

## **CHAPTER 4**

### **DATA ANALYSIS AND DISCUSSIONS OF FINDINGS**

#### **4.0 Introduction**

This section reviews the data obtained from the audio recordings of the two double-period English lessons and an interview done with the teacher. It also examines feedback gathered from the questionnaires distributed to the students.

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

#### **4.1 Discussions of the finding**

The analysis would answer the three research questions of the study. The first question is regarding the linguistic patterns of the teacher's code-switching in the English as a second language classroom, the second is functions of the teacher's code-switching during the English lesson and finally the student perceptions towards the teacher's code-switching behaviour in the class.

#### **4.1.1 The linguistic patterns of the teacher's code-switching**

The linguistic patterns of the teacher's code-switching are described based on the two categories of code-switching, 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 used in explaining linguistic patterns of code-switching in most code-switching studies. Intra-sentential code-switching reflects switches which employ two languages within a sentence. The switches can be at two levels; word and phrase. In contrast, inter-sentential code-switching refers to the use of two languages at sentence level.

In the present study, the researcher aims to see whether the linguistic patterns of code-switching exist in the teacher's classroom discourse. This will be done by examining the switches which occur at word level, phrase level and sentence level. These three levels were then analyzed in a more detailed manner by looking at various related items. At word level, the analysis will cover various word classes such as noun, verb, adjective, adverb, and function words. At phrase level, the analysis will be based on the different types of phrases such as noun phrase, verb phrase, adjective phrase, adverbial phrase and prepositional phrase. At sentence level, the analysis will be realised through structures of sentences which are simple sentence, compound sentence and complex sentence. A more in-depth analysis on the frequency of the various switches was also done in ensuring a more vivid understanding of the phenomenon.

##### **4.1.1.1 Code-switching at word level**

According to Matthews (1997:404), a word refers to the smallest units that make up a sentence. In this study, code-switching at word level occurred when the teacher

used Malay words within English sentences. The switches were analyzed based on different word classes: nouns, verbs, adjectives, adverbs and function words.

### I. Code-switching of nouns

According to Crystal (1997:264), a noun is ‘a term used in the grammatical classification of words, traditionally defined as the name of a person, place or thing’. In this study, code-switching of nouns took place when the teacher used Malay nouns instead of English nouns within English sentences. The examples below illustrated code-switching from English to Malay nouns employed by the teacher during the English lesson.

Example 1: *Appendix A, Page 115*

N: Aa//**Pembetulan**//For every mistakes that you have made/you have to make correction so that you learn from the mistakes//

In this example, the word ‘**pembetulan**’ was in Malay and had been code-switched from English noun ‘correction’.

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

Example 2: *Appendix A, Page 121*

N: You know **baldi?**/bucket?//‘Kick the bucket’ means die//

In the above sentence, the teacher clarified the meaning of the word ‘bucket’ by using Malay noun ‘**baldi**’.

In example 3 below the teacher used Malay noun ‘**tanahair**’ for English noun ‘homeland’.

Example 3: *Appendix A, Page 125*

N: Malaysia my beloved homeland//**Tanahair** ku/right?//

Example 4: *Appendix B, Page 130*

N: Dia terpaksa bertanggungjawab for the **keluarga**/the children when the husband is not around//

Example 4 illustrated code-switching from the English noun ‘family’ to Malay noun ‘**keluarga**’. Another example which showed that the teacher employed code-switching of nouns was when she explained the meaning of the noun ‘ritual’.

Example 5: *Appendix B, Page 134*

N: Annual means tahunan/ritual means **upacara**//

In this example, the teacher tried to simplify the meaning of the English noun ‘ritual’ by code-switching it to Malay noun ‘**upacara**’.

Thus, all of the above examples indicated that the teacher practiced code-switching of noun while teaching English to her students. The reasons for this was she either wanted to clarify the meaning of the English nouns or just simply inserted the Malay nouns in order to maximise her students’ understanding of the words and sentences discussed

## II. Code-switching of verbs

According to Emery, Lindblom & Kierzek (1996:33), 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. A verb can be further classified into two categories namely transitive and intransitive verbs. In this study, it can be 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 and Culture (1992:1408), transitive verbs are ‘verbs that must take an object or a phrase acting like an object’. In a more detailed explanation by Finegan (1999:37), he clarifies transitive verbs as verbs that take a noun phrase after them. In other words, transitive verbs are verbs or verb construction that requires an object in order to be grammatical. The most common transitive verbs are *build, cut, find, like, make, need, send, use* and *want*. In the sentence ‘I broke the cup’, the transitive verb is ‘broke’ as it requires an object ‘the cup’ to follow it. If not, the sentence will be ungrammatical and incomplete.

In the teacher’s discourse, there were several instances of code-switching of transitive verbs and the examples were as follow.

Example 1: *Appendix A, Page 115*

N: No one got six over six//No/that one is eight over eight//The highest is seven over eight//Ammar **dapat** two over eight//

In the above sentence, Malay verb ‘**dapat**’ had been code-switched from English verb ‘get’. Another example of this type of code-switching can be clearly illustrated in the following sentence.

Example 2: *Appendix A, Page 116*

N: The mind mapping/look at your mind mapping//**Nampak** the mind mapping?//

Code-switching to Malay verb ‘**nampak**’ from English transitive verb ‘see’ in the sentence showed that the teacher applied code-switching of transitive verbs.

Another example can be seen in the sentence below.

Example 3: *Appendix A, Page 124*

N: Alright/okay so now I **ada** task for you/pair work//

In this sentence, code-switching of English transitive verb 'have' to Malay verb '**ada**' exemplified code-switching of transitive verbs.

Example 4 further proved the teacher frequently code-switched English transitive verb to Malay.

Example 4: *Appendix B, Page 129*

N: Remember teacher/**ingat** 'The sound machine'//

In this example, the teacher used Malay verb '**ingat**' instead of English transitive verb 'remember'.

Example 5: *Appendix B, Page 131*

N: You straight away write the correct answer/straight away **tulis** the correct answer//

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

ii. *Code-switching of intransitive verb*

Unlike transitive verbs, intransitive verbs are verbs that have a subject without object (Longman Dictionary of English Language and Culture, 1992). Finegan (1999:37) defines intransitive verbs as verbs that do not require a noun phrase. In other words, these verbs are verbs or verb constructions that do not take an object. The most common intransitive verbs are *agree, arrive, come, cry, exist, go, happen, live, occur,*

*rain, rise, sleep, stay and walk.* The following sentence, ‘My cup fell and broke’ contains an intransitive verb ‘broke’ as the verb used is not followed by any object. In the recorded discourse, there were several instances detected with code-switching of intransitive verbs.

Example 1 demonstrated the teacher’s code-switching of intransitive verb. The teacher code-switched Malay verb ‘**tenggelam**’ to substitute English verb ‘sink’.

Example 1: *Appendix B, Page 128*

N: If not you **tenggelam**//You’ll sink//

In example 2, the Malay verb ‘**terbelit**’ was used in the sentence instead of the verb ‘mangled’. This also illustrated code-switching of intransitive verbs.

Example 2: *Appendix B, Page 130*

N: Why does the snake **terbelit**?//

Example 3: *Appendix B, Page 131*

N: No more leaves//What happen to the leaves?//**Luruh** already//

In the above sentence a Malay verb ‘**luruh**’ was used to replace English intransitive verb ‘fall’. Likewise, in example 4, Malay verb ‘**meratap**’ was also code-switched in the sentence to further clarify the meaning of the English intransitive verb ‘wail’.

Example 4: *Appendix B, Page 133*

N: The women are wailing//What is wailing?//Wail means **meratap**//

Example 5: *Appendix B, Page 136*

N: He tries to drown himself/not drown/suffocate himself//Suffocate means **lemas**//

Another example of code-switching of intransitive verbs in this research was in example 5 when a Malay verb '**lemas**' was used to replace the English intransitive verb to explain the meaning of the word 'suffocate'.

### III. Code-switching of adjectives

An adjective is a word that describes or gives qualities to a noun (Emery *et. al.*, 1996). In other words, adjective modifies noun. In a sentence, adjective can either precede or follow a noun it. For example in the sentence 'The man is big', the adjective 'big' comes after the noun 'man'. On the other hand, in the sentence 'The big man entered the room', the adjective 'big' precede the noun 'man' (Crystal, 1997:9).

In this study, there were several sentences which demonstrate code-switching of Malay adjectives in English sentences.

Example 1: *Appendix A, Page 118*

N: We don't want to go out from house/we just stay inside the house?/**takut** isn't it?

In the above example the teacher code-switched Malay adjective '**takut**' for the English word 'afraid'. This clearly illustrated code-switching of adjective as employed by the teacher in her discourse.

Example 2: *Appendix A, Page 122*

N: So it's written here the tone and mood of 'There's been a death in the opposite house'/so **panjang** the title/

Another example of code-switching of adjective can be seen in example 2 whereby the teacher used a Malay adjective '**panjang**' instead of the English word



'long'. This also happened in example 3 as the teacher clarified the meaning of the adjective 'sincere' by code-switching it with Malay word '**ikhlas**'.

Example 3: *Appendix A, Page 123*

N: Okay/serious and sincere/**ikhlas**/serious serious//

Example 4: *Appendix B, Page 127*

N: That's why you **rugi**//It is ten marks for the content and two marks for the language//

Example 5: *Appendix B, Page 134*

N: Annual means **tahunan**/ritual means upacara//

In example 4, Malay adjective '**rugi**' was code-switched from English adjective 'loose'. Meanwhile in example 5, the teacher used Malay adjective '**tahunan**' to explain the meaning of the word 'annual'.

Thus, all of the examples illustrated above clearly showed that code-switching of adjectives were quite rampant in the teacher's classroom discourse.

#### IV. Code-switching of adverbs

An adverb modifies a verb, adjective or other adverb (Finegan, 1999:41). In the sentence 'Bill looked at me strangely', adverb 'strangely' explains more about manner of the verb 'looked'. Meanwhile in the sentence 'The shark jaws at the museum looked terrifyingly real', adverb 'terrifyingly' modifies the adjective 'real'. Many adverbs are derived from adjectives by adding -ly as in *swiftly* (from *swift*) (Finegan, 1999:40).

In the study, only a few English adverbs were replaced with Malay adverbs. Below were some examples of this type of code-switching.

Example 1: *Appendix B, Page 129*

N: What matters more is 'A'/dapat 'A'/'A1' **lagi** strong/isn't it?//

Example 1 above illustrated Malay adverb '**lagi**' used to replace the English adverb 'more'. This adverb modified the adjective 'strong' in the sentence even though it was not necessary as most students would understand the meaning of the word 'strong'.

Example 2: *Appendix B, Page 135*

N: For good means forever//Forever means what?/**Selamanya**//

In example 2, the Malay adverb '**selamanya**' was used to clarify the meaning of English adverb 'forever'. Thus, the usage of the Malay adverbs '**lagi**' and '**selamanya**' indicated that code-switching on adverb had taken place in the English sentences.

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

Function words are used for various reasons based on the roles of the words in the sentence. There are various function words in the English language but in this study the researcher will only concentrate on preposition, conjunction, modals, pronouns and auxiliary verbs.

### *i. Code-switching of preposition*

According to Matthews (1997:292), 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'. They are usually single words, but there are some prepositions which have more than one word. Some examples of prepositions are *in, on, under, by, in between, for, besides, next to, up, down, and from*. In this study however, there was no instances of code-switching of preposition found in the teacher's discourse throughout the lesson.

## *ii. Code-switching of conjunctions*

A conjunction is a word that joins two syntactic units (Matthews, 1997:68). According to Matthews, the two common types of conjunctions are coordinating and subordinating conjunctions. He further clarifies that coordinating conjunctions are the most common, and there are only seven of them (*for, and, nor, but, or, yet, so*). They glue two independent clauses which are equal in meaning and importance. In this sentence, 'You can see me or my secretary', the two independent clauses 'You can see me' and 'You can see my secretary' are linked by a coordinating conjunction 'or' (Matthews, 1997:77). These two independent clauses can stand on their own and are equal in their meaning and importance in the sentence.

Meanwhile, Matthews also states that subordinating conjunctions join dependent clauses to independent clauses. A dependent clause is a clause that cannot stand alone if compared to an independent clause which can stand alone. Thus, a dependent clause is always normally introduced by a subordinating conjunction. These are the examples of independent clauses which begin with subordinating conjunctions; *after* we left and *that* we had left. These are the examples of subordinating conjunctions that glue dependent clauses with independent clauses; 'He came *after* we left' and 'He said *that* we had left. (Matthews, 1997:360).

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

Example 1: *Appendix A, Page 123*

N: Lepas tu kalau tak serious dia serious **tapi**//(show funny facial expression)

Example 2: *Appendix A, Page 125*

N: 'Every single people' **ataupun** 'Everyone'/I don't want to use 'Everyone'

In the first example Malay conjunction '**tapi**' was used rather than English conjunction 'but'. Similarly, in example 2, another Malay coordinating conjunction had been code-switch which was '**ataupun**' from English conjunction 'or'.

Example 3: *Appendix B, Page 133*

N: Seven years of draught//And then they cannot plant **atau** grow crops//

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

### *iii. Code-switching of modals*

According to Crystal (1997:244), modal is a term refers to 'contrast in mood signaled by auxiliary verbs'. For instance, modals can express that a speaker feels something is necessary, advisable, permissible, possible or probable. In addition, they can convey the strength of these attitudes.

Crystal also clarifies that the most common modal auxiliaries in English are *can, could, had better, may, might, must, ought to, shall, should, will* and *would*.

In the analysis, there was only one instance of code-switching of modals. This instance was shown in the example below.

Example 1: *Appendix B, Page 129*

N: Physics **mesti** score//

In this sentence, English modal ‘must’ had been code-switched to Malay modal ‘**mesti**’. Even though this type of code-switching is possible, the instances are not frequent in the teacher’s discourse.

#### *iv. Code-switching of pronouns*

Crystal (1997:312) defines a pronoun as ‘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’. In the sentence ‘I read the book. It was good.’, the pronoun ‘it’ refers to the noun ‘book’.

In the teacher’s recorded discourse, there was only one instance of code-switching of pronoun detected.

Example 1: *Appendix A, Page 113*

N: Who would like to read the second question?// **Awak**/Rabiatul?

In this sentence, the pronoun code-switched was ‘**awak**’ which means ‘you’ in English. This pronoun referred to the noun Rabiatul, which was the name of the student in the class.

#### v. *Code-switching of auxiliary verbs*

Auxiliary verbs are verbs used with the main verb to reflect certain kinds of grammatical information such as tense and aspects (Finegan, 1994). The most common auxiliary verbs in English are *be, being, been, am, is, are, does, do, did, has, have, had, was and were*.

In the study, there was only one instance of code-switching of auxiliary verbs employed by the teacher. As Malay is an agglutinative language, it is not inflected like English and uses aspectual verbs like '**telah**' and '**akan**'. As a result, auxiliary verbs are not rampant in Malay as the 'be' verb does not exist in this language. Therefore this could be the reason of the lack of code-switching of English auxiliaries in the study.

Example 1: *Appendix A, Page 115*

N: Even though <b>ada</b> 'not'/the verb still must be in what form?/Base form//
--

In this sentence, Malay verb '**ada**' had been code-switched from the English auxiliary verb 'has'. This instance proved code-switching of auxiliary verb in the English sentence was possible though not frequent in the data.

#### **Conclusion**

The linguistic patterns of the teacher's code-switching can be clearly illustrated by looking at word level code-switching whereby instances of intra-sentential code-switching were identified in most of the word class that had been analyzed. These word classes involved noun, verb, adjective, adverb and function words. Thus, this shows that it is possible to replace or code-switch all parts of speech in a discourse as shown in this analysis except for preposition. However, it is not impossible and its absence could be due to the subject matter taught during the lesson which might not require the use of preposition in the discourse.

#### **4.1.1.2 Code switching at phrase level**

A phrase refers to syntactic constituents smaller than a clause and usually larger than a word (Finegan, 1999:593). This means that a phrase can consist of only one word as for example in the sentence 'People cheered'. Here, the subject phrase is the single word 'people' and the predicate phrase is the single word 'cheered'. In addition, besides one word phrase there are other phrases which are made up from more than one word. In the sentence 'The cat eat the mouse', the object of the sentence 'the cat' acts as a noun phrase and the predicate phrase 'eat the mouse' is considered as a verb phrase. Thus, these phrases contain more than one word to make up each phrase as being clarified by Finegan (1999:593).

In the study, code-switching at phrase level occurred when Malay phrase was code-switched from English phrase within English sentence. Phrase level code-switching in this study will look at the five common types of phrases which include the noun phrase, the verb phrase, the adjective phrase, the adverbial phrase and the prepositional phrase.

##### **I. Code-switching of noun phrase**

According to Fromkin, Rodman and Hymes (2003:598), a noun phrase is a syntactic category, also, phrasal category, of expressions containing some forms of a noun or pronoun as its head, and which functions as the subject or as various objects in a sentence. Its basic structure is a noun accompanied with modifiers which can either be pre-modifier or post-modifier. For instance, in a noun phrase 'the cats', 'the' is the pre-modifier and 'cat' is the noun acting as the head of the phrase. However in a noun phrase 'cats from the jungle', the head of the phrase is the noun 'cats' and the post-modifier is 'from the jungle'.

The teacher's discourse consisted of several instances of code-switching of noun phrase as being exemplified below.

Example 1: *Appendix A, Page 118*

N: Erm/fatal means boleh membawa maut/fatal//‘Fatal’ means causing death/**membawa maut**//Causing death//

In the first example, Malay noun phrase ‘**membawa maut**’ was switched from an English noun phrase ‘causing death’. Similarly in the next example, English noun phrase ‘annual ritual’ had been code-switched into Malay noun phrase ‘**upacara tahunan**’. In this phrase, the noun ‘ritual’ is the head of the phrase with the pre-modifier ‘annual’. Thus, this phrase is known as a noun phrase.

Example 2: *Appendix B, Page 134*

N: Bila kata annual ritual means **upacara tahunan**//Annual means tahunan/ritual means upacara//

Another obvious example of this kind of code-switching was shown in the following sentence. In this sentence, the teacher used Malay noun phrase ‘**kata semangat**’ which means ‘motivational words’ in English. Thus, this usage reflected code-switching of noun phrase.

Example 3: *Appendix B, Page 128*

N: Yeah/just give them **kata semangat**//

## II. Code-switching of verb phrase

According to Fromkin *et. al.* (2003:598), a verb phrase is a phrase that contains a verb as its head along with its complements such as a noun phrases and prepositional



phrases. Thus in the sentence ‘He gave the book to the child’, the verb phrase is ‘gave’, followed by the noun phrase ‘the book’ and prepositional phrase ‘to the child’.

In the teacher’s discourse, there were several instances of code-switching of verb phrase detected. It can be clearly seen in the examples below.

Example 1: *Appendix A, Page 113*

N: The patient has died or because what?/he wants to get some more medication for the patient//The patient has died/**mati dah**//

In the first example English verb phrase ‘has died’ was code-switched to Malay verb phrase ‘**mati dah**’. In this phrase, the verb ‘died’ is the head of phrase accompanied by an auxiliary verb ‘has’.

Example 2: *Appendix A, Page 118*

N: What’s the meaning of mortal?// **Tak boleh mati**/will never die//

Parallel to the earlier example, the above sentence contained English verb phrase ‘will never die’ code-switched to Malay verb phrase ‘**tak boleh mati**’. Here, the head of the phrase is the verb ‘die’ and within it is a modal ‘will’ and an adverb ‘never’.

Example 3: *Appendix B, Page 128*

N: It teaches you a very good lesson/**mengajar kamu**//Don’t ever ever ever leave out summary//

Example 3 also clearly illustrated code-switching of verb phrase as Malay verb phrase ‘**mengajar kamu**’ had been used to replace English verb phrase ‘teaches you’. Similarly, the following example contained another code-switching of verb phrase in which the phrase ‘always tear off’ was substituted with ‘**selalu koyak**’. Both phrases contained the verbs ‘teachers’ and ‘tear off’ as their heads.

Example 4: *Appendix B, Page 129*

N: How come you've finish?//You always tear off/**selalu koyak** kan?//

Example 5: *Appendix B, Page 130*

N: Extract **tak cakap** why does the snake mangle?//Why does the snake terbelit?//

Last but not least, the above example reflected code-switching of verb phrase from 'did not say' to '**tak cakap**' in the Malay language. The head of the verb phrase is 'say' which is accompanied by an auxiliary verb 'did not'.

### III. Code-switching of adjective phrase

Fromkin *et. al.* (2003:573) stated that an adjective phrase is a syntactic category, also phrasal whose head is an adjective possibly accompanied by modifiers, that occur inside noun phrase and as complements of the verb to be. For example in phrase 'the rice is extremely hot', 'extremely hot' is an adjective phrase with the adjective 'hot' acting as the head of the phrase. Similarly in another example, 'a very fierce dinosaur', 'very fierce' is an adjective phrase with the adjective 'fierce' as the head of the adjective phrase.

While analyzing the teacher's discourse, it was found that the teacher did some code-switching which involved adjective phrases. The instances of the switches were demonstrated in the sentences below.

In the first sentence, an adjective phrase which had been code-switched was 'less dramatic' to Malay adjective phrase '**kurang dramatik**'. This phrase is an adjective phrase as it contains the adjective 'dramatic' which acts as its head.

Example 1: *Appendix A, Page 125*

N: 'Every single people' ataupun 'Everyone'/I don't want to use  
'Everyone'/'Everyone **kurang dramatik**//

Another example of adjective phrase code-switching can be seen below when the Malay adjective phrase '**lebih khusus**' was used to replace the English adjective phrase 'more specific'. This phrase has the adjective 'specific' which plays a role as the head of the phrase.

Example 2: *Appendix B, Page 134*

N: Here are two men/you have to be specific//Be specific means **lebih khusus**//

#### **IV. Code-switching of adverbial phrase**

According to Fromkin *et. al.* (2003:573), an adverbial phrase has an adverb as the head of the phrase. For instance in an adverbial phrase 'very rapidly' and 'unusually quickly', the adverbs 'rapidly' and 'quickly' act as the head of the adverbial phrase 'very rapidly' and 'unusually quickly'. However, the analysis shows that there was no instance of this kind of code-switching in the data. As the teacher used lesser adverbs in the lesson, it was impossible to detect adverbial phrase in her discourse.

#### **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' (Matthews, 1997:292). For example in the phrase 'by Monday', the preposition 'by' is followed by a noun phrase 'Monday'. Prepositional phrase can themselves contain prepositional phrase in 'by the opposite', 'of the union'.

The instances of code-switching of prepositional phrase can be illustrated in the sentences below.

Example 1: *Appendix A, Page 121*

N: Okay/let's say you pergi rumah Aiman and then **sebelah rumah** Aiman rumah sapa?//

Example 2: *Appendix B, Page 135*

N: For good means what?//For good bukan **untuk kebaikan**//

In the first example, the teacher used a Malay prepositional phrase '**sebelah rumah**' instead of 'next to Aiman's house'. Similarly, in the second example, a prepositional phrase 'for good' has been code-switched into a Malay prepositional phrase '**untuk kebaikan**'. This phrase is a combination of a preposition 'for' and the noun 'good' which makes up the prepositional phrase.

## **Conclusion**

The analysis indicates that code-switching can also occur at phrase level which is part of the framework suggested by Scotton (1993). The data shows that the teacher code-switches at noun phrase, verb phrase, adjective phrase and prepositional phrase which is in tandem with intra-sentential code-switching.

### **4.1.1.3 Code-switching at sentence level**

A sentence can be defined as the largest unit of grammar, or the largest unit over which rule of grammar can operate (Matthews, 1997:337). In this study, sentence level code-switching or linguistically known as inter-sentential code-switching was analysed

by looking at the structures of English sentences. In this analysis the researcher will focus on the simple sentence, the compound sentence and the complex sentence.

### I. Code-switching of simple sentences

Finegan (1994:118) explains that a simple sentence is a sentence which contains only one clause that stands alone as its own sentence. In general, it will have a subject and a verb which express a complete idea or thought. In the sentence ‘Dan washed the dishes’, the subject of the sentence is ‘Dan’ and the verb is ‘washed’ (Finegan, 1994:119). A simple sentence can also be thought of as an independent clause whereby it can stand on its own.

In the study, several simple sentences which have been code-switched from English simple sentence to Malay simple sentence were detected. The sentences were as listed below.

Example 1: *Appendix B, Page 131*

N: It's very dingin and during musim dingin ni/most of the trees are barren//

**Kebanyakan pokok-pokok dah botak//No more leaves//**

teacher code-switched English sentence ‘Most of the trees are barren’ to Malay simple sentence ‘**Kebanyakan pokok-pokok dah botak**’. As illustrated, this code-switching indicated a direct translation from English sentence to Malay sentence. The sentence code-switched clearly exemplify code-switching of a simple sentence.

Example 2: *Appendix B, Page 132*

N: Draught tu apa?//Kemarau//Seven years of kemarau/**hujan tak turun**//

In example 2, the teacher also code-switched into a simple Malay sentence ‘**Hujan tak turun**’ for English sentence ‘The rain did not fall’ when explaining about a

draught. This sentence is a simple sentence whereby there is only a subject '**Hujan**' which is 'Rain' and a verb to be '**tak**' accompanied by the main verb '**turun**' which makes up the sentence.

Example 3: *Appendix B, Page 133*

N: Probably the Rain God marah//**Tuhan hujan ni marah**/so the Rain God ni tak bagi turun hujan//

The third example also illustrated code-switching of a simple sentence whereby a code-switched Malay sentence '**Tuhan hujan ni marah**' was used to replace 'The Rain God is angry'. Similarly with the other two previous examples, this sentence also consists of one subject '**Tuhan hujan**' which means 'Rain God' and one verb to be '**ni**' which refers to the verb to be 'was'.

Example 4: *Appendix B, Page 133*

N: It's just that they are so desperate/he thinks of performing it//**Dia teringat amalan-amalan lama tu**//

Example 5: *Appendix B, Page 135*

N: The two men were found guilty//**Kedua-duanya didapati bersalah**//

In the sentences highlighted above, the Malay code-switched sentence is a simple sentence as it only contains a subject and a verb. The subject in the sentence is '**Dia**' which is 'He' and the verb is '**teringat**' which means 'remembered' and they make up the simple sentence '**Dia teringat amalan lama-lama tu**'. Similar to example 4, example 5 also contains code-switching of a simple sentence. In the Malay sentence '**Kedua-duanya didapati bersalah**' as there is only one subject which is '**Kedua-duanya**' and the verb '**didapati**' can be translated as 'found' in English.

## II. Code-switching of compound sentence

A compound sentence is made up of two or more clauses are joined by a conjunction in a coordinate relationship (Finegan, 1994:118). The clauses are usually connected by conjunctions or coordinating conjunctions such as *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. He also added that the clauses in a compound sentence reflect equal status. The following two sentences are examples of compound sentences joint by coordinating conjunctions *and* and *but*.

- ‘Karen assembled the new grill, *and* Joe cooked the hot dogs.
- ‘Denise bought a new coat, *but* she didn’t wear it often’

(Finegan, 1994:119)

In the study, there were several sentences illustrating code-switching of compound sentence. The examples were stated below.

Example 1: *Appendix A, Page 125*

N: Where is it the acoustic poem?//**I buat dah hilang pulak**//

In example 1, Malay sentence ‘**I buat dah hilang pulak**’ is a compound sentence as there are two ideas stated in it. This sentence was translated from English sentence ‘I have done it and lost it’. Thus, the two simple sentences ‘I have done it’ and ‘I have lost it’ were joint with a coordinating conjunction ‘and’ to produce a compound sentence ‘I have done it and lost it’ which was code-switched to Malay sentence ‘**I buat dah hilang pulak**’.

Example 2: *Appendix A, Page 125*

N: Ni teacher buat sendiri tau/**tak tiru atau tengok kat mana-mana**//

In the above sentence the Malay compound ‘**I tak tiru atau tengok mana-mana**’ was used to replace the English compound ‘I did not copy or see it elsewhere’. The two simple sentences involved are ‘**I tak tiru**’ which means ‘I did not copy’ and ‘I

**tak tengok mana-mana**’ which means ‘I did not see elsewhere’ which had been joint by a coordinating conjunction ‘**atau**’ which means ‘or’. This illustrated an instance of intra sentential code-switching in this analysis.

Example 3: *Appendix B, Page 128*

N: So that’s my words of encouragement// <b>Itulah kata-kata galakan dan semangat dari saya</b> //
--

In example 3, a coordinating conjunction ‘and’ was used to join two simple sentences to be a compound sentence. The English sentence ‘Those are motivational and encouraging words from me’ had been code-switched into a Malay compound sentence ‘**Itulah kata-kata galakan dan semangat dari saya**’. The two simple sentences were ‘**Itulah kata-kata galakan dari saya**’ which means ‘Those are motivational words from me’ and ‘**Itulah kata-kata semangat dari saya**’ which means ‘Those are encouraging words from me’. These simple sentences were compounded using the coordinating conjunction ‘**dan**’ or ‘and’ in English.

### III. Code switching of complex sentence

A complex sentence is a sentence that consists of a matrix clause and one or more embedded or subordinate clause (Finegan, 1994:506). Subordinators are words like *although, as, because, before, even though, after, if, even if, in order that, since, that, unless, until, when, while, which* and others. An example of a complex sentence is ‘While Sue was eating breakfast, she began to feel sick’. The first part of the sentence ‘While Sue was eating’ is an embedded clause which begins with a subordinator ‘while’ and the second part of the sentence ‘she began to feel sick’ is the matrix clause. Therefore these two clauses made up a complex sentence.



Finegan further clarifies that unlike compound sentences, complex sentences contain clauses of unequal status (1994:122). 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. For example, in the sentence ‘When George lost his temper, he also lost his job’, the part starting with the dependent word ‘when’ is the less emphasized part of the sentence.

In the study conducted, the researcher was able to analyze some complex sentences which had been code-switched from English to Malay. The following examples illustrated this.

Example 1: *Appendix B, Page 130*

N: Of course/**tak ada siapa pun yang nak ambil dia kerja kalau dia masih muda//**

The sentence in example 1 is made up of an independent clause and a dependent clause which begins with a subordinator ‘if’ or ‘**kalau**’ in Malay. The independent clause is ‘**Tak ada siapa pun yang nak ambil dia kerja**’ which had been code-switched from English simple sentence ‘Nobody is offering him a job’. The dependent clause is ‘**kalau dia masih muda**’ which means ‘if he is still young’. This clause begins with the subordinator ‘**kalau**’ which means ‘if’ in English. Thus, the combination of these two types of clauses and a subordinator makes up the complex sentence.

Example 2: *Appendix B, Page 131*

N: Six months/**untuk enam bulan selalunya dia tinggalkan isterinya//**

The second sentence also demonstrated code-switching of a complex sentence because the sentence consists of an independent clause and a dependent clause with a subordinator. The English independent clause should be ‘he usually leaves his wife at

home’ which had been code-switched to Malay independent clause ‘**selalunya dia tinggalkan isterinya**’. The dependent clause in the sentence is ‘**untuk enam bulan**’ which was code-switched from ‘for six months’. This dependent clause begins with a subordinator ‘**untuk**’ which means ‘for’. This again illustrated that English complex sentence can also be code-switched into Malay complex sentence.

In presenting a better insightful finding, a more comprehensive analysis had been made regarding the proportion of occurrence of the various switches discussed earlier. Table 3 summarized the different linguistic patterns observed in the analysis of the English teacher classroom discourse and Table 4 demonstrated the frequency of occurrence based on the two categories of switches.

Table 3

Linguistic patterns of the teacher’s code-switching in the classroom discourse

<b>Linguistic patterns of the teacher’s code-switching</b>		
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

Table 3 showed the various linguistic patterns that the teacher used when she code-switched in the English class. The patterns reflected two categories of code-switching as being suggested by Scotton (1993) in her Matrix Language Framework model which included intra-sentential and inter-sentential code-switching. For intra-sentential code-switching, there were two levels of switching involved. The two levels

were word level and phrase level. Meanwhile for inter-sentential switching, the code-switching happened at sentence level. In a more detailed analysis, code-switching at word level analyzed switches of various parts of speech such as noun, verb, adjective, adverb and function words. Code-switching at phrase level considered different types of phrases which include noun phrase, verb phrase, adjective phrase, adverbial phrase and prepositional phrase. For switches that occurred at sentence level, the types of sentences examined were simple sentence, compound sentence and complex sentence. The analysis of the different types of switches would reflect the linguist patterns of the teacher's code-switching in the classroom discourse.

Table 4

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

Categories of CS	Levels of CS	Types	Frequency				
			Lesson 1	Lesson 2	Total	%	Total %
Intra-sentential	Words	Noun	29	11	40	36	21
		Verb	12	18	30	27	16
		Adjective	9	9	18	16	9
		Adverb	1	1	2	2	1
		Function words	17	4	21	19	11
		<b>Total</b>	<b>68</b>	<b>43</b>	<b>111</b>	<b>100</b>	<b>58</b>
	Phrase	Noun Phrase	19	28	47	57	24
		Verb Phrase	9	12	21	26	11
		Adjective Phrase	9	3	12	15	6
		Adverbial Phrase	-	-	-	0	0
		Prepositional Phrase	1	1	2	2	1
<b>Total</b>		<b>38</b>	<b>44</b>	<b>82</b>	<b>100</b>	<b>42</b>	
			<b>106</b>	<b>87</b>	<b>193</b>	-	<b>100</b>

Table 4 illustrated the first category of the switching, the intra-sentential code-switching. It was further analyzed into two levels of switches; word level and phrase level. Word level code-switching was examined in the different parts of speech which consist of noun, verbs, adjective, 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.

The table showed that the total number of instances of intra-sentential code-switching employed by the teacher was 193 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 111 instances (58%) of English words code-switched to Malay from the total of 193 code-switching instances. In contrast, there were only 82 instances (42%) of English phrases being code-switched to Malay.

The data also demonstrated that the most type of words employed by the teacher to code-switch was noun. A total of 40 instances of nouns (36%) out of 111 instances were code-switched from English to Malay. The least type of words used to code-switch was adverbs with only 2 instances (2%) being code-switched throughout the discourse.

For phrase level, the most preferred phrase to be code-switched was noun phrase. There were 47 (57%) out of 82 instances of noun phrases being code-switched throughout the teacher's classroom discourse. However, it was noticeable that there was no adverbial phrase being code-switched in the lesson.

Table 5

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	Total	%
Inter-sentential	Sentence	Simple	24	40	64	75
		Compound	2	4	6	7
		Complex	9	6	15	18
		<b>Total</b>	<b>35</b>	<b>50</b>	<b>85</b>	<b>100</b>

Table 5 illustrated the second category of switching, the inter-sentential code-switching. This category was further analyzed by looking at various sentence types which include simple sentence, compound sentence and complex sentence.

From the data collected, there were 85 instances of inter-sentential code-switching. The most type of sentence being code-switched was simple sentences. There were 64 (75%) simple sentences out of 85 sentences being code-switched from English to Malay. The least sentence code-switched was compound sentence with only 6 instances found throughout the discourse.

## Conclusion

The analysis above described the teacher's linguistic patterns and the proportion of the occurrence of the teacher's code-switching between English and Malay. These descriptions were based on the two categories of code-switching, the intra-sentential code-switching and inter-sentential code-switching as suggested by Scotton (1993) in her Matrix Language Frame model. She states that the intra-sentential code-switching

can be at word level and phrase level. In contrast, inter-sentential code-switching refers to the use of two or more languages at sentence level or sentence boundary. Thus, it can be concluded that Sotton's (1993) framework which discussed intra-sentential and inter-sentential code-switching can be used to describe code-switching in the English as a second language classroom in Malaysia.

#### **4.1.2 Functions of teacher's code-switching**

The functions of the teacher's code-switching were elicited from the teacher's classroom discourse and also from an interview conducted with the teacher upon the completion of the lessons. From the teacher's audio recorded discourse, the researcher extracted several instances of code-switching which reflected the six functions of code-switching suggested by Gumperz in his conversational functions of code-switching (1982). These functions are commonly utilized to clarify the purposes which motivate speakers to code-switch in conversations. The functions involved are:

1. Quotation (a quotation is code-switched),
2. Addressee specification (a code-switched message aims at a particular or different addressee),
3. Interjection (an interjection is code-switched),
4. Reiteration (a code-switched message repeats what has just been said),
5. Message qualification (a code-switched message elaborates what has been said) and
6. Personalization versus objectivization (a code-switched message implies a 'personal' or 'objective tone).

In addition to Gumperz's conversational functions, the interview conducted with the teacher also helped to add the other functions of the teacher's code-switching in the class. The questions for the interview can be viewed in the appendix section (Appendix

D). The questions asked evolve around the teacher's awareness of the phenomenon in the classroom, the amount of code-switching that the teacher employed and the reasons or functions of code-switching in the English lesson. Even though the teacher did not directly state the functions of her code-switching, some conclusion could be drawn from the instances of code-switching detected in her classroom discourse. This is due to the fact that code-switching happens unconsciously, thus the teacher might not be aware that she has actually code-switched in her discourse.

Below were the other six reasons detected from the interview and the teacher's code-switching utterances extracted from the discourse during the lesson.

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 scold students
5. To instil humour and
6. To elicit answers

All the above functions were strongly supported by the instances of code-switching in the teacher's classroom discourse recorded during two literature lessons. A complete discourse from which these utterances were elicited are included in Appendix A and B.

#### **4.1.2.1 Functions of the teacher's code-switching based on Gumperz**

##### **Conversational Functions**

The teacher's recorded discourse showed that all six Gumperz conversational functions were observed when the teacher code-switches during the English lesson. The six conversational functions were examined and supported with the instances of code-switching extracted from the teacher's discourse. The utterances 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 class. This function refers to code-switching of quotation or reported speech. Quotations are code-switched by the teacher so that she could sound more trustworthy or reliable to the students. This is because quotations could help to justify what has been said are facts and encourage the students to believe in her.

Several instances in the discourse supported this function of code-switching. The examples were as follow.

#### Example 1: *Appendix A, Page 123*

In the example below the teacher explained about one of the moral values found in a poem learnt. The moral value concerned the natural order of life regarding love and marriage. She then quoted a speech between a student and the student's mother who are discussing the matter.

N.: 'Part and parcel of life'// 'Part and parcel of life means sebahagian dari kehidupan'/'Live and death/it is a part and parcel of life'/'Hidup dan mati'/'Big/got married'/'Part and parcel of life'/'isn't it?'/'Besar aja/kahwin'/'Sebahagian/ada tak mak awak kata, "**Jangan kahwin la/cik oi!**/' Then you said "Mother, please calm [ *QUOTATION* ] down! It is a part and parcel of life'//

In the example given, the teacher switched from English to Malay when she quoted the mother's speech "**Jangan kahwin la/cik oi!**"(Please don't get married, dear!). She did this to retain the originality of the speech as it was more likely that the mother will use Malay instead of using English when speaking to their daughters.

Example 2: Appendix B, Page 133

The teacher described the plot of the short story ‘Looking for the Rain God’. She quoted a speech from one of the main characters in the story named Ramadi. Ramadi is discussing with his father, Mogodja, about an annual ritual to call for the rain as there is a long draught at their village then.

N: Ramadi tries to recall and says “**Sebelum ni kita ada buat tak?//Ada tak**  
[ *QUOTATION* ]  
**kita buat tiap-tiap tahun?//It’s just that they are so desperate/he thinks of**  
[ *QUOTATION* ]  
performing it//Dia teringat amalan-amalan lama tu//

In example 2, the teacher quoted Ramadi’s speech from the story. The code-switched quotation was “**Sebelum ni kita ada buat tak?//Ada tak kita buat tiap-tiap tahun?//**”(Have we done this before this? Have we done this every year). However, she delivered the speech in Malay to ensure her students understanding of Ramadi’s enquiry about the practice.

**ii. Addressee Specification**

Another function of code-switching detected from the discourse is addressee specification. In this function, code-switching serves to direct a message to a specific person or addressee. From the discourse recorded, it was obvious that the teacher used only one form of addressee specification in Malay which was ‘**awak**’ to address her students. By doing this, she was able to direct her message to a particular student in the class. The example below illustrated this function of switches.

Example 1: *Appendix A, Page 113*

The teacher discussed the literature comprehension questions and answers with the students. At one point she required one of her students named Rabiatul to read a question.

N: The second one/okay//Who would like to read the second question?// **Awak**

[ADDRESSEE SPECIFICATION]

/Rabiatul?

In this sentence, the teacher drew her student's attention to her instruction by code-switching English pronoun 'you' to Malay pronoun '**awak**'. When she did this, the student was able to know that the teacher's message was directly directed to her.

### iii. Interjection

Interjection is another function of code-switching which serves to convey strong feelings or emotion in a discourse. Even though interjection could not be translated well, it commonly acts as a sentence-filler. The code-switched Malay interjections in the teacher's discourse like '**eh**', '**kan**' and '**lah**' were quite frequent. These interjections are naturally employed by the teacher mostly to deliver her feelings while teaching her students.

Example 1: *Appendix A, Page 124*

The teacher explained about a superstitious practice which acted as a practice in the poem learnt. She conveyed her view about the practice to the students.

N: So semua tilam buang!// Everybody is throwing the mattress// That one is not very acceptable/not very reasonable **kan?**// Sayang kalau tilam tu very expensive/

[*INTERJECTION*]

Vono punya tilam?//

Example 2: *From Appendix B, Page 127*

The teacher checked the students' marks on the summary section in the examination papers. She discovered that she missed one of her students' summary as she did not marked that particular summary.

N: **Eh**, ni dah terlepas!. Some people do not do the summary/that's why

[ *INTERJECTION* ]

I missed//Some people did the summary/some didn't//I sometimes missed//

Examples 1 and 2 contain Malay interjections being used in English sentences. In the former example, the teacher expressed her surprise on the practice which she thought should not happen in the community. The use of Malay interjection '**kan**' which means 'right' reflected her feelings on the matter. Instead of using English interjection 'right', she code-switched to Malay interjection '**kan**' as it is more familiar to the students. Thus, its usage brought out a stronger emotion to them when discussing about the matter. Similarly, in example 2, '**eh**' was used to express the teacher's disappointment of her carelessness as she did not check one of her student's summary. Therefore, it can be seen that the use of Malay interjections could help in conveying the

teacher's emotions effectively as these interjections are common and familiar to the students compared to English interjections.

#### iv. Reiteration

This function is related to a code-switched message which repeats what has just been said either literally or in a modified form. Reiteration helps to clarify what is said, amplify and emphasis a message. In the teacher's discourse, it can be seen that most of the time the teacher reiterated to facilitate the students understanding of the lesson taught.

Example 1: *Appendix A, Page 118*

The teacher clarified the meaning of the word 'fatality' which was found in the short story studied by repeating the same word in Malay.

N:Fatality//How many fatality?/One two/kematian//Fatality/okay/fatality/ comes from the word 'fatal'//Erm/fatal means boleh **membawa maut**/fatal//'Fatal' means

[ REITERATION ]

causing death/**membawa maut**//Causing death//Tapi bila when we say fatality

REITERATION ] [

means **kematian**/alright?//

REITERATION ]

Example 2: Appendix B, Page 132

The teacher explained the meaning of the phrase ‘less travelled by’ to the students when they were discussing the poem entitled ‘The road not taken’

N: What is ‘less traveled by’?//**Kurang dilalui**//If ‘The road every one took’ means  
[ REITERATION ]  
semua ikut jalan tu//No/the traveler took the road less traveled by//Yes/**yang**  
[ REITERATION ]  
**kurang orang lalu/kurang orang ambil**//  
[ REITERATION ]

Example 1 exemplified a situation where the teacher switched the code from English word ‘fatality’ to Malay word ‘**kematian**’ several times. She repeated the meaning of the word three times both in English and then in Malay to ensure her students’ understanding of the word. Example 2 was another instance of reiteration when the teacher code-switched to Malay in order to explain the meaning of the phrase ‘less travelled by’ using Malay phrase ‘**kurang dilalui**’. Similar to the previous example, she reiterated the meaning of the phrase several times in both languages.

#### v. Message Qualification

This function of code-switching is employed to qualify or further elaborate a previous statement stated by the speaker. By doing this, the speaker believes that the message that he tries to convey to the listener can be better understood. Several utterances in the discourse indicated that the teacher code-switched for this function as

there were a lot of items to be elaborated in the lesson taught. The example below illustrated this function.

Example 1: *Appendix A, Page 118*

The teacher discussed a moral value from the poem learnt and the value deals with a natural order of human being which is life and death. She explained that it is impossible to be immortal as human beings are all mortal. However, she gave an example of people who can be considered immortal by taking a comic character, the X-Men to illustrate this.

<p><b>N:</b> Who are the immortal?/X-men//X-men are immortal isn't it?//<b>Telinga dia</b></p> <p>[</p> <p><b>putus/tumbuh telinga lain//Tangan dia putus/tumbuh tangan lain//</b>That is very</p> <p><i>MESSAGE QUALIFICATION</i> ]</p> <p>immortal//</p>
--

In this example, the teacher elaborated on the concept of immortality by taking a comic character, the X-Men. She chose the comic character as she believed that the character is familiar to the students. She simplified the concept by code-switching into Malay sentences elaborating that the X-Men cannot die as they will recover from any injury. The code-switched sentences were ‘**Telinga dia putus,tumbuh telinga lain**’ (When the ears are cut off, another one will grow) and ‘**Tangan dia putus,tumbuh tangan lain**’ (When the hands are cut off, another one will grow).This was done in order to give a better picture to the students on the concept of immortality.

The teacher amplified the meaning of the word ‘suffocate’ based on the context of the short story discussed.

<p>N: Does he manage to kill himself?//No/he survives//He tries to drown himself/not drown/suffocates himself//Suffocate means lemas//<b>Bukan lemas dalam air tapi dalam asap</b>//</p> <p>[ MESSAGE</p> <p><b>dalam asap</b>//</p> <p>QUALIFICATION ]</p>
---

In example 2, the teacher elaborated on the meaning of the word ‘suffocation’ found in the short story discussed. She explained that the character suffocates in the smoke instead of water by code-switches into a Malay sentence ‘**Bukan lemas dalam air tapi dalam asap**’ from an English sentence ‘Not in water but in the smoke’. She did this to ensure the students can understand the meaning better.

#### vi. Personal versus Objectivization

The last function as suggested by Gumperz, personal versus objectivization, is employed by the speaker to differentiate between facts and opinion throughout a discourse. It is used to reflect the speaker’s personal opinion, feeling or knowledge about something. In this study, several instances of the teacher’s code-switching served this function which occurred when she wanted to voice out her opinion regarding the lesson or matters outside the classroom teaching.



Example 1: *Appendix B, Page 133*

The teacher explained about an event taken from the short story studied. She told her students why she thought the main characters in the story, Ramadi and Mogodja, sacrifice their children to the Rain God rather than the adults in the hope for the rain to fall.

N: The children will die first/as there's no food// <b>Budak-budak</b> very small so
[ <i>PERSONAL</i>
their antibody cannot stand//At least <b>orang tua-tua boleh tahan lagi lah</b> //
<i>versus</i> <i>OBJECTIVIZATION</i> ]

In the example, the teacher stated a fact that children will die easier without food. She switched to Malay when she expressed her knowledge about the matter by saying that adults can leave longer when there is no food compared to the children.

Example 2: *Appendix B, Page 129*

The teacher scolded the students of being too slow pasting the handouts and poses her opinion on the matter.

N: Have you finish pasting?//Don't be so slow/must be quick//Engineers <b>mana</b>
[ <i>PERSONAL versus</i>
<b>boleh lambat/nanti kapal terbang terhempas</b> //
<i>OBJECTIVIZATION</i> ]

In example 2, the teacher thought that the students were being too slow in pasting the handouts. Thus, she stated her views that the students as future engineers should act fast or otherwise the aeroplanes that they are building might have some problems and crashes. She did this in Malay to ensure a maximum understanding of the students regarding her view on this matter.

#### **4.1.2.2 Other reasons for code-switching**

Other functions of the teacher's code-switching were obtained from the feedback given by the teacher in the interview conducted earlier. Even though the teacher voiced out her reasons for code-switching indirectly throughout the interview, the functions of the switches can easily be concluded and supported by the instances in the teacher's discourse.

Six other reasons were observed on the functions of the teacher's code-switching during the lessons. These functions were supported by the instances of code-switching in the discourse recorded. It was found that the teacher code-switched from English to Malay during the lesson when she attempted 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 to elicit answers. These six functions were explained in detailed supported with the instances extracted from the recorded discourse.

##### **i. To ensure students understanding or knowledge on certain topics**

One of the functions stated by the teacher in the interview was to check students' understanding or knowledge on certain topics. This function was also supported by the instances of the teacher's code-switching extracted from the teacher's discourse during

the lesson. It was evidence that the teacher tended to code-switch to Malay to ensure her students' understanding of the lesson taught or knowledge about the issue discussed in the class.

Example 1: *Appendix A, Page 119*

N: 'Simile' okay//There's an additional information there/tambah kat situ  
'euphemism'/**pernah dengar tak?**//

Example 2: *Appendix B, Page 131*

N: When did the leaves start to fall?//**Bila mula gugur?**//In autumn/right?//

In the first example, the teacher explained the concept of 'euphemism' to the students. She wanted to know whether the students understand the concept by asking them whether they were familiar about the concept. She did this by posing the question '**pernah dengar tak?**' in Malay. In example 2, she checked the students' knowledge on the different seasons by asking them in English 'When did the leaves start to fall?' and then code-switched to Malay '**Bila mula gugur?**' to ensure that the students understand her question so that she would get a correct feedback from them.

## ii. To give instruction for specific task

Classroom teaching and learning require a lot of task to be done by the students in class. In giving instructions on what to do to complete specific task, the teacher delivered the instructions by rephrasing it in Malay. This is another function of code-switching drawn from the instances of the teacher's classroom discourse.

Example 1: *Appendix A, Page 125*

N: You do pair work/**dua orang dan bincang** poem tu//You discuss with your partners//

Example 2: *Appendix B, Page 130*

N: Just leave one empty page and start with a new page//Leave one page empty//  
**Tinggalkan satu muka surat untuk nota**//

Example 1 and 2 exemplified one of the functions of the teacher's code-switching which is to give instruction for specific task. In the former example, the teacher wanted to emphasize that the students were required to work in pairs. Thus, she code-switched to a Malay phrase '**dua orang dan bincang**' to clarify the meaning of doing pair work. Similarly, in the latter example, the teacher delivered the instruction in both languages. She gave her instruction in English 'Leave one page empty' and then in Malay '**Tinggalkan satu muka surat untuk nota**' as she wanted to emphasize that the students should leave one page for the notes that she was going to give later.

### iii. To foster a better relationship with students

In addition, it can also be seen that the teacher switched to Malay when talking about topics unrelated to formal classroom teaching. This was to create a more informal atmosphere and to build a better rapport with the students.

Example 1: *Appendix A, Page 115*

N: Shantini, are you related to four **perdagangan/budak tu nama apa?**//Is she your cousin?//Related **ya? Ada nama Rajawani ke?**//

Example 2: *Appendix B, Page 128*

N: No more empty spaces in your book?//This is already end of the year//You take the old book/the previous book **yang tak pakai** but still with empty pages//Add on//

The examples above demonstrated that the teacher tried to develop rapport with the students. She did this by creating a conversation with the students about other issues besides the lesson. In example 1, she asked one of her students about another student in a different class who might be related to her. In the other example, she gave a suggestion to the students about saving money. These two conversations were not related to the literature lesson. However, in both instances, she employed code-switching to bridge the gap between her and the students. By doing this, she believed that the students will feel more comfortable talking to her in the language that is more familiar to them, which is Malay.

#### iv. To reprimand students

The teacher tended to code-switch to Malay when she needed to reprimand the students. This was to ensure that her message got across to the students quickly and effectively.

Example 1: *Appendix B, Page 128*

N: Those failures did not do their summaries//It teaches you a very good lesson/  
**mengajar kamu**// Don't ever ever ever leave out summary//

Example 2: *Appendix B, Page 128*

N: This time you are excused//I'm letting you go//Next time **tak terlepas lagi!**//

In example 1, the teacher reprimanded the students for not completing the summary section in the examination paper. She code-switched to Malay to emphasize that this would be a lesson for the students as they are being penalised for not doing the summary. Similarly in the second example the teacher reprimanded those who failed the examination. She did this by code-switching to Malay and warned the students that they will not escape her punishment if they failed the next paper. She purposely used Malay when scolding the students so that the students will be more aware of her warnings, thus will not repeat the same mistakes again in the future.

**v. To instil humour**

Another reason for the teacher to code switch is to instil humour during the lesson. The data shows that the teacher code-switches from English to Malay whenever she wanted to be humorous as illustrated in the extract below.

Example 1: *Appendix A, Page 121*

N: Aa/ don't know//**Pasai apa dah macam tu**//What can we say//So dead//So next time you **nampak** phrase **tu**/probably you ask **lah**/who is the prime minister of this country huh?//Aa our friend kick the bucket already//oo/kick the bucket ya?//**Kenapa dia tendang baldi pulak?**

Ss: (( ))

In this extract, the teacher switched from English to Malay when she illustrated the confusion that a person could have on the phrase 'kick the bucket' when translated literally. Although she could say the same thing in English, she chose to code-switch to the Malay since it was funnier and can be easily understood by the students. It created a

better mental picture for students in which they could see the confusion that the person has if the phrase is translated literally.

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

Example 2: *Appendix A, Page 118*

N: Who are the immortal?/X-men//X-men are immortal isn't it?//**Telinga dia putus/tumbuh telinga lain//Tangan dia putus/tumbuh tangan lain**//That is very immortal//Okay?//So we are all mortals//Are we mortal?//Mortal or immortal?//OO you mortal aa?//((Immortal means **tak dak mati punya**))//

Ss: (( ))

In the above example, the teacher was clarifying the meaning of the word 'immortal' by taking an example of a famous cartoon character to the students. She chose this character because the students are familiar with it. When she explained the unique traits of the cartoon character to the students, she would be able to make a joke out of it accompanied by appropriate body language. This is one of the way to ensure a livelier classroom environment so that the students will not feel bored during the lesson.

#### **vii. To elicit answers**

The teacher also switches to Malay when she wants to obtain answers from students. This is done when there is no response from the students and when the students are too quiet. The two examples below demonstrated this function of code-switching.

Example 1: Appendix A, Page 116

N: Yeah/you copy//Did you gone through the notes? Has anybody gone through the notes?/Have you gone through?/**Dah baca tak?**//

Ss: (no respond)

N: Gone through means **dah baca tak?**/**Dah baca dah?**//

Ss: (no respond)

N: Gone through means explainlah/**terangkan**//Have I explained?//Yes or no?//Shall we go through?//The mind mapping/look at your mind mapping//**Nampak** the mind mapping?//

Ss: (no respond)

N: You **tengok dalam buku salah ke?**//Aa/there/**Nasib baik ada/nyaris-nyaris/narrow escape**//**Selamat**//Okay// Can you please read the first element?//There are how many elements there?//**Berapa** elements?//

Ss: Six elements

Example 2: Appendix A, Page 120

N: Pass away/means die//There's another phrase means **yang sama dengan die**//Have you heard of this//Kick/kick the what?//Kick the what **yang sama dengan mati?**//Kick the what?Aaa/**sepak apa?**// Kick the floor?/kick the legs?//Kick the what?/very unrelated//**Memang tak ada perkaitan tapi** the meaning is **mati**//Kick the?//

Ss: (no respond)

N: Who can guess?/**Sapa** guess I'll give you fifty cents//(( ))

Ss: (no respond)



The first example illustrated that the teacher was trying to get feedback from her students on the materials that she asked the students to read on earlier. In the second example, the teacher demanded some answers on a phrase which had a similar meaning with the word 'die'. The teacher code switched to Malay when there was no response from the students for her questions. She did this as she believed that the students did not give respond to her questions because they could not fully understand the questions given. Thus code-switching was needed to enable her students to give appropriate feedback for the questions.

### **Conclusion**

The teacher's classroom discourse and the feedback gathered from the interview done with the teacher have reflected that code-switching employed by her serves various functions. Six of these functions fit into the conversational functions of code-switching as being proposed by Gumperz (1982) while the other six are detected from the teacher's feedback and the classroom discourse itself.

The table below illustrated the frequency of occurrence of the functions of the teacher's code-switching as being extracted from the teacher's discourse. The purposes of code-switching listed were based on the feedback given by the teacher during the interview and identified in the code-switching utterances of the teacher in the study. The table below illustrates this finding.

Table 6

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

<b>Functions of the code-switching</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Total</b>	<b>%</b>
Quotations	2	1	3	2
Addressee Specification	1	0	1	1
Interjection	8	2	10	5
Reiteration	33	62	95	52
Message qualification	7	12	19	10
Personal versus Objectivization	3	6	9	5
To check students' understanding or knowledge on certain topics	9	10	19	10
To give instruction for specific task	2	9	11	6
To aside	2	4	6	3
To reprimand	2	3	5	3
To crack jokes	4	0	4	2
To elicit answers	1	1	2	1
<b>Total</b>	<b>74</b>	<b>110</b>	<b>184</b>	<b>100</b>

From the table, it can be clearly seen that the most important reason for the teacher to code-switch during the lesson is to reiterate. Throughout her discourse, there were 95 utterances out of 184 utterances in which she code-switched to Malay in order to translate or to repeat the English words, phrases or sentences. Reiteration made up 52% of the whole percentage for the functions of the teacher's code-switching.

Following reiteration are message qualification and checking students' understanding or knowledge on certain topics. There were 19 instances of code-switching utterances in both functions. These two functions made up 20% of the whole percentage for the reason which motivates the teacher to code-switch in the class.

The least important functions for the teacher's code-switching in the class is addressee specification. The teacher used only one utterance each to direct an intended message to one of her student in the class. This function contributed only 1% of the whole percentage for the functions of the teachers' code switching

Thus, all the functions listed prove that code-switching occurs with specific reasons and could act as a tool to facilitate learning and also to fulfil social needs in the classroom.

#### **4.1.3 Student perceptions on the teacher's code-switching behaviour in classroom**

Perceptions can be defined as 'the ability to have knowledge of something through one of the sense, especially the sights or through the mind' (Longman Dictionary of English Language and Culture, 1992:979). In this study, perceptions are related to the students' awareness and understanding of the teacher's code-switching behaviour in classroom. The knowledge of the student perceptions is important as the researcher wants to identify whether code-switching can be one of the useful tools of learning the English language and whether it can benefit the students especially the slow learners.

The student perceptions were analyzed through questionnaires which were been distributed to the students upon the completion of the audio recordings of the lessons and the interview with the teacher. The questionnaires were adapted from Schweers (1999:6), Burden (2001:4) and Tang (2002:40) who did studies on teachers and students perception on code switching in the classroom. Among the questions that the researchers used in their researches were, 'How often do you think Spanish should be used in the English classroom?', 'If you prefer the Spanish in your class, why?', 'Should the teacher use students' mother tongue in the English class?', and 'Do you like

your teacher to use Chinese in your English class?’. The questionnaire was modified to 10 questions accompanied by four choices of answers following the Likert-scale method (The questionnaire is enclosed in Appendix C). The four choices range from the most positive response to the most negative response. The first five questions elicited the students’ interest in learning English and the other five evolved around the students’ view on their English teacher’s code-switching in the English lesson. The feedbacks were then analyzed and tabulated in Table 7 below. Twenty-four students took part in the survey and their responses were as follow.

Table 7

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

Question Number	Number of Respondents				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
1	0	1	14	9	24
2	14	6	4	0	24
3	0	1	7	16	24
4	0	0	6	18	24
5	0	2	19	3	24
6	1	1	9	13	24
7	1	3	15	4	24
8	2	2	13	7	24
9	3	2	13	6	24
10	4	4	11	5	24

Table 7 showed the feedback gathered from the questionnaires distributed to the students. When asked about their interest in learning English, 58% of the student stated that they liked to learn English. Their interest in learning the language was also evident from their response in question 2 as 58% of them disagree that they will not learn the language if given the choice. In addition, 67% of the students were well aware that English is important for daily use and 75% of them agreed that it is important to be excellent in the subject in order to be professionally employed. Overall, the students' positive feedbacks provided better insight about the students view towards learning English in school. It can be concluded that the majority of the students liked learning the language and viewed the subject as important. In addition, students were also aware that English is very important for their future as they will have a better life if they are able to master the language.

Questions 5 to question 10 reflected students' views on the phenomenon of code-switching in their English classroom. Many students could understand the lesson taught by their teacher. This assumption was based on a large percentage (79%) who stated that they could comprehend the lesson. Among the reasons which contributed to the students understanding of the lesson was the practice of code-switching by their teacher during the lesson. This reason was supported by the feedback from the students whereby 54% of them strongly agreed that they could understand English better when their teacher code-switched from English to Malay here and there throughout the lesson. Sixty-three (63%) of the students also agreed that they could understand the lesson faster when their teacher code-switched in class compared to when their teacher used only English in class. In addition, 54% of the students agreed that the English class had become much more interesting as their teacher used both English and Malay to teach them the English lessons. Besides, 54% came to an agreement that they could improve

their proficiency in the language if the teacher code-switched to Malay and might find it difficult to progress in the language if the teacher used only English during the lesson.

All the positive feedbacks lead to the conclusion that the students viewed code-switching as a useful tool in assisting them to learn the language better and more effectively.

## **4.2 Conclusion**

This chapter discusses the data collected through the audio recordings of the teacher's classroom discourse in the English lessons, the interview done with the teacher and a set of questionnaires distributed to the students. By using the instruments, the researcher managed to describe the linguistic patterns of the teacher's code-switching, to learn the functions of the teacher's code-switching and to analyze the student perceptions toward the teacher's code-switching behaviour in the classroom.

It was discovered that the teacher code-switched following a certain linguistic patterns; at intra-sentential and inter-sentential levels of code-switching based on the framework suggested by Scotton (1993). From the teacher's recorded classroom discourse, it can be clearly seen that the teacher code-switched moderately at word level, phrase level and sentence level. These happened when the teacher code-switches from English words, phrases and sentences to Malay.

It was also learnt that code-switching during the English class served several sociological and pedagogical functions. Most of these functions fit into the list of conversational functions suggested by Gumperz (1982) and the rest are drawn from the feedback gathered from the interview done with the teacher. Among the functions concluded which fitted the conversational functions suggested by Gumperz were quotation (a quote is code-switched), addressee specification (a code-switched message

aims at a particular or different addressee), interjection (an interjection is code-switched), reiteration (a code-switched message repeats what has just been said), message qualification (a code-switched message elaborates what has been said) and personalization versus objectivization (a code-switched message implies a 'personal' or 'objective tone'). In addition to the list, it was also summarized that the teacher code-switches in the class when she needed to ensure students understanding or knowledge in certain topics, to give instruction for specific task, to foster a better relationship with students, to reprimand, to instil humour and to elicit answers. All these functions were strongly supported by selected instances of code-switching extracted from the teacher's classroom discourse.

The final part of the analysis was done by utilizing a set of close-ended questionnaires to determine the student perceptions toward the teacher's code-switching behaviour in the classroom. From the feedback gathered, it was concluded that the students had positive opinion regarding their teacher's code-switching behaviour during the English lesson. Most of them agreed that code-switching facilitated learning and assisted a more interesting environment in the English class. Thus code-switching helped to foster not just better understanding of the lessons but created a better learning atmosphere for the students.

In comparison to the previous studies done on code-switching in Malaysian classrooms, the present study covered almost all aspects of the phenomenon as it examined the linguistic pattern of teacher's code-switching, functions and student perceptions of the phenomenon. The studies mentioned earlier (Ong, 1990; Tam, 1992 & Muthusamy, 2010) focused on the functions of code-switching whereby Badrulhisham & Kamarulzaman (2009) concentrated more on the student perceptions toward the phenomenon. In spite of these differences, the findings of the studies were somewhat similar whereby it was discovered that code-switching served important

functions especially for pedagogical and social purpose in the classroom. In addition, it was also concluded that students were positive on the employment of code-switching in the English class as it helped to enlighten the classroom environment to ensure maximum acquisition of the language learnt.