Exploring Linguistic Variation and Language Dynamics in Calumpit, Bulacan: A Sociolinguistic Study

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Abstract: This study is conducted to primarily investigate the linguistic variations that exist in a community near the border of Pampanga. It made use of a qualitative research study guided by ethnographic research methods. The findings of this study revealed that the linguistic description of the linguistic variations is noticeable in Tagalog to Kapampangan translations and casual conversation. Kapampangan's morphological procedures like affixation and word accent or lexical stress are deemed less complicated due to moderate dialectal variations of Kapampangan and Tagalog. The study also showed that code-switching occurs to be intentionallyon the part of the respondents where linguistic constraints are evident as it was discovered that among those interviewed code switch in their interactions because they have words that they cannot spontaneously recall, forget, or do not even know the term for it in Kapampangan, they tend to use a more familiar and popular term specifically from their lingua franca or official language which could be in Tagalog, Pangasinan, Ilokano, or Bisaya.

Keywords: Code-switching, language variation, accent, morphology, Kapampangan

1. Introduction

Language in communication serves as an instrument in expressing ideas, feelings, and thoughts. However, the way language is used varies and changes over time in response to many contextual, cultural, and societal circumstances. Hellystia (2020) defines Sociolinguistics as a multidisciplinary branch of linguistics that developed partly out of anthropology, partly out of ethnography, partly out of sociology, and partly out of dialectology as a natural epistemological heritage. It is a field that studies language in its social context where it throws insight into the dynamic interaction between language and society.

Heidary and Barzan (2019) define linguistic variation as a term that refers to regional, social, or contextual differences in the ways that a particular language is used. All aspects of language are subject to variation; these include phonemes, morphemes, syntactic structures, and meanings. Language use can differ significantly between speakers or between groups of speakers in terms of pronunciation (accent), word choice (lexicon), or even preferences for particular grammatical constructions. Sociolinguistics is primarily concerned with variation. Variation has been found to be the most common method of language change. Since bilingualism and multilingualism become common phenomena, it is important to understand the dynamics of language, variations, and patterns of language mixing.

Kapampangan, the main language spoken in the province of Pampanga and in southern Tarlac, has remained united in language and used by native Kapampangans despite the fact that Pampanga is in the midst of other provinces with different speaking languages like Tagalog, Pangasinense, and Ilokano. It has been the subject of many researchers about language shift, lexical borrowings and language vitality in the Philippines. These include Gutierrez' Language Shift from the Middle and Upper-Middle Class Families in the Kapampangan Speaking Region; Pangilinan's Kapampangan Lexical Borrowing from Tagalog: Endangerment rather than Enrichment; and Cruz' Towards an Assessment of Kapampangan Language Vitality. These studies revealed that linguistic phenomena like code-switching and other linguistic variations are the results of intermarriage, education, globalization, modernization, social circumstances, and mainstream media.

On a social media platform, there are some viral TikTok posts of GenZs teaching non-natives on how to sound like a Kapampangan and speak like one. Netizens find their accents cute and think that even their curse words sound less offensive when spoken in Kapampangan, so they try to learn words or expressions. However, some conservative native speakers would laugh or sometimes be mad at non-natives if they speak their language with a Tagalog or Visayan accent (Co, 2019). The attitude of natives towards accent, pronunciation, choice of words and sentence structure of a non-Kapampangan speaker can also be revealed in a mainstream film, *The Mall, The Merrier!* (Gonzales, 2019) where the female actress had spoken some lines in Kapampangan which garnered both positive and negative feedback from Kapampangan viewers. Some would say it's cute and couldn't be more proud to hear a famous actress using their language while others criticized

her accent and choice of words. Hence, this study is significant as it discusses the different language variations and linguistic phenomena prevalent in Kapampangan-Tagalog casual conversations.

Code-switching

Researchers in the field of sociolinguistics have long been fascinated by code-switching, the alternating use of two languages in the same stretchof discourse by a bilingual speaker (Bullock & Toribio, 2009). It relates to the dynamic act of alternating between two or more linguistic dialects or languages during a single discourse or interaction.

Code-switching is a conversational device used by bilinguals or even multilingual to express social meanings in response to the situation and other social variables (Gumperz, 1982). Additionally, code-switching serves various communicative functions in conversation. To stress a point, clarify meaning, express emotions, establish rapport, or negotiate identity and relationships, speakers will purposefully move between languages or dialects (Auer, 2013).

Furthermore, code-switching plays an essential part in the preservation and development of languages in multilingual communities. It is more than just a linguistic curiosity. Code-switching can both speed up language transition by promoting the dominance of a majority language and support language maintenance by strengthening minority languages (Milroy & Muysken, 1995).

In the study of Bernardo in 2005, he concluded that the practice of code-switching has received negative attention in the discussions about Philippine education. It has been labeled as an issue associated with limited language proficiency and blamed for the declining language abilities among Filipinos. Code-switching is viewed as a type of bilingual behavior that is considered detrimental within the formal educational setting.

Elli in 2012 stated that certain individuals are concerned and perceive a detrimental influence on society, whereas others are more open to the idea that this code-switching has become widespread. They acknowledge that language contact and alteration are unavoidable due to globalization. Nevertheless, utilizing this code-switching approach can also give rise to issues such as misunderstandings, uncertainty, and even criticisms from peers or individuals regarding societal norms.

Several studies have already been conducted about code-switching in the Philippines especially on Tagalog-English or Taglish and Cebuano-English or Ceblish; however, only minimal studies have been found about Kapampangan-Tagalog or Kapampalog. For instance, the study of Elli (2012) focused on native speakers of Kapampangan using code-switching when speaking in Tagalog and its morphological structures. Thus, this study is significant as it contributes to the existing literature about code-switching more specifically in Kapampalog. This study is not limited to native speakers of Kapampangan but mostly Tagalog, Pangasinan, Bisaya, and Ilokano speakers who speak Kapampangan.

Morphology

Abdurrahman (2019) defines morphology as the study of forms. It has been used to describe that type of investigation that analyses all those basic elements which are used in a language. It involves the processes of inflexion and derivation, which enable the development of a variety of word forms and meanings.

Morphological changes in a language can be caused by historical trends or external effects such as linguistic contact and borrowing, according to Bauer (2003). The way words are formed and modified demonstrates the impact of morphology on linguistic variation. Furthermore, morphology influences sociolectal language variation, where differences in language are connected to social characteristics such as age, gender, and social class.

Accent

Accent refers to distinct ways a language is pronounced and are socially significant bundles of phonetic characteristics in a linguistic manner that are also heavily laden with social information as it tells us where the speaker is from (Levis & Zhou, 2018). And while accent is also known as a normal and varied feature of L1 and L2 learning, the researchers have also added that it can create advantages and disadvantages to the speakers, and can have an exaggerated importance because accents can be the benchmark of someone's success in learning a language or qualification to teach a language. The aforementioned study also claimed that many researchers have argued that accents should not be an indication of one's language intelligibility, however this knowledgeable view of accent does not mean that pronunciation is not an essential part of successful communication.

Tjalve (2007) viewed accents as individually varied and cannot be accurately measured by just one modeling variation because there are several new approaches to improve recognition accuracy for accented speakers to avoid limiting accents as regionally specified.

Word Choice

Word choice can be defined as the appropriate and successive selection of words resulting in an utterance or a sentence (Ward, 1988; Thuy et al., 2022). Word choice also encompasses a number of issues where it deals with complexity as it allows or prohibits the generator or speaker to produce a high-quality output (Ward, 1988), and even though it is mostly associated with vocabulary the preference of a speaker on what word to use for an idea would still complicate the situation, that sets the meaning of word choice as someone's precision in conveying a message to attain the success that a writer was aiming for especially in academic writing (Thuy et al., 2022).

Statement of the Problem

The purpose of this study is to determine the linguistic variations and language dynamics evident in a community in Calumpit, Bulacan .Specifically, this research aims to answer the following questions:

1. **How may the participants be described in terms of:**
   1.1 Age
   1.2 Birthplace
   1.3 Years of Stay
2. **What opted participants to learn another language?**
3. **What are the circumstances that influence respondents to code-switch?**
4. **What dialectal variation and dialectal dynamics are evident in casual conversations?**

2. Methodology

Research Design

This study utilized a qualitative-ethnographic research method. This approach is used to explore questions relating to the understanding of a certain group's values, practices and how they adapt to change. Methods used include, but not limited to: observation, interviews, focus groups, review of documentary and keeping field notes. (Taylor & Francis, 2013).

Respondents and Sampling Method

This study used a non-probability sampling method, specifically convenience sampling to choose the respondents for the study. This sampling technique often selects clinical cases or participants that are available around a location. It works in a way that the researchers announce the study and participants self-select if they wish to participate (Stratton, 2021). The respondents of this study are the residents of a relocation site in Calumpit, Bulacan who are represented by the labels "Resident 1" to "Resident 9". Participants used to live in Gatbuca, Calumpit, Bulacan, a barangay near the border of Pampanga, before they were transferred into a relocation site in Calumpit, Bulacan.

Research Instruments

This study employed a semi-structured interview to gather data from the respondents. The researchers prepared sets of questions consisting of demographics and ten (10) primary questions for each respondent; however, they still asked follow-up questions to elicit casual conversations which could obtain extra information. In addition, participants were also asked to translate three (3) short sentences and three (3) long sentences to identify word choice and syntax.

The queries are as follows:
Demographics:
1. How old are you?
2. Where were you born?
3. How long have you lived in Barangay Gatbuca?

Questions:
1. How did you learn to speak Kapampangan?
2. How often do you speak Kapampangan?
3. Which dialect do you prefer when speaking? Why?
4. How long have you been using Kapampangan?
5. What language do you speak at home?
6. Are you aware that you code-switch when you speak?

7. State the reason why you code-switch when you speak.
8. How do you feel on occasions during which you are only speaking Kapampangan?
9. What do you think are the possible benefits or downsides of being exposed to the Kapampangan language?
10. What are the challenges in using the Kapampangan language?

Translation:
1. Kumainkana?
2. Ilankayongmagkakapatid?
3. Magtrabahokanangmabuti.
4. Pakuluan at ibiladmosilasaaraw at sila ay lalakas.
5. Kaya siyanagpuntadito para magingmagalingsiyasa Kapampangan.
6. Hindi akomakatalonsabakod kaya gumapangnalangakopapasok.

Data Collection and Analysis

The researchers asked permission to conduct a study through an email to the Office of the Vice President (Appendix A). Approval to conduct the research was sought and given. Once permission was received, potential participants were screened using a demographic survey (Appendix B) to ensure they met the criteria. This study also included interview questions to collect necessary data (Appendix C). The researchers personally visited the respondents to gather the data needed through a face-to-face setup. The researchers used a paper and pen interview with an audio recorder; however, the recorder is dependent on the consent of the respondents. To protect confidentiality, the interview was conducted in the participants' houses to make it more convenient for them. The researchers also prepared a consent form (Appendix D), informing the Data Privacy Act, containing that all gathered information would be solely used for research and academic purposes only. After the interviews, the researchers manually transcribed the recorded data and information (Appendix E). Moreover, the researchers thoroughly analyzed the gathered data to identify the themes and patterns used in the obtained responses and thematic analysis which according to Creswell (2014) is a systematic process for coding data in which specific statements are analyzed and categorized into themes that represent the phenomenon of interest.

3. Results

This chapter represents an overview of the findings during the data collection process, based on using a qualitative research method. The researchers' developed research interview questions that were asked through in-person meetings.

The following questions guided the research study:
1. How may the participants be described in terms of:
    1.1 Age
    1.2 Birthplace/Origin
    1.3 Years of Stay
2. What opted the participants to learn another language?
3. What are the circumstances that influence respondents to code-switch?
4. What dialectal variation and dialectal dynamics are evident in casual conversations?

Table 1 suits the qualitative interview questions with the corresponding research questions.

Table 1: Demographic Profile of the Respondents

Participants	Age	Birthplace/Origin	Years of Stay in Gatbuca
Resident 1	43 years old	Minalin, Pampanga	11 years
Resident 2	62 years old	Aparri, Cagayan	50 years
Resident 3	51 years old	Barutac, Nuevo Iloilo	10 years
Resident 4	65 years old	Samar, Leyte	32 years
Resident 5	47 years old	Nueva Ecija	15 years
Resident 6	64 years old	Hagonoy, Bulacan	30 years
Resident 7	46 years old	Corazon, Calumpit	32 years
Resident 8	44 years old	Pangasinan	4 years
Resident 9	42 years old	Gatbuca, Calumpit	28 years

Research Question 1 focused on the participants' demographic profiles to determine if they are qualified to participate in the study. This includes questions about the participants' age, birthplace, and years of stay in Gatbuca, Calumpit Bulacan.

Table 2 matches the qualitative interview questions with the corresponding research questions.

Table 2:Interview Questions that Respond to Research Questions

Corresponding Research Questions	Interview Questions	List of Interview Questions
2	1	How did you learn to speak Kapampangan?
2	3	Which dialect do you prefer when speaking? Why?
2	5	What language do you speak at home?
3	6	Are you aware that you code-switch when you speak?
3	7	State the reason why you code-switch when you speak.

Research Question 2 focused on the participants' point of view on the instances that opted them to learn another language. Interview questions 1, 3, and 5 correlated with Research Question 2. Research Question 3 sought to identify the circumstances that influence the respondents to code switch. Interview questions 6 and 7 elicited responses that correlate directly to Research Question 3.

Participants	Tagalog	Kapampangan
Resident 1	Kumain kana?	Mengan ka na?
Resident 2,3,4,5,6,7,8,9	Kumain kana?	Mengan na ka?
Resident 1 and 5	Ilan kayong magkakapatid?	Pilan kayong magkapatad?
Resident 2, 6, 7, 8 and 9	Ilan kayong magkakapatid?	Pilan kayong mikakapatad?
Resident 3	Ilan kayong magkakapatid?	Pilan kayong magkakapatad
Resident 4	Ilan kayong magkakapatid?	Pilan kayong mekapatad?
Resident 7	Ilan kayong magkakapatid?	Pilan kayu magkakapatad?
Resident 1 and 3	Magtrabaho ka nang mabuti.	Mag-obra kang mabuti.
Resident 2, 6,7, 8	Magtrabaho ka nang mabuti.	Mag-obra kang masalese.
Resident 4	Magtrabaho ka nang mabuti.	Mag-obra na kang masalese.
Resident 9	Magtrabaho ka nang mabuti.	Mag-obra kang mayap.
Resident 1	Pakuluan at ibilad mo sila sa araw at sila ay lalakas.	Pabukal me tsaka me bilad nge aldo at saka sila ay sisikan.
Resident 2	Pakuluan at ibilad mo sila sa araw at sila ay lalakas.	Pabukal me saka me bilad keng aldo saka la sisikan.
Resident 4	Pakuluan at ibilad mo sila sa araw at sila ay lalakas.	Pabukal mo ing danum kay bat bilad mu keng aldo bangkanita sikan la.
Resident 5	Pakuluan at ibilad mo sila sa araw at sila ay lalakas.	Pabukal mo itang danum—
Resident 6	Pakuluan at ibilad mo sila sa araw at sila ay lalakas.	Pabukalan me ikaye me king aldo at sila'y sisikan.
Resident 8	Pakuluan at ibilad mo sila sa araw at sila ay lalakas.	Pabukal me saka me bilad keng aldo para sikan la.
Resident 9	Pakuluan at ibilad mo sila sa araw at sila ay lalakas.	Pabukalan me keng aldo balang ila ing sikan.
Resident 1	Kaya siya nagpunta dito para maging magaling siya sa Kapampangan.	Apin ming punta ya keni para bihasa ya Kapampangan.
Resident 2	Kaya siya nagpunta dito para maging magaling siya sa Kapampangan.	Kaya ya minta keni bangkanita magaling ya magsalitang kapampangan.
Resident 4	Kaya siya nagpunta dito para maging magaling siya sa Kapampangan.	Kaya minta ya keni bangkanita masalese yang magsalita ning Kapampangan.
Resident 5	Kaya siya nagpunta dito para maging magaling siya sa Kapampangan.	— para biyasa siyang magkapampangan
Resident 6	Kaya siya nagpunta dito para maging magaling siya sa Kapampangan.	Yapin minta ku keni bangkanita ka balu ke ining Kapampangan.
Resident 8	Kaya siya nagpunta dito para maging magaling siya sa Kapampangan.	Kaya dinatang la keni para mabiyasa ya king Kapampangan.
Resident 9	Kaya siya nagpunta dito para maging magaling siya sa Kapampangan.	Kaya ya minta keni bayang mabiyasang magkapampangan.
Resident 1	Hindi ako makatalon sa bakod kaya gumapang nalang ako papasok.	Di ako makalukso sa bakod kaya ginapang nalang ako.
Resident 2	Hindi ako makatalon sa bakod kaya gumapang nalang ako papasok.	Eku makalundag keng bakud kaya ginapang naku mu.
Resident 4 and 9	Hindi ako makatalon sa bakod kaya gumapang nalang ako papasok.	Ali aku makalundag sa bakud kaya ginapang naku mu.

Table 3: Translation of short sentences and Long Sentences

Research Question 3 examined the process of code-switching from Kapampangan to Tagalog or vice versa. Research Question 4 sought to find the different dialectal variations and dialectal dynamics in a conversation. Six (6) sentences were given to translate from Tagalog to Kapampangan, and both Research Questions 3 and 4 correlate to the translation part of the interview.

Research Questions	Theme	Evidence from Residents' (R) response
2. What opted participants to learn another language?	Marriage	R2: "Tagalog gamit sa bahay. Nung buhay pa asawa ko, kapampangan gamit ko. Tagalog naman mga anak ko." R4: "Sa tiyahin na may asawang Kapampangan. Nakapangasawa rin ako ng Kapampangan. Sa bahay Kapampangan, mga anak ko Kapampangan." R6: "Pag may kausap na Kapampangan kaya nagsasalita ng Kapampangan. Simula ng nag-asawa ginagamit ko na Kapampangan." R7: "Sa asawa. Naririnig ko pag nag-uusap sila. Kapag nasa Arayat, nagsasalita ng Kapampangan."
3. What are the circumstances that influence respondents to code switch?	Language proficiency	R1: "Hindi sinasadya pag nagsasalita ng Kapampangan, may Tagalog na nasasalit. Ganoon din pag nagsasalita ng Tagalog, may nasasalit na Kapampangan." R3: "Simula nung nag-asawa ako, 17 years. Pag tinatanong ako sa Kapampangan, sinasagot ko pero pilipit ang dila ko. Pag di ko maintindihan, translate ko sa Tagalog." R5: Mula nang nag-asawa, taga-Capalangan si mister. Halong Kapampangan at Tagalog [sa bahay]. Pag malalim ang kapampangan, tinatagalog [ko] nalang."
4. What dialectal variation and dialectal dynamics are evident in casual conversations?	Pronunciation, accent, word choice, and morphology	R1: Pilan kayong *magkapatad*? R3: Pilan kayong *magkakapated*? R2: Kaya ya minta keni bangkanita magaling ya *magsalitang* kapampangan. R4: Kaya minta ya keni bangkanita masalese yang *magsalita* ning Kapampangan.

Table 4: Summary of Themes

By looking at the responses on the one-on-one interviews, 100% of the qualified respondents (Appendix B) had to learn another language due to marriage although some added that they also use it for survival, business and engagement. Proficiency in language in each respondent depends on how exposed they are in the language. This was further evidenced by the responses in one-on-one interviews and translation activity, as 3 out of 9 (33%) could hardly translate longer sentences.

4. Discussion
The study aims to identify the demographic profile of the participants in terms of their age, birthplace, and years of stay in Gatbuca, Calumpit Bulacan. The study also seeks to find the reasons for participants to learn another language and the circumstances that influence them to code-switch. Lastly, the study investigates the dialectal variations and dialectal dynamics that are evident in the casual conversations of the participants. The collected data reveals several key findings that contribute to a better understanding of Linguistics Variations and Language dynamics in Gatbuca, Calumpit Bulacan.

Demographic Profile
Table 1 presents the age, birthplace, and years of stay in Calumpit, Bulacan, of the participants. Ten (10) participants comprised the target population of this study. However, only nine (9) opted to complete the interview questions. The study involved residents of Brgy. Gatbuca, Calumpit Bulacan lived near the border of Pampanga.

As can be seen in Table 1, the ages of the participants from Brgy. Gatbuca and Calumpit Bulacan range from forty-two (42) to sixty-five (65) years old. Five (5) of the participants (Residents 1, 5, 7, 8, and 9) were in their 40s, followed by three (3) in their 60s, and only one (1) participant was in his 50s. The participants were originally from different provinces in the Philippines, as appeared in their birthplace, such as Pampanga (Resident 1), Cagayan (Resident 2), Iloilo (Resident 3), Leyte (Resident 4), Nueva Ecija (Resident 5), Hagonoy (Resident 6), Hagonoy, Bulacan (Resident 7), Pangasinan (Resident 8), and Calumpit, Bulacan (Resident 9). Furthermore, the range of years that the participants have been residents of Gatbuca and Calumpit, Bulacan, is

quite vast. Eight (8) participants (Residents 1, 2, 3, 4, 5, 6, 7, and 9) have been staying and living in Calumpit, Bulacan, for decades, and only one (1) participant (Resident 8) has been staying for years.

Various Reasons for Participants to learn another language
        Table 4 displays the strings of participants to learn another language. Despite differences in origin and language, marriage brought all the participants to learn Kapampangan. Resident 2 stated that she and her children are using Tagalog, but when her husband was still alive, who is a native of Kapampangan, they used and practiced her husband's dialect although their children were not practicing Kapampangan. Resident 4 said that the Kapampangan language was not new to her before marrying her Kapampangan husband, and then added that she speaks Kapampangan with her family inside the house. Resident 6 explained that she learned and speaks Kapampangan because of the people she talks to. It is further practiced and strengthened when she married her husband, they now both speak and use Kapampangan in their conversation. Lastly, Resident 7 shared that the main reason why she learned Kapampangan is through her husband. Whenever they are in Arayat, she hears her husband using Kapampangan while talking to a local.

Circumstances that Influence Respondents to Code Switch
        Table 4 shows the different factors on why the respondents code-switch. Resident 1 said that he unintentionally uses Tagalog to Kapampangan and vice versa as it naturally comes out in his daily conversation. Resident 3 on the other hand, said that after marrying her husband, she switches from Tagalog to Kapampangan every time someone asks her using Kapampangan. Although she is not fluent, she tries to answer back in Kapampangan as well. Resident 5 shares the same reason as the previous resident, after marrying her husband, a local from Apalit, Pampanga, they use both Tagalog and Kapampangan at home as their way of communicating. She also mentioned that whenever there are deep Kapampangan words or phrases, she just translates it to Tagalog.

Dialectal variation and dialectal dynamics evident in Casual Conversation
        Table 3 and 4 reveals the dialectal variation and dynamics that is evident in the casual conversation of the participants. Resident 1 and Resident 3 translated the tagalog sentence *"Ilankayongmagkakapatid?"* in different pronunciation. Resident 1 translated the sentence as *"Pilankayongmagkapatad?"* while Resident 3 translated the sentence as *"Pilankayongmagkakapated?"*. On the other hand, Resident 2 and 4 translated the sentence as *"Kaya siyanagpuntadito para magingmagalingsiyasa Kapampangan."* in different accent. Resident 2 translated the sentence as *"Kaya yamintakenibangkanitamagalingyamagsalitangkapampangan."* while, Resident 4 translated the sentence as *"Kaya mintayakenibangkanitamasalese yang magsalitaning Kapampangan."* Moreover, Resident 2 and Resident 9 translated the Tagalog sentence *"Mag trabahokanangmabuti."* in different word choices. Resident 2 translated the sentence as *"Mag-obrakangmasalese"* while, Resident 9 translated the sentence as *"Mag-obrakangmayap."* Lastly, Resident 2 and Resident 6 translated the tagalog sentence *"Hindi akomakatalonsabakod kaya gumapangnalangakopapasok."* in different morphological structure. Resident 2 translated the sentence as *"Ekumakalundagkengbakud kaya ginapangnaku mu."* while Resident 6 translated the sentence as *"Ekeagyuingsampa king bakudyapengagapangnalangyakumipalubku."*.

5. Conclusions
        This study offers the linguistic description of the linguistic variations noticeable in Tagalog to Kapampangan translations and casual conversation. Kapampangan language's morphological procedures like affixation and word accent or lexical stress are deemed less complicated because of moderate dialectal variations of Kapampangan and Tagalog.
        This research concludes that code-switching occurs intentionally for the respondents as reviewed from their responses. This implies that code-switching happens where linguistic constraints are also evident, as it was discovered that among those interviewed code switch in their interactions because they have words that they cannot spontaneously recall, forget, or do not even know the term for it in Kapampangan, they tend to use a more familiar and popular term specifically from their lingua franca or official language which could be in Tagalog, Pangasinan, Ilokano, or Bisaya. Thus, code-switching is inevitable when using Tagalog as a base language. Since some locals are fluent in Tagalog, they can speak Tagalog without code-switching. However, when someone asks them to speak Kapampangan, their native language/dialect comes out naturally (Tagalog, Ilokano, Bisaya) since Kapampangan is not their mother tongue. Furthermore, this study reveals that exposure to other languages is a contributing factor for code-switching as seen in the responses of the respondents.

6. Recommendations

Based on the findings and conclusion of this study, the researchers have come up with the following recommendations and suggestions:

1. That people in the community should use any language that is best suited to their casual conversation regardless of code-switching or language variation.
2. That the language enthusiasts be aware of this study and other local studies concerning linguistic variation and language dynamics in the Philippines. Linguistics must have an in-depth understanding of our own languages and culture that would eventually ignite interest and take these matters into a bigger platform, so a much wider scope of language learners can scrutinize its details, and more questions will arise.
3. That future researchers conduct further research on the Linguistic variation and language dynamics using other languages aside from Kapampangan so inevitable practices such as code-switching in casual conversations would not undermine the quality of particular languages that are involved in situations where it is learned as another language by an individual.
4. That code-switching is either conscious or subconscious, so future researchers have to understand that it serves a necessary function in language development.
5. That a similar study be conducted to collect sufficient information on participants' interactions through utilizing immersion to understand the processes, motivations, behaviors and attitudes of respondents by observing them intensively.

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Authors' Profile

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Mary Ann C. Espineda finished her Bachelor of Science in Secondary Education Major in English at Bulacan State University in the year 2004. Currently taking up Master of Arts in Education Major in English at La Consolacion University of the Philippines. During 2004-2020 she taught Elementary and Junior High School students in Lourdes School of Pampanga, Harvester's Mission Christian Academy and Immaculate Conception School of Malolos respectively. In the year 2020-2021, she taught in an ESL platform named Native Camp where she handled Japanese students of different levels. She is now with the Department of Education teaching Senior High School student's English subjects.

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Melanie S. Yamzon finished her Bachelor of Secondary Education Majoring in English at Bulacan State University in 2010. She gained 36 units in Master in Education Management at Polytechnic University of the Philippines in 2015-2017. She is currently taking up Master of Arts in Education Major in English at La Consolacion University Philippines. In 2010-2014, she taught ESL to Korean and Japanese students at Bulacan State University Language Center and YBM Phone n' Talk in Libis, Quezon City. In 2014-2019, she taught English under the Department of Education to junior high school students at City of Malolos Integrated School – CATMON. In 2019, she transferred to the Senior High School Department of Marcelo H. Del Pilar National High School. Up to now, she is handling Specialization classes in Humanities and Social Sciences.