ESL Functions, Purposes, & Didactic Implications:
A Grounded Theory on Codeswitching Linguistic Phenomenon

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Abstract

This article fittingly considered the descriptive-correlational method of research to delineate written and oral code-switching prevalence in discourse of 80% purposively selected participants considering ESL context. The main instrument employed by the researchers was the transcribed/recorded oral recitation of the respondents and the written essays. The data gathering commenced October 8 to 12, 2018 two weeks prior to second quarter examinations. The quantitative and textual analyses redound to the formation philosophical data on constructive aspects associated to codeswitching occurrence in ESL classroom despite its adverse impression in the context of pedagogy. This paper predominantly explores code-switching from L1 to L2 in a multifaceted milieu as it has hidden purposes and functions along the channels of communication. For instance, codeswitching for description and clarification (*For me, ang mga hayop ay "mahalaga" sa environment uhhhm,… because they give food to eat* [*see Extract 1*]). After careful scrutiny, the study emphasizes that the accentuated linguistic prevalence should uncover its positive aspects for communicative competence sake. The paramount goal must always be the understanding of text and glitches along the channels of communication must have been deemed secondary. This practice has functions and purposes in the context of interlocutors of the language itself. They do such for clarity, emphasis, emotion expression, and equivalence for the most part. The role of the L2 teachers counts a lot to bring the students to a high level of communicative competence by exploiting L1 as a bridge to tread the ladder of L2 fluency progressively.

Keywords: Codeswitching, Communicative Competence, ESL Functions, Grounded Theory, 3Cs Theory

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Introduction

There have been global urgings by scholars on how practically L1 influences L2 acquisition such as the studies of Bingjun (2013); De La Fuente (2020); and, Alghazo (2018). The former accentuates that role of L1 in L2 acquisition consists of 6 different areas: (1) with the behavioral theory to explain the SLA, focusing on the role of conditions; (2) to explain the interaction of SLA, highlighting communication and social needs; (3) to clarify the SLA with the cognitive theory, accentuating the logic and thinking processes; (4) with the nativist theory or biological theory to expound SLA, underscoring the inherent genetic capacity; (5) to underscore the learner and learning strategies. (6) L1 transfer in L2 acquisition of phonetics, lexicology, syntax, semantics and pragmatics. As for Alghazo (2018), the value of using the L1 as a teaching resource may be explicitly relayed to L2 teachers in training courses and workshops in order to equip teachers with the required skills to successfully undertake a teaching assignment. Her findings may help increase the awareness of L2 teachers and enable them to benefit from strategic L1 usage as another valuable teaching method when providing L2 instruction, and, at the same time, to be cognizant of how to avoid any negative consequences stemming from L1 overuse. To supplement, Storch et. al., (2003) underscore that the use of learners' L1 in L2 education has been a controversial issue. Language learners are usually discouraged to use their L2 during interactions and classroom activities with the belief of less likelihood of successful L2 acquisition. Be that as it may, Iswati et. al., (2018) conjecture that the role of L1 both by teachers and learners in English classrooms at tertiary level is essential. This is vouched by the findings that 70% of the teachers stated that L1 should be used in their class whilst 87% of students postulated that L1 should be used during explanation of difficult concepts of L2. First language likewise lessens learners' affective filter as it will make them more secure, comfortable, and eventually confident to use the target language.

However, pursuant to Section 16 of Republic Act No. 10533, titled "An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds therefor and for Other Purposes," otherwise known as the "Enhanced Basic Education Act of 2013,". The K-12 curriculum shall encourage proficiency in both Filipino and English, so long as the first and dominant language of the learners shall serve as the essential language of education. For Kindergarten and first three years of elementary education, instruction, teaching materials and assessment shall be in regional or native language of learners. DepEd, likewise, shall establish a mother language transition program the mother/first language to the succeeding languages of the curriculum that is appropriate to the language capacity and needs of learners from Grade 4 to Grade 6 (Estremera, 2017). Consequently, Filipino and English shall be progressively introduced as languages and can become the primary languages of instruction at the secondary level. Moreover, the curriculum shall follow the principles and framework of Mother Tongue – Based Multilingual Education (MTB-MLE) which starts from where the learners are and from what they already know proceeding from the known to the unknown; instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available (Gempeso & Mendez 2021; Adriano et. al., 2021; Obod et. al., 2019). For this purpose, MTB-MLE refers to formal or non-formal education in which in the classroom the learner's mother tongue and additional languages are used in the classroom. These conflicting issuances by the Department of Education pose ballooning problems and confusions to teachers and even the students. Teachers seem to have been groping in the dark unsure of what really is the right medium to use in the classroom setting to make sure learning of concepts are easier and more practical. Although the latest issue is alongside educational

transformation from a 10-year basic education and now already a 12-year system, it somehow opens the door for the use of both the vernacular and the target language (L2). This is where codeswitching of students from vernacular/Filipino to the target language or *vice versa* is prevalent functions and purposes in the context of ESL (Orit 2015; Gort 2012; Keller 2016).

Research Questions (RQs) & Hypotheses

The negative impression associated to codeswitching occurrence in the classroom setting rather than its concealed semantic features are usually the ones that are instilled onto the minds of the hearers of information. This gap of communication process is what the present study hopes to fill by highlighting its positive aspects. In effect, sociolinguists who had studied codeswitching indicated that factors such as extra-linguistic features like topic, setting, relationships between participants, community norms and values, as well as societal, political and ideological developments, influenced speakers' choice of language in conversation (Suurmeijer et. al, 2020). Thus, researchers were spurred to conduct a study on the prevalence of codeswitching among the Grade VI pupils. Conversely, the long term purpose of this academic pursuit is to help the pupil respondents improve their academic performance by exploring the frequency of use and knowing the purposes of codeswitching occurrence among the respondents. In detail, this research aimed to answer the following research questions:

- How prevalent is codeswitching on subjects with English as medium of instruction?
- Is there a significant relationship between written and oral code-switching prevalence?
- What new language theory may be formulated to delineate the purpose of codeswitching in SLA?

For the preceding research questions (RQ's), the following hypotheses were proposed:

- The prevalence of codeswitching both written and oral discourse do not vary.
- There is no significant relationship between written and oral code-switching prevalence.
- A new language theory may be formulated to delineate the purpose of codeswitching among the students.

Methodology

Context and Procedure

The context of the present paper conforms to the view of Bailey (1987) as cited by De Belen (2015) who underscores methodology as a philosophy of research process because it includes the assumption and values that serve as the rationale for research and the standards or criteria the researcher uses for interpreting data and reaching conclusions; whereas a method would include the rationale and principles of research, and the philosophical underpinnings that underlie a particular pursuit. Thus, this study fittingly considered the descriptive-correlation method of research. It is considered as a descriptive study insofar as, in the process, it elucidated the frequency of use and determined the purposes behind codeswitching occurrence. This is, conversely, correlation since the researcher thoroughly correlated the occurrence of transcribed responses both in oral and written discourse. Moreover, the population may be defined as a group of classrooms, schools, or even facilities. Hence, the

chief sources of data of this undertaking are the 18 pupils chosen purposively. Campollo (2012) delineates purposive sampling as determining the target population, those to be involved in the study. The respondents are chosen on the bases of their knowledge and of the information desired. The researcher, for the most part, considered purposive sampling to ensure high validity gauge of the pursuit.

Figure 1: Purposive Selection of Participants

Besides, the highlighted participants represent the 80% performing pupils of the class who are active during class recitations and can somehow write paragraphs. The rest of the students might not be able to contribute to this pursuit since they have difficulty in both oral and written communication. The respondents represent the 80% of the class which surpassed the ideal 20% sampling to ensure high validity. There are 22 pupils in the class, 6 females and 16 males. The data gathering commenced October 8 to 12, 2018 two weeks prior to second quarter examinations. The subjects that were observed are MAPEH (8:00-8:40), TLE (8:40-9:30), Mathematics (9:30-10:20), English (10:20-11:30), and Science (1:50-2:40). These subjects are taught using English as a medium where students would resort to switching codes whenever they do not know the English term to utter.

Instrumentation and Analysis

The main instrument employed by the researchers was the transcribed/recorded oral recitation of the respondents and the written essays of the students. The subjects of the study were informed that they will be under research; however, they were not informed that they are allowed to switch codes whenever expressing their views. Codeswitching, in effect, is a normal leeway given to students for the sake of airing their views since they are not exposed to English language and still in the coping level. The quantitative method of analyzing data was utilized in this research. This involves, mean, frequency, ranking, and percentage to satisfy the research questions no.1 & 2. However, in order to establish the correlation between two variables (oral and written), correlation coefficient and covariance were adopted. For the question no.3, researchers came-up with a thematic analysis of responses where theoretical formulation was based. Besides, textual analysis of written outputs as well coded oral responses paved the way to determine the functions, purposes, and meaning of codeswitching prevalence in ESL classroom (McKee, 2003).

Ethical Issues

Ethics in research must have been observed in order circumvent future plights. Hence, parents of the minor respondents were notified thru a permit letter that their children will be the subject of study. The school head, in effect, was informed thru a communication of the purposes of the conduct of research. In the process of research, the data and information that were taken from the respondents had been held with utmost confidentiality and anonymity. Ensuing research ethics and rules had also been aptly observed by the researcher to circumvent future problems relative to plagiarism, intellectual dishonesty and the like. Cited researchers and authors can be verified as highlighted in the succeeding pages. This research had likewise been undertaken in response to the DepEd's call for research intensification and also systematically finding answers to the challenges encountered by teachers relative to the implementation of K to 12 curriculum and is not categorically divulging the incompetence of the respondents or the low academic performance of pupils featured in this masterpiece.

Findings

The data gathered from documentations, observations, and transcriptions had been categorized into themes in order to observe parallelism of ideas. Therefrom, codes were assigned to the recorded responses of participants. The principal aim of this paper is to illuminate the gray areas on the impression of codeswitching in the context of applied linguistics. To provide philosophical answers to the prevailing research questions, both the written and oral communication occurrences were looked into carefully represented by the graphs and figures. Hence, portrayed in table 1 is the frequency of codeswitching along the subjects with English as medium of instruction.

Table 1: Codeswitching Prevalence per Area with English as a Medium

DAYS	MAPEH (8:00-8:40)				TLE (8:40-9:30)				MATHEMATICS (9:30-10:20)				ENGLISH (10:20-11:30)				SCIENCE (1:50-2:40)			
	X	%	Y	%	X	%	Y	%	X	%	Y	%	X	%	Y	%	X	%	Y	%
FIRST DAY (10.8/18)	3	10	4	36	2	12	1	14	3	38	1	33	4	13	4	21	3	11	2	33
SECOND DAY (10.9/18)	7	25	3	27	8	47	2	29	2	25	1	33	8	25	6	31	7	26	1	17
THIRD DAY (10.10/18)	8	29	1	9	0	0	1	14	1	12	0	0	9	28	4	21	8	30	0	0
FOURTH DAY (10.11/18)	5	18	2	18	3	18	0	0	0	0	0	0	5	15	3	16	4	15	2	33
FIFTH DAY (10.12/18)	5	18	1	9	4	23	3	43	2	25	1	33	6	19	2	11	5	18	1	17
∑	28	100	11	100	17	100	14	100	8	100	3	100	32	100	19	100	27	100	6	100
∑/n	5.6	20	2.2	20	3.4	20	7	20	1.6	20	1	20	6.2	20	3.8	20	5.4	20	1.2	20

Legend: X = Oral; Y = Written

Empirically, during the first day pupils have actually been switching codes both in oral and in written discourse. This is proven by a frequency of 3 in oral and 4 based on their written output. As highlighted, the frequency of 7 tantamount to 10% for the second day in oral, and 3 or 27% in written denotes a practice of codeswitching by the respondents also. This continues until fifth day of data gathering by the researcher. In fact, the frequencies and percentages for the last three days show similar patterns -- that respondents do the codeswitching either from vernacular/Filipino to English or *vice versa* to participate in the class discussions. The $\sum/n$ values of 5.6 for oral and 2.2 for written implies that respondents are switching codes more frequently in oral discourse than in written. For Technology and Home Economics (TLE), it turned-out that respondents obtained highest frequency of 8 for oral code-switching while it earned a frequency of 2 or 29% for written. Interestingly, there was no occurrence of switching codes in written discourse for the third day of study. Mathematics by nature largely involves numbers to solve such as rational numbers, integers etc. insofar as the Curriculum Guide is concerned, pupils are expected to create their own word problems based on the lesson discussed. Teachers likewise use the higher order thinking skills (HOTS) question to bridge the students to the right answer and concept. There has still been an interaction, apparently, between and among students and teachers which may serve as a venue for codeswitching for the sake of communication. As noted based on the tallied responses, Mathematics obtained the least occurrences based on $\sum/n$ value of 1.6 in oral and .6 in written discourse due possibly to its being highly numerical. English as opposed to Mathematics usually offers a lot of opportunities for communicative competence of the learners. Teachers, on the other hand, may initiate debate, role-play, etc. which will pave the way for communicative development among the students. As highlighted in the above table, both oral and written discourse obtained the highest occurrences of code-switching as vouched by $\sum/n$ values of 6.8 and 3.4. This data presupposes that the very essences of communication were achieved since respondents are able to express their feelings, thoughts, and emotions relative to the lesson considering sentence structure as merely trivial and secondary. This is supported by the $\sum/n$ values of 5.4 and 1.2 for both means of communication. This is indicative of minimal communicative activities during the conduct of study. Pupils are performing experiments which do not require much of communication and, question and answer portion. The noted switching of codes is palpable during the output presentation where pupils ought to defend the findings of their experiments. This recorded conversation goes for the oral codeswitching for the most part.

Clearly rolled-out in the hereunder plotted graph is the correlation between the oral and written speech variables based on $\sum/n$ values. Coming-up with a correlation between the two variables has been a *sine qua non* as this could serve as basis for providing more meaningful communicative activities toward linguistic competence without having to set aside the L1 of the learners. This will also serve as an eye opener for both teachers and administrators relative to the boon side of switching codes in the essence of communication. As noted, oral codeswitching has obtained $\sum/n$ values of 5.6, 3.4, 1.6, 6.2, and 5.4 respectively. Conversely, inasmuch as written responses are concerned, it gathered $\sum/n$ values of 2.2, 1.4, .6, 3.8, and 1.2. The correlation coefficient value of .767897246 implies positive correlation between oral and written speech variables. This means that the prevalence of codeswitching among the respondents both in oral and in written move in a somewhat the same direction and magnitude. As the oral code-switching occurs, there is also the counterpart of written codeswitching occurrence along the 5 subjects with English as medium of instruction (MOI).
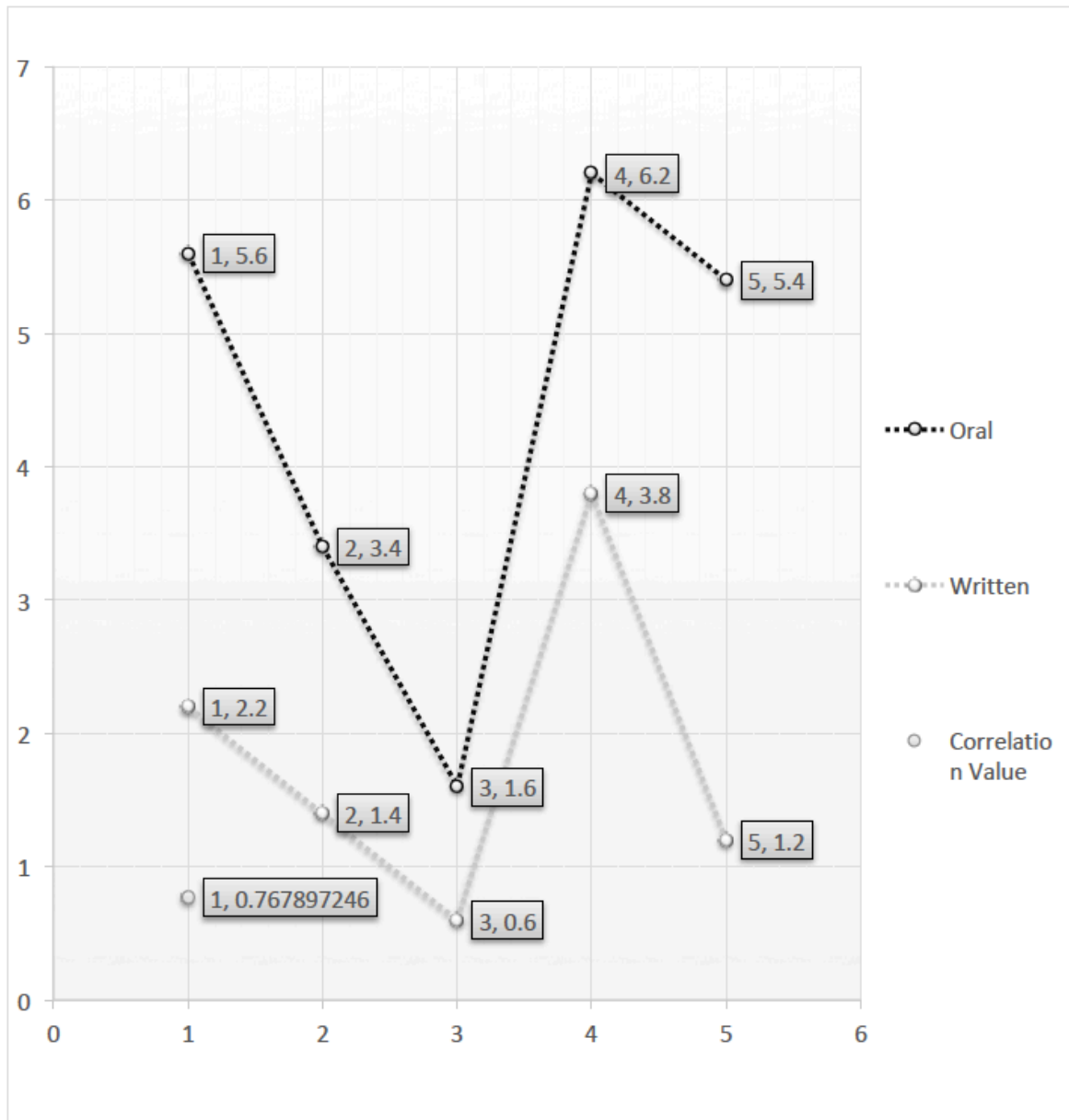
Figure 2: Correlation between Oral (*x axis*) and Written (*y axis*) Code-switching
as occurred in the Five Identified Subjects

Testing the difference between oral and written codeswitching will somehow provide data on its relevance in the classroom setting. The gaps between the two variables can be a source of feedback where interventions and school-initiated activities may be drawn upon. Teachers of English as a L2 will be guided on what strategy to use, appropriate materials to utilize and language activities to execute which form part of the language development of the clienteles. Thus, the covariance values of 1.4464 (T.L.E.), 1.6775 (MAPEH), 2.12 (Mathematics), 0.52 (English), and 0 (Science) are indicative of speech intervals between oral and written discourse.
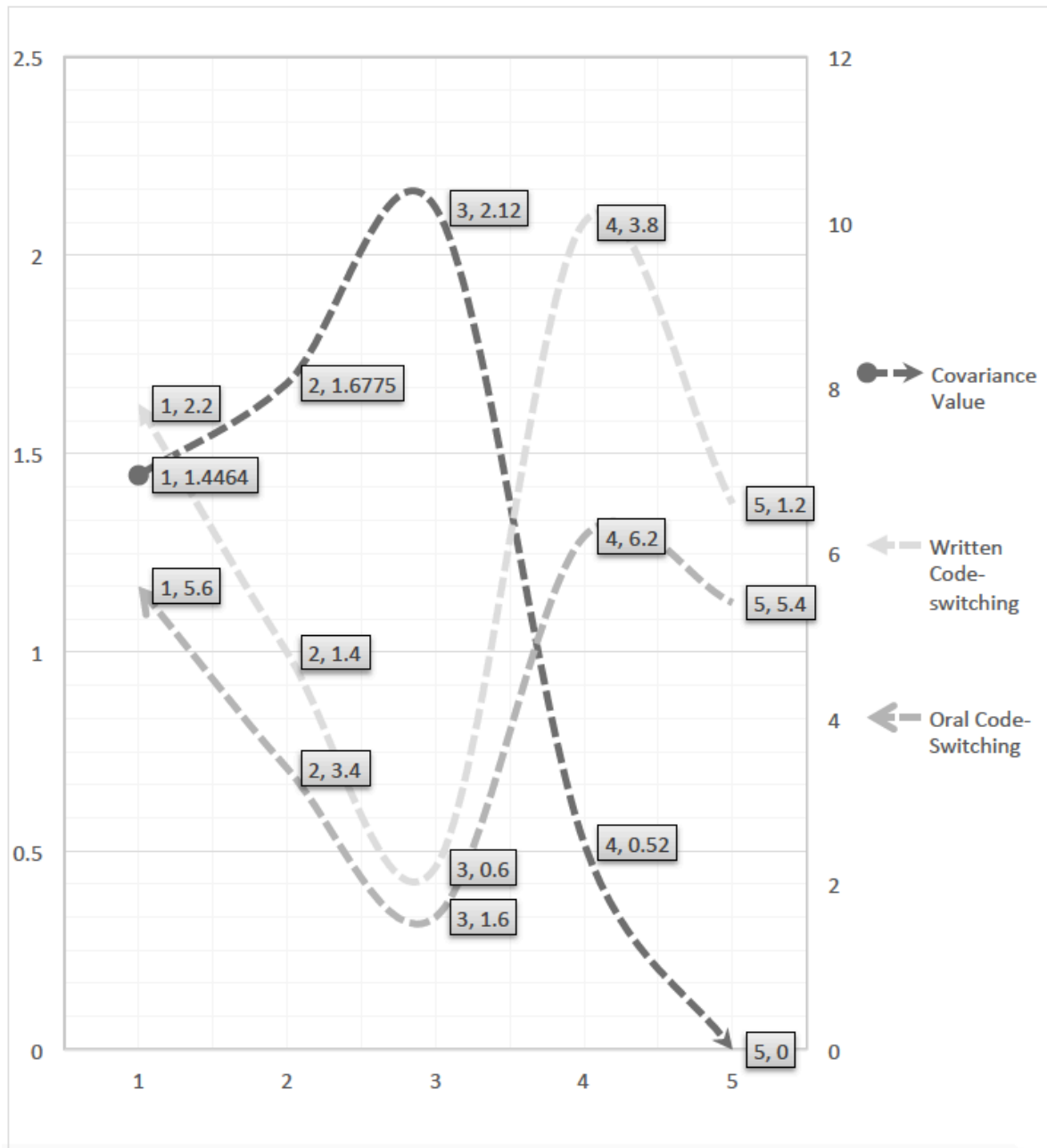
Figure 3: Test of Difference Between Oral and Written Codeswitching
Prevalence Based on Mean Score ($\sum/n$)

These are already the perceived speech gaps as they occurred during communicative events using the target language (L2). The *0* and nearly *0* (*e.g. 0.6*) covariance values would mean that one variable transpired more recurrently as likened to the other variable of the study. Contrariwise, covariance values of more than *1* in this pursuit presuppose a parallel occurrence between oral and written codeswitching. The pupils switch codes at almost the same pace and magnitude along TLE, MAPEH and Mathematics; while oral codeswitching may have occurred more prevalently in English and Science in the main.

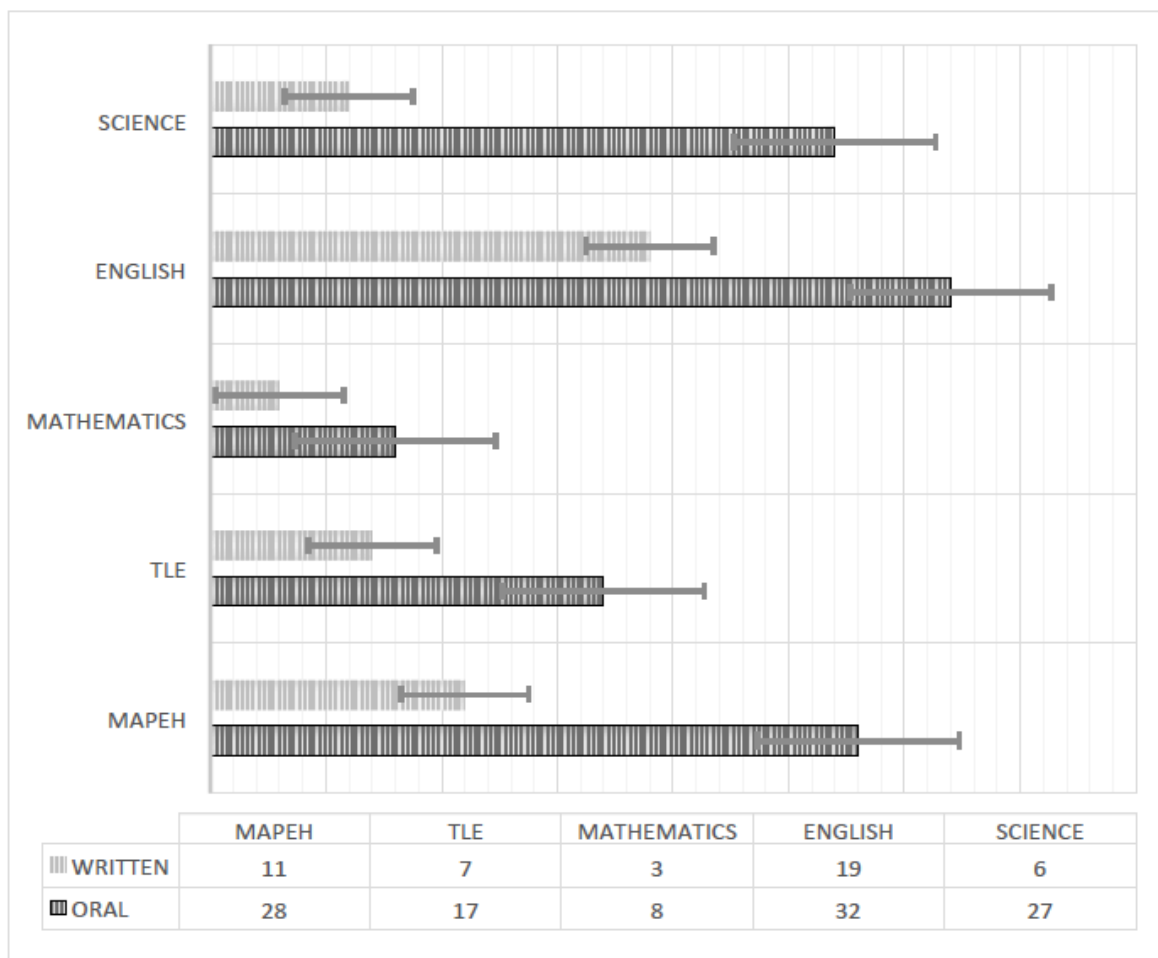|	MAPEH	TLE	MATHEMATICS	ENGLISH	SCIENCE
WRITTEN	11	7	3	19	6
ORAL	28	17	8	32	27

Figure 4: Prevalence of Codeswitching Based on Total Score per Subject Area

Worthy of scrutiny in figure 4 is the prevalence of codeswitching based on total score transcribed responses. The data above shows that English subject topped among the subjects in terms of oral and written codeswitching. This is followed by MAPEH with 28 and 11 total scores. Ranked third also is Science with 27 and 6 total scores tallied. The fourth, therefore, is TLE earning a total score of 17 and 7 in oral and written prevalence. Mathematics, as noted in the graph, obtained the least occurrence of codeswitching in both speech variables of the study.

Theme 1: Codeswitching for Description and Clarification

The transcribed oral and written codeswitching occurrences had been coded by the researchers based on their purposes and functions of communication by the respondents. These transpired during oral recitation, class discussion and question and answer portion between respondents and teacher. For the written variable, the researchers looked into the essays and in evaluation part of the lesson which demand the respondents to explain and/or write a paragraph based on stimulus. However, for English and Science subjects where most occurrence of codeswitching had been noted, the researchers considered enrichment activities such as role-playing and presentation of outputs significant. Empirically, these parts have had many switching of codes happened. Some of the codeswitching occurrences are featured hereunder:

Extract 1

Teacher:	What can you say to the villain on the story?
Student:	*Mam the villain in the story is "masama" because ...uhhhmm ...she done bad thing to the main character.* [TCMLE#1]
Teacher:	What do you think is the importance of animals in the environment?
Student:	*For me, ang mga hayop ay "mahalaga" sa environment uhhhm... because they give food to eat.* [TCMLE#2]
Teacher:	Do you think it is okay to do revenge to someone who hurt us?
Student:	*"Para sa akin po sir"...it's ok to be get revenge to others because they also do bad to me.* [TCMLE#3]
Teacher:	So now, you are going to make a collage showing animal adaption.
Student:	*"Sir ano po gagawin naming output sa" Science? Can we make a photo collage showing the animals adaptation po sir? Yes! Mapabakal ako pictures kay mother tomorrow.* [TCMLE#4]

These coded conversations show how respondents switch codes from Filipino to English and at times from vernacular to English language with distinct purposes and functions. In effect, codes [TCMLE#1] & [TCMLE#2] show clear purpose of description. The respondent perchance is not aware of English equivalent of the descriptive words in the recorded conversation. Be that as it may, majority of the pupils are able to express their ideas to emphasize and clarify things relative to the lesson despite the noted error in sentence structure. In like manner, coded conversations [TCMLE#3] & [TCMLE#4] confirm the researchers' assumption on codeswitching for clarification and emphasis. The respondents want to clarify the process of making their outputs for the subject. If scrutinized closely, in code [TCMLE#4], the speaker's pattern of speech is from Filipino (L1) + English (L2) + Filipino (L1) + English (L2) + vernacular + English (L2) + Filipino (L1), then back to English (L2) [L1 + L2 + L1 + L2 + L1 + L2 + L1 + L2]. This pattern usually is prevalent to subjects with English as medium of instruction. Students seem to have no other recourse but to switch codes just to convey their message effectively.

Theme 2: Codeswitching for Equivalence

According to Eldridge (1996), one of the functions of student codeswitching is equivalence. In this case, the student makes use of the native equivalent of a certain lexical item in target language and therefore code switches to his/her native tongue. This process may be correlated with the deficiency in linguistic competence of target language, which makes the student use the native lexical item when he/she has not the competence for using the target language explanation for a particular lexical item. So "equivalence" functions as a defensive mechanism for students as it gives the student the opportunity to continue communication by bridging the gaps resulting from foreign language incompetence. The preceding notion concerning the function and purpose of switching codes in the context of students has also been one of the points of this study. This is evident in the coded conversations accentuated below:

Extract 2

Teacher:	What can you say to the villain on the story?
Student:	*Mam the villain in the story is "masama" because…uhhhhmmm… she done bad thing to the main character.* **[TCMLE#1]**
Teacher:	Why do you think exercise is necessary class?
Student:	*Exercise is "mahalaga" in our body to make abs [referring to muscles] and sexy bodies.* **[TCMLE#5]**
Teacher:	Why do animals adapt to their environment?
Student:	*Animals adapt to the environment to make them "ligtas" for many enemies.* **[TCMLE#6]**

Obvious in the coded responses that respondents probably forgot and/or perhaps practically do not know the equivalent translations of *"masama", "mahalaga",* and *"ligtas"*; hence, they resort to switching codes from English to Filipino then back again to lexical terms in English to complete their sentences and convey their thoughts to their teacher and peers.

Discussion

From the results adopting descriptive-quantitative statistics as well as empirical approach, have paved the way for some confirmatory data relative to the formulated research hypotheses.

Prevalence of Codeswitching

The first hypothesis highlights the prevalence of codeswitching on selected subjects with English as MOI (*Table 1 & Figure 4*). From the dataset, it is noticeable that the above linguistic occurrence transpired on a varying degree both oral and written forms with documented purposes and functions in the context of pedagogy as well as with semantic feature. This result is linked to the views of Iswati et. al., (2018) who similarly conjecture that the role of L1 both by teachers and learners in English classrooms at tertiary level is essential. This is vouched by the findings that 70% of the teachers stated that L1 should be used in their class whilst 87% of students postulated that L1 should be used during explanation of difficult concepts of L2. First language likewise lessens learners' affective filter as it will make them more secure, comfortable, and eventually confident to use the target language.

Correlates of X and Y Variables

The second hypothesis indicates the positive correlation between oral (*x*) and written (*y*) discourse (*Figure 2*), and communication gaps (*Figure 3*) which implies that both discourse forms could have occurred in the same magnitude and degree posing pedagogical challenges to ESL teachers. This could, similarly, presuppose that ESL teachers may consider this occurrence as a prelude towards L2 fluency. Perceived errors along the channels of communication could have been deemed trivial and paying much attention to the semantic aspect is what matters to foster communicative competence. These are in acquiescence to the claims of Bingjun (2013); and Iswati et. al., (2018) that the role of L1 both by teachers and learners in English classrooms at tertiary level is essential to lessen learners' affective filter as it will make them more secure, comfortable, and eventually confident to use the target language (L2). The former accentuates that role of L1 in L2 acquisition consists of 6 different areas: (1) with the behavioral theory to explain the SLA, focusing on the role of conditions;

(2) to explain the interaction of SLA, emphasizing communication and social needs; (3) to explain the SLA with the cognitive theory, emphasizing the logic and thinking processes; (4) with the nativist theory or biological theory to explain SLA, stressing the inherent genetic capacity; (5) to emphasize the learner and learning strategies. (6) L1 transfer in L2 acquisition of phonetics, lexicology, syntax, semantics and pragmatics (Oflaz, 2019).

Language Theory

The third hypothesis reveals the main contribution of this academic piece to the body of knowledge specifically along language theories (*Figure 5*). It highlights some pedagogical implications on the positive aspects of codeswitching occurrence during TLP. This is further underpinned by the studies of Nordin et. al., 2013; Zainil & Arsyad (2021) who emphasized that ESL learners were also reported to believe that codeswitching facilitates them in understanding the target language. The findings suggest that the use of codeswitching is necessary when the situation requires the use of first language in the classroom to enable the learners to become more confident in mastering English. In the same vein, Wu et. al., (2020) likewise concluded that teachers and students have the same attitudes towards using codeswitching, and experienced teachers used this more frequently than novice teachers.

Conclusion

The issue of bilingualism or even multilingualism could be one of the culprits behind this linguistic phenomenon. Respondents do have their own language identity which mirrors their own culture. ESL has its own morphosyntax characteristics which the respondents might not be that proficient enough of the distinguishing features of ESL (Biliková & Seresová, 2021). However, the distorted sentences denote something and form meaning necessary to perform the linguistic activities (Alshammari, 2020). In fact, there is complete communication process between the speaker and the listeners as manifested during the data gathering. Another factor could have been equated to vocabulary stockpile. Pupils do not have yet the cache of terminologies to be used during oral recitation and written test. They are also in the groping level with doubts and fears to commit mistakes and be ridiculed by their classmates. As witnessed by the researchers, respondents were still enthusiastic to communicate and participate in the class discussions despite the fact that codeswitching had been their last recourse to air their views. In view of the preceding claims, researchers now conclude that there are factors which triggered the codeswitching prevalence among the respondents which confirm the researcher's hypothesis in effect. This practice, likewise, has functions and purposes in the context of the interlocutors of the language itself (Estremera, 2021).
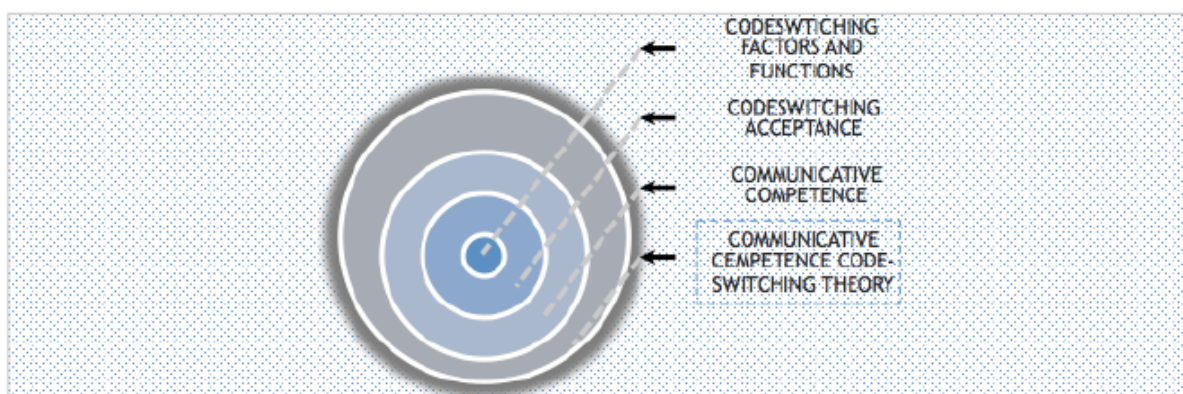

Figure 5: Communicative Competence Codeswitching Theory or the 3Cs Theory

They do such for clarity, emphasis, emotion expression, and equivalence for the most part. The role now of the L2 teacher counts a lot to bring the students to high level of communicative competence specifically along vocabulary development to develop both writing and oral competence (Huang, 2021). It is concluded too that there is a positive correlation between oral and written speech variables. This means that the prevalence of codeswitching among the respondents both in oral and in written move in a somewhat the same direction and magnitude. This presupposes that they transpire nearly in the same frequency concurrently. In the long run, based on the confirmed hypothesis, the researcher recommends that English teachers both NS and NNS shall not pay much attention to grammatical competence initially if they want their students to be participative in the class discussions, language activities, and output presentations (Hurajova, 2019). This concern will merely transpire then and there and naturally after series of attempts and exposure to the target language by stimulating their linguistic in a student-centered environment (Giannikas, 2018). Hence, taking into account the results and conclusions, has paved the way to the formulation of a new language theory called *Communicative Competence Codeswitching Theory or the 3Cs Theory*. This theory delineates the automatic tendency of the of ESL learners to do codeswitching in dealing with the classroom activities and when conversing to peers as attempts to mastering L2. This is prevalent commonly in Asian countries such as Philippines, Thailand, Japan, Malaysia and all countries having English as a second language. Learners attempt to speak and write the combinations of native language and the target language. These attempts of the learners to shift from one code to another code help them complete the cycle of communication in a multilingual classroom setting (Arend & Sunnen, 2018). This linguistic phenomenon plays an essential role to be able to send the text successfully using various channels of communication. In the case of the respondents of the study, codeswitching helped a lot to assimilate the phonology, syntax, and lexical aspect of English language gradually as observed by the researcher. The examples of these attempts [*sentences spoken and written by the learners*] to learn the second language L2) are well-discussed in the results section of the paper.

Limitations, Suggestions & Research Direction

There have been foreseen limitations in the present study which can be addressed by future researchers along the same field. Foremost, this study involved many subjects with English as a medium delivery, it is far preferable if one or two subjects shall only be subjected to investigation to capture more details of codeswitching and arrive at a more detailed purposes of ESL. There is also greater likelihood of capturing many purposes of codeswitching to make the pursuit more comprehensive. Next, the data gathering of the present paper was done on a week-long period only. It is suggested that, collection of data be conducted on a month-long scheme, if possible. Last, more thematic presentations and categorization of collected data to practically capture the ESL functions, purposes and didactic implications. Hence, for the sake of parallel studies, other functions of codeswitching which might have happened in the conduct of this study but are not discussed are recommended to be investigated. These functions and purposes may include: *Switching for principle of economy, switching for checking, Switching for message qualification* and the like. In the long run, the proposed theory offers a room for relevant studies to better comprehend human language and its perceived symbiotic relationships to the speech community.

Acknowledgments

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