WRITTEN AND ORAL CODESWITCHING PREVALENCE: FUNCTIONS AND DIDACTIC IMPLICATIONS IN ESL CONTEXT

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Despite longitudinal studies conducted along written and oral codeswitching linguistic prevalence considering ESL context, none of the ensuing studies has attempted to propose a theory delineating the preceding occurrence committed by L2 interlocutors which add to the novelty aspect of this paper. The quantitative analysis redounds to the formation of philosophical data on the constructive aspects associated to codeswitching occurrence in ESL classroom despite its adverse impressions in the context of pedagogy. This paper predominantly explores codeswitching from L1 to L2 in a multifaceted milieu as it has hidden purposes and functions along the channels of communication. For instance, codeswitching for equivalence (*Mam the villain in the story is "masama", because uhmmm.... She done bad thing to the main character*). After careful scrutiny, the study emphasizes that the highlighted linguistic prevalence should uncover its positive aspects for communicative competence sake. The paramount goal must always be the understanding of the text and glitches along the channels of communication must be deemed secondary. This practice has functions and purposes in the context of the interlocutors of the language itself. They do such for clarity, emphasis, emotion expression, and equivalence for the most part. The role of ESL teachers counts a lot to bring the students to a high level of communicative competence. L1 shall serve as a bridge to reach L2 fluency.

Keywords: codeswitching; communicative competence; ESL context; grounded theory; 3Cs theory.

Introduction

There are ensuing arguments globally by scholars on how practically L1 influences L2 acquisition such as the studies of Bingjun (2013); De La Fuente & Goldenberg (2020); and Alghazo (2018). The former accentuates that function of L1 in L2 learning process comprises 6 diverse components: (1) with the behavioural theory to elucidate Second Language Acquisition (SLA) concentrating on the purpose of conditions; (2) to illuminate the interaction of SLA, highlighting communication and social prerequisites; (3) to expound the SLA with the cognitive theory, accentuating the logic and thinking procedures; (4) with the nativist theory or biological theory to explicate SLA, underscoring the inherent genetic capacity; (5) to accentuate the learner and learning strategies. (6) L1 transfer in L2 acquisition of phonetics, lexicology, syntax, semantics as well as pragmatics. De La Fuente & Goldenberg (2020) explored whether L2 classroom instruction that integrates a principled methodology into the use of L1 by students and teachers has an impact on beginning learners' progress of L2 speaking and writing adeptness as likened to L2 instruction only. Findings reveal that courses under both conditions spurred improvements in speaking and writing. 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 & Wigglesworth (2003) underscores that the use of learners' L1 in L2 education has been a controversial issue. Language learners are usually discouraged to use their L1 during interactions and classroom activities with the belief of less likelihood of successful L2 acquisition. Be that as it may, Iswati et. al. (2018) postulate 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 discussion of difficult concepts of L2. L1 likewise lessens learners' affective filter as it will make them more secure, comfortable, and eventually confident to use the target language.

In the Philippines, the Department of Education issued DepEd Order No. 36 s. 2006 otherwise known as the "Implementing Rules and Regulations on Executive Order 210 or Establishing the Policy to Strengthen

the use of the English Language as medium of instruction (MOI) in the Education System". Pursuant to this order, teachers are hereby mandated to teach English as a second language starting with Grade I. Similarly, as provided for in the 2002 Basic Education Curriculum, English shall be used as the medium of instruction for English, Mathematics, and Science starting at Grade III (Estremera, 2017a). Apparently expressed in the above mandate that, English language shall be used as the primary medium of instruction in all public and private schools at the secondary level, including those established as laboratory and/or experimental schools, and vocational/technical institutions. As the primary medium of instruction, the percentage of time allotment for learning areas conducted in the English language should not be less than 70% of the total time allotment for all learning areas in all grade levels.

However, pursuant to Section 16 of Republic Act No. 10533, titled "An Act Increasing the Philippine Basic Education System by Strengthening Its Curriculum and Adding the Number of Years for Basic Education, Appropriating Funds therefor and for Other Purposes," dubbed "Enhanced Basic Education Act of 2013,". The K-12 curriculum shall ensure proficiency in Filipino and in English, on a condition that the first and dominant language of the students shall serve as the essential language of education. As for Kindergarten pupils and the first three years of elementary education, instruction, teaching materials and assessment shall be in the regional or native language of learners. DepEd shall therefore establish a mother language transition program. Be that as it may, the second language (L2) to the subsequent languages of the curriculum whenever deemed appropriate to the language capacity and needs of learners from Grade 4 to Grade 6 shall be gradually introduced (Estremera, 2017b; Gempeso & Mendez, 2021; Metila et. al., 2017). Consequently, Filipino and English shall be gradually introduced as languages and can become the primary languages of instruction at the secondary level. In addition, the curriculum shall adhere to 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. 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 (Caffery et. al., 2014). These conflicting issuances by the Department of Education pose ballooning problems and confusion 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 is 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 (Gempeso & Mendez, 2021). Having delineated the preceding premises, this study sheds light on the reasons and functions of written and oral codeswitching prevalence in the ESL context. This academic piece likewise envisioned to highlight some didactic implications for ESL teachers to consider in their pedagogical practices in order to increase L2 fluency among learners by degrees.

Research Questions (RQ's) & Hypotheses (H_o)

The negative impressions associated with 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 in communication process is what the present study hopes to fill by highlighting its positive aspects. In effect, sociolinguists who had explored codeswitching specified that factors such as extra-linguistic structures such as topic, setting, relationships between participants, community norms and values, as well as societal, political and ideological developments, are linguistic factors that influenced speakers' choice of language in *tête-à-tête* (Albarillo, 2018; Suurmeijer et. al, 2020). Thus, researchers were spurred to conduct a study on the prevalence of code-switching among Grade VI pupils. Conversely, the long term purpose of this academic pursuit is to help the pupil respondents improve their academic performance by determining the frequency of use and knowing the purposes of codeswitching occurrence among the respondents. In detail, this academic undertaking envisioned to provide philosophical answers to the framed **research questions**:

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

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

- The prevalence of codeswitching in written and in oral discourses does not vary.
- There is no significant relationship between written and oral codeswitching prevalence.
- A new language theory may be formulated to delineate the purpose of codeswitching among the respondents.

Methods

Research design

The current paper conforms to the views of De Belen (2015) and Snyder (2019) who underscore methodology as a philosophy of the research process because it includes the assumption and values that serve as the justification for research and the standards or criteria the researcher uses for understanding 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-correlational method of research. It is considered a descriptive study insofar as, in the process, it elucidated the frequency of use and determined the purposes behind code-switching occurrence. This is, conversely, correlational since the researcher thoroughly correlated the occurrence of transcribed responses both in oral and written discourse. The population may be defined as a group of classrooms, schools, or even facilities. Hence, the chief sources of data for this undertaking are the 18 pupils chosen purposively. Scholtz (2021) 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 the information desired. The researchers, for the most part, considered purposive sampling to ensure a high validity gauge of the pursuit.

Participants

Besides, the highlighted chosen participants represent 80% of 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 80% of the class which surpassed the ideal 20% sampling to ensure high validity as highlighted in figure 1 developed by the authors. There are 22 pupils in the class, 6 females and 16 males. The main instrument employed by the researcher 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.
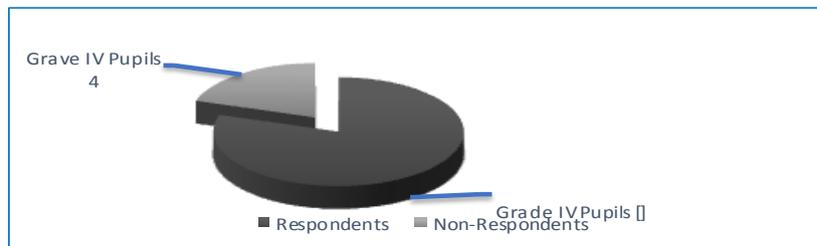

Figure 1: *Purposive selection of participants*

Data collection

Codeswitching, in effect, is a normal leeway given to students for the sake of airing their views since they are not that exposed to L2 much and are still at the coping level (Mangila, 2018). The data gathering commenced on October 8 to 12, 2018 two weeks prior to the second quarter examinations. The subjects that were observed are Music, Arts, Physical Education and Health (MAPEH) [8:00-8:40], Technology and Home Economics (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. Ethics in research must have been observed in order to circumvent future plights. Hence, parents of the minor respondents were notified through 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.

Ethical Issues

Ensuing research ethics and rules had also been aptly observed by the researchers to circumvent future problems relative to plagiarism, intellectual dishonesty and the like (Allmark, 2002; Artal & Rubenfeld,

2017). Cited researchers and authors can be verified as highlighted in the succeeding pages. This academic undertaking had likewise been undertaken to respond to DepEd's call for research amplification and also methodically finding philosophical answers to the issues met 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.

Data Analysis

The quantitative process of analyzing data was primarily exploited in this research. Besides, descriptive statistics which involve mean, frequency, and percentage had likewise been exploited to satisfy question no.1. Further, a textual analysis was deemed necessary to demarcate written codeswitching prevalence by the ESL pupil participants. However, in order to establish the correlation between two variables (oral and written), correlation coefficient and covariance were adopted to analyze the perceived relationships. For question no.3, researchers opted to make a thematic analysis of responses. Tabular and graphical presentations make this pursuit informative and aesthetic for future readers' sake, as well as easy analysis of linguistic data accentuated.

Results

The data gathered from documentation, observations, and transcriptions had been categorized into themes in order to observe parallelism of ideas. Therefrom codes were assigned to the recorded responses of the participants. The chief purpose of this paper is to illuminate the grey areas on the negative impressions of codeswitching in the context of ESL. To provide philosophical answers to the prevailing research questions, both the written and oral communications occurrences were looked into carefully represented by the graphs and figures. Hence, portrayed in table 1 is the frequency of codeswitching on subjects with English as a medium of instruction. As observed by the researcher during the first day, pupils are 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 the 5th day of data gathering by the researcher. In fact, the frequencies and percentages for the last three days show similar patterns.

Table 1: *Codeswitching Prevalence per Subject Area With English a Medium*

DAYS	MAPEH				TLE				MATHEMATICS				ENGLISH				SCIENCE			
	X	%	Y	%	X	%	Y	%	X	%	Y	%	X	%	Y	%	X	%	Y	%
1st Day (10/8/18)	3	10	4	36	2	12	1	14	3	38	1	33	4	13	4	21	3	11	2	33
2nd Day (10/9/18)	7	25	3	27	8	47	2	29	2	25	1	33	8	25	6	31	7	26	1	17
3rd Day (10/10/18)	8	29	1	9	0	0	1	14	1	12	0	0	9	28	4	21	8	30	0	0
4th Day (10/11/18)	5	18	2	18	3	18	0	0	0	0	0	0	5	15	3	16	4	15	2	33
5th Day (10/12/18)	5	18	1	9	4	23	3	3	2-	25	1	33	6	19	2	11	5	8	1	17
∑	28	100	11	100	17	100	7	100	8	100	3	100	32	100	19	100	27	100	6	100
∑/n	5.6	20	2.2	20	3.4	20	1.4	20	1.6	20	1	20	6.2	20	3.8	20	5.4	20	1.2	20

Legend: *X*= Oral; *Y*= Written

Respondents do the codeswitching either from vernacular/Filipino to English or *vice versa* to participate in the class discussions. The ∑/n values of 5.6 for oral and 2.2 for written imply that respondents are switching codes more frequently in oral discourse than in written. For Technology and Home Economics (TLE), it reveals that respondents obtained the highest frequency of 8 for oral codeswitching while it earned a frequency of 2 or 29% for written. Interestingly, there was no occurrence of switching codes in written discourse on 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) questions 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 code-switching for the sake of communication. As noted based on the tallied responses, Mathematics obtained the least occurrences based on ∑/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 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 essence of communication was 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 the study. Pupils are performing experiments that do not require much communication and, the 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 code-switching for the most part.

Clearly presented in the hereunder developed graph by the authors 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 a basis for providing more meaningful communicative activities toward the linguistics competence without having to set aside the L1 of the learners. This will also serve as a reminder 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 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 somewhat the same direction and magnitude. As the oral codeswitching occurs, there is also the counterpart of written codeswitching occurrence along with the 5 subjects with English as a medium of instruction (MOI).
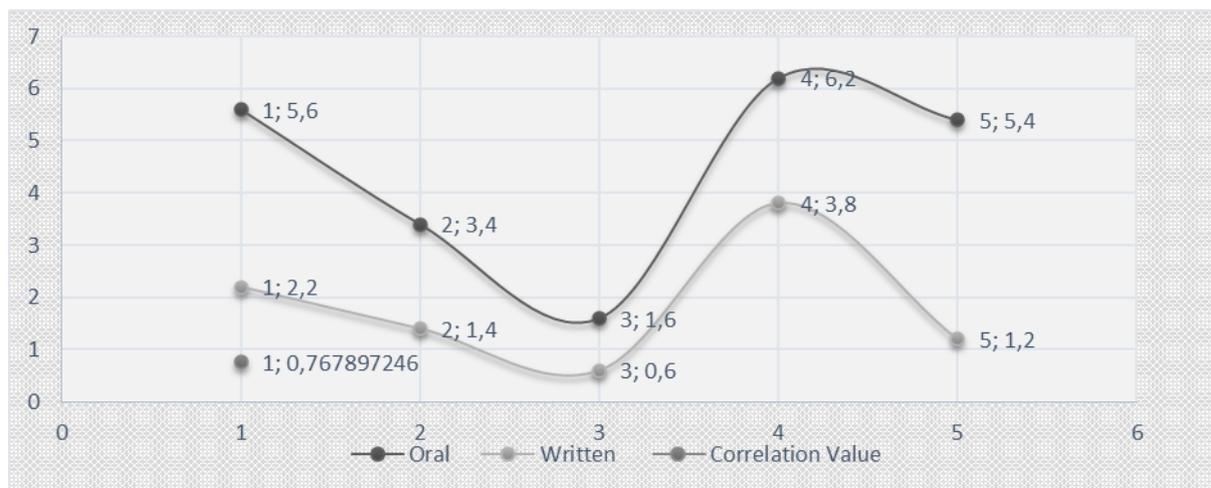

Figure 2: *Correlation between Oral (x axis) and Written (y axis) Code-switching as occurred in the Five Identified Subjects*

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 an 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, presented in the developed graph by the authors are 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.
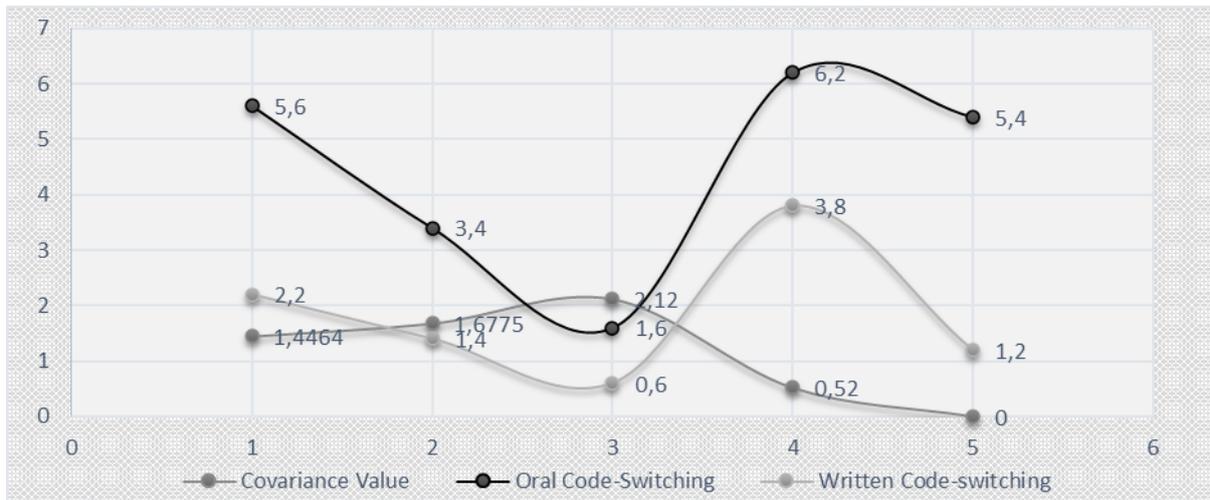
Figure 3: *Test of Difference between Oral and Written Codeswitching*
Prevalence Based on Mean Score (∑/n)

These are already the speech gaps as they occurred during speech events. 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.
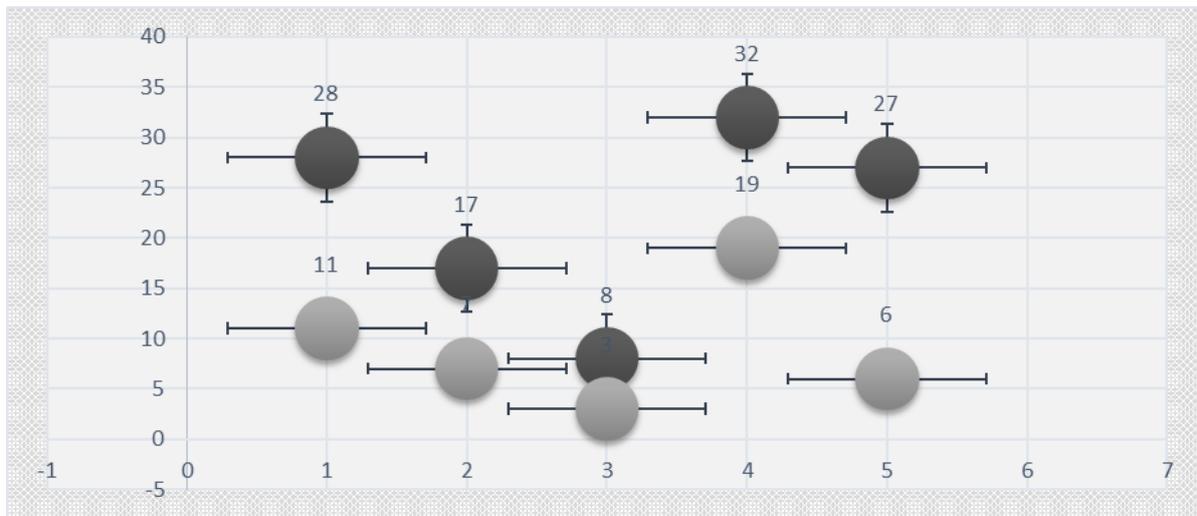

Figure 4: *Prevalence of Codeswitching Based on Total*
Score per Subject Area

Worthy of scrutiny in figure 4 (developed by authors) 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 code-switching. 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 code-switching in both speech variables of the study.

Theme 1: Codeswitching for Description and Clarification
Extract 1 transcribed by theauthors on different dates of observations is oral and written code-switching occurrences that had been coded 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, researchers looked into the essays and in the

evaluation part of the lesson which demands the respondents to explain and/or write a paragraph based on a stimulus triggered by an ESL teacher. However, for English and Science subjects where the most occurrence of codeswitching had been noted, the researcher considered enrichment activities such as role-playing and presentation of outputs significant. Empirically, these parts have had many switching of codes that transpired. Some of the codeswitching occurrences are featured hereunder:

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 the English equivalent of the descriptive words in the recorded conversation. Be that as it may, the 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 researcher's hypothesis on code-switching for clarification and emphasis.

Extract 1:

Teacher:	What can you say to the villain in the story?
Student:	Mam the villain in the story is "masama" because…uhmmm…she done bad thing to the main character [TCMLE#1]
Teacher:	What do you is importance of animals in the environment?
Student:	For me, ang mga hayop ay "mahalaga" sa environment uhhm…because they give food to eat [TCMLE#2].
Teacher:	Do you think is it 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 adaptation.
Student:	"Sir ano po ang gagawin naming output sa" Science? Can we a make a collage showing animal adaptations po sir? Yes! Mapabakal ako pictures kay mother tomorrow [TCMLE#4].

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 (L1). This pattern usually is prevalent on subjects with English as a 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 Cacoullos (2020), one of the functions of student code-switching is equivalence. In this linguistic scenario, students make use of the native equivalent of some lexical items in the target language (L2) and consequently code switches to his/her native tongue. This progression is perchance interconnected with the insufficiency in linguistic proficiency of the target language, which forces the student to use the native lexical item when he/she has not the ability to use the target language description for a particular lexical item. So "equivalence" serves as a defensive mechanism for students as it offers the student the opportunity to continue communication by bridging the gaps resulting from foreign language inability. 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 Extract 2 transcribed by the authors themselves in various class sessions.

Extract 2

Teacher:	What can you say to the villain in the story?	
Student:	Mam the villain in the story is "masama" because…uhmmm…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 mucles] and sexy bodies [TCLME#5]	
Teacher:	Why do animals adapt to their environment?	
Student:	Animals adapt to their environment to make them "ligtas" for many enemies [TCLME#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 considering empirical data, have paved the way for the verification or rejection of research hypotheses.

How prevalent is codeswitching on subjects with English as a medium of instruction?

RQ$_1$ 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 to a varying degree both oral and written forms with documented purposes and functions in ESL context. According to Razak & Shah (2020) codeswitching in ESL classrooms has positive impact used as a strategy to acquire the target language which is also one of the salient points of the current study. In fact, students code-switch for non-linguistic purposes such as establishing rapport and interpersonal relationships as well as maintaining the line of communication without disruption to circumvent any sort of conflict or misinterpretation (Hussein, et al., 2020). To supplement, Nurhamidah et al.(2018) likewise emphasized that code-switching prevalence in ESL classroom has indeed been essential for both teachers and students. ESL teachers can use code-switching for translation, clarification, comprehension check, procedure and directions giving, classroom management and learning strategy to bridge the classroom level of language proficiency (Estremera, 2021). Most importantly, students can utilize this linguistic occurrence for translation, clarification, response, and identity sharing.

Hence, data revealed in *Table 1 & Figure 4* leads to the rejection of the first hypothesis. This result is linked to the views of Adriosh & Razı (2019); Puspawati (2018); Shafi et. al., (2020) who similarly posit that codeswitching still has semantic features in conveying messages. Communication is still possible despite the noted errors in the delivery of the message. Hence, it is just proper to emphasize that this linguistic phenomenon should uncover its positive aspect for the sake of communication in the classroom. The paramount goal must always be the understanding of the text and errors along the channels of communication must have been deemed negligible and trivial. It should open the door of acceptance and reverence due to cultural differences and linguistic typologies (Estremera & Gonzales, 2021). Taking into account the results, teachers must be aware of this linguistic episode to be able to cope with the phenomenon accordingly. Since there has also been language assimilation in codeswitching, this can be used as an avenue to master the second language by guiding learners toward fluency and accuracy of the target language. Learning of structure will just follow through series of drills and good practice.

Is there a significant relationship between written and oral codeswitching prevalence?

RQ$_2$ indicates the positive correlation between oral and written 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 emphasizes that role of L1 in L2 acquisition consists of 6 different areas: (1) with the behavioral theory to elucidate the SLA, concentrating on the role of conditions; (2) to explicate the interaction of SLA, highlighting communication and social needs; (3) to expound the SLA with the cognitive theory, underscoring the logic and thinking processes; (4) with the nativist theory or biological theory to describe SLA, stressing the inherent genetic aptitude; (5) to accentuate the learner and learning strategies. (6) L1 transfer in L2 acquisition of phonetics, lexicology, syntax, semantics and pragmatics (Dako, 2002; Oflaz, 2019).

What new language theory may be formulated to delineate the purpose of codeswitching in SLA?

RQ$_3$ reveals the main contribution of this academic piece to the body of knowledge specifically along language theories (*Figure 5*) leading to the acceptance of the third hypothesis. It highlights some pedagogical implications on the positive aspects codeswitching occurrence during TLP. This is further underpinned by the studies of Nordin et. al., 2013; Zainil and Arsyad (2021) who emphasized that ESL learners were also noted to believe that code- switching enables them in understanding the target language. This finding indicates that the use of codeswitching is indispensable when the situation necessitates the use of L1 in the classroom to enable the learners to become more self-assured in mastering English (Biliková & Seresová, 2021). In the same vein, Wu et. al. (2020) likewise accentuated that teachers and students have the same attitude in using codeswitching, and experienced teachers used this more frequently than novice teachers.
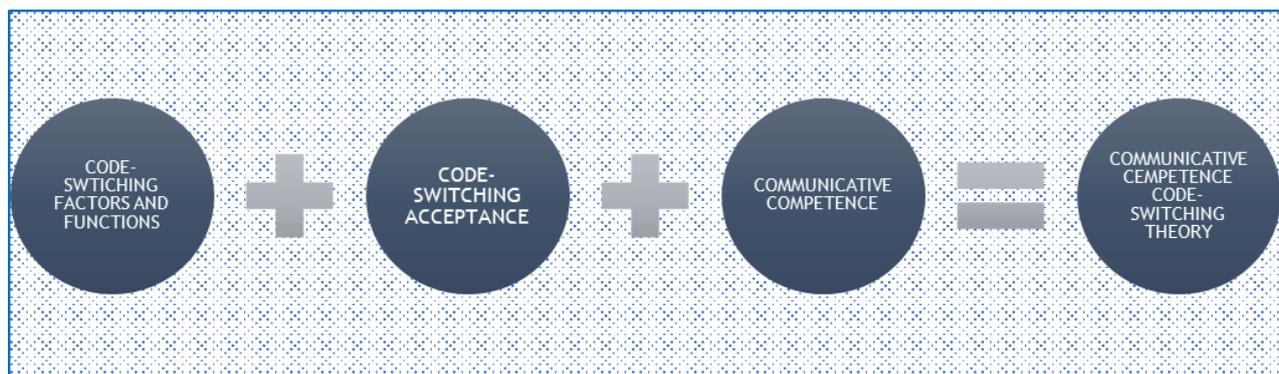

Figure 5: *Communicative Competence Codeswitching Theory*
or the 3Cs Theory

Moreover, the concepts of communicative competence had been overtly underscored by Kabirl and Sponseller (2020); Torres-Gordillo et. al. (2020) who accentuated competence as the speaker's ability to use language forms appropriately in different communicative contexts, i.e. to know what to say, to whom in what conditions, and how to express it. This concept especially resounded through the sociolinguistic, psycholinguistic and applied linguistics speech community. Researchers in these fields were already aware that the notion of linguistic or *grammatical competence* alone was insufficient when describing what language users actually did with the language or what, for example, second language users needed to acquire in order to use their new language successfully. As a result, language proficiency started to be seen as an interaction of linguistic and *communicative competence*. 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 a high level of communicative competence specifically along vocabulary development (Alshammari, 2020) to develop both writing and oral competence (Huang, 2021; Hurajova, 2019).

Conclusion

Codeswitching as a prevalent linguistic phenomenon in ESL classroom has concealed didactic implications. The present study sheds light on the negative impression associated with codeswitching due to its confirmed positive correlation between oral and written speech variables as a product of empirical investigation. Based on the confirmed hypotheses, researchers recommend 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. This concern will merely transpire then and there and naturally after meaningful attempts and exposure to the target language. Hence,

taking into account the results and discussion has paved the way for the formulation of a new language theory called *Communicative Competence Codeswitching Theory or the 3Cs Theory*. This theory delineates the automatic tendency of the ESL learners to do code-switching in dealing with classroom activities and when conversing with peers as attempts to master 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 the native language and the target language. These attempts of the learners to shift from one code to another help them complete the cycle of communication. 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, code-switching 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 and Future Research

There have been foreseen limitations in the present study which can be addressed by future researchers in the same field. Foremost, this study involved many subjects with English as a medium delivery, it is far preferable if one or two subjects only shall be subjected to investigation to capture more details of code-switching and arrive at a more detailed purpose of ESL. There could also be better chances of capturing many purposes of codeswitching to make the pursuit more comprehensive. Next, the data gathering of the present paper was done for a week-long period only. It is suggested that the gathering 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 code-switching 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 the principle of economy, switching for checking, switching for message qualification* and the like.

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