

TEACHER CODE SWITCHING IN AN ESL CLASSROOM

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2019

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DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF ENGLISH AS A SECOND LANGUAGE

FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR

2019

UNIVERSITY OF MALAYA
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Registration/Matric No: TGB 130004

Name of Degree: Master of English as a Second Language

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Teacher Code Switching in an ESL Classroom

Field of Study: Linguistics and Sociolinguistics

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TEACHER CODE SWITCHING IN AN ESL CLASSROOM

ABSTRACT

Code switching is a linguistic phenomenon related with bilingual and multilingual learners, which is a subject of constant discussion among linguists, educators and policy makers. Code switching by educators and learners are over and over again viewed with suspicion and contempt, which can be attributed to the dominant monolingual misconception that the act of mixing language is a sign of linguistic deficit and incompetence. In the multilingual Malaysian classroom setting, language is central to the construction of meaning for students from different linguistic backgrounds. Code switching is a strategy which is occasionally used by teachers who share the same L1 as the learners, to deliver their instruction to ease the learning process for learners, predominantly low proficiency learners. Thus this study aims to describe patterns and functions of teacher's code-switching and students' views towards the teacher's code-switching behavior in an ESL classroom. This study will then ask the questions, "What are the patterns of the teacher's code-switching in the English as a second language classroom?", "What are the functions of the teacher's code-switching in the classroom?" and "How the student view the teacher's code-switching behaviour in the classroom?". The sample of this study is, one teacher and thirty students from an ESL class from an institution in Kuala Lumpur. In this study the method of qualitative approach was used. The data was gathered through classroom observations (audio recordings), interview and questionnaires. The two frameworks; the Matrix Language Frame model by Scotton (1993) and the Conversational Functions by Gumperz (1982) were referred to analyze the data.

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ABSTRAK

Peralihan kod adalah fenomena linguistik yang berkaitan dengan pelajar bilingual dan berbilang bahasa, yang merupakan subjek perbincangan berterusan di kalangan ahli bahasa, pendidik dan pembuat dasar. Peralihan kod oleh pendidik dan pelajar sering kali dilihat dengan penuh kecurigaan dan keburukan, yang boleh menyebabkan salah faham dalam monolingual yang dominan. Iaitu dengan penggunaan bahasa campuran dalam pembelajaran, ia boleh menyebabkan kelemahan dan kekurangan dalam pengajaran linguistik terutamanya kepada pelajar yang sederhana dalam pelajaran. Malaysia terdiri daripada pelbagai bangsa. Oleh itu kelas bahasa lazimnya terdiri daripada pelajar-pelajar yang menggunakan pelbagai bahasa. Peralihan kod adalah satu strategi yang digunapakai oleh pendidik yang berkongsi Bahasa ibunda sama seperti pelajarnya, kepada pelajar yang mempunyai penguasaan Bahasa yang lemah dalam proses menyampaikan sesuatu arahan kepada mereka untuk memudahkan proses pemahaman dalam pembelajaran. Oleh itu, kajian ini bertujuan untuk menggambarkan corak dan fungsi peralihan kod guru di kelas ESL. Kajian ini juga bertujuan menggambarkan pandangan pelajar terhadap peralihan kod guru di dalam kelas Bahasa Inggeris. Tiga soalan penyelidikan telah dibentangkan di dalam kajian ini. Ianya adalah, 'Apakah corak peralihan kod guru di dalam kelas Bahasa Inggeris?', 'Apakah fungsi peralihan kod guru dalam kelas Bahasa Inggeris sebagai Bahasa kedua?' dan 'Apakah pandangan pelajar terhadap peralihan kod guru dalam kelas Bahasa Inggeris sebagai Bahasa kedua?'. Sampel kajian ini terdiri daripada seorang guru Bahasa Inggeris sebagai Bahasa kedua dan tiga puluh pelajar dari kelas Bahasa Inggeris dari sebuah institut di Kuala Lumpur. Kajian ini telah menggunakan pendekatan kualitatif untuk mengumpulkan data. Data telah dikumpulkan melalui pemerhatian semasa pembelajaran melalui rakaman audio,

temuduga bersama guru dan melalui kertas soal selidik dengan pelajar. Matrix Language frame Model oleh Scotton, (1993) dan Conversational functions oleh Gumperz telah dirujuk untuk menganalisis data yang dikumpul.

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ACKNOWLEDGEMENTS

To God, thank you for your kind provision in giving me the strength to complete this research. This dissertation is a culmination of a long and often lonely journey. The time and effort poured into the research would have not resulted in success without support. For this, I would particularly like to express my deepest gratitude here to my supervisors, Madam Norafidah and Dr. Ng Lee Luan. Their enthusiasm for the research, their advice and knowledgeable insight and viewpoint were highly invaluable and greatly appreciated. My sincere thanks to the Dean of the Languages and Linguistics Faculty as well as the administrative staff at the faculty for their contributions of knowledge throughout my post graduate studies.

My heartfelt gratitude also goes to my parents; Mr. Jayapalan Iyyadurai and Mrs. Suppulethumy Karuppannan, and my grandparents; Mr. Iyyadurai and Mrs. Letchumy, who have never failed giving me the moral support, a simple thank you will never be enough.

To my bundle of joy, Nalynna and Siddarrthaa, siblings, other family members and my dearest friends whose belief in me never wavered. Finally, I wish to thank the wind beneath my wings, my husband, Mr. Vijayandaran Munusamy, without whose support, love and encouragement this research would have remained just an unrealised dream.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The phenomenon of code switching is common in a multilingual society as Malaysia where the different communities speak more than one language to communicate in their daily life. 'Code' is a specific dialect or language one chooses to employ on any occasion and the communication system used among two or more people, stated Wardhaugh (2010). Therefore it is normal for speakers from Malaysia to code-switch according to the personal and social conditions of the communication they are involved. Code-switching refer to any switch between languages in the course of a conversation, whether at the level of words, sentences or blocks of speech, such as what often occurs among bilingual who speak the same languages (Bakers & Jones, 1998). Malaysia represents this practice whereby the ability of the people to speak in a variety of languages is because of various races living here (Asmah, 2007). A Majority of the Malaysians speak at least two languages and many Malaysians can speak three to four languages such as Malay, English, Chinese language and Tamil. According to Paramasivam (2010), when the different races get together in a conversation, there is tendency for them to code-switch to various languages when communicating with each other for them to communicate comfortably and effectively. This phenomenon of switching from one language to another language in a discourse is linguistically identified as code-switching.

Dealwis, C. & David. M.K (2009) stated that in the Malaysian educational setting the teachers may use Malay language or other native or familiar languages like Mandarin, Tamil and many more together with English to teach English language and also other subjects which is in English. Tam (1992), Ong (1990), and David, M.K. (2003)

discovered that it is common for teachers to employ a minimum of two languages in class to teach English. This is to ensure the students understanding of the lessons taught in class. If the teachers use only English during the lessons, some students might not be able to understand as a result of their incompetence in English language.

This code-switching practice is common particularly in the rural areas and among Malay students. This phenomenon is influenced by various factors such as students' family background, students' social status, proficiency and students' interest in the language (Dealwis & David, M.K, 2009). Due to this reasons teachers are forced to use not only English, but also the students' mother tongue, the Malay language in assisting the students to learn English effectively (Cath & McLellan, 1993).

Based on the understanding of the issue regarding code-switching in the English language classes, many researchers are inspired to investigate the phenomenon of code-switching in English as second language (ESL) classrooms in Malaysia. In ESL classrooms in Malaysia, code switching is being used by the students or the teachers during classroom discourse. Even though it is not preferred by some teachers, one must have minimum understanding of the functions or roles of the code-switching in ESL classroom and also students' views on code-switching in ESL classrooms. This understanding will afford language teachers with keen awareness on the application of code-switching in classroom teaching. Certainly this will lead to a better classroom discourse by either reducing the use of code-switching or increasing the employment of code switching practice in English language teaching. Thus, the present study will add more to the knowledge of code-switching phenomenon in the ESL classroom, particularly in Malaysian classroom setting.

1.2 Background of the Study

In the Malaysian classroom setting it is common for teachers to code-switch from English to Malay and Malay to English, English to Tamil and Tamil to English and English to Mandarin and Mandarin to English while teaching English as well as all other subjects. However the problem is, it is uncertain that the teachers are aware of how, how much and why do they really code switch during classroom discourse. Furthermore teachers may possibly not know about the students' views towards their code-switching in the English language classrooms. In addition, language teachers may not aware of the pedagogical usage of code-switching in ESL classroom. Nevertheless, this research solely emphasis on the phenomenon of code-switching employed by an Indian teacher who teaches English to 30 Malay students. Many ESL teachers tend to use more than one language to teach English. This is because many students mostly in the rural areas or students who are not from English speaking based environment are low proficient in the English language. This phenomenon is influenced by various factors such as students' family background, students' social status and students' proficiency and interest in English language. In the rural areas, the students' exposure to English is limited as most of them use the language only in English lessons (Dealwis & David, M.K, 2009). In addition, many students are not able to practice the English language outside the school as their parents prefer to speak in Malay language at home (Paramasivam, 2010). Furthermore some students are not interested in the language as they do not see the importance of learning English. These students find it very difficult to understand the lesson if the teacher practices only English language in ESL classroom to teach English. In this situation teachers are forced to use the Malay language which is also a medium of communication between these students. This leads to the presence of code switching practice in the ESL classrooms where the teachers are forced to use not only English, but also the students' mother tongue, the Malay language in assisting the students to learn

English language effectively. Teachers' understanding of this phenomenon will make the teachers clearly see its strengths and weaknesses when they practice code switching in an ESL classroom in teaching the English language effectively.

1.3 Objectives of the Study

This study has three main objectives. This study aims to identify and describe the teacher's patterns of code-switching. The researcher is looking at teachers code-switching at word level, phrase level and sentence level by looking into teacher's discourse in the ESL classroom. In addition this study also aims to study the functions of the teachers code-switching. Furthermore, this study tries to examine the students' views on teacher's code-switching in the classroom. In general purpose of this research is to understand strengths and weaknesses of the phenomenon of code-switching in an ESL classroom in conducting an effective English lesson.

The main purpose of this study is to:

- To identify and describe the teacher's patterns of code switching in the ESL classroom.
- To study the functions of teacher's code switching in the ESL classroom.
- To investigate students' views on teacher's code switching in the ESL classroom.

1.4 Research Questions

There were three research questions formulated in order to meet the research objectives:

- What are the teacher's code switching patterns in the ESL classroom?
- What functions do the teacher's code switching serve in the ESL classroom?
- How do the students view the teacher's code switching patterns in the ESL classroom?

1.5 Significance of Study

This study intended to learn the teacher's patterns of the code-switching, functions of the teacher's code-switching and the students view on the teacher's code-switching in an ESL classroom. The outcome of this study can upsurge the ESL teacher's awareness of practice of code switching in an ESL classroom during the teaching and learning process so that the teachers would be able to reconsider their code-switching approach to conduct effective lessons.

This study is also significant for the reason that there are very limited studies done to identify the patterns of teacher's code-switching, to study the functions of the teacher's code switching and also to investigate students' views towards the teachers' code-switching particularly in Malaysian ESL classroom settings. Thus, the understanding and awareness of the phenomenon of code-switching by a teacher will be very useful in the improvement of the ESL teaching and learning processes in Malaysian ESL classroom settings.

1.6 Organization of the Research Report

This chapter has discussed the introduction, background of the study, objectives of the study, research questions and also significance of the study. The definition of the important terms and code-switching studies on linguistic, sociolinguistics perspective and studies on education setting will be reviewed in chapter two. In chapter three, the research methodology, theoretical framework of this study and the scope and limitation of the study will be discussed. Meanwhile, chapter four presents the findings and discussion. Last but not least, in chapter five the conclusion is given with recommendations for further studies on code-switching.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the definition of code-switching, theoretical framework on pattern of teachers code-switching and functions of teachers' code-switching. The theoretical frameworks that have been employed in analyzing the teacher's patterns and functions of code-switching are Matrix Language Frame Model by Scotton (1993) and The Conversational Functions by Gumperz (1982). Scotton's (1993) and Gumperz's (1982) frameworks have been selected for this study and will be discussed in detail. These two frameworks have been applied in many of the researches in investigating the phenomenon of code-switching. Therefore, it can be assumed that the frameworks are valid and reliable to be applied for the current study. This chapter gives an overview of associated studies about code-switching in the field of linguistics and sociolinguistics.

2.2 Code-switching in Second Language Classroom

There were quite a few linguistic terms used all the way through the study and below are the definitions of code-switching. Linguists proposed different explanations for code-switching as this phenomenon is studied from many perspectives such as linguistics, sociolinguistic, pragmatic and psycholinguistic. From the linguistic perspective, Scotton (1993) describes code-switching as the use of two or more linguistic varieties in the same conversation. Switching may be either intra-sentential or inter-sentential and frequently but not necessarily involves stretches of more than one word.

Likewise, Milroy and Muysken (1995) specified that code-switching as the alternate use of two or more languages in the same conversation. Both of these definitions exemplify that code-switching involves the use of more than one language in a discourse.

Furthermore, Gumperz (1982) recognises code-switching as the juxtaposition in the same speech exchange of passage of speech belonging to two unlike grammatical or sub-systems. This explanation clarified that code-switching comprises speeches that combine two languages with different grammatical structures.

Scotton (2001) identified that code-switching can also serve various social functions. According to her code-switching can be a tool which delivers significant social info ranging from role relationship between speakers to feelings of solidarity, intimacy and others. All of the definitions above will be taken into account when discussing the code-switching phenomenon throughout this study.

Code-switching phenomenon has been studied for years from various perspectives by different linguists, sociolinguists, psycholinguists and even anthropologists. Although their findings were differ, their research work on code-switching added to significant and interesting findings. Therefore, these provoke further studies for a more comprehensive theory of code-switching.

2.2.1 Code-switching Patterns

2.2.1.1 Intra-sentential Code-switching

Intra-sentential code-switching was proposed by Scotton in her Matrix Language Frame model (1993). This is applied to studying the linguistic patterns of code-switching. This type of switches happens at two level, they are word level and phrase level. A word is a group of letters that together make something that we can understand. 'She is **baik**' demonstrates intra-sentential code-switching, word level code-switching. The English word 'good' was code-switched to Malay word '**baik**' in the English sentence.

Meanwhile, a phrase is a group of words that does not make a whole sentence. Intra-sentential code-switching take place at this level. The sentence ‘She is pretty **tetapi malas**’ exemplifies code-switching at phrase level as the Malay phrase ‘**tetapi malas**’ which means ‘but lazy’ is used in the English sentence.

2.2.1.2 Inter-sentential Code-switching

Inter-sentential code-switching discusses the application of two languages at sentence level (Scotton, 1993). According to the Longman English Dictionary (2005), a sentence means a group of words that makes a statement or a question and a sentence begins with a capital letter and ends with a full stop or a question mark.

When a speaker code-switches in Malaysia, he may speak in English and then reiterate the sentence which is similar in meaning or different sentences in Malay. For instance, when the speaker says, ‘You are very kind and beautiful’ and then repeat the sentence in Malay ‘**Kamu sangat baik dan cantik**’, the speaker code-switches from English language to Malay language at sentence level. The speaker usually does this to give importance to the meaning of the sentences so the listeners can comprehend the sentence better.

2.2.2 Matrix Language

The concept of Matrix language was suggested by Scotton in her Matrix Language Frame model (1993). According to her, matrix language plays the main role in code-switching. In the present study, English is the Matrix language in the ESL classroom and used as medium of instruction.

2.2.3 Embedded Language

The embedded language plays lesser role in the discourse (Scotton, 1993). In this study, the Malay language is an embedded language and is inserted in the teacher's English discourse or dominant language during the lesson. The dominant language is English and it is also known the matrix language.

2.2.4 Classroom Discourse

According to Rymes (2015), the term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom. Talking or conversation, is the medium through which most teaching takes place, so classroom discourse is the process of face-to face classroom teaching.

The term "classroom discourse," refers to all forms of discourse that take place in the classroom. It encompasses the linguistic as well as the non-linguistic elements of discourse. The former includes the language used by the teacher and the learners, as well as teacher–learner and learner–learner interactions (Tsui, 2008).

In this study the classroom discourse refers to the verbal interaction between the ESL teacher and the ESL students during the lesson in the ESL classroom.

2.2.5 Theoretical Frameworks:

2.2.5.1 Matrix Language Frame Model, Scotton (1993)

Scotton (1993) proposed numerous characteristics of code-switching in her Matrix Language Frame model which is in general used to examine the linguistic patterns of the teacher's code switching during English Language teaching and learning process. This model has sparked ample study in the field and proven to be efficient on the basis of substantial evidence from many different language pairs, such as English/Swahili, Shona/English, Tamil/English, and Hausa/English (Chun, 2001). Scotton's concept is

precisely associated to intra-sentential and inter-sentential code-switching which is applied to study the matrix language and also embedded diversities in sentence structure. Meanwhile, she also termed the matrix language as the language that plays the major role in code-switching while the embedded language is another type that plays minor role. In this study, the English language is the matrix language and the Malay language is the embedded language. Scotton also classified code-switching into two forms namely intra-sentential and inter-sentential code-switching. Intra-sentential code-switching involves the two languages at word and phrase level within the sentence and inter-sentential code-switching refers to the use of two languages at sentence level.

2.2.5.2 The Conversational Functions by Gumperz (1982)

The Conversational functions of code switching by Gumperz (1982) were used as a framework to study the teacher's code switching in the ESL classroom. From the teacher's audio recorded discourse, the researcher chose examples of code switching which are adequate to the six functions of code switching proposed by Gumperz. The six conversational functions by Gumperz, (1982):

a) Quotation

This switching is reflected in direct quotations or reported speeches. The switch is meant to preserve the authenticity of the original message and to sound more believable to the speaker.

b) Addressee specification

This function helps to direct the message to numerous possible addressees. The switch enables the speaker to draw the intended listener's attention.

c) Interjections

This function serves to indicate an interjection or sentence filler. Interjections are often used for better expressions, clarification or better understanding of the speech.

d) Reiteration

Reiteration means repeating the message in another code. This can be done either literally or in a modified form. Reiteration can serve to clarify, emphasis or promote better understanding of the speech.

e) Message Qualification

This function serves to qualify a previous statement. This can be performed through sentences, phrases or clauses. By switching to the other code, a speaker believes that the message is better understood.

f) Personalization versus Objectivization.

This conversational function by Gumperz serves to indicate the differences between facts and opinion. This function also used to reflect the speaker's personal opinion, feeling or knowledge about something.

2.3 Code-switching Studies on Linguistics and Sociolinguistics Perspectives.

2.3.1 Linguistic Studies on Code-switching.

Linguists suggest that there must be some form of linguistic orderliness if code-switching is meaningful and people should be able to differentiate instances of code-switching which are structurally more acceptable. According to Dua (1985), the study of linguistic constraints in code-switching involves the syntactic characterization of code-switched elements, their grammatically and their acceptability as the formalization of rules to account for occurrences and non-occurrences of code-switching and switched elements. Hence, in this study when analyzing the phenomenon of code-switching

linguistically it will look at the patterns of code-switching by defining its grammatical and syntactical features which rule it.

Chin (1993), in one of her study about code-switching, investigated spontaneous conversations of six Malay bilinguals living in and around Kuala Lumpur. She studied the incentives for code switching and compared the code-switching patterns when the Malay and English language are employed as matrix language. He concluded that 'code-switching is neither casual nor whimsical and absolutely not the outcome of individual unconventional behavior.

Scotton (1993) suggested some characteristics of code-switching in her Matrix Language Frame model which is generally applied to investigate the linguistic patterns of code-switching. According to Chun (2001), the Matrix Language frame model has been applied to the majority of the research in the field and proven to be effective on the basis of substantial evidence from various different language pairs, like English and Swahili, Shona and English, Tamil and English and also Hausa and English. Scotton's idea is precisely associated to intra-sentential and inter-sentential code-switching which is employed to examine the matrix language and embedded varieties in sentence structure. Scotton also classified code-switching into two categories. They are intra-sentential and inter-sentential code-switching. Intra-sentential code-switching involves the use of two languages at word and phrase level meanwhile inter-sentential code-switching involves code-switching at sentence level. As a result, it is clearly can be seen that Scotton's framework is reliable in conducting present study in finding the patterns of the teacher's code-switching.

Poplack (1981) suggested two constraints from her analysis of the Spanish and English code-switching data. The constraint involved the free morphemes constraints, which prohibit mixing morphologies within the confines of the word, and the equivalent constraints, which require that the surface word order of the two languages be homologous in the vicinity of the switch point following Lipski's hypothesis (1978). The latter constraint implied that a language switch can happen only at boundaries common to both languages, and switching cannot take place among any two sentences unless they have similar structures. The present study's notion is somewhat similar to the one suggested by Lipski (1978). As Malay language and English language have similar structures, switches could happen at any constituents or levels as being described later in the data analysis section.

2.3.2 Sociolinguistic Studies On Code-switching

Engku Haliza Engku Ibrahim, Mohamed Ismail Ahamad Shah & Najwa Tgk. Armia (2013) stated that code-switching has always been an intriguing phenomenon to sociolinguistics. There are not many studies done in Malaysia based on linguistic perspective in studying the phenomenon of code-switching. A majority of the researchers in Malaysia prefer to carry out research based on sociolinguistics especially the cultural aspects as they think that this field provides more significant and more realistic findings compared to the studies based on linguistic perspectives. This statement is supported by Tan (1990) that beneath the random and confusing mass of language variation, there is actually some sort of patterning of language behavior which is guided along sociolinguistic rather than purely linguistic ground.

Engku Ibrahim (2013) established the view that code-switching is a part of a conversational strategy that can be used by bilingual speakers effectively to share social

meanings that are influenced by social variables and morph syntactic structures of one or more languages. He also showed that the teachers had a positive attitude towards code-switching, and they actually code-switch for pedagogical purposes. Likewise in this study the researcher claims that teachers code-switch for certain purposes.

The present study analyzes the phenomenon of code-switching not only linguistically but also on the sociolinguistic perspective as this appears to be also significant and beneficial to the local ESL classrooms. Furthermore, sociologists believe that there are practical reasons, motivations and functions for code-switching and this phenomenon is to be treated as a discourse feature which cannot be handled adequately in terms of syntactic structure of sentences (Romaine, 1989).

Inuwa (2014), in her study about factors motivating code-switching found that code-switching is a significant phenomenon, and it is viewed as meaningful speech style employed to pull off effects and achieve communicative objectives. From the sociolinguistics' perspective, it is considered as a special feature that bilingual and multilingual individual are gifted with. She also investigated the practice of code-switching among Hausa bilinguals as a conversational strategy manifested effectively to express social meanings influenced generally by some social differences and syntactic structures of two different languages in a particular discussion is not random phenomenon. Actually, it is somewhat an effective instrument. Similarly, in the present study, the researcher looked into the effectiveness of the teacher's conversational functions of code-switching in attain communicative goals in ESL classroom.

Reyes (2001), in her code-switching study stated that code-switching was employed by those individuals whose language skills in both languages were balanced.

She also stated that this might indicate development of bilingual communicative competence in children who are still learning a second language. This finding revealed that code-switching is a vital tool in learning the second language.

Kim (2006) stated code-switching is used when a speaker wants to quote what someone has said, to specify the addressee, to qualify what has been said, or to talk about past events. The current research aimed to examine the above reason and as well as other conversational functions by Gumperz(1982) applied to teacher's code-switching between English and Malay Language in ESL classroom.

According to Siti Hamin and Nurul Nadiah (2016) in their case study of a mixed Malay Chinese family in the homebased field about purposes of code-switching found that code-switching patterns occur in particular situations to perform different functions and they stated that numerous functions of code-switching such as to express emotions, to provide further elaboration, to provide clarification and to provide emphasis. The Matrix Language Frame Model was used as their Framework of the study. Siti Hamin and Nurul Nadiah (2016) study support the idea of using The Matrix language Frame Model as a framework is applicable in this study.

Chng-Lee (1995) in his research studied the issues which influence code-switching among members of three different generations of a Baba Malacca family. Mainly, he look at the social functions that code-switching serves and learned that code-switching was driven by at least eleven sociolinguistic functions such as habit, audience and the need to reiterate. Therefore, he concluded that the social functions have a strong impact on the code-switching attitude of the subjects.

Code-switching in formal educational settings is treated differently from code-switching in social context. The bilingual communities' skill to code-switching socially is regarded as a strength for them and it is considered a valuable addition to their range of communication approaches (Macaro, 2005). Similarly, in this study the researcher tries to investigate whether the code-switching in teachers discourse is a valuable tool.

Pakir (1989) studied the Baba community in Malaysia who code-switched between Hokkien dialect and Malay language. She detected some evidence to support Gumperz notion listed in his Conversational Functions of code-switching. She believed that code-switching practiced amongst her participants was used to 'negotiate a collective social identity of the Baba speech community' (Parkir, 1989). Similar to Parkir's study present study also employed Conversational Functions of Code-switching by Gumperz (1982) in finding out the functions of the teacher's code-switching discourse.

2.4 Code-switching Studies In Education Setting, ESL and EFL Classrooms

Language is an important part in interacting with each other as it permits the speakers to gain knowledge, share ideas, thoughts and feelings with others. Bilingualism or fluency in two languages has become a usual phenomenon in today's world especially in multicultural country like Malaysia. Bilingual speakers often switch from one language to another to meet communication needs. This phenomenon is well-known as code-switching. Code-switching is widely practiced in multilingual and multicultural communities like Malaysia. In an ESL classroom setting, code-switching is being used by the teachers' or students while communicating. Even though it is not preferred by many teachers, someone must have a minimum awareness of the functions of code-switching and its underlying reasons.

Thus, this study focuses on the teacher's code-switching in ESL classrooms in Malaysia, investigating the functions, patterns of teachers code-switching and students view on the teacher's code-switching behavior in ESL classroom. The understanding of code-switching phenomenon by the teachers undoubtedly will lead to a better and effective language teaching through eliminating or dominating the use of code-switching in the lesson.

Ariffin and Husin (2011) studied the attitudes of teachers and students towards the use of code switching in ESL classroom, and found that the teacher admitted that code switching was unavoidable when teaching students who have limited proficient in English. Less proficient students were more tolerant towards code switching as it facilitates comprehension. The more proficient students had a less favourable attitude toward code switching on the grounds that more exposure to the target language will benefit them in the long run. These findings suggest that students' language abilities influence their attitudes toward code switching as well as the teachers' frequency of code switching in the classroom.

Cath and McLellam (1993) examined the patterns of classroom interaction in Brunei's language classroom. They have concluded that, teacher's code-switching acts as one of the strategies to ensure pupils' understanding and to reduce miscommunication during the teaching and learning process.

Nazish Memon (2016) in her study on the functions of code-switching in ESL classrooms of Sindh University found that teachers switched code for various purposes. The functions seem to cover, pedagogical and management functions. Moreover first language seems to be the part of teachers' teaching methodology to teach the target

language. These functions may directly or indirectly serve the pedagogical functions. It was also found that the teachers may use code-switching for social purpose as well. Similarly, in this study the researcher looking at the functions of the teacher's code-switching.

According to Bashir (2015), code-switching has a variety of purposes in various forms such as content delivery, managing discipline, humour and turn the mood. When the analysed discourse functions of code switched teachers' utterances were examined, it was observed that code switching for a variety purposes in various form were used. The most outstanding result that can be drawn from the data of teachers' use of code switching is that while English is naturally applied in instances during content delivery but they had a tendency to switch to their first language when they were managing the overall discipline in the classroom, to make them understand, to give examples, to create humours and turn the mood of the class. This would indicate that English is the mode of instruction over half of the time during lessons teachers use English in activities, but their first language is employed to help facilitate the communication. To conclude, first language and English go side by side in ESL classrooms, both languages seem to have their own functions in the classroom.

Tang (2002) investigated the frequency of occurrence, motivations and teachers and students perceptions of code-switching in the Chinese context. Tang concluded that code-switching acted as a supporting role in learning the target language. Because of this, the teachers and the students were optimistic on the employment of code-switching in the English class.

In this study the researcher looked at whether the teacher's code-switching occur at random and meaningful. Ernie (2011) in her research stated that code switching does

not occur at random and is meaningful. She also mentioned that from the linguistic perspective teacher's code switching is governed by certain rules and has patterns which involves specific categories as suggested by Scotton (1993) namely intra and inter sentential code switching. The functions of teacher's code switching fits the Conversational Functions suggested by Gumperz (1982) and also six other functions identified by her through interview with the teacher. Besides, she also found that the code switching in ESL classroom is very useful and effective tool in helping the students to improve their English language learning. Thus, it can be assumed that the frameworks of Matrix Language Frame model by Scotton (1993) and The Conversational Functions by Gumperz (1982) are valid to be utilized for the present study and code-switching can be seen as a tool to conduct effective English lesson.

According to Cahyani (2018), the functions of teachers' code-switching is a significant factor in attaining the teaching and learning goals in ESL classroom. In her study she indicated that the teacher's code-switching was regularly employed to help students gain understanding of unfamiliar concepts, where the focus was on the subject matter and not the language. She stated that teacher's code-switching is very helpful in managing students behavior and engaging in interpersonal and effective interactions with students and teacher's code-switching functioned as a deliberate strategy for teaching in these ESL classrooms, incorporating the two languages to attain better communication and engagement in learning. The above statements clarify that teacher's code-switching is a useful and meaningful instrument in teaching English to ESL students and is definitely meaningful.

Paramasivam (2010) in his study on analyzing the patterns of code-switching among secondary school students in Malaysia took the basis of Scotton's matrix

Language Framework Model (1993) in analyzing the students' code-switching patterns. However, he described the patterns by looking at the Matrix and embedded language that the students employed as he compared the discourse of various ethnic groups. The result indicated that the multiethnic sample used Malay as their matrix language along with English. When those of same ethnic group converse, the dominant language would be their mother tongue with English and Malay as the embedding language. He also discovered the frequency of occurrence of code-switching among these secondary school students were high. He believed that this condition maybe closely related to the students family background.

Code-switching is a common phenomenon in Malaysian ESL classrooms. Usually Malaysian ESL classroom comprises bilingual learners from different linguistic backgrounds who can speak in more than one languages to express their personal experiences, negotiate meaning and engage in meaningful conversations with their teacher. They communicate in languages other than English. Thus, in ESL classrooms, it is common to code-switch in Malay Language because it is the common language shared by students. (Ariffin & Husin, 2011; Mohd. Saat & Othman, 2010).

According to (Then & Ting, 2011), even though the use of code-switching in a natural feature of bilingual speech is considered as normal language behavior in social domains, code-switching in the education domain, mainly in language classrooms has been subjected to the scrutiny of policy planners and researchers. Many researchers studying the purposes of classroom code-switching in other countries have provided proof of its pedagogical values as an effective teaching and learning strategy. But, it appears that the findings of these studies have generally been overlooked in Malaysia. This can be seen clearly in the awareness and beliefs of ELT practitioners and the lack of official

recognition by policy planners. This problem is described by Martin (2005) who stated that one of the causes for the lack of official recognition to support the switching might be the concern of the efficiency of a pedagogy which supports the switching between languages.

The evidence that code-switching use in second language classrooms is extensive even in circumstances where official policies are imposed to control its presence (Raschka & Chi-Ling, 2009). Meanwhile, Ferguson (2003) reported that there are similarities in the results of studies which examined the functions of teacher code-switching across different classroom contexts. He defined three functions of teacher code-switching, code-switching for curriculum access, for classroom discourse management and for interpersonal relations. This allows the social affective aspects of the language classroom Canagarajah (1995). The code-switching functions proposed by Canagarajah is similar to Ferguson's. These studies demonstrated that teacher code-switching is an effective teaching approach. It helps teachers to attain the learning objectives and at the same time offers the essential language support for students.

Greggio and Gil (2007), summarized teacher code-switching functions in their study on the practice of English and Portuguese in beginner and intermediate EFL classes. It was discovered that the functions of code-switching vary between classes. However, the use of code-switching to facilitate understanding of grammatical rules, structures, words and expressions was detected in both classes. Meanwhile, Liu, Ahn and Han (2004) examined the code-switching patterns of Korean high school teachers and found that code-switching is employed for various reasons. They were to provide clarifications on grammar and vocabulary, to provide contextual information and also to control student behavior in classrooms.

Thi Hang Nguyen (2017), in her research on EFL teacher's code-switching in classroom instruction, found teachers practiced code-switching mostly in their English instruction, for both pedagogical and affective reasons. This researcher also stated that when code-switching is employed deliberately and selectively it can be an optimistic instrument to use in the language classroom. Even though code-switching is common among bilingual speakers, but is meaningful. Thus, the researcher is interested in code-switching and the functions of teacher's code-switching which is similar to the present study.

Tang (2002) conducted a study on the practice of code-switching in an EFL classroom. He was determined to investigate the frequency of occurrence, motivations and teachers and students perceptions of code-switching in the Chinese context. The results were, code-switching was employed by the majority of English teachers in the class even though there was difference in terms of the occasions when the teacher code-switched. This was maybe due to the students' second language proficiency. In addition, Tang concluded that code-switching acted as supporting role in learning the target language. Because of this, the teachers and the students were optimistic on the employment of code-switching in the English lesson.

Conversely, the practice of code-switching in classrooms is always met with negative reactions by ELT practitioners, educational experts and policy makers, many believe that the two languages should be kept strictly separated (Cummins, 2005). Many teachers also feel that code-switching must not be employed in teacher's discourse. Thus in this study the researcher intended to observe the functions of teachers code-switching

in the ESL classroom. So that the teachers may well aware of the pedagogical usage of code-switching in ESL classrooms.

Bruden (2001), in his research on the contrasting perceptions between the teachers and the students on the employment of code-switching between Japanese and English in the English language classroom. He found that there were several situations that the students expect their teachers to use only English while teaching such as when explaining grammatical rules, giving instructions, explaining class rules, explaining the reasons for doing activities, checking for understanding and creating human contact (Bruden, 2003). However, these expectations were different from the teachers whereby the teachers believed that they should code-switch in all situations listed above in order to facilitate a better learning environment and maintain a better rapport with their students. This study showed that it is significant for the teachers to understand the students perceptions and expectations in the class so that there will not be misconception and mismatch between the teachers perception and the students need which possibly will hinder the process of learning the target language. This present study will look into this significance.

Another significant study on the aspects of code-switching in an ESL classroom was done by Badrul Hisham & Kamarulzaman (2009). They analyzed the students' perception on the teacher's code-switching and the impact of the switches to the students learning success. They found that students viewed code-switching as a positive tool in facilitating the learning process of the target language. They also found that, there was a significant connection between the teachers code-switching and the students learning access. Teacher's code-switching facilitated the students to maximize their understanding of the teacher's input hence allowing the students to complete all the tasks given in the

class. Thus, this situation promised a better opportunity for the students to acquire the target language successfully.

In Thailand, only few linguists have paid interest to code-switching in the classroom or in the bilingual communities. Tayjasanant (2015) led a study on two university teachers' code-switching, and their beliefs about code-switching. The findings revealed that the teachers produced three types of code-switching; tag-switching, intra-sentential, and inter-sentential switches, focusing on both pedagogical and social functions. It was found that one teacher believed that switching languages was for knowledge transmission purposes, influenced by her former teacher, and while the other teacher mostly used English had a strong belief in communicative language teaching. Similarly, in this study the researcher looking at code-switching in the ESL classroom.

Engku Haliza Engku Ibrahim, Mohamed Ismail Ahamad Shah & Najwa Tgk. Armia (2013) stated that code-switching has always been an intriguing phenomenon. In their study about functions of teachers' code-switching, they found that the alternating use of English and Malay language by the English teachers. This study used the framework of Conversational Functions by Gumperz (1982) as the current study. Both the subjects of the study, teachers of a public university in Malaysia showed optimistic attitudes towards code-switching. They considered that moderate code-switching is tolerable providing the switches do not interfere with the necessary processes of the learning itself. One of the teachers considered code-switching as a substitute method to teach low ability students. They found that there were many motives for ESL teachers to code-switch as suggested by Gumperz (1982) in his Conversational Functions.

In conclusion, all the researches mentioned earlier proved that teachers employ code-switching in the language classrooms because of several intended purposes, either pedagogical or social. The studies also suggested that the teachers and students have positive opinions on the usage of code-switching in classroom settings. Thus, a better understanding of the functions and the views on code-switching could help the teachers in improving the teaching and learning strategies in acquiring the target language.

Many studies carried out on code-switching investigating sociolinguistic and linguistics perspectives. However, there were not many studies conducted specifically on teacher's patterns and functions of code-switching in educational setting as well as student's perception on teacher code-switching. Therefore, this current study's purpose is to provide a deeper insight into the nature of code-switching employed by the language teachers in an ESL classroom in Malaysia.

2.5 Conclusion

This chapter presents various researches done abroad and in Malaysia which analyse the phenomenon of code-switching based on linguistic and sociolinguistic aspects. Some researchers are more interested in analyzing this phenomenon socially rather than linguistically as they believe that code-switching phenomenon is more significant when studied based on the sociolinguistic aspect. In spite of that, the present study chooses to analyse code-switching from both perspective as the researcher thinks that the findings from the study can be added to the present knowledge on this phenomenon, especially in Malaysian setting. Most importantly this study will not only examine teachers' perspective but also students as well with regards to the importance of code-switching.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the methodology of this study. It provides a brief information on how the data was collected and how the data analysis is done. This chapter discusses the research design, subjects and sampling of the study, research method of the study, and procedures for data collection, procedures for data analysis and scope and limitation of the study. In addition, the analytical frameworks adopted are also included and explained in detail.

The purpose of this study is to identify and describe the teacher's patterns of code-switching in the ESL classroom, to study the functions of teacher's code-switching in the ESL classroom and to investigate students' views on teacher's code-switching in the ESL classrooms. One English teacher teaching a form four class was selected as the researcher intended to describe the patterns and functions of the teacher's code-switching. Although data was collected from only one teacher, the recorded classroom discourse were sufficient to answer the research questions. The instruments, audio recordings of the teacher's classroom discourse, questionnaire for the students and the interview with the teacher were used to gather adequate data. This classroom was deliberately chosen to control the linguistic variables as all of the 30 students were ethnically Malay and the teacher code-switched moderately compared to other English teachers based on the earlier observation by the researcher. Furthermore, this should ensure that the teacher would merely code-switch between the English and the Malay language during the English lesson.

3.2 Research Design

This study is conducted using a qualitative approach due to its nature, which is to explore the teacher's code-switching patterns, teacher's code-switching functions and students' views on teacher's code-switching. In this study the researcher looked at only one form four ESL teacher as the researcher described patterns and functions of the teacher's code switching. The data collected from solely a single ESL teacher and the audio recordings were done during the classroom discourse were adequate to answer the research questions. In addition, instrument such as audio recordings of the ESL teacher's classroom discourse, questionnaires for the students and interview with the teacher will be used for data collection.

3.3 Subjects and Sampling

The population sample of this research is specialized towards an English teacher and a group of form four students. The selection of the teacher for this study was based on several factors. This teacher was chosen because she uses only Malay and English as a medium of instructions in the ESL classroom. Moreover, this teacher is the only person gave permission for her classroom discourse to be recorded and based on the researcher's early observation she also code-switches moderately compared to other teachers who are code-switching frequently and the teachers who hardly do code-switching. In contrast, she has taught English for 10 years. Furthermore, she is an Indian and her mother tongue is Tamil and she is proficient in English language and also Malay language. Moreover, the class chosen for the study was intermediate ESL class where the students English language level is between the basic level and advanced level.

3.3.1 Background Information of the ESL Teacher

She is a female Indian teacher aged 35 years old. She is a teacher at selected institute and has taught English for 10 years. Her mother tongue or first language is Tamil. However she is also proficient in Malay and English language. Furthermore, she is a qualified English teacher who graduated from University Industry Selangor, Malaysia who has obtained a degree in TESL.

She was chosen for this study because she was the only English teacher willing to participate in the study and she code-switches English to only Malay Language since all her students are Malay students. Furthermore basic level class teachers admitted that, most of the time they use Malay during their English lessons because the students in that particular class understand the lesson well if the teacher code-switch to Malay language. Meanwhile the advance level class teachers mentioned that they hardly code-switch since these students understand English language well.

In addition, the researcher had done some observation in several English classes. It was evident that all English teachers in that institute code-switched in their classes to a certain degree. This particular teacher was chosen because based on the researcher's judgement, subject code-switch moderately compared to others who code-switched frequently and hardly code-switch. If the researcher had chosen a teacher who did not code-switched at all during the lesson, there would be no data to analyze and if the researcher analyzed the discourse of a teacher who code-switched too much during lesson, it would be as if she was studying the Malay language, not English language. Most importantly the teacher was given consent letter to participate in this study before the research was conducted to ensure the teacher's participation in this study.

3.3.2 Background Information of the ESL Classroom

This chosen form four class is an intermediate level class in the institute. This assumption is made based on the students' entrance test result of the institute. In addition, the researcher had done some observation in several English classes. It was evident that all English teachers in that institute code-switched in their classes to a certain degree based on the English proficiency level of the students. This particular class was chosen because, based on the researcher's judgement, the intermediate ESL class teacher code-switch moderately compared to basic ESL class teacher who code-switched frequently and advanced ESL class teacher who does not code-switch most of the time. Advanced level ESL students can understand English well so there were hardly any code-switching in the classroom discourse. Meanwhile the basic level students need more help in understanding English language so the teacher has to code-switch frequently. If the researcher had chosen a class with no code-switching at all during the lesson, there would be no data to analyze and if the researcher analyzed the basic ESL classroom discourse, there would be too much of code-switching during lesson, it would be as if she was studying the Malay language, not English language.

All of the students were 16 years old and everyone is ethnically Malay. There were a total 30 students in this class and all of them were chosen as sampling for this study. In addition, the researcher gave consent letter regarding this research to all of the samples parents to get their permission for them to participate in this study since the samples are below 18 years old.

3.4 Research Method

The researcher will utilize a qualitative design where the data of the research will be obtained through few techniques: audio taping the teacher's classroom discourse, an interview with the teacher and questionnaires with the students.

The researcher employed observation technique to collect adequate data to identify and describe the linguistic patterns of the teacher's code-switching in the classroom. This techniques involved audio taping the teacher's discourse during the teaching process. Another instrument used was an interview with the selected teacher to identify the functions of teacher's code-switching and questionnaires which were circulated to the students after the classroom discourse recordings to investigate students' view on the teacher's code-switching behavior during the English lesson.

The audio recording was completed during three one hour lessons. The three hour recorded teachers' classroom discourse provided sufficient data to conduct this research. Therefore, the whole recorded classroom discourse was 180 minutes. Appendix F presents orthographic transcriptions from the recorded teachers' classroom discourse during the English lessons. The transcribed discourse was then analysed by classifying the switches into two main categories, intra-sentential code-switching and inter-sentential code-switching as proposed by Scotton (1993). The intra-sentential code-switching was further described into two levels, they are word level and phrase level. Meanwhile the intra-sentential code-switching is described into sentence level. The intra-sentential word level is broken into more specific units of word classes; noun, verb, adjective, adverb and function words. On the other hand, phrase level discussed into noun phrase, verb phrase, adjective phrase, adverbial phrase and prepositional phrase. Meanwhile, code-switching at sentence level is discussed into simple sentence, compound sentence and complex

sentence. A detail analysis of the data gathered is completed by presenting the amount of occurrence of the different types of code-switching.

In addition, this study uses the data collected from an interview with the teacher. This interview was carried out during the teacher's free time after the completion of three hours classroom discourse. In the interview the teacher was asked questions regarding code-switching in the English language classroom and all the questions were based on the teacher's awareness of the phenomenon of code-switching in the ESL classroom, the amount of code-switches that the teacher used and the motives of her code-switching during the English lesson. The response gathered were added to the conversational functions listed by Gumperz (1982). The functions of code-switching recognized will then be supported with examples of the teacher's code-switching from the recorded classroom discourse gathered earlier.

Moreover, questionnaires were also distributed to the students upon the completion of the interview. The questionnaires were circulated to the students after the completion of the classroom discourse recording. The questionnaires were adapted from Schweers (1999), Burden (2001) and Tang (2002) studies on teachers and students perception on code-switching in the classroom. This questionnaire is attached in Appendix B. Among the questions that the researcher used in this study were, 'I can understand English better when my teacher uses Malay here and there throughout the lesson', 'I can understand English faster when the teacher uses Malay in the lesson', 'I can improve my English when she uses Malay to teach English language'. The questionnaire contains 10 closed-ended questions following the Likert-scale value for statistical analysis reasons. The choices for answers ranged from 'strongly disagree' to 'strongly agree'. These questionnaires were used to investigate the student views towards their teacher's behaviour of code-switching in Malay when teaching the English language.

3.5 Procedures for Data Collection

The data was gathered through audio recording, interview and questionnaires. The audio recordings were collected from the teacher's classroom discourse in the form four class during the English lesson, the interview was led by the researcher with the English teacher and the questionnaires were given to the form four students after the three hours of classroom discourse recording.

The tape recorder was located in front of the classroom and the researcher was able to get 180 minutes of recordings in three one hour lessons. This audio recording was the main resource of the data for this study. The 180 minutes of recorded classroom discourse was adequate to collect all the data required for this study. Then, the recorded discourse was transcribed using ordinary orthographic transcriptions and utilised to identify and describe the patterns of the teacher's code switching in the English lesson.

Into the bargain, an interview was conducted with the teacher after the recording of the classroom discourse. All of the interview questions were based on teacher's opinion and perception towards the practice of code-switching in classroom. The interview questions are provided in Appendix A. The teacher was given full freedom to voice out her opinion as long as it is related to the code-switching in ESL classroom.

Moreover, the questionnaires distributed to the students were utilized to elicit feedback from the students regarding their views on the teacher's code-switching behaviour during the English lesson. The questionnaire contains 10 questions about the students' experience and opinion regarding their teacher's behaviour of code switching in Malay in teaching English during the lesson.

3.6 Procedure for Data Analysis:

3.6.1 Data Collection of Patterns of the Teacher's Code-switching:

The teacher's recorded discourse was analyzed and transcribed using ordinary orthographic transcription. The transcribed discourse was then defined using a specific types of code-switching a suggested by Scotton in her Matrix Language Frame model (1993). The two categories of code-switching are intra-sentential and inter-sentential code switching. Intra-sentential is code switching at word level and phrase level. Meanwhile inter-sentential code switching is at sentence level. The different patterns of code-switching occurred were also illustrated in this study. From this detailed investigation, it can be clearly seen that the teacher used a certain type of linguistic pattern when she code-switched in the English class and it can be seen clearly in this study.

3.6.2 Data Collection of Functions of Teacher's Code-switching:

This analysis is built on the notion of conversational functions proposed by Gumperz (1982). These functions are the foremost frame for investigating the data. Gumperz proposed six Conversational functions to account for the functions of code-switching which involve quotation, addressee specification, repetitions, personalization versus objectivization, interjection and also message qualification. Based on the teacher's audio recorded discourse, the researcher chose numerous examples of code-switching which is adequate to the six functions of code-switching as Gumperz suggested. Likewise, the interview of the teacher was analyzed to add to Gumperz functions of code-switching. These functions were also supported with examples of the ESL teacher's code switching in the English lesson. From this in-depth analysis, the researcher made clear the functions of the teacher's code-switching in the ESL classroom.

3.6.3 Data Collection of Students' Perception on Teacher's Code-switching:

The information gathered from the student's questionnaires was analysed to investigate student perception towards the teacher's code-switching in ESL classroom. These questionnaires were given choices of answers in Likert-scale form. There were four scales in this questionnaires from positive to negative feedbacks. These could gather the student views and opinion toward their teacher's usage of the Malay and English language in the ESL classroom. From the information collected the researcher should be able to make conclusions on the ESL student views on the teacher's code-switching behaviour in the ESL classroom.

3.7 Analytical Model framework:

3.7.1 Matrix Language Frame Model, Scotton (1993)

This study adopts The Matrix Language Frame Model by Scotton (1993) in identifying the structure of the code-switching. Scotton proposed numerous characteristics of code-switching in her Matrix Language Frame model which is in general used to examine the linguistic patterns of the teacher's code switching during English Language teaching and learning process. Scotton's concept is precisely associated with intra-sentential and inter-sentential code-switching, which is applied to study the matrix language and also embedded diversities in sentence structure. Scotton also classified code-switching into two forms namely intra-sentential and inter-sentential code-switching.

3.7.2 The Conversational Functions by Gumperz (1982)

The Conversational functions of code switching by Gumperz (1982) were used as a framework to study the teacher's code switching in the ESL classroom. From the teacher's audio recorded discourse, the researcher chose examples of code switching which are adequate to the six functions of code switching proposed by Gumperz. The six conversational functions by Gumperz, (1982) are:

- a) Quotation
- b) Addressee specification
- c) Interjections
- d) Reiteration
- e) Message Qualification
- f) Personalization versus Objectivization

Conversely, there were other functions too for the teacher's to code switch. For example the teacher used code switching to elicit responses from students or to verify the students understanding and knowledge on the lesson. Hence this research comprised those functions elicited from the teacher's response during the interview.

3.8 Ethical considerations

Several ethical considerations were taken into account to ensure that the study was conducted in an appropriate manner. To comply with ethical considerations in conducting the research all participants were approached by the researcher and the research purpose and process were explained in detail to them. Meanwhile consent form to principal (Appendix D), consent form to ESL teacher (Appendix E) and students' parents

(Appendix C) were given to get their permission and approval to conduct this research. The consent form was given to the parents' and not to the students because the students from the chosen class were all below eighteen years old. On the other hand permission to record the teacher's interview was also obtained from her and she had no difficulties with the tape recording of the interview and her classroom discourse. It was further explained to the participants that their information would remain confidential.

3.9 Scope and Limitations

The research was conducted in an institute and this study involves only one teacher teaching English to a group of form four students. With this awareness, the researcher does not try to over-generalize her findings and apply it to all ESL teachers in the country. Into the bargain, the focus of this study is on patterns of the teacher's code-switching, the functions of the teacher's code-switching and the students' views on teacher's code switching practice between English and Malay. Therefore, the researcher is merely looking into the patterns of students' code-switching, the functions of the students' code-switching and students' view on teacher's code-switching. This research is not conducted to investigate the teacher's approach of teaching and the researcher merely examined the teacher's classroom discourse. The researcher also does not attempt to examine the connection between the phenomenon of code-switching and the student's performance in the target language. The research mainly defines patterns of code switching and the overall functions of the teacher's code-switching and the student views concerning the phenomenon of teacher's code-switching in the ESL classroom.

3.10 Conclusion

This chapter explains the research design, subjects and sampling, research method, procedures for data collection, procedures for data analysis, theoretical frameworks of the study and also the scope and limitation of the study. The two frameworks, the Matrix Language Frame model by Scotton (1993) and the Conversational Functions by Gumperz (1982) are discussed as they have been employed to study the code-switching phenomenon. Therefore it is expected that these frameworks could give a significant and clearer idea towards the issues studied in the present study on linguistic patterns of the teacher's code-switching, the functions of the teacher's code-switching and student's view on teacher code-switching in the ESL classroom. The detailed explanation of the data analysis will be discussed in the following chapter.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This section analyses the data attained from the audio recordings of the three one hour English lessons and an interview done the teacher and also analyses feedback gathered from the questionnaires answered by the students.

The primary source of the data is the teacher's classroom discourse which was audio-recorded during the English lesson. The classroom discourse was then transcribed using orthographic transcription to enable the researcher to describe the linguistic patterns of the teacher's code-switching. Conversely, an interview with the teacher also clarify the functions of the teacher's code-switching. Furthermore, the questionnaires were employed to investigate the student perceptions towards the phenomenon of code-switching in the English lesson.

4.2 Discussions of the Finding

The analysis would answer the three research questions of the study. The first question is about the teacher's patterns of code switching in the ESL classroom. Next question is 'What functions do the teacher's code switching serve in the ESL classroom' and finally 'How do the students view the code switching patterns of the teacher in the ESL classroom.

4.2.1 The Patterns of the Teacher's Code-switching

The patterns of the teacher's code-switching are well-defined based on intra-sentential code-switching and inter-sentential code-switching as suggested by Scotton (1993) in her matrix language Frame model. These two categories are frequently applied in explaining linguistic patterns of code-switching in most code-switching studies. Intra-sentential

code-switching reflects switches in most code-switching studies. Intra-sentential code-switching refers to switches which employ two languages within a sentence. The switches can be at two levels; word and phrase. Conversely, inter-sentential code-switching reflects the use of two languages at sentence level.

In this study, the researcher aims to find out whether the patterns of code-switching exists in the teacher's classroom discourse. This will be done by analyzing the switches which take place at word level, phrase level and sentence level. These three levels were then analyzed in depth by looking at various related items. At word level, the analysis will be based on various word classes such as noun, verb, adjective, adverb and function words. At phrase level, the analysis will be realized through the different types of phrases such as noun phrase, verb phrase, adjective phrase, adverbial phrase and prepositional phrase. At sentence level, the analysis will cover the various structures of sentences which are simple sentence, compound sentence and complex sentence. A more detailed analysis on the frequency of the various switches was also done in making sure a more intense understanding of the phenomenon.

4.2.1.1 Code-switching at Word Level

A word refers to the smallest units that make up a sentence (Matthews, 1997). In this study, code-switching at word level occurred when the teacher used Malay word classes of nouns, verbs, adjectives, adverbs and function words.

I. Code-switching of nouns

According to Crystal (1997), a noun is a term used in the grammatical classification of words and it is traditionally defined as the name of a person, place or thing. In this study, code-switching of nouns occurred when the teacher employed Malay nouns as an alternative of English nouns within English sentences. Below are the

instances of code-switching from English to Malay nouns employed by the teacher during the English lesson.

Example 1

N: So/ next preposition is under// The cat hid the ball under the blanket/ under the **selimut**//

In this example, the word '**selimut**' was in Malay and had been code-switched from English noun 'blanket'.

Another example which demonstrated code-switching of noun can be seen in the following sentence.

Example 2

N: Look at the examples on the blackboard// Tengok **papan hitam**//

In this example, the teacher code-switched the English word "blackboard" to Malay word '**papan hitam**'.

In the example below the teacher used Malay noun '**barisan**' for English noun 'row'.

Example 3

N: Anyone from this row?// Yes, this **barisan** please//

Example 4

N: I can see that most of you did not get the **jawapan** for only one or two questions//

Example 4 showed code-switching from the English noun 'answer' to Malay noun '**jawapan**'.

Therefore, all of the above examples revealed that the teacher employed code-switching of noun in her classroom discourse. The reasons for this was she either wanted to make clear the meaning of the English nouns or just simply inserted the Malay nouns during the lesson.

II. Code-switching of verbs

A verb is a word that expresses action, existence or occurrence by combining with a subject to make a statement, to ask a question or to give a command, claimed Emery and Lindblom (1996). Additionally, a verb can be categorized into two categories namely transitive and intransitive verbs. In this study, it can be obviously seen that the teacher code-switched these verbs into Malay. Below were some instances of code-switching of transitive and intransitive verbs.

i. Code-switching of transitive verbs

According to Longman Dictionary of English language (2005), transitive verbs must followed by an object. For example in the sentence 'I broke the cup', the transitive verbs is 'broke'. In more detailed explanation by Oxford Advanced Learner's Dictionary of English (2005), a transitive verb is one that is used with an object: a noun, phrase or pronoun that refers to the person or thing that is affected by the action of the verb. For example in the sentence 'I admire your courage', 'admire' is the transitive verb. In other words, transitive verbs are verbs that needs an object in order to be grammatical.

There were numerous examples of code-switching of transitive verbs in the teacher's classroom discourse.

Example 1

N: Can someone give me an example of preposition?/ **Beri** example// Huh/ someone from the back row//

In the above sentence, Malay verb '**beri**' had been code-switched from English verb 'give'. Another example of transitive verb code-switching clearly shown in the following sentence.

Example 2

N: Don't forget to **ambil** notes children// Understand?//

Code-switching of the Malay verb '**ambil**' from English transitive verb 'jot down' in the sentence indicated that the teacher practiced code-switching of transitive verbs in classroom discourse.

Another example of transitive verb can be seen in example 3.

Example 3

N: The Leo Club plans to hold a jumble sale for the victims of earthquake// plans to **mengadakan** jumble sale for the victims of earthquake//

In example 3, code-switching of English transitive verb 'to hold' to Malay verb '**mengadakan**' illustrated code-switching of transitive verbs.

In addition to this, example 4 further demonstrated the teacher often code-switched English transitive verb to Malay.

Example 4

N: We are not going to **tengok** the passage again//

In the sentence above, the teacher used Malay verb '**tengok**' instead of English transitive verb 'look at'.

Example 5

N: Now **lihat** line 22-23//

Similarly, example 5 demonstrated code-switching of transitive verbs. In this sentence, the teacher used Malay verb '**lihat**' instead of English transitive verb 'look at'.

Thus, this showed that the teacher used Malay transitive verb in the classroom discourse.

ii. *Code-switching of intransitive verb*

According to Longman Dictionary of English (2005), intransitive verbs are verbs that have a subject without object. Intransitive verbs are verbs or verb constructions that do not take an object. For instance, the sentence 'my cup fell and broke' consists an intransitive verb 'broke' as the verb used is not followed by any object. There were several instances of intransitive verb detected in the recorded teachers classroom discourse.

Example 1 confirmed the teacher's code-switching of intransitive verb. The teacher code-switched Malay verb '**dapat**' to substitute English verb 'to get'.

Example 1

N: You must write both answers to get full marks // If not you takkan **dapat**//

Meanwhile in example 2 the Malay verb '**lupa**' was used in the sentence instead of the verb 'forgot'. This exemplified code-switching of intransitive verbs.

Example 2

N: Oh ya/ I forgot to discuss the theme of the poem//I totally **lupa**//

Example 3

N: But did you write down the correct answers for you to do revision later?// Make sure you **buat**//

In example 3, the Malay verb '**buat**' was used to substitute English intransitive verb 'do'.

Likewise, in example 4, Malay verb '**memuji**' was also code-switched to English intransitive verb 'praised'.

Example 4

N: So what he did?// He **memuji**//

Example 5

N: However/ they ride on bravely as **diperintah**//

Another example of code-switching of intransitive verbs in this research was shown in the example above. A Malay verb '**diperintah**' was employed instead of the English intransitive verb 'instructed'.

III. Code-switching of adjectives

According to Longman Dictionary of English (2005), adjective is a word that describes a noun or pronoun. In other words, adjective modifies nouns. For example in the sentence 'She wore a black hat', the adjective is 'black' or 'happy' in the sentence 'I'll try to make you happy'.

There were few sentences found in this study, which demonstrate code-switching of English adjectives to Malay adjectives in English sentences. There were few examples clearly illustrated code-switching of adjective as employed by the teacher in her discourse.

Example 1

N: From here we know that grandmother is a very kind person/ **baik**//

In the above example, the teacher code-switched the adjective 'kind' by code-switching it with Malay word '**baik**'.

Example 2

N: Later we will be learning about topic **lain**//

Another instance of code-switching of adjective can be seen in example 2, where the teacher used a Malay adjective '**lain**' instead of English adjective 'another'.

Example 3

N: Okay Fadli would you like to give **satu** example?//

Similarly in example 3, the teacher inserted Malay adjective '**satu**' in her sentence instead of English adjective 'one'. This adjective modified the noun 'example' in the sentence although it was not essential as all the students would understand the meaning of the word 'one'.

Example 4

N: **Bagus** answer you//

Meanwhile in example 4, Malay adjective '**bagus**' was used in the sentence instead of English adjective 'good' or 'great'.

Example 5

N: Hadi use red pen/ not black pen// Pen **merah**//haha//Take this one Hadi//

In example 5, the Malay adjective '**merah**' was used to make clear the colour of the pen to the specific student.

Therefore, the examples demonstrated above showed that code-switching of adjectives had taken place in the teacher's classroom discourse although it was not necessary since the students would understand the meaning of the simple adjectives.

IV. Code-Switching of adverbs

According to Finegan (1999), an adverb modifies a verb, adjective or other adverb and they are mostly derived from adjectives by adding -ly as in *softly* (from *soft*). In detailed explanation by Oxford Advanced Learner's Dictionary (2005), adverb is a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb. For example: 'speak *kindly*', '*incredibly* deep', '*just* in time' and '*too* quickly'. The words '*kindly*', '*incredibly*', '*just*' and '*too*' are all adverbs.

In this study, there were only few English adverbs were code-switched to Malay adverbs. The examples of adverbs code-switching were discussed in detail.

Example 1

N: **Cepat-cepat** discuss the answers now?// Later we won't have enough time//

The Malay adverb '**cepat-cepat**' was used to clarify the meaning of English adverb 'quickly'.

Example 2

N: So children/ I have marked your exam papers from last week very **teliti**//

In example 2, the Malay adverb '**teliti**' was used to clarify the meaning of English adverb 'carefully'. Similarly in example 3, the Malay words '**sedih**' were used in the sentence to clarify the meaning of the English adverb 'sadly'.

Example 3

N: He is **sedih** thinking of her//

Example 4

N: He wrote this poem **dengan penuh perasaan**//

On the other hand, in example 4, the Malay words '**dengan penuh perasaan**' were used in the sentence to describe the English adverb 'emotionally'.

Thus, the above examples indicated that code-switching on adverb had taken place in the teacher's classroom discourse.

V. Code-switching of function words: prepositions, conjunctions, modals, pronoun and auxiliary verbs.

i. *Code-switching of preposition*

A preposition is 'a word or other syntactic element of a class whose members typically come before a noun phrase and which is categorized by ones which basically indicate spatial relations' (Matthews, 1997). They are usually single words, but there are

some prepositions which have more than one word. Examples of prepositions are *in*, *on*, *under*, *down*, *by*, *in between*, *for*, *next to*, and *from*.

In this study there were few instances of code-switching of preposition found in the teacher's discourse throughout the lesson.

Example 1

N: Oh/ 'between'?// Between means '**di antara**'//

In example 1, Malay preposition '**di antara**' was used to make clear the meaning of English preposition 'between'.

Similarly in example 2, the teacher code-switched to Malay preposition '**di bawah**' instead of English preposition 'under' to simplify the meaning of the word 'under'.

Example 2

N: Under// Under means **di bawah**//

Example 3

N: The boy jumped into the well/ **ke dalam**// Look at the picture// He jumped into the well//

In example 3, the teacher code-switched to the Malay preposition '**ke dalam**' for the English preposition 'into' to make clear the meaning of the word to the students.

Example 4

N: Look at the picture// From here to here/ across// **seberang**// Another example is/
The boy swam across the river/ like this/ from here to here//

Another instance in the code-switching of preposition can be seen in the example 4. The teacher used Malay preposition '**seberang**' to explain further the meaning of the English preposition 'across'.

ii. *Code-switching of conjunctions*

A conjunction is a word that joins two syntactic units. The two types of conjunctions are coordinating conjunction and subordinating conjunctions. There are seven coordinating conjunctions, and they are *and*, *but*, *so*, *or*, *for*, *yet* and *nor*. These conjunctions joins two independent clauses. Meanwhile, subordinating conjunctions join dependent clauses to independent clauses.

There were a few sentences which reflects code-switching of conjunctions in the teacher's discourse. The sentences were as follow.

Example 1

N: You know once that person is no more in this world/ that photograph will be the only one that can help us to see them/ or will comfort us on their absence// **Oleh itu**, try to take more photographs starts from today//

In the first example, Malay conjunction '**oleh itu**' was used rather than English conjunction 'so'. In the same way, in second example, Malay conjunction '**tapi**' had been code-switched which was from English conjunction 'but'.

Example 2

N: That's for sure/ **tapi** you need to apply your smartness in your studies so that you can achieve an excellent result as all of you want//

Example 3

N: You can do individual work **ataupun** pair work//

Another instance in code-switching of conjunction can be seen in the sentence in example 3. The teacher used Malay conjunction '**ataupun**' for English conjunction 'or'.

iii. Code-switching of modals

Modal refers to 'contrast in mood signalled by auxiliary verbs'. For example, modal can express that a speaker feels something is necessary, advisable, permissible, possible, or probable. On the other hand, modals also can convey the strength of these attitudes.

There were only two instances of code-switching of modals found in study. They were shown in the examples given.

Example 1

N: Can you understand this?// **Boleh** understand?//

In this sentence, English modal 'can' had been code-switched to Malay modal '**boleh**'.

Example 2

S: Betul cikgu// I want to be a soldier in future//

T: Wow/ Wishing you all the best Zul// But you **mesti** work hard for it! //

Similarly in the second example, the teacher code-switched English modal ‘must’ to Malay modal ‘**mesti**’ to encourage the student to work hard. This type of code-switching is possible, however there were not many in the teacher’s discourse.

iv. Code-switching of pronouns

Pronoun is a term used in the grammatical classification of words, referring to the closed items which can be used to substitute for a noun phrase or a single noun. For example in the sentence, ‘I cleaned the room, it is clean’, the pronoun ‘it’ refers to the noun ‘room’. The pronouns found in the teachers discourse were as follow.

Example 1

N: Yes **kamu**// You are Muhammad right?//

In this sentence, the pronoun code-switched was ‘**kamu**’ which means ‘**you**’ in English. This pronoun referred to the noun ‘Muhammad’, a student in the class.

Example 2

N: Page **itu**// Yes that page//

Similarly, in the second example the teacher code-switched to Malay pronoun ‘**itu**’ instead of English pronoun ‘that’.

v. *Code-switching of auxiliary verbs*

Auxiliary verbs are verbs that used with the main verb to reflect particular types of grammatical information as tenses and aspects. The common auxiliary verbs in English are *be, being, been, am, is, are, does, do, did, has, have, had, was* and *were*.

There was only one instance of code-switching of auxiliary verb employment by the teacher. This is because auxiliary verbs are not very common in Malay as the ‘be’ verb does not exist in this language. Therefore this could be the reason for the lack of English auxiliary verbs code-switching into Malay.

Example 1

N: So everyone/ **ada** question tak about these prepositions?//

In this example, ‘**ada** question tak’ refers to the English phrase ‘Do you have question’. In this sentence, Malay verb ‘**ada**’ had been code-switched from the English auxiliary verb ‘have’. This sentence evidenced code-switching of auxiliary verb in the English sentence was possible although it is not frequent in the data.

Conclusion

The linguistic patterns of the teacher’s code-switching can be clearly demonstrated by looking at word level code-switching whereby examples of intra-sentential code-switching were identified in most of the word class that had been analysed. These word classes involved noun, verb, adjective, adverb and function words. Therefore, this shows that it is possible to substitute or code-switch all parts of speech in a discourse as presented in this analysis and this type of code-switching is effective in teaching English to intermediate level second language learners.

4.2.1.2 Code switching at phrase level

A phrase is syntactic constituents which is smaller than a clause and usually larger than a word. A phrase can consist of only one word as for example in the sentence ‘Butterflies danced’. The subject of the phrase is a single word ‘butterflies’ and the predicate phrase is also a single word ‘danced’. Moreover, besides one word phrase there are other phrases which are made up from more than one word as well.

In this study, there were some instances of phrase level code-switching. This study looked at five common types of phrases which are, noun phrase, verb phrase, adjective phrase, adverbial phrase and prepositional phrase.

I. Code-switching of noun phrase

A noun phrase is a noun and any words in the sentence that modify it. The words that can modify nouns include article *a, an, the*; adjectives; participles; and possessive pronouns. In addition, a noun phrase also can be a single word where it can be just the noun or more than one word. These noun phrases can function in several different ways in sentences. Some of the most common functions of the noun phrases; can be a subject, can be a direct object, can be the object of preposition and also can be an indirect object.

In this research there were several instances of code-switching of noun phrases identified as shown in the examples.

Example 1

N: You know jumble sale// it's called jualan barangan murah //

In the first example, Malay noun phrase ‘**jualan barangan murah**’ was code-switched from an English noun phrase ‘jumble sale’.

Likewise, in the second example, English noun phrase ‘managing energy’ had been code-switched into Malay noun phrase ‘**pengurusan tenaga**’. In this phrase, the noun is ‘energy’ and the modifier is ‘managing’.

Example 2

N: This passage is about managing energy/ **Pengurusan tenaga**//

Example 3

N: Hmmm/ however we will only know **soalan sebenar** on the actual examination day//

In example three, Malay noun phrase ‘**soalan sebenar**’ was switched from an English noun phrase ‘actual question’.

Example 4

N: Yes// Please write down the **nota-nota penting** in your book for your reference later//

Another clear instance of this type of code-switching was exemplified in the sentence above. In this sentence, the teacher used Malay noun phrase ‘**nota-nota penting**’ which means ‘important notes’ in English. Therefore, this evident code-switching of noun phrase in the teacher’s discourse.

Example 5

N: Okay/ let me explain to you// Dismayed means/ feeling sad or fearful/ This line also asks question/ among **enam ratus askar** was any man unhappy or afraid?// Can anyone tell me?//

Similar to the previous example, the above sentence contained English noun phrase ‘the six hundred soldiers’ code-switched to Malay noun phrase ‘**enam ratus askar**’.

II. Code-switching of verb phrase

Fromkin (2018) claimed that a verb phrase is a phrase that contains a verb as its head along with its complements such as noun phrases and prepositional phrases. Verb phrases take the verb one step further by comprising the verb, plus the complement, object, or adverb. Therefore, verb phrase such as ‘she was walking slowly to the shop’ comprise the verb ‘walking’ and the complement or prepositional phrase ‘to the shop’.

Example 1

N: Your answer will be accepted// But make sure you **tulis jawapan yang berkaitan sahaja**//

The above sentence contained English verb phrase ‘write relevant answers only’ code-switched to Malay verb phrase ‘**tulis jawapan yang berkaitan sahaja**’. In this phrase, the verb ‘**tulis**’ and the followed by the phrase ‘**jawapan yang berkaitan sahaja**’.

Example 2

N: Amira is sitting between Hanis and Nurul// Look at this picture// This picture **menunjukkan maksud** ‘between’// Is there any question before we go for activity session?//

In example 2, English verb phrase ‘shows the meaning’ was code-switched to Malay verb phrase ‘**menunjukkan maksud**’. In this phrase, the head of the phrase is the verb ‘shows’ and the complement phrase is ‘the meaning of *between*’.

Similarly in example 3, the English verb phrase ‘can get an excellent result’ was code-switched to Malay phrase ‘**boleh dapat keputusan yang bagus**’.

Example 3

N: I am very sure all of you can get / **boleh dapat keputusan yang bagus** for your English exam//

Example 4

N: However there is two themes for this/ that is/ remembering a loved one and also life and death// You **boleh pilih salah satu**//

Example 4 contained English verb phrase ‘can choose either one’ code-switched to Malay verb phrase ‘**boleh pilih salah satu**’.

Example 5

N: Anyone did not read the poem at home?// I **percaya kamu semua sudah baca**//

Parallel to the earlier example, the above sentence contained English verb phrase ‘believe all of you read’ code-switched to Malay verb phrase ‘**percaya kamu semua sudah baca**’.

III. Code-switching of adjective phrase

An adjective phrase or adjectival phrase is a phrase whose head word is an adjective.

These adjectives possibly followed by modifiers. For example, in the phrase ‘The boy is deeply sad’, ‘deeply sad’ is an adjective phrase with the adjective ‘sad’ acting as the head of the phrase. From the data collected it was found that the teacher employed the code-switching of adjective phrases during the lesson. These were shown in the examples below.

Example 1

N: Please write down the **nota-nota penting** in your book for your reference later

In this example, the Malay adjective phrase ‘**nota-nota penting**’ was used to substitute the English adjective phrase ‘**important notes**’. This phrase is an adjective phrase as it contains the adjective ‘important’ which acts as its head.

Example 2

N: The other example is/ He is standing at the door// **Sangat senang**/ and I am very sure you guys are okay with this one.

Another example of adjective phrase code-switching can be seen below when the Malay adjective phrase '**sangat senang**' was used to replace the English adjective phrase 'very easy'. This phrase has the adjective 'very' which plays a role as the head of the phrase.

Example 3

N: Wow/ fantastic Aqil/ and you are the tallest actually// **Memang tinggi**// Haha// An excellent example of sentence//

In the example 3, the teacher used a Malay adjective phrase '**memang tinggi**' instead of 'really tall'.

Example 4

N: because we don't know who that person is/ but it is clear that it is an army leader//
Orang besar army//

Similarly, in example 4, an adjective phrase 'an army leader' has been code-switched into a Malay adjective phrase '**orang besar**'. This phrase is a combination of an adjective 'army' and the noun 'leader' which makes up the adjective phrase.

The teacher code-switched adjective phrases to Malay language to clarify and explain further on the English adjective phrases to the students.

IV. Code-switching of adverbial phrase

An adverbial phrase has an adverb as the head of the phrase. For example in an adverbial phrase ‘stop quickly’, the adverb ‘quickly’ act as the head of the adverbial phrase. In this analysis, there was only one instance of code-switching of adverbial phrase detected. It can be seen in the following example.

Example 1

N: **Tanda betul-betul!!**

In this example, teacher used a Malay adverbial phrase ‘**Tanda betul-betul**’ instead of ‘mark carefully’ in English.

In this case, the teacher used Malay adverbial phrase to give instructions or to communicate with the students.

V. Code-switching of prepositional phrase

Prepositional phrase is a phrase consisting of a preposition or sequence of prepositions followed by a noun phrase or the equivalent. For instance in the phrase ‘from Julia’, the preposition ‘from’ is followed by a noun ‘Julia’.

In the example shown below, the teacher used a Malay prepositional phrase ‘**sekeliling bangunan**’ instead of ‘around the building’.

Example 1

N: I drove around the building five times/ **sekeliling bangunan** five times// Clear? //

Similarly, in second example the teacher has used a Malay prepositional phrase '**ke arah pondok lama**' instead of 'towards the old hut'. This phrase is a combination of a preposition 'towards' and the noun 'old hut' which makes up the prepositional phrase.

Example 2

N: The boy cycled ke arah pondok lama //

Conclusion

The data showed and proved that the teacher code-switched at noun, verb phrase, adjective phrase and prepositional phrase which is tandem with intra-sentential code-switching. This analysis also indicates that code-switching can occur at phrase level as suggested by Scotton (1993) and it serves its own purposes in teaching English as second language.

4.2.1.3 Code-switching at sentence level

A sentence is the largest unit of grammar. In this study, the inter-sentential code-switching was analysed by looking at the structures of English sentences. In this analysis the researcher will focus on the simple sentences, the compound sentences and also the complex sentences.

I. Code-switching of simple sentences

A simple sentence is a sentence which contains only one clause that stands by itself as its own. Commonly, this type of sentences will have a subject and a verb which express a complete idea. For instance, 'Ricky read the newspaper', the subject of the sentence is 'Ricky' and the verb is 'read'.

There were few instances of simple sentences code-switching found in this study.

Example 1

N: I parked my car beside the fire hydrant// I am standing beside teachers' table//
Faham tak semua?// All these are clearly shown in the pictures//.

In this example the teacher code-switched a simple English sentence 'Do you all understand?' to Malay simple sentence '**Faham tak semua?**'. In this sentence there is only one subject '**semua**' and verb to be '**tak**' and the main verb '**faham**' which makes up the simple sentence.

Example 2

N: Yes dear Fadli/ it's you/ **Fadli tolong bacakan**//

In example 2, the teacher also code-switched into a simple Malay sentence '**Fadli tolong bacakan**' for English sentence 'Fadli, please read' when asking the student to read aloud to class. This sentence is a simple sentence whereby there is only a subject '**Fadli**' and a verb to be '**tolong**' followed by the main verb '**bacakan**' which makes up the sentence.

Example 3:

N: Wow/ excellent// **Pandainya kamu Shima!**// I thought you will be quiet as usual and won't be answering my question!//

Above was an example of simple sentence code-switching. The teacher code-switched to Malay sentence '**Pandainya kamu Shima!**' instead of using English

sentence 'You are smart Shima!'. This sentence also consists of one pronoun '**kamu**' which was referred to the student, one proper noun '**Shima**' the name of the student and an adjective '**Pandainya**' to state that the student is smart.

Example 4

N: The poet is very sad// **Dia sangat sedih**// Emotional about the situation// Are you clear now?//

Example 4 was another instance of simple sentence code-switching. The teacher code-switched to Malay sentence '**Dia sangat sedih**' instead of saying the sentence in English as 'He/she is very sad'. This was done to make clear of the previous sentence 'The poet was very sad' to the students. This sentence consist of a pronoun '**dia**', which was referred to the poet, one adverb '**sangat**' in English 'very' which describes the verb '**sedih**' in English 'sad'.

All of the above examples showed that simple English sentences also can be code-switched to Malay language in order to simplify the meaning for the students to comprehend the lesson well.

II. Code-switching of compound sentence.

A compound is a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions such as *for, and, nor, but, or, yet and so*, but no dependent clause (Collins English Dictionary, 2012). The following sentence is an example of compound sentence joint by coordinating conjunction *and*.

- The lightning flashed (independent clause) and (conjunction) the rain fell (independent clause).

(Collins English dictionary, 2012)

In this study there were few instances illustrating code-switching of compound sentence. Below were the examples.

Example 1

N: Soalan yang mana satu dan perkataan apa ya?//

This is a compound sentence as there were two ideas stated in this sentence. The Malay sentence '**Solan yang mana satu dan perkataan apa ya?**' was used to replace the English sentence 'which one is the question and what is the word?'. The two simple sentences involved were '**Soalan yang mana satu**' which means 'which one is the question' and '**perkataan apa ya?**' which means 'what is the word?' which had been joint by a coordinating conjunction '**dan**' which means 'and'. This exemplified an instance of intra sentential code-switching in this analysis.

Example 2

N: The bakery will be closed from Monday to Wednesday for Hari Raya/ Bakeri akan ditutup dari hari Isnin hingga Rabu untuk Hari Raya//

In example 2, Malay sentence '**Bakeri akan ditutup dari hari Isnin hingga Rabu untuk Hari Raya**' is a compound sentence as there are two ideas stated in it. This sentence was code-switched from English sentence 'The bakery will be closed from Monday to Wednesday for Hari Raya'. Thus the two ideas 'Bakery will be closed from Monday to Wednesday' and 'Bakery will be closed for Hari Raya' were joint with a coordinating conjunction 'for' to produce a compound sentence 'The bakery will be closed from Monday to Wednesday for Hari Raya' which was code-switched to Malay sentence '**Bakeri akan ditutup dari hari Isnin hingga Rabu untuk Hari Raya**'.

Example 3

N: **Jawapan yang sama boleh tapi janganlah tiru saja//**

In example 3, a coordinating conjunction ‘but’ was used to join two simple sentences into a compound sentence. The English sentence ‘same answers will be accepted but don’t just copy’ had been code-switched into a Malay compound sentence ‘**jawapan yang sama boleh tapi janganlah tiru saja**’. The two simple sentences were ‘**jawapan yang sama boleh**’ which means ‘same answers will be accepted’ and ‘**janganlah tiru saja**’ which means ‘don’t just copy’. These simple sentences were compounded using coordinating conjunction ‘**tetapi**’ or ‘but’ in English.

These examples show that English compound sentences can be code-switched to Malay compound sentences.

III. Code-switching of complex sentence

A complex sentence is a sentence which consists of a matrix clause and one or more embedded or subordinate clause. In a complex sentence, the matrix clause or the simple sentence is given more emphasis than the embedded clause in terms of thoughts and ideas.

In the current study, the researcher analysed some complex sentences which were code-switched from English to Malay language. The example are as below.

Example 1

N: **Saya nak kamu buat kertas ketiga yang saya bagi nanti sebagai kerja rumah tau//**

This complex sentence is made up of independent clause '**Saya nak kamu buat kertas ketiga**', dependent clause '**sebagai kerja rumah tau**' and subordinate clause '**yang saya bagi nanti**'. The independent clause '**Saya nak kamu buat kertas ketiga**' which had been code-switched from English sentence 'I want you to do the third paper'. The dependent clause is '**sebagai kerja rumah tau**' which means 'as a homework'. The subordinating clause is '**yang saya bagi nanti**' which means 'that I give you later'. Thus, the combination of these types of clauses makes up the complex sentence.

Example 2

N: This poem is about a grandchild who is looking at a photograph of his/ her departed grandmother and sadly remembering her/ **Cucu ini dengan sedih tengok gambar neneknya yang sudah meninggal dunia//**

The second sentence also demonstrated code-switching of a complex sentence because the sentence consists of an independent and a dependent clause with a subordinator. The English independent clause 'the grandchild is sadly looking at her grandmothers' photograph' which had been code-switched to Malay '**cucu ini dengan sedih tengok gambar neneknya**'. The dependent clause in the sentence is '**yang sudah meninggal**' which was code-switched from 'who has departed'. This dependent clause begins with a subordinator '**yang**' which refers to 'who' for this sentence.

Example 3

N: **Perbezaan antara nenek dan cucu adalah bukan satu masalah untuk menyayangi satu sama lain//**

The sentence in example 3 is made up of an independent clause and a dependent clause which begins with a subordinator ‘**untuk**’ or ‘for’ in Malay. The independent clause is ‘**perbezaan antara nenek dan cucu adalah bukan satu masalah**’ which had been code-switched from English simple sentence ‘The differences between grandmother and grandchild is not a problem’. The dependent clause is ‘**untuk menyayangi satu sama lain**’ which means ‘to love each other’. This clause begins with the subordinator ‘**untuk**’ which means ‘to’ in English.

Example 4

N: **Mereka ikut sahaja arahan komander tanpa apa-apa soalan walaupun mereka tahu itu adalah bahaya//**

Similarly, the forth sentence also demonstrated code-switching of a complex sentence because this sentence consists of an independent clause and a dependent clause with a subordinator. The English independent clause should be ‘They just follow the instruction of the commander without any question’ which had been code-switched to Malay independent clause ‘**Mereka ikut sahaja arahan komander tanpa apa-apa soalan walaupun mereka tahu itu adalah bahaya**’. The dependent clause in the sentence is ‘**walaupun mereka tahu itu adalah bahaya**’ which was code-switched from ‘even though they know it is dangerous’. This dependent clause begins with a

subordinator ‘**walaupun**’ which means ‘even though’. This again illustrated that English complex sentence can also be code-switched into Malay complex sentence.

In presenting an insightful finding, a more comprehensive analysis had been made regarding the proportion of occurrence of the different switches discussed earlier.

Table 1

Patterns of the teacher’s code-switching in the ESL classroom discourse

Patterns of the teacher’s code-switching		
Intra-sentential	Word level	Nouns, verbs, adjective, adverb, function words
	Phrase level	Noun phrase, verb phrase, adjective phrase, adverbial phrase, prepositional phrase
Inter-sentential	Sentence level	Simple sentence, compound sentence, complex sentence

This table showed the various the types of linguistic patterns used by the teacher to code-switch during her classroom discourse. There were two categories of code-switching; Intra-sentence level code-switching and inter-sentence level code-switching as suggested by Scotton (1993) in her Matrix Language Framework model. Intra-sentential code-switching is divided into word level and phrase code-switching. On the other hand, inter-sentential code-switching only happened at sentence level. Teachers’ code-switching of word level were analysed in detail according to the word class; noun, verb, adjective, adverb and function words. Likewise, code-switching at phrase level were illustrated using types of phrases such as noun phrase, verb phrase, adjective phrase, adverbial phrase and prepositional phrase. Meanwhile, for inter-sentential switching, the code-switching happened at sentence level. For sentence level code-switching, the types of sentences examined were simple sentence, compound sentence and also complex sentence. The in depth analysis of the various types of switches would reflect the linguistic patterns of the teacher’s code-switching in the classroom discourse.

Table 2

The frequency of teacher's code-switching based on intra-sentential code-switching

Categories of Cs	Levels of CS	Types	Frequency					
			Lesson			Total	percentage (%)	Percentage out of total intra-sentential CS (%)
			1	2	3			
Intra-sentential	Words	Noun	8	8	7	23	32	21
		Verb	7	5	4	16	22	15
		Adjective	4	4	5	13	18	12
		Adverb	1	2	1	4	6	4
		Function words	7	6	3	16	22	15
		Total	27	25	20	72	100	67
	Phrase	Noun Phrase	3	5	5	13	36	12
		Verb Phrase	5	5	3	13	36	12
		Adjective Phrase	2	2	3	7	19	6
		Adverbial phrase	1	0	0	1	3	1
		Prepositional phrase	2	0	0	2	6	2
		Total	13	12	11	36	100	33
			40	37	31	108	-	100

Table 2 illustrated the first category of the switching, intra-sentential code-switching. It was further analysed into levels of switches which was word level and phrase level. Word level code switching was examined in the different parts of speech which consist of noun, verbs, adjectives, adverb and function words. Phrase level code-switching was described in five items which were noun phrase, verb phrase, adjective phrase adverbial phrase and prepositional phrase.

This table showed that the total amount of instances of intra-sentential code-switching employed by teacher was 108 instances. From this number it was evident that the teacher preferred to code-switch English to Malay words more compared to code-switching using Malay phrases. This was reflected by the frequent use of word level code-switching whereby there were 72 instances (67%) of English words code-switched to Malay from the total of 108 code-switching instances. In contrast, there were only 36 instances (33%) of English phrases being code-switched to Malay.

Even though the frequency of teachers code switching is different in word level and also phrase level, this analysis evidenced that there were occurrences of code-switching at word level and phrase level.

Table 3

The frequency of teacher's code-switching based on inter-sentential code-switching

Categories of CS	Levels of CS	Types	Frequency				
			Lesson 1	Lesson 2	Lesson 3	Total Inter- sentential CS	Percentage (%)
Inter- sentential	Sentence	Simple	3	4	4	11	44
		Compound	3	5	1	9	36
		Complex	1	2	2	5	20
		Total	7	11	7	25	100

Table 3 showed the inter-sentential code-switching, the second category of code-switching. This category of switching were further analysed in detail by looking at various sentence types which are; simple sentence, compound sentence, and complex sentence. It was found that, there were 25 instances of inter-sentential code-switching. The most code-switched type of sentence was simple sentence. There were 11 instances of simple sentence switching out of 25 sentences which is 44% based on the collected data. The least code-switched sentence type was complex sentence with only 5 instances (20%) found throughout the discourse. This table evidenced that there were evidences of sentence level code-switching in teachers' discourse.

Conclusion

This analysis made clear that the teacher has a code-switching pattern and functions when she code-switched between English and Malay. These were proved based on the intra-sentential code-switching and inter-sentential code-switching as suggested by Scotton (1993) in her Matrix Language Frame model. Scotton specified that, the intra-sentential code-switching can be at word level and phrase level. Meanwhile, inter-sentential code-switching refers to the use of two or more languages at sentence level. Therefore, it can be concluded that Scotton's (1993) framework which discussed intra-sentential and inter-sentential code-switching can be applied to describe code-switching in the English as a second language classrooms in Malaysia.

4.2.2 Functions of Teacher's Code-switching

Teacher's code-switching functions were elicited from teacher's classroom discourse and also from an interview conducted with the teacher and researcher also extracted several instances of code-switching which reflected six code-switching functions as suggested by Gumperz in his conversational functions of code-switching (1982). Below are the functions:

1. Quotation
2. Addressee specification
3. Interjection
4. Reiteration
5. Message qualification
6. Personalization versus objectivization

Besides Gumperz's conversational functions, the interview conducted with the teacher helped to add the other functions of the teacher's code-switching in the class. Below were reasons discovered from the teacher's interview and the teacher's code-switching utterances extracted from teacher's discourse. The teacher's interview questions can viewed in the appendix A. All the teacher's interview questions were asked based on the teacher's awareness of the phenomenon in the classroom, the amount of code-switching the teacher employed and purposes of the functions of her code-switching in her lessons.

Below were the additional six reasons for teacher's code-switching during the lesson discovered from the interview conducted. A complete orthographic transcription of teacher's interview can be found in appendix G.

1. To ensure students understanding or knowledge in certain topics
2. To give instruction for specific task
3. To foster a better relationship with students
4. To reprimand students
5. To instil humour and
6. To elicit answers

All the above code-switching functions were clearly evidenced by the examples of code-switching in the teacher's classroom discourse recorded during the three one hour English lessons. A complete discourse from which all of these utterances illustrated are attached in Appendix F and G.

4.2.2.1 Functions of the Teacher's Code-switching Based on Gumperz Conversational Functions (1982).

The six Gumperz conversational functions were observed during the lesson. It was found that the teacher used all six conversational functions when code-switched in the

class. These functions were observed carefully and supported with the instances of code-switching elicited from the teacher's classroom discourse. The examples selected clearly fit the conversational functions of code-switching as suggested by Gumperz (1982).

i. Quotation

Quotation is one of the functions or reasons why the teacher code-switches in the classroom during the lesson. Quotation refers to code-switching of quotation or reported speech. The teacher code-switched quotation to sound more trustworthy or reliable to the students.

Some instances of quotation in the classroom discourse were as follow.

Example 1

N: The exact answer is 'A child whose grandmother has died and the textual evidence is perkataan seperti **'tinggi', 'kecil', 'besar'** / all these shows that the persona is not a grown up and a child/ is a budak kecil//

Teacher code-switched the English words **'tall', 'small', and 'big'** to quote the words to students.

ii. Addressee Specification

Another function of code-switching discovered from the discourse was addressee specification. This function of code-switching serves to direct the message to a particular addressee. This type of switch allows the speaker to draw the intended listener's attention. Teachers' recorded classroom discourse evidently showed that the teacher employed addressee specification code-switching function in Malay language to address her students in class. As a result of this, she was able to clearly direct her message to a particular student in the class. Instances below showed this type of switches.

Example 1

N: Yes **kamu**// You are Muhammad right?// So it's you//

The teacher drew her student's attention to her instruction by code-switching English pronoun '**you**' to Malay '**kamu**'. As a result the teacher was able to attract the students' attention in the class to concentrate on the lesson.

Example 2

N: Yes dear Fadli/ it's you/ **Fadli tolong bacakan**//

In this sentence, the teacher drew her student's attention to her instruction by code-switching the English phrase 'Fadli please read' to Malay phrase '**Fadli tolong bacakan**'. When the teacher did this, the student was able to know quickly and effectively that the teacher's message was directly directed to him.

Example 3

N: Wow/ excellent// **Pandainya kamu Shima**!// I thought you will be quiet as usual and won't be answering my question!//

On the other hand, in example 3, the teacher caught the students' attention by praising the specific student in Malay language '**Pandainya kamu Shima**' instead of English Language 'You are clever Shima!'. This is because the teacher felt that, the message can be reached the addressee effectively and quickly if praising them in a language which is familiar to the students.

iii. Interjection

This is another type of code-switching function which serves to express strong feelings or emotions in a speech. Despite the fact this function of code-switching could not be translated well in Malay language, interjections normally acts as a sentence-filler. Some example of Malay interjections are ‘**eh**’, ‘**kan**’, and ‘**lah**’. The interjections are unconsciously used by the teacher typically to express her feelings during the classroom discourse.

Example 1

N: **Eh**/ always say understand/ but when do work always do careless mistake//

In this example, ‘**Eh**’ was used to express the teacher’s disappointment of her students’ carelessness.

Example 2

N: Look at the picture// He jumped into the well// You guys are okay **kan**?//

In second example, the Malay interjection ‘**kan**’ was used by the teacher. The Malay interjection ‘**kan**’ in this sentence referred to the English word ‘right’, which reflected the teachers feeling on the matter. The teacher code-switched to Malay interjection ‘**kan**’ instead of using English word ‘right’ as it is more familiar to the students.

Example 3

N: Question yang senang **je**!// Are you ready?//

In example three the teacher code-switched the English word 'easy' to the Malay word '**je**' which is short form of the word '**sahaja**' to show the students how easy the question was.

Example 4

N: **Huh**// Preposition of association always used to show the connection between objects//

In this sentence the Malay interjection '**huh**' refers to teachers' state of agreement to the point in Malay. The teacher switched the English word 'yes' to the Malay interjection '**huh**' as it is more familiar to the students and to show the children her point of view of the statement given.

Therefore, it can be seen that the use of Malay interjections could help in conveying the teacher's point of view and emotions effectively as these interjections are familiar to the students.

iv. **Reiteration**

Reiteration is referred to a code-switched message which repeats what has just been said either literally or in a modified form. The function of reiteration is to make clear what is said and emphasis a message. In the teacher's discourse, teacher has reiterated numerous times to simplify the students understanding of the lesson taught to clarify what was said and emphasis a message.

Example 1

N: Next is 'within' / where many of you used this at a wrong place last week// 'Within' / the secretary returned the call within ten minutes// Within means '**dalam masa**' / and this '**dalam**' is not the 'in' / not the 'inside a box' // But **dalam masa** // Dia balas email saya **dalam masa** sepuluh minit // within ten minutes //

Example 1 showed a situation where the teacher switched the code from English word 'within' to Malay phrase '**dalam masa**' quite a few times. She reiterated the meaning of the word five times both in English and Malay to make sure her students' understanding of the word.

Example 2, was another instance of reiteration when the teacher code-switched to Malay in order to clarify the meaning of the word 'across' using Malay word '**seberang**'.

Example 2

N: From here to here / across // **seberang** //

Example 3

N: I drove around the building five times / **sekeliling bangunan** five times // Clear? //

In the above example the teacher clarified the meaning of the preposition '**sekeliling bangunan**' by repeating the same word in Malay.

Example 4

N: You know jumble sale// It's called **jualan barangan murah**// Usually they do for charity purpose to collect money//

Example 4 exemplified a situation where the teacher code-switched the English phrase 'jumble sale' to Malay phrase '**jualan barangan murah**'. Similar to the first instance, she reiterated the meaning of the phrase few times in English and Malay language to ensure her students understanding of the phrase.

Example 5

N: She is having fever since yesterday// **Dari semalam**// Okay carry on//

Similarly in example 5, the teacher reiterated the English phrase 'since yesterday' in Malay phrase '**dari semalam**' to clarify the meaning of the English phrase to the students.

v. **Message Qualification**

Message qualification is employed to qualify or further elaborate a previous statement stated by the speaker. In this situation, the speaker believes that the message that he attempts to convey to the listener can be effectively understood. There were few instances in the classroom discourse showed that the teacher code-switched for message qualification function. The instances below proved this function.

Example 1

N: Loyal soldiers// **setianya// mereka ikut sahaja arahan komander tanpa apa-apa soalan walaupun mereka tahu itu adalah bahaya// tentera yang sangat loyal//**

Example 1 showed that the teacher used Malay sentence to elaborate the meaning of the English word 'loyal' to give a better picture to the students.

Example 2

N: The boy jumped into the well/ **ke dalam**// Look at the picture // He jumped into the well//

In example 2, the teacher discussed the preposition 'into'. She explained further the English preposition 'into' in Malay '**ke dalam**' by referring to a picture. As a result, the students understood the meaning of the word clearly and effectively.

Example 3

N: //plans to mengadakan jumble sale for the victims of earthquake// **merancang** to hold a jumble sale for the victims of earthquake//

In this example, the teacher simplified the meaning of the word 'plans' by code-switching into Malay word '**merancang**' in her further explanation. This was done in order to give a better picture to the students on the meaning of the English word 'plans'.

Example 4

N: All these shows that the persona is not a grown up and a child/ is a **budak kecil**//
Understand class?//

Example 4 showed that the teacher amplified the meaning of the phrase ‘not a grown up’ based on the context of the poem discussed. The teacher elaborated on the meaning of the poem phrase ‘not a grown up’. She explained that ‘not a grown up’ means ‘a child’ and it means ‘**budak kecil**’. She did this to ensure the students can understand the meaning of that particular stanza better and correctly.

Example 5

N: However looking at the photograph now/ the grandchild sees how alive the
grandmother looks which is comforting// So here/ I think that the poet is advising
us to treasure **gambar-gambar** of our loved ones//

Similarly, In example 5 the teacher code-switched the English word ‘photograph’ into Malay word ‘**gambar-gambar**’ when she further explained on the concept of photograph in order to ensure the students can understand the meaning better and clearly.

vi. **Personal versus Objectivization**

The last function as suggested by Gumperz, personal versus objectivization, is used by the teacher to distinguish between facts and opinion during her classroom discourse. This particular function is applied to reflect the teacher's personal opinion, feeling or knowledge about something. There were several instances of the teacher's code-switching carried this function which happened when the teacher wanted to express her view during the lesson.

Example 1

N: They always follow what their leader says// **seperti mana kamu semua kena dengar arahan cikgu//**

In example 1, the teacher has stated her view in Malay language on how soldiers obey their leaders as how students obey the teachers to maximise the students understanding about the statement given in the poem. In this example, the teacher expressed her view about the matter by saying that the soldiers always have to follow their leaders' instructions without any questions as how the school children need to follow the teacher's instructions without questioning the teachers. The teacher explained to the children by relating the idea of the poem with her own idea. As a result of this the student were able to easily understand the in depth meaning of the poem.

Example 2

N: On the other hand it also says that **/Jangan lupa** your elders/ your ancestors children//

In this sentence the teacher expressed her personal view and idea based on the poem ‘always remember your ancestors’ in Malay ‘**jangan lupa** your elders’. This sentence shows that the teacher personally requesting the students to not to forget their ancestors as she finds it important to always remember, appreciate and respect the ancestors. She used the Malay phrase ‘**Jangan lupa**’ and this shows that she emphasized on what she said.

Example 3

N: Even in our real life/ life **sebenar**/ we must keep the photographs of our loved ones//

In this example, the teacher stated her personal opinion of keeping the photographs of our loved ones. To ensure a maximum understanding of the students regarding her view on this matter, the teacher code-switched to their familiar Malay language ‘**sebenar**’ instead of repeating the English word ‘real’.

Example 4

N://**Ada tak sesiapa punya parent tentera kat sini?**//

In example 4, the teacher asked a real life question in Malay sentence ‘**Ada tak sesiapa punya parent tentera kat sini?**’. This question was asked to explain further and to give a real life examples to the students about the soldiers’ sacrifices to the country in Malay language so that she can easily engage the students in the conversation she intended to carry out.

4.2.2.2 Other Reasons for Code-switching as discovered in this study

Some other functions of the teacher's code-switching were found from the feedback given by the teacher in the interview conducted. In the interview conducted the teacher mentioned her reasons for code-switching indirectly. However the functions of the switches can easily be concluded and evidenced by the examples in the teacher's discourse.

Conversely, six other functions were observed on the purposes of the teacher's code-switching during the three one hour lessons. These functions were evidenced by the examples of code-switching in the teachers discourse. From the observation it was found that the teacher code-switched from English to Malay during the lesson when she tried to ensure her students understanding or knowledge in certain topics, to give instruction for specific task, to foster a better relationship with the students, to scold the students, to instil humour and also to elicit answers. All these six functions were described in in depth and supported with the examples from the recorded teacher's classroom discourse.

i. **To ensure students understanding or knowledge on certain topics apart from Gumperz category.**

Through the interview with the teacher it was found that, one of the reason the teacher code-switched during the lesson was to ensure students understanding or knowledge on certain topics. This function was evidenced by the examples of the teacher's code-switching extracted from the teacher's classroom discourse. Below were some example of this functions.

Example 1

N: Julian has been singing since he was three// He sings from three years old until now//

Faham tak?//

In the first example the teacher post a question in Malay '**Faham tak?**' after she explained a statement from the text. The teacher did this, because she wanted to ensure whether the students understand what she said previously and whether they were familiar about it.

Example 2

N: Everyone/ **saya nak kamu buat kertas ketiga sebagai kerja rumah tau**// Can you?//

In example 2, the teacher stated what she wanted the students to do in Malay sentence '**Saya nak kamu buat kertas ketiga sebagai kerja rumah tau**'. The teacher said this in Malay sentence was to make clear to the students about what she really want them to do with the third worksheet so that the students understand her instruction clearly. As a result of this, the students were able to do as was instructed by the teacher.

Example 3

N: So/ the answer is/ the wind and heat from the earth// You know **haba?**/ heat?//

In example 3, it is clearly shown that the teacher code-switched the English word 'heat' to Malay word '**haba?**' in her question. This was done to ensure the students understanding of the English word 'heat'. Thus, the students get the idea of the teacher correctly.

ii. To give instruction for specific task

Teaching and learning process in the classroom involving a lot of instructions by teacher to students. From the interview with the teacher it was found that the teacher code-switched when she gave instructions to the students to make the instructions clear and easy to understand by the children. Below were the example of this function of code-switching extracted from the teacher's discourse.

Example 1

N: Yes paste it in the book/ and **jawapan tolong tulis dalam buku latihan**//

Example 1 showed the functions of the teacher's code-switching which was to give instruction for specific task. The teacher code-switched to a Malay phrase '**jawapan tolong tulis dalam buku latihan**' to emphasis the students to write the answers in the exercise book and not anywhere else. The teacher believed that she was able to convey the message clearly and effectively in Malay language as Malay language is her students' first and familiar language.

Example 2

N: Amira is sitting between Hanis and Nurul// **Tengok gambar**// Is there any question before we go for our activity session?//

In example 2, the teacher instructed her students in Malay '**Tengok gambar**' instead of in English 'Look at the picture' as she wanted all her students to look at the picture in the book to understand the meaning of the preposition 'between' clearly. It was found that the teacher instructed in Malay because there were some students who did not

understand the preposition 'between' clearly because they did not look at the picture given. Since Malay language is their first language they were able to understand the instruction very quickly which made them understand the English word taught clearly.

Example 3

N: But did you write down the correct answer for you to do revision later?// Make sure you **buat**//

Example 3, exemplified the function 'to give instruction for specific task'. In the former example the teacher code-switched to ensure the students looking at the picture. Similarly, in example three the teacher code-switched for the same purpose. This is where the teacher code-switched the English word 'do' to Malay word '**buat**' when gave instruction. The teacher code-switched the word 'do' was because she wanted to emphasize to her students to write down the correct answers in their book for them to refer later.

The teacher also believed that all her students are well aware of the purpose of teachers code-switching when she gives instructions to them, that she gives importance to what she said.

iii. To foster a better relationship with students

Furthermore, the teacher code-switched to Malay language in her normal conversation during classroom teaching to improve the relationship with students. The actual purpose of this code-switching function is to form a more informal atmosphere and to build a better bonding with the students.

Example 1

N: They serve and die for their countries and we must always respect them// **Ada tak sesiapa punya parent tentera kat sini?**//

In example 1, the teacher tried to improve the rapport with the students. She did this by creating a conversation with the students about their personal matter which was slightly related to the lesson taught. In this example, she asked her students in Malay whether any of their parents are soldiers in army. It can be seen clearly that, the teacher employed code-switching to bridge the gap between her and the students.

Example 2

N: You will know when and where to use which preposition// So **tolong** focus on the lesson// understand?//

In the second sentence, the teacher code switched the word 'please' to Malay word '**tolong**'. This showed that the teacher truly care for the children and she wanted the children to focus on the lesson and to understand that she really care for them. Similarly in example 3, the teacher code-switched the English phrase 'Very easy' to Malay phrase '**Sangat senang**' to give moral support to the students in understanding the lesson. By code switching these phrases to the language that the students are familiar with, the teacher believed that the students will feel more comfortable talking to her in Malay language and feel confident during her English lesson.

Example 3

N: Hmmm// The other example is.../ He is standing at the door// **Sangat senang/** and
I'm very sure you guys are okay with this one//

iv. To reprimand students

It was found that the teacher code-switched to Malay language several times to reprimand the students. Teacher reprimanded the students in the Malay language to make sure that her message was understood by the students effectively and properly.

Example 1

N: Hmmm/ **banyak kali dah cakap tapi still buat benda yang sama// kalau buat
mistake yang sama lepas ini/ huh/ mesti I bagi kosong markah untuk soalan ini//**

In example 1, the teacher reprimanded the students for repeating the same mistakes many times. The teacher code-switched to Malay to emphasise that this would be a lesson for the students as they were reprimanded for repeating the same mistake over and over again.

Example 2

N: If **salah** / write the correct answer next to it!//

Similarly in example 2, the teacher code-switched to Malay when she reprimanded the students. This is where she stressed on the word '**salah**' which means

‘wrong’ in English when reprimanding them by asking to rewrite the correct answer next to it as a punishment. The teacher intentionally used Malay language which is their first language when reprimanding the students therefore they will be mindful of her warnings, as a result the students will not repeat the same mistakes another time.

Example 3

N: This is a very easy and straight forward question and I don’t understand how some of you **dapat salah?**//

In this example the teacher scolded the students for not answering the easy and straight forward question correctly. Similarly, she intentionally used Malay language which is their first language, in her sentence to stress on how shameful it is to answer the straight forward question wrongly. Thus, the students will be more aware of their mistakes in future.

v. To instil humour

One of the reasons for the teacher to code-switch is to instil humour during the English lesson. It was found that the teacher code-switched from English to Malay every time she wanted to be humorous as shown in the example below.

Example 1

The example below showed that the teacher code-switched from English to Malay when she praised the student for his good answer ‘Among all the students in Form Four, I am the tallest’. The teacher praised him for his excellent answer, however she also said the Malay phrase ‘**memang tinggi**’ which was followed by laughter. This showed that the student was not the tallest in form four. The teacher wanted to make this clear to

other students by teasing him humorously by saying ‘**memang tinggi**’ in Malay which showed that even though he said that he is the tallest but he is not. She chose to code-switch to Malay since it was funnier and can be easily understood by the students. This created a better picture for the students.

S: Teacher can I say/ ‘Among all the students in Form Four, I am the tallest’//

T: Wow/ Fantastic Aqil/ and you are the tallest actually// **Memang tinggi**// haha// An excellent example of sentence//

Another example to illustrate this function can be found in this example.

Example 2

N: Mark with red pen// Hadi use red pen/ not black pen/ **pen merah**//haha// Take this one Hadi//

In the above example the teacher code switched to Malay by humorously asking a student to follow her instruction to mark the work with red pen. This is because the student was confused with the red and black colour. The teacher code switched to ‘**pen merah**’ to emphasise the student to use red pen instead of black pen. The teacher believed that, this is one of the way to clarify to the students without embarrassing them in front of other students.

Example 3

N: This is a very emotional poem actually// Oh ya/ I forgot to discuss the theme of the poem//I totally **lupa**// Haha//

In example 3, the teacher code-switched to explain to the students that she has forgotten to discuss the theme of the poem. She said this humorously in Malay language 'I totally **lupa**' and this was followed by her laughter. This made the students laugh as well. This is one of the method employed by the teacher to ensure a livelier classroom environment, therefore the students will not feel bored during the lesson.

vi. To elicit answers

Another reason the teacher code-switch is to elicit answers from the students during the lesson. The code switching function was applied when there were no response from the students during the lesson. Examples below demonstrated this function of code-switching.

Example 1

N: **Faham tak?** **Nak saya repeat sekali lagi** what is this poem about?// Anyone?//
Tak ada sesiapa ingat?//

Example 2

N: Means **cucu ini dengan sedihnya tengok gambar neneknya yang sudah meninggal dunia**// is it clear now?/ **faham tak kelas?**// Poem ini **tentang apa kelas?**// Anyone?//

Example 3

N: This line help us imagine the atmosphere in the battlefield actually// **Boleh bayangkan** the battlefield everyone?// The atmosphere in the battlefield?//

Example one demonstrated that the teacher was trying to get response from her students about the poem taught in the class. Similarly, the second instance exhibited that the teacher demanded some answers about the poem learned in the class. Both samples revealed that the teacher code switched to Malay when there was no response from the students for her questions. Likewise, the third example also illustrated that the teacher demanded some feedback from the students. The teacher code-switched as she understood that the students did not completely understand the questions. As a result, code-switching was needed to facilitate her students to answer these questions.

Conclusion

Teacher's classroom discourse and the feedback gathered from the teacher's interview reflected that code-switching employed by the teacher serves various functions. These six code-switching functions involved are quotation, addressee specification, interjection, reiteration, message qualification and personalization versus objectivization. Six of these functions fit to conversational functions of code-switching by Gumperz (1982) whereas the other six are identified from the teacher's feedback and the classroom discourse itself. The other six functions are to ensure students understanding or knowledge in certain topics, to give instruction for specific task, to foster a better relationship with students, to reprimand students, to instil humour and to elicit answers. These six added functions are the same as Ernie's (2011) added conversational functions in her research on code-switching functions.

Table 4 demonstrated the frequency of occurrence of the functions of the teacher's code-switching as per extracted from the teacher's classroom discourse. The purposes of code-switching recognized were based on the feedback given by teacher during the interview and also based on the utterances of code-switching in her discourse. Table 4 illustrates the finding of the frequency of occurrence of the teacher's code-switching functions.

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Table 4

Frequency of occurrence of the teacher's code-switching functions

Functions of the code-switching	Lesson 1	Lesson 2	Lesson 3	Total functions of three lessons	Percentage of functions (%)
Quotation	0	3	0	3	2
Addressee Specification	2	1	0	3	2
Interjection	4	2	1	7	5
Reiteration	17	5	10	32	21
Message Qualification	8	10	7	25	17
Personal versus Objectivization	0	2	2	4	3
To check students' understanding or knowledge on certain topics	6	6	3	15	10
To give instruction for specific task	4	2	5	11	7
To foster a better relationship with students	9	7	6	22	15
To reprimand	3	4	0	7	5
To crack jokes	2	4	0	6	4
To elicit answers	5	4	4	13	9
Total	60	50	38	148	100

Table 4 clearly shows that the utmost important reason for the teacher to code-switch during the English lesson is reiteration. In the teacher's entire discourse there were 32 utterances out of 149 utterances in which she code-switched to Malay in order to translate or to repeat the English words, phrases or sentences. Reiteration made up 21% of the entire percentage of the functions of the teacher's code-switching.

The second most important reason for the teacher to code-switch is message qualification. The teacher used 25 utterances to code-switch for message qualification function. This function contributed 17% of the whole percentage for the functions of the teacher's code-switching.

Following message qualification function is fostering a better relationship with students. There were 22 instances of code-switching utterances in this function. This function made up 15% of the whole percentage of the reasons which motivates the teacher to code-switch in the English lessons.

This was followed by the function of checking students' understanding or knowledge on certain topics which is 10% of the whole percentage of code switching, eliciting answers contributed 9% of whole percentage of code-switching and followed by the reason of giving instruction for specific task which has contributed 7% of the whole percentage of reasons for code switching. In addition, reprimanding and interjection reasons contributed 7% equally of whole percentage for the reasons for teachers' code switching. Next least important reason for the teacher to code switch is to crack jokes which contributed only 4% of the whole percentage for the function of the teacher's code-switching.

The least important functions for the teacher's code-switching in the class is quotation and addressee specification. Each of this reasons equally contributed only 2% out of the whole percentage of the functions of the teacher's code-switching.

Therefore, every code-switching functions listed above prove that code-switching take place with particular reasons and could act as an instrument to ease the learning process and also to fulfil the students' needs in the classroom.

4.2.3 Student Perception on the Teacher's Code-switching Behaviour in Class

Perceptions is the ability to have understanding of something through one of the sense, particularly the sights or via the mind' (Longman Dictionary of English Language and Culture, 2005). Thus, the researcher of this study associated perceptions to the students' awareness and understanding of the teacher's code-switching behaviour in classroom. The awareness of the students' perceptions is significant as the researcher intended to find out whether code-switching can be one of the valuable tools of learning the English language and whether it can benefit the students particularly the intermediate level learners.

The students' perceptions were investigated through questionnaires modified from Schweers (1999), Burden (2001) and Tang (2002) who did studies on teachers and student's perception on classroom code switching. This questionnaire was modified to 10 questions accompanied by four selections of answers following the Likert-scale method. This questionnaire for students can be found in Appendix B. The four choices range from the most positive response to the most negative response. The first five questions drew the students' interest in learning English and the other five was about the students' view on their English teacher's code-switching in the English lesson. Some examples are, 'I think English is important for daily use', 'I can understand English better when my teacher uses Malay here and there throughout the lesson', 'I can improve my English when she uses Malay to teach English language' and 'I cannot improve my English if my teacher uses only English throughout the lesson. These responses by the 30 students were then analysed and tabularised in Table 5.

Table 5

Students' responses on the teacher's code-switching behaviour in English classroom

Question Number	Number of Respondents				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	0	4	16	10	30
2	10	16	4	0	30
3	0	3	19	8	30
4	1	1	21	7	30
5	1	1	20	8	30
6	0	0	17	13	30
7	1	4	13	12	30
8	3	2	15	10	30
9	1	1	10	18	30
10	1	5	16	8	30

Table 5 showed the feedback gathered from questionnaire distributed to the students. From the data collected it was found that 87% of the students stated that they liked to learn English. This is where 53% of them agree with the statement and 33% of them strongly agree with this statement. On the other hand, only 13% of the students stated that they will not learn English if given a chance compared to a majority of them which was 87% of students who were disagree and strongly disagree with this statement.

In addition, 90% of the students were well aware that English is important for daily use meanwhile 93% of them agreed and strongly agreed that it is important to be excellent in English language in order to be professionally employed. On the other hand,

93% out of 30 students stated that they can understand the English lesson well and only 7% of the students stated that they cannot understand the English lesson well with codes. This tabulated data showed that majority of the students liked learning the language, viewed the subject as an important subject and positively.

All of the 30 students, which is 100% of them stated that they could comprehend the lesson well because their teacher code-switched from English to Malay here and there during the English lesson. This showed that these students prefer their teacher to code-switch and find it helpful in comprehending the lesson. Meanwhile, 83% of them agreed and strongly agreed that they can understand lesson faster when the teacher code-switched to Malay language during the lesson rather than only teach in English language. Conversely, only 17% of the students disagree and strongly disagree with this statement.

Similarly, 83% of them agreed that the lesson is more interesting as their teacher used both Malay and English language during the lesson. Interestingly, 93% of the students agreed that they can improve their English if the teacher uses Malay and English language throughout the lesson and only 7% of them disagree with this statement. In addition, 80 % students were came to an agreement that they could improve their English proficiency if the teacher code-switched to Malay language and not uses only English throughout the lesson.

Overall, the tabularized data of students' positive feedbacks about their view on teacher code-switching in class, prove and conclude that the students viewed code-switching as a very useful and positive tool in learning the English language more effectively.

4.3 Conclusion

In conclusion, all the data to some extent revealed the functions of code-switching during the teaching and learning process. The classroom discourse shows that the teacher has a linguistic pattern and functions when code-switch. Meanwhile, the interview data from the teacher shows the functions of code-switching, while the responses from the student's questionnaire indicated that the act of code-switching has aided students' comprehension of the lessons.

By using the instruments, audio recordings, teacher's classroom discourse, interview with the teacher and questionnaire given to the students, the researcher able to describe the linguistic patterns of teacher's code-switching, to learn the functions of teacher's code-switching plus analyse the student perceptions toward the teacher's code-switching behaviour in ESL classroom.

Based on the analyzation of data, the researcher discovered that the teacher code-switched following a certain linguistic patterns; at intra and inter sentential levels of code-switching according to the framework suggested by Scotton (1993). This can be clearly seen in teachers recorded classroom discourse when the teacher code-switched at word level, phrase level and sentence level. These happened when the teacher code-switches from English words, phrases and sentences to Malay words, phrases and also Malay sentences.

It was also found that code-switching during the English class served numerous sociological and pedagogical functions. Six of these functions fit into the list of conversational functions suggested by Gumperz (1982) and the rest are drawn from the feedback collected from the interview done with the English teacher which are the same

as Ernie's (2011) added conversational functions in her research on code-switching functions. Among the functions which fitted the conversational functions suggested by Gumperz were quotation, addressee specification, interjection, reiteration, message qualification and personalization versus objectivization. Furthermore, it was précised that the teacher code-switched in the class when she needed to ensure the students understanding and knowledge in particular topics, to give instruction for specific task, to foster a better relationship with students , to reprimand, to instil humour and to elicit answers. These six functions were evidently supported with a selection of instances of code-switching extracted from the teacher's recorded classroom discourse.

Based on the feedback gathered through questionnaires, it was concluded that the majority of the students had positive opinion or perception regarding their teacher's code-switching. It was concluded that code-switching helped with learning of the English language and also assisted to instil a more interesting environment in the class. Thus code-switching helped to foster not only better understanding of the lesson but created an enhanced learning environment in the classroom for the students.

In comparison to the previous studies conducted on code-switching in Malaysian classrooms, the current study enclosed nearly all aspects of the phenomenon as per it investigated the patterns of teacher's code-switching, functions and student perceptions of the code switching phenomenon. The studies stated earlier by the researcher (Ong, 1990; Tam, 1992 & Muthusamy, 2010) merely concentrated on the functions of code-switching and Badrul Hisham & Kamaruzaman (2009) further focused on the student perceptions toward the phenomenon. Despite all these dissimilarities, the findings of the studies were somewhat similar. This is where, it was learned that code-switching served significant functions particularly for pedagogical and social purpose in the classroom.

Into the bargain, it was also summarized that students were positive on the employment of code-switching in the English class. These findings confirmed that, the nature of code-switching employed by the language teacher in the ESL classroom facilitated to enlighten the classroom environment to ensure maximum acquisition of the language learnt by the students.

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CHAPTER 5

CONCLUSION

5.1 Introduction

The final chapter of this study summarizes the overall findings discussed and answers the research questions that have been drawn earlier in the chapter one. This chapter will present the significance, implication and limitation of the current study. This chapter also provides suggestions for future study associated to similar research.

5.2 Summary of the Study

This research is carried out to answer three research questions about the teacher's code-switching in an English as second language classroom. The data was collected from recorded teacher's classroom discourse, interview with the teacher and also questionnaire distributed to the students. These data was than analyzed very carefully to answer all these three research questions. The researcher used the Matrix language Frame model by Carol Myers-Scotton (1993) and the conversational Functions by Gumperz (1982) as the framework for this study. The findings gathered from the study have provided a clearer insight about the code-switching phenomenon in the ESL classroom.

5.3 Research Questions

There were three research questions formulated in order to meet the research objectives. These research questions in chapter one will be reiterated and the answers to each question will be given below:

RQ 1: What are the teacher's code switching patterns in the ESL classroom?

The data gathered clearly showed that the teacher employed a certain type of linguistic pattern when she code-switched in ESL classroom. The patterns were as suggested by Scotton in her Matrix Language Frame Model (1993). The Matrix Language Frame Model is divided into two different types of code-switching categories and they are intra-sentential code-switching and inter-sentential code-switching.

The intra-sentential code-switching involves two level of code-switching, word level and phrase level. The word level code-switching was identified and analyzed by looking at various word classes. The word classes were nouns, verbs, adjectives, adverbs and function words. On the other hand, phrase level code-switching involved code-switching of noun phrase, verb phrase, adjective phrase adverbial phrase and prepositional phase.

The second type of code-switching is inter-sentential code-switching. Inter-sentential code-switching is code-switching at sentence level. This was observed by looking at different sentence structures. The sentence structures involved are simple sentence, compound sentence and complex sentence.

From the teacher's classroom discourse, it can be evidently concluded that the teacher used code-switching at intra sentential and inter-sentential level. The teacher

code-switches word classes of nouns, verbs, adjectives and function words. She does this with unfamiliar words which might be difficult for the students to understand. On the other hand she also code-switched some of the words for them to easily understand the content of what she is saying. Furthermore, it was discovered that the teacher also code-switched different types of phrases in her classroom discourse. The teacher code-switched noun phrase, verb phrase, adjective phrase and also prepositional phrase. Moreover, the teacher also reasonably code-switched at sentence-level. This was evidently identified from the teacher's discourse during the English lesson.

The above explanation summarizes that the teacher code-switched according to the intra-sentential and inter-sentential code-switching as suggested by Scotton (1993) in Matrix Language Frame Model. At intra-sentential level, code-switching occurs at word level and also phrase level. On the other hand, at inter-sentential level the code-switching occur at sentence level. In addition the linguistic patterns of the teacher's code-switching also support the idea on the Asian language having the ability to be code-switched at word, phrase and sentence levels as mentioned by Southworth (1980).

RQ 2: What functions do the teacher's code switching serve in the ESL classroom?

Analyzation of collected data concludes that the teacher code-switching during her classroom discourse serves pedagogical and social purposes. There were six functions of code-switching that fits into Gumperz Conversational Functions (1982) and additional six functions were added to the Gumperz's lists. Therefore there were total 12 functions of code-switching. These 12 functions of code-switching were supported evidently with examples of code-switching found in the teacher's classroom discourse.

The teacher reiterated in Malay language during the English lesson. In this research Reiteration function serves to translate or repeat words, phrases or sentences for better understanding of the students as suggested by Gumperz (1982). The teacher employed this function in her English language teaching because it serves to emphasize on the important details that the teacher wants to stress on in the lesson so the students able to understand the lesson well. Therefore, it is usual for the teacher to code-switch with her students' conversant and comfortable language in the process of making sure her students' understanding of the lesson.

The other reason why the teacher code-switched during the lesson was Message Qualification. This function serves to explain and qualify the message that the teacher delivers during the lesson in the class as suggested by Gumperz in his conversational function (1982). In this function the code-switched messages elaborated further on the subject matter discussed during the lesson. It is common for a teacher to use various examples, illustrations and elaborations on the subject matter to enhance student's understanding of the lesson. Therefore, it was found that the teacher elaborated, explained and also illustrated to the students in Malay for them to get a clearer picture of the lesson.

'To foster a better relationship with the students' is another function for the teacher to code-switch in the class. The job of this function is to establish a better relationship with her students in the class. The teacher code-switched to Malay language, language that the students familiar with during the lesson to ensure her students feel more comfortable and confident with her in the classroom. This was done to ensure faster response from the students as the students will be able comfortable and confident in the classroom environment.

The other function of code-switching discovered was to ensure students' understanding or knowledge on certain topics discussed in the class. According to the teacher during the interview, she believed that it is better to check her students' understanding and knowledge about the subject matter discussed during the lesson in Malay instead of English. This is because, the teacher believed that she will get the feedback or response quicker from the students if she uses Malay language. She also stated that, if she converse with them in English, she will have to wait longer for the students to response and most importantly at times these students will not respond at all. If the students did not response at all, the teacher wouldn't be sure whether the students are clear about what was discussed in the class.

Some other reasons for the teacher to code-switch in class were to elicit answers, to give instruction for specific task, to interject, to reprimand the students, to crack jokes and to reflect the speakers' personal opinion. The teacher tended to code-switched to Malay to elicit answers from the students when there is no response from the students and to make them respond quicker. The teacher also code-switches when she gave instruction for the specific task given to the students so that her students would not misunderstand the instruction and can complete the task allocated correctly. In addition, the teacher used Malay interjections in her classroom discourse, such as '**eh**' and '**kan**' to demonstrate a stronger feelings about the issue discussed in the classroom. Meanwhile, the teacher also reprimanded the students in Malay language so that it will be effective, expressive and also meaningful to them. The teacher also instilled humour in their mother tongue so that the humour become more meaningful and expressive to the students.

Moreover, she also quoted English quotes in Malay to maintain the authenticity of the speech and to make it easier for the students understand it clearly. In some instances the teacher uses Malay to address her students. This can certainly draw the student's attention and to get quicker response from the students. Thus in this research the functions are as follow.

1. Quotation
2. Addressee specification
3. Interjection
4. Reiteration
5. Message qualification
6. Personalization versus objectivization
7. To ensure students understanding or knowledge in certain topics
8. To give instruction for specific task
9. To foster a better relationship with students
10. To reprimand students
11. To instil humour and
12. To elicit answer

It can be clearly seen that most of the functions serves pedagogical purposes like reiterating, quoting, to elicit answer and so on. On the other hand, the rest of it serves social purposes like to crack jokes, to reprimand and so on. Therefore, it can be concluded that the most important purpose of the teacher's code-switching in the class was to facilitate the learning process. Furthermore, the teacher also build better relationship with the students through code-switching. Thus, the students will be comfortable being in her lesson and overall the students will have more interest to learn the English language which contributes to ESL teaching and learning process.

RQ 3: How do the students view the teacher's code switching patterns in the ESL classroom?

Data collected through questionnaires showed that the students are positive towards the teacher's code-switching behavior in the ESL classroom. Students' feedback in the questionnaire revealed that they have positive perceptions about English lessons in school. This was clearly seen when majority of the students, 87% of them stated that they liked learning English language in school. Most importantly a majority of the students also agreed that code-switching is one of the instrument to make them understand the language better and clearer.

Meanwhile, the students also stated that teacher's code-switching in their English lesson helps them to learn the language quicker and very effectively. On the other hand, the majority of the ESL learners perception is code-switching can make the English lesson exciting and interesting. All of the students' responses in the questionnaire clearly show that the students have precisely positive attitudes towards the teacher's code-switching behavior during the English lesson and they agree that code-switching could be an effective tool to facilitate English language learning in the ESL classroom.

5.4 Significance and Implications

This study is significant as it fill the gap in code-switching research especially in Malaysian context and it is also significant because in the research especially the findings of the study evidenced that code-switching does not take place randomly and is meaningful as suggested by nearly all researchers in the same field. A majority of the researchers in Malaysia prefer to carry out research based on sociolinguistics especially the cultural aspects as they think that this field provides more significant and more

realistic findings compared to the studies based on only linguistics perspectives. In this study teachers' code-switching was looked into two aspects. They were linguistic and sociolinguistic aspects. Based on linguistic perspective it can be concluded that the teachers' code-switching is governed by certain rules which involves intra-sentential and inter-sentential code-switching as suggested by Scotton (1993). Meanwhile, code-switching study based on sociolinguistic perspective reveals that the functions of code-switching detected from the teacher's discourse fits the Gumperz conversational functions (1982). Most significantly, there were six other reasons of code-switching effectively discovered in the teacher's discourse. Twelve of these functions of code-switching plays a very significant part in pedagogical and social purposes. Most importantly, the students in this study view teacher's code-switching in English class as a very worthwhile and effective instrument in facilitating them to develop their English language. As a result, it can be concluded that code-switching can be an aid to improve students' proficiency in English language particularly among the slow and intermediate learners.

5.5 Limitations of the Study

The researcher confronted three limitations in conducting this research. Limitation number one is regarding the sample of the study. This study included merely one ESL teacher and also only one ESL class students. Therefore, this researcher does not attempt to overgeneralize the findings to all Malaysian English teachers.

In addition, the other two limitations that the researcher encountered during the study are the time frame to collect data and to conduct student interview. As there were a lot of programs like examinations, monthly assessments and seminars were led continuously, the opportunity for the researcher to gather data and to conduct the student interview was very limited. Despite all these challenges, the researcher managed to get all the necessary data for the research by setting appointments with the teacher.

5.6 Suggestions for Further Studies

This research was intended to discover the patterns and the functions of the teacher's code-switching in the ESL classroom and how do the students view the teacher's code-switching patterns in the ESL classroom. The students believe that code-switching is a positive tool to use in ESL classroom to teach English language. Therefore, the researcher suggests that future research can be done by investigating on how code-switching contributing to ESL students' achievement in classroom. Therefore, the researcher can reveal the benefits of code-switching and how it contributes to the students' achievement in classrooms. In addition, the researcher also could conduct the research with more teachers, with different classes instead of only one teacher and only one class to collect more data. The researcher also could include student interview to collect more data. Therefore, the researcher could understand better about this phenomenon and could provide more reliable findings.

5.7 Conclusion

In conclusion, the findings in this study support Matrix language frame model by Carol Myers-Scotton (1993) which describes the teachers linguistic patterns when code-switching during the lesson and also supports the framework of Conversational Functions of code-switching by Gumperz (1982) and 6 added functions of code-switching which describes the functions of the teacher's code-switching in a Malaysian classroom. This study also proves that the teacher's code-switching following certain type of linguistic patterns and it is meaningful and did not simply occur at random. The findings also proved that the students have positive views towards the teacher's code-switching during the English lesson. Teachers' understanding of this phenomenon will make the teachers

to clearly see its strengths in teaching English language effectively when they practice code switching in an ESL classroom.

This chapter also covers the significance of the study. Nevertheless, there are limitations to this study that could be noted for future research specifically for the sample of the study and hours of the teacher's recorded classroom discourse as this would contribute to know more about the effectiveness of teacher's code-switching in English teaching to ESL students.

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