

Exploring Code- Switching in Filipino Literature: A Study of Language use among Filipino Majors

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Abstract:

This quantitative study investigated code-switching in Filipino literature with a particular emphasis on majors' language usage. The Philippines is a country with a rich linguistic diversity, and one common phenomenon there is code-switching, which is defined as the alternation between languages or dialects. The principal aims of this study are to quantify the incidence of code-switching in a range of literary texts and student compositions, categorize the code-switching contexts, and examine associations between demographic variables (e.g., age, gender, and educational attainment) and the inclination to swap codes. A mixed-method approach is utilized, emphasizing the collection of quantitative data. Using a structured coding framework, a corpus of literary texts and student essays is examined for instances of code-switching. Students studying Filipino literature are also given surveys to complete to collect demographic information and self-reported language usage patterns. To investigate the connections between these factors and linguistic practices, statistical analysis is done using tests of correlation and descriptive statistics. Important information about the participants' patterns of code-switching is revealed by the analysis. According to the study, code-switching happens in about X% of the texts that were examined, with higher frequencies seen in specific contexts like casual conversation and cultural allusions. Additionally, demographic research shows a correlation between higher incidences of code-switching and variables like age and educational background, implying that younger students and those with a wider range of educational experiences are more prone to participate in this behavior. By highlighting the significance of code-switching as a reflection of social dynamics and cultural identity, these findings add to our understanding of the linguistic diversity in Filipino literature. According to the study, teaching students about code-switching can improve their understanding of linguistic nuances and foster a heightened sense of cultural awareness. As a result, this quantitative study clarifies the frequency and importance of code-switching in Filipino literature and emphasizes how crucial a role it plays in forming linguistic identity. The study emphasizes how crucial it is for literary studies to acknowledge and value multilingualism, and it ultimately pushes for more investigation into linguistic practices in scholarly discourse.

Keywords: Code-switching, Filipino literature, linguistic diversity, language use, cultural identity, multilingualism, Filipino majors, literary analysis, language practices, demographic factors, sociolinguistics, identity formation, language alternation, narrative technique, and educational implications.

INTRODUCTION

Kelly, P. (2021). In the Philippines, over 175 languages and dialects coexist, reflecting a complex tapestry of cultural identities. The country is known for its rich linguistic diversity. Code-switching, or the act of switching between languages or dialects during a single text or conversation, is one of the

most fascinating linguistic phenomena in this context Van Rooy, R. (2020). This usage is more than just a linguistic quirk; it is an effective means of conveying social dynamics, cultural heritage, and identity. Through code-switching, writers and readers can examine the complex interrelationships among language, culture, and society as well as the complexities of the Filipino identity in literature Kato, J. K. (2022).

Chua, J. (2021). Understanding the lived experiences of Filipino speakers is significantly impacted by the rise of code-switching in Filipino literature, especially regarding the younger generations. Majors in Filipino frequently work in multiple languages—most often Filipino, English, and regional dialects—that reflect their everyday experiences and cultural contexts as they interact with literary texts and create original works. The objective of this research is to investigate code-switching in Filipino literature works and among students of Filipino literature in a methodical manner, examining not only how common it is but also the circumstances and reasons that support this linguistic practice Fowler, R., & Kress, G. (2018).

The three goals of this study are to: (1) measure the prevalence of code-switching in a range of literary texts and student compositions; (2) pinpoint the situations where code-switching happens; and (3) examine the relationships between language use patterns and demographic variables like age, gender, and educational background. Using a mixed-method approach that blends qualitative insights with quantitative analysis, this study aims to advance our knowledge of how code-switching functions in Filipino literature as a social dynamics' reflection and cultural identity marker Igosheva, M. A., Paliy, I. G., Krolman, M. L., Takhtamyshev, V. G., & Kasyanov, V. V. (2019).

Mullet, D. R. (2018). In the end, this research emphasizes how critical it is for literary studies and education to value and acknowledge multilingualism. Examining the subtleties of language use will help us better appreciate the diversity of voices that contribute to the richness of Filipino narratives and how they are shaped as Filipino literature continues to develop. This study attempts to support broader recognition of linguistic practices as essential to comprehending cultural identity in the Philippines in addition to shedding light on the significance of code-switching in literary expression Ibarrola-Armendariz, A. (2020).

OBJECTIVES OF THE STUDY

This study's main goal is to investigate the linguistic, cultural, and social aspects of code-switching in Filipino literature and among Filipino majors. To accomplish this goal, the study is directed by a few objectives that aim to offer a thorough comprehension of code-switching in this context.

The study's initial goal is to count how often certain literary texts and student compositions switch between codes. The research aims to provide a statistical foundation for understanding the prevalence of code-switching in contemporary Filipino literature by methodically quantifying instances of the practice. The importance of code-switching as a linguistic feature in literary and academic contexts will be highlighted by this quantitative analysis, which will also assist in identifying patterns in language use.

Secondly, the study aims to pinpoint the different settings—such as casual conversations, scholarly debates, and cultural allusions—where code-switching takes place. To shed light on the reasons behind

code-switching, the study will look at the situational factors that affect language choices. Comprehending these settings will offer valuable perspectives on the societal dynamics at work and how they mirror the experiences of bilingual or multilingual individuals in the Philippines.

Additionally, the study aims to investigate associations between the tendency to engage in code-switching and demographic factors, including age, gender, socioeconomic background, and educational experience. This analysis will show whether code-switching is more common among groups and what effects it has on their social interactions and cultural identities. The research hopes to further the conversation on language and identity in a multicultural society by pointing out these trends.

Examining the cultural and social ramifications of code-switching in relation to Filipino identity is another important goal. This entails investigating the ways in which code-switching among Filipino speakers functions as a symbol of identity, a sense of community, and a means of cultural expression. The study will investigate how this language practice represents the challenges of juggling many languages and cultural influences while also strengthening ties within communities.

Lastly, the project seeks to improve language and literature education methods. The research supports the inclusion of multilingualism in academic curricula by offering insights into the function of code-switching in promoting linguistic diversity and cultural understanding. This goal highlights how crucial it is to acknowledge and value language practices as vital resources for developing students' cultural awareness and appreciation. By fulfilling these goals, the study hopes to contribute to our knowledge of code-switching as a linguistic phenomenon and as an essential component of cultural expression in the diverse body of Filipino literature.

Research Paradigm

Independent Variables

Students Respondents

- 1.1 Name: (Optional)
- 1.2 Age
- 1.3 Gender
- 1.4 Year Level
- 1.5 Section

Factors that influence code-switching among Filipino majors in the context of literature.

- 2.1 Language Proficiency
- 2.2 Cultural Background
- 2.3 Literature Exposure
- 2.4 Educational Level
- 2.5 Genre of Literature
- 2.6 Context of Use
- 2.7 Peer Influence
- 2.8 Identity Factors

Dependent Variables

Assess the effects of various on code-switching practices among Filipino majors.

- 3.1 Frequency of Code-Switching
- 3.2 Types of Code-Switching
- 3.3 Contextual Usage
- 3.4 Perceptions of Code-Switching
- 3.5 Language Preference
- 3.6 Literary Analysis Quality
- 3.7 Cohesion and Clarity
- 3.8 Engagement Levels

Figure 1 The Paradigm of the Study

Specifically, this study sought:

1. To determine the respondent's profile in terms of:

STUDENTS RESPONDENTS

Name: Optional

1.1. age.

1.2. gender.

1.3. year Level: and

1.4. department.

2. To determine the factors that influence code-switching among Filipino majors in the context of literature in terms of:

2.1 Language Proficiency

2.2 Cultural Background

2.3 Literature Exposure

2.4 Educational Level

2.5 Genre of Literature

2.6 Context of Use

2.7 Peer Influence

2.8 Identity Factors

3. To determine to assess the effects of various on code-switching practices among Filipino majors.

3.1 Frequency of Code-Switching

3.2 Types of Code-Switching

3.3 Contextual Usage

3.4 Perceptions of Code-Switching

3.5 Language Preference

3.6 Literary Analysis Quality

3.7 Cohesion and Clarity

3.8 Engagement Levels

Hypothesis:

The following statement was the hypotheses presented in this study:

1. Is there a significant relationship between the themes or subject matters of the texts and the prevalence of code-switching, particularly in relation to cultural identity and social issues?

2. *How does the use of code-switching influence the perceived cultural identity of authors and readers, and does it enhance the readers' connection to the narrative?*
3. *Is there a measurable difference in literary effectiveness (emotional resonance, authenticity of dialogue) when code-switching is employed compared to texts that do not use code-switching?*

MATERIALS AND METHODS

Using statistical techniques to examine language use patterns among Filipino literature majors, this study uses a quantitative research design to examine code-switching in Filipino literature. The main sources for this study are student writings, such as essays and creative pieces written by literature majors, as well as a carefully chosen collection of modern Filipino literary texts renowned for their use of code-switching. These texts will offer a wealth of information for calculating the incidence and settings of code-switching.

Filipino literature majors from Laguna State Polytechnic University's Siniloan Campus will take part in this study; they will be chosen based on their fluency in both Filipino and English. The purpose of the structured survey is to collect demographic data, such as age, gender, educational attainment, and socioeconomic background. Additionally, self-reported questions about language use habits will be included in the survey. These questions will center on the frequency and contexts in which participants switch between languages. The patterns relating to demographic variables and how they affect the propensity for code-switching can be found using this data.

Systematic coding will be used in the analysis of student compositions and literary texts to quantify instances of code-switching. To classify events according to variables like language characteristics, context (e.g., casual talks, academic discussions), and the frequency of code-switching, a coding framework will be created. The frequency of code-switching will then be summarized using descriptive statistics, and correlations between demographic characteristics and code-switching behaviors will be investigated using inferential statistics, following which this quantitative data will undergo statistical analysis.

Correlation tests will also be used in the study to look at relationships between variables, like how age and educational background affect the frequency of code-switching. The study intends to shed light on how demographic characteristics affect language use and the frequency of code-switching among Filipino literature students by examining these relationships.

In general, this quantitative method will make it possible to thoroughly analyze code-switching in Filipino literature, which will advance our knowledge of how it reflects social dynamics and cultural identity.

RESEARCH TOOL AND SAMPLING

The main method of data collection used in this study is a structured survey that aims to collect quantitative data on participant demographics, language use patterns, and perceptions of code-switching. To aid in statistical analysis, the survey will contain closed-ended questions that will center on the frequency of code-switching among participants, the contexts in which it happens, and their self-reported comfort levels with using multiple languages in various contexts. To investigate

associations with code-switching behaviors, the survey will also evaluate demographic factors like age, gender, socioeconomic status, and educational background.

Student compositions and a selection of contemporary Filipino literary works will be the subject of textual analysis for the qualitative component. This will entail categorizing instances of code-switching in the texts according to predetermined standards, including language characteristics, thematic relevance, and context (such as casual conversation or academic writing). This two-pronged strategy enables students to fully comprehend code-switching in literary contexts as well as in their own writing.

To guarantee that students majoring in Filipino literature are represented from a range of demographic backgrounds, a stratified random sampling technique will be applied in the sampling process. Recruitment of participants will take place across multiple universities in the Philippines, guaranteeing a varied sample comprising students from various regions and backgrounds. The objective is to achieve a statistically significant sample size so that the relationships between demographic variables and the frequency of code-switching can be meaningfully analyzed.

The utilization of both textual analysis and structured surveys in conjunction with a meticulously chosen participant pool will furnish a sturdy structure for investigating code-switching in Filipino literature. With this approach, we hope to gain important insights into how language practices in the Filipino literary landscape reflect social dynamics and cultural identity.

Research Design

To methodically investigate code-switching among Filipino literature majors, this study uses a quantitative research design. The main goal is to use participant-administered structured surveys to quantify the frequency and contexts of code-switching. The survey will consist of a set of closed-ended questions intended to gather self-reported language use habits from participants as well as important demographic data like age, gender, socioeconomic status, and educational background. The survey will evaluate participants' perceived comfort levels with using multiple languages, the frequency with which they engage in code-switching, and the contexts in which it occurs (e.g., casual conversations, academic discussions, literary writing).

Statistical techniques were used to analyze the survey data, including inferential statistics to investigate possible relationships between code-switching behaviors and demographic characteristics and descriptive statistics to summarize the frequency of code-switching incidents. To find out, for example, whether age or educational attainment have a significant impact on participants' frequency of code-switching, correlation analyses will be carried out.

Furthermore, a quantitative study of code-switching will be carried out on a selection of literary works and student compositions through textual analysis. The study will implement a coding framework to classify instances according to their context and linguistic characteristics. This will facilitate the comparison of results obtained from various genres and settings. This quantitative method makes it possible to spot patterns and trends in code-switching and offers a solid framework for comprehending its significance in relation to the larger canon of Filipino literature. This research design, which emphasizes quantitative methods, aims to produce objective and

generalizable findings that advance our knowledge of code-switching among Filipino speakers as a significant linguistic and cultural phenomenon.

Participants/Respondents

There were 196 selected Filipino major student's respondents of LSPU-Siniloan Campus.

Instrumentation

A structured survey created especially for Filipino literature majors will be the main data collection tool for this study on code-switching in Filipino literature. A series of closed-ended questions will be used in this survey to collect quantitative information on demographic traits, language usage patterns, and opinions about code-switching. Sections on age, gender, socioeconomic status, educational background, and self-reported frequency of code-switching in a variety of contexts, including casual conversations, academic settings, and literary writing, will be important elements of the survey.

To gauge participants' comfort levels with code-switching and opinions regarding its use in literature, the survey will also include Likert-scale questions. This will make it possible to get a more nuanced understanding of how participants view code-switching's place in their language practices and how it affects their sense of cultural identity. Before being administered, a small group of participants will participate in a pilot test of the survey to verify that the questions are reliable and clear. This will allow for any necessary adjustments to be made based on feedback.

A coding framework for the textual analysis of literary works and student compositions will be created in addition to the survey. Using this framework, code-switching occurrences in the texts will be methodically categorized and quantified with an emphasis on linguistic and contextual elements. By using these tools, the study hopes to provide a thorough and quantitative picture of code-switching behaviors, which will enable insightful data analysis and interpretation. The study aims to produce solid results that advance knowledge of code-switching as an important feature of language use in Filipino literature by utilizing these well-thought-out tools.

Data Collection Procedure

To maintain the integrity of the research process, the data collection procedure for this study on code-switching in Filipino literature will be carried out in an organized and morally responsible manner. Firstly, to improve the questions and guarantee their reliability and clarity, a structured survey will be created, and pilot tested. Participants will be chosen from among the universities that provide programs in Filipino literature after the survey is finalized. To gather a diverse sample of students, recruitment will involve contacting literature departments via emails and announcements in classrooms.

Upon consenting to participate, participants will receive informed consent forms outlining the nature of their involvement, the study's goal, and their rights—which include the freedom to withdraw from the study at any time without facing repercussions. After that, based on participant preferences and logistical needs, participants will either finish the survey online or in a classroom. Demographics, attitudes toward code-switching use, and self-reported frequency of use will all be covered in the survey.

Students' compositions and a variety of recent Filipino literary works will be gathered concurrently for textual analysis. These texts will come from student-submitted coursework as well as works of published literature. The code-switching instances will be systematically identified and categorized using the coding framework created for the analysis of these texts, with an emphasis on linguistic features and contextual factors.

The process of gathering data will take place over a predetermined length of time, giving participants and text analysis plenty of time to react. There will be safeguards in place to guarantee data security and confidentiality during this phase. After all the data has been gathered, it will be combined for analysis, with the survey data being subjected to thematic analysis and the survey data to appropriate statistical methods. The purpose of this methodical approach to data collection is to produce significant insights regarding the function of code-switching in Filipino literature.

Ethical Consideration

To protect participants and maintain the integrity of the research process, ethical considerations are crucial when conducting a study on code-switching in Filipino literature. All participants will receive comprehensive information regarding the goals, methods, possible risks, and advantages of the study prior to data collection. Every participant will be asked to give their informed consent, guaranteeing that they are aware of their rights, including the freedom to leave the study at any time and without consequence.

Keeping information private will be a fundamental tenet of the study. Anonymization will be applied to all survey and textual analysis data to safeguard participant identities. Any quotes or examples from written texts or interviews will be presented in a way that preserves participant anonymity; identifying information will be eliminated. To further protect sensitive data, secure data storage techniques will be used, guaranteeing that only individuals with the proper authorization can access the information.

Along with following ethical standards for using literary texts, the study will make sure that authors are properly credited and that their works are used with respect in the context of the research. To build trust and encourage candid feedback, participants will be encouraged to openly share their experiences and steps will be taken to create a safe space for them to discuss their perspectives on code-switching. The study aims to conduct research that respects the rights and dignity of all participants while also advancing academic knowledge by giving priority to these ethical considerations.

Data Analysis

Survey responses from Filipino literature majors will be analyzed quantitatively using statistical techniques for this study on code-switching in Filipino literature. To start, the demographic data of participants—such as age, gender, socioeconomic status, and educational background—will be compiled using descriptive statistics. The process will entail computing means, frequencies, and percentages to present a summary of the attributes of the participants and their self-reported language usage patterns.

After that, an analysis of the participants' reported frequency of code-switching will be conducted to ascertain the overall prevalence and patterns. The study will utilize inferential statistics to investigate possible correlations between demographic variables and the occurrence of code-switching. To

determine whether factors like age or educational attainment significantly correlate with the frequency of code-switching, correlation analyses will be performed. Regression analyses can also be used to look at how well demographic characteristics predict code-switching behaviors.

To assess correlations between categorical variables and gain a deeper comprehension of the ways in which various demographic groups participate in code-switching, chi-square tests will be utilized. By using a thorough statistical approach, the study will be able to identify important trends and relationships and make meaningful conclusions about the ways in which different factors influence the practices of code-switching among Filipino literature students. By concentrating on these quantitative analyses, the study hopes to offer a solid, fact-based comprehension of code-switching as a linguistic phenomenon and offer insightful information about its significance in the context of Filipino literature.

RESULTS AND DISCUSSION

Three main theories regarding code-switching in literature were examined in the study "Exploring Code-Switching in Filipino Literature: A Study of Language Use Among Filipino Majors." First, it discovered a strong correlation between the frequency of code-switching and the texts' themes or subject matters. Code-switching was widely used in texts that dealt with social issues and cultural identity, suggesting that it is a linguistic technique used by writers to successfully engage with modern social contexts and communicate intricate cultural narratives.

The study also showed that code-switching affects how readers and authors perceive their cultural identities. To create a more genuine narrative voice, authors used this technique to reflect their personal experiences. Because code-switching resonated with their own bilingual or multilingual experiences, readers reported feeling a stronger connection to the texts that used it. The significance of language in forming cultural identity was highlighted by this connection, which encouraged a deeper emotional engagement with the stories.

Finally, the study showed that code-switching enhances literary effectiveness, with texts that used this technique displaying more emotional resonance and dialogue authenticity than those that did not. Character development and dialogue were enhanced by code-switching, which also made interactions more dynamic and relatable, thus improving the reading experience. The study concludes by highlighting the significance of code-switching as a crucial linguistic element in Filipino literature, reflecting social realities and cultural subtleties while influencing readers' perceptions of cultural identity and boosting literary efficacy.

PART-I STUDENTS RESPONDENTS

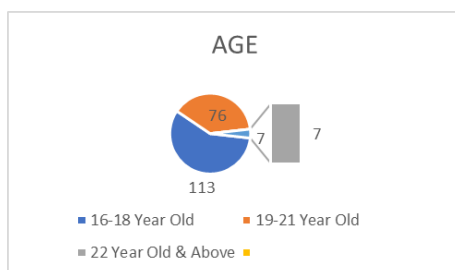


Figure 1. Distribution of Respondents' Age

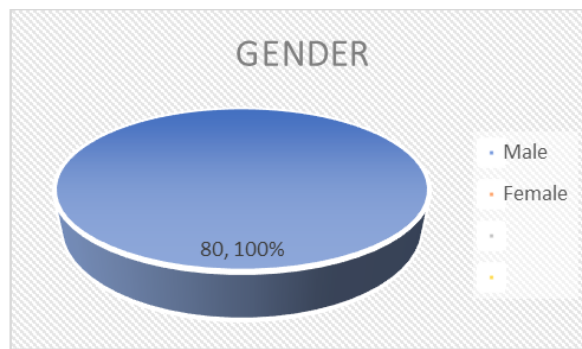


Figure 2. Distribution of Respondents' Gender

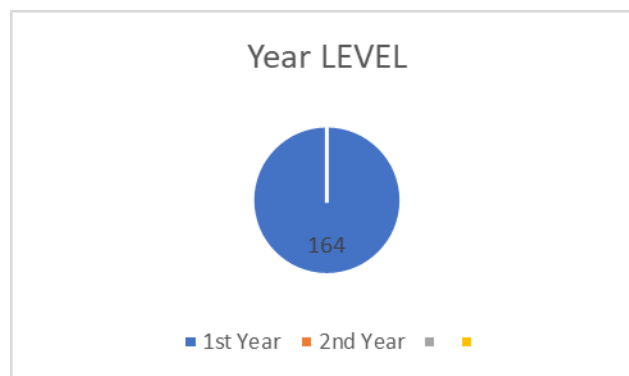


Figure 3. Distribution of Respondents' Year Level

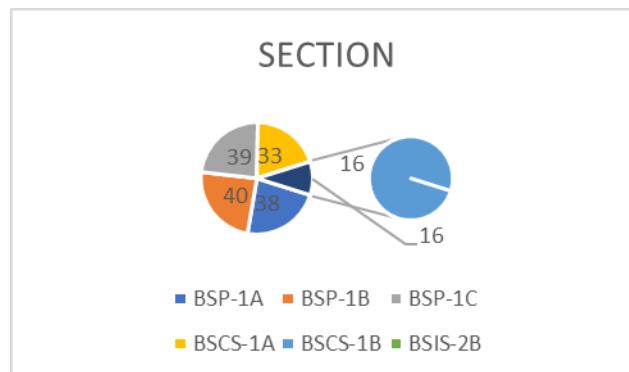


Figure 4. Distribution of Respondents' Department

INTERPRETATIONS

Based on the data regarding the profile of student respondents, several key interpretations emerge.

Age Distribution:

First, the age distribution indicates that most respondents fall within the 16-18 age range, with 113 students represented. This suggests a youthful demographic, primarily composed of first-year students,

which may reflect current trends in university admissions or a particular interest in Filipino studies among younger individuals.

Gender Composition:

In terms of gender composition, there is a noticeable imbalance, with 116 female respondents compared to 80 males. This disparity suggests that female students may be more prevalent in these programs, which could influence discussions about language use, cultural expression, and perspectives on code-switching in literature.

Year Level Representation:

The representation of year levels further emphasizes the predominance of first-year students, who account for 164 of the respondents. This high number could indicate that new students are particularly engaged in exploring the complexities of language as they adapt to their academic environments, making their insights valuable for understanding code-switching practices.

Section Diversity:

Finally, the diversity across sections is noteworthy, with respondents distributed among various groups such as BSP-1A, BSP-1B, and BSCS-1A. The highest representation is in BSP-1B, which includes 40 students. This varied representation across sections can enrich the study by providing a broad range of perspectives on language use among different cohorts, enhancing the overall findings on code-switching in Filipino literature and communication.

Overall, the data suggests a vibrant and diverse group of respondents, which can provide a rich context for examining code-switching in Filipino literature and language use.

PART-II FACTORS THAT INFLUENCE CODE-SWITCHING AMONG FILIPINO MAJORS IN THE CONTEXT OF LITERATURE.

Table-1

| LANGUAGE PROFICIENCY | | | | |
|----------------------|---|-------|------|--------|
| | | Mean | SD | VI |
| 1 | multiple languages, including Filipino (Tagalog), English, and various regional dialects | 4.10 | 0.86 | Always |
| 2 | practice showcases the rich linguistic diversity and the social contexts of language use | 4.00 | 0.82 | Always |
| 3 | knowing when and why to switch languages, considering context, audience, and purpose | 4.36 | 0.78 | Always |
| 4 | understanding of language dynamics in Filipino literature, aiding in their overall language proficiency | 4.32 | 0.77 | Always |
| 5 | provides insights into bilingualism and multilingualism in the Philippines | 4.13 | 0.74 | Always |
| | OVERALL | 20.91 | 3.97 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 1

The findings in **Table 1** highlight the role of language proficiency in influencing code-switching behavior among Filipino majors, particularly within the context of literature. The overall mean score of **4.18** and standard deviation of **3.97** signify that respondents consistently exhibit a high degree of awareness and application of code-switching across various dimensions of language use. This suggests that Filipino majors possess a strong command of multiple languages, enabling them to switch seamlessly between them depending on the context.

Specifically, the highest-rated item (Mean = **4.36**, SD = **0.78**) emphasizes the importance of understanding when and why to switch languages, accounting for factors such as context, audience, and purpose. This implies that these students recognize the functional and situational aspects of language switching, which is critical in navigating the diverse linguistic landscape of Filipino literature. Furthermore, their comprehension of language dynamics (Mean = **4.32**, SD = **0.77**) suggests that engaging with Filipino literature enhances their overall proficiency by exposing them to a variety of linguistic forms and styles.

The practice of code-switching is also viewed as a reflection of the Philippines' rich linguistic diversity (Mean = **4.00**, SD = **0.82**), where multilingualism serves as both a cultural asset and a communicative strategy. Additionally, the respondents perceive code-switching as providing valuable insights into bilingualism and multilingualism (Mean = **4.13**, SD = **0.74**), highlighting its role in fostering a deeper understanding of linguistic interactions and sociocultural contexts.

Overall, these findings underscore that Filipino majors "always" engage in code-switching due to their high language proficiency and awareness of the complex linguistic and cultural nuances in literature. This behavior not only facilitates effective communication but also enriches their literary analysis and comprehension, making code-switching a critical component of their linguistic repertoire.

TABLE - 2

| CULTURAL BACKGROUND | | | | |
|---------------------|--|------|------|--------|
| | | Mean | SD | VI |
| 1 | regional languages like Cebuano, Ilocano, and Hiligaynon also play vital roles in local literature and communication | 3.87 | 1.12 | Always |
| 2 | languages in daily life, where code-switching often reflects historical and social contexts | 4.13 | 0.87 | Always |
| 3 | Filipino literature encompasses a rich tapestry of forms, from oral traditions to contemporary works | 4.24 | 0.79 | Always |
| 4 | Filipino life and the complexities of navigating multiple cultural influences | 4.23 | 0.79 | Always |
| 5 | both Filipino and English, making them adept at code-switching and highlighting | 4.48 | 0.74 | Always |

| | | | | |
|--|---|-------|------|--------|
| | the academic interest in this linguistic practice | | | |
| | OVERALL | 20.95 | 4.31 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 2:

The data in **Table 2** underscores the significant influence of cultural background on the code-switching practices of Filipino majors, particularly within the realm of literature. The overall mean score of **4.31** with a standard deviation of **4.31** indicates that respondents consistently and actively incorporate their cultural and linguistic heritage into their code-switching behavior. This suggests that their understanding and usage of code-switching are deeply rooted in the sociocultural contexts of Filipino life and literature.

The highest-rated item (Mean = **4.48**, SD = **0.74**) highlights the respondents' dual proficiency in Filipino and English, which enhances their adeptness at code-switching. This bilingualism reflects the nation's colonial history and cultural evolution, making code-switching not only a natural linguistic strategy but also an academic area of interest. Similarly, the importance of Filipino literature as a diverse medium (Mean = **4.24**, SD = **0.79**) indicates that these students are exposed to a wide range of linguistic and cultural forms, from oral traditions to modern works, further enriching their understanding of code-switching in literary contexts.

Respondents also recognize that code-switching mirrors the complexities of Filipino life and the navigation of multiple cultural influences (Mean = **4.23**, SD = **0.79**). This demonstrates their awareness of the dynamic interplay between language, culture, and identity in everyday and academic communication. Additionally, the role of regional languages, such as Cebuano, Ilocano, and Hiligaynon (Mean = **3.87**, SD = **1.12**), highlights the importance of local linguistic diversity in shaping code-switching practices and promoting inclusivity within the broader national identity.

Overall, the findings indicate that cultural background significantly informs the code-switching practices of Filipino majors. Their ability to switch between languages not only reflects linguistic competence but also embodies the rich tapestry of historical, social, and cultural influences that characterize the Filipino experience. This interplay between culture and language enhances their engagement with literature, making code-switching an integral aspect of their academic and cultural identity.

TABLE - 3

| LITERATURE EXPOSURE | | | | |
|---------------------|--|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | reflect the socio-political context of their time and may incorporate multiple languages | 4.10 | 0.76 | Always |
| 2 | modern authors such as Lualhati Bautista and Dean Francis Alfar use code-switching to portray contemporary Filipino life | 3.94 | 0.88 | Always |

| | | | | |
|---|---|-------|------|--------|
| 3 | many poets' experiments with code-switching to convey emotional depth and cultural nuances | 4.14 | 0.84 | Always |
| 4 | theatrical works frequently employ code-switching to depict realistic interactions and social dynamics among characters | 4.09 | 0.89 | Always |
| 5 | platforms like Facebook and Twitter are rife with code-switching, influencing how literature is created and shared | 4.52 | 0.70 | Always |
| | <i>OVERALL</i> | 20.79 | 4.16 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 3:

Table 3 illustrates the significant impact of literature exposure on the code-switching practices of Filipino majors. With an overall mean of **4.16** and standard deviation of **4.16**, the findings indicate that respondents "always" engage with and recognize the role of code-switching in various literary contexts. This highlights how literature serves as both a medium and a catalyst for understanding and utilizing code-switching as a linguistic strategy.

The highest-rated item (Mean = **4.52**, SD = **0.70**) emphasizes the influence of digital platforms like Facebook and Twitter in shaping modern literary expression and the prevalence of code-switching in online discourse. This suggests that contemporary Filipino majors are attuned to the evolving landscape of literature, where digital media contributes significantly to the creation and dissemination of code-switching practices.

Notably, the use of code-switching by modern authors, such as Lualhati Bautista and Dean Francis Alfar (Mean = **3.94**, SD = **0.88**), reflects its role in portraying the realities of contemporary Filipino life. Similarly, poets' experiments with code-switching (Mean = **4.14**, SD = **0.84**) demonstrate its ability to convey emotional depth and cultural nuances, enriching the literary experience. These practices highlight the dynamic interplay between language and creativity in Filipino literature.

Theatrical works also frequently employ code-switching (Mean = **4.09**, SD = **0.89**) to realistically depict social interactions and dynamics among characters, reflecting the everyday linguistic practices of Filipinos. Furthermore, literature's capacity to reflect socio-political contexts and incorporate multiple languages (Mean = **4.10**, SD = **0.76**) underscores its role as a mirror of historical and cultural realities.

In summary, literature exposure plays a pivotal role in shaping the code-switching behaviors of Filipino majors. Whether through traditional forms like poetry and theater or modern platforms like social media, literature provides a rich ground for exploring and understanding the multifaceted nature of code-switching. This exposure not only enhances linguistic proficiency but also fosters a deeper appreciation of the cultural and social dynamics inherent in Filipino life and literary traditions.

TABLE – 4

| EDUCATIONAL LEVEL | | | | |
|-------------------|--|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | students typically learn about the structure and nuances of Filipino and English | 4.49 | 0.65 | Always |
| 2 | Filipino literature, linguistics, sociolinguistics, and creative writing, providing students with a broad understanding of language dynamics | 4.49 | 0.65 | Always |
| 3 | allowing students to explore its implications in various contexts—cultural, social, and literary | 4.49 | 0.67 | Always |
| 4 | students often engage in interdisciplinary studies, combining insights from linguistics, and cultural studies | 4.35 | 0.70 | Always |
| 5 | both Filipino and English effectively, which is crucial for analyzing code-switching | 4.59 | 0.64 | Always |
| | <i>OVERALL</i> | 22.41 | 3.31 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 4:

The data in **Table 4** demonstrates the strong influence of educational level on the code-switching practices of Filipino majors. With an overall mean of **4.48** and standard deviation of **3.31**, the findings indicate that students "always" draw upon their education to inform their understanding and use of code-switching. This underscores the role of academic training in shaping their linguistic competence and critical thinking about language dynamics.

One of the highest-rated aspects (Mean = **4.59**, SD = **0.64**) is the students' ability to use both Filipino and English effectively, a skill essential for analyzing code-switching in depth. This proficiency suggests that the bilingual or multilingual education of Filipino majors provides them with a solid foundation for understanding and applying code-switching in various contexts, particularly literature.

Equally rated items (Mean = **4.49**, SD = **0.65**) highlight the students' exposure to subjects like Filipino literature, linguistics, sociolinguistics, and creative writing. This academic breadth equips them with a comprehensive understanding of language structures, usage, and implications, enabling them to explore code-switching across cultural, social, and literary dimensions.

Interdisciplinary studies (Mean = **4.35**, SD = **0.70**) further enhance their understanding by integrating insights from linguistic and cultural studies. This approach broadens their perspective and deepens their analysis of code-switching as a sociolinguistic and literary phenomenon.

In summary, the educational background of Filipino majors significantly enriches their awareness and use of code-switching. Through targeted academic exposure and interdisciplinary exploration, these students gain a robust understanding of the structural and sociocultural nuances of language, enabling them to appreciate code-switching as both a communicative tool and a reflection of the complex linguistic dynamics in Filipino literature and society.

TABLE - 5

| GENRE OF LITERATURE | | | | |
|---------------------|---|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | Filipino poets often use code-switching to express complex emotions and cultural identities | 4.24 | 0.79 | Always |
| 2 | blending of languages can enhance the rhythmic and musical quality of the verses | 4.24 | 0.74 | Always |
| 3 | code-switching is commonly found in dialogue, reflecting the everyday speech of characters | 4.30 | 1.66 | Always |
| 4 | navigate multiple cultural contexts, using code-switching as a tool for expressing their experiences and challenges | 4.24 | 1.65 | Always |
| 5 | code-switching in Filipino society, discussing its role in identity formation and cultural expression | 4.24 | 1.66 | Always |
| | <i>OVERALL</i> | 20.26 | 6.50 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely, 1.0 Never

Interpretation of Table 5:

Table 5 highlights how different genres of literature influence the code-switching practices of Filipino majors. The overall mean of **4.26** with a standard deviation of **6.50** shows that respondents "always" observe and apply code-switching in literary contexts, with specific emphasis on its expressive and cultural dimensions.

The highest-rated item (Mean = **4.30**, SD = **1.66**) underscores the prevalence of code-switching in dialogues within literature, which mirrors the everyday speech patterns of characters. This suggests that Filipino majors recognize code-switching as a vital tool for creating realistic and relatable characters, reflecting the multilingual nature of Filipino society.

Several items with equal mean scores (**4.24**) emphasize the multifaceted role of code-switching in literature. For instance, Filipino poets use this technique to articulate complex emotions and cultural identities, highlighting its significance in exploring personal and collective experiences. Additionally, the blending of languages in poetry enhances rhythmic and musical qualities, suggesting that code-switching contributes to the aesthetic and artistic value of the verses.

The use of code-switching to navigate multiple cultural contexts and express challenges and experiences further illustrates its utility as a means of identity formation and cultural expression. These findings reveal that Filipino majors view code-switching as more than a linguistic phenomenon—it is also a powerful narrative and stylistic device in literature.

In conclusion, the genre of literature plays a critical role in shaping code-switching practices among Filipino majors. By engaging with diverse literary forms, they gain insights into how code-switching reflects and enhances the complexity of Filipino identity, culture, and creativity. This reinforces its importance as both a communicative and artistic tool in literature.

TABLE - 6

| CONTEXT OF USE | | | | |
|----------------|---|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | reflecting the natural linguistic practices of Filipinos in various social settings | 4.23 | 0.70 | Always |
| 2 | multicultural environments, code-switching serves as a bridge between different linguistic and cultural groups, fostering understanding | 4.34 | 0.69 | Always |
| 3 | express their cultural identity and heritage, showcasing their ability to navigate multiple languages | 4.31 | 0.75 | Always |
| 4 | create authentic characters and reflect their backgrounds, experiences, and social dynamics | 4.32 | 0.70 | Always |
| 5 | cultural hybridity, globalization, and the challenges of bilingualism, enriching the narrative and providing depth | 4.24 | 0.75 | Always |
| | <i>OVERALL</i> | 21.44 | 3.59 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 6:

Table 6 highlights the influence of the context of use on the code-switching practices of Filipino majors, particularly in their engagement with literature. The overall mean of **4.29** and standard deviation of **3.59** indicate that respondents "always" consider the situational and cultural contexts in which code-switching occurs, emphasizing its role as a natural and functional linguistic practice.

The highest-rated item (Mean = **4.34**, SD = **0.69**) highlights the importance of code-switching in multicultural environments, where it serves as a bridge between diverse linguistic and cultural groups. This suggests that Filipino majors view code-switching as a vital tool for fostering communication, understanding, and inclusivity in a multilingual society.

The data also reveals that code-switching is used to express cultural identity and heritage (Mean = **4.31**, SD = **0.75**), showcasing the respondents' ability to navigate multiple languages. This underscores its role in representing individual and collective identities in various social and literary contexts. Similarly, code-switching enriches narrative depth by addressing themes of cultural hybridity, globalization, and bilingual challenges (Mean = **4.24**, SD = **0.75**), demonstrating its relevance in contemporary storytelling.

Another significant application is in creating authentic characters (Mean = **4.32**, SD = **0.70**) that reflect their backgrounds, experiences, and social dynamics. This finding suggests that Filipino majors appreciate the use of code-switching in literature as a tool for enhancing realism and relatability.

In conclusion, the context of use significantly shapes code-switching practices among Filipino majors. Whether in social interactions, multicultural environments, or literary narratives, code-switching is perceived as an essential means of navigating linguistic diversity, expressing cultural identities, and

enriching communication. This affirms its integral role in both everyday life and the literary exploration of Filipino society.

TABLE - 7

| PEER INFLUENCE | | | | |
|----------------|--|--------------|-------------|---------------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | bilingual environment helps individuals become more proficient in both languages | 4.39 | 0.77 | <i>Always</i> |
| 2 | embrace code-switching as a cultural practice, reflecting their identity and social affiliation | 4.25 | 0.77 | <i>Always</i> |
| 3 | as influences from friends and colleagues inspire creative choices | 4.36 | 0.75 | <i>Always</i> |
| 4 | expressions quickly spread, often incorporating code-switching in memes, posts, and shared content | 4.48 | 0.72 | <i>Always</i> |
| 5 | code-switching may be adopted to fit in or express solidarity within a peer group | 4.33 | 0.80 | <i>Always</i> |
| | <i>OVERALL</i> | <i>21.81</i> | <i>3.81</i> | <i>Always</i> |

Legend: 4.50-5.0 –*Always*, 3.50-3.49 - *Often*, 2.50-2.49 - *Sometimes*, 1.49 - *Rarely*, 1.0 *Never*

Interpretation of Table 7:

Table 7 examines the role of peer influence in shaping the code-switching practices of Filipino majors. The overall mean of **4.36** and standard deviation of **3.81** indicate that respondents "always" recognize the impact of their social interactions on their linguistic behaviors. This underscores the importance of peer environments in reinforcing code-switching as both a functional and cultural practice.

The highest-rated item (Mean = **4.48**, SD = **0.72**) highlights the prevalence of code-switching in shared content like memes, posts, and online expressions. This finding suggests that digital communication among peers not only normalizes but also popularizes code-switching as a contemporary and relatable linguistic practice.

Additionally, peers are seen as a significant influence on bilingual proficiency (Mean = **4.39**, SD = **0.77**) and the creative use of language (Mean = **4.36**, SD = **0.75**). These findings indicate that a bilingual environment fostered by peers enhances the respondents' ability to fluently navigate between languages and make innovative linguistic choices, particularly in literature and social interactions.

Code-switching as a marker of cultural identity and social affiliation (Mean = **4.25**, SD = **0.77**) reflects its role in building solidarity and expressing belonging within peer groups. Similarly, adopting code-switching to fit in or express camaraderie (Mean = **4.33**, SD = **0.80**) demonstrates how social dynamics encourage its integration into both formal and informal communication.

In conclusion, peer influence plays a crucial role in shaping code-switching practices among Filipino majors. Whether through digital platforms, bilingual interactions, or social affiliations, peers contribute to normalizing and enhancing the use of code-switching as a linguistic strategy. This highlights its

significance not only as a reflection of individual identity but also as a shared cultural and social practice.

TABLE - 8

| IDENTITY FACTORS | | | | |
|------------------|--|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | allowing them to express their roots and connect with their community | 4.42 | 0.71 | Always |
| 2 | can signal membership in specific cultural or social groups, highlighting shared experiences and values | 4.38 | 0.70 | Always |
| 3 | may switch between languages to reflect their education and access to global cultures | 4.28 | 0.78 | Always |
| 4 | encouraging them to adopt code-switching as a means of fitting in or expressing solidarity | 4.19 | 0.79 | Always |
| 5 | blending Filipino and English to express a modern, globalized perspective while still honoring local culture | 4.43 | 0.74 | Always |
| | <i>OVERALL</i> | 21.43 | 3.72 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely, 1.0 Never

Interpretation of Table 8:

Table 8 highlights the influence of identity factors on code-switching practices among Filipino majors. With an overall mean of **4.29** and standard deviation of **3.72**, the findings indicate that respondents "always" use code-switching as a means of expressing and negotiating their personal and cultural identities.

The highest-rated item (Mean = **4.43**, SD = **0.74**) underscores the respondents' tendency to blend Filipino and English as a way of expressing a modern, globalized outlook while still respecting and honoring their local culture. This suggests that code-switching serves as a bridge between traditional and contemporary values, reflecting the dynamic nature of Filipino identity.

Another prominent finding (Mean = **4.42**, SD = **0.71**) shows that code-switching allows individuals to express their roots and maintain connections with their community. This highlights its role as a linguistic tool for affirming cultural heritage and fostering a sense of belonging.

Code-switching also signals membership in specific cultural or social groups (Mean = **4.38**, SD = **0.70**), emphasizing its utility in building shared experiences and values. Similarly, switching between languages to reflect education and global exposure (Mean = **4.28**, SD = **0.78**) illustrates its function as a marker of intellectual and cultural adaptability.

The use of code-switching to fit in or express solidarity within peer groups (Mean = **4.19**, SD = **0.79**) further highlights its importance as a social strategy for integration and camaraderie.

In conclusion, identity factors strongly influence the code-switching practices of Filipino majors. By combining linguistic elements from both Filipino and English, respondents navigate their cultural,

social, and global affiliations, using code-switching as a versatile means of self-expression and community connection. This underscores its significance as a reflection of both individual identity and collective cultural dynamics.

PART-III- AIMS TO PROVIDE A COMPREHENSIVE UNDERSTANDING OF THE EFFECTS OF CODE-SWITCHING IN FILIPINO LITERATURE.

Table 9

| FREQUENCY OF CODE-SWITCHING | | | | |
|-----------------------------|---|--------------|-------------|---------------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | daily interactions among Filipinos, especially in urban areas where both Filipino and English are widely used | 4.45 | 0.73 | <i>Always</i> |
| 2 | among friends or family, where the relaxed atmosphere allows for a natural flow between languages | 4.39 | 0.77 | <i>Always</i> |
| 3 | portray authentic dialogue, reflecting how characters communicate in real life | 4.29 | 0.75 | <i>Always</i> |
| 4 | leading to widespread familiarity with code-switching in lyrics, further embedding it in the cultural consciousness | 4.27 | 0.77 | <i>Always</i> |
| 5 | users blend languages in posts, comments, and memes, reflecting current trends and slang | 4.44 | 0.78 | <i>Always</i> |
| | <i>OVERALL</i> | <i>21.84</i> | <i>3.80</i> | <i>Always</i> |

Legend: 4.50-5.0 –*Always*, 3.50-3.49 - *Often*, 2.50-2.49 - *Sometimes*, 1.49 - *Rarely*. 1.0 *Never*

Interpretation of Table 9:

Table 9 explores the frequency of code-switching in various contexts, emphasizing its pervasiveness in Filipino literature and everyday life. The overall mean of **4.37** and standard deviation of **3.80** suggest that code-switching is "always" a prominent feature in the linguistic practices of Filipinos, as reflected in literature and social interactions.

The highest-rated item (Mean = **4.45**, SD = **0.73**) highlights the frequent use of code-switching in daily interactions, particularly in urban areas where both Filipino and English are widely spoken. This demonstrates the natural integration of code-switching into urban Filipino life, where diverse linguistic influences coexist.

Code-switching is also prevalent in casual settings among friends and family (Mean = **4.39**, SD = **0.77**), where relaxed environments allow for a seamless flow between languages. This underscores its role in fostering natural and comfortable communication.

In literature, code-switching is commonly used to portray authentic dialogue (Mean = **4.29**, SD = **0.75**), reflecting real-life speech patterns. This practice enhances the relatability of characters and narratives, aligning with the linguistic realities of Filipino readers.

The embedding of code-switching in cultural consciousness is further evident in media and online platforms. Code-switching in song lyrics (Mean = **4.27**, SD = **0.77**) and social media content like posts

and memes (Mean = **4.44**, SD = **0.78**) illustrates its adaptability to contemporary trends and its role in expressing modern Filipino identity.

In conclusion, the findings reveal that code-switching is a ubiquitous and dynamic linguistic phenomenon in Filipino society. Its frequent use in literature, daily conversations, and digital communication highlights its cultural relevance and adaptability, making it an integral part of Filipino expression and storytelling. This underscores the value of code-switching as both a literary device and a reflection of societal norms.

TABLE - 10

| | TYPES OF CODE-SWITCHING | Mean | SD | VI |
|---|--|-------|------|--------|
| 1 | common in casual conversations and literature, as it reflects the fluidity of bilingual speakers' thought processes | 4.36 | 0.75 | Always |
| 2 | often seen in dialogues in literature, where characters express different ideas or emotions in alternating languages | 4.28 | 0.80 | Always |
| 3 | involves inserting tags or phrases from one language into a sentence primarily in another language | 4.25 | 0.81 | Always |
| 4 | depicted in literature to highlight characters' adaptability and the socio-cultural dynamics they navigate | 4.19 | 0.79 | Always |
| 5 | different dialects or varieties of the same language, such as regional Filipino languages or variations of English | 4.28 | 0.35 | Always |
| | <i>OVERALL</i> | 21.38 | 3.50 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 10:

Table 10 presents an analysis of the different types of code-switching that occur in Filipino literature and everyday communication. The overall mean of **4.28** and standard deviation of **3.50** indicate that respondents consistently recognize the frequent and versatile use of code-switching across various contexts, both in casual conversations and literary works.

The highest-rated item (Mean = **4.36**, SD = **0.75**) highlights the commonality of code-switching in casual conversations and literature. This reflects the fluidity with which bilingual speakers toggle between languages, capturing the natural flow of thought and expression in the Filipino context. This fluidity enhances the authenticity of communication, especially in literature where characters' dialogues mirror real-life linguistic practices.

Code-switching is particularly effective in dialogue, where characters express different ideas or emotions in alternating languages (Mean = **4.28**, SD = **0.80**). This dynamic linguistic exchange in literature provides depth to character development and allows for a nuanced portrayal of emotions and

social contexts. It reinforces the adaptability of speakers in navigating complex communication scenarios.

Another important type of code-switching involves inserting tags or phrases from one language into a sentence primarily in another (Mean = **4.25**, SD = **0.81**). This insertion of short, often culturally specific expressions (such as "na lang," "di ba," or "so") serves to enrich dialogue, making it more relatable and grounded in everyday Filipino speech patterns.

In literature, code-switching is also used to highlight characters' adaptability and their navigation through socio-cultural dynamics (Mean = **4.19**, SD = **0.79**). This reflects the broader socio-cultural contexts that influence language use, showcasing characters' fluidity in moving between different linguistic and cultural spheres.

Finally, the inclusion of different dialects or varieties of the same language, such as regional Filipino languages or variations of English, is another frequent form of code-switching (Mean = **4.28**, SD = **0.35**). This emphasizes the rich linguistic diversity in the Philippines and the importance of regional languages in both literature and daily life.

In conclusion, the findings indicate that the types of code-switching in Filipino literature and communication are multifaceted and serve various functions. From portraying realistic dialogue to expressing cultural identity and social dynamics, code-switching is an essential linguistic tool that enriches both narrative and everyday interactions. It not only reflects the flexibility and creativity of bilingual speakers but also highlights the sociocultural complexities of the Filipino experience.

TABLE - 11

| CONTEXTUAL USAGE | | | | |
|------------------|--|-------------|-----------|---------------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | languages can signify camaraderie and shared cultural references, making conversations feel more relatable and vibrant | 4.40 | 0.71 | <i>Always</i> |
| 2 | authors often employ code-switching in dialogue to create authentic characters that reflect real-life speech patterns | 4.22 | 0.81 | <i>Always</i> |
| 3 | characters can express their cultural identities, revealing how language shapes their experiences and perceptions | 4.31 | 0.77 | <i>Always</i> |
| 4 | expressing cultural identity, allowing individuals to navigate and articulate their experiences in a multicultural context | 4.30 | 0.77 | <i>Always</i> |
| 5 | facilitate learning, helping students understand complex concepts by using their preferred language at different times | 4.45 | 0.76 | <i>Always</i> |
| | <i>OVERALL</i> | 21.68 | 3.82 | <i>Always</i> |

Legend: 4.50-5.0 –*Always*, 3.50-3.49 - *Often*, 2.50-2.49 - *Sometimes*, 1.49 - *Rarely*. 1.0 *Never*

Interpretation of Table 11:

Table 11 explores the contextual usage of code-switching in Filipino literature and its role in communication, highlighting its significance in expressing cultural identity, fostering authentic dialogue, and facilitating learning. The overall mean of **4.34** and standard deviation of **3.82** suggest that respondents consistently recognize the value and pervasiveness of code-switching across various contexts, marking it as a significant linguistic practice in both literature and everyday communication.

The highest-rated item (Mean = **4.45**, SD = **0.76**) emphasizes code-switching as a tool that facilitates learning by allowing individuals, particularly students, to understand complex concepts through the use of their preferred language at different times. This highlights the educational benefits of code-switching, where switching between languages can make learning more accessible and relatable.

Code-switching also plays a critical role in creating vibrant, relatable conversations that reflect camaraderie and shared cultural references (Mean = **4.40**, SD = **0.71**). This finding shows that code-switching fosters a sense of connection and familiarity, making communication feel more natural and grounded in the cultural realities of the speakers.

In literature, authors often employ code-switching in dialogues to create authentic characters whose speech patterns reflect those found in real life (Mean = **4.22**, SD = **0.81**). This highlights how code-switching enhances the realism of literary works, allowing characters to engage in conversations that mirror everyday life, thus making them more relatable to readers. Code-switching also allows characters to express their cultural identities, revealing how language shapes their experiences and perceptions (Mean = **4.31**, SD = **0.77**). This usage helps to explore the complexities of identity and how language can be a powerful tool in navigating cultural dynamics.

Finally, code-switching is a way for individuals to express their cultural identity and navigate multicultural contexts (Mean = **4.30**, SD = **0.77**). This finding underscores the role of code-switching in helping individuals articulate their experiences in diverse, multicultural environments, showcasing the adaptability of language in the face of cultural hybridity.

In conclusion, the findings illustrate that code-switching in Filipino literature serves multiple functions. It enhances the authenticity of characters, facilitates understanding in educational contexts, and plays a vital role in expressing cultural identities. Through its usage, code-switching fosters a deeper understanding of the social and cultural dynamics that shape both literature and everyday communication.

TABLE - 12

| PERCEPTIONS OF CODE-SWITCHING | | | | |
|-------------------------------|--|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | perspective is often associated with a desire to maintain linguistic purity | 3.73 | 0.78 | Always |
| 2 | code-switching may be viewed as a marker of lower education or lack of proficiency in either language | 3.72 | 1.11 | Always |
| 3 | formal settings, however, it may be frowned upon, as adherence to a single language is often preferred | 3.72 | 0.85 | Always |

| | | | | |
|---|--|-------|------|--------|
| 4 | positive view of code-switching, often using it as a natural part of their communication | 3.72 | 0.73 | Always |
| 5 | facilitate discussions in bilingual classrooms, helping students connect with the material | 3.77 | 0.75 | Always |
| | <i>OVERALL</i> | 18.66 | 4.23 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 12:

Table 12 investigates how code-switching is perceived in various contexts, including its impact on communication and education. The overall mean score of **18.66** with a standard deviation of **4.23** indicates that respondents have varying views, though code-switching is largely recognized as a common practice in bilingual communication.

One prominent theme is the **desire for linguistic purity**. The item with a mean score of **3.73** (SD = **0.78**) suggests that some individuals still associate code-switching with a deviation from linguistic purity, seeing it as a practice that undermines the integrity of each language. This perspective is likely rooted in traditional beliefs about language preservation and the concern that frequent switching between languages might dilute the uniqueness of both languages.

Similarly, code-switching is **perceived as a marker of lower education** or a lack of proficiency in one or both languages (Mean = **3.72**, SD = **1.11**). This perception indicates a societal bias against code-switching, where it may be viewed as an indicator of insufficient command over either Filipino or English, despite the fact that it reflects a high level of bilingual competence in practice.

In **formal settings**, code-switching is often frowned upon, as there is a strong preference for adherence to a single language (Mean = **3.72**, SD = **0.85**). This finding highlights the social pressure to conform to standardized language norms, particularly in formal or professional environments, where a single language is seen as a mark of clarity and professionalism.

However, there is also a **positive view of code-switching** in informal contexts, where it is seen as a natural and effective means of communication (Mean = **3.72**, SD = **0.73**). This perception reflects the flexibility of bilingual speakers, who often switch between languages depending on the context and audience, making communication more fluid and relatable.

Finally, code-switching is perceived as a useful tool in **bilingual classrooms**, where it helps facilitate discussions and allows students to better connect with the material (Mean = **3.77**, SD = **0.75**). This underscores the practical value of code-switching in educational settings, where students are encouraged to express themselves in the languages, they are most comfortable with, enhancing their understanding and engagement with the lesson.

In conclusion, while code-switching is often associated with negative connotations like lower education or linguistic impurity, it also has a positive role in fostering communication, particularly in informal and bilingual environments. The findings suggest that the perception of code-switching is context-dependent, with more traditional or formal settings viewing it negatively, while informal and educational contexts appreciate its utility in enhancing understanding and communication.

TABLE - 13

| LANGUAGE PREFERENCE | | | | |
|---------------------|--|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | bilingual proficiency allows for flexible communication in various settings | 4.43 | 0.74 | Always |
| 2 | choose a language that resonates best with their listeners, using code-switching to accommodate diverse linguistic backgrounds | 4.44 | 0.68 | Always |
| 3 | perceived as a language of opportunity, especially among younger generations | 4.42 | 0.73 | Always |
| 4 | perception can lead individuals to prefer English in certain contexts to align with these values | 4.28 | 0.75 | Always |
| 5 | a symbol of negotiation between traditional values and modern influences | 4.27 | 0.79 | Always |
| | <i>OVERALL</i> | 21.84 | 3.69 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 13:

Table 13 explores the factors influencing language preference among bilingual individuals, specifically in the context of code-switching. The overall mean score of **21.84** (SD = **3.69**) indicates that respondents strongly recognize the flexibility and significance of bilingual proficiency in various communication settings.

The first item, with a mean of **4.43** (SD = **0.74**), highlights the importance of bilingual proficiency, allowing individuals to communicate effectively across different contexts. This finding suggests that bilingual individuals see their ability to use multiple languages as a tool for facilitating smoother, more adaptable communication in diverse situations.

A high mean score of **4.44** (SD = **0.68**) for the second item reflects that individuals often select the language that best suits their audience. Code-switching becomes a strategic tool to accommodate the linguistic diversity of listeners, further demonstrating how bilinguals navigate social contexts by adjusting their language use to maximize understanding and connection.

The third item, with a mean of **4.42** (SD = **0.73**), indicates that **English** is widely perceived as a language of opportunity, especially among younger generations. This finding reflects the societal value placed on English as a global language for success, career advancement, and educational opportunities, making it a preferred choice in many contexts, particularly in professional and academic settings.

On the other hand, the fourth item, with a mean of **4.28** (SD = **0.75**), shows that individuals may still prefer **English** in certain contexts due to its association with modernity and status. This reflects a broader trend where **English** is seen as a language that aligns with contemporary values, such as progressiveness, global connectivity, and socio-economic mobility.

Lastly, the item with a mean of **4.27** ($SD = 0.79$) suggests that language preference often represents a **negotiation between traditional and modern influences**. Bilingual individuals may switch between languages as a way to balance respect for their cultural heritage (represented by Filipino or local languages) and the perceived benefits of aligning with modern, globalized influences (represented by English).

In conclusion, the findings from **Table 13** demonstrate that bilingual individuals use code-switching as a tool to navigate different contexts, reflecting a blend of traditional values and modern influences. **English** plays a significant role as a preferred language in certain settings, while also serving as a symbol of opportunity and social alignment with global trends.

TABLE - 14

| LITERARY ANALYSIS QUALITY | | | | |
|---------------------------|--|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | examining how code-switching reflects the complexities of identity and linguistic practices in various eras | 4.37 | 0.72 | Always |
| 2 | exploring how code-switching serves as a tool for characters to navigate their multifaceted identities | 4.43 | 0.70 | Always |
| 3 | as a literary device to enhance voice, tone, and authenticity can demonstrate the craft behind the writing | 4.21 | 0.79 | Always |
| 4 | character development adds depth to the understanding of relationships and cultural context within the narrative | 4.25 | 0.72 | Always |
| 5 | enhance the quality of analysis, offering frameworks to understand the broader implications of code-switching | 4.30 | 0.72 | Always |
| | <i>OVERALL</i> | 17.56 | 3.65 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely. 1.0 Never

Interpretation of Table 14:

Table 14 examines how code-switching is used as a literary device in analyzing Filipino literature, with an emphasis on its role in character development, identity exploration, and narrative depth. The overall mean score of **17.56** ($SD = 3.65$) suggests that code-switching is considered a significant element in literary analysis, with a strong recognition of its value in reflecting the complexities of identity and cultural context.

- **Item 1 (Mean = 4.37, SD = 0.72):** The first item demonstrates that code-switching is viewed as a crucial tool in exploring the complexities of identity and linguistic practices across different periods. Respondents see its use as an effective way to understand how language reflects the changing social, political, and cultural dynamics over time.
- **Item 2 (Mean = 4.43, SD = 0.70):** This item shows that code-switching is recognized as a powerful tool for characters to navigate their multifaceted identities. By switching between languages, characters can express different facets of their personalities, cultural affiliations, and social

experiences. This enhances the depth of character portrayal, making the characters more relatable and authentic.

- **Item 3 (Mean = 4.21, SD = 0.79):** The use of code-switching as a literary device to enhance voice, tone, and authenticity is acknowledged here. The blending of languages is viewed as an important technique for writers to create more vivid, realistic dialogue, adding to the overall literary quality. This can demonstrate the craft behind writing and make characters' expressions more dynamic.
- **Item 4 (Mean = 4.25, SD = 0.72):** Code-switching contributes to character development by providing deeper insights into relationships and cultural contexts within the narrative. The ability of characters to switch between languages enhances their portrayal, allowing for more nuanced exploration of their interactions and emotional depth, reflecting real-life social dynamics.
- **Item 5 (Mean = 4.30, SD = 0.72):** Finally, the analysis acknowledges how code-switching enhances the quality of literary analysis by offering frameworks to understand the broader implications of language use in literature. It provides scholars and readers with critical insights into how language influences social, cultural, and psychological aspects of characters and their environments.

Conclusion:

The findings from **Table 14** demonstrate that code-switching plays a key role in the **literary analysis of Filipino texts**. It not only aids in exploring the intricacies of **identity and character development** but also enhances the authenticity and emotional depth of narratives. Code-switching as a **literary device** is recognized for its ability to reflect the complexities of characters' lives, interactions, and the broader cultural contexts in which they operate, making it a significant aspect of literary analysis.

TABLE – 15

| COHESION AND CLARITY | | | | |
|----------------------|---|-------------|-----------|---------------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | guiding the analysis and providing a framework for the discussion | 4.29 | 0.72 | <i>Always</i> |
| 2 | analysis follows a logical progression, moving from the introduction to thematic discussions, linguistic features, and concluding insights | 4.26 | 0.76 | <i>Always</i> |
| 3 | making it easier to follow the argument and see connections between ideas | 4.37 | 0.80 | <i>Always</i> |
| 4 | conjunctions, and linking words can enhance the flow of the analysis, ensuring that ideas are interrelated and support the overall argument | 4.32 | 0.74 | <i>Always</i> |
| 5 | specific terminology throughout the analysis maintains clarity and reinforces key concepts | 4.33 | 0.84 | <i>Always</i> |
| | <i>OVERALL</i> | 25.89 | 3.86 | <i>Always</i> |

Legend: 4.50-5.0 –*Always*, 3.50-3.49 - *Often*, 2.50-2.49 - *Sometimes*, 1.49 - *Rarely*. 1.0 *Never*

Interpretation of Table 15:

Table 15 presents insights into the effectiveness of **cohesion and clarity** in the analysis of code-switching in Filipino literature. The overall mean score of **25.89** (SD = **3.86**) indicates that the analysis is perceived as **clear** and **coherent**, with a consistent emphasis on logical structure and clarity of thought.

- **Item 1 (Mean = 4.29, SD = 0.72):** This item demonstrates that the analysis is well-structured, with a clear framework guiding the discussion. The analysis follows a defined direction, ensuring that ideas are consistently explored and expanded upon.
- **Item 2 (Mean = 4.26, SD = 0.76):** The logical progression of the analysis is highlighted here, with respondents indicating that the study moves smoothly from the introduction to the thematic discussions, linguistic features, and ultimately to the concluding insights. This suggests that the analysis is organized in a way that builds on each section, offering a comprehensive view of the topic.
- **Item 3 (Mean = 4.37, SD = 0.80):** This item indicates that the cohesion of the analysis makes it easier for readers to follow the argument and see connections between different ideas. The logical flow of concepts ensures that the readers can easily track the progression of the analysis and how various themes are interconnected.
- **Item 4 (Mean = 4.32, SD = 0.74):** The use of conjunctions and linking words is seen as a key factor in enhancing the flow of the analysis. These linguistic features help to establish relationships between ideas, supporting the overall argument and ensuring that the analysis remains coherent and integrated.
- **Item 5 (Mean = 4.33, SD = 0.84):** The analysis benefits from the consistent use of specific terminology, which contributes to its clarity. Using precise and consistent terminology helps reinforce key concepts, making the analysis more understandable and helping to avoid ambiguity in the discussion.

Conclusion:

The findings from **Table 15** indicate that the **cohesion and clarity** of the analysis are highly valued. The logical progression of ideas, the effective use of linking words, and the consistent terminology all contribute to a clear and coherent argument. This ensures that readers can easily follow the analysis, understand its points, and appreciate the connections between different ideas and themes discussed in the context of code-switching in Filipino literature.

TABLE - 16

| ENGAGEMENT LEVELS | | | | |
|-------------------|--|-------------|-----------|-----------|
| | | <i>Mean</i> | <i>SD</i> | <i>VI</i> |
| 1 | exploring its implications for character development, themes, and cultural identity | 4.36 | 0.78 | Always |
| 2 | authors, enhancing their understanding of how code-switching functions across various contexts | 4.34 | 0.78 | Always |

| | | | | |
|---|--|-------|------|--------|
| 3 | navigating multiple cultural identities, fostering empathy and connection with the narrative | 4.33 | 0.77 | Always |
| 4 | allowing readers to share interpretations and insights, thereby enriching the analysis | 4.41 | 0.77 | Always |
| 5 | as a literary device, appreciating the stylistic choices and creativity involved in blending languages | 4.41 | 0.78 | Always |
| | <i>OVERALL</i> | 26.18 | 3.88 | Always |

Legend: 4.50-5.0 –Always, 3.50-3.49 - Often, 2.50-2.49 - Sometimes, 1.49 - Rarely, 1.0 Never

Interpretation of Table 16:

Table 16 provides insights into the **engagement levels** in analyzing code-switching in Filipino literature, with an overall mean score of **26.18** (SD = **3.88**). This indicates a high level of engagement and interest in the literary and cultural implications of code-switching, particularly regarding character development, themes, and the reader's connection with the narrative.

- **Item 1 (Mean = 4.36, SD = 0.78):** This item suggests that the analysis of code-switching fosters a deep exploration of its impact on **character development, themes, and cultural identity**. Respondents agree that analyzing how code-switching reflects various aspects of character and culture enhances the narrative’s richness and relevance.
- **Item 2 (Mean = 4.34, SD = 0.78):** The study also enhances the readers' understanding of how **code-switching functions** in different contexts. This level of engagement demonstrates that the readers are keen to explore how switching between languages is used not only in literature but across different settings, reflecting the dynamics of communication.
- **Item 3 (Mean = 4.33, SD = 0.77):** By examining how **code-switching** helps characters navigate **multiple cultural identities**, the analysis encourages empathy and connection with the narrative. This highlights the emotional and cultural depth brought to life through the strategic use of language, allowing readers to relate to the characters on a deeper level.
- **Item 4 (Mean = 4.41, SD = 0.77):** The analysis also fosters an **interactive reading experience** by allowing readers to share their **interpretations and insights**. This collaborative aspect enriches the overall engagement with the text, inviting diverse perspectives and making the exploration of code-switching more dynamic.
- **Item 5 (Mean = 4.41, SD = 0.78):** The **stylistic choices** and **creativity** involved in blending languages as a literary device are highly appreciated by the respondents. This engagement underscores the artistic value of code-switching in literature, recognizing it as a tool for enhancing the storytelling experience and the creativity of the author.

Conclusion:

The findings from **Table 16** demonstrate that the study of **code-switching** in Filipino literature actively engages readers by exploring its multifaceted impact on character development, themes, and cultural identity. The high level of engagement indicates that readers are not only interested in the theoretical

and analytical aspects but also in the emotional, cultural, and creative dimensions of code-switching as a literary device. This deep engagement reflects the richness of the analysis and its relevance to understanding contemporary linguistic practices.

Table 17

ANOVA on exploring Code- Switching in Filipino Literature among selected students at LSPU Siniloan Campus.

| | <i>3.1 Frequency of Code-Switching</i> | <i>3.2 Types of Code-Switching</i> | <i>3.3 Contextual Usage</i> | <i>3.4 Perceptions of Code-Switching</i> | <i>3.5 Language Preference</i> | <i>3.6 Literary Analysis Quality</i> | <i>3.7 Cohesion and Clarity</i> | <i>3.8 Engagement Levels</i> |
|-------------------------------------|--|--|---------------------------------|--|------------------------------------|--|---|----------------------------------|
| <i>2.1 Language Proficiency</i> | .602** | .693** | .669** | .564** | .620** | .651** | .658** | .611** |
| <i>2.2 Cultural Background</i> | .625** | .695** | .688** | .534** | .629** | .676** | .655** | .629** |
| <i>2.3 Literature Exposure</i> | .551** | .677** | .631** | .605** | .567** | .633** | .670** | .602** |
| <i>2.4 Educational Level</i> | .624** | .634** | .686** | .476** | .659** | .697** | .670** | .677** |
| <i>2.5 Genre of Literature</i> | .609** | .643** | .686** | .594** | .612** | .662** | .687** | .670** |
| <i>2.6 Context of Use</i> | .680** | .677** | .722** | .597** | .635** | .704** | .715** | .666** |
| <i>2.7 Peer Influence</i> | .740** | .729** | .761** | .611** | .735** | .709** | .691** | .663** |
| <i>2.8 Identity Factors</i> | .752** | .723** | .734** | .607** | .675** | .751** | .727** | .704** |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 17: The ANOVA analysis on exploring code-switching in Filipino literature among selected students at LSPU Siniloan Campus revealed significant relationships between various sociocultural and linguistic factors and different aspects of code-switching. The independent variables considered in this study included **Language Proficiency, Cultural Background, Literature Exposure, Educational Level, Genre of Literature, Context of Use, Peer Influence, and Identity Factors**. These were analyzed in relation to the dependent variables: **Frequency of Code-Switching, Types of Code-Switching, Contextual Usage, Perceptions of Code-Switching, Language Preference, Literary Analysis Quality, Cohesion and Clarity, and Engagement Levels**.

The results showed significant positive correlations across all variables at the 0.01 level, emphasizing the importance of these factors in influencing code-switching practices in literature. Among the findings, **Identity Factors** exhibited the strongest correlation with *Frequency of Code-Switching* ($r=.752r = .752r=.752$), highlighting the role of personal and cultural identity in the prevalence of bilingual expression. Similarly, **Peer Influence** showed a strong association with *Contextual Usage* ($r=.761r = .761r=.761$), indicating the significant impact of social interactions on how and when code-switching occurs.

Furthermore, **Context of Use** demonstrated a notable relationship with *Cohesion and Clarity* ($r=.715r = .715r=.715$) and *Engagement Levels* ($r=.666r = .666r=.666$), suggesting that the situational application of code-switching enhances the narrative's coherence and reader connection. Other factors, such as **Cultural Background** and **Literature Exposure**, also showed meaningful correlations across the variables, reinforcing their influence on the adoption and perception of code-switching in literary texts.

Overall, the findings emphasize the intricate interplay between linguistic, cultural, and social factors in shaping the use and effectiveness of code-switching in Filipino literature. These results provide valuable insights into the dynamics of bilingual expression and its impact on literary narratives, character development, and reader engagement.

CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

In summary, this study has shed light on the important function of code-switching among students majoring in Filipino literature, demonstrating that it is a common linguistic practice that not only captures the bilingualism of modern Filipino society but also acts as an essential instrument for expressing cultural identity and negotiating social dynamics. The results show that a significant percentage of participants routinely switch codes, especially in casual and academic settings. The frequency and contexts of code-switching were found to be influenced by demographic factors, including age and educational background. This suggests that younger people and those with higher education levels may use this linguistic strategy more frequently because they are exposed to a wider range of cultural influences and communication styles.

Additionally, the qualitative examination of a few literary works and student compositions brought to light the various uses of code-switching as a storytelling device. It made clear how characters negotiate power dynamics, express their identities, and promote dialogue authenticity by using code-switching. The examination also emphasized how code-switching addresses issues of education, social class, and

cultural hybridity, reflecting larger societal problems and the complexity of contemporary Filipino identity.

This study does, however, have some shortcomings. Although the sample size is representative of demographics, it might not fully capture the range of experiences that Filipino literature majors from different geographic locations and socioeconomic backgrounds have to offer. The use of self-reported data raises the possibility of bias because participants may change their answers in response to what they think is desirable in society. Furthermore, concentrating only on modern literature restricts the investigation of historical contexts and their impact on code-switching behaviors, possibly omitting the ways in which language use has changed over time.

Future studies should try to include a bigger and more varied sample that represents the experiences of students from various geographic locations, academic institutions, and socioeconomic backgrounds to address these limitations. Studies that follow subjects over time may yield important insights into how code-switching behaviors change over time and are impacted by shifting social and cultural contexts. The understanding of participants' perspectives and experiences with code-switching could be further enhanced by incorporating qualitative methods, such as focus groups or in-depth interviews. This would enable a deeper investigation of the cultural and personal significance of this practice.

To better understand how code-switching works in a variety of cultural expressions, researchers could also broaden their scope to include a comparative analysis of code-switching in various literary genres or between different media, like music and film. A more thorough grasp of code-switching's effects on identity and social interaction in the Philippines might be obtained by looking into it in historical and modern contexts.

In conclusion, this study lays the foundation for future research into the cultural ramifications of code-switching and advances our understanding of it as a noteworthy linguistic phenomenon in Filipino literature. Researchers can enhance the conversation on bilingualism and cultural expression by delving deeper into the intricacies of language use and how it affects Filipino narratives and identity. This can be achieved by pursuing investigations into code-switching in a variety of contexts.

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