Attitude Towards English and Frequency of Code Switching: Implications on Grade 10 Students' English Academic Performance

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ABSTRACT: *The relationship between code-switching, attitude towards English, and students' academic performance is complex and context-dependent. To address this, the current study employed a concurrent nested mixed-method approach and investigated the relationship between Grade 10 students' attitudes towards the English language, frequency of code-switching, and academic performance. Sixty students participated in the quantitative portion, and five students took part in a focus group discussion for the qualitative portion. Data were collected using an adapted version of Bernice Anoykes' questionnaire on Attitudes and Motivation and were analyzed using descriptive statistics and regression analysis. The qualitative responses of the participants were analyzed and organized into categories and themes. Results showed that the students had a moderately favorable attitude towards the English language, a high frequency of code-switching, and were approaching a proficient level in their English academic performance. The study also found that attitudes towards English and the frequency of code-switching significantly influenced their academic performance in English. Remarkably, the participants perceived their attitude towards the English language as a hindrance to learning, expressing apprehension about potential embarrassment and language anxiety. Conversely, they also regarded it as an avenue for career advancement, recognizing its potential for employment opportunities, access to knowledge, and the development of academic literacy. These findings offer important information for teachers and language learners, emphasizing the impact of attitudes towards the English and code-switching on academic achievement. The study suggests that educators promote positive attitudes, authentic language practice, and targeted instruction to enhance language learners' proficiency and academic success in English.*
KEYWORDS: Code-Switching Attitudes, English Academic Performance Level, Academic Achievement

INTRODUCTION

English language proficiency holds paramount importance in today's globalized world, where it has emerged as the dominant language for international business, trade, and diplomacy, making it an essential

tool for communication and success. Educators must, therefore, prioritize the development of English oral communication skills in their students to prepare them for the future. Moreover, mastering English can open doors to higher education, access to information, and cultural exchange, as Chapelle (2010) stated. The significance of oral communication skills for student success is supported by research. According to Lucanus (2017), students with strong oral communication skills can engage better in learning by asking relevant questions and expressing their thoughts and ideas clearly. Furthermore, good oral communication skills are essential for developing positive traits such as professionalism, self-expression, and confidence, which can lead to tremendous success in future careers, as stated by Stott (2018).

To address the importance of English proficiency, the Department of Education in the Philippines recognizes the subject as a core curriculum component, focusing on developing competencies in reading, writing, listening, and speaking (Manalastas, 2018; DepEd Curriculum Guide). However, non-native English speakers may need help acquiring the language due to the cultural and linguistic diversity in the country, as noted by Castillejo (2018).

Despite these challenges, educators must continue to prioritize the development of English oral communication skills to ensure that their students are well-prepared for success in the future. Communicating effectively in English has become even more critical in today's rapidly advancing technological world. Therefore, educators must strive to cultivate this necessary skill among their students to prepare them for the globalized world.

The researcher has observed emerging issues regarding oral communication among students during English classes. One significant problem is the negative attitude toward the English language, leading students to refrain from speaking when they need help finding the appropriate vocabulary or terminology (Sawir, 2005). Additionally, students often view code-switching as an acceptable way to express themselves in their native language during oral recitations, leading to a disruptive number of code-switching occurrences, which can negatively affect their academic performance (Glenn, 2015; Teklesellassie, 2018). These issues frequently arise during language class oral recitations, group discussions, and question-and-answer activities.

The ability to code-switch is a common linguistic phenomenon many students use during English oral communication, particularly oral recitations (Gamotin, 2021). However, exclusive use of the target language (TL) in second language classes has been a topic of substantial discussion (Macaro, 2001). Some studies suggest that code-switching has a detrimental effect on second language learning. They argue that frequent code-switching hinders language proficiency development by promoting reliance on the native language or inhibiting the production and comprehension of the target language (MacSwan, 2017; Poplack & Levey, 2010). These perspectives emphasize the importance of maintaining a consistent target language environment to foster optimal second language acquisition.

Conversely, other studies propose that code-switching can facilitate second language learning. According to this perspective, code-switching provides learners with scaffolding, clarifies meaning, and aids in the

acquisition of new vocabulary and grammar structures (Gumperz, 2018; Li, 2019). Code-switching is seen as a valuable resource that supports comprehension and creates a bridge between the learners' current linguistic knowledge and the target language.The conflicting findings raise questions about the specific factors that contribute to these divergent results. Recent research highlights the role of individual differences, such as language proficiency, language attitudes, and learner motivation, in mediating the effects of code-switching on second language learning (Dewaele & Li, 2021; García & Wei, 2022). Furthermore, sociolinguistic factors, such as the language ecology and sociocultural context in which code-switching occurs, may also play a role (Wei, 2020).

It is worth noting that psycholinguistic perspectives have also been applied to the study of code-switching phenomena. Researchers from linguistics, sociolinguistics, and psycholinguistics have extensively explored the intricacies of code-switching (Isurin et al., 2009). By investigating the cognitive processes involved in language production, these studies contribute to our understanding of code-switching's mechanisms and effects on language learning.Moreover, empirical psycholinguistic studies have revealed interesting findings related to multilingualism. For instance, some research suggests that speaking multiple languages may incur lower cognitive costs compared to bilingualism (Isurin et al., 2009). Moreover, Maguddayao (2018) also postulated that many Filipinos are trilingual, speaking their indigenous language, Filipino and English. However, indigenous languages are still more commonly spoken than the national language. Code-switching, the combination of different languages or dialects within a single conversation, is a natural linguistic phenomenon that occurs when native speakers integrate English into their dialects or languages (Keller, 2016).

Amorim (2012) observes that learners often resort to code-switching to achieve their communicative objectives in the classroom, intentionally or unconsciously, due to a lack of words to express themselves. Mujiono et al. (2013) argue that code-switching is a helpful strategy for students with poor L2 proficiency levels to achieve communicative competence, enabling them to attain their goals and fostering their motivation.Conklin (2022) opined that individuals who live in a multilingual environment frequently switch between languages to meet complex communicative demands. When speakers code-switch, they must have a diverse range of lexical terms and phrases to shift between languages freely in various contexts.

Motivated by observations of frequent code-switching in the classroom, the researcher undertook this study to examine the influence of learners' attitudes towards the English language and the frequency of code-switching on their academic performance. The researcher recognized the significance of students code-switching to address pertinent concerns related to the discussed topic. Consequently, the study seeks to ascertain whether students' attitudes towards the English language have an impact on their academic achievement.

This study assumes the influence of code-switching and the students' attitude towards English language in relation to their academic performance in English. In which their frequency towards code switching determines their attitude towards English language as well.Stephen Krashen's (1987) Theory of Language

Acquisition and Walberg's (1981) Theory of Academic Achievement supported the argument. The Second Language Acquisition by Stephen Krashen proposes that learners develop second language competence primarily through comprehending the target language. Krashen believed that language learning occurs mostly subconsciously and happens automatically when the learner is focused on meaning (Krashen, 1981). Drawing parallels between first language learning by children and second language acquisition by older learners, including adults, Krashen argued that the mental capacities used by children in learning their native language are available for second language learning. His work has had a significant impact on the field of second language acquisition and remains relevant today.

Krashen also argued that language acquisition requires meaningful interaction in the target language, where speakers focus on conveying and understanding messages rather than the form of their utterances. He emphasized the importance of "comprehensible input" as a necessary ingredient for language acquisition (Krashen, 1987). The best methods for language acquisition are those that provide comprehensible input in low anxiety situations, containing messages that students want to hear. These methods do not require early production in the second language but rather allow students to produce when they are ready. Krashen believed that improvement comes from providing communicative and comprehensible input, not from forcing and correcting production. In real-world situations, conversations with sympathetic native speakers who are willing to help the learner understand can be very beneficial. Overall, Krashen's theories have provided valuable insights into the nature of second language acquisition and the factors that contribute to successful language learning.

This study also examines students' *academic performance in English,* which is a key indicator of their overall academic success. This aspect of the study is rooted in Walberg's (1981) Theory of Academic Achievement, which suggests that various psychological factors, including cognitive, behavioral, and attitudinal factors, as well as the immediate psychological environment, can influence educational outcomes (Walberg, 2019).

Walberg's Theory of Academic Achievement was first proposed in 1981 and has since become one of the most influential theories in the field of education. According to the theory, academic achievement is influenced by a range of factors, including psychological characteristics of individual students and their immediate psychological environments. These factors can be categorized into three major categories: cognitive, behavioral, and attitudinal factors.

Cognitive factors refer to a student's ability to learn and process information. These include aptitude, intelligence, and memory. Behavioral factors refer to the actions that a student takes to learn and achieve, such as study habits and time management. Finally, attitudinal factors refer to a student's attitudes toward learning, such as motivation, self-esteem, and academic self-concept. In the Philippine context, Walberg's theory has been used as a basis for research on academic achievement in English language learning. For instance, a study by Falcasantos and De Guzman (2018) found that academic achievement in English was positively influenced by cognitive factors such as reading ability and vocabulary knowledge, as well as attitudinal factors such as motivation and self-concept. Another study by Largo and Hernandez (2019)

found that academic achievement in English was also influenced by behavioral factors such as time management and study habits.

To address the low English proficiency levels among students in the Philippines, various programs and initiatives have been implemented. One such initiative is the K-12 program introduced by the Department of Education (DepEd), which includes a language curriculum specifically designed to enhance English proficiency (DepEd, n.d.). This program aims to provide students with comprehensive language instruction and foster their English language skills from the early years of schooling through to higher grade levels. By implementing the K-12 program, DepEd intends to equip students with the necessary language competencies to effectively communicate and participate in academic and professional settings.

In addition to the K-12 program, DepEd has also established guidelines for classroom assessment to evaluate students' academic performance effectively. DepEd Order no. 8, s. 2015, also known as the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, provides the framework for assessing learners' progress (DepEd, 2015). This policy highlights three components of assessment: Written Work, Performance Tasks, and Quarterly Assessment. Written work constitutes 30% of the assessment and includes various forms of written expression, such as quizzes, tests, essays, and reports, which aim to strengthen students' test-taking and writing skills. The Performance Tasks component carries a weight of 50% and allows learners to demonstrate their knowledge and abilities through creative means, such as skills demonstrations, group presentations, multimedia projects, and research tasks. The remaining 20% is attributed to the Quarterly Assessment, which evaluates student learning at the end of each quarter through objective tests, performance-based assessments, or a combination of both.

These assessment components play a crucial role in evaluating students' language proficiency and overall academic performance. By implementing a comprehensive assessment framework, DepEd aims to monitor students' progress, identify areas of improvement, and provide targeted support to enhance their English language skills and academic achievement (DepEd, 2015). Through the combination of the K-12 language curriculum and the assessment guidelines, DepEd endeavors to foster a supportive learning environment that facilitates English language development and prepares students for future academic and professional endeavors. Additionally, English proficiency tests have been developed, such as the Philippine English Language Test (PELT), to assess the English proficiency of students and provide them with the necessary support and interventions to improve their skills. Another study conducted by the Philippine Normal University in 2019 focused on the factors affecting the English proficiency of college students.

The study found that the students' socio-economic status, educational background, and exposure to the English language significantly influenced their English proficiency levels. Moreover, the study revealed that students who had exposure to English language media, such as television shows and movies, had better English proficiency levels compared to those who did not. The researcher view English academic performance is a critical aspect of education in the Philippines, and efforts are being made to improve students' proficiency levels. While various factors affect English proficiency, such as socio-economic

status and exposure to the language, initiatives such as the K-12 program, and English proficiency tests aim to enhance students' language skills and improve their academic performance.

Attitudes of the learners towards English language is another variable investigated in this study. Their eagerness to participate, or lack thereof, during class sessions can be an indication of their level of interest in learning English (Li, 2019). In fact, in a real-world context, students often request to speak in their native language as they may find it challenging to express their thoughts and ideas freely when forced to speak in a second language (Ismail, 2016). According to observation, only a few students are able to speak confidently in front of the class when speaking English is strictly implemented, while the majority are hesitant and unwilling to participate (Baldo & Yu, 2019).

Studies conducted in the Philippines have indicated that learners generally have a positive attitude towards learning English. This is because they view English as crucial for academic and career success (Sibayan, 2013; Yap, 2018). However, learners' attitudes towards using English as a medium of instruction in the classroom have been found to be mixed (Bernardo, 2009; Flores & Bistoyong, 2016).

By incorporating activities that promote active engagement and participation, such as group work, role-playing, and games, English language teachers can help learners develop a more positive attitude towards the language. Overall, understanding the factors that influence learners' attitudes towards English is crucial for developing effective language teaching strategies and promoting language learning in the Philippines.The researchers believes that understanding the complex attitudes of learners towards the English language in the Philippine context is crucial in developing effective strategies for teaching and learning the language. It requires considering various factors, such as socio-economic status, teaching methods, and the perceived importance of English for academic and career success.Another variable identified in this study is the *frequency of code-switching*. Code-switching refers to the practice of using multiple languages or language varieties within a single conversation or interaction. It is a common phenomenon in multilingual communities, where individuals may use code-switching to communicate more effectively, express their identities, or negotiate social relationships (Lanza & Wei, 2019).

Furthermore, code-switching is a complex phenomenon that is influenced by a range of factors, including linguistic competence, identity, and social considerations. Linguistic competence, or the ability to use multiple languages or varieties effectively, is one reason for code-switching. In a study of bilingual speakers in Canada, MacSwan and Rolstad (2020) found that speakers code-switched to achieve specific communicative goals, such as conveying humor, emphasizing a point, or indicating a change in topic.

The objective of this study was to identify the attitude of the participants towards English and the frequency of code switching and the implication to their academic performance in English. Specifically, it answered the following questions:
1) What is the participants' attitude towards English?
2) To what extent do the participants code switch?
3) What is the participants' level of academic performance in English?

4) Do the participants' attitude towards English and the frequency of code switching significantly influence their academic performance in English?

5) How do the participants' attitude towards English affect their academic performance in English?

The results of this study have significant implications for DepEd Curriculum planners, school administrators, teachers, students, researchers, and future researchers. The findings can enhance the English language curriculum by addressing challenges related to code-switching, inform administrators about effective language phenomena and teaching strategies, help teachers design pedagogical approaches that accommodate code-switching practices and address specific difficulties, enable students to understand their own code-switching practices and improve language proficiency, and contribute to further research in similar contexts, deepening our understanding of code-switching practices and inspiring future studies. The main purpose of the study was to investigate the frequency of code-switching among Grade 10 students in a public Junior High School in Opol district, Division of Misamis Oriental, Philippines. In addition, the study aimed to determine two other variables: the frequency of code-switching and the attitudes of students towards the English language.

The study aimed to provide insights into the students' code-switching practices in a specific context, which could be used to improve language education programs and curricula. By focusing on a particular school and grade level, the study aimed to provide a comprehensive and in-depth understanding of code-switching practices among students in this context. The study's findings could also contribute to the larger body of literature on code-switching practices among language learners and provide guidance for future research in this area.

RESEARCH METHODOLOGY

The study employed the Concurrent Nested Mixed-Method design, as described by Creswell (2014), which involves collecting data at the same time or in parallel within the same study, with one method (qualitative or quantitative) dominating while the other is embedded or nested within it. Waters (2013) also added that this is a qualitative research approach that uses data from two or more quantitative variables from a similar cluster of subjects to determine if there is a relationship between the variables. In this study, the quantitative data comprises the frequency of code-switching and the levels of academic performance in English. The qualitative data were obtained from questions on attitude towards the English language through FGDs, which generated the codes, categories, and themes.

The participants in this study were select Grade 10 students who were enrolled in one of the Public Junior High Schools in the Division of Misamis Oriental, Philippines during the academic year 2022-2023. A total of sixty (60) student participants were included, representing all four sections of Grade 10. The researchers purposely selected these participants regardless of their gender or proficiency in the target language (English). The sole criterion for selection was the students' code-switching behavior observed during recorded impromptu speech.

This study utilized one method of data collection, which was a questionnaire, to gather the necessary information for the research. The questionnaire included statements on attitudes towards English language learning and a 5-point Likert scale, as adapted from Bernice Anoyke's (2022) study on attitudes and motivation towards English language learning in Senior High Schools in Accra, Ghana. To determine the students' achievement in English during the second quarter of the school year 2022-2023, the researchers used their report cards as basis for their academic performance result.

In addition, the researchers conducted a focus group discussion and formulated questions related to the participants' attitudes towards English language and their use of code-switching. The first set of questions aimed to explore how the participants' attitudes towards English affected their academic performance in the subject, including their preferences, opinions, and performance in English. The second set of questions aimed to determine how the participants' use of code-switching contributed to their academic performance in English, including their reasons for code-switching, situations or opportunities that made them code-switch, and their opinions on its effectiveness. Furthermore, the focus group discussion delved into distinguishing code-switching from speaking straight English and its benefits.

Moreover, to determine the participants' level of academic performance in English subject, the researchers utilized the English Academic Scale used by the Department of Education, which is based on the "Guidelines on the Assessment and Rating of Learning Outcomes under the K to 12 basic Education Curriculum" (DepEd Order No. 73, series of 2012).The researchers employed various statistical tools to analyze the data and address specific research questions. Mean, frequency percentage, and standard deviation were utilized for problem 1, 2, and 3 to determine the participants' attitudes toward English, frequency of code-switching, and level of academic performance in English. In problem 1, a questionnaire with statements measuring participants' attitudes toward the English language was used, and mean and percentage were calculated to assess agreement or disagreement. For problem 2, participants performed an extemporaneous speech in English, and frequency counts and percentages were used to determine code-switching prevalence. In problem 3, report cards were utilized to determine participants' grades in English, and mean and percentage were computed for academic performance assessment.

Regression analysis was employed for problem 4 to investigate the significant influence of participants' attitude toward English and frequency of code-switching on their academic performance in English. The analysis aimed to determine the relationship between participants' attitudes and code-switching frequency with their academic performance.

Lastly, for problem 5, a code method analysis by Saldaña (2016) was used to organize qualitative data into codes, categories, and themes. Focus group discussions were conducted to gather participants' responses regarding their attitudes toward English. The collected data were analyzed using guides to identify emerging themes, categories, and codes influencing participants' attitudes toward English.

RESULTS AND DISCUSSION

This section presents the analyses and interpretation of data obtained from the study participants. The information is presented in tables with interpretations and implications. The presentation is organized based on the order of the problems in the Statement of the problem.

Problem 1) What is the participants' attitude towards English?

Table 1 displays the mean distribution and percentage of responses regarding the participants' attitude towards the English language. The data indicate an overall mean of 3.31, which falls within the *moderately favorable* range. This means that the participants' attitude towards the English language is moderately positive, implying that they have a moderately favorable view of the language, although not extremely enthusiastic. In other words, they have a somewhat positive but not highly enthusiastic perspective towards the English language. This is evident in class setting, in which the researchers had observe that these participants don't have higher engagement in learning English language may be attributed to various factors such as their English language learning experiences, exposure to English media, and educational background.

Table 1. Frequency, Percentage, and Mean Distribution of the Participants' Attitude towards English

Range	Interpretation	Frequency	Percentage
4.51-5.00	Highly Favorable	0	0.00
3.51-4.50	Favorable	15	25.00
2.51-3.50	Moderately Favorable	43	71.67
1.51-2.50	Less Favorable	2	3.33
1.00-1.50	Not favorable	0	0.00
	Total	**60**	**100.0**
	Overall Mean	**3.31**	
	Interpretation	**Moderately Favorable**	
	SD	**0.40**	

The study also examined specific indicators related to the participants' attitude towards the English language. The results showed that participants had a positive attitude towards learning English, with the highest mean scores for indicators such as trying to practice the language even without formal study opportunities (M=3.82), implying that they are eager to learn the language because of its potential benefits in career opportunities. Believing that studying English can improve their communication skills (M=3.77), this implies the participants desire to improve and develop his or her communication skills. Lastly, actively trying to understand English songs and movies (M=3.77). This could imply the participants interest in listening songs and watching movies. These findings indicate that participants have a favorable attitude towards English language learning.

Additionally, to ensure consistent participant responses to the survey questions, certain items in the study were scored in a reversed manner. This approach aimed to minimize response biases and enhance the reliability and validity of the findings. For instance, items such as "I believe in luck or intelligence as long as I don't have to exert too much effort to learn English" (M=2.98), "The idea of implementing an English-only policy in the classroom scares me" (M=2.75), and "I prefer our English teacher to explain things in our local dialect" (M=2.62) shed light on participants' moderately favorable attitudes towards specific aspects of English language learning.

The utilization of reverse-scoring technique allowed for a comprehensive assessment of participants' perspectives. The alignment observed between the reverse-scored items and positively keyed items further strengthens the reliability and validity of the participants' responses. By employing this method, the study aimed to ensure that the survey captured a more accurate representation of participants' attitudes and opinions towards English language learning, enabling the researchers to gain valuable insights into the subject matter.

Problem 2. To what extent do the participants code switch?

The participants' extent of code-switching is presented in Table 2, which displays the frequency, percentages, and mean distribution of code-switching occurrences. The overall mean of code-switching occurrences is 14.77, indicating a *high* level of code-switching among the participants. A high level of code-switching means that the participants in the study frequently switched between languages during their conversations. In this case, the overall mean of code-switching occurrences being 14.77 indicates that the participants switched languages frequently throughout their conversations, and therefore had a high level of code-switching. This finding could be influenced by a variety of factors, such as the participants' language backgrounds, the contexts in which they were speaking, and the social norms surrounding language use in their communities.

Table 2. Frequency, Percentage, and Mean Distribution of the Participants' Extent of Code Switching

Range	Interpretation	Frequency	Percentage
18-20 times	Very High	24	40.00
14-16 times	High	20	33.33
11-13 times	Moderate	8	13.33
8-10 times	Low	5	8.33
5-7 times	Very Low	3	5.00
	Total	**60**	**100.0**
	Overall Mean	**14.77**	
	Interpretation	**High**	
	SD	**3.54**	

Previous studies on code-switching in the Philippines have suggested that it is a common phenomenon

due to the prevalence of bilingualism and multilingualism in the country (Gonzales & Carpio, 2016; Danziger, 2017). These studies have also shown that code-switching is influenced by factors such as language proficiency, social identity, and communicative goals, and can serve various functions in communication, such as marking social identity and expressing solidarity with other speakers.

Problem 3. What is the participants' level of academic performance in English?

Table 3 presents the participants' English academic performance, measured by frequency, percentage, and mean distribution. The data indicate an overall mean score of 80.17, which falls under the category of *Approaching Proficiency*, implying that the students have developed fundamental knowledge, skills, and a basic understanding of the English language. They can transfer their knowledge and skills to authentic performance tasks with little guidance. It is worth noting that 5 percent of the participants achieved a score at the proficient level, indicating that they have acquired a solid understanding of the language and can transfer their skills and knowledge independently to perform authentic tasks. Which means that English academic performance is often assessed through standardized tests and grades, and it is a crucial aspect of education in many countries, including the Philippines where English is one of the official languages and the primary medium of instruction in higher education.

Table 3. Frequency, Percentage, and Mean Distribution of the Participants' Academic Performance in English

Range	Interpretation	Frequency	Percentage
90% and above	Advanced	0	0.00
85-89%	Proficient	3	5.00
80-84%	Approaching Proficiency	42	70.00
75-79%	Developing	15	25.00
74% and below	Beginning	0	0.00
	Total	**60**	**100.0**
	Overall Mean	**80.17**	
	Interpretation	**Approaching Proficiency**	
	SD	**2.06**	

Despite the students' approaching proficiency level towards English Academic performance, the fact that 25 percent of them fall under the developing level category is a cause for concern. According to educational experts, "*developing*" level in English academic performance usually means that the student is demonstrating basic knowledge and skills in the language, but they still need further support and instruction to reach proficiency (Hasselbring & Glaser, 2000). Students at the developing level may struggle with more complex language tasks and require additional guidance and practice to improve their language proficiency. It is important for educators to identify students at this level and provide appropriate interventions to support their language learning and help them progress towards proficiency.

Problem 4. Do the participants' attitude towards English and the frequency of code switching significantly influence their academic performance in English?

Table 4 displays the regression analysis that examines the impact of the participants' attitude towards English and the frequency of code-switching on their English academic performance. The findings indicate that the entire model is statistically significant (F = 18.71, p = .000), which allows the rejection of the null hypothesis.

Moreover, the regression analysis presented in Table 4 indicates that both the participants' attitude towards English and the frequency of their code-switching significantly influenced their academic performance in English. Specifically, the results show that the combination of these two factors accounts for 37.5 percent of the variability in their academic performance, indicating a moderate effect size. However, it is important to note that the remaining 62.5 percent of the variability may be attributed to other factors not examined in this study. For instance, students' exposure to the English language through various activities such as individual learning (oral recitation, quizzes, reading and comprehending English articles, performing oral and written speeches or essays), collaborative learning (group performance tasks, small group differentiated activities, dialogue, focus group discussions), and other related tasks may also influence their academic performance in English.

Table 4. Regression Analysis of the Influence of Participants' Attitude towards English and the Frequency of Code Switching on their Academic Performance in English

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	82.99	1.937		42.85	.000
Attitude towards English	.752	.528	.147	1.42	.160
Frequency of Code Switching	-.359	.060	-.618	-6.00**	.000

Model Summary

R = .630 R^2 = .396   Adjusted R^2 = .375   F = 18.71**   p = .000

**significant at 0.01 level

The findings likewise reveal that for every unit increase in their frequency of code switching, there is a corresponding -.359 decrease in their academic performance, which indicates that students who frequently code switch have academic performance than those whose code switching is less frequent. Moreover, the findings of this problem indicate that educators need to carefully monitor the use of code-switching in the classroom and encourage students to develop positive attitudes and practice speaking in the target language as much as possible.

The findings of this study implies that students who frequently code-switch may struggle with more complex language tasks and require additional guidance and practice to improve their language proficiency (Khalid & Hamouda, 2021). This may be particularly relevant in academic settings where English is the medium of instruction. Teachers and language learners need to be aware of the potential impact of code-switching on academic performance and identify strategies to support students who struggle with this issue.

Problem 5. How do the participants' attitude towards English affect their academic performance in English?

The study gathered data on how participants' attitudes affect their English academic performance. To elicit information on students' experiences and attitudes towards English, a focus group discussion (FGD) was conducted. The participants' responses in the FGD revealed two themes: 1) Barriers to learning and 2) Career Opportunities.

The first theme that arose from the focus group discussion pertains to the *barriers encountered in the learning process*. It is important to note that students' attitudes towards English can have a significant impact on their academic performance (Elahi & Kafi, 2014). This theme encompasses two categories. The first category is the Fear of Embarrassment, which includes instances where students face bullying or unfavorable experiences such as being judged during oral recitations (Dewaele, 2017). The second category is Language Anxiety, where certain students experience anxiety due to various factors including self-related thoughts, differences in language learning, and a fear of losing their sense of identity.

The second theme that emerged from the study is related to the participants' *Career opportunities*. English proficiency is becoming increasingly important for students in terms of their career opportunities. With globalization, the use of English as a universal language of communication has become widespread in many industries (Graddol, 2010).

Therefore, learners who have a high level of proficiency in English are more likely to qualify for job opportunities and career advancement. The theme highlights the participants' interest and eagerness to learn English despite the various challenges they encountered. Three categories emerged under this theme: *employment opportunities and Access to knowledge* and *Academic Literacy.*

Good oral communication skills in English language can result to not only an improved social life, but also better job opportunities in the future. From job interviews to the actual professional world, communication skills are very vital, and being proficient in English means being able to communicate clearly and effectively (Pandey,2014).

Knowledge is associated with better comprehension for readers from primary students to adult. Importantly, recent studies have suggested that English learners experience similar benefits from knowledge as students whose first language is English, showing stronger comprehension when they bring

topic and general world knowledge to reading (e.g., Burgoyne, Whiteley, & Hutchinson 2013; Hwang, 2018).

Academic literacy refers to the set of skills and competencies necessary for students to effectively engage in academic discourse and succeed in their studies. Attitudes towards the English language can significantly influence students' development of academic literacy in an English language learning context.

Positive attitudes towards the English language can foster a supportive environment for students to develop their academic literacy skills. When students have a positive attitude towards English, they are more likely to engage actively in learning activities, participate in class discussions, and invest effort in developing their language proficiency (Dörnyei, 2005; Kim, 2019). This positive mindset can contribute to a more motivated and confident approach to acquiring academic literacy skills in English.

On the other hand, negative attitudes towards the English language can hinder the development of academic literacy. Negative attitudes may stem from factors such as lack of interest, perceived difficulty, or a sense of inadequacy in using English. These attitudes can lead to disengagement, reduced motivation, and reluctance to invest time and effort in improving language skills, which in turn affects the development of academic literacy (Gardner, 2006; Kim, 2019).

CONCLUSION

It can be concluded that students' attitude towards English language and frequency of code-switching is crucial to enhance the academic performance. This means that the more they engage in learning English language there is a greater chance that they would excel in their academic performance.

This result is supported by the Theory of Language Acquisition of Stephen Krashen (1987) which states that language acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. comprehensible input' is the crucial and necessary ingredient for the acquisition of language. He also suggests that language learners can access a new linguistic system by reading a lot. When learners read in a second language, their reading abilities, vocabulary, and grammatical proficiency can all improve. This will probably improve their academic performance.

Thus, when referring to attitudes, students with higher engagement in English language are more likely to be successful in their academics. The finding confirms the researchers' assumptions that attitude towards English and frequency of code-switching has significant relationship in their academic performance in English. The results demonstrated that most of the students have moderately favorable opinion about English. Moreover, the research findings point the need for future researchers to explore studies on attitudes towards English and code-switching practices to the academic performance not only in English but also to other academic subjects.

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