with their Filipino subjects.

6. Future researchers of the same study are encouraged to conduct the same study but different in setting. This is suggested because constant research in language leads to a better awareness of language pedagogy in a bilingual country with more number of questions or indicators.

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