

Reviewer 1 Report

Manuscript title: Language Learning Style, Attitudes toward Code-Switching and Second Language Acquisition of Grade 11 Senior High School Students in Davao Oriental
Version: 1

Comments:

The manuscript addresses a practical question for senior high school instruction in multilingual Philippine classrooms. The study attempts to connect learning style preferences and attitudes toward classroom code-switching with an outcome labelled as second language acquisition, using a correlational design with a sample size that is adequate for the analyses presented. The paper is organized in a conventional format and, in general, the results are presented in a manner that readers can follow from descriptive statistics to correlation and regression.

From a measurement and reporting standpoint, the main issue is internal consistency between the stated interpretation ranges and the descriptive labels applied to means in the results presentation. At least one mean appears to be categorized in a way that does not match the manuscript's own cutoff bands, and this requires careful checking across all tables and narrative interpretations. This is not a cosmetic point because readers rely on these labels to understand the practical meaning of the mean scores; a mismatch immediately weakens confidence in the accuracy of the descriptive layer.

The operationalization of "second language acquisition" also needs sharper precision. The instrument appears to capture internal and external factors that support acquisition rather than acquisition outcomes or proficiency itself, yet some parts of the discussion and conclusion risk being read as claims about actual gains in competence. The manuscript will improve if it consistently describes the construct as acquisition-supportive conditions, or if it provides a stronger validity argument for treating the measure as a proxy for acquisition while explicitly acknowledging limitations. This adjustment should carry through the title, research questions, and conclusion so that claims remain aligned with what was measured.

The regression analysis would benefit from more complete reporting in line with common journal standards. The presentation should include unstandardized coefficients with standard errors and confidence intervals, along with a brief statement on key assumptions or diagnostics. Given the conceptual proximity of the predictors, a concise note on multicollinearity checks would be particularly helpful. The instrument sourcing and adaptation also require cleaner documentation, including accurate author details, complete citation information, and a brief description of item adaptation for context, since these elements directly affect replicability and the credibility of the measures.

The manuscript is close to publishable, and the required changes are largely corrective rather than structural. Once the interpretation-label consistency is resolved, the SLA

construct is described with appropriate scope, and the statistical and instrument reporting is strengthened, the study will read as methodologically coherent and defensible.

Overall recommendation: Accept with minor revisions.

Reviewer 2 Report

Manuscript title: Language Learning Style, Attitudes toward Code-Switching and Second Language Acquisition of Grade 11 Senior High School Students in Davao Oriental

Version: 1

Comments:

This manuscript takes on a question that teachers and school leaders regularly confront in multilingual senior high school classrooms: how learner differences and classroom language alternation intersect with conditions that support learning English. The topic is relevant, the paper's structure is readable, and the results are presented in a way that allows readers to see the pattern that emerges across descriptive findings, correlations, and regression. The work has clear applied potential because it speaks directly to classroom practice rather than abstract theory alone.

At the same time, the scholarly framing would benefit from a more contemporary stance on two concepts that are often contested in applied linguistics. Learning styles can be discussed as learner preferences without drifting into the implication that they are fixed traits that instruction must match, and this distinction matters because many readers will be cautious about style-based prescriptions. A modest reframing that emphasizes task- and context-sensitivity, paired with a short acknowledgment of the limits of strong learning-style claims, would make the study more persuasive to a broader research audience.

The manuscript's treatment of code-switching is serviceable, but it would be stronger if it briefly clarified how "code-switching" is being used in the study relative to broader multilingual pedagogy terms now common in the literature, such as translanguaging. The aim is not to force a terminology shift, but to prevent conceptual confusion for readers who may interpret code-switching either as a deficit practice or as a sophisticated pedagogical resource depending on their theoretical lens. A short paragraph that states your operational definition and justifies its use for measurement would modernize the positioning without changing the dataset.

The regression finding in which attitudes toward code-switching do not remain significant once learning style is included should be treated as an interpretive opportunity rather than a minor inconvenience. It may suggest that attitudes operate indirectly through variables not captured here, such as language anxiety, willingness to communicate, or classroom participation, or it may indicate that what truly matters is not attitude but the function and quality of language alternation in actual classroom interaction. Bringing this interpretive lens into the discussion would elevate the manuscript from a straightforward report of coefficients to a contribution that generates testable explanations for future studies.

Finally, it is important that the manuscript stays disciplined about what the outcome measure represents. If "second language acquisition" is operationalized as acquisition-supportive conditions, the conclusion should consistently reflect that scope and avoid

language that implies measured proficiency gains. With these conceptual refinements and minor editorial harmonization, the paper should meet the expectations of an applied linguistics readership while retaining its strong local relevance.

Overall recommendation: Accept with major revisions.

Reviewer 1 Report

Manuscript title: Language Learning Style, Attitudes toward Code-Switching and Second Language Acquisition of Grade 11 Senior High School Students in Davao Oriental
Version: 2

Comments:

The author/s has/have addressed the necessary revisions, and the paper is recommended for publication.

Reviewer 2 Report

Manuscript title: Language Learning Style, Attitudes toward Code-Switching and Second Language Acquisition of Grade 11 Senior High School Students in Davao Oriental
Version: 2

Comments:

Since the revisions have been satisfactorily completed, I recommend the manuscript for publication.