

UNIVERSITY MALAYA

ORIGINAL LITERARY WORK DECLARATION

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Code Switching Among Teachers and Students in an ESL Classroom

Field of Study: Second Language Acquisition

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ABSTRACT

English is a compulsory subject, which is taught as a second language (ESL) in Malaysian classrooms. Despite the Ministry of Education and school principals' instructions against code switching in the ESL classrooms, code switching from English to *Bahasa Melayu* still occurs in some ESL classrooms. Hence, the objectives of this study are to investigate the reasons and analyze the functions of code switching among teachers and students in an ESL classroom. The sample comprises three English teachers and forty Form Two students from a secondary school in Kuala Lumpur. Data was obtained from a questionnaire, classroom observations and interviews. The observations were video-taped and the interviews were audio-taped. The data obtained were then transcribed for qualitative and quantitative analyses. Theories on reasons of code switching by Crystal (2001), Cook (2001) and Cristmore (2005); and the theory of functions of code switching by Sert (2005) are adapted for data analyses. The findings of this study indicated that all the teachers and students code-switched to *Bahasa Melayu* in the ESL classroom. The reasons why teachers and students code switched are to understand certain words better, comprehend the lessons better, ensure that the students are on the same track, make classroom conversations more interesting, use as a short cut to explain tasks and avoid educational inferiority among the students who don't understand the content taught. This study also revealed that the functions of code switching include topic switch, repetitive or reiteration functions, affective functions, floor-holding, equivalence and conflict control. One implication of this study is that in theory, the teachers disapprove of code switching but in reality, they practice it in the ESL classroom. This study recommends that further research should be done with a bigger sample from both urban and rural schools. Interviews with the officers from the Ministry of Education and principals of schools should also be conducted in order to

obtain a deeper insight into their negative perceptions towards code switching in the ESL classrooms.

ABSTRAK

Bahasa Inggeris merupakan bahasa kedua di Malaysia dan salah satu matapelajaran yang wajib diajar disemua sekolah menengah. Walaupun Kementerian Pelajaran Malaysia dan pengetu-pengetua sekolah tidak membenarkan pertukaran kod Bahasa Melayu di dalam kelas Bahasa Inggeris, namun situasi ini masih wujud. Oleh sebab itu, objektif kajian ini adalah untuk mengkaji sebab dan menganalisis fungsi pertukaran kod dalam kalangan guru-guru dan para pelajar di dalam kelas matapelajaran Bahasa Inggeris. Tiga orang guru Bahasa Inggeris dan empat puluh orang pelajar tingkatan dua dari salah satu sekolah menengah di Kuala Lumpur, Malaysia, dipilih untuk kajian ini. Pengumpulan data dibuat melalui soal selidik, pemantauan di dalam kelas dan temuduga. Pemantauan pengajaran dan pembelajaran di dalam kelas telahdirakamkan menggunakan video dan temuduga telah direkod menggunakan radio. Data yang telah dikumpulkan ditulis semula untuk dianalisis secara kualitatif dan kuantitatif. Teori sebab-sebab pertukaran kod oleh Crystal (2001), Cook (2001) dan Cristmore (2005); dan teori bagi fungsi pertukaran kod oleh Sert (2005) juga telah diubahsuai dan digunakan bagi tujuan menganalisis keputusan kajian ini. Keputusan kajian ini menunjukkan bahawa ketiga-tiga orang guru dan para pelajar menggunakan pertukaran kod semasa pengajaran dan pembelajaran matapelajaran Bahasa Inggeris. Di antara sebab pertukaran kod ini ialah untuk memahami sesuatu perkataan dengan lebih mendalam, lebih memahami tajuk yang diajar, membantu perjalanan kelas yang lebih lancar, pengajaran lebih menarik, menggunakan cara yang lebih mudah untuk menjelaskan sesuatu isi dan menghilangkan ketakutan pelajar untuk belajar Bahasa Inggeris kerana mereka tidak faham akan isi kandungan yang diajar. Selain itu, fungsi pertukaran kod ialah pertukaran tajuk, perkataan yang sama disebut berulang kali, mewujudkan suasana pengajaran yang lebih memberangsangkan, mengelakkan proses

pengajaran tergendala, menghalang ketidakbolehan pelajar untuk berkomunikasi dengan baik dan penggunaan perkataan serta ayat yang betul. Kajian yang dicadangkan berikutan dari hasil kajian ini ialah pihak pengkaji boleh menggunakan jumlah guru dan pelajar yang lebih banyak dari sekolah-sekolah bandar dan luar bandar. Pegawai-pegawai dari Kementerian Pelajaran Malaysia dan para pengetua perlu di temuduga untuk mendapatkan maklumat yang lebih terperinci mengenai pendapat negatif mereka dalam pertukaran kod di dalam kelas Bahasa Inggeris.

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TABLE OF CONTENTS

| | Page |
|---|------|
| ORIGINAL LITERARY WORK DECLARATION | iii |
| ABSTRACT | iv |
| ABSTRAK | vi |
| ACKNOWLEDGEMENT | viii |
| TABLE OF CONTENTS | ix |
| LIST OF TABLES | xi |
| LIST OF FIGURE | xi |
| LIST OF APPENDICES | xv |
| | |
| CHAPTER 1: INTRODUCTION | |
| 1.0 Introduction | 1 |
| 1.1 English in Malaysia | 3 |
| 1.1.1 English as a Second Language (ESL) in the Classroom | 5 |
| 1.1.2 Focus of This Study | 6 |
| 1.2 Problem Statement | 6 |
| 1.3 Purpose | 8 |
| 1.4 Objectives | 8 |
| 1.5 Research Questions | 8 |
| 1.6 Significance of the Study | 8 |
| 1.7 Scope | 9 |
| 1.8 Theoretical Framework of This Study | 9 |
| 1.9 Limitations | 9 |
| 1.10 Relevant Terminologies of the Study | 10 |
| 1.11 Organization of Chapters | 11 |

| | | |
|-------------------------------------|--|----|
| 1.12 | Summary | 11 |
| | | |
| CHAPTER 2: LITERATURE REVIEW | | |
| 2.0 | Introduction | 12 |
| 2.1 | English in Malaysian Education Context | 12 |
| 2.2 | Code Switching in a Second Language Classroom | 13 |
| 2.3 | Theoretical Framework on Reasons and Functions of Code Switching | 15 |
| 2.3.1 | Reasons for Code Switching | 15 |
| 2.3.2 | Functions of Code Switching | 17 |
| 2.4 | Studies Related to Code Switching | 20 |
| 2.4.1 | Studies on Reasons for Code Switching of Non-Asian Context | 20 |
| 2.4.2 | Studies on Reasons for Code Switching of Malaysian Context | 24 |
| 2.4.3 | Studies on Functions for Code Switching of Non-Asian Context | 28 |
| 2.4.4 | Studies on Functions for Code Switching of Malaysian Context | 32 |
| 2.5 | Summary | 35 |
| | | |
| CHAPTER 3: METHODOLOGY | | |
| 3.0 | Introduction | 37 |
| 3.1 | Research Design | 37 |
| 3.2 | Sample | 37 |
| 3.3 | Instrument Involved in Data Collection | 39 |
| 3.3.1 | Questionnaire | 39 |
| 3.3.2 | Observation | 39 |
| 3.3.3 | Interview | 40 |
| 3.4 | Procedure | 41 |
| 3.5 | Data Analysis | 43 |

| | | |
|--|---|----|
| 3.6 | Ethical Consideration | 45 |
| 3.7 | Summary | 45 |
| | | |
| CHAPTER 4: FINDINGS AND DISCUSSIONS | | |
| 4.0 | Introduction | 46 |
| 4.0.1 | Questionnaire for Teachers | 47 |
| 4.0.2 | Observation for Teachers and Students | 49 |
| 4.0.3 | Interview for Teachers and Students | 52 |
| 4.1 | Analysis on Teachers | 55 |
| 4.1.1 | Analysis on Teachers' Reasons of Code Switching | 55 |
| 4.1.1.1 | A Short Cut to Explain Task | 55 |
| 4.1.1.2 | Avoid Educational Inferiority of the Students | 56 |
| 4.1.1.3 | Understand Certain Words Better | 57 |
| 4.1.1.4 | Better Understanding on the Lesson | 58 |
| 4.1.1.5 | The Situation Where Instructor was Upset | 59 |
| 4.1.1.6 | Uneasy Using the Second Language | 60 |
| 4.1.1.7 | Other Reasons of Code Switching | 61 |
| 4.1.1.8 | Disagreement on Reasons of Code Switching | 62 |
| 4.1.2 | Analysis on Teachers' Functions of Code Switching | 63 |
| 4.1.2.1 | Topic Switch | 63 |
| 4.1.2.2 | Repetitive Functions | 65 |
| 4.1.2.3 | Affective Functions | 67 |
| 4.2 | Analysis on Students | 70 |
| 4.2.1 | Analysis on Students' Reasons of Code Switching | 70 |
| 4.2.1.1 | Educational Inferiority | 71 |
| 4.2.1.2 | Lack of Vocabulary | 71 |

| | |
|---|-----|
| 4.2.1.3 Understand Words Better | 72 |
| 4.2.1.4 Improve Grammar | 72 |
| 4.2.2 Analysis on Students' Functions of Code Switching | 73 |
| 4.2.2.1 Floor-holding | 73 |
| 4.2.2.2 Equivalence | 76 |
| 4.2.2.3 Conflict control | 78 |
| 4.2.2.4 Reiterations | 80 |
| 4.6 Discussions | 83 |
| 4.7 Summary | 87 |
| | |
| CHAPTER 5: CONCLUSION AND RECOMMENDATIONS | |
| 5.0 Introduction | 89 |
| 5.1 Summary of the Findings | 89 |
| 5.2 Pedagogical Implications of the Study | 92 |
| 5.3 Suggestions for Future Research | 93 |
| 5.4 Conclusion | 94 |
| References | 95 |
| Appendices | 100 |

LIST OF TABLES

| | Page | |
|-----------|---|----|
| Table 4.1 | Analysis of Teachers' Demographic Profile | 47 |
| Table 4.2 | Teachers' Questionnaire | 48 |
| Table 4.3 | Findings on Functions of Code Switching by Teacher A, Teacher B and Teacher C | 51 |
| Table 4.4 | Findings on Students' Functions of Code Switching | 52 |

LIST OF FIGURE

| | | |
|-------------|---|----|
| Figure 4.1 | A Short Cut to Explain Task | 55 |
| Figure 4.2 | Avoid Educational Inferiority of the Students | 56 |
| Figure 4.3 | Understand Certain Words Better | 57 |
| Figure 4.4 | Better Understanding on the Lesson | 58 |
| Figure 4.5 | The Situation Where Instructor was Upset | 59 |
| Figure 4.6 | Uneasy Using the Second Language | 60 |
| Figure 4.7 | Other Reasons of Code Switching | 61 |
| Figure 4.8 | Disagreement on Reasons of Code Switching | 62 |
| Figure 4.9 | Topic Switch | 63 |
| Figure 4.10 | Repetitive Functions | 65 |
| Figure 4.11 | Affective Functions | 67 |
| Figure 4.12 | Floor Holding | 73 |
| Figure 4.13 | Equivalence | 76 |
| Figure 4.14 | Conflict Control | 78 |
| Figure 4.15 | Reiterations | 80 |

| | | |
|------------|--|----|
| Figure 5.1 | Findings on Reasons and Functions of Code Switching among Teachers in an ESL Classroom | 89 |
| Figure 5.2 | Findings on Reasons and Functions of Code Switching among Students in an ESL Classroom | 90 |

LIST OF APPENDICES

| | Page | |
|------------|---|-----|
| Appendix A | Letter from the School Principal | 100 |
| Appendix B | Form 2 Topics from Syllabus | 101 |
| Appendix C | Data Collections Process | 102 |
| Appendix D | Students' Sitting Arrangement in the Classroom | 103 |
| Appendix E | Classroom Observation Chart for Teachers and Students | 104 |
| Appendix F | Application for Permission to Collect Data from the School Principal | 105 |
| Appendix G | Sample of Consent Form for Teachers | 106 |
| Appendix H | Sample of Consent Form for Students | 107 |
| Appendix I | Questionnaire for Teachers | 108 |
| Appendix J | Sample of Findings of Questionnaire for Teachers | 110 |
| Appendix K | Sample of Classroom Observation Dialogue between a Teacher and Students | 113 |
| Appendix L | List of Functions of Code Switching Detected in Teachers' Observation | 121 |
| Appendix M | List of Functions of Code Switching Detected in Students' Observation | 131 |
| Appendix N | Interview Questions for Teachers | 141 |
| Appendix O | Transcriptions of Interviews from Teachers | 142 |
| Appendix P | Interview Questions for Students | 148 |
| Appendix Q | Transcriptions of Group Interviews with Students | 149 |