

CHAPTER 1

INTRODUCTION

1.0 Introduction

Different people have different perspectives towards second language acquisition. Some believe that it is easy to acquire a second language while others believe that it is difficult. A lot of strategies such as Mnemonic Devices, Story Building, Code Words, Song, Rule-Based Memorization and so on were introduced to learn a second language. However, in Malaysia, particularly in a secondary government school which consists of students with non-native English speaking backgrounds, it is important to choose effective strategies to teach English in English as a Second Language (ESL) classroom.

In fact, code switching is one of the strategies which are being used by ESL classroom teachers in Malaysia (Ong, 2008). Since 1980, code switching has become a thought-provoking area of conversation which related to multilingual or bilingual speech communities. The term '*code*' refers to a diversity of a language (Wardhaugh, 2003). Heller (2001, p.1) stated "code switching is the usage of many languages in a single communicative episode". According to Richard (2010, p.9), code switching is "The practice of interaction among two dialects or languages".

Similarly, Kathy (2011, p.4) mentioned code switching as the "use of many languages in conversation". The elements of more than one language are combined together when code switching occurs in a single utterance. The linguistic multiplicity in code switching might be dissimilar from dialects, languages or style of the similar language (Myers-Scotton, 1993). She presented the word embedded language and matrix language. The embedded language in code switching is the language that roles the minor and the

matrix language is the most dominant language used. For example, *Bahasa Melayu* became matrix language and English is embedded language when some Malay native speakers speak in *Bahasa Melayu* but they code-switch in between in English.

A deep study on code switching was carried out by Gumperz (1982). He classifies code switching as situational code switching and conversational code switching. Conversational code-switching is the collocation among the similar speech discussion of language related to two unlike grammatical systems. Conversational code switching occurs subconsciously when the reciters are encouraged by the reasons within the discussion itself while the conversation takes place. In the meantime, situational in code switching was reflected as modifications in language selection due to the condition where the communicators occur. Situational switching could occur at public occasions, work or school where the condition stresses on language formality.

This particular study observes classroom code switching. Lin (2007) describes code switching in the classroom as the use of many linguistic codes by either students or teacher. However, the theory of situational and conversational switching recommended by Gumperz (1982), classroom code switching could be measured as situational code switching. However, in the actual classroom, conversational code switching could take place.

Romaine (1989) agreed to Gumperz (1982) conversational code switching in the classroom. Moreover, Romaine (1989) proved that some of the conversational activity followed by the direct used of one language through activity type. This type of activity is seen as linked to language B search that in the environment of language A, such code switching occurred when the conversation start. Martin (1995) claimed that it is very difficult to decide on which language to use in classroom.

Concerning to the condition stated in the above studies, this particular study focuses at code switching used by teachers and students in the ESL classroom. Although the teaching policy demands that English language teachers should use only English in ESL classroom teaching, the real situation might be different. Teachers could be code switching for various reasons and functions. According to Ong (2008), many deny using code switching when asked. This is because in Malaysia, the Ministry of Education does not accept code switching. Hence, school principals have instructed their English teachers not to use code switching when they are in ESL classroom. However, in the real classroom scenario, the ESL teachers still code-switch regardless of Ministry of Educations' disapproval (Marasingan, 2003). There seems to be a discrepancy between what the Ministry of Education expects and what the actual situation in the ESL classroom is. Hence, the researcher, in this study, attempts to examine the reasons and functions of code switching by students and teachers in the ESL classroom.

1.1 English in Malaysia

English is one of the languages which is being used by Malaysians for communications now days. One of the reasons is Malaysia is a multi-ethnic country with at least a hundred languages spoken nationwide (Decraw, 2005). It is, therefore, very common for Malaysians to be bilingual or multilingual particularly in the educational context (Jamaliah, 2001). Malaysians are from a variety of ethnic groups. Malays, Chinese and Indians form the majority among the groups. Thus, these people of different ethnic backgrounds need to socialize using a language or languages which all of them are able to speak.

The national language of Malaysia, *Bahasa Melayu* is one of the communicative language in this country. Besides, English is also another important language of

communication. In other words, in Malaysia, most formal or informal transactions in every aspect of life are carried out utilizing either *Bahasa Melayu* or English (Norizah, 2014). English became the means of communications in certain activities, studies and job situations particularly in big cities such as Kuala Lumpur and Johor Bharu. Research has shown that wherever there is multilingualism in a context, for example, in Malaysia, code switching is most likely to occur between languages (Richard, 2010).

Before *Bahasa Melayu* was declared as the national language of Malaysia, English played an important role (Jamaliah, 2001). English was first introduced in Malaysia through the trading process by the English East India Company which then spread into religious and educational activities from the early nineteenth century (Jamaliah, 2001). English medium schools were built and all subjects in schools were taught in the English language.

Bahasa Melayu was declared the national language after independence in 1957. When the new education policy was implemented in 1971, English became the second important language next to the Malaysian National Language, '*Bahasa Melayu*' as stated in the report of the education planning committee known as the *Razak Report 1956* (Asmah, 1992). In 1971, with the operation of the new education policy, all former English schools in Malaysia were progressively transformed into national schools that used *Bahasa Melayu* as the main medium of instruction. All school subjects such as Mathematics, Science and Geography which were previously taught in English, had to be taught using *Bahasa Melayu* as the language of instruction. The entire process of changing over the medium of instruction was completed in 1980 (Asmah, 1992). Despite all the changes, English was a compulsory subject to be taught in school.

However, in 2003, the Malaysian government made drastic changes by implementing the teaching of Mathematics and Science in English at the primary school level. It was known as English for Teaching Mathematics and Science (ETEMS). This idea sparked a continuous debate over the effectiveness of using English instead of *Bahasa Melayu*. In general, the changes were made to achieve the Malaysian Vision 2020, which aims at developing Malaysia into an industrialized country.

To achieve vision 2020, higher competency in English is needed as English is a global language unifying people from different language backgrounds. Nevertheless, in 2012, the medium of instruction for Mathematics and Science was changed to *Bahasa Melayu*. In order to satisfy all parties, *Memartabatkan Bahasa Melayu & Memperkukuhkan Penguasaan Bahasa Inggeris* (MBMMBI) was introduced to upgrade students' English language proficiency.

1.1.1 English as a Second Language (ESL) in the Classroom

English is a compulsory subjects to be taught in all schools in Malaysia. English is taught as a second language (Ong, 2008). The present research will be piloted in a government secondary girls' school in Kuala Lumpur, Malaysia. There are 5 English lessons per week and 40 minutes for each lesson. Teachers must teach English according to the syllabus given by the Ministry of Education. According to the syllabus, students must master the speaking, listening, writing and reading skills. Grammar is incorporated while teaching the four language skills. *Bahasa Melayu* is not allowed to be used in the English language classroom for quick English language mastery among the students (Jamaliah, 2001). In short, code switching is not allowed (See appendix A) in the (ESL) classroom.

1.1.2 Focus of This Study

This particular study focuses at code switching used by students and teachers in an ESL classroom whereby code switching forms a part of the teaching and learning process (Bryman, 2008 and Hammink, 2010). Ethically, English language teachers should use only English language while teaching but the actual class condition may be different (Baker, 2000). Teachers may have the tendency to code switch to another language for numerous functions and reasons. Therefore, in this study, code switching is the alternating use of *Bahasa Melayu* and English in ESL classroom by teachers and students. In this study, the researcher is not focusing on any specific linguistic items such as phonology, semantics or syntax as the researcher is more concerned about investigating the reasons for code switching and analyzing the functions of code switching.

1.2 Problem Statement

Though many studies have been conducted on code switching and most of the results positively approved code switching in an ESL classroom, the general perception towards code switching is still negative, particularly those of non-native English teachers in teaching the target language (Kathy, 2011). Teachers and researchers in education still perceive code switching in a negative way and disapprove of its use in the language classroom (Knowles, 2004). Some teachers deem code switching as applicable in ESL classroom because students do not understand the second language. Researcher like Sert (2005) stated that functions of code switching should be studied because it will help language teachers to be more aware of the code switching use in classroom dialogue and will provide better teaching throughout the foreign language lesson.

Code switching is very common in English teaching or learning process. In fact, code switching is a silent strategy that is being practiced by English teachers in a real classroom situation. Code switching is used especially by other students with non-native English speaking background especially by students who are weak in English. They use code switching mostly to learn English vocabulary.

In Malaysia, there is a need to look at both reasons and functions of code switching in an ESL secondary school classroom. This is especially required since the Ministry of Education disapproves of code switching in ESL classrooms (See appendix A). However, some teachers are using code switching in ESL classrooms. Although they are against code switching in theory, these teachers applied code switching in practice. There are teachers who believe that code switching must be practiced in the English language classroom, but some teachers believe that code switching must not be used because students are lacking of the terms and vocabulary in English language.

As a non-native English teacher in an ESL classroom in Kuala Lumpur, the researcher felt that ESL students must immerse themselves in the target language to accomplish the maximum level of English language proficiency. This is especially since when the officers from the Ministry of Education, the particular school principal and the Head of the English Language Department chosen for this study (See appendix A) disapprove of the use of code switching from English to Malay in the ESL classroom. They stated that code switching would not help the students master the English language. However, the researcher found that the real classroom situation is different as ESL teachers and students in this study code-switched in class. The teachers are code switching even though they disapprove code switching as an approach to teach English as a second language. Hence, the researcher decided to investigate the reasons and functions of code switching in a secondary school ESL classroom.

1.3 Purpose

The purpose of this study is to investigate the reasons and functions of code switching among teachers and students in an ESL classroom where instances of code switching occur.

1.4 Objectives

The objectives of this study are:

1. To investigate the reasons why teachers and students code switch in an ESL classroom.
2. To analyze the functions of code switching made by teachers and students in the ESL classroom.

1.5 Research Questions

The following are the research questions of this study:

1. What are the reasons for code switching among teachers and students in the ESL classroom?
2. What are the functions of code switching made by teachers and students in the ESL classroom?

1.6 Significance of the Study

This particular study contributes to the field of sociolinguistics, bilingual education and ESL teaching. It especially contributes to the understanding of bilingual classroom situations, code switching and the reasons and functions it plays in teaching and learning process. The present study generally contributes to ESL teaching. As *Bahasa*

Melayu and English play a very significant role in Malaysia, this study provides a deeper insight into the reasons and functions of code switching in the secondary school ESL classroom. The findings might help the teachers, the principals and the Ministry of Education officers concerned to consider whether code switching should or should not be accepted as one of the teaching strategies. The students' performance in exams will improve if students benefit from code switching.

The findings of the study will create better awareness on the reasons and functions of code switching in ESL classroom among the English teachers in the particular school chosen for the research and other English teachers in Malaysia.

1.7 Scope

This study will examine the teachers' and students' reasons for code switching in the secondary school ESL classroom. It also analyzes the functions of code switching used by ESL teachers and students. The present research will be conducted in one of the Form 2 classes.

1.8 Theoretical Framework of This Study

The theoretical framework in this study was adapted from Crystal's (2001), Cook's (2001) and Crismore's (2005) categorization of reasons for code switching. It also adopted functions of code switching which was used by Sert's (2005). The theoretical framework is deemed suitable for this study as it focuses on context involving teachers and students in schools.

1.9 Limitations

This study focuses on 3 female teachers of English and 40 multiracial students from only one secondary girls' school in Kuala Lumpur. Hence, the findings cannot be

generalized to all ESL teachers and students. The study also limits itself to reasons and functions of code switching between English and Malay.

Besides, the researcher will be observing Kuala Lumpur teachers who are experienced and have recognized academic qualifications in teaching English. Students have a lot of exposure to an English environment as Kuala Lumpur is a town, whereby, most of the people use English to communicate (Ong, 2008). Research in a rural area might give different findings even though teachers in rural schools have similar qualifications and teaching experience. They may not have much exposure to English and the same situation goes for the students.

1.10 Relevant Terminologies of the Study

In the context of this study, some terms such as code switching, reasons and functions are used.

In this study, 'code switching' is defined as utterances that occur among the different speakers in the dialogue. Sometimes it takes place among utterances within a single turn. Code switching can also happen within a single utterance (Milroy and Musyken, 1995).

In this study, 'reasons' are related to the ability for consciously making sense of things, verifying facts and changing practices on existing or new information (Jacobson, 2003). Reasons in code switching are generally looking at the general purpose on why code switching occurs in the classroom.

In this study, 'functions' are define as the use of code switching in achieving learning goals and are related to reasons.

1.11 Organization of Chapters

This study consists of five chapters that are organized as follows:

In the first chapter, the introduction to the topic is given. It explains the background of the study, the definition of terms and a brief background of the school where the research will take place. Then, it presents the focus of the study, statement of problem, purpose, objectives, research questions and significance of the study. Some explanations on the scope of the study, limitations and organization of chapters are also given.

In the second chapter, the related literature review is presented. It will include the definition of code switching, history of code switching, attitudes about code switching, reasons and functions of code switching, the theoretical framework, studies on code switching of Non- Asian context and code switching in the Malaysian classrooms.

The third chapter is about the subjects, procedures and the methodology used. The fourth chapter will focus on analysis of data, the findings and discussion of the research. Finally, the fifth chapter provides both conclusion and recommendations for future research.

1.12 Summary

All secondary schools in Malaysia are teaching English as one of the compulsory subject. A second language should be taught using the particular language itself but it cannot be a denied that students and teachers used code switching to improve second language learning. This chapter's emphasis is on the overall focus of this research such as purpose, research questions, objectives, statement of the problem and also the significance of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In chapter two, the researcher discussed English in the Malaysian educational context and code switching in English in a second language classroom. The researcher explained in detail the theoretical framework used in this research which are from Crismore (2005), Crystal (2001) and Cook (2001) for reasons of code switching; and functions of code switching used by Sert (2005). Some relevant studies on reasons and functions of code switching from Malaysia and outside Malaysia are also discussed.

2.1 English in Malaysian Education Context

The English language is considered necessary as it is seen as an international language among people around the globe (Jassem, 2001, p.25). In our educational context, the English language plays an important role. It is a compulsory subject to take in all government schools in Malaysia (Asmah, 1992). However, code switching in English as a Second Language (ESL) classroom take place from English to the Malay language for various reasons and functions (Baskaran, 2003).

Since 1956, all Malaysian schools use English as the medium of instruction. However, Tun Abdul Razak, who was Malaysia's second prime minister, implemented *Bahasa Melayu* as the first language in all government schools following the Razak Report in 1956 (Zukari & Abdul, 2007). English thus became a second compulsory language to take in schools.

Later, some changes occurred in the education system in 2003. The 4th prime minister of Malaysia, *Dato Dr* Tun Mahathir applied the teaching of two subjects, Science and

Mathematics in English known as ETEMS or PPSMI. A new syllabus was introduced for English, Mathematics and Science subjects. The overall aim of ETEMS was to enhance the English language skills of students through the drill of Mathematics and Science. To enable teachers to teach effectively using English, laptops and educational cds were provided to all schools. This is to enable teachers to have a new approach in teaching. However, some Malaysians were skeptical about this new policy.

Changes were made again as the government found that some students were still weak in English and teachers were not able to teach using English as the mode of communication. Teachers and students still code-switch when they are supposed to use English in the classroom. In 2012, the Ministry of Education gave all schools a choice, either to teach Mathematics and Science in English or *Bahasa Melayu*.

Memartabatkan Bahasa Malaysia dan Memperkukuhkan Penguasaan Bahasa Inggeris (MBMMBI) was introduced in 2011 to all schools to upgrade the Malay and English language. It aims to improve students' *Bahasa Melayu* and English language in listening, speaking, reading and writing skills. Grammar was also emphasized. Teaching methods had to be updated and the use of the internet, creative activities and student-centered teaching were further emphasized. The chalk and talk method was greatly reduced (Marasingan, 2003). The Ministry of Education believes that students will be able to 'capture' the Malay and English language better by using these new methods.

2.2 Code Switching in a Second Language Classroom

In a language classroom, the code switching issue has sparked a continuous debate among educators (Decraw, 2005, p.34). Some students code-switch as they are not good in the second language (Kasperczyk, 2005, p.25). In contrast, some students practise code switching as they are influenced by both languages (Martin, 2002, p.186).

Sometimes, code switching is situational and seems to happen due to the issue of the discussion or the setting of the dialogue (Brown, 2006).

Brown (2006) and Kasperczyk (2005) found that speakers practise code switching for proficiency in the target language and to compensate for their lack of fluency. Speakers practise their first language to keep a flow throughout the conversation.

Sert (2005, p.10), emphasizes that teachers code-switch consciously or unconsciously. Code switching has some objectives in delivering the meaning and information. Teachers can deliver the lesson in the classroom without switching to L1 by purposely lowering themselves to the learners' level of communication.

It is common to find the code switching phenomenon in Malaysian classrooms (Jamaliah, 2001). This is due to its multilingualism situation where sometimes, more than one language needs to be used in the classrooms (Brice, 2000). However, different situations might occur in same English classes. In order to gain better proficiency in English, certain teachers think that English is the only language to be used in ESL classes (Chirsheva, 2008). In Malaysia, the Ministry of Education disapproves of code switching in the ESL classroom (See appendix A). However, there are still teachers who code-switch when teaching English to the ESL students.

In Malaysia, students have access to a common language, which is also the national language, *Bahasa Melayu*. Thus, *Bahasa Melayu* is the language chosen for code switching since *Bahasa Melayu* is understood by the students of various backgrounds (Badrul & Kamarulzaman, 2009, p.35).

2.3 Theoretical Framework on Reasons and Functions of Code Switching

In term of analyzing the data, this study adapted the theoretical framework by Crystal's (2001), Cook's (2001) and Crismore's (2005) for reasons of code switching. Besides, this study also adopted functions of code switching in Sert's (2005), which were developed by Mattson and Burenhult (1996) and Cole (1998).

2.3.1 Reasons for Code Switching

Researcher in the past has conducted research on reasons of code switching. Among them are Crystal (2001), Cook (2001) and Crismore (2005). According to Crystal (2001, p. 82), there are three reasons why bilingual speakers code switch.

(a) unable to express oneself

Firstly, speaker is unable to express himself adequately in one language and switches to the other language to minimize the deficiency. In this situation, the speaker tends to use the other language for quite a while. Most of the time, switches occur when the speaker is upset, tired or otherwise distracted.

(b) solidarity purposes

Secondly, the speaker also code switches for solidarity purposes within a social group. The switching in this situation indicates that the speaker is from a certain background. If the switch is responded by another speaker, a degree of rapport is established. On the other hand, the same switch might also be used to exclude a certain speaker from the group.

(c) identify speakers' attitude

Finally, the switch between languages could also signal the speakers' attitude towards the listener to find out if he is friendly, irritated, distant, ironic or humorous. In a

monolingual situation, these effects are communicated by varying the level of language formality.

Cook (2001, p.54) mentions three reasons why code switching happens particularly in a classroom. They are:

- (a) a short cut in explaining tasks
- (b) a way to explain the meaning of the second language
- (c) a way of explaining grammar

(a) a short cut in explaining tasks

Code switching is an easier way in explaining exercises or giving instruction for the teachers. Teachers practice the first language and tell the students what they do not understand.

(b) a way to explain the meaning of the second language

Code switching is a way to clarify the meaning of the second language. Some words are better understood in their first language rather than in the second language.

(c) a way of explaining grammar

Besides, code switching also explains grammar. Students get a better explanation or information and are able to understand English grammar more effectively.

Crismore (2005) mentioned that code switching is seen as a normal form of multilingual communication that needs a great deal of multilingual competence (Crismore, 2005, p.320). She stated that teachers and students code switch because of:

- (a) intelligibility
- (b) lucidity or ease of expression

(c) educational inferiority.

(a) intelligibility

According to Crismore (2005), intelligibility is the extent of how comprehensible the speech is or the degree to which the teachers' teaching can be understood. Intelligibility is affected by spoken clarity, lucidity, explicitness, perspicuity, comprehensibility and precision of teachers and students.

(b) lucidity or ease of expression

The second reason of code switching by Crismore (2005) is lucidity or ease of expression. Students or teachers express their thoughts and feelings by code switching to the first language. Sometimes, they code-switch as they have an uneasy feeling while using the second language.

(c) educational inferiority

Code switching also occurs as a result of educational inferiority. It occurs among students who are afraid of not understanding the content taught. Students also use code switching as they are worried that other students might tease them if they speak incorrectly or use wrong words or sentences.

2.3.2 Functions of Code Switching

Sert (2005, p.4) introduced teachers' and students' functions of code switching. The teachers' functions of code switching are:

(a) topic switch

(b) repetitive functions

(c) affective functions

(a) Definition of ‘topic switch’

Topic switch happens when a teacher modifies his language according to a theme. It is mainly meant to build a link between the prior knowledge of students in L1 to the new information that they have received in the target language.

(b) Definition of ‘repetitive functions’

On the other hand, *repetitive switch* occurs in order to explain the meaning of words introduced and stressed the importance of foreign language content for better comprehension. By repeating certain words in both L1 and target language, it is intended that students can have an improved understanding of the language learnt.

(c) Definition of ‘affective functions’

Lastly, *affective function* of code switching creates a healthy interaction among the teacher and the students. It also provides a supportive language environment for students and helps them to learn the target language in a comfortable manner.

Sert (2005) presented the functions of students’ code switching in four categories:

(a) floor-holding

(b) equivalence

(c) conflict control

(d) reiteration

(a) Definition of ‘floor-holding’

Floor-holding is a mechanism used by students when they are not able to remember certain words in the target language and use L1 to fill the stopgap. By floor-holding, the students may avoid breaking a communication.

(b) Definition of 'equivalence'

Code switching for *equivalence* happens when students have to use native lexical items to cover up their incompetence of certain lexical items in the target language. Thus, equivalence is also seen as a defense mechanism which enables students to continue the part in an on-going communication, by using L1 to replace a lexical item that they are not competent in the target language.

(c) Definition of 'conflict control'

Conflict control is used when the students tend to avoid using a lexical item which may lead to ambiguity in the meaning conveyed. Thus, code switching will take place to ensure the accurate word or sentence is used to provide the correct meaning during a communication.

(d) Definition of 'reiteration'

Reiteration is a way students learn the target language in a better manner. Here, the students would repeat their understanding of the new information they learn in the target language in L1. This can be a way to reinforce their language knowledge.

One of the Sert's (2005) functions of code switching for students and teachers has a similar meaning which is *repetitive functions* for teacher and *reiteration functions* for the student which mean repeating words or phrases used.

These four theoretical framework by Crystal (2001), Cook (2001), Crismore (2005) and Sert (2005) gave insight to the current study by looking at reasons and functions of code switching. Simultaneously, it could bring out the awareness of teachers and students code switching in ESL classroom in Malaysia.

2.4 Studies Related to Code Switching

2.4.1 Studies on Reasons for Code Switching of Non-Asian Context

Various studies were done on reasons for code switching in the language classroom. Crismore (2005, p.319) studied the reasons for code switching in an ESL classroom in China. The focus is on Chinese and English. In China, English is taught as a second language. The data for the research were based on secondary school students and teachers. Observations and discussions were analyzed. Crismore (2005) found that code switching happens because of intelligibility, lucidity or ease of expression and because of educational inferiority. In addition, it was also easier for teachers to give instructions and to conduct the lessons smoothly.

Similarly, Wardhaugh (2003) examined the code switching behavior of both teachers and students in two classroom types which were a German bilingual classroom and a French immersion classroom. It was discovered that the classroom types as well as the language competency might be the possible influencing factors in an individual's ability and the decision to code switch. She further adds that there are six different reasons of code switching in those particular classes. The reasons are as a fallback, translation, clarification, an indication of community membership, reparation and power wielding (Wardhaugh, 2003, p.14). This study seems to support the study by Crismore (2005) which shows that code switching in the classroom give confident and reduce negative feelings of students towards learning second language.

On the other hand, code switching addresses a perceptual problem. It is about the tension between the teacher's desire to use Estonian exclusively and the necessity of the Russian-speaking pupils to comprehend thoroughly what is taught (Zabrodskaia, 2007). Zabrodskaia studied the use of Estonian to teach Russian-speaking students. She added

that the main goal used for code switching was to allow the teacher to teach in the target language as the students' proficiency in that particular language was low.

Reasons for code switching were studied by Crystal (2001). She claims that code switching does supplement speech and it is not language interference. Sometimes code switching is done deliberately to exclude certain people from a particular topic in a conversation. Code switching also occurred when a speaker was unable to express himself or to show specific attitude to someone. In other cases, code switching can indicate ones' solidarity over another within a bilingual group of people. She further agreed that when code switching was used because of inability of expressions, it provides continuity rather than interference in speech.

In contrast to Crystal (2001), Hammink (2010) believed that code switching occurred not because speakers' equivalence forms in one of their languages but rather due to their intention to convey a precise meaning. While all the previous studies gave particular reasons of code switching, the study by Hammink (2010) did not. He stated that most bilinguals are not aware of the reasons for their code switching and have no particular explanations for why they switch languages. It has been taken for granted by those who believed that code switching occurred due to their sloppy habits and lack of language mastery. Holmes (2000) has the same view as she found laziness or sloppy language habits as the reasons of code switching by the bilinguals. She also mentioned that code switching proved that bilinguals are lack of ability in using two languages.

Cook (2001) also found several reasons of code switching. Her study on 'Reexamining English Only in the ESL Classroom' revealed that teachers used code switching in ESL classroom as it was easier to explain meaning, grammar and certain tasks to students who were weak in English language.

Kasperczyk (2005) claims that code switching does supplement speech and it is not language interference. Sometimes it is done deliberately to exclude certain people from a particular topic in a conversation. In other cases, code switching can indicate ones solidarity over another within a bilingual group of people. She further agreed that when code switching was used because of inability of expressions, it provides continuity rather than interference in speech.

According to Valdes-Fallis (1978) believed that code switching occurred not because of the speakers' lack of an equivalent form in one of their languages, but rather due to the intention to convey a precise meaning. However, he also thinks that most bilinguals are not aware of the reasons of their switching and have no particular explanation of why they switch languages. This condition has been taken for granted by those who believed that code switching occurred due to their sloppy habits and lack of language mastery.

Schweer (2006) studied on both the students' and the teachers' reasons toward the use of L1 in English classes. The study was conducted among teachers and students of the University of Puerto Rico to find out the use of mother tongue. In this case, Spanish in English classes. It was revealed that both students and teachers agree to use L1 in ESL classes for various reasons and in various conditions. For instance, 86% students would like their teachers to use Spanish in explaining difficult concepts. Yet, only 22% teachers agreed on the issue.

When teachers were asked why Spanish is more effective to be used in their ESL classes, they gave different reasons such as: some concepts are better understood when explained in Spanish than English. Some teachers thought that students identify better when their teachers speak to them in their mother tongue. Besides, the act of switching in the class is seen as one way of showing respect to students' value and identity.

Fishman (1965) defines sociolinguistics of code switching as a study of the characteristics of the language functions and varieties. The language affect on the society is also the focus of sociolinguists. He was able to identify himself with multiple speech of network which he belongs and seeks acceptance.

Sociolinguists were always interested in studying reasons that stand behind code switching. They found that code-switching is results from multilingualism and bilingualism. Holmes (2000) pointed out in her book 'Introduction to Sociolinguistics' that students might code-switch to another language to share ethnicity and as a signal of group membership. Holmes (2000) also found that code switching occur for solidarity purpose. Other than Crystal (2001), Hewitt (1986) agreed that code-switching helped to express solidarity among students from different or same ethnic groups. Besides, Holmes (2000) also (Holmes, 2000) found 'topic' as one of the important reason that leads bilingual students to code-switch. Thus, students use more than one language within one same word according to the *topic*.

Auer (2002) conducted a study looking at Code-Switching in Conversation that relates to Interaction, Language and Identity. His findings proved that code-switching conveys an unknown prestige which obviously came by students attitudes. Similarly, Shabt (2007) found students code-switched to sound more classy or elitist. Furthermore, Al-Khatib (2003) discovers students code-switched to show their power over the less powerful students. These findings showed that code switching is related to students' social class. A student who can code-switch in his conversation indicates that he is well educated and is competent in more than one language .

A number of socio-linguistic studies were carried out by Malaysian researchers. They had contributed a great deal on the understanding of code switching in Malaysia. Murni

(1996) contributed to socio-linguistic study by looking at students and teachers negotiate meaning in potential vocabulary. In her study, carried out in Brunei, two primary classrooms were chosen as the sample. The focus was on science and geography. Murni (1996) studied the strategies used by teachers and students to convert meaning. Her findings evidenced the usage of code switching by ESL classroom primary school teachers. The reason of code switching was to negotiate meaning. The teacher used real objects and diagrams to ask questions. Students answered in Malay or remain silent. Murni (1996) found that students were encouraged to learn English and understand the lesson better where code switching is used in the classroom.

2.4.2 Studies on Reasons for Code Switching of Malaysian Context

There are also several studies on code switching in the ESL classroom in Malaysia. Ong (2008) studied code switching among male and female Malay-bilingual students in a Malaysian secondary school. Investigation was done on the reasons for code switching. Her findings revealed that students code-switch for communicative purposes. Similar to Zabrodska (2007), Ong (2008) mentioned that students with a low English proficiency code-switched to continue the conversation (Ong, 2008, p.86).

Dayang (2007) conducted another study on reasons of code switching in a Bruneian primary school for female and male students. Though the study was conducted outside Malaysia, both Malaysia and Brunei share a similar language, which is *Bahasa Melayu*. Dayang (2007) specified that the reasons used for code switching are merely justifications concerning the language itself. There are six major reasons for code switching. First, by code switching, teachers believed that students understand the lesson better. Second, code switching enabled students to learn two languages extensively. Third, for some students, English is known as a second or third language

and it is difficult for them. Fourth, most of the textbooks contain lexically and conceptually difficult terms which needed to be translated to avoid confusion among students. Fifth, most students found it difficult to pronounce English words and they were unable to find English words for the terms they wanted to express. Finally, the majority of the students believed that it is difficult to acquire several languages at the same time (Dayang, 2007, p.42).

Kaur (2007), investigated code switching by teachers in the secondary school ESL classroom. She wanted to know why teachers code-switch and how code switching was used to assist the learning and teaching of English language. Questionnaires were administered to teachers from three different schools in the district of Hulu Langat. Interviews were also conducted with six teachers.

Kaur (2007) verified that code switching influence the students' English language proficiency in a positive way and facilitate teaching. The teachers' perception on code switching is that it helps the learners to understand the meaning and grammar better. The teachers involved believed that the use of *Bahasa Melayu* is seen as unavoidable and necessary in order to facilitate the lesson. They were also able to explain the English language content easily. However, the analysis has proven that code switching helps in teaching and learning English Language. The teachers found it as a helpful aid in their classroom. Kaur (2007) also found that it was common for Malaysian students to code-switched. Both studies by Dayang (2007) and Kaur (2007) established that students understood meaning of words in code switching which helped them to learn a second language easily.

According to Yunisrina (2006), practice 'English-only' policy in ESL classes is seen as a rather ineffective and unpractical method when teaching low proficiency students in

Malaysia. Yunisrina's (2006) research discovered that the use of *Bahasa Melayu* in the ESL classroom is an advantage to the teacher rather than to the students. She investigates the reasons applied by Cook (2001). In contrast to other studies, Yunisrina (2006) found that teachers are concerned more on finishing the lesson plan rather than guiding their students to become proficient in English.

Teachers felt that it was much easier to explain meanings using code switching when students had difficulties with the vocabulary of a language (Yunisrina, 2006). The teachers also said that students were able to understand the lesson better with code switching. This study recommended that *Bahasa Melayu* can be used in teaching English but only under certain conditions (Yunisrina, 2006, p.73).

Besides, Lim (2002)'s research is on code switching in a multiracial classroom. She found that Malay students used more code switching when compared to Chinese and Indians students. The analysis in this study showed that the main reasons of code switching by Malay students are to emphasize an opinion, to communicate more effectively, utilize the shortest route in explaining something, to close the status gap and to convey precise meaning. According to the students, some terms are easier to understand when teacher use code switching. Moreover, students also code-switched to exclude another student from a dialogue which shared a similar view to study done by Crystal (2001).

Ariffin (2001) did observations on reasons of code switching from the Malaysian perspective. He found that students understand certain topics better in second language compared to first language. It made the classroom conversation became more exciting. Students also code-switched for their personal repertoires and to show that they are equal with their friends. Some students also used colloquial Malay. Ariffin (2001) found

that code switching is common among knowledgeable bilingual Malaysians, especially since most of who are very fluent bilinguals. Code switching is not restricted to people with a low level of English proficiency or the uneducated people. Ariffin (2001) pointed out that code switching occurs at all levels of people, regardless of educational level.

Malarvizhi (2006) found that code switching was selected by multilingual or bilingual. Code switching was used from embedded to matrix language in utterances during a same conversation. However, matrix language is used more compared to embedded language. The general argument is that code switching is different in bilingual subject. It gave additional constraints of the matrix language. Besides, it was not different from other naturally arising language data.

Bilingualism happens in most multi-cultural, multi-ethnic and multi-lingual countries such as Malaysia. Norizah (2004) studied code switching among Malay-English bilinguals. Compared to other studies, Norizah (2004) she found more reasons (10) in code switching. This study relates well with the findings of Dayang (2007) which reveal that certain words were used because it has no English equivalent to a Malay word concept such as 'roti canai'. Students also lack of vocabulary related to the topics taught. Other than that, students and teachers code-switched to emphasize a point, for pragmatic reasons, to attract the attention, response to students' question and to convey precise meaning. Norizah (2004) seems to have same findings with Karim (2001) that some students code-switched because it was their habitual expressions.

Furthermore, Chin (2004) who did a study on six Malay bilingual students in Kuala Lumpur used Crystal's (2001) framework. Supporting study by Dayang (2007) and Kaur (2007), Chin (2004) noted that code switching occurs as the students would like to

exclude themselves from other students, to show friendliness and as a means of communication.

Zuraidah (2003) examined reasons of code switching. She studied on code switching among Malay undergraduate students. The students code-switched from standard Malay to the Kelantanese Dialect Malay. Findings showed that the students communicate among themselves using Kelantanese dialect. However, the same students used standard Malay while communicating with non- Kelantanese Malay. Zuraidah (2003) identified non-Kelantanese students using Kelantanese dialect to show sarcasm because of isolation from Kelantanese students. Meanwhile, the Kelantanese students used their dialect among themselves to show regional identity and. Similar to Crystal (2005), Zuraidah found that the speakers code-switched for group solidarity. These students switch to standard Malay as a mark of respect.

2.4.3 Studies on Functions for Code Switching of Non-Asian Context

Previous studies on functions of code switching have samples that comprised teachers and students in the classrooms to obtain data. They studied languages such as English and Finnish, Spanish-English, French and Italian plus Mandarin and the local Chinese dialect.

In his study entitle ‘The functions of Code Switching in ELT Classroom’, Sert (2005) who used the framework by Mattson and Burenhult (1996) and Cole (1998) claimed that both teachers and students code switching in ELT classroom served different functions. In outside classroom context, code switching was a way of modifying for personal reasons and may be used for self-expression. Within the classroom context, students code switching functions as equivalence, reiteration, floor-holding and conflict control. While teachers’ code switching functions as topic switch when teachers are

explaining a grammar section, they will switch to the language their students understand. It also functions as an affective function when teachers switch to build solidarity or to create intimacy with students. Code switching functions as repetition when teachers transfer important knowledge to the students.

Hanna (2006) studied “The Functions of Code Switching in EFL classroom Discourse”. Her purpose was to search for the diverse functions on code switching in the EFL classrooms in Jyvaskyla. The focus was on the English and Finnish language. The subjects were teachers and upper secondary school students from two different schools. Each class was observed for 45 minutes. The observation was video recorded and transcribed. A qualitative analysis was used in this study. The findings were similar to the functions of code switching by Sert (2005). Teachers used repetition in classroom teaching. The classroom environment became livelier as students always give feedback in the lesson. Hence, communication breakdown was avoided. The teachers also responded that some words in Finnish were difficult to explain in English and when it was described in Finnish language, students could understand the teaching better.

Lesley (2006, p.11) examined the functions of code switching in her “Implementing code switching in the classroom”. She looked at teachers’ and students’ functions of code switching by using Sert’s (2005) functions of code switching theory. The study was conducted using observation and interview. Similar to Hanna (2006), Lesley (2006) supported Sert’s (2005) study that code switching served as *repetitive functions*. It also functions as *affective functions* and *topic switch* for the teachers. However, *equivalence*, *conflict control* and *floor-holding* were the code switching functions for the students.

Likewise, Moore (2002) viewed code switching in a positive light as she analyzed the functions of L1 in L2 classrooms in two distinctly different educational contexts by

interviewing the teachers and students. First, it was a French school in Spain. Second was a bilingual program in French and Italian. It was discovered that code switching was generally done to fulfill the need for communication purposes. Code switching functions comprise the elaboration of concepts, particularly when no semantically congruent equivalents were found. They also function in highlighting different stages in the unfolding of meaning, indicating potential learning and growing in complexity as well as flexibility.

All the three studies above do not only discussed about code switching in the classroom, but also used data collection of observation, interview and questionnaire. Therefore, all the three studies were beneficial to this study because they had discussed several functions of code switching and used the same data collection as this study.

Another study by Chen and Jing (2008) was carried out among students in Nankai secondary school, who spoke both Mandarin and the local Chinese dialect. They further observed the code switching phenomenon and tried to figure out why teachers and students had one code over another and what brought about a shift to another code. In contrast to the previous study by Moore (2002) which interviewed teachers and students, a questionnaire was used by Chen and Jing (2008) for the students. Based on the results of the questionnaire given, it was discovered that the causes of code switching vary according to the situation. Code switching functions as a way to avoid misunderstanding. It also functions to analyze the underlying causes and as a communicative strategy.

Studies with linguistic proof based on naturally arising classroom data offered a better awareness into the functions of code switching. Brown (2006) discussed on different functions code switching. Code switching serves a referential function for the utterers

who has knowledge in one language” (Brown, 2006). It also includes or rejects a listener and it can indicate that the talker has a diverse cultural identity.

ESL classroom teachers’ code-switch to repair silence and trouble among the students in university classes (Ustunel, 2004). Instead, code switching is an approach for teachers to adapt to students’ English ability, teacher roles and education goals in a university in China (Yang, 2004).

There are some functions which may be useful in language learning classroom. The functions are affective functions, topic switch and repetitive functions by Mattson and Burenhult (2001) which were developed by Sert (2005). In a topic switch, an educator amends her language according to the topic which is under conversation. This is frequently detected in grammar tutoring. At this point, it is also proposed by Cole (1998) that an educator can bring out the learners’ former L1 learning capability to raise their knowledge of L2. As for the expression of emotions, the educator applies code switching to build harmony and close relations with the learners. Hence, one may code-switch to create a helpful language environment in the classroom.

It shares similar findings with the previous study by Hanna (2006) and Lesley (2006) that code switching in classroom settings functions as repetitive. The teacher practises code switching to transfer the required information for the students for better clarity. Therefore, the teacher pressures the importance on the English content in L1 for efficiency comprehension. Nevertheless, the propensity to reiterate the teaching in the native language might result several undesired student actions. A student who had known that his teacher will use the first language to translate the second language information, may lose consideration in concentrating to the second language instruction.

This might have bad educational concerns as the student is open to foreign language discourse.

One of the well-known researchers in code switching is Poplack (2000). She codes her previous study in 1978. Poplack claims that code switching can be classified according to the degree of combination of items from one language (L 1) to the morphological, phonological and syntactic patterns of the other language (L 2). She suggests 2 syntactic constraints on code switching namely the equivalence constraints and the free morpheme constraints.

In the free morpheme constraints, codes maybe switch after any basic in discourse as long as the basic is not a bound morpheme. Meanwhile, in the equivalence constraints switches will tent to happen at point of juxtaposition of L2 and L2 elements does not disrupt in syntactic rules of either language. Here, a switch is inhibited uttering within a constitute produced by a regulation from one language that was showed by the other (Poplack, 2000).

Besides, Noor Azlina (1975) studied on 24 bilingual Malays in England. She studied on sociolinguistic point of view. Noor Azlina's finding showed that the students code-switched to non-Malay and Malay language to express greetings and as a mark of respect. The greetings comprise invitations, introductions and farewell. Furthermore, in Brunei, Malay bilinguals code-switched to English language when to communicate to senior government officers (Ozog, 1996).

2.4.4 Studies on Functions for Code Switching of Malaysian Context

Some local studies were done on functions of code switching in Malaysia. Badrieh (2001) studied male and female teachers' code switching in teaching English to weaker

learners. Compared to other non-Asian studies on functions of code switching, this particular study indicated that code switching between English and the students' native language was applied by the teachers in the classroom to accomplish specific tasks such as instructional and conversational tasks and to convey social information. Code switching functions as instructional tasks when it is performed to provide instructional clarification, instructional translation, definitions, evaluations to students' responses and checking students' understanding. Code switching was performed as a conversational task by functioning as an attention-getting device, a signal of topic shift and a highlighter of climatic moments (Badrieh, 2001, p.71).

Research carried out by Kow (2003) explored the functions of code switching by Malaysian Pre-schoolers. In contrast to all other studies that used questionnaire, observation and interview for data collection, the respondents were given three tasks. Firstly, the children listen to a nursery rhyme reading entitled "Humpty Dumpty". Next, the rhyme was recited by the children to the researcher. After that, the children were requested to respond to the questions asked based on the nursery rhyme. Secondly, the children listened to a story entitled. The children were required to retell the story. Finally, they responded to the questions based on the story read. The third task was to tell their own favourite story. The researcher found that Malaysian children were creative. They used their mother tongue to respond to the questions. It revealed that Malaysian pre-school children used code switching in the classroom. (Kow, 2003) found that the pre-school children used conversational function of code switching.

Mahadhir and Then (2007) examined one of the Kuching secondary schools on code switching in the English language classrooms. Classroom observation was carried out. It shares different views with the previous study by Muthusamy (2009). The data analysis indicates that the teachers used 64% of English. In this context, the teachers' code-

switch for several functions. Firstly, teachers' code switching affected students' language behavior in classroom. Students' choices on which language to use often be influenced on the question's level of difficulty. Additionally, curriculum guidelines appeared to disturb teachers' language use.

Engku Haliza (2010) looked at the teachers' functions of code switching in teaching English language to Malay students in a local university. Observations, questionnaires and interviews were used to collect the data. Students' observations and interviews were recorded and transcribed. Engku Haliza found seven functions of code switching from this study. The functions were message qualification, message reiteration, interjection, quotation, sentence filler, personalization versus objectivization and specific features of Islamic English.

In another study, Marasingan (2003) talked about code switching from the sociolinguistics perceptions. She studied code switching between English and Malay language in some secondary schools in Malaysia. Marasingan (2003)'s study which used observation stated that her subjects code-switched for several functions, such as repetition, interjection and message qualifications. This finding shares the same results of functions of code switching study done by Lesley (2006) on "Implementing code switching in the classroom".

Muthusamy (2009) examined the communicative functions of code switching among Tamil speaking students at the university. While Mahadhir and Then (2007) and Marasingan (2003) researches were being carried out based on observation, the study by Muthusamy (2009) obtained data from the students while they were interacting in different domains inside and outside the classroom. It was discovered that the students emphasized habitual expression and lack of competence as their main functions for code

switching. Additionally, the researcher also found that there were other functions for code switching which was to show that the speaker has a command over that language. In this context, *Bahasa Melayu* often takes the role. Besides, code switching was also used to show that particular speakers have the reputation of using one language which is English.

David Khemlani (2003) studied on functions of code switching in courtrooms. She investigated on reasons of code switching used by Malaysian witnesses and legal officers. Her finding reveals twelve reasons on why code switching came about in a courtroom. The reasons are for emphasis, technical terms, for sarcasm, to quote, for alien terms, non-reciprocal language choice, habitual use of code switching, limited proficiency, for a particular point, to attain professional goals and language choice with different speakers.

David Khemlani (1996) also did a study of code switching by looking at the language shift perspective. The samples are older and younger generation. Three generations were selected to identify the functions of code switching. Maya's findings showed that during English conversation, Sindhi lexical items were used when the English terms were not accessible. The first generation used Sindhi language with few English words. The second generation speaks English but code-switches using Sindhi. Besides, the findings on third generation showed that speakers speak more on English mixed with Sindhi. David Khemlani (1996) concluded that language shift have the impact on roles of the Sindhi language.

2.5 Summary

Although various studies have been conducted on reasons and functions of code switching, no studies were done by combining the reasons of code switching by

Crismore (2005), Crystal (2001), Cook (2001) and functions of code switching by Sert (2005) as what was done by the researcher in this study. The present research seeks to study the reasons and functions of code switching in one of the secondary schools in Kuala Lumpur, Malaysia. It focuses on the English and Malay language of 40 Form two female students and three teachers. However, since all the previous studies only limited to the reasons and functions of code switching, the current study should fill the gap of research of why the teachers in Malaysia still code-switch although they themselves disagree on the use of code switching. Besides, the Ministry of Education and school principal disapproved code switching in ESL classroom.

This chapter concludes that English was introduced in the Malaysian education system since early ninetieth century. The Malaysian government made a lot improvement on how students can master English language, especially in ESL classroom. Code switching was found as one of the strategies used by teachers to teach a second language. A lot of studies discussed in this chapter indicated that there are several reasons and functions of code switching in teaching second language.

CHAPTER 3

METHODOLOGY

3.0 Introduction

Code switching is a very common scenario in Malaysia because it is a multilingual country. As mentioned previously in chapter one, this study investigates the reasons for code switching and analyzes the functions of code switching used by English teachers and students in an ESL classroom in one of the secondary schools in Malaysia. In this chapter, the researcher will also discuss the research design, sample, method of data collection, data analysis and ethical consideration.

3.1 Research Design

This study utilizes a combination of both qualitative and quantitative research methods. According to Bryman (2008), a combination of these two methods is known as mixed method research. For data collection, the researcher used questionnaire, observation chart and interview schedule as the instruments.

Heller (2001) proposed three approaches to mixed methods research. One of the approaches was triangulation which expresses the use of quantitative research to collaborate qualitative study findings. Hence, for the purpose of this study, mixed methods (Triangulation) were used to add reliability to the study.

3.2 Sample

The present research was conducted in one of the school secondary schools in Kuala Lumpur. It is a semi-government school owned by the Methodist Church. 70% of the students' populations are Malays and the remainders are consisted of Chinese, Indian

and Punjabi. Since the students who are studying in this school are from different races and come from different social backgrounds, instances of code switching do take place in the classroom. In addition, according to the school principal, most of the parents have poor educational backgrounds and low incomes. Thus code switching form part of the interaction between teachers and students because students do not have a good common of the English language.

There are 63 teachers and 637 students in this particular school. For the purpose of this study, the researcher was given permission to assess 3 female teachers and 40 students. The sample selection criterion is based on an ESL classroom where code switching takes place among teachers and students. The students are in Form 2G and they are 14 years old. The students were chosen because according to the school principal, codes switching happens in their English Language classroom. The selected students' English Language teacher also informed researcher that 90% of these students do not speak English at home. The students are coded as s1 to s40 in the observation transcriptions. 'Many students' were coded as 'ss' (See appendix K).

The teachers who were selected for this study are between 40 to 57 years old. They were chosen as they teach English in form two classes. They are TESL graduates with Bachelor degrees and have 14-28 years teaching experience in English as a second language (ESL). These teachers are proficient in Malay and English language. The teachers are coded as Teacher A, Teacher B and Teacher C. In a normal classroom situation, only one teacher will be teaching a specific English class but for the purpose of this study, in order to ensure only the same group of students are involved, all the 3 teachers were asked to teach the same class on different topics. This will ensure the validity of the research findings.

3.3 Instrument Involved in Data Collection

This section discussed the data collection of questionnaire, observation and interview.

3.3.1 Questionnaire

The data collection started with the questionnaire given to Teacher. In this study, the questionnaire used was adapted from Crismore (2005)'s study on "Implementing Code Switching in the Classroom". It comprises 2 sections. Section A is about the demographic profile of the teachers. Section B is about the reasons on code switching in the English Language classroom (See appendix I). It includes 19 close ended questions. The likert scale was used (1- don't know, 2-strongly disagree, 3- disagree, 4- agree and 5- strongly agree). The questionnaire was used to elicit data for reasons of code switching among the teachers in the ESL classroom. The teacher chosen was given few minutes to answer the questionnaire in the staffroom before the first observation of her teaching was conducted by the researcher in the classroom (See appendix C).

3.3.2 Observation

An observation is usually referred to as the way of producing data which includes the researcher engaging himself in a research venue and carefully observing dimensions of setting, relationship, interaction and event within the setting (Mason, 2001). Through observation, researchers usually conduct systematic noting of particular events and record them.

Observations were conducted to detect the functions of code switching in the classroom when the three teachers were teaching during different weeks. During the observations, the researcher assumes the role as nonparticipant observer. However, the researcher also walked around the class and took notes on functions of code switching used by teachers

and students by writing the words, phrases or sentences (See appendix E). The researcher used an observation chart (See appendix E) based on the functions of code switching by Sert (2005) to note the functions used by both teachers and students. During the classroom observation, teachers and students' talk were videotaped and audio taped by four students from different class. After the observation, the researcher replayed the video and audio tape and did verbatim transcription (See appendix E). The researcher's observation chart was matched with the transcribed data. Later, the researcher used the observation chart to ask face-to-face interview questions to find out the differences and similarities of the findings on functions of code switching used by the teachers. Based on the transcription from classroom observation (See appendix K), the researcher listed out all the functions of code switching detected (See appendix L).

As pointed out by Babbie (2008), even a camera and tape recorder cannot capture all the relevant aspects or social processes. Thus, taking notes on what is going on is highly crucial. Through observation, the researcher was able to document and describe complex actions and interactions. In obtaining a richer understanding of the social phenomena, qualitative research through observation is appropriate as long as the researchers observed in a deliberate, well-planned and active way (Babbie, 2008).

For this study, the video and audio recording was done for 40 minutes during each observation. To avoid any technical error in recording, 3 videos and 1 tape recorder were used for recording. The researcher asked 4 students from another class to help with the recording while she focused on taking notes in the observation sheet.

3.3.3 Interview

The interview was administered to elicit the teachers' and students' reasons and functions for code switching. After the 40-minutes of observation, Teacher A left the

class. Immediately, the researcher conducted an interview session in the classroom with group 1 which consists of 13 students. Students were placed as a group. The researcher walked around them asking questions while recording the responses. The interview is to conclude the various reasons and functions of code switching that occurred in that lesson (See appendix P). The interview was audio taped and later transcribed by the researcher. For the second week of data collection, a second observation was conducted for Teacher A for a 40 minute lesson. Immediately after the lesson, a face-to-face interview was conducted with Teacher A (See appendix N). The researcher and teacher A piloted the interview at the school library. Other than the interview questions, an observation sheet was used by the researcher during observation. The interview was audiotaped by the researcher and then transcribed manually using verbatim transcription.

The researcher wanted to know if the teachers' answers in questionnaire, what they did in a real classroom situation and whether the answers given during the interviews are linked to one another. The same procedure was carried out for Teacher B in weeks three and four. For teacher C, the same procedure was conducted in weeks 5 and 6 (See appendix C).

3.4 Procedure

First, the researcher obtained the approval from the principal in the school involved for this research. Next, the Head of English department informed the English teachers about the research. Consent form was obtained from the teachers and students. The researcher also informed the teachers and students about the objectives of the study. The researcher was then given the classroom timetables of the three teachers who were involved in this study. Based on the timetable, the researcher makes decision on the appropriate dates of

the classes to be studied. The teachers and students were given consent forms (See appendix G and H) and one-week notice before the researcher gave the questionnaire, conducted audio and video recording, observation and interview. The teachers were informed that their lessons were going to be recorded by the researcher.

The selected sample for this study meets two criteria. Both teachers and students are Malaysians who engaged in code switching practices during lessons and only hours during English language lesson were selected to be studied. Students were only involved in observations and interviews. Meanwhile, teachers answered the questionnaire, were observed and immediately interviewed after class (See appendix C).

Observation was carried out twice for each teacher and different topics were used for each lesson. The topics were based on the Form 2 syllabus (See appendix B) from the Ministry of Education (Kementerian Pelajaran Malaysia, 2012). Observation was held in the classroom for each teacher. Each lesson for each teacher consists of 40 minutes. Students were told to be seated in the same position for each observation (See appendix D) to enable the researcher identify students easily while writing the classroom dialogue between the teacher and students (See appendix K).

A total of 6 weeks was used to carry out this study. During the first week, Teacher A was asked to complete a questionnaire within 10 minutes. Then, observation of teachers and students took place for 40 minutes. Next, 13 students were interviewed as a group by the researcher. The questionnaire, observation and students' interview were done on the same day (See appendix C).

During the second week, observation of Teacher A and students took place for 40 minutes. Next, Teacher A was interviewed (face-to-face) by the researcher for 15 minutes based on data collected from the second observation. The observation and

teacher's interview were conducted on the same day. The same procedure was repeated for Teacher B and Teacher C (See appendix C).

3.5 Data Analysis

The data collected for the questionnaire was analyzed quantitatively to elicit responses on functions and reasons of code switching by the 3 teachers. The responses are collected in the forms of frequency of preferences which is converted into percentage. Microsoft Office Excel was used to calculate the percentage of each response in the questionnaire. For example, teacher A did 'topic switch' three times out of 98 times (refer to table 4.3, pg 51) of all her code switches. In this case, it is $3 \div 98 \times 100$. This calculation will present the results of her % for topic switch.

In term of analyzing the reasons of code switching, Crismore (2005), Crystal (2001) and Cook (2001)'s framework are referred to. However, in terms of analyzing the functions of code switching, this study refer to framework used by Sert (2005) which were based on Mattson and Burenhult (1996) and Cole (1998). The reasons for code switching among teachers were also carefully examined and cross-referenced with other studies like Jamaliah (2001). Besides, during the classroom observation, observation chart was used by the researcher to collect data on functions of code switching (See appendix E).

Since the focus of this research is on instances of code switching, therefore, transcriptions system such as Jefferson notation system is not apply as this study does not look at symbols in the dialogue.

The classroom lesson were also video and audio taped. To ensure the accuracy of the data collected using the observation chart, the dialogue in the classroom between the teachers and students throughout each lesson in the video and audio tapes were

transcribed in a verbatim manner by the researcher (See appendix K). It took around 3 hours to transcribe each classroom observation. Based on the dialogue, notes were added and amendments were made in the observation charts where necessary. Functions of code switching detected in teachers' and students' observations were listed (See appendix L and M). Sert (2005) notation of transcribing was followed as the researcher used Sert's theoretical framework in this study. The transcription was done manually. Next, the data on functions of code switching were analyzed quantitatively and qualitatively. The percentage of each function used was counted.

From the notes in the observation chart and data from the transcription (See appendix K), all Malay words, phrases and sentences used by the teachers and students throughout the lesson were examined and analyzed carefully. The switches from English to Malay language were examined for the functions of code switching in order to calculate on the percentages and frequency of code switching and to examine the different forms of code switching by teachers and students. Besides, from the interview, the data on reasons based on Crystal's (2001), Cook's (2001) and Crismore's (2005) and functions of code switching by Sert (2005) were also analyzed qualitatively. Audio taped teachers' and students' interviews were transcribed and analyzed in verbatim manner. It took around 2 hours for each interview transcription (See appendix O and Q). Finally, all the data gathered from the questionnaire, observations and interviews will be used to analyze the reasons and functions of code switching.

The sample of findings of questionnaires for teachers is presented in table form (See appendix J). Data collection on functions of code switching by teachers and students are in appendix L and M. Furthermore, appendix O displays the results of interviews for teachers and appendix Q for students. In order to ensure the validity of observations, notes and data, a second coder (Mrs Mac Yin Mee), the first supervisor of the candidate

had validate the coding, transcriptions of observation & interview, findings on list of functions of code switching found in observations, the results of questionnaires and interviews plus the analysis done on questionnaire, observations and interview.

3.6 Ethical Consideration

Before the research was conducted, the researcher asked for permission from the principal of the particular secondary school to enable her to conduct the research (See appendix F). It is to get approval to conduct a research in that school. Besides, a consent form was also given to all the three teachers (See appendix G) and the 40 students involved (See appendix H). Throughout the study, the researcher addresses the teachers as Teacher A, Teacher B and Teacher C. Students were addressed as Student 1- Student 40.

3.7 Summary

This is a quantitative and qualitative study. The instruments used for data collection are questionnaire, observation chart and interview schedule. It is hoped that the findings will indicate the reasons of code switching and functions of code switching among ESL classroom teachers and students. The analysis of the data is discussed in chapter four.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter discusses the findings in this study. It analyzes the reasons and functions of code switching based on the data collected by the researcher through questionnaire, observation and interview. As discussed in chapter two in this study, analysis was done based on the theoretical framework by Crystal (2001), Cook (2001) and Crismore (2005) for reasons of code switching. Besides, Sert (2005)'s theoretical framework was used for analysis on functions of code switching. Both quantitative and qualitative analysis data were done. This chapter will be divided into two main parts namely teachers' analysis and students' analysis.

A brief analysis finding of questionnaire, observations, and interviews are given in 4.0.1 (questionnaire for teachers), 4.0.2 observations for teachers and students and 4.0.3 (interview for teachers and students). Next, analysis of interview is collaborated in questionnaire and observation analysis to answer research question of this study. In this study, data will be presented in 2 groups which are analysis on teachers and analysis on students. Research question 1 based on reasons of code switching by teachers and students will be answered in 4.1.1 analysis on teachers' reasons of code switching and 4.2.1 analysis on students' reason of code switching. Besides, research question 2 on functions of code switching by teachers and students will be answered in 4.1.2 analysis on teachers' functions of code switching and 4.2.2 analysis on students' functions of code switching.

4.0.1 Questionnaire for Teachers

A questionnaire was given to all 3 teachers before their first observation (See appendix C). The teachers' questionnaire was used to answer the research question 1 which is the reasons for code switching among students and teachers in the ESL classroom. The questionnaire comprised 2 sections. Section A was on teachers' demographic profile such as gender, age, ethnicity, teaching experience in the previous school or other schools and their highest educational background. Below are the data obtained from the research.

Table 4.1: Analysis of Teachers' Demographic Profile

Teachers	Gender	Age	Ethnicity	Teaching Experience	Highest Educational Background
Teacher A	Female	40-45	Malay	10-15 years	Degree
Teacher B	Female	46-50	Indian	21-25 years	Degree
Teacher C	Female	51-55	Indian	26-30 years	Master

All the three teachers chosen for this study are females. This is because the selected school for this study is a girls' school and most of the teachers in this school are females. It only has 2 male teachers out of 60 teachers and the male teachers do not teach ESL classroom. Looking at the teachers' age, the oldest teacher is Teacher C who is 53 years old, followed by Teacher B, 46 years old and Teacher A is 41 years old. For ethnicity, Teacher B and Teacher C are Indians but Teacher C is a Malay.

Furthermore, the three teachers selected for this study have been teaching in the selected school for different years. Teacher A taught for 15 years, Teacher B for 23 years and Teacher C for 28 years. Regarding the teachers' highest education background, two teachers have Degree and only 1 teacher has Master in English as a Second Language.

Section B focuses on 19 questions that elicit responses based on the likert scale (See appendix D). The response is in the form of frequency of preference such as ‘Don’t know’, ‘Strongly Disagree’, ‘Disagree’, ‘Agree’ and ‘Strongly Agree’. These responses are converted to the equivalent value of ‘1 = Don’t know’, ‘2 = Strongly Disagree’, ‘3 = Disagree’, ‘4 = Agree’, ‘5 = Strongly Agree’. Question number 20 is open ended where by teachers can write on any other specify reasons of their code switching. (See appendix C). The questions are as follows:

Table 4.2: Teachers’ Questionnaire (Section B)

No	Statement	Don’t know	Strongly Disagree	Disagree	Agree	Strongly Agree
1	unable to express myself					
2	I am tired					
3	I am upset					
4	I am distracted					
5	indicate that I am from a specific background					
6	exclude myself from certain students					
7	find out students attitude towards my teaching					
8	short cut in explaining task					
9	Students understand meaning of a word					
10	explain grammar					
11	student can understand my teaching content					
12	uneasy using the second language					
13	avoid educational inferiority of students					
14	answers students questions					
15	conscious code switching					
16	unconsciously code switching					
17	it is a way Malaysian speak					
18	emphasize on a particular issue					
19	make the conversation interesting					

4.0.2 Observation for Teachers and Students

For this study, the observations were conducted from week 1 to week 6 on three English language teachers (Teacher A, Teacher B and Teacher C) and their students respectively (See appendix C). Each teacher was observed twice. Thus, Teacher A was observed on the first and second week. Teacher B was observed on the third and fourth week, meanwhile Teacher C was observed on the fifth and sixth week (See appendix C). Each observation lasted for 40 minutes. Topics taught were selected from the form 2 text book prepared by *Kementerian Pelajaran Malaysia* (2012). During observation, the researcher walked around the classroom and took notes on functions of code switching using Sert (2005) observation chart (See appendix E).

Video and audio tapings were conducted at the same time for the researcher to replay them and check out any missing points that she had missed in her note taking during the classroom observations. The frequency of the teachers and students using code switching is counted based on the meaning of the sentences, and not every single time they code switch a word, phrase or sentences as what was carried out by Sert (2005). The percentages on the frequency of code switching were counted for each function for all the teachers and students (See appendix L).

For instance, in the part of the transcript below which was taken from Teacher A's observation , it was counted as code switching for once and not three times as the teacher code-switches by focusing on the sentences which has the same meaning.

Teacher A : Flies... ok.. **dia akan** go to the rubbish and then go to your food.
What happen? **Pergi kat** rubbish and then **pergi kat makanan**...what happen?

Translation: Flies... ok.. **it will** go to the rubbish and then go to your food.
What happen? **Go to** rubbish and then **go to the food**...what happen?

The example above was to get responses from the students on what would happen when the flies go to the rubbish and then go to the food items. The percentages on the frequency of code switching were counted for each function for all the teachers (See appendix L).

Furthermore, the students in the classroom are referred as Student 1 – Student 40 respectively in the observation and transcription. The responses of students in the group are labeled as “ss” in the transcript.

As mentioned earlier, the researcher of this study had used observation as one of the methods to analyze the functions of code switching among students and teachers. Based on Sert’s (2005) theoretical framework on functions of code switching quantitative and qualitative analysis is used for data analysis. His study is relevant to this study as he also focused on teachers and students in the classroom. Sert (2005) has categorized the teachers’ functions of code switching into *topic switch*, *repetitive function* and *affective function*.

Table 4.3 presents the findings of functions of code switching among Teacher A, Teacher B and Teacher C during the classroom observations.

Table 4.3: Findings of Functions of Code Switching by Teacher A, Teacher B and Teacher C

FUNCTIONS OF CODE-SWITCHING	FUNCTIONS OF CODE-SWITCHING BY TEACHERS												TOTAL	%
	TEACHER A				TEACHER B				TEACHER C					
	Ob 1	Ob 2	T	%	Ob 1	Ob 2	T	%	Ob 1	Ob 2	T	%		
Topic switch	3	-	3	3.06	1	-	1	2.4	-	-	-	-	4	2.44
Repetitive switch	33	41	74	75.51	13	23	36	87.8	11	11	22	88	132	80.49
Affective functions	-	21	21	21.43	2	2	4	9.8	-	3	3	12	28	17.07
TOTAL	36	62	98	100	16	25	41	100	11	14	25	100	164	100

Ob = Observation

T= Total

In this particular study, each teacher goes through 2 observations. The percentage of each function will be counted after the second observation. For example, in observation 1, Teacher A ‘topic switch’ 3 times, ‘repetitive switch’ 33 times and no affective functions. While in observation 2, Teacher A had no topic switch, 41 repetitive switch and 21 affective function which results 62 times of code switching. The total of code switching for Teacher A in observation 1 and observation 2 is 98 times. Percentage is counted for total of each function from both observations. For example, Teacher A did a total of 3 times code switching for ‘topic switch’. To get the percentage, it is counted as:

$$\frac{3 \text{ (topic switch)}}{98 \text{ (total code switching)}} \times 100\% = 3.06\%$$

Among the three teachers, Teacher A used code switching more frequently compared to the other two teachers. She code-switched 98 times for both her lessons shows. In other words, 59.76% of total number of code switching done by all the teachers was done by Teacher A alone. Meanwhile, Teacher B and Teacher C code-switched 41 and 25 times respectively (See appendix L).

Table 4.4 presents the findings of functions of code switching among students’ with Teacher A, Teacher B and Teacher C during the classroom observations. According to Sert (2005) the functions of the students’ code switching are floor-holding, equivalence,

conflict control and reiteration. The overall results of the observations on the code switching of students are shown in the table 4.4:

Table 4.4: Findings on Students’ Functions of Code Switching

FUNCTIONS OF CODE SWITCHING	FUNCTIONS OF CODE SWITCHING BY STUDENTS												TOTAL	%
	STUDENTS				STUDENTS				STUDENTS					
	Ob 1	Ob 2	T	%	Ob 1	Ob 2	T	%	Ob 1	Ob 2	T	%		
Floor-holding	1	11	12	36.36	-	1	1	6.2	-	1	1	3.03	14	17.07
Equivalence	2	6	8	24.24	1	2	3	18.8	1	3	4	12.12	15	18.29
Conflict control	1	-	1	3.04	-	-	-	-	-	-	-	-	1	1.22
Reiteration	3	9	12	36.36	3	9	12	75	17	11	28	84.85	52	63.42
TOTAL	7	26	33	100	4	12	16	100	18	15	33	100	82	100

Ob: observation T: total

The researcher of this study had observed students’ code switching together with the observations conducted on the ESL teachers. Even though three teachers were involved in the observations, the same groups of students were involved in all the six observations. Overall, students had floor-holding (17.07 %), equivalence (18.29 %), conflict control (1.22%) and reiteration (63.42) (See appendix M).

4.0.3 Interview for Teachers and Students

Interviews were conducted in the school library for teachers and in the classroom for students to elicit reasons and functions of code switching. Three teachers and forty students were involved in this face-to-face interview. Each teacher was interviewed once. 40 students were divided into 3 groups and each group was interviewed once. Questions 1, 2, 3, 4 and 11 were mainly general questions on code switching. Questions 5 and 6 focused on reasons of code switching while questions, 7, 8, 9, and 10 focused on functions of code switching (See appendix N).

The researcher audio taped the interviews and then transcribed them for the analysis. The data from the interviews will answer research questions 1 and 2 which are on reasons and functions of code switching. The interview questions will extract information about the teachers' and student's reasons and functions of code switching. Apart from that, any additional information relevant to the study was also included in the findings.

During the face- to-face interviews on the teachers, they were asked five general questions about code switching by the researcher. At the beginning of the interview, the teachers were asked about what they think about code switching in the classroom. All the three teachers stated that code switching will help students get the meaning across especially the weaker students. Teacher C mentioned that it was a common scenario in Malaysian ESL classrooms and most Malaysians code-switched while talking.

All the three teachers agreed that they code-switched in the ESL classroom while teaching. Teacher B did it consciously. However, Teacher A and Teacher C did it both consciously and unconsciously. According to Teachers A, B and C, the advantage of code switching in the classroom was it helped the students to understand the English language better and facilitated learning in a better condition. However, Teacher B pointed out that code switching was only helpful for weak students. On the other hand, Teacher C said that code switching helps to save time in the teaching and learning process.

The teachers were asked, whether the Ministry of Education and the school principals should consider allowing teachers to code-switch in ESL classrooms. Even though, all the three teachers did code switch in the classrooms during observations, they all disagreed that English teachers should code-switch. Teacher A and Teacher C justified

their opinions by saying that students would depend on code switching. As for Teacher B, she said there must not be any interference when teaching the target language (English). This is an interesting and unexpected finding in this study because all the three teachers disapproved of code switching in the ESL classroom and yet they did so in practice.

Students were interviewed on 5 general questions regarding their point of view on code switching in the classroom (See appendix Q). Group 1 students needed code switching as it was helpful for them. Group 2 students said that with code switching, they were able to concentrate on the lesson. Furthermore, group 3 students emphasize that code switching is necessary as it increased their confidence in studying the English language.

All students said that they code-switched consciously. Group 1 students said that they code-switched as they did not know certain words in English because they were weak in vocabulary. Group 2 and group 3 students responded that they would understand better and improve their English language with code switching. Group 3 also said they would be able to pass the English exam and that students would fail English if they did not understand the language.

Groups 2 and 3 had the same opinion that the Ministry of Education and the school principal should allow teachers to code-switch in the ESL classroom. Group 2 believed that students will not understand the content if teachers did not code-switch. Group 3 said that weaker students would be able to learn faster using code switching. In contrast, group 1 disagreed about teachers' code switching in the classroom. They said that by code switching, students would not be capable enough to listen to English words spoken by the teacher. Hence, they would be unable to learn English and have limited vocabulary.

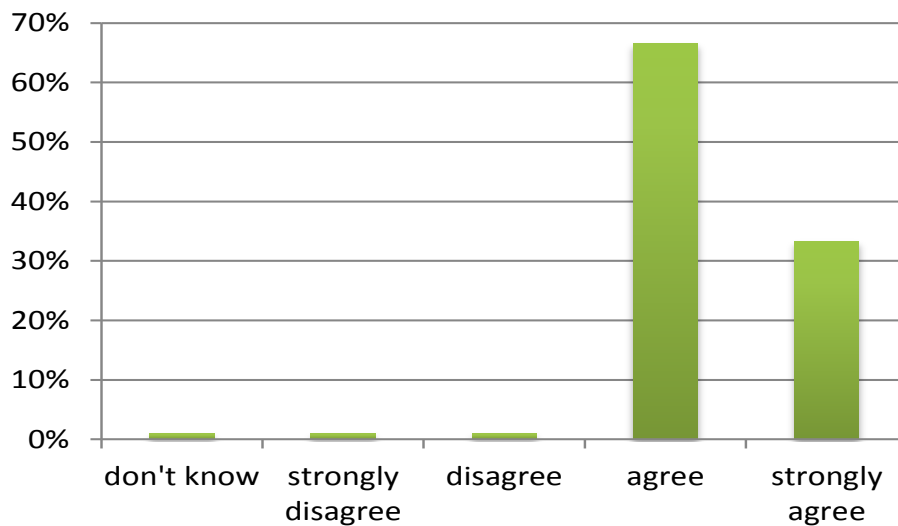
4.1 Analysis on Teachers

4.1.1 Analysis on Teachers' Reasons of Code Switching

Analysis done in questionnaire and interviews shows some reasons of code switching by Teacher A, Teacher B and Teacher C in this study as stated below.

4.1.1.1: A Short Cut to Explain Task

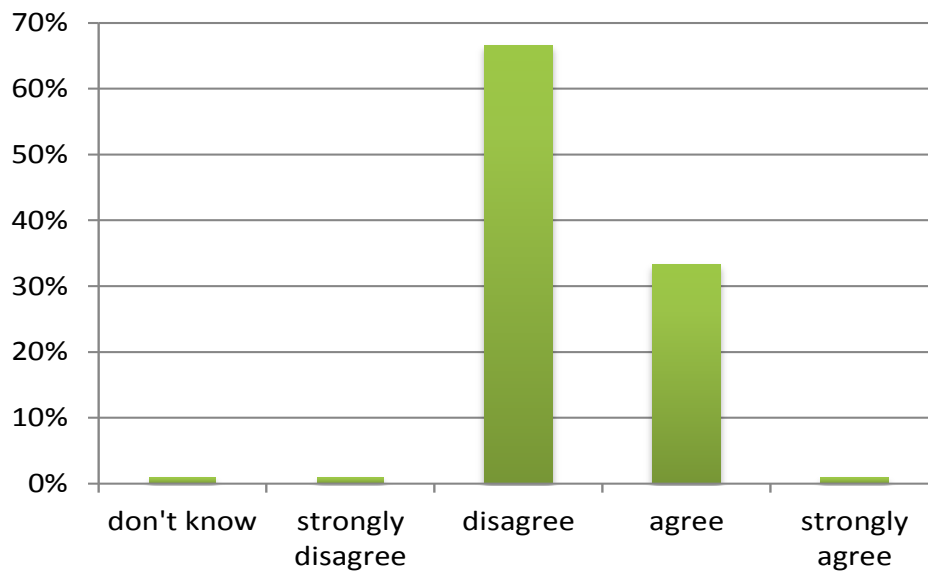
Figure 4.1: A Short Cut to Explain Task



It was clearly shown that the findings of teachers' questionnaire showed that Teacher A and Teacher B agreed and Teacher C strongly agreed that using code switching in the classroom is a short cut to explain task (item 8, refer to table 4.2 pg 49). This finding is similar to the study done by Cook (2001) whereby teachers used code switching when students had difficulties in understanding a task. Therefore, as mentioned by Teacher A in the interview (See appendix O), using code switching in an ESL classroom is ideal for the teachers because it easier for them to clarify with students.

4.1.1.2: Avoid Educational Inferiority of the Students

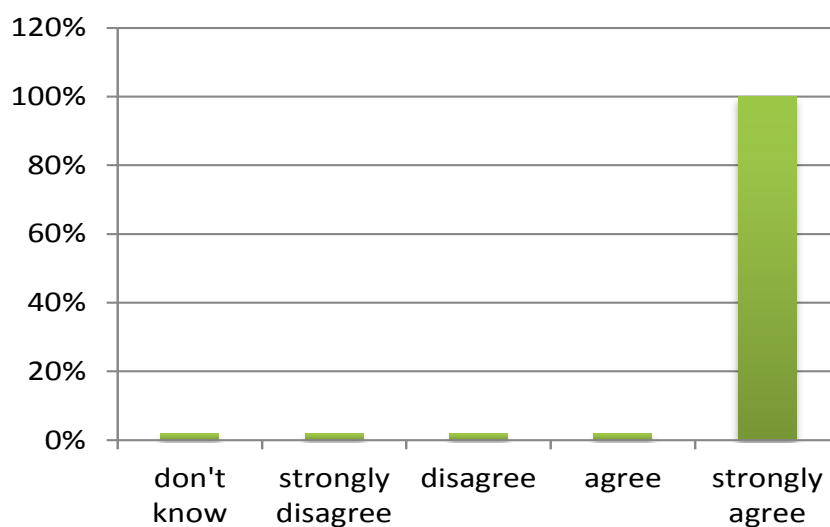
Figure 4.2: Avoid Educational Inferiority of the Students



In her study, Crismore (2005) found that code switching occurred in the classroom because students were afraid as they did not understand the lesson taught. The findings in this questionnaire showed that Teacher C disagreed and Teacher A and Teacher B agreed that code switching avoid educational inferiority among students (item 13, refer to table 4.2 pg 49).

4.1.1.3: Understand Certain Words Better

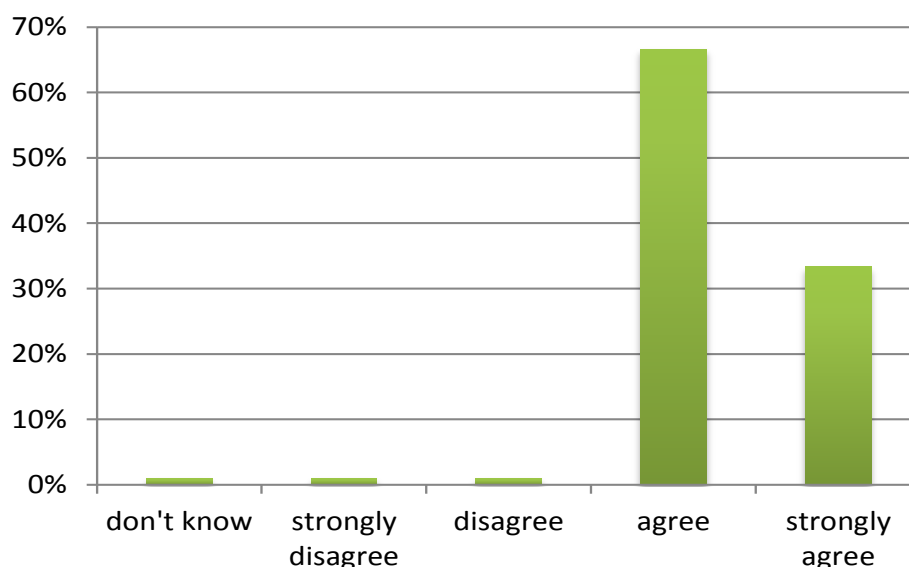
Figure 4.3: Understand Certain Words Better



In addition, teachers also code-switched to make sure students understand certain words better (item 9, refer to table 4.2 pg 49). All the teachers strongly agree on this statement in the questionnaire. This statement is also supported by Teacher A and Teacher C in the interview in question 6 “ Does code switching help students to understand certain words better?”. Teacher A and Teacher C agreed that code switching helped students to understand certain words better. As stated by Cook (2001) in the theoretical framework, code switching occurred in the classroom as student did not understand some words in second language. This result is also supported by Dayang (2007), Yunisrina (2006) and Kaur (2007). They precise that students were able understand meaning of words when code switching was used by teachers. Thus, it proved that code switching do help students who is weak in second language.

4.1.1.4: Better Understanding on the Lesson

Figure 4.4: Better Understanding on the Lesson

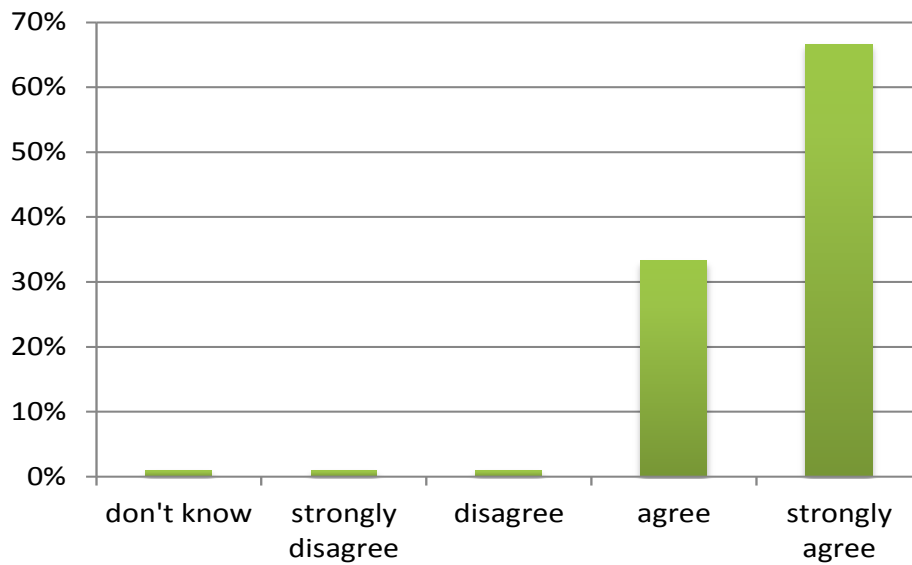


Another reason for code switching was that the students understand better on the lesson taught by the teacher (item 11, refer to table 4.2 pg 49). Teacher A and Teacher B agreed and Teacher C strongly agreed in the questionnaire that students were able to respond in the classroom as they know what was being taught by their teacher. Similar answer was given by all the teachers during interview. In question 5 of the teachers' interview, the researcher picked up some words or phrases that a particular teacher used during the teaching observation and asked why she used them. Teacher A replied that she code-switched from English to Malay consciously to ensure weaker students were not left behind and that they understand the meanings of the target language. Teacher B answered that students would have a better understanding. Teacher C said that she did it consciously to make sure the students were on the same track with her and understood the lessons. This view is similar to Cook (2001) in her study 'Reexamining English Only in the ESL classroom'. Dayang (2007) and Kaur (2007) obtained the same data in

their study. This finding showed that code switching helped students in learning second language.

4.1.1.5: The Situation Where Instructor was Upset

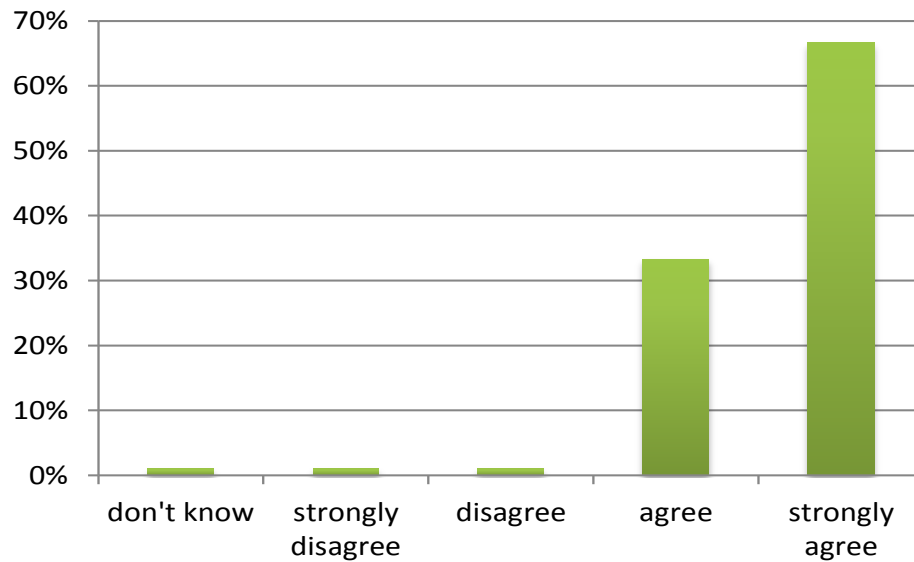
Figure 4.5: The Situation Where Instructor was Upset



According to Crystal (2005), teachers or students code-switched when they were upset (item 3, refer to table 4.2 pg 49). This result is consistent with the finding of this study whereby Teacher C agreed and Teacher A and Teacher B strongly agreed to the statement in the questionnaire that teachers code-switched when they were upset. However, none of other studies supported this finding.

4.1.1.6: Uneasy Using the Second Language

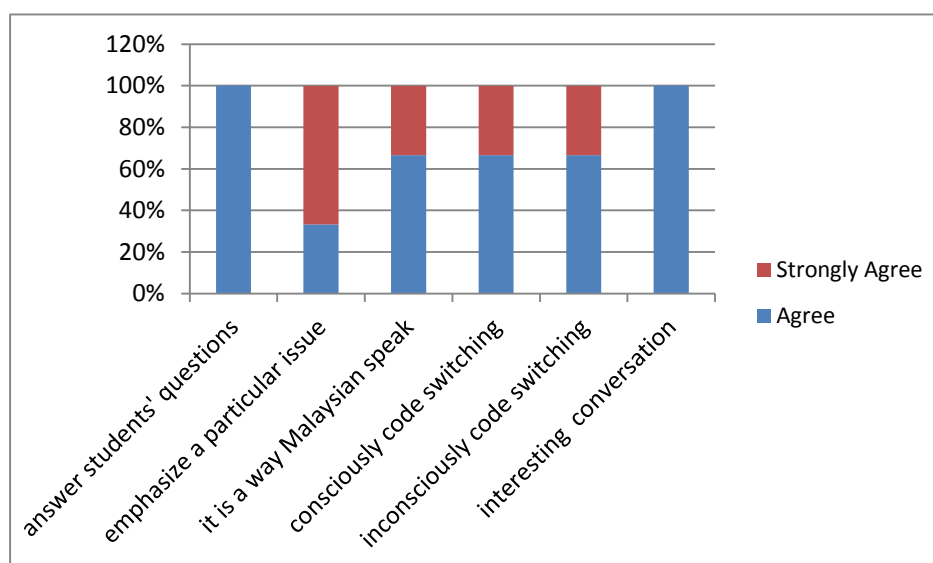
Figure 4.6: Uneasy Using the Second Language



Uneasy using the second language is one of the reasons of code switching found in the questionnaire given to teachers (item 12, refer to table 4.2 pg 49). This reason were agreed by Teacher B and strongly agreed by Teacher A and Teacher C. Teachers found it uneasy to use second language when students totally did not understand on the topic taught. This reason was supported by Crismore (2005) in the theoretical framework that teachers do code-switch when students do not understand the second language.

4.1.1.7: Other Reasons of Code Switching

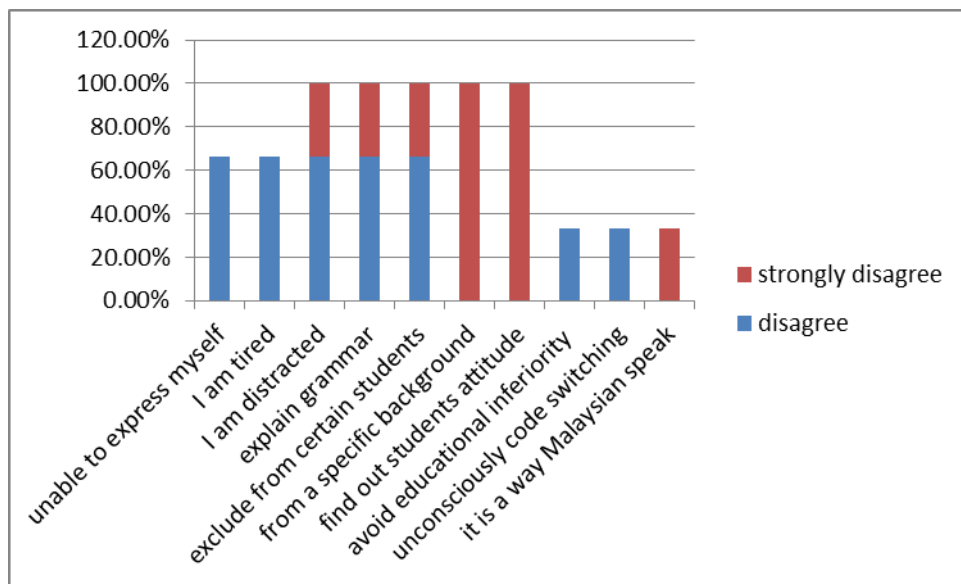
Figure 4.7: Other Reasons of Code Switching



The results of teachers' questionnaire indicated that among the 3 teachers, all of them agreed that the reasons were to answer students' questions (item 14, refer to table 4.2 pg 51). Norizah (2004) obtained the same reason in his study. Besides, Ariffin (2001) has similar finding with this particular study whereby 100 % teachers in this study agreed that code switching helped to make the classroom conversations became more interesting (item 19). Teacher B and Teacher C strongly agreed that they code-switched in ESL classroom because they wanted to emphasize a particular issue (item 18). They also agreed that code switching occurred in a classroom because it was the way Malaysians speak (item 17). Furthermore, findings indicated that almost all the teachers showed positive reaction towards reasons of code switching. Additionally, Teacher B and Teacher C agreed and Teacher A strongly agreed that they code-switched consciously (item 15). However, Teacher A and Teacher C agreed that they code-switch unconsciously (item 16).

4.1.1.8: Disagreement on Reasons of Code Switching

Figure 4.8: Disagreement on Reasons of Code Switching



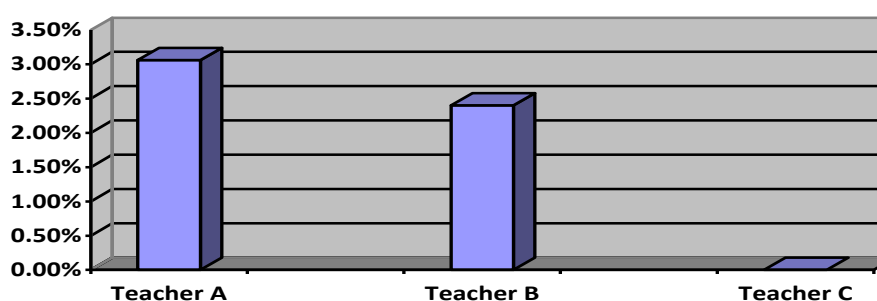
The questionnaire results also showed that some teachers strongly disagreed or disagreed with some of the reasons of code switching given in the questionnaire. Teacher B and Teacher C disagreed that they code-switched because they are unable to express themselves (item 1, refer to table 4.2 pg 49). For the reasons of code switching such as tired (item 2), distracted (item 4), to explain grammar (item 10), to exclude the teachers from certain students and to express teachers' feelings thought (item 6), 1 teacher strongly disagreed and 2 teachers disagreed with the reasons. Besides, Teacher A, Teacher B and Teacher C strongly disagreed that they code-switched to indicate that they are from a specific background (item 5) and to find out students attitude towards teaching (item 7). The questionnaire also showed that Teacher C disagreed that she code-switched to avoid educational inferiority of students (item 13) and Teacher B for unconsciously code-switched (item 16). In addition, Teacher A strongly disagreed that code switching is a way Malaysian speak (item 17). Item 10 in the questionnaire is similar to question 6 in the teachers' interview. The interview question is " Does code

switching help students to understand grammar?”. Based on the answers given by all three teachers, they claimed that code switching would not help the students to understand grammar better. Teacher C said that different systems occur in Malay and English grammar.

4.1.2 Analysis on Teachers’ Functions of Code Switching

4.1.2.1 Topic Switch

Figure 4.9: Topic Switch



The least amount of code switching by the teachers was for the function of topic switch (refer to table 4.3, pg 51). Among the three teachers, Teacher A (3.06%) and Teacher B (2.4 %) used code switching for *topic switch*. Meanwhile Teacher C did not use it at all. Example 1 given are the examples of *topic switch* by Teacher A and Teacher B during the classroom observation.

In observation 1 (See appendix L), Teacher A used *topic switch* twice. The example following shows part of the teaching process when Teacher A used *topic switch*.

Example 1:

Teacher A : **Tempat mengumpulkan sampah.** Alright, there are special place where all the rubbish from all over KL ... **seluruh KL ni...** They collect and they dump in one place. **Dia buang di satu tempat khas...** special place ...Ok?

Translation : **Rubbish dump.** Alright, there are special place where all the rubbish from all over KL ... **all over KL** ... They collect and they dump in one place. **They throw it in one spot...** special place ...Ok?

In the example above, Teacher A was in the process of giving new information to the students, which was about the place where the rubbish was being dumped. Thus, it is regarded as *topic switch*.

During observation 1, Teacher B has used *topic switch* once, as indicated in the example below:

Example 2:

Teacher B : I don't think at 5 or 6 years old, you know that there are planets ... ah ... something that...ah... very simple that happens around us... **benda –benda yang biasa yang kamu nampak ... benda yang biasa.**

Translation : I don't think at 5 or 6 years old, you know that there are planets ... ah .. something that...ah... very simple that happens around us ... **things' that you normally see...normal things.**

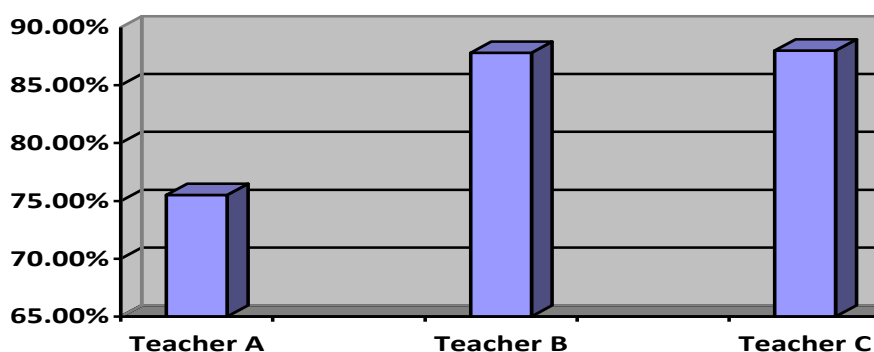
The code switching by Teacher B is regarded as *topic switch* not because she was presenting new topic or information, but rather because she wanted the students to come up with new ideas on the things that they usually see around them (See appendix L). The focus that she was trying to make on a variety of elements in nature made the

purpose of her code-switch as a *topic switch*. However, Teacher B did not use any *topic switch* during her second observation.

In the interview, Teacher A, Teacher B and Teacher C agreed that code switching would help the students to respond actively in the ESL classroom and make the conversations friendlier. Teacher C said that students would respond actively if they have the choice of using Malay and code switching will make the classroom discussions livelier.

4.1.2.2 Repetitive Functions

Figure 4.10: Repetitive Functions



Teacher A, Teacher B and Teacher C used *Repetitive Functions* as mentioned above.

Teacher A used 75.51 % *repetitive switch* during observation 1 and observation 2. The example on the use of *repetitive switch* by Teacher A during observation 1 is as follow:

Example 3:

Teacher A	: DBKL? Alam Flora is the authority. Pihak berkuasa . Ok? Authority. So, the authority should collect the rubbish. In this case... it's Alam Flora. A company...
Translation	: DBKL? Alam Flora is the authority. Authorities . Ok? Authority. So, the authority should collect the rubbish. In this case... it's Alam Flora. A company...

In this example, the phrase '**Pihak berkuasa**' followed the utterance *Alam Flora is the authority*. Teacher A, thus, code-switched and said '**pihak berkuasa**' to teach the meaning of the word '*authority*'.

Most of the code switching made by Teacher B was *repetitive function* as 87.8% of her total code switching was meant for this function. As a language teacher, Teacher B played an important role in reinforcing the students with the language items presented in the lessons repeatedly. As such, in her classroom, (See appendix L) Teacher B kept repeating certain lexical items in both native and target language so that the students would be familiar with those words or terms. The examples below show *repetitive switch* made by Teacher B.

Example 4:

Teacher B : **Ragu-ragu. Ragu –ragu** means you are suspicious about something isn't it? Curious? **Perasaan ingin tahu.** Curious means **perasaan ingin tahu**...ah..so the child is curious. Ok, now, I want you to come up with few question that you would have ask your parents at that age. Ok, let's say now you are 6 years old.

Translation: **Curious. Curious** means you are suspicious about something isn't it? Curious? **Curiosity.** Curious means **Curiosity** ...ah..so the child is curious. Ok, now, I want you to come up with few question that you would have ask your parents at that age. Ok, let's say now you are 6 years old.

In the example above, Teacher B affirmed the meaning of the word '*curious*' as '*perasaan ingin tahu*'. She was also repeating to reinforce the knowledge on this lexical item (*curious*) in the students. Teacher C used *repetitive switch* the highest compared to Teacher A and Teacher B. She used it 88 % in observation 1 and observation 2. The following are some examples of Teacher C's *repetitive switch*.

Example 5:

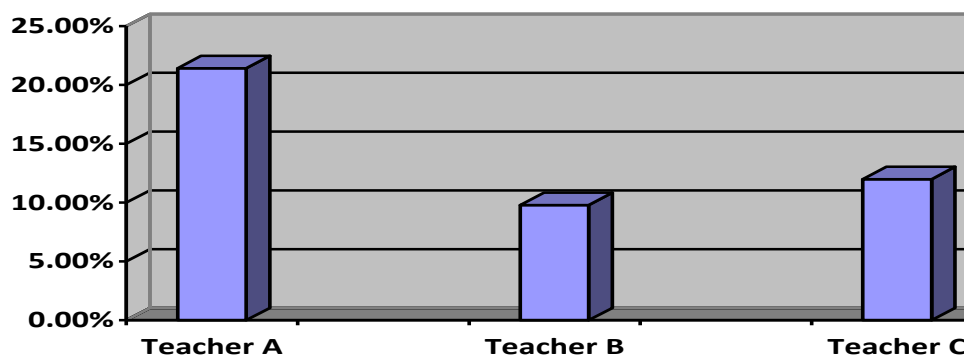
Teacher C : To put up...some more? Display, to show, or to **pamerkan**
ah...toilets rules clearly and punish who?
Translation : To put up...some more? Display, to show, or to **display**
ah...toilets rules clearly and punish who?

In the example above, teacher C code-switched to let the students know the meaning of the words 'to put up', 'display' or 'to show' in *Bahasa Melayu*. By stating the meaning of those words in *Bahasa Melayu*, Teacher C intended to let the students know that all these words (*to put up, display, and to show*) have similar meanings. In other words, the teacher reinforced some language knowledge in the students by code switching.

During teachers interview, all the teachers agreed that repetition from English to Malay words occurred a lot in their classrooms (See appendix O). Teacher A claimed that she used a lot of repetitions to make sure students learn English language more confidently. Teacher B said that students would be confident with the meaning of certain words and Teacher C said that students would be able to comprehend the topics better.

4.1.2.3 Affective Functions

Figure 4.11: Affective Functions



The use of code switching for *affective functions* by Teacher A was not found in observation 1 (refer to table 4.3, pg 51). However, she has used it 21.43 % during observation 2. The example of code switching for *affective functions* is as follows:

Example 6:

Teacher A	: Exercise. Ok, senaman . Tak kiralah , doesn't matter, jogging ke ... What else? Senaman , type of exercise...?
Translation	: Exercise. Ok, exercise . It doesn't matter , doesn't matter, jogging or ...What else? Exercise , type of exercise...?

In the example above, the teacher simply used the words 'senaman', 'Tak kiralah' and 'ke' to show that she was friendly towards the students. Actually, those words seemed more 'informal' to be used in the classroom context but created supportive language environment in the classroom.

Teacher B used code switching for *affective function* in both her lessons, although it was not as often as *repetitive switch* (refer to table 4.3, pg 51). She code-switched for *affective function* twice in each of her observation. The example below show the use of *affective function* by Teacher B.

Example 7:

Teacher B	: Ok, I wonder why the plane flies and human die. Ok, I wonder why the plane fly. 2 questions there. Ok, why human die and why planes fly. Ok, Good attempt. Another person, come, come and write yours. Come, cuba, salah takpa .
Translation	: Ok, I wonder why the plane flies and human die. Ok, I wonder why the plane fly. 2 questions there. Ok, why human die and why planes fly. Ok, Good attempt. Another person, come, come and write yours. Come, try, it doesn't matter if it's wrong .

Teacher B assigned a task for the students during observation 1, in which she asked her students to create a poem on their own. She asked them to come up with a stanza which consisted of two lines. After some time, she requested the students to come forward and write their creations on the board. However, none of them came out. Thus, as a way to encourage them to come out, she code switched to say that ‘**cuba, salah takpa**’. By code switching, she was not only trying to reduce the nervousness of the students in coming out to write on the board, but also helping the students to be more comfortable while learning the language.

None of Teacher C’s code switching throughout observation 1 was meant *for affective functions* (refer to table 4.3, pg 51). However, she had code-switched thrice for this function during her second observation and thus, it was 12% out of her overall code switching.

Example 8:

Teacher C	: Not pembuang sampah ... but...the way where they were throwing... In English we called them little bugs. In bahasa (bahasa Melayu) ... the other day I saw a word, somewhere... poster...
Translation	: Not people who throw rubbish everywhere ... but...the way where they were throwing... In English we called them little bugs. In bahasa (bahasa Melayu) ... the other day I saw a word, somewhere...poster...

In the process of teaching (observation 2), Teacher C asked her students about a Malay term used to call people who have the habit of throwing rubbish everywhere. She was actually expecting the students to say ‘*kutu sampah*’, which is a proverb. However, the students answered Teacher C with a simple direct answer. Thus, she rejected the answer and tried to give the students a hint in order to help the students come up with the

answer she was expecting. In a way, this teacher was trying to provide a supportive language environment to help the students in learning the target language. The language environment will influence effective functions. Thus, this code switching of hers was regarded as for *affective function*.

During the interview, all the teachers also agreed that students would have an accurate understanding of certain words, phrases or sentences when teachers or students code-switched from English to Malay. According to Teacher C, classroom teaching and the learning environment would go on smoothly when code switching occurred.

4.2 Analysis on Students

4.2.1 Analysis on Students' Reasons of Code Switching

The students were interviewed on the reasons why they code-switched. Question number 5 and 6 for the interview are as stated below:

Sample of answers from group 1 students (See appendix Q).

Example 9:

Question 5:

Researcher: When your teacher asked 'what is reuse', you answer in Malay, '*kitar semula*'. Why did you answer in Malay?

Student : I'm afraid my answer will be wrong.

Researcher: Why did you say '*orang tak kutip sampah*' which is in Malay when this is an English class?

Student : I understand the meaning but I don't know how to explain in English

Researcher: Why did you say '*macam*'?

Student : I am not sure of the answer.

Researcher: Why did you say "*kena mengutip sampah?*"

Student : I don't know how to say in English.

Question 6:

Researcher: Does code switching help students to understand grammar and certain words better? How?

Student : Yes, by translating an English word to Malay, we can understand the word better. We can improve grammar too.

4.2.1.1 Educational Inferiority

During question number 5 interview, students were asked why they code-switched using certain words or phrases. The students from Group 1, as stated in the example above, said they code-switched because they were afraid their answers would be wrong. They were also not sure of their answers given to the teacher. Data from this study is similar to the finding by Crismore (2005) whereby students had educational inferiority in the ESL classroom.

4.2.1.2 Lack of Vocabulary

Example 10:

Group 2: "I am not sure what is it in English".

Group 3: "I am not sure on some of the words".

Question 5 in the interview above proved that group 1 students did not know how to explain certain words in English. Similar answers were given by groups 2 and 3 students (See appendix Q). This finding is supported by Ong (2008) as he also found students having continuous conversation using code switching because they are weak in English.

4.2.1.3 Understand Certain Words Better

Data analysis from the interview showed that group 1 realized that code switching helped them to understand words better. A similar reply was received from group 2 and group 3 (See appendix Q).

Example 11 :

Group 1 : By translating an English word to Malay, we can understand the word better.

Group 2 : Students are used to speak in Malay at home and school. The teacher can translate the words that students do not understand. It makes students understand better

Group 3 :By translating an English word to Malay, we can understand the word better.

Cook (2001) came up with the same finding in her study whereby students understand words/ phrases when code switching applied in the classroom.

4.2.1.4 Improve Grammar

During the interview, group 1 and group 2 realized that code switching helped them to understand and improve their grammar (See appendix Q). Group 3 students added that they would be able to write better due to code switching as they would improve their grammar and vocabulary.

Example 12:

Group 1 : We can improve grammar too.

Group 2 : I can understand grammar better.

Group 3 : It will help to learn grammar because I will know how to write and create sentences when teacher repeat English words in Malay.

This finding is supported by Cook (2001) in her “Reexamining English only in the ESL Classroom” by identifying that students understand English grammar during code switching.

Even though the students in this study agreed on grammar improvement during code switching, contradiction finding were given by all the 3 teachers in this study. The teachers disagree on this statement during teachers’ interview (See appendix O).

Example 13:

Teacher A: Code switching help students to understand certain words but not *in (sic)* grammar.

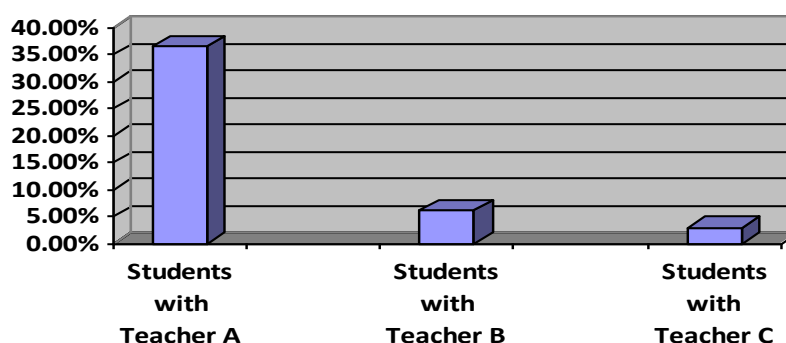
Teacher B : No, because in grammar has to be drilled in its own language

Teacher C : I don’t think it helps with the learning of grammar because *Bahasa Melayu* and English has different grammar system

4.2.2 Analysis on Students’ Functions of Code Switching

4.2.2.1 Floor-holding

Figure 4.12: Floor-holding



The overall results of observations revealed that most of the code switching for *floor-holding* by students happened during the observations of Teacher A, especially during

the second observation in Week 2. This is because 36.36 % of the total code switching for *floor-holding* occurred during the observations of teacher A.

Most of the students' code switching was for *floor-holding*, which happened when they could not recall the accurate English terms to express their ideas. The example below shows *floor-holding* among the students with teacher A during observation 1.

Example 14:

Teacher A	: Hah, this is where... <i>apa</i> , what? Can you tell me...? The picture...What happen in the picture? What's there in the picture?
Ss	: Collect the rubbish.
Teacher A	: Ok, Aini...
Student 25	: Kena mengutip sampah. (<i>must collect the rubbish</i>)
Teacher A	: Kena mengutip sampah? Ok, how to tell... Tell me in English.
Student 25	: People collect the rubbish.

*Ss – (*refer to many students*)

Student 14 said the sentence above in response to Teacher A's question "*what's there in the picture?*" This particular student who gave this answer could not recall the way to express her idea regarding the picture seen. However, when the teacher provided another chance to the student and requested her to translate her answer in English, the student managed to say "*People collect the rubbish*".

The use of *floor-holding* among the students were found only once during observation 2 in Week 4. The example below shows the use of *floor-holding* by Student 17 during observation 2.

Example 15:

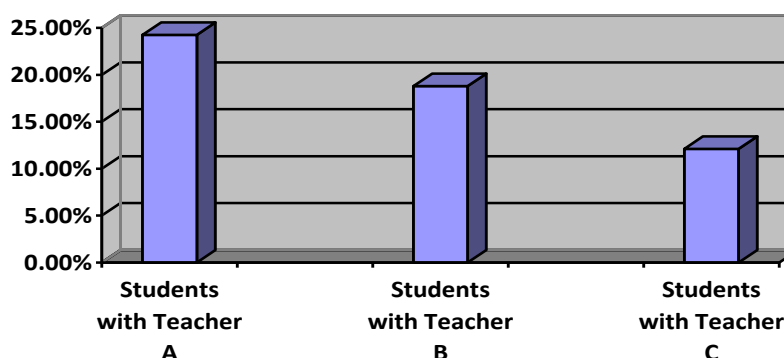
Teacher B	: <i>Ibu Negara</i> ah...So Kuala Lumpur ah... Ok, do you have to write the country here?
Student 2	: Tak payah. (<i>don't need to</i>)
Ss	: No....
Teacher B	: Not necessary, if you have to, if you are writing to a friend who is living in oversea, then you write the name of the country. Otherwise, you just leave at the city. Ok, now, let's look at the second address

*Ss – (*refer to many students*)

During the observation, student 2 uttered the word above in order to respond to her teacher's question. Teacher B asked if the name of the country should be included in the address of the recipient in a formal letter. The response to this question should either be 'yes' or 'no'. The student had responded to the question in her mother tongue and not because she did not know how to answer in English language. Hence, this code switching is regarded as *floor-holding*, the function of code switching when one could not recall certain words in the target language at the moment of speaking and used L1 to avoid breaking communication.

4.2.2.2 Equivalence

Figure 4.13: Equivalence



The students also code-switched for *equivalence* when they did not have the competence of certain lexical items to respond to the teachers' questions. In all the observations, the code switching for *equivalence* by students is found in two different ways.

1. When they immediately responded to their teachers' questions in *Bahasa Melayu*,
2. When they provided wrong answers in L1.

Students interview results (question 5 and 6) showed that in certain situations (See appendix Q), the students knew the answers for the questions asked by the teachers but the students did not have the competence to explain the answers in the target language. Hence, the students quickly code-switched to answer the questions. On the other hand, the students would give wrong answers pertaining to the meanings of the words in *Bahasa Melayu* to emphasize that they did not know the meaning of those particular words. For example, Group 1 students mentioned in the interview that she did not know what is the word in English. Thus, the code switching for *equivalence* took place.

Example 16:

Teacher A	: Why are we falling sick?
Student 9	: <i>Kekurangan vitamin.</i>
Teacher A	: <i>Kurang vitamin?</i> Lack of vitamins in our body? Ok, what else? Weather? <i>Cuaca?</i>
Student 15	: Musim (<i>season</i>)
Teacher A	: Alright, look at page... turn to page 94. A healthier you. (Students open their text book and turn to page 94)

The one-word answer given by Student 15 was actually a response to teacher A's question 'Why are we falling sick?' The student's answer clearly indicates that she did not know the word 'season'. Thus, she responded using her native language.

Example 17:

Student 18	: Have a space...
Teacher B	: Leave the space ah? After your salutation, what will you write? First thing that you must write?
Student 17	: Tanya khabar... (<i>greet</i>)
Teacher B	: Yes, <i>Tanya khabar</i> . <i>Tanya khabar</i> means what? In English, you say what? Greetings, isn't it? Ok, every letter should begin with ... how are you? (Teacher wrote on the board) In a formal letter, do you ask how are you?

During observation 2, Teacher B asked the students about what to write after the salutation in a formal letter. Student 17 intended to answer that they should write 'greetings'. However, she did not know the right word to articulate her answer. Thus, she quickly said it in *Bahasa Melayu* by code switching.

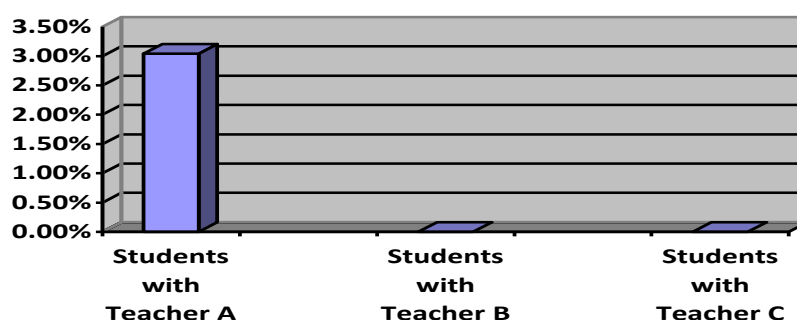
Example 18:

Teacher C	: Ok. Can I hear you telling them? (at group 3) What is it about?
Student 13	: <i>Banyak makanan dekat merata-rata tempat.</i>
Teacher C	: repeat?
Student 13	: banyak makanan dekat merata-rata tempat, lepas tu, lepas tu, penjaja, dia jual,jual, lepas tu banyak sampah...macam tulah. (<i>lot's of food everywhere, then, the hawker's sell, sell, then there's so much rubbish...like that</i>)
Teacher C	: So, what is the <i>penjaja</i> ... What is the word there? In the...along the corridor, this one canteen... corridor, and this one inside the classroom.Ok...your classroom is very clean but you know some classroom is very dirty.

The above answer was provided by Student 13 when the Teacher C asked her to describe the situation in a picture (in the textbook). The student has provided the answer in her mother tongue because she did not have the competence to describe the picture in the target language.

4.2.2.3 Conflict control

Figure 4.14 Conflict Control



Among the six observations done, it was only during observation 1 of Teacher A that one student code-switched for *conflict-control* (refer to table 4.4 pg 52).

Student 17 used code switching for *conflict-control* during observation 1 with Teacher

A. An example of *conflict control* is as below:

Example 19:

Teacher A	: Hah... food poisoning, ok, alright, so...this is not good. So, why is this happens? Why is the rubbish so loaded? So... a lot ofwhat?
Ss	: Inconsiderate human.
Teacher A	: Hah?
Student 21	: Incons... Orang tak kutip sampah ...(people didn't collect the rubbish)
Teacher A	: Orang tak kutip sampah ...Nobody wants to collect the rubbish. So, uncollected rubbish... uncollected rubbish... so, who .. who actually..err.... who were supposed to collect the rubbish?
Ss	: Alam Flora.
Teacher A	: Hah? Who were supposed to collect the rubbish?

*Ss – (refer to many students)

The incomplete word '*incons...*' indicated that the student was unsure about the accuracy of the answer that she was going to give. Actually, she mentioned the answer '*inconsiderate humans*' when the teacher asked '*why is the rubbish so loaded*'. However, Teacher A did not hear the student's answer and thus, the student was left in confusion about the accuracy of her answer. Thus, to be safe, the student code switched to her L1 and provided the answer confidently.

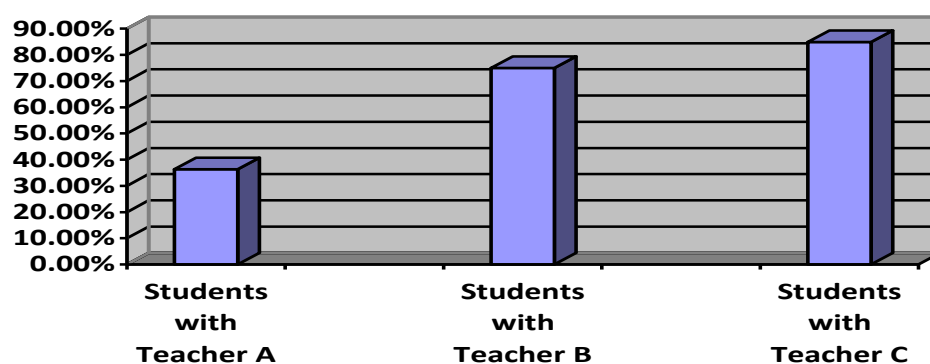
Question 9 in the students' interview is related to conflict control.

Question 9 : Does code switching give more accurate words or phrases while learning English? Why?

In the interview, students in group 1, group 2 and group 3 approved on better understanding of words and topic taught when code switching took place in the ESL classroom (See appendix Q).

4.2.2.4 Reiterations

Figure 4.15: Reiterations



In the observation, it is found that students code-switched in order to answer their teachers' questions on the meaning of the selected words or phrases in L1. Thus, it can be said that most of their code switching would not have taken place if the teachers did not ask them to tell the meaning of the phrases or words in *Bahasa Melayu* (L1). For example, Teacher A in her observation asked 'What is it in Malay?'. However, the ability of the students in answering correctly the meaning of the words or phrases in Malay language indicated that they knew the meanings of these items in both the target language and their L1. Therefore, by providing the answers to the teachers' questions, the students were actually reinforcing their knowledge of language. Hence, the highest number of the code switching done by students was under the category of *reiteration*.

Example 20:

Teacher A	: <i>Makan ubat?</i> Take medication? <i>Makan ubat. Lagi?</i> If you are unhealthy, what you need to do?
Ss	: Take rest...
Student 25	: Rehat. (<i>rest</i>)
Teacher A	: Rehat? Rehat? Alright. Why are we sick? Why are we falling sick? <i>Kenapa kita sakit?</i> Why?

The above example on observation 2 with Teacher A shows that the students repeated the information (*rehat*) in both languages. By doing so, they are not only indicating that they recognize the meaning of the word, but also reinforcing their English language learning through *reiteration*.

Example 21:

Student 20	: I wonder.
Teacher B	: Yes... the theme is? One of them is? ...ah... I just write down one ah... nature is beautiful. Nature. What is nature in Malay?
Student 29	: Alam semula jadi. (<i>nature</i>)
Teacher B	: Alam semula jadi. That is nature. So, one of it is, nature is beautiful, because in the poem, most of the questions that they ask is all nature. For example, (teacher read the whole poem)

During observation 1 with Teacher B, the phrase above '*Alam semula jadi*' was uttered by Student 29 in order to answer Teacher B's question '*What is nature in Malay?*' This showed that the student knew the meaning of '*nature*' in both English language and her native language. By giving a correct answer to the teacher's question, this student has a propensity to reinforce her language knowledge.

Example 22:

Teacher C :	switch or not, it's not my business. So, I don't care...then you just don't bother isn't it? Why? For the sake of saving the water, I must do it, isn't it? Why should I do. Then... next slide. (teacher looking at the next letter in the textbook). Authorities. Say the word...authorities.
Ss :	authorities...
Teacher C :	authorities...
Ss :	authorities...
Teacher C :	who are the authorities?
Ss :	pihak berkuasa. (<i>authorities</i>)
Teacher C :	louder please...
Ss :	pihak berkuasa.
Teacher C :	pihak berkuasa.... in Kuala Lumpur, who are the authorities?
Ss :	DBKL...

The phrase '*pihak berkuasa*' was repeatedly uttered by students in response to Teacher C's question, "*who are the authorities?*" This answer indicated that the students knew the meaning of the word '*authorities*' in their native language. As such, the code switching was done to affirm their knowledge and was not due to their incompetence or ambiguity in producing the target language.

The data above is supported by students answer in group interview (See appendix Q) in question 8.

Question 8:

Does repetition from English to Malay word occur in your classroom learning? Why?

Students answer:

Group 1: Yes, because the students will be more confidence to communicate in English. They will not be scared and passive.

Group 2: Yes, because it makes us want to learn more about English and to talk in English.

Group 3: Yes, it helps me to understand more on what my teacher is teaching. Students will also be more confidence to communicate in English. They will not be scared to talk English and be passive in class.

The finding above proved that repetition in the ESL classroom gave confident to the students to speak in English.

4.6 Discussions

In this study, the researcher was interested in investigating the reasons and functions of code switching in a secondary school in Kuala Lumpur, Malaysia. The data was gathered from a questionnaire, observations and interviews that elicit reasons and functions of code switching. The findings proved that teachers and students used code switching in ESL classroom. They had various reasons and functions on why they code-switched. However, all the teachers and 33% of students said code switching should not be allowed in ESL classroom.

The findings from questionnaire and interview indicated that from the teachers and students' point of view, code switching helped students to understand English language better. Teachers code-switched from English to Malay language as they believed that it would arouse students' interest in learning English language. This is one of the important findings that indicate that code switching may affect the learning of English as a second language for students with non-native English speaking backgrounds.

In addition, the data from teachers and students also showed that they code-switched in all the English classes during the observations. Therefore, code switching had a strong influence on students' English language. In some cases, English may be viewed as 'third language' or foreign language after the standard *Bahasa Melayu* and the students' native language at home because there are Indian and Chinese students who do not use Malay to speak at home. Muthusamy (2009) obtained data for his research by looking at the interaction from the inside and outside classroom while the present study used interview, observation and questionnaire. Somehow, both study proved that using *Bahasa Melayu* in second language classroom provide some functions of code switching.

During the observations, teachers and students spoke *Bahasa Melayu* most of the time. This showed the importance of code switching as teachers and students code-switched consciously and unconsciously. The data from the questionnaire in this study indicated that teachers code-switched consciously and unconsciously in the classroom. Teachers believed that students understand the lessons better with code switching. Most of the students also approve of code switching and they said they do not understand the lessons well without code switching. The results in this study proved that code switching is one of the appropriate strategies to teach students with non-native English speaking backgrounds in the school where the research was conducted. The findings from the observations showed that the teachers and students code-switched in their ESL classroom even though they disagree about code switching in the ESL classroom code switching when they were interviewed. The study by Engku Haliza (2010) is similar to the present study whereby teachers disagree that code switching should be allowed in teaching a second language even though they are using it in the real classroom situation.

Regarding the students' interviews in this study, the findings are mostly in accordance to the theory proposed by Crystal (2001). Most of the students in this study code-switched as they were unable to express themselves in the ESL classroom. As pointed out by Crystal (2001), students tend to use first language to minimize the deficiency in the target language. Cook (2001) mentioned that code switching is helpful in explaining the meaning of words and grammar. It is a short cut for teachers in explaining the lessons taught. The researcher found similar findings in the teachers' interviews in this study whereby, teachers felt that it was easier to explain in *Bahasa Melayu* compared to explaining in English in the ESL classroom. It was a short cut and helped them to save time. Teachers gave the same responses in the questionnaire, that they code-switched in the classroom as a short cut to explain tasks and students were able to understand the contents taught more easily.

Furthermore, findings from the students' interviews showed that most of students in this study feared being less competent than the other students or being negatively evaluated by them. They were afraid that they might appear foolish in front of others. They compared themselves negatively with their peers by thinking that other students were better speakers in English and they felt embarrassed to speak up as they thought people would laugh at them. This finding is consistent with Crismore (2005)'s study about educational inferiority whereby the anxious students in this study tend to fear the evaluation of peers and the subsequent possibility of appearing foolish.

Since the students were afraid that they would be negatively evaluated by their friends, they opted to avoid classroom participation and sat quietly in class. In the researcher's opinion, this scenario could be associated with the students' self-perception of their own abilities. They had low self-esteem as they thought they were not good to speak English. They became more anxious when they perceived their own speaking abilities as poorer

than that of their peers. They also compared their speaking performances with others. These scenarios are consistent with what have been mentioned by Crismore (2005) who pointed out that educational inferiority is a significant source of students' code switching.

As pointed out by Chen & Jing (2008), if students keep thinking that they were not well-matched with others, they might end up skipping classes, avoid being called up to answer questions and become passive learners. All these will hinder learning and they would not know their true performance as they were afraid of showing their speaking skills. This is similar to the findings in this study where by students kept quiet and remain passive if they felt that they were not well matched with their peers. Most teachers and students in this study also code- switched in ESL classroom. In fact, more than 95% of the teachers and students endorsed the statements of using code switching in the ESL classroom. Teachers also agreed about the usage of code switching in the questionnaire. During the interviews, the teachers and students felt that using code switching is very helpful in the teaching and learning environment. This feeling is what Badrieh (2001) referred to as instructional task.

This study replicated the findings of previous studies such as Sert (2005). His findings showed that teachers code-switched for *topic switch*, *repetitive functions* and *affective functions*. However, students code-switched for *floor-holding*, *equivalence*, *conflict control* and *reiterations*. The findings in this study supported most of the functions by Sert (2005). During the interviews, the teachers in this study mentioned that code switching occurred in their classes as repetition of certain words enabled their students to understand these words better. Students also mentioned the same whereby they repeated the same word (reiterations) to get the correct meanings of the words. Here, the

students checked their understanding whereby they repeat certain words and they put extra effort for mastering their language skills.

The teachers in this study code-switched though they disagreed that code switching is a good strategy for teaching English in the ESL classroom. Hence, although all the teachers in this study code-switched in their ESL classroom during the observations, in the interviews, they disagreed that code switching should be allowed in the classroom. It might be because they were afraid of their reputations as English teachers since code switching is against the instructions of officers in the Ministry of Education and the particular school principal in this study (See appendix A). Besides, in the interviews, teachers also mentioned that they denied the usage of code switching because they are afraid of getting low marks on the evaluation forms which will be filled up by the school principal at the end of the year for all teachers. One teacher mentioned that code switching should be done quietly and when appropriate or else some teachers may miss use code switching. The reputation as an English teacher will also be affected, as others will look down at a particular teacher who code switches.

Apart from that, the researcher also found that code switching is unavoidable as all the teachers and students used it in the ESL classroom. Whether the students were able to perform in English language learning, teachers and students still code-switched as one of the teaching strategies as English is not a native language for most of the students in this study.

4.7 Summary

In this chapter, the researcher analyzed the findings based on data collected from questionnaire, observations and interviews from teachers and students. The researcher

identified some reasons and functions of code switching by the teachers and students in the ESL classroom.

There are 6 reasons of code switching in ESL classroom in this study understand certain words better, better understanding on the lesson, teachers are upset, uneasy using second language, a short cut to explain task and avoid educational inferiority of the students. Other reasons are to emphasize a particular issue and it is a way Malaysian speaks (Kaur, 2007).

Furthermore, the researcher identified some functions of code switching from the data analysis. They are topic switch, repetitive or reiteration functions, affective functions, floor-holding, equivalence and conflict control.

As the conclusion, the researcher found that all the teachers and students in this study code-switched in the ESL classroom for various reasons and functions. As the students were from non-native English speaking backgrounds, it benefited the students in their learning of the English language. Furthermore, teachers were afraid to admit openly that code switching was needed and helpful in ESL classroom. Hence, the researcher feels that the Ministry of Education and the school principal in this particular school should consider allowing the ESL teachers and students to use code switching in the ESL classroom. Even though, code-switching is not allowed in the English language classroom in this school, it cannot be denied that teachers do code-switched because code switching can help weak students and is conducive for learning English.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter will discuss the conclusion of findings from the research done based on the questionnaire, observations and interviews as stated in chapter 4. The researcher found that all the samples in this study code-switched in the classroom even though the teachers were against code switching. The researcher suggested that further study can be done on why the teachers' code-switched even though they themselves are against code switching in the ESL classroom.

5.1 Summary of the Findings

Figure 5.1: Findings on Reasons and Functions of Code Switching among Teachers in an ESL Classroom

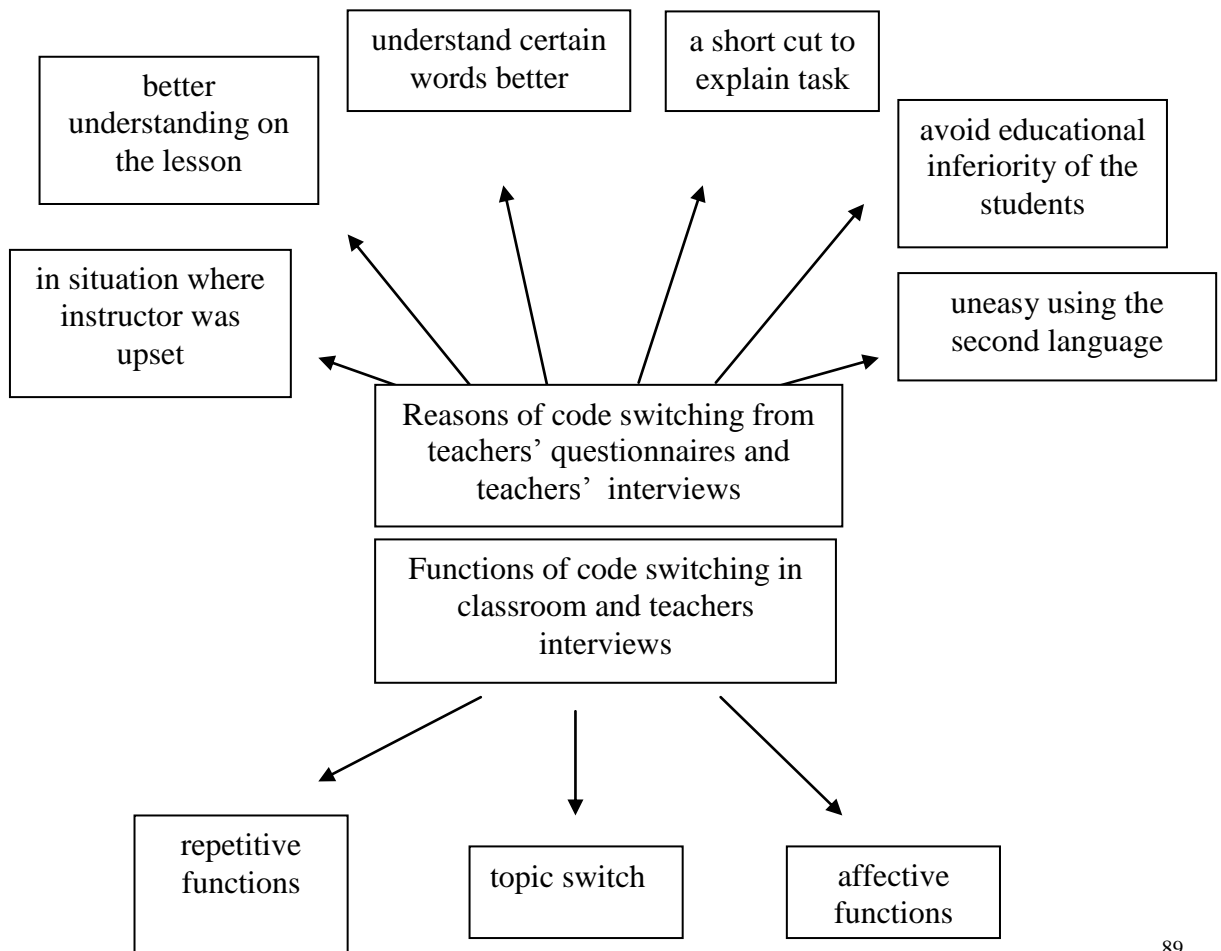
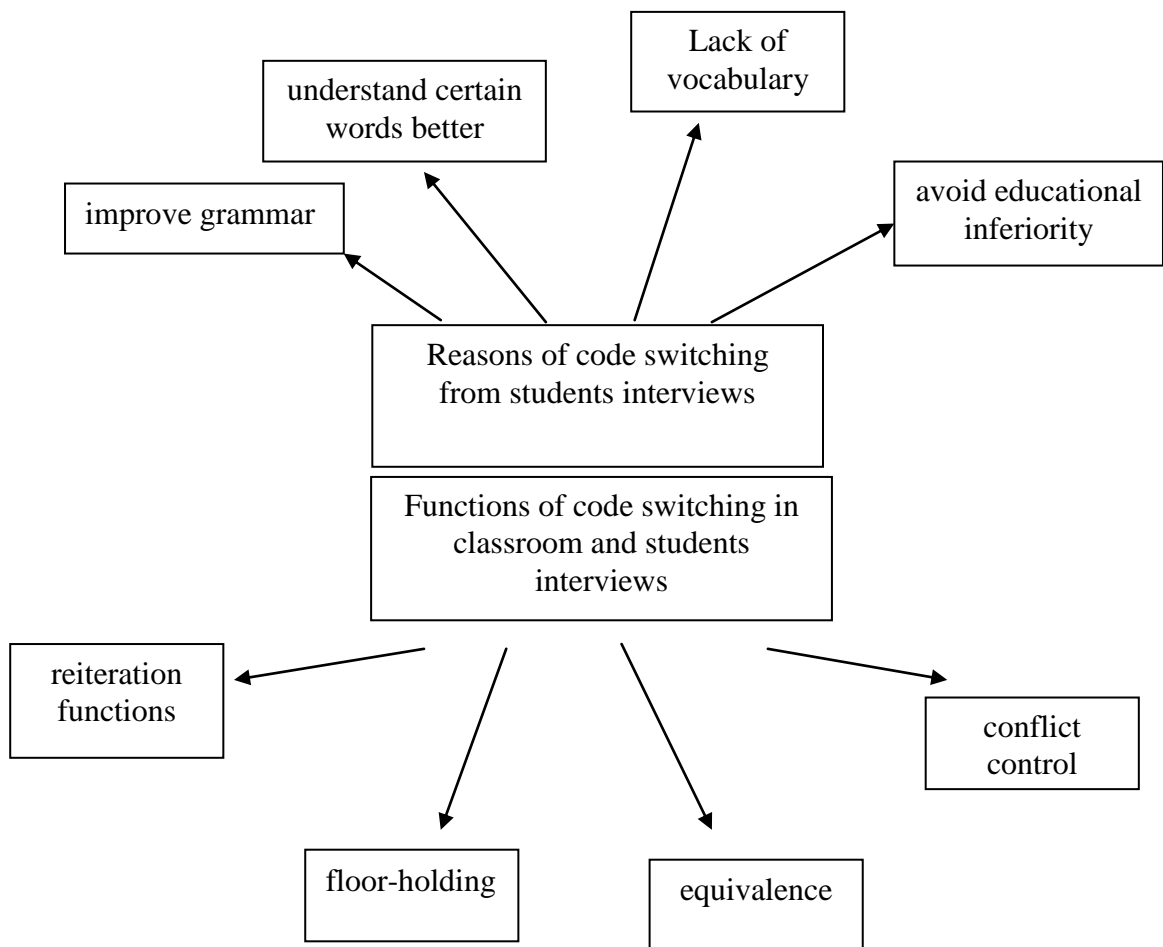


Figure 5.2: Findings on Reasons and Functions of Code Switching among Students in an ESL Classroom



This study focused on three teachers and forty students. As has been mentioned, the aim of this study was to examine if the teachers do code switching and if they do, for what reasons and what functions were these code switching occurring.

Reasons of code switching were found from teachers' questionnaire and teachers and students interviews. Code switching was used in the ESL classroom as it was a short cut to explain task. Furthermore, students understand certain words better when code switching was used as it comprehends to better understanding on a lesson. It also avoids educational inferiority among students in the classroom. Teachers also apply code switching in ESL classroom when they felt that it is uneasy using the second language

or English to students. Teachers who were upset as students could not understand the contents taught prefer to use first language to enhance students understanding. Finally, students code-switched to improve grammar and when they were lack of vocabulary.

The researcher's findings showed 6 functions of code switching in this particular study. They are topic switch, equivalence, floor-holding, conflict control, effective functions and repetitive or reiteration functions. All these functions occurred during classroom observations. Teachers and students also gave the same answer when they were interviewed.

In this study, code switching is the alternating use of *Bahasa Melayu* and English in an ESL classroom by the teachers and students. The findings of the observations and questionnaire were corroborated with the findings from the interview. Overall, the teachers who are the sample of the questionnaire presented affirmative attitudes toward code switching. All the teachers also used code switching during the classroom observations. Students code-switched too. However, in the interviews, the teachers disapproved of the use of code switching in the ESL classrooms.

Based on the research conducted on English teachers and students' code switching, it can be concluded that in this study, the teachers and students revealed positive feedback towards code switching. For them, code switching was acceptable as it did not interfere in the teaching and learning of second language learning process. However, even though the teachers gave a lot of reasons and functions of code switching and they are practicing it, the teachers deny that code switching is one of the strategies to teach English as a second language. It may be due to these teachers beliefs that they are not supposed to code switch as it involves their reputation as an English teacher. Besides, they also had concerns related to the school principals and ministry of education who disallow code switching in an ESL classroom.

5.2 Pedagogical Implications of the Study

1. L1 is helpful to learn L2

There are few pedagogical implications in this study. Firstly, the use of L1 which is Malay, play an important role in helping students to learn L2 (English) throughout the lessons in the classroom. According to the class teacher, code switching is helpful in this study because the students are from different cultures, backgrounds and most of them do not use English at home to communicate.

2. Code switching as a useful strategy in the classroom.

Even though a lot of research was done on code switching which is one of the silent strategy to learn a second language (Baker, 2000), none of the research was done on why the teachers and students are still code switching even though it is deemed as ethically wrong (Hanna, 2006). It might be because of the fear that the teachers will be reprimanded for code switching as the Ministry of Education and the school principal are against it. As in this study, the teachers and students still code-switched in ESL classroom although code switching was not allowed by the Ministry of Education and the school principal.

It is suggested that English teachers should see code switching as a useful strategy in teaching English. The findings in this study indicated that there are a lot of functions of code switching which can help students to learn English. Thus, code switching should be alternatively applied in teaching English. Good English teachers are those who understand the students' needs in learning. However, teachers cannot work alone in providing a supportive learning atmosphere for the students. The language learning

institution where they teach should also give flexibility for them to develop and expand their techniques in teaching.

3. Code switching as a language creativity to create comfortable environment in ESL classroom

Subsequently, code switching should also be seen as language creativity rather than language interference. The samples in this study code-switched to create better learning surroundings as to make students learn English in a comfortable environment. The teachers are aware of the fact that, in mastering English, exposure toward the target language is crucial. Yet, a comfortable learning atmosphere is also vital as it will foster the learning process. Hence, the decision about how, when and how much code switching should be used in the ESL classrooms should take into account factors such as the students' language abilities, the number and varieties of languages represented in that area, schools and classes and the language institution available.

5.3 Suggestions for Future Research

This study has a few recommendations. Firstly, it would be interesting to carry out an in-depth study using ESL teachers from many schools on why they code-switch in the ESL classroom even though they themselves disapprove code switching.

Secondly, as this research only focused on collecting data from teachers and students, other studies might consider on interviewing the school principals and also the officers from the Ministry of Educations. It might give better insight on why they disapprove on the use of code switching in the secondary school ESL classroom.

Next, this study would like to recommend a future research using more samples. 3 teachers and 40 students from 1 class were used as samples in this particular study.

Future research may want to consider on more teachers and students from many classes. Furthermore, only 1 school was used in this study. Few schools might give better findings.

5.4 Conclusion

In conclusion, the researcher found that code switching is a common scenario in ESL classroom teaching. The data gathered by the researcher proved that teachers and students code-switched for various reasons and functions. Code switching benefited the students who are non-native English speakers. Code switching is one of the strategies that is useful for teachers and students to learn a second language. Hence, it is hoped that this study will encourage the officers from Ministry of Education and school principals to re-consider code switching in ESL classrooms.

Teachers play a crucial role as they can greatly influence the atmosphere in ESL classroom, both positive and negatively. Teachers need to come up with appropriate teaching strategies that encourage students to use and communicate in English which is a second language for them. Nevertheless, the responsibility does not entirely fall on teachers as students themselves must try to improve their speaking skill by conversing in English. The Ministry of Education and the school principals might also consider allowing teachers and students to code-switch as one of the strategy in the ESL classroom.