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Letter from the School Principal



SEKOLAH MENENGAH KEBANGSAAN (P) METHODIST
JALAN CENDERASARI, 50480 KUALA LUMPUR

Website : www.mgskl.edu.my
Email : smkpmkl@mgskl.edu.my

Tel : 03-26926010
Fax : 03-26948023

No : English Panel 05/10/005(2012) (3)

Date : 15. 1. 2013

Teachers,

Disapproval of the use of *Bahasa Melayu* in the ESL classroom.

I wish to remind the Head of English Language Department and all English Teachers that the officers from the Ministry of Education disallow the use of Malay Language during English language classroom. Kindly bear this in mind when the school inspectors from the Ministry of Education come and observe your English classes.

I too fully support the use of English only in ESL classroom and English teachers should refrain from using Malay language while teaching ESL classroom.

Thank you for your co-operation.

Your sincerely,

Cc: Lim Hooi Kean
Head of English Department

English teachers :

- | | |
|---------------------|----------------|
| 1. Miss Nirmala | 2. Mrs Rohini |
| 3. Mrs Daphne | 4. Mrs Juliana |
| 5. Miss Satkunamary | 6. Mrs Azlina |

Form 2 Topics from Syllabus

| | | |
|------------|---|-------------------------|
| Chapter 1 | : | Good Times Together |
| Chapter 2 | : | Jobs People Do |
| Chapter 3 | : | Changing Scenes |
| Chapter 4 | : | City Extra |
| Chapter 5 | : | The Value of Friendship |
| Chapter 6 | : | Day In Day Out |
| Chapter 7 | : | Precious Moments |
| Chapter 8 | : | A Healthier You |
| Chapter 9 | : | Health Is Wealth |
| Chapter 10 | : | Wise Choices |
| Chapter 11 | : | Looking Ahead |
| Chapter 12 | : | Waste Not, Want Not |
| Chapter 13 | : | Garden Treasures |
| Chapter 14 | : | Save Our Jungles |
| Chapter 15 | : | A Peep Into the Future |

*Source: Kementerian Pelajaran Malaysia.
(2012)*

Data Collections Process

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--|---|---|--|--|
| Questionnaire (Teacher A) | | Questionnaire (Teacher B) | | Questionnaire (Teacher C) | |
| Observation 1 (Teacher A & Students) | Observation 2 (Teacher A & Students) | Observation 1 (Teacher B & Students) | Observation 2 (Teacher B & Students) | Observation 1 (Teacher C & Students) | Observation 2 (Teacher C & Students) |
| Interview (Group 1 Students) | Interview (Teacher A) | Interview (Group 2 Students) | Interview (Teacher B) | Interview (Group 3 Students) | Interview (Teacher C) |

Notes: During students' interviews, they were divided into 3 groups.

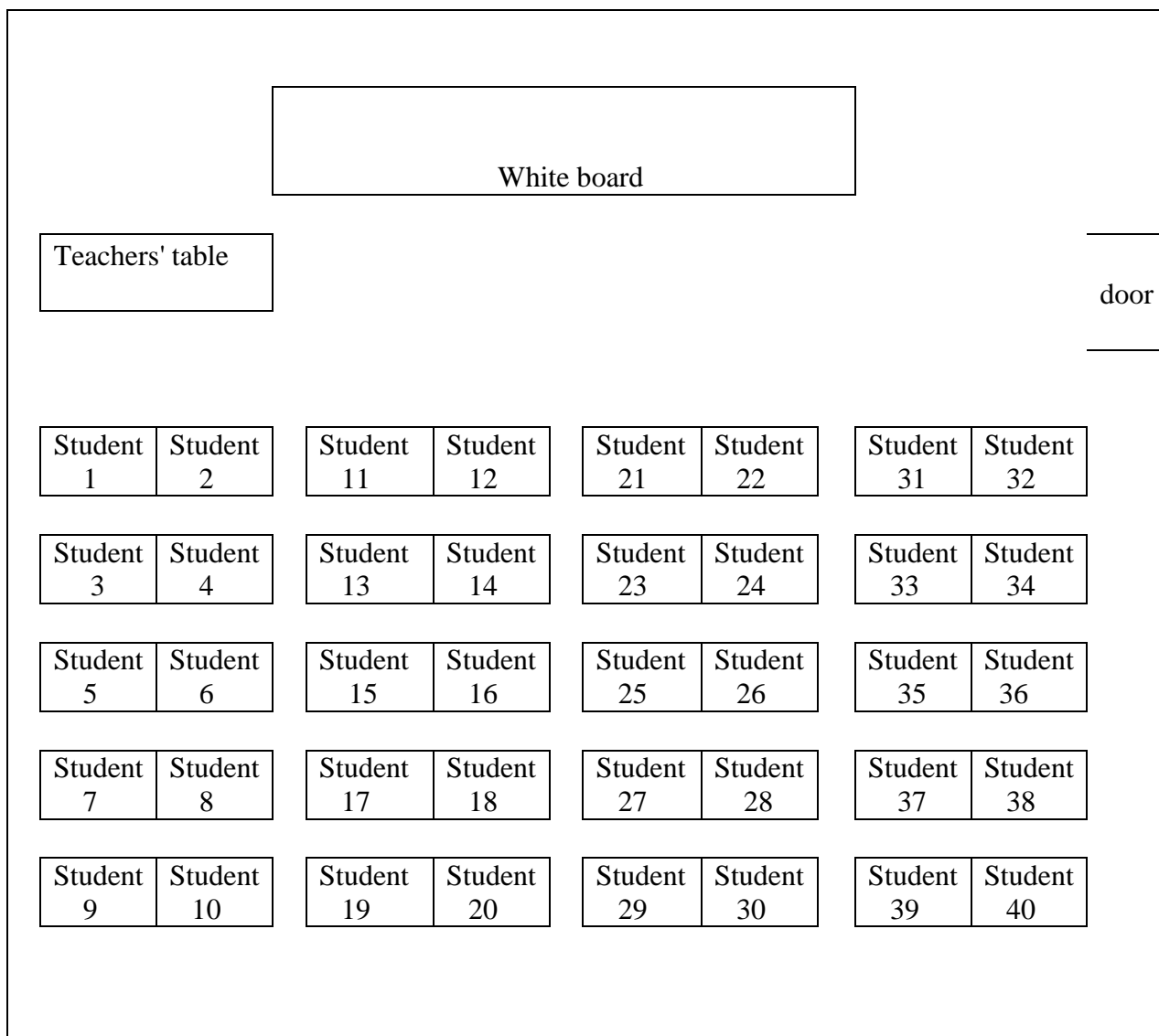
Group 1 : 13 students

Group 2 : 13 students

Group 3 : 14 students

Appendix D

Students' sitting arrangement in the classroom



Classroom Observation Chart for Teachers and Students

Teacher : A / B / C and students

Observation : 1 / 2

Week :

Time :

Venue : Form 2G's classroom

| No | Teachers' Code Switching | Frequency of Switching | | | | | Words/ Phrases/ Sentences used | | | | |
|----|--------------------------|------------------------|--|--|--|--|--------------------------------|--|--|--|--|
| 1 | Topic Switch | | | | | | | | | | |
| 2 | Repetitive Functions | | | | | | | | | | |
| 3 | Affective Functions | | | | | | | | | | |

| No | Students' Code Switching | Frequency of Switching | | | | | Words/ Phrases/ Sentences used | | | | |
|----|--------------------------|------------------------|--|--|--|--|--------------------------------|--|--|--|--|
| 1 | Floor-Holding | | | | | | | | | | |
| 2 | Equivalence | | | | | | | | | | |
| 3 | Conflict Control | | | | | | | | | | |
| 4 | Reiteration | | | | | | | | | | |

Source : Adapted from Sert (2005)

Application for Permission to Collect Data from the School Principal

Sarasvathy a/p Annandarajah,
No 128, Tanjung Lipis,
27200 Kuala Lipis,
Pahang.

Dear Madam,

Approval to Conduct a Research Study - “Code Switching Among Teachers and Students in an ESL Classroom”

I am a student of Faculty of Language and Linguistics in University of Malaya. I am doing my dissertation on “**Code Switching Among Teachers and Students in an ESL Classroom**” in order to fulfill the requirements for my degree of Master in English as a Second Language.

I hope you will kindly grant me permission to use samples in your school.

Thank you.

Your Sincerely,

(Sarasvathy a/p Annandarajah)

Sample of Consent Form for Teachers

Title of Research: Code Switching Among Teachers and Students in an ESL Classroom.

Researcher : Sarasvathy d/o Annandarajah

Dear teachers,

You are invited to participate in a study of **“Code Switching Among Teachers and Students in an ESL Classroom”**. The purpose of this study is to investigate the reasons and functions of code switching among teachers and students in the ESL classroom. You were selected as a possible participant in this study because you have been teaching English Language in the selected secondary school. This study will help you gain a better insight on the reasons and functions of code switching (if any) by you and your students.

Your involvement in this study will require the following:

Firstly, you will have to answer a questionnaire given. It comprises 27 close ended questions in 2 sections. Section A (demographic profile of teachers) and Section B (reasons for code switching in the ESL classroom). Upon completing the questionnaire, a 40-minute observation will be conducted during your ESL classroom teaching.

Secondly, a second 40-minute observation will be carried out again in the following week. An interview will be conducted immediately after the observation. The interview comprises 10 interview questions and is conducted face-to-face for 10 minutes.

The observation will be video and audio taped and later transcribed by me. The interview will be audio taped and transcribed.

Any information obtained in this study will remain confidential and will be disclosed only with your permission. Your decision whether or not to participate will not prejudice your relation with the school that you are teaching.

If you agree to participate in this study, kindly sign on the dotted line below. Your signature indicates that you have read the information provided above and have decided to participate voluntarily. You may withdraw at any time after signing this form should you choose to discontinue participation in this study.

I agree to participate in this study.

..... (Teacher's
signature) (Date)

Sample of Consent Form for Students

Title of Research : Code Switching Among Teachers and Students in an ESL Classroom.

Researcher : Sarasvathy d/o Annandarajah

Dear students,

You are invited to participate in a study of **“Code Switching Among Teachers and Students in an ESL Classroom”**. I hope to investigate the reasons and functions of code switching among teachers and students in the ESL classroom.

You were selected as a possible participant in this study because you are using English as a second language and studying in a secondary school. If you decide to participate, I will come to your class and explain to you the purpose of this study and how it will be conducted.

Classroom observation will be done for 40 minutes. A total of 6 observations will be conducted for the 3 teachers who teach you. Each teacher will teach you twice. After the second English class from each teacher, you will be interviewed in a group of thirteen. Only one group will be interviewed after each teacher’s second observation.

You will not face any risk by taking part in these observations and interviews as the data will be kept confidential and used for writing my dissertation for my Masters’ degree in the University of Malaya. Since I have taught you for two years, your participation will benefit you as I will get better idea about your reasons and functions of code switching in the ESL classroom.

Any information that is obtained in this study will remain confidential and will be disclosed only with your permission. Your decision whether or not to participate will not prejudice your future relation with the school that you are studying now. If you decide to participate, you are free to discontinue participation at any time without prejudice.

If you have any questions, please do not hesitate contact me. If you agree to participate, please sign on the dotted line below. Your signature indicates that you have read the information provided above and have decided to participate.

I agree to participate in this study.

.....

(Students’ signature) (Parent’s signature) (Date)

Questionnaire for Teachers

Dear teachers,

I am currently doing my dissertation for my Masters in MESL at University Malaya. The purpose of this questionnaire is to collect data on **“Code Switching among Teachers and Students in an ESL Classroom”**. I would be very grateful if you can complete this questionnaire. The focus of the questionnaire is to identify teachers' reasons of code-switching in the ESL classroom. There is no right or wrong answer. The data collected from the questionnaire will be used for the purpose of this study only. The data will be kept private and confidential and you do not have to provide your name.

I appreciate your kind cooperation. Thank you

Saras

Subject : **Teacher A**

SECTION A - Demographic profile of teachers

Please tick (✓) the appropriate answer.

| | | | | | |
|---|---|---------------------------|--------------------------|--------------------------|--------------------------|
| 1. Gender | : | Male | | Female | |
| 2. Age | : | Between 40 – 45 years old | <input type="checkbox"/> | Between 46- 50 years old | <input type="checkbox"/> |
| | | Between 51- 55 years old | <input type="checkbox"/> | Between 56- 60 years old | <input type="checkbox"/> |
| 3. Ethnicity | : | Malay | <input type="checkbox"/> | Indian | <input type="checkbox"/> |
| | | Chinese | <input type="checkbox"/> | | |
| Others (please specify) | | | | | |
| 4. Teaching experience in previous school / other schools | : | 10 – 15 years | <input type="checkbox"/> | 16 – 20 years | <input type="checkbox"/> |
| | | 21 – 25 years | <input type="checkbox"/> | 26 – 30 years | <input type="checkbox"/> |
| 5. What is your highest educational background? | | Diploma | <input type="checkbox"/> | Master | <input type="checkbox"/> |
| | | Degree | <input type="checkbox"/> | Phd | <input type="checkbox"/> |

Others (please specify)

SECTION B: Reasons of code switching

Please tick ($\sqrt{}$) the appropriate answer.

1 – Don't know 2 - Strongly Disagree 3 - Disagree 4 - Agree 5 - Strongly Agree

Reasons why I code switch to Malay language in my English classes:

| No | Statement | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 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's speak | | | | | |
| 18 | emphasize on a particular issue | | | | | |
| 19 | make the conversation interesting | | | | | |
| 20 | Any other reasons? Please specify | | | | | |

Source : Adapted from Crismore (2005)

THE END

Thank you for your co- operation

Sample of Findings of Questionnaire for Teachers

Teacher A

Dear teacher,

I am currently doing my dissertation for my Masters in MESL at University Malaya. The purpose of this questionnaire is to collect data on **“Code Switching among Teachers and Students in an ESL Classroom”**. I would be very grateful if you can complete this questionnaire. The focus of the questionnaire is to identify teachers' reasons of code-switching in the ESL classroom. There is no right or wrong answer. The data collected from the questionnaire will be used for the purpose of this study only. The data will be kept private and confidential and you do not have to provide your name.

I appreciate your kind cooperation. Thank you

Saras

Subject : **Teacher A**

SECTION A - Demographic profile of teachers

Please tick (✓) the appropriate answer.

| | | | | | |
|------------------------------------|---|-------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Gender | : | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
| 2. Age | : | Between 40 – 45 years old | <input type="checkbox"/> | Between 46- 50 years old | <input type="checkbox"/> |
| | | Between 51- 55 years old | <input type="checkbox"/> | Between 56- 60 years old | <input type="checkbox"/> |
| 3. Ethnicity | : | Malay | <input type="checkbox"/> | Indian | <input type="checkbox"/> |
| | | Chinese | <input type="checkbox"/> | | |
| | | Others (please specify) | | | |
| 4. Teaching experience | : | 10 – 15 years | <input type="checkbox"/> | 16 – 20 years | <input type="checkbox"/> |
| in previous school / other schools | | 21 – 25 years | <input type="checkbox"/> | 26 – 30 years | <input type="checkbox"/> |

5. What is your highest educational background?

Diploma

☐

Master

☐

Degree

☐

Phd

☐

Others (please specify)

SECTION B: Reasons of code switching

Please tick (✓) the appropriate answer.

1 – Don't know 2 - Strongly Disagree 3 - Disagree 4 - Agree 5 - Strongly Agree

Reasons why I code switch to Malay language in my English classes:

| No | Statement | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 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 | | | | | |
| 20 | Any other reasons? Please specify | | | | | |

THE END

Thank you for your co- operation

Sample of Classroom Observation Dialogue between a Teacher and Students

Teacher : B
Observation : 2
Week : 4
Day : Tuesday
Time : 11.15am – 11.55am (40minutes)
Topic of Lesson : The value of friendship
Form : 2G
Venue : Form 2G classroom

*(Note: Data was recorded on video tape and transcribed.
 'Ss' refer to all the students in the classroom.)*

Student 21 : Good morning, Puan ...xxx....
 Ss : Good morning, Puan ...xxx....
 Teacher B : Ok, good morning. Sit down.
 Ss : Thank you, Puan Juliana.
 Teacher B : Ok, today we are going to learn about letters? Ok, how many of you have written letters before? Do you know what is a letter ?
 Ss : Yes?
 Teacher B : **Surat ah... surat...** ok, have you written a letter before? No? Ok, When you want to communicate with your friends and family, what will you do? What do you do? You sent what?
 Ss : Letter
 Teacher B : Email? Email isn't it? Ok, at present time, what do you do? You sent email, sms, some more?
 Ss : Call.
 Teacher B : Yes, call. Telephone calls. Ok, so now, letter writing is actually an activity that was done many many years ago before computer was amended. Understand? Ok, computer, hand phone and all this ah...Ok, so, today by anyway, you have to learnt on how to write a letter because of your exam. Ok, you have to write a proper format. Ok, now, do you know how to write your address? **Alamat?**
 Ss : Yes.

- Teacher B : Ok, Who know how to write the address? Ok, write your address correctly. Come, write on the board.
- (student 5 put up her hand)
- Teacher B : Ok, come
- (student 5 come out and write on the board)
- Teacher B : Ok, the others, take out your note book. You write down your address, correctly. Later we will double check. Ok, **Tulis alamat ah...alamat...**
- Student 17 : Which book?
- Teacher B : Any notebook. Not in exercise book. Any note book. Practise how to write your address. Some of you I'm sure, doesn't know how to write your your address? What is address in Malay?
- Student 18 : **Alamat.**
- Teacher B : **Alamat.** Ok.
- Student 35 : **Cikgu, buku apa?**
- Teacher B : Any book. In any book. Just write in a note book. Write.
- (Students 5 finish writing on the board)
- Teacher B : Ok, I will get another person to write ...ah... who wants to write the address on the board?
- (Student 33 puts up her hand)
- Ok, come and jot it down.
- (Student 33 come out and writes the address on the board)
- Teacher B : The other, write in your paper or notebook. **Tulis alamat ah...alamat rumah ah...bukan alamat sekolah.**
- (Student 33 finishes writing on the board)
- Ok, look at the board all of you. Is that correct? (showing at the address which student 33 wrote) Is that correct?
- Ss : Yes...
- Teacher B : Ok, now, look at the address ah... Roberta's address. Ok, first of all you have the house number. **Nombor rumah.** Ok, **nombor rumah.** House number...Number 27, then you must have comma, after the

comma you have the **jalan**. Ok, **jalan** means the street where you live in. Here is Jalan Dato Haji 1 and then comma again. Ok, then you have the **taman**, the garden where she stay ah... or the housing area where she stay, which is Taman Kamulai, comma... then...what is this?

Student 16 : Postcode.

Teacher B : What is this all of you?

Ss : Postcode.

Teacher B : Postcode, ok, postcode. Then, there is no full stop or comma, then, you have the city ah...what is city?

Ss : **Bandar.**

Teacher B : **Bandar.**

Student 35 : **Bandar.**

Teacher B : Ok, why are you so afraid? Can you answer, all of you?

Ss : Yes...

Teacher B : What is city?

Ss : **Bandar.**

Teacher B : **Bandar. Bandaraya** ah... Kuala Lumpur is a capital of...

Ss : Malaysia...

Teacher B : Malaysia. Capital means what?

Student 16 : **Ibu Negara.**

Student 17 : **Ibu Negara.**

Teacher B : **Ibu Negara** ah...So Kuala Lumpur ah... Ok, do you have to write the country here?

Student 2 : **Tak payah.**

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 here. Can see number 64, commas, **Jalan**, ok, comma, then **Jalan**

Istana Putra, ok, then the postcode and you can see the town and state. Ok, is this the right way to write the address.

Ss : No...

Teacher B : No. why? She didn't arrange properly. **Kena susun** ah... **kena susun seperti ini** (teachers shows student 33's address, on the board). Ok, so how do you? You here, this one going down (pointing at the address of student 5) and then have this, and then the last one in the bottom. Ok, who can correct this? **Siapa boleh betulkan ini?** Who wants to correct that? Come and write on the board... name of ... you know how to do? Who wants to come out and do? Come...try...yes...good...

(Student 10 comes out and writes the address in the correct way)

Teacher B : Ok, very good.

(few students clap their hands)

Teacher B : So, you have No 64, Jalan SP4 / 11, Bandar Saujana Putra, 42610 Jenjawan, Kuala Langat, Selangor. Here, you must have a comma (showing at number 64) Number 64, comma, Jalan SP4 / 11, comma, Bandar Saujana Putra, comma, and then the postcode, and you have the name of the town, Kuala Langat, Selangor. Ok, so... how many of you have written like that?

(Few student put up their hand)

Teacher B : Ok, very good. The other students? All ok, ah... so now, since you know how to write your address, ok, let's go on to how to write a letter. Ok, letters we have 2 types. **Dua jenis** ah... ok, one is informal and the other is formal. Ok, what is informal letter?

Student 16 : **Surat rasmi.**

Teacher B : **Surat rasmi**... informal letter?

Ss : **Surat tak rasmi.**

Teacher B : Informal. When do you write informal letter?

Ss : Friends...

Teacher B : Friends and....

Ss : Family...

Teacher B : Friends and family. Yes, Friends and family members ah...**kawan dan ahli keluarga**. You write informal letters. What about formal letter?

- Ss : **Surat rasmi...**
- Teacher B : **Surat rasmi...** ok, formal letter you write to?
- Student 11 : Teacher...
- Teacher B : To school, and then, if you want to complain about something, if you have something to complain about, for example ah... if the ... what... town council did not collect the rubbish ah..., **kutip sampah** ah...**yang ada kat luar-luar**, if they don't come and collect, you can write a letter of complaint using the formal letter, or if you want to apply for a job. Ok, **nak minta kerja** ah... you want to apply for a job you need to write a formal letter ah... in what other substances' you write formal letter? Yes....?
- Student 10 : Letter to school... not coming to school.
- Teacher B : Yes, you absent from school, you write a formal letter. Do you understand? Ok, there is a proper way to write letters. Today, you are going to learn about informal letter...ah...once again...informal letters, you write to whom?
- Ss : Friends, family...
- Teacher B : Friends and family members ok... ok, before we start, we have the format on how to write a letter. Now, how many of you have no idea on how to write a letter? **Tak tau langsung?** Put up your hand.
- (1 student put up her hand)
- Ok, good. You must admit. You know yourself isn't it? Don't look at your friends. Ok, today you are going to learn the format, format ah... **macam mana nak tulis surat** ah...ok, ok, first of all, let's say this is your paper, there... you have a line here (teacher drew a line on the whiteboard). Ok, on the left hand side, this is the left hand side, you write your address. (Teacher drew few lines and writes the word 'addresses'). Whose address is this? Whose address is that? Who's? Mine? Ah? Who's address? The person who writes the letter or the person whom you want to send the letter?
- Ss : The person who write the letter...
- Teacher B : Ah?
- Ss : The person...
- Teacher B : One of you put up your hand and tells me. Whose address is this?
- Student 11 : The person who writes the letter.

- Teacher B : The person who writes the letter. That is you ah...your address. Let's say you are writing the letter, so, your address, **alamat kamu. Kamu yang tulis, alamat kamulah.** So, you write your address here. Ok, after that, you leave a line, you leave a line here. Now, what do you do?
- Ss : Date...
- Teacher B : Date... very good... date ah...ok, then you leave a line. Then what do you do? Go this side (teacher went to the left site of the board). How do you write the letter? How do you start?
- Ss : Dear...
- Teacher B : What do you call that?
- Ss : Dear...
- Student 8 : Title...
- Teacher B : Title?
- Ss : Dear friend...
- Teacher B : It is a salutation. Every letter, you must have a salutation. Now, every letter must begin with the word dear, ok, dear **bukan maksudnya sayang** ah... ah...it means that you are addressing the person. Ok, let's say you are going to write to...give me a name?
- Student 31 : Thurga...
- Teacher B : Ok, Thurga, let's say you are writing to Thurga,... dear Thurga, after that, must have what?
- Ss : Comma...
- Teacher B : Comma ah... and then, next line will be... before you send the letter, what must you do? You must have...
- Student 8 : They must have points...
- Teacher B : Ok, before that, before that... yes?
- 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...**

- Teacher B : Yes, **Tanya khabar. Tanya khabar** 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?
- Ss : No...
- Teacher B : No. Only in friendly letter. So, informal letter is also a friendly letter eh... when I said it's a friendly letter, means it's an informal letter, ok...ok, Thurga, how are you? Ok, next, what you say?
- Student 11 : Ask the other person...
- Teacher B : You say what? When you say a friendly letter, don't aspect an answer immediately isn't it? So, you will say 'I hope you are fine'. Ok, I hope you are fine along with your family. I am fine here. That's your greeting. Your first paragraph must be greeting. Say how you are getting along. I'm fine here with my family. I hope will hear the same from you. You can ask in any way you like as long as you ask how the other person is. That is your first paragraph, ok, understand?
- Ss : Yes...
- Teacher B : Ok, so next paragraph. **Perenggan ke dua**, ok, next paragraph. Ok, what do you do? What do you do in next paragraph? You say your intention. Ok, you say your intention. Normally, when you write a letter, there is a reason isn't it? Ok, like for example, nobody will simply write a letter. For example, when you write a sms, e-mail... there is a purpose. Either you want to invite your friend for a birthday party, or let's say you want to inform your friend for something, ok, probably you just want to know how your friend is. Ok, so here, you write your intention in the next paragraph. Ok, now, let's create an intention. Ok, what do you all want to write about? You are too quiet ah.... You are supposed to respond. Don't know how to answer or what?
- Student 14 : Inviting for birthday function.
- Teacher B : Yes...ok, you all invite your friend for birthday function. Ok, somehow, we will start. How do we start?
- (student 10 put up her hand)
- Teacher B : Yes, what's your name?
- Student 10 : Renuga.
- Teacher B : Are you a new student.
- Student 10 : Ya.

- Teacher B : We still need to begin? No need isn't it?
- Student : Ya.
- Teacher B : I hope you will come for the birthday function. I hope to hear from you soon...and at the end there. You sign your name. Sign mean **tandatangan**. Ok, sign of. How would you sign? For friendly letter, how would you sign? I will write here (sharing the right sight of the board) because I can't see there ah... (showing the bottom of the letter) ...yes...yours...
- Ss : Sincerely...
- Teacher B : Yes, ok, the 'y' must be capital ah... 'Yours sincerely', and then you sign your name. Do you write your name? At the bottom?
- Ss : No...
- Teacher B : No, don't have to write. Only in the found letter you write your name. Ok, so the format is very important...ah...you must know ah...ok...so have you sign your name. No need to underline. Just sign your name. Ok, so do think you can write a letter. **Boleh tulis tak?** Write a letter now...

(students start to write an informal letter in their exercise book)

You don't have use the same ah... you can change.

List of Functions of Code Switching Detected in Teachers' Observation

Teacher A

Observation 1

Week : 1
 Day : Friday
 Time : 10.35 – 11.15 a.m (40minutes)
 Topic of Lesson : Reuse, Reduce and Recycle
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|--|-------------------|
| 1 | What is reduce? Reduce? What is reduce? Reduce is...reduce is?... kurang, makin kurang . Reuse? Reuse is kitar semula . Reuse. | Repetitive switch |
| 2 | Reduce what? Reduce. Kurangkan what? | Repetitive switch |
| 3 | Recycle is kitar semula . | Repetitive switch |
| 4 | Guna semula. Kitar semula and guna semula . Is it the same? | Repetitive switch |
| 5 | Ok, plastic bottle. Botol air . | Repetitive switch |
| 6 | What is dump? Apa dump? | Repetitive switch |
| 7 | Rubbish...in the container. Bekas ok. Container. | Repetitive switch |
| 8 | So what happen in the picture? Apa jadi? What happen in the picture? What happen dalam picture? Inside the picture? | Repetitive switch |
| 9 | Bekas? So, instead of putting the rubbish into the container, masuk dalam container, apa yang terjadi? What happen? | Repetitive switch |
| 10 | Fully loaded. Banyak sangat. Dah penuh . Inside the container. Fully loaded. | Repetitive switch |
| 11 | Apa yang... what will.. err.. this situation will attract what? Apa yang akan menarik ..?? | Repetitive switch |
| 12 | Ok, this will lead to..? Akan menjadikan... will lead to... what? | Repetitive switch |
| 13 | 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? | Repetitive switch |
| 14 | Why is the rubbish so loaded? So... terlalu banyak... what? | Repetitive switch |
| 15 | Orang tak kutip sampah... Nobody want to collect the rubbish. | Repetitive switch |

| | | |
|----|---|-------------------|
| 16 | Alam Flora is the authority. Pihak berkuasa . Ok? | Repetitive switch |
| 17 | A company... Syarikat ... which is supposed to collect the rubbish. | Repetitive switch |
| 18 | Hah, this is where... apa , what? Can you tell me...? The picture... What happen in the picture? | Repetitive switch |
| 19 | People collect the rubbish. Orang sedang mengutip sampah . | Repetitive switch |
| 20 | They put the rubbish into... Dia masukkan rubbish into... | Repetitive switch |
| 21 | So, this is the procedure. Ini sepatutnya berlaku , right? | Repetitive switch |
| 22 | Ok, everywhere is rubbish. Mana-mana ada rubbish. You go there, you can see rubbish. Sana ... rubbish. Mana-mana pun rubbish. | Repetitive switch |
| 23 | Dia longgokkan... longgok... dia longgokkan all the rubbish... dia longgokkan all the rubbish into one place. | Topic switch |
| 24 | 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? | Topic switch |
| 25 | more and more and more. Semakin banyak semakin banyak . Dia akan bahaya... Dia akan banyak dan banyak and more and more. | Repetitive switch |
| 26 | Ok, so, what happen if the place already full with the rubbish? Bila the place tu penuh dengan rubbish, what happen? What happen? And then another truck come, want to dump the rubbish.... Boleh tak mereka dump lagi? | Repetitive switch |
| 27 | It only can reput . When it will reput ? | Topic switch |
| 28 | It takes about 5 hundreds years. Lima ratus tahun untuk polistrin reput . | Repetitive switch |
| 29 | Pakai what? Use? | Repetitive switch |
| 30 | Use plate. Pakai plate. | Repetitive switch |
| 31 | Memang kena wash again lah, kena basuh . Then, reuse. Ok lah... biasalah... basuh pinggan . | Repetitive switch |
| 32 | Ok, and then pakai . Instead you buang and make our rubbish... | Repetitive switch |
| 33 | I want you to think, about around your school, a lot of thing that you can reuse and recycle. Apa yang kamu boleh reuse? Guna semula or.... | Repetitive switch |
| 34 | Kitar semula . Guna semula is reuse. Kitar semula is recycle. Two different thing. | Repetitive switch |
| 35 | You just imagine around your school, around your home, what can you recycle. Apa yang boleh recycle? And apa boleh guna ? Can you do that? | Repetitive switch |

| | | |
|----|--|-------------------|
| 36 | Take a piece of paper and discuss in pairs. (Students start discussing), boleh kitar semula and boleh... eeehh... recycle. | Repetitive switch |
|----|--|-------------------|

Teacher A

Observation 2

Week : 2
 Day : Monday
 Time : 11.55 – 12.35 pm (40minutes)
 Topic of Lesson : A Healthier You
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|--|---------------------|
| 1 | Are you in June health condition? Sihat tak? | Repetitive switch |
| 2 | Sihat? Ok. Anybody who are sick this morning? Ada tak yang sakit hari ni? | Repetitive switch |
| 3 | Ok, what is health? Apa itu health? | Repetitive switch |
| 4 | Kesihatan. Ok, kesihatan. Ok is it important? | Affective functions |
| 5 | If you are unhealthy? Kalau tak sihat? | Repetitive switch |
| 6 | Makan ubat? Take medication? Makan ubat. Lagi? | Repetitive switch |
| 7 | Rehat? Rehat? Alrigh. Why are we falling sick? Kenapa kita sakit? | Repetitive switch |
| 8 | Kurang vitamin? Lack of vitamins in our body? Ok, what else? Weather? Cuaca? | Repetitive switch |
| 9 | Ok, why does he jog? Kenapa dia jogging? | Repetitive switch |
| 10 | Gambar kedua tu. Second picture. | Repetitive switch |
| 11 | Sleeping? Tengah tidur? | Repetitive switch |
| 12 | Eating? Makan? | Repetitive switch |
| 13 | Ada ke cereal? Ada ke cereal? | Affective functions |
| 14 | What food... ada? | Affective functions |
| 15 | Three bottles there. Ada tiga botol tu. | Repetitive switch |
| 16 | Ubat. Medicine. Ok, you take your medicine when you sick. | Repetitive switch |
| 17 | Ok, the bottles there are vitamins. Tiga botol tu... they are vitamins. | Repetitive switch |

| | | |
|----|--|---------------------|
| 18 | Ok, brush teeth every day. Gosok... | Repetitive switch |
| 19 | Ok, what can you conclude? Apa yang kamu boleh conclude? Simpulkan... from all these pictures? Apa yang kamu boleh simpulkan? What can you conclude? | Repetitive switch |
| 20 | Cara hidup sihat. A healthy living. | Repetitive switch |
| 21 | Ok, senaman. Tak kiralah, doesn't matter, jogging ke... What else? Senaman, type of exercise...? | Affective functions |
| 22 | Basikal. What else? | Affective functions |
| 23 | Skipping. You use the skipping rob, kan? Tali skipping. | Repetitive switch |
| 24 | Mendaki gunung? Masuk hutan. Jungle trekking. | Repetitive switch |
| 25 | Swimming, berenang, swimming. | Repetitive switch |
| 26 | Main badminton? Ok, playing badminton. | Repetitive switch |
| 27 | Kena exercise every day. Hari-hari... so that our body will become... | Repetitive switch |
| 28 | What can you say about sleep? Tidur? | Repetitive switch |
| 29 | Don't sleep at 12. Jangan tidur lewat at 12 and wake up at 5. Mengejar. Nanti what happen kat sekolah? | Affective functions |
| 30 | Sleepy. Mengantuk. Cannot concentrate apa cikgu ajar, betul tak? | Affective functions |
| 31 | Makanan sihat. Makanan berkhasiat. Kena... How do we know that our food is a healthy food? Macam mana kita tahu yang healthy food yang kita makan tu? | Repetitive switch |
| 32 | Kita... We can refer to the food pyramid. Piramid makanan. | Repetitive switch |
| 33 | What meals should we eat more? Apa yang patut kita makan paling banyak? | Repetitive switch |
| 34 | Apa yang harus kita makan? What should we eat less than (pointing to the word carbohydrates)? | Repetitive switch |
| 35 | Like what? Seperti... ? | Repetitive switch |
| 36 | Vegetables...and fruits. Buah-buahan dan sayur-sayuran. | Repetitive switch |
| 37 | Ok, fish, ikan, chicken, meat, egg, telur, milk, susu. | Repetitive switch |
| 38 | Oil...from oil. Minyak. | Repetitive switch |
| 39 | Vegetables banyak sikit, and also your fruits, kan? Buah apa ni? | Affective functions |

| | | |
|----|---|---------------------|
| 40 | Then, protein, kan ? | Affective functions |
| 41 | Kena ada fish satu ekor. Jangan makan fish lima ekor. Satu ekor sahaja, ya? And then...this is.... Betul tak? Can we eat what... dinner with piramid makanan ? | Affective functions |
| 42 | Boleh, kan? | Affective functions |
| 43 | Why vitamins important to us? Kenapa vitamins penting ? | Repetitive switch |
| 44 | Tambah tenaga. Vitamins tambah tenaga. | Affective functions |
| 45 | Provide us with necessary nutrients. Maksudnya apa? Dia memberi kita cukup nutrient untuk our body ... supaya what? Yes of course, bila kita cukup nutrients, Vitamin A,B,C,D,E, F,G...So, all the vitamins... dia bagi ... kalau kita makan vitamins melalui sayur-sayuran , fruits ... tapi, untuk apa? Untuk strengthen our body, ok? Untuk strengthen our body supaya not easy to get ... | Repetitive switch |
| 46 | Dia betulkan our...renew our tissues... tissue in our body. | Repetitive switch |
| 47 | Sebab vitamins mudah ... mudah ... mudah hilang. Cahaya matahari , the sunlight also can make the vitamin hilang . Okay, habis . | Repetitive switch |
| 48 | After eating a lot of food... bermacam makan ... | Repetitive switch |
| 49 | But the best is three, kan ? | Affective functions |
| 50 | Morning when you wake up, brush your teeth masa mandi . And then, petang . And then, malam , before sleep. Kena brush your teeth, ok? But everytime after eating, lepas makan ... | Affective functions |
| 51 | Wash your mouth. Momoh . Wash your mouth. | Repetitive switch |
| 52 | create a timetable about your...how you live... macam mana kamu hidup ... | Repetitive switch |
| 53 | Tidur pukul berapa, bangun berapa, kan? | Affective functions |
| 54 | So, use that untuk buat timetable. | |
| 55 | Start from you wake up in the morning ... bangun pagi and then sarapan, what things sarapan awak buat ... Ok? | Affective functions |
| 56 | Bangun pagi pukul berapa? What time you wake up in the morning? | Repetitive switch |
| 57 | Five, ya? Bagus . 5 a.m. And then, 6.30, you have your breakfast. | Affective functions |
| 58 | Apa breakfast awak? Apa ... apa.. apa ...breakfast awak? | Affective functions |
| 59 | And then...go to school. Pergi belajar . | Affective functions |

| | | |
|----|---|---------------------|
| 60 | And then, petang. Petang tu... evening...exercise what? | Affective functions |
| 61 | Until you go to sleep. Until waktu tidur. | Repetitive switch |
| 62 | Please collect the books and pass up to me later...after this. Hantar buku, ya, kapten, ya? | Repetitive switch |

Teacher B

Observation 1

Week : 3
 Day : Tuesday
 Time : 11.55 – 12.15 a.m (40minutes)
 Topic of Lesson : Looking Ahead
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|--|-------------------|
| 1 | Yes, it's about a child, a tedious child, asking her father, ok, Tanya soalan ah... about all the natural phenomena that happen around her. | Repetitive switch |
| 2 | How come suddenly, there are colours in the rainbow. The 7 warna. How many colours are there? | Repetitive switch |
| 3 | Ragu-ragu. Ragu –ragu means you are suspicious about something isn't it? | Repetitive switch |
| 4 | Curious? Perasaan ingin tahu. Curious means perasaan ingin tahu...ah..so the child is curious. | Repetitive switch |
| 5 | Ok, so, think of the questions that your parents might not be able to answer, Ok, so think of the questions now. Fikirkan beberapa soalan. | Repetitive switch |
| 6 | Moon... ah... bulan... where ever you go, the moon is always around isn't it? | Repetitive switch |
| 7 | 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. | Topic switch |
| 8 | How can plane fly high in the sky? Rather, how can bird flies in the sky, isn't it? Ok, birds are thing... ah...Ok, macam burung, boleh terbang, tapi kamu tak boleh terbang. | Repetitive switch |
| 9 | What's the theme of 'I wonder'? What is the theme? Tema. Ok, theme. | Repetitive switch |
| 10 | Alam semula jadi. That is nature. | Repetitive switch |
| 11 | Menghargai, yes, that's very good. Menghargai... creation is? | Repetitive switch |

| | | |
|----|---|--------------------|
| 12 | Ciptaan. Ok, then is the word ‘ tuhan ’, understand? | Repetitive switch |
| 13 | Just one stanza and 2 lines. Ok, dua baris saje...ah...dua baris...ok, try... I will call you out for random ah... | Repetitive switch |
| 14 | Ok, if you can find the second line to write within 5 words, it’s good, but if you cannot, never mind...ah...The suku kata terakhir, tu mesti ...ah...apa?...samalah...kalau tak dapat cari, takpa... finish? Ok, who has done it? | Affective function |
| 15 | Who has finish can raise your hand so that, you can come out and write. Siapa had siap? Ok, ok, come, doesn’t matter. Just write. | Repetitive switch |
| 16 | Another person, come, come and writes yours. Come, cuba, salah takpa. | Affective function |

Teacher B

Observation 2

Week : 4
 Day : Wednesday
 Time : 11.55 – 12.35 a.m (40minutes)
 Topic of Lesson : The value of friendship (I Wonder)
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|---|-------------------|
| 1 | Surat ah... surat... ok, have you written a letter before? | Repetitive switch |
| 2 | Ok, now, do you know how to write your address? Alamat? | Repetitive switch |
| 3 | You write down your address, correctly. Later we will double check. Ok, Tulis alamat ah...alamat... | Repetitive switch |
| 4 | Alamat. Ok | Repetitive switch |
| 5 | The other, write in your paper or notebook. Tulis alamat ah...alamat rumah ah...bukan alamat sekolah. | Repetitive switch |
| 6 | Ok, first of all you have the house number. Nombor rumah. Ok, nombor rumah. House number...Number 27, then you must have comma, after the comma you have the jalan. Ok, jalan means the street where you live in. Here is Jalan Dato Haji 1 and then comma again. Ok, then you have the taman, the garden where she stay ah... or the housing area where she stay, which is Taman Kamulai, comma... then...what is this? | Repetitive switch |
| 7 | Teacher B : Postcode, ok, postcode. Then, there is no full stop or comma, then, you have the city ah...what is city? Ss : <i>Bandar.</i> | Repetitive switch |

| | | |
|----|--|--------------------|
| | Teacher B : Bandar. | |
| 8 | Bandar. Bandaraya ah... Kuala Lumpur is a capital of... | Repetitive switch |
| 9 | Ibu Negara ah... So Kuala Lumpur ah... Ok, do you have to write the country here? | Repetitive switch |
| 10 | She didn't arrange properly. Kena susun ah... kena susun seperti ini (teachers shows student 33's address, on the board). | Repetitive switch |
| 11 | Ok, who can correct this? Siapa boleh betulkan ini? Who wants to correct that? | Repetitive switch |
| 12 | Ok, letters we have 2 types. Dua jenis ah... ok, one is informal and the other is formal. | Repetitive switch |
| 13 | Surat rasmi ... informal letter? | Repetitive switch |
| 14 | Friends and family. Yes, Friends and family members ah... kawan dan ahli keluarga. | Repetitive switch |
| 15 | Surat rasmi ... ok, formal letter you write to? | Repetitive switch |
| 16 | To school, and then, if you want to complain about something, if you have something to complain about, for example ah... if the ... what... town council did not collect the rubbish ah..., kutip sampah ah... yang ada kat luar-luar. | Repetitive switch |
| 17 | If they don't come and collect, you can write a letter of complaint using the formal letter, or if you want to apply for a job. Ok, nak minta kerja ah... you want to apply for a job you need to write a formal letter ah... in what other substances' you write formal letter? | Repetitive switch |
| 18 | Now, how many of you have no idea on how to write a letter? Tak tau langsung? Put up your hand. | Repetitive switch |
| 19 | Ok, good. You must admit. You know yourself isn't it? Don't look at your friends. Ok, today you are going to learn the format, format ah... macam mana nak tulis surat ah... ok, ok, first of all, let's say this is your paper, there... you have a line here (teacher drew a line on the whiteboard). | Affective Function |
| 20 | Let's say you are writing the letter, so, your address, alamat kamu. Kamu yang tulis, alamat kamulah. So, you write your address here. | Repetitive switch |
| 21 | Now, every letter must begin with the word dear, ok, dear bukan maksudnya sayang ah... ah... it means that you are addressing the person. | Affective Function |
| 22 | Yes, Tanya khabar. Tanya khabar means what? In English, you say what? Greetings, isn't it? | Repetitive switch |
| 23 | Ok, so next paragraph. Perenggan ke dua , ok, next paragraph. | Repetitive switch |
| 24 | You sign your name. Sign mean tandatangan . Ok, sign of. How would you sign? | Repetitive switch |
| 25 | Ok, so do think you can write a letter. Boleh tulis tak? Write a letter now... | Repetitive switch |

Teacher C

Observation 1

Week : 5
Day : Friday
Time : 10.35 – 11.15 a.m (40minutes)
Topic of Lesson : Health is Wealth
Form : 2G
Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|--|-------------------|
| 1 | melapor ...some more? | Repetitive switch |
| 2 | mengadu ... some more? | Repetitive switch |
| 3 | tandas awam ...what does tandas awam means? | Repetitive switch |
| 4 | In Malaysia, you call it ' Tidak apa-apa attitude'. | Repetitive switch |
| 5 | Pihak berkuasa in Kuala Lumpur, who are the authorities? | Repetitive switch |
| 6 | Mengajar ya ...ok, the authorities should educate the public on how to use the public toilets... | Repetitive switch |
| 7 | Transport for everybody... so for orang awam . | Repetitive switch |
| 8 | To put out...some more? Display, to show, or to pamerkan ah...toilets rules clearly and punish who? | Repetitive switch |
| 9 | Pesalah ... now, you understand or not? | Repetitive switch |
| 10 | Tersumbat ... yes, now you learn. | Repetitive switch |
| 11 | Now, public, now you are Malaysian public very civic conscious. Ada kesedaran civic . | Repetitive switch |

Teacher C

Observation 2

Week : 6
 Day : Tuesday
 Time : 11.55- 12.35pm (40minutes)
 Topic of Lesson : Health is Wealth
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|--|---------------------|
| 1 | ya... sumbat , clogged... right? | Repetitive switch |
| 2 | yes... pusing ... emm... face your friend ah... | Repetitive switch |
| 3 | yes, sampah di merata-rata . Rubbish... | Repetitive switch |
| 4 | Not pembuang sampah ... but...the way where they were throwing... | Affective functions |
| 5 | In bahasa (bahasa Melayu) ... the other day I saw a word, somewhere...poster... jangan jadi ...what do you think? Somebody who throws rubbish...collect rubbish, throw rubbish? | Affective functions |
| 6 | Teacher C :Somebody who throws rubbish... collect rubbish, throw rubbish? Student 17 : <i>kutu</i> . Teacher C : kutu ... Student 32 : <i>sampah</i> ... | Repetitive switch |
| 7 | sampah ... Are you a kutu sampah ? | Repetitive switch |
| 8 | So, what is the penjaja ... What is the word there? In the...along the corridor, this one canteen... corridor, and this one inside the classroom. | Affective functions |
| 9 | Now, I hear many of you saying nanti nak cakap apa...nak cakap apa ...? How do you say that in English? | Repetitive switch |
| 10 | What shall we say next or what shall we say after that... and then you will say, lepas tu, lepas tu ... what is lepas tu ? | Repetitive switch |
| 11 | Warganegara ok... good citizen... | Repetitive switch |
| 12 | Tegas ...must be very strict. | Repetitive switch |
| 13 | Ok, that's good... baik ...there will be one more group. | Repetitive switch |
| 14 | Denda . Do you like penalties? | Repetitive switch |

Notes: 'Ss' refers to 'many students'

List of Functions of Code Switching Detected in Students' Observation

Students with Teacher A

Observation 1

Week : 1
 Day : Friday
 Time : 10.35 – 11.15 a.m (40minutes)
 Topic of Lesson: Reuse, Reduce and Recycle
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | | Function |
|----|---|--|------------------|
| 1 | Teacher A : Ok. Reuse? Ss : Kitar semula. Teacher A : What can you reuse. | | Reiteration |
| 2 | Teacher A : What is the difference between reuse and recycle? Recycle is <i>kitar semula</i> . Reuse? Ss : Guna semula Teacher A : <i>Guna semula. Kitar semula and guna semula</i> | | Reiteration |
| 3 | Teacher A : Instead of putting it in the tin or container, what is container? Ss : Bekas. Teacher A : <i>Bekas?</i> So, instead of putting the rubbish into the container... | | Reiteration |
| 4 | Teacher A : Ok, this will lead to..? <i>Akan menjadikan...</i> will lead to... what? To the environment? Ss : Macam... Student 8 : unhealthy environment. | | Equivalence |
| 5 | Ss : Inconsiderate human. Teacher A : Hah? Ss : Inconsiderate... Orang tak kutip sampah... Teacher A : <i>Orang tak kutip sampah...</i> Nobody wants to collect the rubbish | | Conflict control |
| 6 | Ss : Collect the rubbish. Teacher A : Ok, Aini... Student 25 : Kena mengutip sampah. Teacher A : <i>Kena mengutip sampah?</i> Ok, how to tell... Tell me in English. | | Floor-holding |
| 7 | Teacher A : Ok, it cannot be recycle. What can you do? Student 12 : Guna pinggan plastik lain. Teacher A : <i>Pakai</i> what? Use? Student 21 : Plate. | | Equivalence |

Notes: 'Ss' refers to 'many students'

Students with Teacher A

Observation 2

Week : 2
 Day : Monday
 Time : 11.55 – 12.35 pm (40minutes)
 Topic of Lesson : A Healthier You
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | | Function |
|----|--|--|---------------|
| 1 | Teacher A : Ok, what is health? <i>Apa itu health?</i> Ss : Kesehatan...kesehatan Teacher A : <i>Kesehatan.</i> Ok, <i>kesehatan.</i> Ok, is it important? | | Floor-holding |
| 2 | Teacher A : Important? If you are unhealthy? <i>Kalau tak sihat?</i> Student 25 : Makan ubat. Teacher A : <i>Makan ubat?</i> Take medication? <i>Makan ubat.</i> <i>Lagi?</i> If you are unhealthy, what you need to do? | | Floor-holding |
| 3 | Ss : Take rest... Student 25 : Rehat. Teacher A : <i>Rehat? Rehat?</i> Alright. Why are we sick? | | Reiteration |
| 4 | Teacher A : <i>Persekitaran? Lagi?</i> Why are we falling sick? Student 9 : Kekurangan vitamin. Teacher A : <i>Kurang vitamin?</i> Lack of vitamins in our body? | | Equivalence |
| 5 | Teacher A : Ok, what else? Weather? <i>Cuaca?</i> Student 15 : Musim Teacher A : Alright, look at page... | | Equivalence |
| 6 | Teacher A : Jogging. <i>Dia</i> jogging. Ok, why does he jog? <i>Kenapa dia</i> jogging? Ss : Health Student 15 : Bersenam... Ss : Healthy...healthy. Teacher A : Healthy... to stay healthy | | Floor-holding |
| 7 | Teacher A : <i>Gambar kedua tu.</i> Second picture. Student 5 : Tengah tidur. Eating... Teacher A : Sleeping? | | Floor-holding |
| 8 | Teacher A : Ok, alright. Sleeping. Ok. Number three? Picture number three? Student 16 : Makan... Teacher A : Eating? <i>Makan?</i> What food that she eats? | | Floor-holding |
| 9 | Teacher A : Eating? <i>Makan?</i> What food that she eats? Ss : Bread... Student 17 : roti... Student 20 : Breakfast... | | Reiteration |
| 10 | Teacher A : <i>Ada ke</i> cereal? What is cereal? Student 6 : Bijirin. Teacher A : <i>Bijirin.</i> Ok, what else? | | Reiteration |

| | | |
|----|--|---------------|
| 11 | Teacher A : Look at picture number four. Four. Three bottles there. <i>Ada tiga botol tu.</i> What's that? Student 18 : Ubat Teacher A : <i>Ubat.</i> Medicine. | Reiteration |
| 12 | Teacher A : Brushing her teeth. Ok, brush teeth every day. <i>Gosok...</i> Ss : Gigi (teacher write on the board the phrase 'brush teeth'). Teacher A : Ok, what can you conclude | Floor-holding |
| 13 | Teacher A : <i>Simpulkan...</i> from all these pictures? <i>Apa yang kamu boleh simpulkan?</i> What can you conclude? Ss : Cara hidup sihat. Teacher A : Alright. <i>Cara hidup sihat</i> | Equivalence |
| 14 | Teacher A : Hah? Cycling... what is cycling? Student 6 : Basikal. Teacher A : <i>Basikal.</i> What else? | Reiteration |
| 15 | Teacher A : What's that? Student 13 : Mendaki gunung. Teacher A : <i>Mendaki gunung? Masuk hutan</i> | Equivalence |
| 16 | Teacher A : Swimming, <i>berenang</i> , swimming. Ok, lagi? What else? Student 30 : Main badminton. Teacher A : <i>Main badminton?</i> Ok, playing badminton | Floor-holding |
| 17 | Teacher A : <i>Kena</i> exercise every day. <i>Hari-hari...</i> so that our body will become... Ss : Healthy... Student 20 : Sihat. Teacher A : <i>Sihat, ok, sihat.</i> | Reiteration |
| 18 | Teacher A : A healthy living. Ok, sleep. What can you say about sleep? <i>Tidur?</i> (teacher wrote on the board) Ss : Rehat. Teacher A : How many hours that you should sleep a day | Floor-holding |
| 19 | Teacher A : <i>Jangan tidur lewat</i> at 12 wake up at 5. <i>Mengejar.</i> <i>Nanti</i> what happen <i>kat sekolah?</i> Ss : Mengantuk. Teacher A : Sleepy. <i>Mengantuk.</i> | Floor-holding |
| 20 | Teacher A : Protein. Where can we get our protein? Student 17 : Ikan... Ss : Fish. | Reiteration |
| 21 | Teacher A : Chicken, meat, egg, <i>telur</i> , milk, <i>susu</i> . All is protein source. Ok, last <i>sekali?</i> Student 18 : Lemak... Student 17 : Fat... | Reiteration |

| | | |
|----|--|---------------|
| 22 | Teacher A : Cheese. So, this thing that we should eat less. In a plate... in your plate, you must have what more? Ss : Rice... Student 22 : Nasi . Teacher A : Rice, and then? | Reiteration |
| 23 | Teacher A : Vegetables <i>banyak sikit</i> ...ok...and also your fruits, <i>kan? Buah apa ni?</i> Student 5 : Epal... Student 11 : Tembikai . Student 1 : Pisang Teacher A : Then, protein, <i>kan?</i> | Floor-holding |
| 24 | Teacher A : Why vitamin is important to us? <i>Kenapa vitamins penting?</i> Ss : Tambah tenaga . Teacher A : <i>Tambah tenaga</i> . Vitamins <i>tambah tenaga</i> . | Equivalence |
| 25 | Teacher A : But every time after eating, <i>lepas makan</i> ... you should... what? Student 15 : Momoh Teacher A : Wash your mouth. | Equivalence |
| 26 | Teacher A : <i>Pergi belajar</i> . And then, lunch. <i>Petang. Petang tu</i> ... evening...exercise what? Student 15 : Tidur . Teacher A : Until you go to sleep. Until <i>waktu tidur</i> | Floor-holding |

Notes: 'Ss' refers to 'many students'

Students with Teacher B

Observation 1

Week : 3
 Day : Tuesday
 Time : 11.55 – 12.15 a.m (40minutes)
 Topic of Lesson : Looking Ahead
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|---|-------------|
| 1 | Teacher B : Anxious on something. What is curious? Student 22 : Ragu-ragu Teacher B : Ragu-ragu. Ragu –ragu means you are suspicious about something | Equivalence |
| 2 | Teacher B : I just write down one ah...nature is beautiful. Nature. What is nature in Malay? Student 29 : Alam semula jadi.. Teacher B : Alam semula jadi. That is nature. | Reiteration |
| 3 | Teacher B : Gods creation. Ok, appreciate... God's creation. Appreciate is what? Ss : Menghargai. Teacher B : Menghargai , yes, that's very good | Reiteration |
| 4 | Teacher B : Creation is? Ss : Ciptaan. Teacher B : Ciptaan. Ok | Reiteration |

Notes: 'Ss' refers to 'many student

Students with Teacher B

Observation 2

Week : 4
 Day : Wednesday
 Time : 11.55 – 12.35 a.m (40minutes)
 Topic of Lesson : The value of friendship (I Wonder)
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|---|---------------|
| 1 | Teacher B : What is address in Malay? Student 18 : Alamat. Teacher B : <i>Alamat.</i> Ok. | Reiteration |
| 2 | Student 35 : Cikgu, buku apa? Teacher B : Any book. | Equivalence |
| 3 | Teacher B : Then, you have the city ah...what is city? Ss : Bandar. Teacher B : <i>Bandar.</i> Student 35 : Bandar. | Reiteration |
| 4 | Teacher B : What is city? Ss : Bandar. | Reiteration |
| 5 | Teacher B : Malaysia. Capital means what? Student 16 : Ibu Negara. Student 17 : Ibu Negara. | Reiteration |
| 6 | Teacher B : <i>Ibu Negara</i> ah...So Kuala Lumpur ah... Ok, do you have to write the country here? Student 2 : Tak payah. Ss : No.... | Floor-holding |
| 7 | Teacher B : Ok, what is informal letter? Student 16 : Surat rasmi. | Reiteration |
| 8 | Teacher B : <i>Surat rasmi</i> ... informal letter? Ss : Surat tak rasmi. Teacher B : Informal... | Reiteration |
| 9 | Teacher B : You write informal letters. What about formal letter? Ss : Surat rasmi... | Reiteration |
| 10 | Teacher B : First thing that you must write? Student 17 : Tanya khabar... Teacher B : Yes, <i>Tanya khabar</i> | Equivalence |

Notes: 'Ss' refers to 'many student'

Students with Teacher C

Observation 1

Week : 5
 Day : Friday
 Time : 10.35 – 11.15 a.m (40minutes)
 Topic of Lesson : Health is Wealth
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|---|-------------|
| 1 | Teacher C : Is there any other words that you can use for complain? What is complain? Student 16 : melapor... Teacher C : <i>melapor...</i> some more? | Reiteration |
| 2 | Teacher C : <i>melapor...</i> some more? Student 13 : mengadu. Teacher C : <i>mengadu...</i> some more? | Reiteration |
| 3 | Teacher C : filthy public toilet. What is filthy? Student 5 : tandas awam. Teacher C : <i>tandas awam...</i> what does <i>tandas awam</i> means? | Equivalence |
| 4 | Teacher C : public toilet... what does public toilet means? Ss : tandas awam. Teacher C : a toilet which many people | Reiteration |
| 5 | Teacher C : yes...which word? I am ashamed. What is ashamed? Ss : malu... Teacher C : shy is a feeling when people ask you to do something | Reiteration |
| 6 | Teacher C : who are the authorities? Ss : pihak berkuasa. Teacher C : louder please... | Reiteration |
| 7 | Teacher C : louder please... Ss : pihak berkuasa. | Reiteration |
| 8 | Teacher C : what is public? Ss : orang awam... | Reiteration |
| 9 | Teacher C : public means Ss : awam... | Reiteration |
| 10 | Teacher C : orang...? Ss : awam... | Reiteration |
| 11 | Teacher C : who is offender? Student 16 : pesalah. | Reiteration |
| 12 | Teacher C : I can see clearly that you are so confused. Now, who is offender? Ss : pesalah... | Reiteration |

| | | | |
|----|---|--|-------------|
| 13 | Teacher C Student 11 Ss | : and lets' look at the“clogged“. : tersumbat... : clogged... | Reiteration |
| 14 | Teacher C Ss Teacher C Ss Teacher C Ss | : clogged. Who are the authorities? : pihak berkuasa... : authorities is not DBKL. DBKL is example of authorities... : pihak berkuasa... : authorities? : pihak berkuasa... | Reiteration |
| 15 | Teacher C Ss Teacher C | : offenders, what is the meaning of offenders? : pesalah... : ok, alright | Reiteration |
| 16 | Teacher C Ss Teacher C | : ok, imagine you are the authorities. What are authorities? : pihak berkuasa. : Ok. | Reiteration |

Notes: 'Ss' refers to 'many student

Students with Teacher C

Observation 2

Week : 6
 Day : Tuesday
 Time : 11.55- 12.35pm (40minutes)
 Topic of Lesson : Health is Wealth
 Form : 2G
 Venue : Form 2G classroom

| No | Examples of Code Switching | Function |
|----|--|---------------|
| 1 | Teacher C : What is the meaning of clogged? Ss : clogged... sumbat . Teacher C : ya... sumbat , clogged | Reiteration |
| 2 | Teacher C : yes, turn... turn... turn your chair around. Now, when I tell you turn... the chair, what do I mean? Ss : pusing . Ss : turn the chair | Reiteration |
| 3 | Teacher C : what's the meaning of littering? Ss : buang sampah . Teacher C : throwing rubbish everywhere | Reiteration |
| 4 | Teacher C : not garbage... <i>bahasa</i> also there is a word for that. Ss : pembuang sampah . | Reiteration |
| 5 | Teacher C : not garbage... bahasa also there is a word for that. Ss : pembuang sampah . Student 11 : salah . Teacher C : not <i>pembuang sampah</i> | Floor-holding |
| 6 | Teacher C : Somebody who throws rubbish...collect rubbish, throw rubbish? Student 17 : kutu . Student 32 : sampah... | Reiteration |
| 7 | Teacher C : ok. Can I hear you telling them (at group 3) what is it about? Student 13 : banyak makanan dekat merata-rata tempat . Teacher C : repeat? | Equivalence |
| 8 | 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 . Teacher C : so, what is the penjaja | Equivalence |

| | | |
|----|---|-------------|
| 9 | Students 15 : DBKL... what?...please...speak in English, please. Student 17 : cakap apa? Teacher C : when your dialogue is ready, | Equivalence |
| 10 | Teacher C : Good citizen, isn't it? What is citizen? Ss : Warganegara. Teacher C : Warganegara ok... good citizen | Reiteration |
| 11 | Teacher C : Ok, end with a form of advice. What is advice? Ss : Nasihah. Teacher C : Ah...what was the advice that she gave? | Reiteration |
| 12 | Teacher C : Strict...what is strict? Ss : Tegas... Teacher C : <i>Tegas</i> ...must be very strict. Officers very kind, nobody will follow the rules...ok... | Reiteration |
| 13 | Teacher C : Penalties. What is penalty? Student 7 : Denda. Student 13 : Punishment. | Reiteration |
| 14 | Teacher C : What is penalty? Ss : Denda Teacher C : Denda. Do you like penalties? | Reiteration |

Notes: 'Ss' refers to 'many student

Interview Questions for Teachers

The aim of this interview is to identify reasons and functions for code switching in the English language classroom.

1. What do you think about code-switching in the classroom?
2. Do you code-switch to Malay language in the ESL classroom? (consciously or unconsciously?)
3. What are the advantages of code-switching in the classroom? Why?
4. Do you feel that Ministry of Education and the school principals should consider allowing teachers to code switch in ESL classroom? Why?
5. Do you realize that you said when you were teaching just now? Why did you use such word/ phrase/ sentence?
6. Does code switching help students to understand grammar and certain words better? How?
7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?
8. Does repetition from English to Malay word occurs in your classroom teaching? Why?
9. Does code switching give more accurate words or phrases while teaching English? Why?
10. Do you code –switch to introduce new topics to students? Why?
11. Do you realize that you are code switching and giving the benefits of code switching in the ESL classroom? Yet, you deny that teachers should be allowed to code-switch?

Why is it so? Are you afraid that you will lose your reputation as an English teacher?

Are you afraid of your school principal? Or, are you afraid on doing something against Ministry of Education's principles?

Source : Adapted from Cook (2001)

Thank you for your co-operation

Transcriptions of Interviews from Teachers

Teacher A

Week : 2

Venue : School Library

(Data was recorded on audit taped and transcribed)

The aim of this interview is to identify reasons and functions for code switching in the English language classroom.

1. What do you think about code-switching in the classroom?

Code switching helps to get the meaning across especially on weaker students.

2. Do you code-switch to Malay language in the ESL classroom? (consciously or unconsciously)?

Yes, both consciously and unconsciously.

3. What are the advantages for code switching in the classroom?

It helps students to understand their learning.

4. Do you feel that Ministry of Education and the school principals should consider allowing teachers to code - switch in ESL classroom? Why?

No, in teaching of second language, teachers should not be allowed using code switching because students will depend more on the translations.

5. When you were teaching just now, do you realize that you said “*kurang vitamin*” in Malay, then you repeat in English ‘*lack of vitamins*’. You also had phrase like ‘*gambar kedua tu*’ which you repeat as ‘*second picture*’. Why did you use both language on the same phrase? You had a lot of phrases or words that you said in Malay, then repeated in English or vice versa in your lesson? May I know why?

Yes, it was said consciously to ensure weaker students understand the meanings and to ensure they are not left behind the track.

6. Does code switching help students to understand grammar and certain words better? How?

Yes, code switching help students to understand certain words but not *in (sic)* grammar.

7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?

Yes.

8. Does repetition from English to Malay word occur in your classroom teaching?

Yes, I use a lot of repetitions to make sure students learn English language more confidently.

9. Does code switching give more accurate words or phrases while teaching English? Why?

Yes, code switching helps students to understand certain words better.

10. Do you code –switch to introduce new topics to students? Why?

Yes, because students will understand more on the topic. However, teachers should not be dependent on code switching.

11. Do you realize that you are code switching and giving the benefits of code switching in the ESL classroom? Yet, you deny that teachers should be allowed to code-switch?

Why is it so? Are you afraid that you will lose your reputation as an English teacher?

Are you afraid of your school principal? Or, are you afraid on doing something against Ministry of Education's principles?

Actually, I know I am code switching in the classroom. As I teach, I found it very difficult for the students to understand what I am teaching if I don't code-switch. But, I dare not to tell directly because it will affect my marks of teaching at the end of the year which will be given by my school principal.

Thank you for your co-operation

Teacher B

Week : 4

Venue : School Library

(Data was recorded on audit tape and transcribed)

The aim of this interview is to identify reasons and functions for code switching in the English language classroom.

1. What do you think about code-switching in the classroom?

It is easier to explain the meaning of certain words by code switching especially weaker students who are not exposed to English.

2. Do you code-switch to Malay language in the ESL classroom? (consciously or unconsciously)?

Yes, I presume it is consciously.

3. What are the advantages for code-switching in the classroom?

Most of the time, it only apply for weaker students because when I apply directly, it helps them understand directly when I use their own language.

4. Do you feel that the Ministry of Education and the school principals should consider allowing teachers to code - switch in ESL classroom? Why?

I won't agree 100% because a new language should be taught in its own language without much interference from native language.

5. Just now, when you were teaching, you said '*nature is beautiful. What is nature in Malay?*' Then then students answer in Malay '*alam semula jadi*'. Why did you ask them the meaning in Malay?

I feel that it saves time when I ask them in English and they answer in Malay, it makes them understand better. Ok, later, when you ask '*what is appreciation*', the students answered in Malay '*menghargai*'.

When you ask....'*consideration is...*' they also responded in Malay '*cipta*'. Why do you think the students responded in Malay rather than English?

I think because they lack the vocabulary to explain in detail about the words asked but it is easier for them to answer in one word in their own language.

6. Does code switching help students to understand grammar and certain words better? How?

No, because grammar certain words has to be drilled in its own language.

7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?

Yes, definitely.

8. Does repetition from English to Malay word occurs in your classroom teaching? Why?

Yes, students will be more confident in the meaning of certain words.

9. Does code switching give more accurate words or phrases while teaching English? Why?

Yes, some weak students comprehend better or else they will not respond the questions or instruction given by teacher.

10. Do you code –switch to introduce new topics to students? Why?

Not always. It depends on the topic that is being taught. For example, if a teacher is not teaching specific topic, she can also teach literature, grammar, sound system or vocabulary.

11. Do you realize that you are code switching and giving the benefits of code switching in the ESL classroom? Yet, you deny that teachers should be allowed to code-switch? Why is it so?

Are you afraid that you will lose your reputation as an English teacher? Are you afraid of your school principal? Or, are you afraid on doing something against Ministry of Education's principles?

I am not afraid of my reputation, principal or Ministry of Education as code switching is common in Malaysia. I am sure that all ESL teachers, especially those who are teaching students who are very weak in English language surely agree that code switching is necessary. I am just saying it can be done silently but Ministry of Education should not publicity it as some teachers and students might use it wrongly.

Thank you for your co-operation

Teacher C

Week : 6

Venue : School Library

(Data was recorded on audit taped and transcribed)

The aim of this interview is to identify reasons and functions for code switching in the English language classroom.

1. What do you think about code-switching in the classroom?

Code switching in our Malaysian ESL classroom is a common scenario. Most Malaysians code switch at some point or other. In an English language classroom, with mixed races and ethnicity, code switching helps to get meaning across. However, it should not be encouraged as it hampers English proficiency.

2. Do you code-switch to Malay language in the ESL classroom? (consciously or unconsciously)?

Yes, I do. Both consciously as well as unconsciously.

3. What are the advantages for code-switching in the classroom?

There are definitely advantages with code switching in the classroom. It makes the classroom atmosphere more lively, in terms of understanding the language, it helps the students but it doesn't help learning of grammar and grammar is the basic building block of English.

4. Do you feel that Ministry of Education and the school principals should consider allowing teachers to code - switch in ESL classroom? Why?

Definitely not. In an ESL situation, allowing code switching in class officially hampers language learning because students stand to depend heavily on their first language.

5. Do you realize that when you were teaching just now, you ask '*can you give me the English word for complain?*' Then you answered in Malay '*melapor, mengadu*'. Why did you give the answer in Malay language?

It was done quite consciously to ensure students are on the same track with that and me they can understand me. Besides, (*sic*) would save time explaining to them as they had already been quiet for a while.

6. Does code switching help students to understand grammar and certain words better? How?

To understand certain words better, yes, but I don't think it helps with the learning of grammar because *Bahasa Melayu* and English has different grammar system.

7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?

I think yes. The students would respond actively because they have the option of using words in another language.

8. Does repetition from English to Malay word occurs in your classroom teaching? Why?

Yes, students will be able to comprehend the topic.

9. Does code switching give more accurate words or phrases while teaching English? Why?

Yes, classroom teaching and learning environment will go on smoothly.

10. Do you code –switch to introduce new topics to students? Why?

Yes, students are weak in vocabulary when I am teaching a new topic. However, I will not code-switch while teaching grammar and sound system.

11. Do you realize that you are code switching and giving the benefits of code switching in the ESL classroom? Yet, you deny that teachers should be allowed to code-switch?

Why is it so?

Are you afraid that you will lose your reputation as an English teacher? Are you afraid of your school principal? Or, are you afraid on doing something against Ministry of Education principles?

As an English teacher, I can't tell others that code switching is good in ESL classroom. That will for sure affect my reputation as an English teacher. Principals and Ministry of Education's will never allow teachers to code-switch. They will look down at me and most probably will say I am not a good teacher.

Thank you for your co-operation

Interview Questions for Students

The aim of this interview is to identify reasons and functions for code switching in the English language classroom.

1. What do you think about code-switching in the classroom?
2. Do you code-switch to Malay language in the ESL classroom? (consciously or unconsciously?)
3. What are the advantages of code-switching in the classroom?
4. Do you feel that Ministry of Education's and the school principals should consider allowing teachers to code switch in ESL classroom? Why?
5. Do you realize that you said when you were learning just now? Why did you use such word/ phrase/ sentence?
6. Does code switching help students to understand grammar and certain words better? How?
7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?
8. Does repetition from English to Malay word occur in your classroom learning? Why?
9. Does code switching give more accurate words or phrases while learning English? Why?
10. Do your teacher code –switch to introduce new topics to students? Why?

Source : Adapted from Cook (2001)

Thank you for your co-operation

Transcriptions of Group Interviews with Students

Group 1 students

Week : 1

Venue : 2G classroom

(Data was recorded on audit tape and transcribed)

The aim of this interview is to identify reasons and functions for code switching in the English language classroom.

1. What do you think about code-switching in the classroom?

Code switching in the classroom is helpful for all the students when speaking in both English and Malay. It also makes the classroom environment more alive.

2. Do you code-switch to Malay language in the ESL classroom?

(consciously or unconsciously?)

Yes, consciously, because I don't know some words in English.

3. What are the advantages of code-switching in the classroom?

We can understand and improve English. When we can understand, we can pass English subject.

4. Do you feel that Ministry of Education's and the school principals should consider allowing teachers to code switch in ESL classroom? Why?

No. All the other subjects are being taught in Malay language. Only English teacher speak English language and students will pick up the language. If English teacher speak Malay, students will not be able to listen and learn English words.

5. (Questions related to the functions' of students code switching)

- (a) When your teacher asked 'what is reuse', you answer in Malay, 'kitar semula'. Why did you answer in Malay?

I'm afraid my answer will be wrong.

- (b) Why did you say 'orang tak kutip sampah' which is in Malay when this is an English class?

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

(c) Why did you say 'macam'?

I am not sure of the answer.

(d) Why did you say "kena mengutip sampah?"

I don't know how to say in English.

6. Does code switching help students to understand grammar and certain words better? How?

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

7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?

Yes, because I will be more confidence and more brave (*sick*) to talk.

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

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

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

Yes, because they can understand the topic deeply.

10. Does your teacher code –switch to introduce new topics to students? Why?

Yes, because some words are easier to understand. If teacher explain in English, it takes longer time for students to understand.

Thank you for your co-operation

Group 2 students

Week : 3

Venue : 2G classroom

(Data was recorded on audit taped and transcribed)

1. What do you think about code switching in the classroom?

I think it is good because students will be more concentrated (*sic*) on what teacher teaches.

2. Do you code-switch to Malay language in the ESL classroom? (consciously or unconsciously?)

Yes, consciously.

3. What are the advantages of code switching in the classroom?

Students will understand when teacher is teaching.

4. Do you feel that Ministry of Education's and the school principals should consider allowing teachers to code switch in ESL classroom? Why?

Yes, to make more students easily speak and understand English. If not, many students will not understand what the teacher teach.

5. (Questions related to the functions' of students code switching)

- (a) When your teacher asked 'what is curious', you answer in Malay, 'menghargai'.

Why did you answer in Malay?

I'm not sure what is it in English.

- (b) When your teacher asked you 'what is appreciation' why you did not define in English? You explain in Malay 'menghargai'.

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

- (c) Why did you say 'cipta'an' when your teacher asked what is creation?

I don't know the answer (*sic*) what is creation.

6. Does code switching help students to understand grammar and certain words better? How?

Yes, because the 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. I can understand grammar better when I know the meaning.

7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?

Yes, because I will understand what teacher ask about, so I can answer the questions easily.

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

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

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

Yes, because I will understand the content more.

10. Does your teacher code –switch to introduce new topics to students? Why?

Yes, because teacher does not need to repeat herself or take time to explain on a word few times.

Thank you for your co-operation

Group 3 students

Week : 5

Venue : 2G classroom

(Data was recorded on audit taped and transcribed)

1. What do you think about code switching in the classroom?

I think it is a must (*sick*) for teachers to use *Bahasa Melayu* and English during English lesson in the classroom. It will increase my confidence in studying English.

2. Do you code-switch to Malay language in the ESL classroom? (consciously or unconsciously?)

Yes, I do it consciously.

3. What are the advantages of code switching in the classroom?

Students will understand the teaching better. We will pass the exam. If teacher does not use Malay, I think many students will fail English subject because they do not understand the language.

4. Do you feel that Ministry of Education and the school principals should consider allowing teachers to code switch in ESL classroom? Why?

Yes, because the students who do not understand English will learn faster and understand English.

5. (Questions related to the functions' of students code switching)

- (a) When your teacher asked you question, why did you answered fully in Malay 'banyak makanan dekat merata –rata tempat'?

Ada words *yang saya tak tau*. I'm afraid *ayat saya akan salah*. (*sic*)

- (b) Why did you say in Malay 'buang sampah' when teacher asked you in English 'What is the meaning of litering?

I'm used to mix languages when I speak.

- (c) Why did you say 'pembuang sampah'?

Some of my friends will not understand if I speak in English.

(d) Why did you answered in English 'clogged' and repeat the same word in Malay 'Sumbat'?

6. Does code switching help students to understand grammar and certain words better? How?

Yes, by translating an English word to Malay, we can understand the word better. It will to learn grammar because I will know how to write and create sentences when teacher repeat Malay words in English.

7. Does code switching help students to respond actively in the ESL classroom and make the conversation friendlier?

Yes, it really helps students. It makes the conversation among our friends more friendly (*sick*) because we will not be afraid when we talk and when we don't know certain words. If I cannot use Malay words, I will keep quiet and will not talk in class.

8. Does repetition from English to Malay word occurs in your classroom learning? Why?

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.

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

Yes, because they understand the content better and understand the topic deeply.

10. Does your teacher code –switch to introduce new topics to students? Why?

Yes, we save time by understanding it easily. Teacher will not take time to explain.

Thank you for your co-operation