

CHAPTER 4: RESULTS AND DISCUSSIONS

4.1 Introduction

The focus of this research is to investigate functions of code switching between L1 (Bahasa Malaysia) and L2 (English Language) among upper primary learners in inter gender peer interaction. It also aims to study if the purposes of code switching are similar or different between different genders. The findings presented here are the functions of code switching during peer interaction in single gender group and also in mixed gender group. Frequencies in code switching between learners in single gender group and mixed gender group will be presented.

In presenting the findings, the following summary of coding will be used:

Male Participants = M1, M2, M3, M4

Female Participants = F1, F2, F3, F4

SGIM 1 = Single Gender Interaction Male 1

SGIM 2 = Single Gender Interaction Male 2

SGIF 1 = Single Gender Interaction Female 1

SGIF 2 = Single Gender Interaction Female 2

MGI = Mixed Gender Interaction

L = Line numbering

CS = Code Switch

T= Transcription from recording

[] = Translation of Bahasa Malaysia to English

4.2.1 Functions of Code Switching by Male Participants in Single Gender Interactions

A summary of the types of code switching found in male gender group interaction for groups SGIM 1 and SGIM 2 is given in Table 4.1 below.

Table 4.1 : Functions of Code Switching by Male Participants in Single Gender Interaction

Rank	Functions of Code Switching	Unit (n)	Percentage (%)
1	Topic Shift	15	34
2	Emphasis	13	29
3	Accommodation	8	19
4	Clarification	2	4
5	Quotation	2	4
6	Representation of speech	1	2
7	Insistence	1	2
8	Person Specification	1	2
9	Question Shift	1	2
10	Discourse Markers	1	2
	Total	45	100

Table 4.1 above shows that for the male group in single gender interaction, the top 3 ranking functions of code switching used were topic shift, clarification and emphasis. The topic shift is type of code switching occurring due to a change of topic in conversation. It was found to be the most frequently used function by male participants during their interaction in single gender topic interaction (34% (15) of average total code switches among male participants). This occurs when a participant is more confident (as per identified in the interview) in using Bahasa Malaysia instead of

English or vice versa when they do shifting in the topic that they were discussing. As per the counting of turns, the switches were mostly from English to Bahasa Malaysia. They started their conversation in English and then they switch to Bahasa Malaysia as it helps to prolong the interaction confidently.

Male participants frequently code switched while changing topics. This type of code switching function seems to be particularly important because participants spent a great deal of time talking about social context in topic related to their favourite singer and code switch suddenly when discussion change topic to personal issue as seen in example below.

Example 2:

- | | | |
|----|-----|--|
| M1 | L6 | T: Oh<1>I like Jaclyn Victor <i>kerana</i> she is very good
[because] |
| | L7 | and talented ^ |
| M4 | L8 | T: No::lah! I think Anuar Zain is better than Jaclyn Victor now. |
| | L9 | |
| M1 | L10 | T: No! Jaclyn Victor can sing sweetly and got energy. |
| | L11 | <i>Engkau tengok dia macam dia kat dunia lain pula</i>
[look at him as though he's in a different world.] |
| | L12 | <i>senyum sorang-sorang. Meluat aku.</i>
[smiling alone. So disgusting] |
| M2 | L13 | T: Wait , wait<2> <i>Siti Nurhalizakan selalu menang ?</i>
[Siti Nurhaliza wins everytime, right] |
| | L14 | <i>Suara dia memang</i> good. You should ask
[Her voice is really] |
| | L15 | Nur* <i>peminat nombor satu Siti samada betul ke</i>
[Siti's fan no.1 whether it's true or] |
| | L16 | <i>tidak Siti selalu jadi juara.</i>
[not that Siti is always champion.] |

*name changed for privacy

(SGIM 1/ CS 1, CS2)

In this example, participants M1, M2 and M4 in single gender interaction were discussing about two famous singers. But when talking about the face of his other

friend who was sitting in front of them (L10- 12) M1 switched from English to Bahasa Malaysia to change the topic. Then again they switched back to English to talk about the topic.

In another example, Example 3, M1 code switched to change the topic from the current topic they were on.

Example 3:

M3	L16	Tak lah ...very boasty after getting married to Datuk. [No...]
	L17	Yes or no?
M1	L18	Ah<3>ah..it's true.= Eh, rehat nanti engkau makan apa= ,
	L19	[what are you having for recess]

(SGIM 1 / CS 7,CS 8)

Later on in the interaction, in Example 3 we can see that when M1 topic shifts about the food that his friend was going to have during recess, he switches to Malay (L18). Malay was used most probably due to the confidence of speaking a language they are familiar with instead of their L2 or because the topic is food which is a daily topic that they talk about. This particular dyad continues to code switch throughout the conversation.

The second most used sociolinguistic function is emphasis as shown in Example 4 below. Emphasis here means to put emphasis on a specific command.

Example 4:

- M3 L29 T: Reshmonu got style...and my brother also like
L30 Reshmonu and **dia punya** style.
[his]
- M4 L31 T: I like Anuar Zain **punya** song hm, hm
[his]
L32 [humming] **lagu apa tu** <3>
[what song is that]
- M3 L33 T: I don' t like him because..he..**tak** popular...
[not]
L34 **ramai tak kenal dia..**
[many don't know him]
- M4 L35 T: **Ma::na tak kenal**....whole Malaysia know
[who said he's not famous]
L36 him lah..**(ngok)**.
[silly]

(SGIM 1/ CS 11-14)

The male participants were prone to use emphasize as a tool to control the floor. They use code switching while emphasizing to stress the importance of their argument during the interaction. In the example above, M3 says that he and his brother feel Reshmonu has the style. Meanwhile M4 doesn't agree and tends to criticise on him. At that point, M3 uses code switching to emphasize his idea that Reshmonu is indeed very popular.

In SGIM 2, the participants used emphasis again to give strength to the words they used in their conversation such as speaking loudly in L1 and to emphasize M3's preference on swimming in L5 as exemplified in Example 5 below.

Example 5:

M2	L3	T:I like to play football because in football I can be...my leg
	L4	strong /
M3	L5	T: <i>Saya suka</i> , I like, I like to swim because swim is [I like]
	L6	very be::st /

(SGIM 2 / CS 1- 2)

Finding shows that male participants are prone to use emphasize as a tool to control the floor. When they code switch to emphasize their point, they intend to stress the importance of their argument during the interaction. Emphasis as in example above is when M3 uses the word like and also ‘suka’ which also means like to emphasize his preference in swimming.

As the third most used strategy among the male participants, they used code switching as accommodation in their speech based on their peers’ linguistic knowledge. These findings showed that they tend to take into consideration their listeners’ linguistic abilities. They know the language preference of their peers whether to speak English or Bahasa Malaysia at certain situations as an accommodation as exemplified below.

Example 6:

M2	L43	T:F::an ? (<i>Kipas dia</i> ?) <i>Sejak bila</i> ? [fan him*] [since when] (*jokingly used fan as a pun – the object “fan”)
	L44	<i>Setahu aku you selalu kat sini, depan i</i> kah kah, kah [As far as I know you are always here in front of me]
M1	L45	T:Shu::t up ? <i>tak mau bincang lagi lah</i> ^ [don’t want to discuss anymore]
M4	L46	T:Ok, ok...fan <i>tu peminat lah</i> (u no understand ha) [means admirer...]
M2	L47	[Ha, ha, ha]

(SGIM 1 / CS 17 – 19)

In the above example, M1 was tensed up with M2 when M2 teased him (L43 -44). When M1 does not want to discuss the topic on his favourite singer anymore, M4 helped M1 to accommodate the situation by code switching to Malay and explained to M2 on the real meaning of the word fan to calm down the situation.

Example 7 shows how M3 accommodated M2 in L58 and L59 by saying that M2's statement is true in L57 about Siti Nurhaliza.

Example 7:

M2	L55	T: <i>Tunggu? tunggu?</i> Faster <i>lah kita nak cakap pula</i> [Wait, wait] [I want to talk next]
M4	L56	T: <i>Cakaplah apa dia?</i> [Say what it is]
M2	L57	T:Siti Nurhaliza <i>kan kaya</i> and she's beautiful! [is rich]
M3	L58	T:Yes, it's true. Siti Nurhaliza is definitely <i>lagi cantik</i> [more beautiful]
	L59	<i>dari</i> Jaclyn Victor. [than]

(SGIM 1 / CS 22-23)

Other code switching function used by the male participants in SGIM 1 was clarification. The example is as per shown below in Example 8.

Example 8:

M3	L48	T:Let me see<2> <i>Lebih bagus dari Siti, kan?</i> I think [better than Siti right]
	L49	Reshmonu very glamour.. <i>suara macam</i> Michael [his voice is like]
	L50	Jackson.. <i>Saya suka</i> glamour and unique. [I like]
M4	L51	T:Yea, yea I <i>pun sedar tu</i> ..sometimes <i>ajela....</i> [realize that too] [only]

(SGIM 1 /CS 20 – 21)

Examples above shows that the male participants used code switching to give preference on their favourite singers. Mostly, clarification is used to get the interaction going smoothly without interruption.

Example 9 below is another example that shows usage of clarification as a function of code switching in this study.

Example 9:

- | | | |
|----|-----|---|
| M1 | L57 | T:Your interest and <i>kemudahan</i> is also important. If
[facilities] |
| | L58 | <i>kamu tak ada kemudahan</i> , how to play... <i>kan kan</i>
[if you don't have the facility] [isn't it]. |
| M2 | L59 | T:Ah,ah)<1> <i>mana nak cari</i> swimming pool in 'Datuk
[where to find] |
| | L60 | Harun' |

(SGIM 2 / CS 12 - 13)

Example 9 above shows how M1 discussed about facilities for swimming and M2 code switched when he clarified it would not be possible to look for a swimming pool in the Datuk Harun area, that is, the place they are staying.

All the examples above shows the functions of code switching by the male participants while interacting in SGIM 1 about their favourite singers and SGIM 2 about their favourite sports activities. Topic shift, emphasis and clarification were the top three functions that were found in their interactions.

4.2.2 Functions of Code Switching by Female Participants in Single Gender Interactions

This study also looks at types of functions used in code switching among female participants in single gender interactions which are SGIF 1 and SGIF 2. A summary of

the most commonly used types of code switching by female gender group is given in Table 4.2.

Table 4.2 : Functions of Code Switching by Female Participants in Single Gender Interaction

Rank	Functions of Code Switching	n=Units	Percentage (%)
1	Topic Shift	16	45
2	Turn Accommodation	11	30
3	Clarification	4	12
4	Emphasis	2	5.5
5	Quotation	1	2.5
6	Question Shift	1	2.5
7	Insistence	1	2.5
	Total	n=36	100%

Table 4.2 shows that the total number of code switching is 36 times. Findings show that the most frequent function for code switching among the female participants is topic shifting (45%, n=16). The second most used function in single gender interactions by female is accommodation (30%) followed by clarification (12%).

Example 10 below is an example of topic shifting which shows how the female participants in group SGIF 2 code switched to shift the topic in their heated argument on the topic ‘What is your favourite sports and why do you choose it?’.

in L33 and L34 when F1 uses it to switch topic from the interest of swimming pool to badminton games in their interaction.

The second most used category by the female participants was ‘turn accommodation’, followed by ‘clarification’ in single gender interaction as the third most. Turn accommodation is where code switching occurs between speakers’ turns. This can be seen in the example above when F1 uses code switching when she needs a turn to explain about her views in L33 and L34 and a turn was accommodated by F3 again in L35 and L36 by using code switching. Clarification is as per found in the example below:

Example 11:

- | | | |
|----|-----|--|
| F4 | L18 | T:I say no too <i>pasal I rasa berlari itulah satu-satunya</i>
[because I think running is the only] |
| | L19 | good exercise <i>yang dapat</i> increase stamina <i>kita</i> and
[which can] [our] |
| | L20 | make us strong and fit. <i>Kan</i> F3? <i>Betul kata saya kan?</i>
[isn't it F3] [I'm correct, right] |
| F3 | L21 | T:Yup. <i>Pasal tulah I ni olahragawati sekolah..</i>
[That's why I'm a school athlete] |
| | L22 | strong <i>lah katakan.</i>
[I'm very strong] |
| F2 | L23 | T:I <i>membantah!</i>
[object] |

(SGIF 2 / CS 6)

Clarification as a function can be seen in the example above when F4 asked for clarification from F3 in L20 about her opinion about running as her choice by using code switching. She used the word ‘kan’ in Bahasa Malaysia to clarify her idea. And in L21 and L22, F3 accommodated F4 by agreeing to F4’s opinion using code switching.

This study found that female participants just like the male participants accommodated their speech by code switching according to their peers’ linguistic knowledge, a strategy

Example 14:

- | | | |
|----|-----|---|
| F4 | L41 | T:Siti Nurhaliza too^ |
| F1 | L42 | T:Oh, <i>Wah! Kita semua suka</i> Siti. Why you like her
[Wow, we all like] |
| F4 | L43 | T:She's beautiful.. |
| F2 | L44 | T:Yes, it's true. Siti Nurhaliza <i>memang lagi cantik</i>
[definitely prettier] |
| | L45 | <i>dari</i> Acha Septriasa and Agnes Monica.
[than] |
| F3 | L46 | T:What ? Sorry ^ [He, he, he] |
| F1 | L47 | [Ha,ha,ha]...hm, hm |
| F2 | L48 | T: <i>Cepatlah</i> <3>
[Quickly please] |

(SGIF 1/ CS 5 - 6)

Other functions of code switches found in the female participants' interaction in single gender communications SGIF 1 and SGIF 2 are 'quotation' and 'question shift' which are both less than 10% in single gender interactions of SGIM 1 and SGIM 2 among male participants.

4.2.3 Comparison on Functions of Code Switching by Male and Female Participants in Single Gender Interaction

As can be seen in Table 4.1 and 4.2 described earlier, there were 10 types of functions identified for the male participants in single gender interaction while 7 types of functions identified for the female participants in the single gender interactions. Table 4.3 below shows total functions identified for both genders in single gender interactions with explanation on similarities and differences that occur between these two genders in using functions of code switching.

Table 4.3 : Functions of Code Switching among Male and Female Participants in Single Gender Interactions

Functions of Code Switching Identified among Male and Female In Single Gender Interactions		
Types of Functions	Male Participants	Female Participants
Topic Shift	√	√
Emphasis	√	√
Accommodation	√	√
Clarification	√	√
Quotation	√	√
Representation of speech	√	
Insistence	√	√
Person Specification	√	
Question Shift	√	√
Discourse Markers	√	

Based on Table 4.3 above, there were many similarities found between male and female participants in single gender interactions which are SGIM 1/ SGIF 1 (favourite singers) and SGIM 2 / SGIF 2 (sports activities) in using functions of code switching. The similarities were seen in usage of functions such as topic shifting, emphasis, clarification, turn accommodations, quotation, insistence and question shifts. Both the genders used all the function mentioned above while interacting in single gender interaction. This is seen as a tool to floor holding among them selves as opposed to what being mentioned by Lakoff (1980) who has indicated that men and women communicate in different styles in using functions. Differences occur between two genders in various kinds of conversation and context. But here the differences were not very clear as most of the functions chosen by the male participants were also used by

the female participants. We can no longer verify Lakoff's claims in relation to men and women in the USA in 1975 by looking at this current study.

There were only 3 different functions used by male participants in comparison to female participants in single gender interactions. They were representation of speech, person specification and discourse markers. These functions normally used when children referred to another person during their conversation and question shift in which the code switching indicating a switch in language when children had a question. Gumperz (1982) also outlined discourse marker which is a linguistic element that does not necessarily add to the content of the utterance but act as markers of the context in which the utterance is taking place. The other important functions were presented similarly by both genders.

Here, code switching is found to be a communicative resource that participants need to accomplish both educational and social objectives as found by Adendorff (1996) and as said by Anton and DiCamilla (1998), usage of language switching helped learners to communicate with each other and to help provide scaffolding for one another. That is, learners used their shared native language in order to accomplish tasks together, with each learner contributing his or her own grammatical and lexical knowledge.

Canagarajah (1995) additionally suggests that language switching in the classroom during interaction allows students the opportunity to learn the values behind each code and to discover how to negotiate identities through code switching.

4.2.4 Frequency of Code Switching among Male and Female Participants in Single Gender Interaction

This section looks at the frequency of code switching and the number of turns of male participants and female participants for comparison purpose during Single Gender Interactions which are SGIM 1/SGIF 1 and SGIM 2 /SGIF 2.

During the conversation during topic SGIM 1, the male participants code switched in most of the turns (25) 51%. A similar pattern was observed for language use during the SGIM 2 (22) 54%. In reality, it was anticipated that these children would use Bahasa Malaysia more as it is their native language.

Table 4.4 below shows the frequency of each language used for intra-gender group interaction.

Table 4.4 : Turn Taking of Male Participants in SGIM 1

Language Choice In Topic SGIM 1						
Participants	English		Bahasa Malaysia		Code Switch	
	n	%	n	%	n	%
M1	7	14	1	2	11	22
M2	2	5	2	4	5	10
M3	5	10	2	4	2	5
M4	4	8	1	2	7	14
Total	18	37	8	16	23	47

n= 49 [refers to the total number of turn takings eg: English (18)+ BM(8)+CS(23)=49]

Based on the table, M1 code switched the most in SGIM 1 while M3 code switched the least. This is anticipated as from the interview, M1 always preferred to speak in Bahasa

Malaysia compared to English. He is most probably more comfortable in switching languages during his interactions.

As can be seen in Table 4.4, on average, the male participants code switched the most (23) 47% in this topic which was a single gender interaction. They used English in 37% of their conversational turns in the topic SGIM 1 and used Bahasa Malaysia in 16% of their turn takings in that segment.

Next, Table 4.5 presents the turn takings by the male participants in SGIM 2.

Table 4.5 : Turn Takings of Male Participants in SGIM 2

Language Choice in Topic SGIM 2						
Participants	English		Bahasa Malaysia		Code Switch	
	n	%	n	%	n	%
M1	6	15	0	0	5	12
M2	2	5	0	0	7	17
M3	5	12	1	2	6	15
M4	5	12	0	0	4	10
Total	13	33	10	27	16	41

n=39

Based on Table 4.5, again, in the second single gender topic SGIM 2 which discusses about the sports activities shows that the male participants of this study code switched languages in highest rate (16) 41%. 33% of the total turn takings were in English and only 10% of turn takings were in Bahasa Malaysia for this topic. A same pattern could be observed in these two single gender interactions by the male participants. So, here the male participants are observed as having tendencies to code switch more in both

single gender interactions. This may be due to the pupils' understanding that this discussion session being carried out by an English teacher and it is not acceptable if they communicate in Bahasa Malaysia fully throughout their interaction.

This section also looks at the frequency of code switching and the number of turns of female participants during Single Gender Interactions which are SGIF 1 and SGIF 2. During the conversation for topic SGIF 1, the female participants used English the most in the turns (49) 72%. A different pattern was observed for language use during the SGIF 2 which was highest rate of code switching (17) 50%. In reality, it was anticipated that these children would use their Bahasa Malaysia more as Bahasa Malaysia is their native language.

Table 4.6 : Turn Takings of Female Participants in SGIF 1

Language Choice In Topic SGIF 1						
Participants	English		Bahasa Malaysia		Code Switch	
	N	%	N	%	N	%
F1	10	16	2	3	0	0
F2	14	23	2	3	2	3
F3	9	14	2	3	4	7
F4	16	26	0	0	1	2
Total	49	72	6	9	13	19

n=68

As can be seen in Table 4.6, the language choice with highest percentage is English with (49) 72%. The use of Bahasa Malaysia is only 9% (6) and code switching shows usage of 19%(13) in single gender interaction by female participants. This indicates high usage of English followed by code switching by the female participants in topic

SGIF 1. This finding was expected, considering the children's high linguistic proficiency in English as per identified in their interview form and their capabilities as bilingual. The interview's questions and answers were as given below in Table 4.7.

Table 4.7 : Interview Questions and Answers

Code of Participants	BM Grade in Mid Term Test	English Grade in Mid Term Test	What is your mother tongue?	What language do you speak other than BM?	When do you speak English?	Do you like speaking in English?
M1	A	A	BM	English	English Period	Yes
M2	A	B	BM	English, Jawa	English Period & Friends	Yes
M3	B	B	BM	English	English Period	No
M4	B	B	BM	English	English Period	Yes
F1	A	A	BM	English	English Period & Friends	Yes
F2	A	A	BM	English	English Period	Yes
F3	B	B	BM	English	English Period & Friends	Yes
F4	A	B	BM	English, Jawa	English Period	Yes

Table 4.7 shows the interview's feedback from the male and female participants. Based on their grading, almost all the participants are good in mastering the national language as well as the L2. These participants speak English mostly during their English period and sometimes with their friends. Based on the above feedback, it is observed that compared to all the other participants, M3 dislikes speaking in English. Although he dislikes speaking in English, during the interactions, M3 participated fully speaking in English with little code switching. This shows that he is capable in speaking L2 even

though he seems to dislike the language. Most probably, in the interview M3 might express his preference of Bahasa Malaysia over English.

A different pattern is observed for language use in Topic SGIF 2 compared to SGIF 1 where as much as 41% were turns in English as identified in Table 4.8 below. They used 15% of their turns in Bahasa Malaysia. They code switched about 50% in their conversational turns in this topic. This may be due to the female participants who were not so familiar with the topic given and had problems integrating words to ensure a smooth interaction. So, usage of code switching strategies helped them to bind vocabularies together and deliver their opinion easily. The difference found between the percentages of code switching in both the topics was only 10%. This could be due to topic familiarity by the female participants which enable ideas to flow easily in English. This also enabled good understanding of words and creates pattern of speech to the participants in the first topic (SGIF 1). Less anticipated, Bahasa Malaysia was at the third placing for both topics. As can be seen in both single gender interactions by female participants, again this may be due to the pupils' understanding that this discussion session was handed over by an English teacher and it wouldn't be acceptable if they do communicate in Bahasa Malaysia fully throughout their interaction.

Table 4.8 : Turn Takings of Female Participants in SGIF 2

Language Choice In Topic SGIF 2						
Participants	English		Bahasa Malaysia		Code Switch	
	n	%	n	%	n	%
F1	2	5	1	6	3	8
F2	4	12	0	0	5	14
F3	2	5	0	0	2	6
F4	6	16	1	6	8	22
Total	14	41	5	15	17	50

n=34

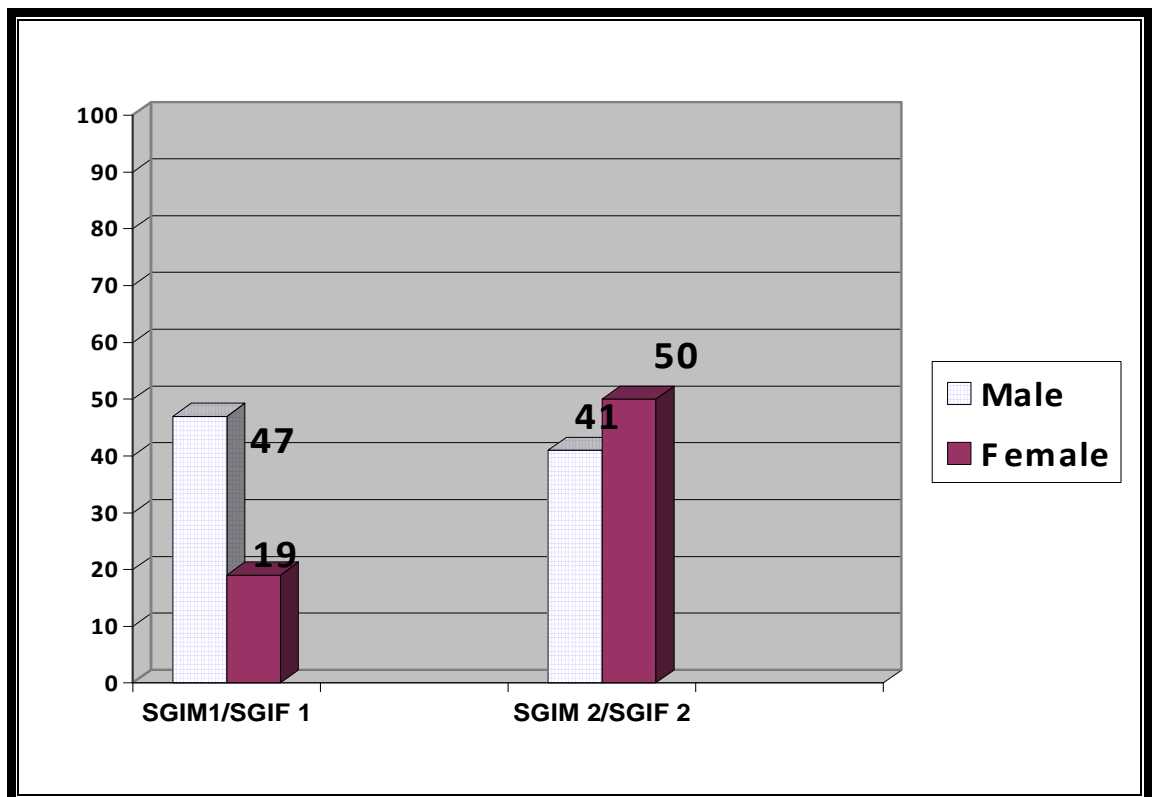


Figure 4.1 : Frequency of Code Switching for Intergender Participants in Single Gender Conversations

The figure 4.1 above presents the comparison on frequency of code switching between inter-gender participants. SGIM 1 and SGIF 2 are the same topic while SGIM 2 and SGIF 1 are the same. The SGIM 1 and SGIM 2 are topics given for the male participants whilst the SGIF 1 and SGIF 2 are for the female participants.

From the figure above, the topics on favourite singer which is SGIM 1/SGIF 1 shows that male participants (47%) code switched more than the female participants (19%) while in topic related to sports which are SGIM 2/ SGIF 2, the female participants code switched more between the two languages (50%), English and Bahasa Malaysia. The female participants show highest rate of code switching which is 50% in topic SGIF 2 compared to 47% by the male. Both these topics are single gender conversation.

This may be due to the topic selection where the female participants were more comfortable in using English throughout the SGIF1 which discusses favourite singers while in the second topic SGIF 2 which is related to sports, they needed more understanding on vocabulary selection on the topic, so tendency to code switch occur more in this interaction.

As a conclusion, for topic related to favourite singers which are SGIM 1/SGIF 1, the male participants code switched more while for topic related to sports, which are SGIM 2/SGIF 2, the female participants code switched more. This is most probably due to the topic selection or context which needed switching of languages from L2 to native language to deliver a better view or perspective on the topics discussed.

Generally from this chart, we could detect that male participants naturally have the tendencies to code switch between two languages more but female participants do code

switch in a same wavelength with the male depending on the topic given and the familiarity of participants with the interactions.

4.3 Functions of Code Switching in Mixed Gender Group (MGI)

Mixed gender group comprises of 4 male participants (M1,M2, M3 and M4) and 4 female participants (F1,F2,F3 and F4). They are the same participants as in single gender interactions. They were grouped in one group for discussion. The topic for mixed gender discussion is “Girls are cleverer than boys.” As mentioned earlier, participants in mixed gender interaction showed differences in functions of code switching they chose while interacting.

4.3.1 Functions of Code Switching by Male Participants in Mixed Gender Interactions

The results for usage of code switching functions by male participants in mixed gender interaction are shown in table 4.9 below.

Table 4.9 : Functions of Code Switching in Mixed Gender Interaction (MGI) by Male Participants

Gender	Functions	n=Units	Percentage (%)
Male Participants	Topic Shift	10	50
	Emphasis	5	25
	Clarification	3	15
	Insistence	1	5
	Question Shift	1	5
Total		20	100

Based on Table 4.9 as for mixed gender conversation, the male participants used code switching as a tool for topic shift and emphasizing their opinion and as well as clarification of phrases in interaction. Then, they've also used insistence (non-command) and question shift in their conversation. Again these two strategies were less than 10% in total turns of code switching counted. Example 15 below shows the findings.

Example 15:

M2	L80	T:Anyway, girls like to <i>pergi dangdut-dangdut</i> and [go clubbing]
	L81	never study...

F3	L82	No way. Boys like to <i>pergi dangdut- dangdut.</i> [go clubbing]
----	-----	--

(MGI/ CS 10-11)

Example above shows how the male participant M2 used code switching to shift topic from talking about girls being not clever to girls who likes to go clubbing.

Example 16:

F2	L40	T:Girls 5A's...
----	-----	-----------------

M4	L41	T:The boys students <i>tahun ni mesti</i> all 5A's. [this year must get]
----	-----	---

F1	L42	Girls always win...and hm..boys are not..hm..clever.
----	-----	--

(MGI / CS 4)

Example 16 above shows usage of the function emphasis while code switching by the male participant, M4 to say that all the boy students definitely will get 5As this year in UPSR examination.

Example 17:

- F4 L8 T:Boys are always not clever and very naughty.
- M3 L9 T:Woi, Why you say like that?
- F4 L10 T:*Tengoklah kelas* Enam Makmur.
 [Look at 6 Makmur class]
- M1 L11 T:Why? Why? *Kenapa? Dah tengok dah.* Why with
 [Why? {I} have already seen]
- L12 Six Makmur?

(MGI/ CS 1)

Example 17 explains usage of clarification while code switching by the male participant M1 when he said that he already looked (literally) at the class and asked question on what is wrong with the class.

4.3.2 Functions of Code Switching by Female Participants in Mixed Gender Interaction

Below in Table 4.10, the summary of functions of code switching found in mixed gender interaction by the female participants is shown.

Table 4.10 : Functions of Code Switching in Mixed Gender Interaction by Female Participants

Gender	Functions	n=Units	Percentage (%)
Female Participants	Topic Shift	8	55
	Emphasis	4	28
	Turn Accommodation	2	15
	Insistence	1	2
Total		15	100

Based on Table 4.10, the female participants mainly used code switching for topic shift. Next was for emphasizing and followed by accommodating in their interaction, as exemplified below.

Example 18 as exemplified below shows situation where the female participant, F2 used code switching to shift topic in L88 and also code switched as an emphasis L90-91. As in the Example 18, F2 in L87 and L88 code switched when she emphasized the word thank you. She switched language from English to Bahasa Malaysia for the same word to show emphasis on her decision to finish off her discussion. Next, in L90 and L91 F2 used code switching to do topic shift in the conversation where she stopped her conversation on the topic given and code switched to talk about her food.

Example 18:

- | | | |
|----|-----|---|
| F2 | L87 | T:I am here to announce that girls are always cleverer than the |
| | L88 | boys. Thank you <i>dan terima kasih</i> .
[and thank you] |
| M3 | L89 | T:Woi.# bell rings for recess period# |
| F2 | L90 | T:Ok, enough, enough..eh, <i>apa you nak makan</i>
[what do you want to eat] |
| | L91 | <i>hari ni? Laparlah!</i>
[today..I'm hungry] |
| F3 | L92 | T:I <i>bawak nasi lemak, nanti</i> share..
[I brought nasi lemak...later [we]..] |
| M1 | L93 | T:Oi, <i>belum habis la...</i>
[haven't finish] |

(MGI / CS 8-11)

Example 19:

M1	L59	T:So boys are cleverer.
F2	L60	T:No, I don't think so.
F3	L61	T:Look at all the girls in our class. <i>Semua</i> clever and [All]
	L62	all <i>pandai</i> . [clever]
M2	L63	T:How you know?
F4	L64	They are hm...much smarter.

(MGI / CS 6)

Example 19 above shows how female participant again used code switching as a tool of emphasis in the mixed gender conversation. F3 switched language to emphasize about female being clever and repeated the word 'clever' in Bahasa Malaysia.

Next, Example 20 shows how female participants accommodate ideas by her other female participants in the conversation to get the interaction flowing smoothly.

Example 20:

M4	L41	T:The boys students <i>tahun ni mesti</i> all 5A's. [this year must]
F1	L42	T:Girls always win...and hm..boys are not..hm..clever
M3	L43	T:No, no, no I don't agree.
F2	L44	T: <i>Yalah</i> . Girls always make sure they study at home [Yes]
M1	L45	T: <i>Mana ada</i> , always <i>main</i> only. Very naughty <i>pula tu</i> [Where got] [playing] [also]
F1	L46 L47	T:Boys are so noisy. Even now you all are screaming. Look at us...

(MGI / CS 4-5)

Here, F2 accommodated F1's idea on girls being the cleverer students in the class. F2 agreed and accommodated by adding that the girls study at home. F1 again accommodated F2's idea by adding statement to say boys are noisy.

4.3.3 Comparison on Functions of Code Switching by Male and Female Participants in Mixed Gender Interaction

As can be seen in Table 4.9 and 4.10 earlier, there were 10 types of functions identified for the male participants in single gender interaction while 7 types of functions identified for the female participants in the single gender interactions. Table 4.11 below shows total functions identified among both genders in single gender interactions with explanation on similarities and differences that occur between these two genders in using functions of code switching.

Table 4.11 : Functions of Code Switching among Male and Female Participants in Mixed Gender Interaction

Functions of Code Switching Identified among Male and Female In Mixed Gender Interactions		
Types of Functions	Male Participants	Female Participants
Topic Shift	√	√
Emphasis	√	√
Accommodation		√
Clarification	√	
Insistence	√	√
Question Shift	√	

Based on Table 4.11 above, in mixed gender interactions, the functions that used by the male participants were topic shift, emphasis and clarification whilst the female used functions such as topic shifting, emphasis and accommodation. Topic shifting and emphasis were two types of functions found in mixed gender interaction both by male and female participants. The difference was found to be in the third type of function

used which was the 'clarification' for the male and 'accommodation' for the female. Male participants are prone in using clarification to make their statements clearer. This, in another way was to clarify the meanings said by their peers to get the support during the discussion. On the other hand, the female participants used accommodation as the third function of code switching as to support their peer's statements and agree as well as provide more information on the argument during the discussion.

These examples illustrate the participants' function of code switching who can accommodate peers in the conversation whether in single gender interaction or the mixed gender interaction.

The slight variation in the functions of code switches observed across two genders suggests a developmental trait. Gender is said to make difference. As mentioned by Tannen(1993), that this difference is not universal - so there will be men who exhibit "feminine" conversational qualities such as emphasis and clarification or women who follow the conversational styles associated with men such as topic shifting.

As said by Keith and Shuttleworth's (2008), women clarify (ask more questions) and accommodate (support each other and more co-operative) but here in mixed gender interaction males were found to be asking more questions and female seem to accommodate more. This is where some level of variation in findings can be seen between this study and earlier research.

From the transcripts in mixed gender interaction, conforming to dominance theory by Zimmerman(1975), men are more likely to interrupt than women. As Lakoff (1980) suggests that women tend to clarify and ask questions more and these shows women's

insecurity and hesitancy in communication but in this study men tend to clarify more and conforms with Fishman (1990) who claims that in mixed-sex language interactions, men speak on average for twice as long as women and ask many questions to clarify statements.

4.3.4 Frequency of Code Switching among Male and Female Participants in Mixed Gender Interaction

This section looks at the frequency of code switching and the number of turns of male participants and female participants for comparison purpose during mixed gender interaction. Table 4.12 shows percentage of turn takings by male participants in mixed gender interaction while Table 4.13 shows percentage of turn takings by female participants in mixed gender interaction. The summary is as per shown in Figure 4.2 below.

Table 4.12 : Turn Takings by Male Participants in Mixed Gender Interaction

Language Choice in Mixed Gender Interaction (MGI)						
Participants	English		Bahasa Malaysia		Code Switch	
	%	n	%	n	%	n
M1	11	4	12	4	9	3
M2	6	2	3	1	0	0
M3	17	6	8	3	6	2
M4	23	8	3	1	2	1
TOTAL	57	20	26	9	17	6

n male = 35

Table 4.13 : Turn Takings by Female Participants in Mixed Gender Interaction

Language Choice in Mixed Gender Interaction (MGI)						
Participants	English		Bahasa Malaysia		Code Switch	
	%	n	%	n	%	N
F1	22	10	2	1	2	1
F2	17	8	0	0	2	1
F3	22	10	2	1	5	2
F4	15	7	9	4	2	1
TOTAL	76	35	13	6	11	5

n female= 46

The summary of the readings in the two tables is presented in the Figure 4.2 as below.

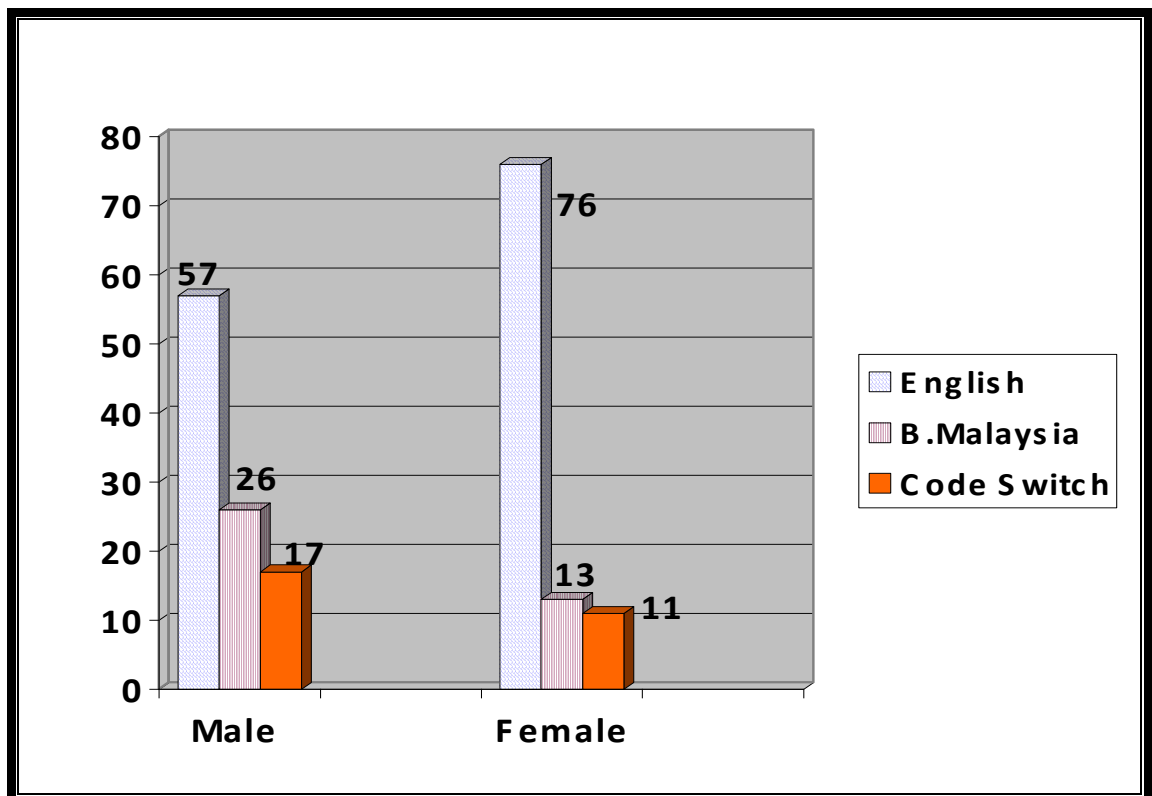


Figure 4.2 : Frequency of Code Switching for Participants in Mixed Gender Interaction

As can be seen in Table 4.12 and Table 4.13 and Figure 4.2 above, from the total conversational turns taken by male participants in the topic, 57% is English. Next, the male participants used 27% of Bahasa Malaysia. Code switching showed lowest percentage by males which is 17% from the total turns taken by them in that segment. As can be seen, this can be due to the condition where the males tried hard to speak English as well as their female counter parts. They are bilinguals and their intentions to control the discussion by using English are quite intense. As for the level of code switching which is also on the par may be due to situation of floor holding where for the male participants, power wielding as explained by Jariah Mohd Jan (2003) is important in any given interaction.

Next, again the female participants showed highest percentage usage of English which is 76%. There is a very small indication of Bahasa Malaysia usage which is 13% and code switching in this topic are 11%. The comparison chart, Figure 4.2 exclusively shows that male participants do code switch more between these two languages if compared to female participants in this mixed gender conversation. This is due to the power wielding situation where the male participants seem to get floor holding in the interactions most of the time. They had code switched in interactions in order to get smooth and quick flow of ideas to the opposite gender. If analyzed thoroughly based on their test grade compared to the female participants, the male participants are faced with lack of vocabulary problem but they still have overcome this by using code switches to argue their opinions. Whilst for the female participants they were more confident in bringing out their ideas in English. Other than that they tend to think of their arguments in English and voice them out in English.

4.4 Speech Acts by Male Participants in Single Gender and Mixed Gender Interactions

Table 4.14 shows the categories of speech acts found in conversation by male participants in single gender interaction and mixed gender interaction.

Table 4.14 : Categories of Speech Acts in SGIM 1 and SGIM 2

Categories of Speech Act by Male Participants			
Type of Interactions	Type of Speech Acts	No of Speech Acts	Percentage (%)
Single Gender Interaction 1 and 2	Declarations	6	43
	Directives	4	29
	Commissives	2	14
	Representative	2	14
	Expressives	0	0
Total		14	100

There were total of 14 speech acts identified in the male participants' conversations in Single Gender Interaction 1, 2 and Mixed Gender Interaction. From the transcript, only four categories of speech act were found and they were representative, directives, commissives and declarations. Among the four categories, declaration was the highest with 43% in the transcript. The second highest speech act was directives with 29%. The expressive was not found in the discussion between the male participants. Example 21 - 25 below shows usage of various speech acts by the male participants.

Example 21:

- M2 L13 T: Wait , wait<2>*Siti Nurhalizakan selalu menang ?*
[Siti Nurhaliza wins everytime, right]
- L14 *Suara dia memang* good. You should ask
[Her voice is really]
- L15 Nur**peminat nombor satu Siti samada betul ke*
[Siti's fan no.1 whether it's true or]
- tidak Siti selalu jadi juara.*
[not that Siti is always champion.]
- L16 *name changed for privacy

(SGIM 1/ CS 1, CS2)

In this example, we could identify speech act of declaratives being used when the male participants code switch. This is when M2 declares that Siti Nurhaliza always wins competitions and usage of the word 'memang' which means definite is to emphasize when he code switch to declare a statement about Siti Nurhaliza's voice.

Below is another example that shows usage of declaratives by the male participants in their discussion.

Example 22:

- M3 L48 T:Let me see<2> *Lebih bagus dari Siti, kan?* I think
[better than Siti right]
- L49 Reshmonu very glamour..*suara macam* Michael
[his voice is like]
- L50 Jackson..*Saya suka* glamour and unique.
[I like]
- M4 L51 T:Yea, yea I *pun sedar tu*..sometimes *ajela....*
[realize that too] [only]

(SGIM 1 /CS 20 – 21)

This example shows usage of declaratives by M3 as a speech act to announce Reshmonu as a better singer than Siti Nurhaliza.

Example 23 below shows three types of speech acts being used by each male participants. They are representative, commissives and declaratives.

Example 23 :

M2	L43	T:F::an ? (<i>Kipas dia</i> ?) <i>Sejak bila</i> ? [fan him*] [since when] (*jokingly used fan as a pun – the object “fan”)
	L44	<i>Setahu aku you selalu kat sini, depan i</i> kah kah, kah [As far as I know you are always here in front of me]
M1	L45	T:Shu::t up ? <i>tak mau bincang lagi lah</i> ^ [don’t want to discuss anymore]
M4	L46	T:Ok, ok...fan <i>tu peminat lah</i> (u no understand ha) [means admirer...]
M2	L47	[Ha, ha, ha]

(SGIM 1 / CS 17 – 19)

As mentioned above, the speech acts used in above examples are representative when M2 makes a statement of truth by stating about his friend’s location which is opposite to him. Other than that, M1 used commissives to indicate future action where he doesn’t want to discuss anymore. Next, M4 had used declaratives to indicate the meaning of fan or admirer to his friends.

Example 24:

M2	L19	Heh, <i>fikir sikit lah</i> <2>I always play football with my [please think for a while]
	L20	friends.
M4	L21	I play badminton with<2>ah..my father and my brother.
	L22	
M3	L23	I think...I swim with my family.
M1	L24	I like to play chess with my<1>my younger brother.
M3	L25	Swimming is the best ?
M1	L26	No, no
M4	L27	=No, no/=
M3	L28	=Because, <i>dengarlah</i> = [please listen]

(SGIM 2 / CS 4 & CS 5)

Example 24 above shows directives when the male participant, M2 directed his peers to think first about the statement he had said earlier. This occurred again when M3 asked his peers to listen to him.

Example 25 below shows M1 used commissives in code switching to indicate a future action of talking louder as presented by Searle in his speech acts.

Example 25:

M1	L1	T:I like to play chess^ I like to <1> <i>kuat kuat ye?</i> I like [speak louder]
	L2	to play chess...
M2	L3	T:I like to play football because in football I can be...my leg
	L4	strong /
M3	L5	T: <i>Saya suka</i> , I like, I like to swim because swim is [I like]
	L6	very be::st /

(SGIM 2 / CS 1- 2)

Above given examples were few speech acts that were identified in the conversation or discussion by the male participants in SGIM 1, SGIM 2 and MGI.

4.5 Speech Acts by Female Participants in Single Gender and Mixed Gender Interactions

Speech acts is also in a way shows the purpose of participants in code switching. Table 4.15 shows the categories of speech acts found in conversation by female participants in single gender interaction and mixed gender interaction.

Table 4.15 : Categories of Speech Acts in SGIF 1 and SGIF 2

Categories of Speech Acts by Female Participants			
Type of Interactions	Type of Speech Acts	No of Speech Acts	Percentage (%)
Single Gender Interaction 1 and 2	Directives	6	45
	Declarations	3	23
	Commissives	2	16
	Expressives	1	8
	Representative	1	8
Total		13	100

There were total of 13 speech acts identified in the female participants' conversations in Single Gender Interaction 1, 2 and Mixed Gender Interaction. All the 5 types of speech acts based on Searle's Theory were found in the conversation among the female participants. Among the four categories, declaration was the highest with 45% in overall discussion. The least were expressives and representatives with 8% each. Example 26 - 29 below shows usage of various speech acts by the female participants.

Example 26:

- F1 L29 T:Eh, *engkau tau tak, ada kawan aku sorang kat*
[do you know, I have a friend in
L30 *Jalan..Gasing..rumah dia ada* swimming
[Gasing Road, he has a]
pool<3>*besar?*
[which is big]
- F3 L31 T:*Alah, sedara aku kat luar negeri pun ada...*
[Well, my relative who is overseas also has one.]
L32 *sejuk air dia<1>*
[the water is very cold]
- F1 L33 T:I *suka main* badminton with my friends. This game
[like to play]
L34 makes my arm stronger and my hands have better grip.

(SGIF 2 / CS 8 -11)

In the example 26 above, F1 used declaratives as a linguistic feature to let her counter parts know about her friend's house in L29 and L30. Then, F1 used representative to make statement of her preference on the game in L33 and L34.

Example 27:

F3	L26	T:Siti Nurhaliza ?
F2	L27	T:Popular,
F1	L28	T:Yeah, she's popular /
F3	L29	T:No...Siti Nurhaliza, Siti Nurhaliza not popular for me...
	L30	
F2	L31	T:Wait, <i>Cepatlah cakap,= kita nak cakap ni=</i> [speak quickly, want to say something]
F1	L32	T:= <i>Engkau dah cakap dah</i> =Wait a second ^ [You have spoken...]

(SGIF 1 /CS 3)

Example 27 shows directives and declaratives. This is when F2 directs F3 to speak faster on her points and when F1 declared about F2 who had already spoken in L32 and at the same time direct her to wait for her turn in L32.

Next, Example 28 shows expressives where F2 used the word 'thank you' as an expressive in the aspect of speech act in L10 to L12.

Example 28:

M2	L85	<i>Ah...yelah tu, macam engkau pernah pergi</i> [Yeah right, as though you have been there before]
F1	L86	Sorry <i>sikit</i> . [a little]
F2	L87	I am here to announce that girls are always cleverer than the
	L88	boys. Thank you <i>dan terima kasih</i> . [and thank you]
M3	L89	Woi.# bell rings for recess period#

(MGI / CS 12-13)

Next example shows speech act of declaration by the female participants. F3 declares singer Siti as a liar in L70 in SGIF 1 discussion.

Example 29:

F1	L69	She's...she not dancing...
F3	L70	Siti Nurhaliza I say <i>kan geng tipu</i> ... [liar gang]
F2	L71	No...
F3	L72	More gossip, not Agnes Monica...

(SGIF 1 / CS 11)

The given examples were the speech acts identified in the conversation or discussion by the female participants in SGIF 1, SGIF 2 and MGI.

4.6 Inter-gender Comparison of Speech Acts Used while Code Switching

The figure below shows comparison of speech acts used by male and female participants while code switching in both single gender interactions and mixed gender interaction.

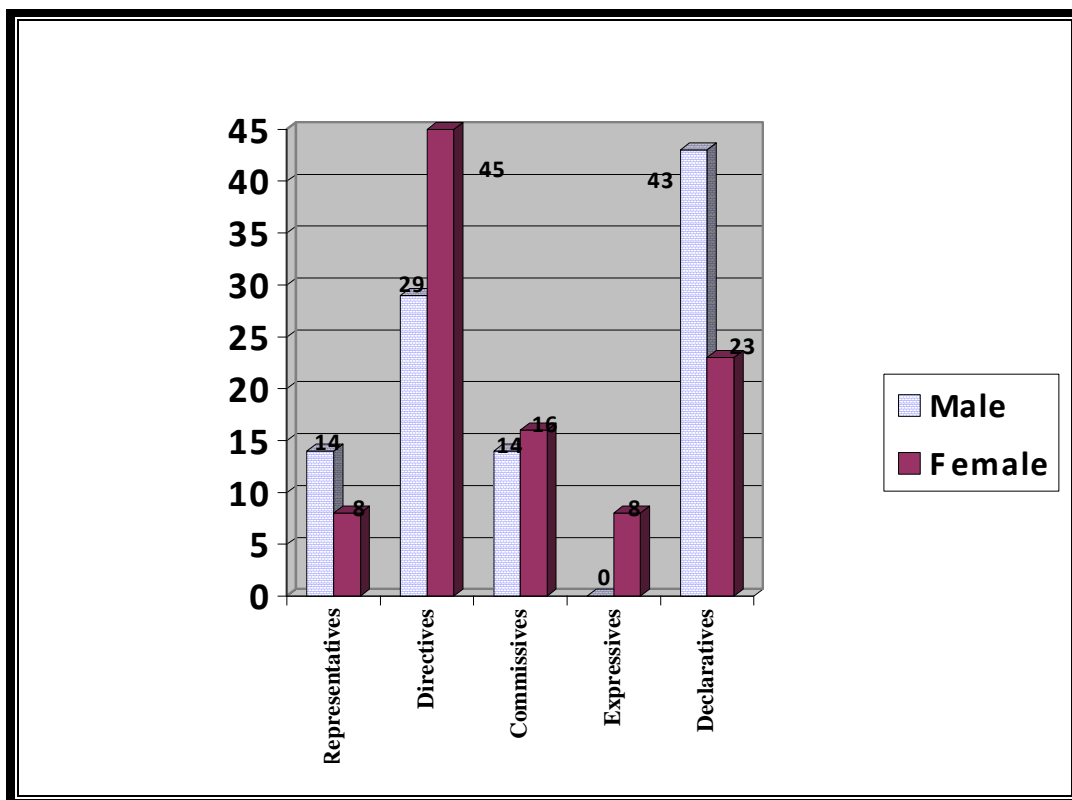


Figure 4.3 : Comparison of Categories of Speech Acts Used between Inter-gender Participants based on Searle's Theory

Figure 4.3 above shows the percentage of types of speech acts found. The male participants used 14% of representatives in their conversation whilst, the female participants used only 8% of representatives. In the category of directives, the male participants used lesser than the female participants where just 29% could be identified for the male and 45% for the female. Other than that, the male participants are prone to using declaratives which shows 43% while the female used this speech act at 23%. The expressive is the only speech act that shows the least percentage of usage by both male and female participants. The male never used this speech act in their discussion whilst the female used 8% from the total speech acts found in the conversations. This graph points out that the males were more prone in using declaratives in their overall conversation whilst the female participants tend to use more directives in their speech. This may be due to the females who naturally have the tendency to direct others to do things they want or needed to be accomplished as suggested by Mulac, Bradac and

Gibbons (2001) whereas the male participants have the tendency to conclude and make decision quicker. Gender and speech behaviour are also seen as two interwoven, interrelated variables (Lakoff 1975; Tannen 1990; Boxer 1993; Holmes 1995). In other words, speech behaviours depend on the gender relationship between interlocutors.

4.7 Summary

Across gender groups, for the overall interaction, the four most commonly used types of functions were topic shift, clarification, emphasis, and turn accommodation. The topic shift type of code switch was the most frequently used by both groups of children during their conversation whether in single gender topic interaction or mixed gender interaction (45% of average total code switches among male and 50% of switches among the females).

Generally, the male participants have code switched more compared to the female group in the conversations. The females basically used more of the L2 as the base language during most of their interactions.

The few obvious linguistic features of speech acts being identified here were the declaratives and directives. This is due to the type of interactions where every participant tends to declare what they believe as the truth about the topic. Other than that, directives are being used frequently as a tool to direct or request the participants to do something important that supports and is related to the interactions.

The results presented here more or less have revealed the findings for inter- gender code switching among upper primary learners linking to the functions, frequency as well as the speech acts by the male and female in both types of interaction which are single

gender interaction and mixed gender interaction. The findings will be further discussed in Chapter Five to conclude the study.