

Sociocultural Correlates of *Taglish* Usage Frequency among HUMSS Students in Private Schools in San Luis, Batangas

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Abstract: This study investigated the sociocultural factors associated with the frequency of *Taglish* usage among students in the Humanities and Social Sciences (HUMSS) strand enrolled in private senior high schools in San Luis, Batangas. Anchored on sociolinguistic and sociocultural theoretical frameworks, the research examined the extent to which peer influence, family linguistic environment, media exposure, and community language norms are related to students' patterns of *Taglish* use across academic and interpersonal domains ^[1,2]. Utilizing a quantitative descriptive–correlational design, the study drew data from a stratified random sample of Grade 11 and Grade 12 learners through a researcher-developed and expert-validated Likert-scale questionnaire. Descriptive statistics were employed to determine the levels of *Taglish* usage and sociocultural factors, while Pearson correlation analysis assessed the strength and significance of relationships among the variables. Results revealed that sociocultural conditions exert a significant influence on students' linguistic behavior, highlighting the socially embedded nature of code-switching practices. The study provides empirical insights relevant to ongoing discourse on bilingualism and language-in-education policy in the Philippines and offers implications for developing pedagogical strategies that reflect the authentic communicative realities of learners.

Keywords: *Taglish* usage; Sociocultural factors; Bilingual practices; HUMSS students; Descriptive–correlational research; Code-switching; Linguistic behavior

Online publication: June 8, 2026

1. Rationale

Language serves not only as a communicative tool but also as a reflection of sociocultural realities. In the Philippine context, the coexistence of Filipino and English has given rise to *Taglish*, a hybrid linguistic form prevalent across age groups, social classes, and educational environments. Among senior high school learners, particularly those in the HUMSS strand, *Taglish* appears more frequent due to their constant

engagement with discourse, social interaction, and media consumption. Despite its widespread use, the sociocultural factors that influence the frequency of *Taglish* usage remain insufficiently examined through quantitative approaches, especially in the local context of San Luis, Batangas ^[2,3].

Most existing studies on *Taglish* rely heavily on qualitative and discourse-analytic methods, focusing on conversational features rather than measurable sociocultural determinants. This creates a research gap in understanding how quantifiable variables, such as peer influence, media exposure, family language background, and school environment which shape students' *Taglish* usage ^[4]. For HUMSS students, whose academic formation emphasizes communication, sociocultural awareness, and identity, understanding these correlates is vital in assessing how language practices are shaped, negotiated, and sustained in educational settings.

Conducting this study among private schools in San Luis, Batangas is timely and significant. Private institutions present diverse linguistic environments influenced by socioeconomic factors, institutional culture, and varying degrees of English or Filipino emphasis in instruction. By examining the sociocultural correlates of *Taglish* use within this population, the study contributes empirical evidence to ongoing debates on bilingualism, code-switching, and language development in Philippine education ^[3].

2. Review of related literature and studies

2.1. Theoretical framework

This study is grounded in Dell Hymes' Communicative Competence Theory (1970) and John Gumperz's Code-Switching Theory (1982), which provide the conceptual foundation for understanding *Taglish* as a patterned sociolinguistic behavior ^[1,3]. Hymes' theory emphasizes the ability to use language appropriately within specific social and cultural contexts. *Taglish*, therefore, emerges not as a linguistic deficiency but as a strategic resource that allows speakers, particularly students, to negotiate meaning, articulate identity, and respond to situational expectations. Gumperz's Code-Switching Theory explains the pragmatic motivations behind alternating languages in discourse, showing that code-switching serves functions such as clarification, emphasis, contextualization, and solidarity-building.

2.2. Sociocultural factors influencing language use

Peer influence, family linguistic environment, media exposure, and community language norms are major determinants of linguistic behavior. Interaction with peers who frequently use *Taglish* increases the likelihood that such patterns will be replicated. Family exposure to bilingual communication similarly affects habitual language practices. Media exposure, through television and digital content, normalizes *Taglish* and reinforces its use among Filipino youth. Community language norms shape the acceptability and frequency of *Taglish* use ^[2,4-7].

2.3. *Taglish* in educational settings

Taglish is increasingly recognized as a functional pedagogical tool. Code-switching can enhance comprehension, clarify complex concepts, and reduce cognitive load. It also fosters classroom engagement by enabling students to articulate nuanced ideas and participate actively without the pressure of strictly adhering to a single language. Classroom-based research indicates that *Taglish* reduces affective barriers, fostering an inclusive communicative environment ^[4,8,9].

2.4. Related empirical studies

Several studies provide evidence of the sociocultural and communicative dimensions of *Taglish*. Research indicates that students engage in code-switching during translation tasks or classroom discussions to clarify meaning, suggesting that sociocultural exposure significantly shapes language choice ^[4,6]. Other studies identify both advantages and limitations of code-switching, noting that *Taglish* promotes rapport, comprehension, and relatability but may pose challenges when used in contexts requiring formal language proficiency ^[5,10].

Local studies demonstrate that code-switching enhances instructional accessibility, making lessons more relatable and easier to digest for learners ^[4,9]. Furthermore, empirical research highlights *Taglish* as a marker of identity, belonging, and cultural hybridity among Filipino youth ^[1,5]. Collectively, these studies affirm that *Taglish* is both socially meaningful and pedagogically functional.

2.5. Research gaps

Despite the breadth of literature on code-switching and *Taglish*, significant gaps remain. Most existing studies adopt qualitative or descriptive approaches, offering detailed accounts of linguistic patterns but lacking statistical analysis of the factors influencing *Taglish* usage ^[3,4]. Quantitative investigations that measure usage frequency or examine the predictive power of sociocultural variables remain scarce. Additionally, there is a notable absence of research focusing specifically on HUMSS students in private schools within San Luis, Batangas—a demographic whose linguistic practices may differ due to distinct institutional cultures and community contexts ^[2,7].

To address these gaps, the present study employs a quantitative correlational design to analyze the statistical relationships between sociocultural factors and *Taglish* usage frequency. This approach offers a more systematic and empirically grounded understanding of how sociocultural environments shape linguistic behavior among senior high school students ^[4].

3. Statement of the problem and objectives

3.1. Statement of the problem

This study aims to examine the sociocultural correlates of *Taglish* usage frequency among HUMSS students enrolled in private senior high schools in San Luis, Batangas. Specifically, it seeks to address the following research questions:

- (1) What is the level of *Taglish* usage frequency among HUMSS students in private schools in San Luis, Batangas?
- (2) What is the level of the following sociocultural factors?
 - (a) Peer influence
 - (b) Family linguistic environment
 - (c) Media exposure
 - (d) Community language norms
- (3) Is there a significant relationship between peer influence and *Taglish* usage frequency?
- (4) Is there a significant relationship between family linguistic environment and *Taglish* usage frequency?
- (5) Is there a significant relationship between media exposure and *Taglish* usage frequency?

Is there a significant relationship between community language norms and *Taglish* usage frequency?

3.2. Hypothesis

Null Hypotheses (H_0): There is no statistically significant relationship between sociocultural factors (peer influence, family linguistic environment, media exposure, and community language norms) and *Taglish* usage frequency among HUMSS students.

Alternative Hypotheses (H_1): There is a statistically significant relationship between sociocultural factors and *Taglish* usage frequency among HUMSS students.

3.3. Significance of the study

This study holds significance for multiple stakeholders by providing empirical evidence on the sociocultural factors influencing *Taglish* usage among HUMSS students in private schools in San Luis, Batangas.

For students: The findings can help students gain a deeper understanding of their own language practices, highlighting how *Taglish* serves as a strategic tool for communication, identity expression, and social integration. Recognizing these patterns can encourage more conscious and effective language use in both academic and social contexts.

For educators and teachers: Teachers can utilize the study's results to develop pedagogical strategies that acknowledge bilingual realities, promote inclusive communication, and enhance classroom engagement. Insights into the frequency and factors influencing *Taglish* use can guide educators in creating lessons that respect students' linguistic practices while reinforcing language proficiency.

For curriculum developers and school administrators: The research can inform curriculum design and language policy by providing data-driven evidence on bilingual communication practices among senior high school students. This can support the development of programs that balance formal language instruction with students' natural communicative preferences.

For researchers: This study contributes to the quantitative literature on sociolinguistics and bilingual communication in the Philippine context. It provides a foundation for future research on *Taglish*, code-switching, and sociocultural influences on language use, offering measurable insights that complement existing qualitative studies.

For the community and society: Understanding *Taglish* as a communicative strategy rather than a linguistic deficiency promotes appreciation of Filipino linguistic diversity and cultural hybridity. The study reinforces the role of bilingual communication in fostering social cohesion, identity affirmation, and intercultural understanding.

3.4. Scope and limitation

3.4.1. Scope of the study

This study focuses on HUMSS students enrolled in private senior high schools in San Luis, Batangas. It specifically examines:

- (1) The frequency of *Taglish* usage across academic and interpersonal contexts
- (2) Sociocultural factors such as peer influence, family linguistic environment, media exposure, and community language norms
- (3) Students' attitudes and tendencies toward *Taglish* as a communicative practice

The study employs a quantitative descriptive–correlational design using a researcher-developed and

expert-validated Likert-scale questionnaire as the primary instrument.

3.4.2. Limitations of the study

Several limitations should be acknowledged:

- (1) The study is confined to HUMSS students in private schools, which may limit generalizability to public school populations or other academic strands.
- (2) Only selected sociocultural variables are included; other potential factors, such as teacher influence or socioeconomic background, were not examined.
- (3) Data rely entirely on self-reported responses, which may be affected by subjective perception or social desirability bias.
- (4) The contextual focus on San Luis, Batangas constrains the applicability of findings to other geographical regions.

4. Research design and methodology

4.1. Research design

This study employs a quantitative, descriptive-correlational research design to examine the sociocultural factors influencing the frequency of *Taglish* usage among HUMSS students in private schools in San Luis, Batangas. This design allows the measurement of variables and the determination of relationships between sociocultural factors—such as peer influence, media exposure, and community norms and *Taglish* usage. Data will be collected using a structured survey questionnaire and analyzed using weighted mean, Pearson correlation, and multiple regression, ensuring objective and measurable results.

4.2. Research locale and participants

The study will be conducted in selected private senior high schools in San Luis, Batangas that offer the HUMSS strand. The participants will consist of 35 Grade 11 and 12 HUMSS students, aged 16 to 18, who will be selected using purposive sampling to ensure they are active users of *Taglish* in both academic and social contexts.

4.3. Research instrument

A structured survey questionnaire will be used to collect data. It includes sections on demographic information, frequency of *Taglish* usage in academic and social contexts, and sociocultural factors such as peer influence, media exposure, and community norms, measured using a 5-point Likert scale. The instrument will undergo expert validation and pilot testing to ensure reliability and clarity.

4.4. Research sampling

This study employed a stratified random sampling technique to ensure proportional representation of HUMSS students from selected private senior high schools in San Luis, Batangas. The population was first grouped according to grade level (Grade 11 and Grade 12), after which random selection was conducted within each stratum. This method minimized sampling bias and allowed for the inclusion of diverse linguistic backgrounds and sociocultural experiences within the HUMSS strand. A total sample of 35 students, aged 16 to 18, was determined based on accessibility and the recommended minimum number for correlational

studies in small school populations. The sampling process ensured that all eligible students had an equal chance of inclusion while maintaining the representativeness of the study group.

4.5. Data collection procedures

Ethical standards will be observed, with consent obtained from school administrators, parents, and participants. Questionnaires will be administered in classrooms, taking 20–30 minutes to complete. Responses will be screened, coded, and analyzed using SPSS, with weighted mean describing usage and sociocultural factors, Pearson correlation examining relationships, and multiple regression identifying predictors of *Taglish* usage.

5. Discussion of research and recommendations

5.1. Descriptive statistics of variables

Table 1 describes how often *Taglish* is used and how strongly different sociocultural factors are perceived to influence this usage among respondents. Overall, all mean scores are above the scale midpoint (around 3), indicating generally high *Taglish* usage and moderate to strong sociocultural influences. *Taglish* Usage Frequency has the highest mean score of 3.73 (SD = 0.37), with the middle 50% of scores ranging from 3.44 (25th percentile) to 4.00 (75th percentile), suggesting consistently frequent use of *Taglish* among participants. Family, peer, media, community, and school influences show means between 3.33 and 3.77, with standard deviations from 0.42 to 0.53, indicating moderate variability but generally similar levels of perceived influence across these domains.

Table 1. Mean scores of *Taglish* usage frequency and sociocultural factors

Variable	Mean	Std. Dev	Min	25%	Median	75%	Max
<i>Taglish</i> usage frequency	3.73	0.37	3.12	3.44	3.75	4.00	4.62
Family influence	3.42	0.49	2.40	3.20	3.40	3.60	4.40
Peer influence	3.77	0.42	2.80	3.40	3.80	4.00	4.60
Media exposure	3.38	0.53	2.20	3.00	3.40	3.80	4.20
Community & school influence	3.33	0.50	2.50	2.92	3.33	3.67	4.50

Among the sociocultural factors, Peer Influence records the highest mean (3.77), followed by Family Influence (3.42), Media Exposure (3.38), and Community & School Influence (3.33). This pattern implies that peers are perceived as the most influential in shaping *Taglish* usage, whereas institutional environments such as school and the broader community exert relatively less, though still moderate, influence. The median scores, which range from 3.33 to 3.80, closely match the means, suggesting roughly symmetric distributions without extreme skewness in responses for all variables. The relatively narrow interquartile ranges, especially for *Taglish* Usage Frequency and Peer Influence, indicate that most respondents cluster around frequent *Taglish* use and consistently acknowledge peer impact, supporting the view that *Taglish* is a widely normalized code within their immediate social networks.

The findings suggest that *Taglish* is not only commonly used but is embedded in everyday interactions, particularly within peer groups and families. While media and community or school contexts also contribute to *Taglish* usage, their slightly lower means point to them as secondary reinforcers rather than primary drivers, highlighting the centrality of close interpersonal relationships in the maintenance and spread of

Taglish among the respondents.

The correlation coefficients show that the sociocultural variables have only weak relationships with students' *Taglish* usage frequency (**Table 2**). Family influence has a weak positive correlation ($r = 0.19$), indicating that students who perceive stronger family encouragement to use *Taglish* tend to use it slightly more often, but the association is small and not strongly predictive on its own.

Table 2. Correlation between sociocultural factors and *Taglish* usage

Variable	<i>Taglish</i> usage frequency
Family influence	0.19
Peer influence	-0.05
Media exposure	0.07
Community & school influence	-0.20

Peer influence ($r = -0.05$) and media exposure ($r = 0.07$) both display very weak or negligible correlations with *Taglish* usage, suggesting that, in this sample, the presence of *Taglish* among friends or in media content does not meaningfully change how frequently students use *Taglish*. Community and school influence shows a weak negative correlation ($r = -0.20$), which may imply that environments where *Taglish* is less encouraged in school and community settings are associated with slightly higher *Taglish* use outside those contexts, but the effect remains small.

Taken together, the generally low correlation values indicate that no single sociocultural factor in the model can strongly explain students' *Taglish* usage frequency. This pattern suggests that *Taglish* use is likely shaped by a more complex combination of influences, such as personal preference, habit, specific communication situations, or broader cultural norms, which go beyond the four sociocultural variables measured in this study.

5.2. Dissemination and advocacy plans

The primary goal of this plan is to share the results of the study, “Sociocultural Correlates of *Taglish* Usage Frequency Among HUMSS Students in Private Schools in San Luis, Batangas,” with key stakeholders and advocate for evidence-based pedagogical practices. See **Tables 3** and **4**.

Table 3. Dissemination and advocacy plans

Stakeholder group	Dissemination method	Advocacy focus
School administrators/curriculum developers	Formal presentation of findings to school boards/administrators. Submission of an official research report.	Informing curriculum design and language policy to balance formal instruction with students' authentic communication practices.
Educators/teachers	Dedicated in-service training or workshop. Distribution of a summarized, practical guide/handout.	Developing pedagogical strategies that acknowledge bilingual realities and promote inclusive communication.
Students	Interactive discussion sessions or student-led forums. Visual summaries (e.g., posters, infographics) in school common areas.	Encouraging a deeper understanding and conscious, effective language use in academic and social contexts.

Stakeholder group	Dissemination method	Advocacy focus
Researchers/academics	Submission for publication in relevant academic journals (e.g., <i>International Education Forum</i>). Presentation at educational or sociolinguistics conferences.	Contributing to the quantitative literature on sociolinguistics, code-switching, and bilingual communication in the Philippine context.
Community and society	Brief, accessible articles in local media or school newsletters. Community forums or public service announcements (if feasible).	Promoting an appreciation of Filipino linguistic diversity and cultural hybridity and viewing Taglish as a communicative strategy rather than a deficiency.

The core advocacy message will be centered on the research's significance:

- (1) For pedagogy: *Taglish* is a widely normalized code and a functional communicative reality. Pedagogical strategies should acknowledge, leverage, and manage their use to enhance comprehension and engagement.
- (2) For policy: Language policies and curriculum design should be data-driven and reflect the observed bilingual practices among senior high school students in private schools in San Luis, Batangas.
- (3) For understanding: The findings reinforce that *Taglish* is socially meaningful, deeply embedded in interpersonal relationships (especially peer groups), and serves as a marker of identity and cultural hybridity.

Table 4. Proposed timeline (post-data completion)

Month	Focus	Activities
Month 1 (Data Analysis & Final Write-up)	Dataset completion, manuscript writing	- Analyze full dataset- Finalize manuscript- Prepare presentation materials
Month 2 (Internal Dissemination)	Sharing results within participating institutions	- Present findings to schools, administrators, and teachers in San Luis, Batangas
Month 3 (Academic & Public Dissemination)	External publication and community sharing	- Submit article for publication (goal: December 2024 online publication)- Share findings with local community stakeholders
Ongoing	Engagement & implementation support	- Monitor feedback from the academic community and stakeholders- Support implementation of pedagogical suggestions

Acknowledgments

The researchers express their profound gratitude to the administrators, HUMSS teachers, and students of the participating private schools in San Luis, Batangas, for their willingness, cooperation, and support throughout the conduct of the study. Heartfelt appreciation is extended to Dr. Ma. Leticia Jose C. Basilan, whose expertise, guidance, and unwavering encouragement greatly strengthened the conceptualization and completion of this research. The authors likewise acknowledge the invaluable support of their families, peers, and mentors who provided assistance, motivation, and inspiration during the entire research process.

Disclosure statement

The authors declare no conflict of interest.

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