

Code Switching in the Malaysian ESL Classroom

Joanna Tiffany Selamat

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ABSTRACT

This study explores the perceptions and beliefs of teachers and students regarding the practice of code switching in Malaysian ESL classrooms. It also examines the roles and functions of code switching in the classroom. Ten teachers and sixty students from two secondary schools in Tenom, Malaysia were involved in this study. Data were collected through questionnaires, semi-structured interviews and classroom observations. It was found that teachers and students generally exhibit positive attitudes towards code switching in the classroom and perceive its pedagogical merits as an effective teaching and learning resource. However, the teachers also voiced their concerns about the negative implications of code switching, which they believe can undermine the language learning process. The conflicting opinions surrounding code switching in target language classrooms could be attributed to the prevalent monolingual principles in SLA. Analyses of classroom observation data revealed that code switching is employed by both teachers and students to perform various functions in the ESL classroom. It was observed that code switching by the teachers is used mainly to facilitate students' comprehension and knowledge of target language grammar. It is also used to mitigate the students' learning anxieties. Code switching is used by students as a learning strategy to compensate for their limited competence in the target language. It is imperative that education authorities and policy planners acknowledge the limitations in the current curriculum and implement the necessary changes to address these issues.

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1.0 INTRODUCTION

1.1 Code switching

Code switching is a linguistic phenomenon associated with bilingual and multilingual learners, which is a subject of constant debate among linguists, educators and policy makers. Myers (2008) refers to code switching as ‘a linguistic term usually used when learners of a second language (L2) includes elements of their mother tongue in their speech’ (p. 43). Milroy and Muysken (1995) define code switching as ‘the alternative use by bilinguals of two or more languages in the same conversation’ (p. 7). According to Gumperz (1982), code switching is ‘the juxtaposition within the same speech exchange of passages of speech belonging to different grammatical systems or subsystems’ (p. 59). Research on code switching is invariably plagued with issues of terminological confusion. There is no consensus among researchers on how different language contact terminologies are used (Bullock & Toribio, 2009). Terms such as code switching, code mixing, code alternation and borrowing are used in different ways by different researchers (Boztepe, 2005; Milroy & Muysken, 1995). The definitions of these linguistic phenomena are subjective and are dependent upon individual preferences. However, the lack of uniformity in explaining the related terminologies has been a source of unnecessary confusion (Boztepe, 2005). One of the most discussed issues about code switching is perhaps the demarcation between code mixing and code switching. According to Myers-Scotton (1997), *code mixing* is ‘the use of words, affixes, phrases and clauses from more than one language within the same sentence’ and *code switching* is used to describe instances when bilinguals alternate between two languages during interactions with other bilinguals. Muysken (2000) appears to share similar opinions as Myers-Scotton and used the term *code mixing* to refer to ‘all cases where lexical items and grammatical features from two languages appear in one sentence’, while the term *code*

switching is used ‘for the rapid succession of several languages in a single speech event’. He further claims that ‘switching is only an appropriate term for the alternation type of mixing’ (p. 1). The various theoretical definitions and scopes of code switching and other language alternation phenomena will be further discussed in more depth in the following chapter.

1.2 Code switching and bilingualism research

Bilingual code switching – the alternation of languages in the same interactional episode, has long been a topic of interest in field of linguistics studies (Wei, 2005), even though bilinguals themselves might not be aware of it while speaking (Gafaranga, 2007). Bilingualism is the regular use of two (or more) languages and bilinguals are people who need and use two (or more) languages in their everyday lives (Grosjean, 1992). According to Wei and Martin (2009), code switching is ‘the most common, unremarkable and distinctive feature of bilingual behaviour’ (p. 117). Milroy and Muysken (1995) further emphasised the significance of code switching when they claimed that code switching is perhaps the central issue in bilingualism research.

Bilingualism is a worldwide phenomenon (Gafaranga, 2007). Social and economic changes have contributed to changes in the linguistic profiles of a large number of the world’s population and the ability to communicate in two (or more) languages is viewed as a norm rather than exception (Milroy & Muysken, 1995). Globalisation has enabled communities around the world to come into contact with each other and because this contact involves communicating with groups of people and assessing information across national and linguistic borders, there is an increasingly high demand for bilingual literacy (Shin, 2012). In certain speech communities, mixed speech is regarded as normal, unmarked behaviour and monolingual language is regarded as artificial and pretentious even (Ferguson, 2009).

However, despite the widespread phenomenon of bilingualism, Western linguistics in general has been slow to embrace these contemporary changes in language use and have maintained the view that monolingual speakers in homogeneous speech communities are the norm. The assumption that speakers who mix languages have inadequate knowledge of neither language systems stemmed from this pro-monolingual notion.

According to Grosjean (1992), who has carried out extensive research in the field, there are two views of bilingualism, which are the monolingual (fractional) view and the bilingual (holistic) view. The monolingual (fractional) view of bilingualism had negative implications in the field of bilingualism research. Its influence is evident in staunch monolingual ideologies and language education policies in ESL and EFL classrooms around the world. The stronger version of this view suggests that the bilingual has (or should have) two separate and isolable language competencies and these competencies are (or should be) similar to that of the two corresponding monolinguals. Therefore, the bilingual is (or should be) two monolinguals in one person. In contrast, the bilingual (wholistic) view of bilingualism does not regard bilinguals as the sum of two complete or incomplete monolinguals but a unique and specific hearer-speaker. The monolingual view of bilingualism, coupled with the belief that monolingual speakers in homogenous communities are the norm, has sown the seeds of a biased monolingual stance with profound implications on educational policies and practices.

Research on bilingualism and bilinguals has frequently highlighted the contrast between monolinguals and bilinguals. As a result, the yardstick which is used to measure the abilities of bilinguals has inevitably been based on the concept of the 'ideal' monolingual speaker-listener (Milroy and Muysken, 1995; Grosjean, 1992). In other words, the language skills of bilinguals have always been assessed in terms of monolingual standards. The concept of 'semilingualism' which was developed by educational psychologists in Canada

and Sweden is a strong evidence of the monolingual view of bilingualism. Semilingualism was a term used to describe bilingual children who were believed to lack the linguistic competence in both languages which is needed in order for them to ‘sustain advanced cognitive processes involved in mainstream education’ (Milroy and Muysken, 1995, p. 3). In Grosjean (1992) used the terms *semilingualism* and *alingualism* to describe the controversy surrounding the lack of linguistic competence in bilingual children. Another negative consequence of the monolingual (fractional) view on bilingualism is the conception of a ‘real’ bilingual who possesses equal levels of competencies in both languages This ‘ideal’ bilingual is described as being ‘ideal’, ‘true’, ‘balanced’ and ‘perfect’. . In fact, the idea of a bilingual who is completely fluent in two languages is one of the most common myths about bilingualism. However, the notion of an ‘ideal’ bilingual is deeply embedded in the mindset of many researchers, educators and even the bilingual themselves. Bilinguals often view themselves as being inadequate compared to monolinguals, and their perception further reinforces the myth (Shin, 2012).

In contrast to the monolingual view of bilingualism, which imposes unrealistic monolingual standards on bilinguals, the bilingual (wholistic) view of bilingualism proposed that the bilingual should be considered as an integrated whole, which cannot be easily decomposed into two parts (Grosjean, 1992). It is believed that bilinguals possess a unique linguistic configuration and thus, they should not be considered as ‘a sum of two complete or incomplete monolinguals’ (p.55). Studies on code switching and other language alternation phenomena in bilingual speech have demonstrated that bilinguals use two (or more languages) together or separately when interacting with different groups of speakers, to perform different functions in different social contexts (Canagarajah, 1995; Gumperz, 1982). Catone (2007) stated that code switching is ‘the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages

within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints' (p. 57). This suggests that bilinguals have different needs and uses for different languages in their repertoire, which indicates that they do not necessarily possess equal competence or fluency in both languages.

1.3 Code switching and second language acquisition

Research on code switching in the language classrooms is an increasingly popular domain of research in the field of second language acquisition (SLA). In the 1970s and the early 1980s, there was a development of substantial body of classroom-based research in bilingual educational programmes for linguistic minority children in the US. Since the early 1980s, research on bilingual classroom processes have been undertaken in other bilingual and multilingual settings, such as Canada, South America, Europe, Africa and South East Asia. The first major breakthrough in code switching research was made when researchers started analysing the audio recordings of bilingual classroom interactions. The focus on classroom discourse functions has drawn more attention on how languages are used by teachers and students in bilingual classrooms to perform specific communicative acts and the 'language values transmitted through communicative choices' (Martin-Jones, 1995, p. 93).

The practice of code switching in language classrooms is a contentious issue among SLA researchers and education policy makers. Code switching by educators and learners are often viewed with suspicion and contempt, which can be attributed to the dominant monolingual fallacy that the act of mixing languages is a sign of linguistic deficit and incompetence (Boztepe, 2005; Milroy & Muysken, 1995; Probyn, 2009; Wei & Martin, 2009). Although recent studies have provided strong evidence to disprove this belief, the negative sentiments surrounding classroom code switching still exist and its influence can be

observed in the attitudes and teaching practices of ELT practitioners in addition to the stringent teaching guidelines imposed by language education policies.

1.4 Background of the research

In multilingual communities such as Malaysia, code switching is a widespread phenomenon that extends from daily life and workplaces to classrooms where specific languages have been instituted as the language of instruction (Ting, 2002). The native languages spoken in Malaysia include Malay, Mandarin, Tamil and a number of languages spoken by the indigenous groups. Code switching in the Malaysian ESL classroom is common amongst teachers and learners because of its effectiveness in addressing the potential communicative and comprehension problems which may arise from the learner's limited language proficiency and the individual learner's linguistic background (e.g. Auerbach, 1993; Cook, 2001; Carless, 2007; Ellis & Shintani, 2013; Macaro, 2005). Although it serves a variety of functions in the language classroom, some teachers often feel uncomfortable or guilty when the students use the L1 or the native language (Butzkamm, 2003). This feeling of guilt can be attributed to the requirements of the Malaysian Education Curriculum which advocates the use of the target language and discourages the use of the learner's L1 in formal classroom settings. The negative view of code switching was reported by Martin (2005), who points out that "the use of a local language alongside the 'official language' of the lesson is a well-known phenomenon and yet, it is often lambasted as 'bad practice', blamed on the teacher's lack of English language competence" (p. 88).

English was the compulsory medium of instruction at primary and secondary schools in Malaya before it gained independence from British rule in 1957. The introduction of Malay (Bahasa Malaysia) as the official language and the reduction of the status of English by the Malayan government were motivated by the necessity to create a national identity

which would overcome ethnic barriers and consolidate the diverse Malayan population. Prior to independence from the British colonial rule, the administrative language was English and English-medium schools were established to provide education for the elite who were later absorbed into the civil service. There were also privately-funded vernacular schools which catered to the educational needs of the Malay, Chinese and Indian communities. The Razak Report 1956 and the Education Ordinance 1957 endorsed the importance of a national education system which is based on the official language (Bahasa Malaysia) as the main medium of instruction. However, the government was also intent on preserving and developing the growth of other languages as well as a multilingual education in addition to promoting the national education system. In 1967, 10 years after gaining independence from colonial rule, Bahasa Malaysia was officially promoted as the official language for education and administration purposes. Despite that, English still played an important role, particularly in the education and private sector.

The education system underwent an overhaul in 2003 with the introduction and implementation of the 'Teaching and Learning of Science and Mathematics in English' (TeMS) policy as a bid to address the declining level of English proficiency among Malaysian students and to ensure that students are able to keep abreast of the advancement in science and technology in the era of globalisation. However, despite receiving praise and approval from the vast majority of the public, it was apparent that there was still much room for improvement. The Ministry of Education was criticised by some parties for the hasty implementation of the policy. The general population raised concerns about the inadequate planning for the curriculum, limited teaching resources and the English proficiency of the teachers (Mohd. Saat & Othman, 2010; Pandian, 2002). Many experienced teachers who were trained to teach both subjects in Bahasa Malaysia had to adapt to the new curriculum which requires them to teach English through content based instruction. Consequently, the

teachers resort to code switching between English and Bahasa Malaysia to cope with the unfamiliar language of instruction (Yamat, Maarof, Maasum, Zakaria, & Zainuddin, 2011). In addition, there were also issues being raised regarding the relevance and effectiveness of the policy in elevating the English proficiency of students. In 2009, amid speculation and mixed sentiments regarding the EteMS policy, the government announced that the medium of instruction for science and mathematics will revert back to Bahasa Malaysia in national schools and mother tongue languages, namely, Mandarin Chinese and Tamil in vernacular schools. A new policy, 'Upholding the Malay language and Strengthening the English language' or (MBMMBI) was introduced to mitigate the effects of changes in the language instruction policy. Some of the suggestions proposed by the Ministry of Education include recruiting and training more qualified English language teachers, increasing the duration of English lessons in schools and improving the emphasis of the curriculum by focusing on developing basic literacy skills and the learning of grammar.

1.5 Statement of the problem

In the multilingual Malaysian classroom setting, language is central to the construction of meaning for students from different linguistic backgrounds. When two languages co-exist, the possibility to code switch among interlocutors with similar or shared linguistic background often takes place (Jacobson, 2004). Code switching is a strategy which is sometimes employed by teachers who share the same L1 as the learners, to deliver their instruction to facilitate the learning process for learners, particularly low proficiency learners. It is a communicative strategy which ensures the smooth delivery of classroom instructions. However, the advantages of code switching may sometimes be overshadowed by potentially adverse effects which may impede the development of competence in the target language. Current research into the nature of second language acquisition proposes that the felicitous,

systematic and principled use of the students' L1 or mother tongue may facilitate the process of second language learning (e.g. Atkinson, 1987; Cook, 2001; Macaro, 2005). However, there are concerns about the possible overuse of code-switching which may lead to overreliance on the L1 which is believed to hinder the acquisition of target language forms. For example, Sert (2005) asserted that when code switching is a permissible option, students are not forced to maximise the use of their available linguistic resources for meaning making. It was believed that the teacher's code switching can result in autonomous code switching behaviour on the part of the students. In addition, there are also concerns about negative language transfer of the first language or mother tongue to the target language. Although evidence suggests code switching is effective as a teaching and learning technique (e.g. Anton & DiCamilla, 2004; Brooks & Donato, 1994; Canagarajah, 1995; Cole, 1998; Ferguson, 2003), skepticism about this practice is still prevalent. Many teachers often feel guilty when they code switch in the ESL classroom or when the learners use languages other than the target language to communicate during classroom activities (Butzkamm, 2003). The ongoing debate about the practice of code switching in the ESL classroom has yet to come to a conclusion, educators and education policy makers alike have mixed opinions about the implications of this practice on the language development of students.

In the ESL classroom context, teachers' beliefs and attitudes affect their classroom behaviour and will influence their decisions to code switch (Crandall, 2000). Negative views of code switching may result in monolingual teaching practices. It would be useful to explore the perceptions and beliefs of teachers on the practice of code switching. ELT practitioners and policy makers will be able to enrich their understanding of the instructional circumstances and constraints which lead to teacher's code switching in ESL classroom. Subsequently, additional research can be carried out to investigate the implications it has on

the quality of the language learning experience, the overall performance of learners and its feasibility as a systematic classroom practice.

1.6 Research Objectives

This study is carried out to achieve the following objectives:

1. To investigate the perceptions and beliefs of in-service teachers about the practice of code switching in the Malaysian ESL classroom.
2. To investigate the perceptions and beliefs of students about the use of code switching in the Malaysian ESL classroom.
3. To determine the functions and purposes of code switching in the Malaysian ESL classroom.
4. To explore the role of code switching as a systematic and planned part of the ESL classroom in Malaysia.

2.0 LITERATURE REVIEW

2.1 Second language acquisition – theories and approaches

Chomsky (1965) introduced the terms ‘linguistic competence’ and ‘linguistic performance’ which became the basis for the assumptions of modern linguistics in the 1960s.

‘Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance’ (as cited in Gunn, 2003, p. 6)

These assumptions about the ‘ideal’ speaker-listener in monolingual speech communities when transferred to bilinguals impose unrealistic and unattainable native-speaker standards on second language acquisition (Cook, 1999). The monolingual influence is pervasive in all aspects of second language acquisition, particularly in the area of second language instruction in formal classroom settings.

2.2 Historical overview of ELT methods

The Grammar Translation Method is one of the earliest known language teaching approaches, introduced during the late eighteenth century and early nineteenth century in Europe (Celce-Murcia, 2001). It was developed for language learners who were interested in learning a second language for the appreciation of foreign literature or academic texts. The principal focus of language learning was the mastery of grammar and vocabulary through translation

exercises into the mother tongue (Griffiths & Parr, 2001). During the grammar translation era, the L1 was viewed as an essential vehicle for successful second language acquisition (Cook, 2001).

By the end of the nineteenth century, the goal for an increasing number of language learners was to develop spoken competence in the target language. In other words, there was a shift in the primary focus of language learning from analysing languages to the ability to use languages. The Direct Method was developed as a response to a major flaw identified in the Grammar Translation Method, namely its failure to produce learners who were able to use the target language for communicative purposes. There are significant differences between both methods, the main difference being the language used during classroom instruction. The learners' L1 or mother tongue is not used in the Direct Method class. Classroom instruction is conducted in the target language and teachers assume the role of language models with native-like competence in the language.

The Audiolingual Method gained popularity in the United States during the period between the 1940s and the 1960s (Celce-Murcia, 2001). The main aim was to produce target language users who were able to communicate with native-like fluency. This method operates on the premise of behaviourist theories influenced by Skinner's research on behavioural conditioning and his proposal that language learning could be learned through repeated practice given the right conditions (Gunn, 2003). Language learning was viewed as a mechanical process of habit formation. Language drills and rote memorisation of target language forms are typical classroom activities. Both the aforementioned Direct Method and the Audiolingual Method prohibit the use of the learners' L1 during classroom instruction because it is believed to interfere with the development of target language forms (Ellis & Shintani, 2013).

Communicative Language Teaching (CLT) emerged in the 1970s. The primary aim of this approach is to produce competent language users who are able to use the target language effectively for communicative purposes in the classroom and in social domains outside of the classroom. Weaker versions of CLT adopt an essentially form-focused methodology. They promote accuracy by structuring communicative activities to provide opportunities for learners to practice linguistic items presented during classroom instruction. In contrast, stronger versions of CLT involve setting up communicative tasks aimed to develop fluency and to encourage communication in the target language without much concern about accuracy. According to Cole (1998), there is limited discussion about the role of the L1 in the literature on CLT. The general consensus regarding language use in communicative language classrooms is maximising the use of the target language.

The advent of the Direct Method, the Audiolingual Method and the Communicative Language Teaching (CLT) brought about the elimination of the L1 from the ESL classroom. The fundamental premise of these three methods is that second language instruction should provide input by maximising the learners' exposure to authentic target language forms and structures (Krashen, 1982). Krashen's comprehensible input hypothesis maintains that maximum exposure to the target language structures is pivotal in ensuring successful language acquisition. This belief signaled the exclusion of the L1 in the language classroom as it was assumed that L1 use could impede the development of proficiency in the second language (Then & Ting, 2011). There were also concerns about the possibility of L1 interference and negative transfer of the linguistic forms of the L1 to the L2 which may have a counter-productive effect on the development of proficiency and accuracy in the second language (Ellis & Shintani, 2013).

Methods which limit but do not explicitly exclude the use of the L1 in the second language classroom include Task-based learning and Total Physical Response (TPR). Both

methods permit the use of the learners' first language during the initial stages of language instruction. In Total Physical Response (TPR) classrooms, the introductions are given in the students' first language. After that, it is rarely used as the commands are given in the second language and demonstrated through the use of gestures and body movements (Larsen-Freeman, 2000). On the other hand, the main aim of task-based learning is to provide students with opportunities to practise the target language in natural contexts by performing problem-solving tasks in meaningful contexts.

Community Language Learning (CLL) is one of the few teaching methods that advocates the inclusion of the learners' L1 during the learning process. It starts off with a teacher-initiated discussion about a topic in the learners' L1 followed by the teacher's translation of the learners' L1 utterances into the L2 which are then repeated by the learners. It is believed that the learners' reliance on the L1 as a vehicle for constructing meaning will gradually decline as they progress. This method is reminiscent of the traditional Grammar Translation method with the exception that it encompasses the development of listening and speaking skills that were neglected in the Grammar Translation method.

Although it appears that most teaching methods and approaches seem to advocate the exclusion of the L1 in L2 instruction, recent progress in the field of bilingual and SLA research has started to embrace the notion that there might be a place for the inclusion of the L1 in target language classrooms (e.g. Atkinson, 1987, 1993; Carless, 2007; Cole, 1998; Cook, 2001; Ferguson, 2009; Macaro, 2005; Swain & Lapkin, 2000). Several other methods that include the systematic use of the L1 in classroom processes have been introduced such as Jacobson's New Concurrent Approach and Dodson's Bilingual Method (Cook, 2001).

The negative attitudes toward the use of the L1 and the preconceived notion that the ideal ESL classroom is one that is conducted entirely in English may have emerged from the

five tenets of ELT introduced during a 1961 conference at Makerere University in Uganda. These tenets became the unofficial yet unchallenged doctrine underlying ELT practices across the world (Phillipson, 1992) and are consistent with the principles of Krashen's (1985) Comprehensible Input Hypothesis. The five tenets are:

- English is best taught monolingually.
- The ideal teacher of English is a native speaker.
- The earlier English is taught, the better the results.
- The more English is taught, the better the results.
- If other languages are used too much, standards of English will drop (p.185).

Most teaching and learning methodologies portray the ideal classroom as having as little of the L1 as possible and discourage any reference to it (Cook, 2001). Anti-L1 attitude dominates the ESL and EFL classrooms and teachers often view the L1 as a threat to the language learning process. This is because code switching in the classroom is invariably associated with bad manners, language pollution and linguistic incompetence (Grosjean, 1985, 1989, 1992).

2.3 ELT in the Malaysian context

2.3.1 Challenges in the Teaching and Learning of English in Malaysia

The status and role of English in Malaysia has evolved since the heyday of British colonialism, which in turn has had significant implications on language education policies in Malaysia. There has been an overriding concern about the decline in the level of English language proficiency among Malaysian students despite the numerous initiatives introduced by the government. An analysis of students' achievement in the *Sijil Pengajian Malaysia*

(SPM) [Malaysian Certificate of Education] English paper at the national level revealed evidence of students' limited proficiency in the language (Ali et al, 2011). It was found that about 24.4% of the students who sat for the examination in 2009 failed the English paper and 73% of students obtained grades between C+ and F. These findings raised concerns among the various stakeholders about the effectiveness of the Malaysian ELT policy in achieving the desired education goals and outcomes.

Several studies have been conducted to identify why Malaysian students do not attain satisfactory command of English despite having received formal instruction in the language since their primary school years. Musa, Koo, and Azman (2012) conducted a review of studies that examined the realities of English language learning in Malaysian schools and compiled a summary of the findings:

- a) English is viewed as a difficult subject to learn
- b) There is a lack of support to use English in the home environment and the community.
- c) Learners have inadequate or insufficient exposure to the language as there are limited opportunities to use English outside the classrooms.
- d) English is not perceived as an important medium for communication as they use Bahasa Malaysia both for academic and personal interactions.
- e) Learners express unwillingness and high anxiety to use English to communicate despite acknowledging that English is important for their future.
- f) There is a mismatch between policy and practice in the Malaysian ELT curriculum; the policy as envisaged in the school curriculum cannot be fully implemented in schools because of the over-riding concern for examinations.

(p. 42)

These factors can be categorised into two important variables which may have serious implications on the learner's language learning process, namely attitudes toward the target language and the environments or settings in which language acquisition occurs.

It is a well-established belief that attitudes towards the target language and its community will affect the learners' motivation in learning the target language (Dörnyei, 2003). Therefore, negative sentiments about the target language may impede the learning process because learners may not want to be immersed in the culture of the target language. In her study about the language learning experiences of Malay bilingual learners of English through interviews and analysis of the learners' personal narratives, Rajadurai (2011) discovered that although English is officially acknowledged as a valued global language, the attitudes of the Malay community toward the language at a micro level seem to reflect contradictory and conflicted sentiments. English is regarded as the 'colonial language' and negative views of English are related to the historical context of British colonialism in Malaya. English is perceived by the Malay community as 'a threat to the Malay identity and the erosion of Malay dominance' (Rajadurai, 2011, p. 28). There are other factors to consider with regards to learners' attitudes toward the target language, such as the intrinsic or extrinsic factors that underlie the learners' motivation in acquiring the target language. The Malaysian education system stipulates that English is a compulsory subject in schools. There is general awareness that mastering the English language is essential but many Malaysian students often treat it as a school requirement instead of 'a skill to be developed for use in practical communication' (Ali, Hamid, & Moni, 2011, p. 156).

The language learning environment is also an important factor that may have significant impacts on the quality of ESL instruction and the learner's success in acquiring the target language. It is believed that the exam-orientated education system in Malaysia has resulted in a generation of students who were able to pass examinations but failed to develop

the competence to communicate effectively in English despite receiving 11 years of formal instruction in English. (Musa et al., 2012). This case study was conducted to obtain the perspectives of three groups of participants (university students, lecturers and administrators) with regards to ELT issues in Malaysia has shed some light on micro-level realities of the ELT policy in Malaysia. Participants from the three groups concerned pointed out students' limited communicative competence in English, revealing inadequacies in the ELT policy. The tertiary level students who participated in the study also expressed concerns about their limited abilities to communicate in English despite obtaining good grades for the English paper at the *Sijil Pengajian Malaysia* level.

Apart from the limitations in the implementation of the language education policy, the English speaking culture in the wider social context should also be considered as an important factor in language acquisition. This includes the students' exposure to the English language and the opportunities for them to practise the language for communicative purposes. Pillay (1998) discovered a disparity in the level of English language competence between students from urban areas and students from rural areas. Martin (2005) states that there is an 'unequal access to English language education in Malaysia between urban and rural areas' (p. 88). Students from urban schools tend to possess a higher level of competence in the language than their counterparts from rural schools where exposure to the language is limited. A study conducted to explore the ELT realities in three primary schools located on the east coast of Malaysia provided evidence that the schools do not provide a supportive learning environment for students. Based on data obtained through classroom observations and interviews with teachers and students, it was found that the classroom is the only source of English language input for students and even then, target language input in the classroom is limited because most teachers seldom use English for 'instructional and communicative purposes' (Ali, 2003, p. 2).

2.4 Definitions of code switching

2.4.1 Code switching and Code Mixing

As mentioned in the previous chapter, code switching, code mixing and language mixing are terms used in different ways by different researchers to describe the alternate use of two or more languages within the discourse. Catone (2007, p. 17) used the term language mixing to refer to the phenomenon when ‘a word of language A or an utterance which contains elements from languages A and B is mixed into the language context of language B’. Researchers have also made a distinction between code switching and code mixing. Code switching is used to refer to inter-sentential switches, which are switches between languages at clause or sentence boundaries. Meanwhile, code mixing is reserved for intra-sentential switches, which are switches within a clause or sentence involving single words and phrases. Gardner-Chloros (2009) distinguished code switching from code mixing and used the former to describe code switches where the two codes maintain their monolingual characteristics. In contrast, code mixing involves some convergence between the two codes. In most current literature, the term code switching is used interchangeably with code mixing, with both terms referring to both types of language alternation. For ease of reference in this study, the researcher will not make a distinction between code switching and code mixing, as both are essentially similar. In this study, the researcher uses code switching to represent both varieties of language alternation.

2.4.2 Code switching and Borrowing

According to Bullock and Turibio (2009), insertional code switching or otherwise known as intra-sentential code switching, is comparable to borrowing. There is little agreement in the

literature about the distinction between code switching and borrowing, some researchers have even suggested that code switching and borrowing fall along a continuum. Gumperz (1982) define borrowing as the ‘the introduction of single words or short, frozen, idiomatic phrases from one variety into the other’ (p. 62). These items in question are incorporated into the grammatical system of the borrowing language. Code switching, in contrast, refers to utterances or sentences which are formed according to the ‘internal rules of two distinct grammatical systems’ (p. 62). Poplack (1980) adopted Gumperz’s definition on borrowing and used the term ‘borrowing’ or ‘nonce borrowing’ to refer to instances of juxtaposition that appear to show some measure of convergence, be it morphological, phonological or syntactic (Gafaranga, 2007; Gardner-Chloros, 2009). In contrast, it is proposed that in code switching, the code switched language retains its morphological, phonological and syntactic rule (Gardner-Chloros, 2009, p. 12). Milroy and Muysken (1995) suggest that code switching refers to ‘the use of two languages in one clause or utterance’ while lexical borrowing involves ‘the incorporation of lexical elements from one language into the lexicon of another language’.

2.5 Issues and debates about the use of code switching in the language classroom

2.5.1 Arguments against code switching in the classroom

Code switching in formal educational contexts is treated differently from code switching in social contexts. For bilingual communities around the world, the ability to code switch in social situations is regarded as an asset for bilinguals and it is considered a valuable addition to their range of communication strategies (Macaro, 2005). However, the use of code switching in classroom settings is often met with negative reactions by ELT practitioners, educational experts and policy makers, many believe that ‘the two languages should be kept

strictly separated' (Cummins, 2005, p. 588). Code switching in this context is considered 'inappropriate and unacceptable' and associated with a 'deficit and dysfunctional mode of interaction' (Wei & Martin, 2009, p. 117).

According to Cook (2001), the dominant belief that the learners' first language (L1) should be avoided in the classroom is justified by equating second language acquisition with the 'doubtful analogy of L1 acquisition' (p. 402). The negativity surrounding the use of code switching in the classroom can be attributed to the major emphasis on optimal target language input in order for learners to become competent target language users. It is believed that the inclusion of the learner's L1 will compromise the quantity and quality of target language input that they receive in the target language classroom (Crawford, 2004). This because the L1 deprives learners of the opportunity to experience communicating in the target language (Ellis & Shintani, 2013). The rationale behind maximising the target language use and input in the classroom is that most learners have limited exposure to the target language outside of the classroom (Littlewood & Yu, 2009) and in many language classrooms, the teacher is the only source of target language input for learners (Setati, Adler, Reed, & Bapoo, 2002; Turnbull & Arnett, 2002). This belief is also supported by Krashen's influential argument about the importance of presenting learners with sufficient 'comprehensible input' of the target language in authentic and meaningful contexts during the language learning process (Krashen, 1985). The pro-L2 attitude in second language classrooms is influenced by the view that optimal SLA conditions are those where learners are immersed in the L2, with minimal reference to the L1 as a measure to prevent any interference from the learners' L1 which are believed to undermine the language learning process (Carless, 2007). Some of the comments related to this belief are:

Most descriptions of teaching method portray the ideal classroom as having as little of the L1 as possible, essentially by omitting any reference to it (Cook, 2001, p. 404).

By strictly separating the languages, the teacher avoids, it is argued, cross-contamination, making it easier for a child to acquire a new linguistic system as he/she internalizes a given lesson (Faltis, 1990, p. 4)

Cook (2001) outlined two forms of the L1 avoidance notion. The stronger form of this notion is to ‘ban the L1 from the classroom’ or the complete avoidance of the L1 while the weaker form is to ‘minimise the L1’ or use the L1 as little as possible (p. 404). The weaker form of L1 avoidance corresponds to the principles of maximising the target language input. Turnbull (2001) agrees that teachers should maximise the use of the target language in the classroom but this does not equate labelling the L1 as ‘harmful’. He asserted that ‘maximal teacher use of the target language’ as a matter of fact, recognises the pedagogic value of the L1 (p. 535). In other words, the L1 and the target language can be used concurrently to complement the language learning process.

Another reason for the disfavour of the L1 in the L2 classroom is concerned with the learner’s linguistic and cognitive development in the L2. The use of code switching may encourage learners to depend on their L1 rather than the relevant strategies to cope with communication and comprehension difficulties. Teachers lament that learners tend to code switch when communicating with their peers, particularly during collaborative classroom activities (Cook, 2001; Macaro, 2005). In a study to investigate the feasibility of task-based approaches in Hong Kong secondary schools, Carless (2007) interviewed 20 teachers and teacher educators to identify the issues and challenges faced by the respondents in task-based classrooms. One of the major issues reported by the teachers is the students’ use of their L1 during task-based activities in the target language classroom. The students’ L1 use is a major concern in communicative classrooms where the main aim of language learning is to ensure that learners develop the competence to use the target language during classroom activities.

Littlewood and Yu (2009) claim that many studies have found that learners ‘resort to their L1 as soon as they can and they rarely initiate exchanges in the target language’ (p. 65).

The monolingual bias in L2 classrooms is based on the fallacy that the L1 and the L2 should be kept strictly distinct for successful language acquisition to occur. This belief is motivated by the monolingual view of bilingualism mentioned in the previous chapter (Refer to section 1.1). Cook (2001) refers to the separation of the L2 from the L1 as ‘language compartmentalisation’ (p. 407), that is the L1 and L2 systems are represented as distinct entities in the bilingual’s cognition. Many ELT practitioner believe that L2 learners should make an effort to think in the target language instead of translating and reprocessing L2 materials into the L1 (Cohen, 1995, p. 100).

2.5.2 Arguments in support of code switching in the classroom

Despite the prevailing arguments against the use of code switching in target language classrooms, which includes labelling code switching as a dysfunctional form of speech behaviour, code switching is, in fact, an indication of bilinguals’ ‘linguistic competence’ and should not be treated as a ‘defect’ associated with limited language proficiency (Poplack, 1980, p. 616). Empirical evidence from research on the patterns and functions of classroom code switching shows that code switching is an effective tool for the ‘management of learning’ (Ferguson, 2003, p. 43). Many researchers have argued that it will be impractical to proscribe the use of the learner’s L1 in classroom contexts because judicious use of the learners’ L1 can be used to achieve the pedagogic aims of the L2 classroom and the communicative goals of language learners (Atkinson, 1987; Macaro, 2001). In fact, Turnbull and Arnett (2002) suggest that the L1 facilitates the learning process by making it easier for learners to process target language input, which ultimately leads to a better understanding of

the target language. It is believed that L2 learners often use their expertise and knowledge of the L1 to ‘mediate comprehension’ (Upton & Lee-Thompson, 2001, p. 491). Thus, the L1 can be deployed as an effective teaching tool by teachers to enhance the language learning process. The exclusion the L1 in classroom contexts is ‘almost certainly to teach with less than maximum efficiency’ (Atkinson, 1987, p. 247). Some researchers advocate the use of code switching of the L1 in target language classrooms as indicated by the following quotations or remarks.

When the native language *is* used, practitioners, researchers and learners consistently report positive results (Auerbach, 1993, p. 18)

Dismissing the L1 restricts the possibilities for language teaching (Cook, 2001, p. 405).

Classroom CS... far from being dysfunctional – as many policy makers claim – it is in fact a pedagogically useful communicative resource (Ferguson, 2009, p. 233).

The L1 can fulfil a wide range of functions in the language classroom (Moore, 2002, p. 281).

Code switching is a language practice that could support classroom communication in general (Setati et al, 2002, p. 133).

It is argued that the insistence on the strict separation of the learners’ L1 from the L2 does not reflect the realities on how languages are represented in the bilingual’s cognition (Cook, 1999). Research has shown that the representation of the languages in the bilingual’s cognition is intertwined and not compartmentalised into distinct systems as evident in the following comment:

Code switching is the most obvious achievement of the multicompetent user that monolingual native speakers cannot duplicate, as they have no language to switch into. It shows the intricate links between the two language systems in multicompetence: In the mind, the L1 is not insulated from the L2 (Cook, 1999, p. 193).

The process of second language acquisition may be overwhelming for some learners and put a strain on their cognitive capacity. The use of code switching may be an effective means of helping learners to draw on their schemata and cognitive resources to offset the taxing demands of acquiring the L2 linguistic system. Macaro (2005) suggests that teacher code switching can be used to relieve the ‘cognitive constraints imposed by working memory limitations’ (p. 74). Code switching allows learners to focus their attention on processing larger chunks of input, without the need to worry about the source of communication breakdown and at the same time, it allows learners to form associations of the relevant L1 and L2 forms which in turn may increase their linguistic awareness (Cook, 1995; Moore, 2002).

Philipson (1992) argues that the persistent insistence on monolingualism implies the rejection of a learner’s experiences of other languages, which equates to the rejection and exclusion of a bilingual individual’s most intense existential experience. The learners’ background knowledge and language learning experiences are valuable resources which can be employed to enhance the L2 acquisition process. Therefore, the dogmatic insistence on L1 exclusion in L2 classrooms will deprive learners of the opportunities to exploit the resources which they have at their disposal (Shin, 2013). In this context, the learners’ L1 is related to Krashen’s affective filter hypothesis, which operates on the grounds that the learners’ inhibitions will have a negative impact on the learners’ language learning process (Krashen, 1982). The teacher is responsible for ensuring that the learners’ affective filters is low, or more specifically, learners experience less anxiety and feel more confident about their

learning. This can be achieved by integrating the use the learner's L1. Code switching is viewed as a tool to mitigate the negative effects which may arise from variables such as the learners' inhibitions and their unfamiliarity with the L2.

2.6 Code Switching in Malaysian ESL Classrooms

The practice of code switching is prevalent in the Malaysian society and its use extends from formal contexts such as the professional workplace and education domains to informal contexts in the home domain and interactions with members of different social communities (Ahmad & Jusoff, 2009). Studies of code switching in different communities in Malaysia have provided evidence that speakers tend to vary the use of code switching according to the different domains in which interactions occur and the communicative norms or practices which underlie those domain (see Lee, Ng, Chong, & Tarmizi, 2012; Nil & Paramasivam, 2012).

In the Malaysian education context, code switching is a common phenomenon in the ESL classroom. A typical Malaysian ESL classroom consists of bilingual learners from different linguistic backgrounds who communicate in two or more languages to convey their personal experiences, negotiate meaning and engage in meaningful conversations with their peers and the teacher. The communication process usually takes place in languages other than the target language or language of instruction. In most ESL classrooms, Bahasa Malaysia is used for code switching purposes because it is the common language shared by learners. (e.g. Ahmad & Jusoff, 2009; e.g. Ariffin & Husin, 2011; Mohd. Saat & Othman, 2010; Tan & Saw Lan, 2011; Then & Ting, 2011; Yamat et al, 2011).

Although the use of code switching is a natural feature of bilingual speech and is treated as normal language behaviour in social domains, code switching in the education domain, particularly in language classrooms has been subjected to the scrutiny of policy

planners and SLA researchers. Numerous studies investigating the functions of classroom code switching have provided evidence of its pedagogical value as an effective teaching and learning strategy (e.g. Brooks & Donato, 1994; Ferguson, 2003; Greggio & Gil, 2007; Macaro, 2005; Then & Ting, 2011; Villamil & Guerrero, 1992). However, it appears that the findings of these studies have mostly been ignored in Malaysia. This is evident in the perceptions and beliefs of ELT practitioners and the lack of official recognition by policy planners. This dilemma is described by Martin (2005) who claim that one of the reasons for the lack of official recognition in support of code switching might be the concern of the efficiency of a pedagogy which supports the switching between languages. Code switching is often lambasted as ‘erroneous and unacceptable deviation(s) from the standard British and American varieties’ (David & Lim, 2009, p. 97).

2.7 Code switching in the classroom

2.7.1 Functions of teacher code switching

There is strong evidence that code switching use in second language classrooms is widespread even in contexts where official policies are imposed to ‘control or eradicate’ its presence (Raschka, Sercombe, & Chi-Ling, 2009, p. 169). Ferguson (2003) reported that there are similarities in the findings of studies which explored the functions of code switching across different classroom contexts. Based on these findings, he outlined three broad functional categories:

1. Code switching for curriculum access.
2. Code switching for classroom discourse management.
3. Code switching for interpersonal relations. (p.39)

The first category is related to the use of code switching to deliver the lesson content in the L2 classroom, such as explaining the L2 language items while the second category is a shift from ‘talking about the lesson’ to ‘managing the classroom’. Code switching for classroom discourse management refers to the use of code switching to maintain classroom discipline and to regulate the learners’ behaviour. The third category focuses on the use of code switching to maintain and negotiate the social relationships between teachers and learners. It acknowledges the social and affective aspects of the language classroom. Canagarajah (1995) studied the code switching patterns of 24 secondary school ESL teachers in Jaffna and grouped the functions of teacher code switching into two broad categories, namely, for classroom management and for content transmission. The code switching functional categories proposed by Canagarajah is similar to the categories suggested by Ferguson, with the exception that the latter includes an additional category which focuses on the social functions of classroom code switching. The summary of Canagarajah’s categorisation of the code switching functions is as followed:

1. Classroom management

- a. Opening the class
- b. Negotiating directions
- c. Requesting help
- d. Managing discipline
- e. Teacher encouragement
- f. Teacher compliments
- g. Teacher’s command
- h. Teacher admonitions
- i. Mitigation

- j. Pleading
 - k. Unofficial interactions
2. Content transmission
- a. Review
 - b. Explanation
 - c. Negotiating cultural relevance
 - d. Parallel translation
 - e. Unofficial student collaboration

Studies which examined the code switching use in language classrooms provide evidence of its functions which correlates to categories of code switching use proposed by Ferguson (2009) and Canagarajah (1995). These studies demonstrate that teacher code switching is an important pedagogic tool (e.g. Creese & Blackledge, 2010; De La Campa & Nassaji, 2009; Lucas & Katz, 1994). From the teachers' perspectives, the use of code switching is viewed as an efficient teaching strategy. It helps teachers to achieve the desired learning outcomes and at the same time, provides the necessary language support for learners. Macaro (2000a, as cited in Macaro, 2005) reported that teachers use L1 for different purposes, which include:

1. Building personal relationships with learners
2. Giving complex procedural instructions for carrying out activity
3. Controlling students' behaviours
4. Teaching grammar explicitly
5. Translating and checking for understanding in order to speed things up (p. 69)

Greggio and Gil (2007) summarised the functions of teacher code switching that they observed in their study on the use of English and Portuguese in beginner and intermediate EFL classes. They found that the functions of code switching differ between both classes.

However, the use of code switching ‘to facilitate/clarify understanding of grammatical rules, structures, words and expressions’ was observed in both classes (p. 386). Liu, Ahn, Baek, and Han (2004) studied the code switching patterns of Korean high school teachers and observed that code switching is used for different purposes. Some of the functions of code switching, among others, include to provide explanations of grammar and vocabulary, to provide background information and to manage student behaviour.

Then and Ting (2011) investigated and compared the use of code switching by teachers in English and science classrooms and found that the main functions of teacher code switching were reiteration and quotation. This suggests that code switching is used mainly for the explanation of lesson content to facilitate the learning process. The use of teacher code switching appeared to be systematic as evidenced in the teachers’ use of the ‘sandwich technique’ advocated by Butzkamm and Caldwell (2009, as cited in Then & Ting, 2011). It is related to the use of code switching to enhance the clarity of key points and instructions by repeating the initial second language utterance in the students’ first language followed by a final repetition in the second language. It can also be inferred that teachers attempt to accommodate the learning needs of the students while at the same time ensuring that students’ exposure to target language input is not compromised by the inclusion of the L1 during classroom instruction. Then and Ting (2011) concluded that the students’ first language serves as an effective teaching and learning resource for students who have limited proficiency in English. The findings by Ariffin and Rafik-Galea (2009) provide evidence that code switching fulfills pedagogic and communication purposes. Ariffin divided the use of code switching into four broad categories based on her observation code switching patterns in a content-based context at a Malaysian public university. These are: giving explanations and clarifications, topic switch, aggravating and mitigating messages and affective functions.

2.7.2 Functions of student code switching

Research has shown that learners use their L1 for specific purposes, as a communicative strategy to overcome communicative difficulties (Unamuno, 2008) and as a mediational tool to facilitate the language learning process (Ellis & Shintani, 2013). Learners engage in code switching as a communicative resource to help them cope with the communicative barriers that may arise due to limited competence in the target language. Code switching enables learners to sustain a conversation despite limited proficiency in the target language. Canale and Swain (1980) defined strategic competence as the ability to use communication strategies to compensate for communication breakdowns in communication due to performance variables or insufficient competence. The use of L1 during L2 interactions is a normal psycholinguistic process that facilitates L2 production and allows learners to initiate and sustain verbal interactions. It is necessary and natural for learners learning a second or foreign language to rely on their L1, especially when they are performing tasks which are unfamiliar to them (Brooks & Donato, 1994). For beginner level learners, the L1 can be used as starting point for learners to explore and generate ideas. The learner's L1 is believed to facilitate the language learning process, by acting as a 'buffer' to ease learners into exploring and discovering the L2 language system. (Auerbach, 1993). It is believed that the learners' reliance on the L1 will gradually decline as they develop confidence and competence in using the L2.

From the Vygotskian perspective, the use of the L1 is used to mediate the interactions between learners (interpsychological) and within learners (intrapsychological) (Anton & DiCamilla, 1999). At the intrapsychological level, the L1 is manifested in the form of private speech directed to the learner himself which serves to regulate their learning and cognition. At the interpsychological level, the learners' L1 functions as a peer support resource which enables learners to provide each other with assistance within their zone of proximal

development (ZPD). Harbord (1992) claims that students' use of code switching to provide L1 explanations to their peers is a 'habit', which takes place even without encouragement from the teacher (p. 354). Arthur and Martin (2006) also reported similar findings in the language use of students during peer-group interaction. They observed that students prefer using the language that they are most familiar with in such situations, as it is perceived to be the best option to facilitate comprehension.

Villamil and Guerrero (1992) carried out a study to explore the L2 peer revision process and the strategies employed by learners to facilitate the process. They discovered that the L1 was an important resource for learners to check for understanding, retrieving language from memory, exploring and expanding content, guiding their actions through the task and sustaining conversations. Swain and Lapkin (2000) conducted a similar study to investigate learners' use of the L1 during task-based activities, it was discovered that most of the L1 turns in learners' interactions during pair work activities served important cognitive and social functions. The term 'collaborative dialogue' is used to describe the dialogue in which the learners are engaged in to focus on classroom tasks and to construct their L2 knowledge. Lucas and Katz (1994) found that students were more likely to use their native languages during collaborative group work, to 'negotiate meaning, solve problems or create texts' (p. 557). A study by Scott and De La Fuente (2008), who investigated the role of the L1 in consciousness raising, form-focused L2 tasks, yielded similar findings. They suggest that learners' use of the L1 when completing such tasks 'reduce cognitive overload, sustain collaborative interaction and foster the development of metalinguistic terminology' (p. 110).

2.7.3 Perceptions and beliefs of code switching in the classroom

The practice of code switching in the ESL and EFL classroom is a contentious issue among ELT practitioners, educators and policy makers. Despite stringent monolingual education policies which insist on the exclusive use of the target language (English-only) in classroom discourse (Cummins, 2007), many teachers regard code switching as an unfortunate but necessary measure (Macaro, 2005; Setati et al, 2002). Likewise, Ellis and Shintani (2013) claim that teachers often justify their use of code switching as ‘a response to the exigencies in the classroom’ (p. 229), and not because they believe in its cognitive values in language learning. Teachers often feel guilty when they include the first language in target language classrooms (Butzkamm, 2003).

A case study which investigated the beliefs of three Bruneian teachers regarding the code switching use in the classroom provide evidence which suggest that while teachers agree that code switching supports the language learning process, they are also wary about its negative implications. The perceived disadvantages of code switching, as reported in the study, include the belief that there is a tendency for overdependence on the students’ L1 and that code switching deprives students of the opportunity to practice the target language (Noor Azam Haji-Othman, Hajah Zurinah Haji Yaakub, Dayangku Liyana Putri Pengiran Abdul Ghani, Hajah Suciwati Haji Sulaiman, & Hitam, 2013). McMillan and Rivers (2011) explored the attitudes of native English speaker teachers towards the English-only policy in a Japanese university and observed that despite the official guidelines, a significant number of teachers have favourable opinions about teachers and students’ L1 use in L2 learning. Many of the teachers’ comments indicate their support for ‘judicious use of the L1’ (p. 258). It is found that the teachers believed that code switching is an effective communicative strategy to facilitate and ensure successful student-teacher communication. Other arguments in support of the L1 include, code switching is useful when teaching low-proficiency students and to

build rapport with students (p. 259). The findings of this study show that there is a higher amount of positive remarks about L1 use than the negative ones, which demonstrates that while teachers believe that there are benefits in L1 use, there are also other concerns about its negative effects on the learning process.

Lee (2010) discovered that a majority of the Malaysian ESL teachers in his study have positive opinions of code switching use in the classroom. They believe that code switching should be used in the classroom and that it helps students to learn English. However, at the same time, they also believed that it should only be used when necessary, which suggests that the teachers prefer to minimise code switching use. Ariffin and Husin (2011) investigated the attitudes of instructors and students towards the use of code switching in the classroom, and found that the instructor admitted that code switching was inevitable when teaching students who have limited proficiency in English. Less proficient students were more tolerant towards code switching as it facilitates comprehension. The more proficient students had a less favourable attitude toward code switching on the grounds that more exposure to the target language will benefit them in the long run. These findings suggest that students' language abilities influence their attitudes toward code switching as well as the instructors' frequency of code switching use in the classroom.

Ahmad and Jusoff (2009) examined the opinions of 299 undergraduates enrolled in a university English Communication I proficiency course towards the teachers' use of code switching during lessons. Most of the participants agreed that code switching was used by the teacher to perform various classroom functions including checking for understanding, explaining unfamiliar words, managing classroom activities and providing affective support. It was also observed that the teachers' code switching influenced the affective state of the learners. This is based on the responses of the participants who indicated that code switching by teachers enabled them to feel more comfortable and less anxious during lessons as they

were able to comprehend the L2 input. In addition, most participants have attributed their language learning success to the use of code switching by teachers. It can be concluded that most participants in this study appear to favour the use of code switching. However, the researcher cautioned that this study did not reflect the attitudes of learners with different levels of English proficiency as the respondents were only limited to low English proficiency learners. Different groups of learners may have different perceptions about the use of code switching in language classrooms as they may require varying degrees of code switching by teachers.

2.7.4 Systematic and optimal use of code switching in the classroom

There are no guidelines or principles that address the issue on how code switching can be used to its full potential in L2 classrooms and the ideal amount of balance L1 use. Likewise, there are no parameters on the quantity of L2 input or ‘L2 talk’ necessary for successful L2 acquisition to occur (Edstrom, 2009). Macaro (2005) suggests that code switching in classroom contexts should operate on the principle of ‘optimality in L1 use’ (p. 81). In other words, ELT practitioners should make informed decisions about when and how code switching can be best used to enhance the language learning experience and achieve the pedagogic aims of the classroom. Optimal L1 use is necessary to avoid the negative implications of L1 overuse. Atkinson (1993) argues that it is not possible to determine the ‘ideal’ amount of target language use and recommends a ‘balanced use’ of the target language and the L1 at ‘appropriate intervals’ in the classroom (p. 4).

2.7.5 Teachers' beliefs and classroom practices

Teachers' beliefs are found to have profound impact on their teaching practices, as evident in the study by Johnson (1992), who found that ESL teachers 'provide literacy instruction which is consistent with their theoretical orientation' (p. 101). Macaro (2001) reported similar findings in his study on student teachers' use of code switching in foreign language classrooms. It was found that the respondents' personal beliefs influenced their practice of code switching, which may have stemmed from the respondents' own language learning experiences. Likewise, official guidelines imposed by education authorities may also influence their decisions regarding code switching use in the classroom. Johnson suggests that raising teachers' awareness of their beliefs encourages teachers to reflect on how these beliefs influence their classroom practices. Teacher reflection and evaluation about their teaching practices constitute an important part of the language teaching (Crandall, 2000).

In traditional classroom situations, teachers make the final decision about code choice in language classrooms based on their personal judgments and teaching experiences. However, under certain circumstances, some students may disagree with the teacher's code choice and they may have different preferences for L1 use, as evident in the findings of Ahmad and Jusoff (2009). Therefore, it is important for teachers to obtain students' feedback and involve them in the decision making process (Auerbach, 1993). Harmer (2003) believes that successful classroom methodology can be achieved when teachers and students 'reach an accommodation between their differing expectations and hunches about what is best for them' (p. 292).

2.8 Summary

The literature on code switching practices in various ESL contexts has raised several pertinent issues regarding the ELT practices and education policies across these contexts, particularly the ELT situation in Malaysia. Despite the paradigm shift in SLA pedagogy, the biased preference for L1 exclusion remains a dominant feature of ESL classrooms. Many ELT practitioners have expressed their reservations and concerns about including the use of code switching in ESL classrooms as the latter is invariably associated with improper and substandard language use. It is believed that the inclusion of the L1 in L2 learning will affect the quantity and quality of target language input, which may have adverse effects on the language acquisition process. The fallacy that ESL instruction should be conducted purely in English is based on the tenets that English is best taught in monolingual classrooms and the inclusion of learners' L1 will compromise the standards of English. However, research on the functions and patterns of classroom code switching have demonstrated that contrary to the negative perceptions regarding code switching practices, there is a place for the L1 in L2 classrooms. Code switching by teachers is used as a pedagogic tool to serve various classroom functions while code switching is used by students as a strategy to overcome language learning difficulties and language barriers.

This study aims to investigate the perceptions and beliefs of teachers and students on the practice of code switching in the ESL classroom. The classroom practices of teachers and the students' language use in the ESL classroom is believed to be influenced by their perceptions and beliefs of code switching use in classroom contexts. The pedagogic tools and methods employed by the teachers reflect their experiences, teaching ideologies and belief system. Classroom observations is also conducted to explore the realities of language use in ESL classrooms and to compare the actual classroom practices with the reported use of code switching by the participants. In this study, the feedback by teachers and students regarding

code switching practices in the ESL classroom paints a more comprehensive picture of authentic code switching practices in actual classroom situations. The following research questions are the fundamental ideas that guide the research space this study occupies:

1. What are the perceptions and beliefs of a selected cohort of in-service teachers about the practice of code switching in selected Malaysian ESL classrooms?
2. What are the perceptions and beliefs of a selected cohort of students about the practice of code switching in selected Malaysian ESL classrooms?
3. What are the functions of code switching in selected Malaysian ESL classrooms?
4. Is code switching included as a systematic and planned part of ESL classrooms in Malaysia?

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study aims to explore and examine the practice of code switching among teachers and students in secondary level Malaysian ESL classrooms. This chapter will first describe the context of the study and its participants followed by a discussion of the research design and conceptual framework underpinning it, the data collection procedures and data analyses techniques. The research criteria and ethical issues concerning this study will be outlined in the final section.

3.2 Research Setting

This study was conducted at two secondary schools in Tenom, Malaysia. According to the statistics released by the Ministry of Education, there are 2,335 secondary schools across the country, with close to 2.3 million enrolled students and a teaching force of about 180,000 teachers as of the 30th of November 2013. There are six secondary schools in Tenom and the student population consists of the Malay, Chinese, Kadazandusun and Murut ethnic groups. English is a compulsory subject in all Malaysian primary and secondary schools. There are five periods of English lesson per week and the duration for each lesson is 40 minutes.

The two secondary schools – Sekolah Menengah Chung Hwa (SMCH) and Sekolah Menengah Saint Anthony (SMSA) were chosen because of my connections with the principals of both schools and the ease of access to the research participants. The principals are the ‘gatekeepers’ (Silverman, 2001, p. 57) who granted me access to the school population. As such, the data collection plan for this study is considered a ‘convenience’ or ‘opportunistic’ plan (Tracy, 2012, p. 134). According to Biggam (2011), convenience

sampling is often used as ‘a form of exploratory research, giving ideas and insight to other more detailed and representative research’ (p. 134).

The class sizes in both schools range from between 25 and 40 students. The common language shared by all the students in both schools is Bahasa Malaysia (Malay), which is also the national language. SMSA is a national type secondary school and the medium of instruction is Malay. SMCH is a Chinese vernacular school, thus, Mandarin is widely spoken among the Chinese students. The study took place throughout March 2013. I was a substitute teacher at SMCH for two weeks during the data collection process and this allowed me to gain further access to the participants.

3.3 Research Participants

3.3.1 Teacher participants

The teacher participants who were recruited for this study are teachers who hold either education diplomas or education degrees from teacher training institutions and universities. All of the teachers are English teachers with at least two years of teaching experience. Eleven teachers were approached to participate in the study – six from SMCH and five from SMSA. Each teacher was provided with an information sheet which outlined the purpose of my research project and a consent form. I then spoke to the teachers individually to explain the project in more details and to answer any queries that they had about the procedures involved. All of the SMCH teachers agreed to answer the questionnaire, but only five of them consented to being interviewed and only four granted me permission to observe them in class. For SMSA, four teachers agreed to answer the questionnaire, three of them consented to being interviewed and two of them gave me permission to observe them during lessons. All of

the teachers are fluent bilinguals, who can converse in English and Bahasa Malaysia. Some of the teachers are multilingual and spoke Mandarin, in addition to the other two languages.

3.3.2 Student participants

The study initially aimed to recruit 100 students to participate as questionnaire respondents. The participants were students aged between 14 and 17 at the time of data collection. The students were in the classes which I taught during my two-week stint as a substitute teacher in SMCH. However, due to time constraints, I was unable to recruit students from SMSA. I prepared two sets of information sheets and consent forms in two languages – English and Bahasa Malaysia, for the students themselves and for their parents. Sixty students returned the questionnaire, complete with the consent forms signed by a parent.

3.4 Research Design

Researchers employ a variety of methods depending on the research topic, theoretical approaches and the types of data they wish to work with. The choice of data collection methods is contingent on the research questions and aspects of the research which are of interest to the researcher. Therefore, the method of data collection is determined by the types of data that need to be collected in order to answer the research questions (Matthews & Ross, 2010). In this study, the mixed methods approach was chosen, combining quantitative and qualitative approaches. Data was collected from multiple sources in order to obtain a better understanding of the code switching practices in ESL classrooms and to allow for triangulation of data (refer to section 3.6).

According to Tracy (2012), much research involves both inductive and deductive approaches. The following definitions illustrate the differences between both approaches:

Quantitative research methods are primarily concerned with gathering and working with data that is structured and can be represented numerically. Quantitative data are typically gathered when a positivist epistemological approach is taken and data is collected that can be statistically analysed.

Qualitative research methods are primarily concerned with stories and accounts including subjective understandings, feelings, opinions and beliefs. Qualitative data are typically gathered when an interpretivist epistemological approach is taken and when the data collected is the words or expressions of the research participant themselves. (Matthews and Ross, 2010, p. 141-142)

In this study, quantitative and qualitative methods are used alongside each other, ‘with each type of data contributing to answering the same or different research questions’ (Matthews & Ross, 2010, p. 145). The data for this study was obtained through the administration of questionnaires, interviews and classroom observations.

3.4.1 Questionnaires

Questionnaires are perhaps the most common and popular way of gathering data in SLA research. They are used to obtain the opinions, beliefs and experiences of research participants. Questionnaires are defined as ‘a set of questions which can be answered by the research participants in a set of ways’, which are ‘designed to gather already structured data’ and may include closed and open questions (Matthews & Ross, 2010, p. 201).

There are some advantages of using quantitative questionnaires as an instrument for data collection. First of all, they can be administered effectively to large groups of participants within a short span of time. The researcher also predetermines the questions and range of answers which allow the researcher to gather data in a standardised format thus making it easy for analysis (Matthews & Ross, 2010). However, there are some limitations to the nature of the data that is gathered. Therefore, it will not be feasible to use questionnaires as the sole instrumentation for studies that adopt the principles of grounded theory.

In this study, closed question questionnaires were administered to teacher and student participants (refer to Appendices A and B), with a standardised Likert scale for all of the questions. The items in the questionnaires, specifically the functions of code switching were adapted from the functions of code switching as reported in the studies by Ahmad and Jusoff (1999), Canagarajah (1995), Ferguson (2009) and, Greggio and Gil (2007), while the statements regarding opinions and beliefs of code switching were based on current views of code switching in target language classrooms found in the literature. Both sets of questionnaires include general statements that were constructed to elicit the participants' opinions and attitudes toward the roles and functions of classroom code switching. The questionnaire for students was prepared in two languages – English and Bahasa Malaysia, and students were given the freedom to respond to the questionnaires in either language. The questionnaire for teachers was in prepared in English only. Data from the questionnaire was used to cross check and triangulate quantitative findings obtained through interviews and classroom observations (refer section 3.6).

Prior to the actual research, a pilot study was conducted for both groups of participants to determine the validity of the questions and also to identify wordings or definitions that might require ammendment. One teacher and two students took part in the pilot study and provided constructive feedback that was then used as reference for

modifications. For the teacher questionnaire, I substituted some of the ambiguous terms and definitions used in the questions. As for the student questionnaire, I rephrased some of the questions make it easier for students to comprehend. I also sought out the assistance of a Malay teacher to verify the Malay version of the student questionnaire. All of the teachers completed the questionnaires before the commencement of the interviews and classroom observations, while the students were given 2 weeks to return the completed questionnaires.

3.4.2 Interviews

Interviews are one of the four major data collection methods used by qualitative researchers (Silverman, 2001) and enable researchers to elicit and construct the opinions, attitudes, perspectives and experiences of individuals (Saldaña, Leavy, & Beretvas, 2011). There is a range of interviews formats or structures, which are used depending on the purpose of the interviews (Tracy, 2012). This study employed semi-structured interviews where a common set of topics and questions were used for all teacher participants. Semi-structured interviews were chosen for this study because they focus on obtaining answers for main themes and questions and also allows room for flexibility in the forms and sequences of questions (Kvale, 2008). This means that the interviewer is able to structure the interview according to its progression and adapt questioning as the interview progresses without adhering to the rigidity of structured interviews.

The interview questions (refer to Appendix D) were constructed based on the research questions, to ensure that the participants' responses contained relevant data which would provide answers to the research inquiry. The questions focused on the teachers' perceptions and beliefs of current issues in classroom code switching, their opinions about the functions

of teacher and student code switching, their teaching experiences as pre-service and in-service teachers and their perspectives on Malaysian ELT policies.

Eight teachers were interviewed in this study – five teachers from SMCH and three teachers from SMSA. Two of the SMCH teachers opted to answer the interview questions in written form. The teachers were provided with the questions at least two days before the interview took place, to give them the opportunity and time to reflect on the issues related to classroom code switching and to formulate their responses. All of the interviews were conducted individually in a small meeting room or the staff room and were recorded using an audio recorder. Interviews lasted between 15 and 30 minutes. The interviews employed the techniques suggested by Kvale (2008). The interview started off with a short briefing stage where I talked about the purpose of the study. During the interviews, I asked for further clarification and elaboration when new directions arise, only if they were related to the main themes of the interview.

3.4.3 Classroom observations

Observation is ‘the act of watching social phenomena in the real world and recording events as they happen’ (Matthews and Ross, p. 255, 2010). The primary focus of classroom observations is to gain access to the ‘social practices’ of teachers and students in the ESL classroom (Silverman, 2001, p.70). In the context of this study, the ‘social practices’ refer to the teachers’ and students’ use of code switching when interacting with one another during lessons. The phrase ‘focused participant observer’ is used to describe an observer ‘who enters the scene with an explicit researcher status and a clear agenda of what data to gather from the scene’ (Tracy, 2012, p.112). During classroom observations, I assumed the role of the ‘focused participant observer’ (Tracy, 2012) because I was mainly interested in observing

and documenting how code switching was used by both teachers and students in ESL classrooms.

Six teachers – four from SMCH and two from SMSA consented to being observed during their lessons. Prior to the formal data collection period, all of the teachers were informed about the purpose of the observations. I consulted the teachers before making decisions about which classes to observe to ensure that I was able to collect the relevant code switching data. All of the teachers were observed twice, except for teachers C and E who were observed once. Audio recordings of the lessons were made using a digital voice recorder, which was placed on the teacher's table at the front of the class. During group discussion activities, the teachers held the voice recorder as they went around assisting students with language tasks. Ten ESL classrooms were formally observed and about 10.5 hours of recordings were made. The duration for each recording ranges from 25 to 65 minutes.

3.5 Analysis

The data in this study comprised 8 teacher questionnaires, 60 student questionnaires and approximately 12 hours of audio-recorded interviews and classroom observations.

3.5.1 Coding

Structured data from the questionnaire was analysed using the deductive approach. The coding system of the Likert scale was used (refer to sections 4.2 and 4.4) and numerical values were assigned to each code. The coding system for the first section of the teacher questionnaire refers to the participants' self-reported frequency of code switching use for the list of functions in the classroom. The same coding system applies for sections one and two

of the student questionnaire. The codes were arranged according to numerical orders of 1 to 5, based on the Likert scale (1= never, 2= hardly ever, 3= often, 4= almost all the time and 5= every time). The coding system for second section of the teacher questionnaire used the same numerical orders but represented the attitudes or opinions of teachers about the questions (1= totally disagree, 2= disagree a little, 3= neither agree nor disagree, 4= agree a little and 5= totally agree). The questions were analysed using manual calculation and the percentages for each code was calculated and tabulated for comparison. The questions for each section in the questionnaires were then grouped under broader categories to identify and explore the relevant correlations and discrepancies in the data, as presented in the discussion chapter (refer to sections 4.2 and 4.4),. A summary of the results for each section in the questionnaires was tabulated to present a general overview of the data.

Interview and classroom observation data was analysed thematically, thus effectively using ‘segmentation, categorisation and relinking of data’ to explore and interpret themes relevant to the research questions (Grbich, 2007, p. 16). The four stages in the process of qualitative analysis involve coding for themes, looking for patterns, making interpretations of these patterns, and, finally, building theory (Ellis & Barkhuizen, 2005). I used the same procedure when analysing the qualitative data in this study. For the interviews, I created an index of the initial themes that I expected to find in the teachers’ responses, based on the themes in the semi-structured interview questions, before reading the interview transcriptions. During the first reading, I identified more specific categories related to the initial themes and highlighted the relevant excerpts which I then used as a reference to assign specific codes to those categories. For example, one of the initial themes was teachers’ opinions of code switching and the related codes are OpCSP (Positive opinions of code switching) and OpCSN (Negative opinions of code switching). After outlining the sets of codes, I started grouping the teachers’ responses according to the codes to identify the similarities, differences and

anomalies in the data. I summarised the teachers' responses according to common themes and extracted the relevant excerpts from the data to justify my findings. In the final stage of the analysis, I re-examined the initial themes for coherence and clarity before finalising the themes that I identified in the data. The codes for the themes are included in appendices G and H.

The classroom observation data were also thematically analysed using the same procedure described earlier. The codes were created based on the questionnaire items from section one of the teacher questionnaire and section two of the student questionnaire. I started off by examining the classroom observation data and highlighted the instances of code switching used by teachers and students in the transcriptions. Next, the conversational turns which contained code switched words or sentences were analysed based on their functions and relevant codes were assigned. I then outlined the functions of code switching that I observed in the transcriptions and provided examples of the code switching excerpts as evidence.

3.5.2 Triangulation of data

The practice of triangulation is defined as the use of 'different types and sources of data, diverse methods of collection and various theoretical perspectives to cross-check data and interpretations' (Guba, 1981). The triangulation of data collection methods and data analysis techniques is the key to achieving research credibility (Guba, 1981; Seale, 1999).

In this study, triangulation is made possible by employing the use of quantitative and qualitative methods in the data collection process. The three methods are questionnaires, interviews and classroom observations. Data from the questionnaires provided numerical information that quantifies the participants' perceptions and beliefs about classroom code

switching and their reported use of code switching functions. The quantitative data can be used as a reference to corroborate the interpretations of qualitative data and vice versa.

3.6 Research criteria

There are four parameters that form the fundamental guiding principles to evaluate and determine the overall quality and trustworthiness of this study.

3.6.1 Credibility

Credibility refers to ‘dependability and trustworthiness’ (Lincoln and Guba, 1985). (Tracy (2012)) describes a credible research as one for which ‘readers feel confident in using its data and findings to act and make decisions’ (p. 235). In this study, credibility is established through the triangulation of data, which involves the collection of data from multiple sources. This is achieved through comparing and contrasting the data obtained through questionnaires, interviews and classroom observations. I collected audio recordings of interviews and classroom observations as evidence which can be used as references in data analysis and interpretation. During the interviews, I was mindful to request for further clarification and explanation by teachers whenever I felt that I may have misunderstood the message they intended to convey.

3.6.2 Transferability

In qualitative research, transferability is concerned with the extent to which the research findings are relevant and hold true given a different context (Matthews and Ross, 2010). Transferability depends upon how similar the context in which the research was

conducted is to the area in which it might be applied (Lincoln & Guba, 1985). The term generalisability is the equivalent term used in quantitative research. Transferability in this study is made possible through the detailed descriptions of the demographics and research context, which includes the setting, participants and data collection methods. They are provided to allow readers to 'transfer the findings to a range of familiar contexts' (Tracy, 2012, p.239).

3.6.3 Dependability

The concept of dependability is related to reliability. In quantitative studies, reliability is usually determined via replication, which requires similar findings to be obtained under similar conditions (Lincoln & Guba, 1985). In other words, reliability is concerned with whether the same methods employed in a study can be used on a similar sample and yield similar results. In contrast, dependability is often used in relation to qualitative research methods (Matthews and Ross, 2012), which is demonstrated through the transparency of the research process and procedures for data analysis. The dependability of the study is maintained through a comprehensive report of the data collection and data analysis procedures. To ensure the dependability of the data analysis process, I used a standard coding system for the analysis of both quantitative and qualitative data. According to Krefting (1991), the utilisation of various data collection methods can also be used to enhance the dependability of the study because the 'weaknesses of one method of data collection are compensated by the use of alternative data gathering methods' (p. 221). Three instruments for data collection were used in this study to ensure the dependability of the data gathered, which enabled me to compare the results and findings. Peer review of the analyses and interpretations of the results and findings as well as comments by my supervisor also increased the dependability of this study.

3.6.4 Confirmability

Confirmability relates to whether the analysis has been neutral and whether sufficient data is made available to allow others to determine whether the findings are supported by the data (Lincoln & Guba, 1985). The confirmability of this study was achieved through the systematic documentation and presentation of the questionnaire results, for which the percentages for the questionnaire items were calculated and tabulated accordingly. As a researcher I attempted to be neutral when interviewing the teachers, and reporting on the findings. I collected data from sixty students and a number of teachers. I also included relevant verbatim quotations of spoken data obtained through interviews and classroom observations to support the results from the questionnaire. The triangulation of various methods and types of data were also used to increase the confirmability of the study. In addition, I also discussed the potential limitations which may have affected the quality and authenticity of the data which was collected.

3.7 Ethics

There are some ethical issues which need consideration before undertaking studies which involve human participants, namely obtaining 'informed consent', protecting participants 'privacy and confidentiality', ensuring that procedures do not cause any 'harm' to participants and avoiding 'deception' which may mislead participants (Tracy, 2012, p.243).

Ethical approval was obtained prior to the formal data collection process from the University of Otago Ethical Research. Once approval was obtained, I contacted the principals of the two secondary schools and sought their approval to carry out my study in their schools. A formal cover letter by my supervisor was provided to the principals before my arrival at the schools. The principals at both schools introduced me to the school community during the

assembly and informed them about the purpose of my presence during school hours and their potential involvement in my study.

Information sheets (refer to Appendix F) describing the purpose of the study and the data collection procedures in detail were provided to all participants to ensure that they were well-informed about the nature of the study. The participants were allowed to take the information sheets and consent forms home to read at their own time. They were given about two to three days to inform me about their participation. For students, consent from their parents was required because all of them were below 18 years old. The information sheets and consent forms for students and parents were prepared in English and Bahasa Malaysia. This is necessary because both schools are located in a small, rural town and I was aware that not all of the participants were familiar with the English language. I took extra measures in the preparation of the information sheets and consent forms for students and their parents to make sure that my descriptions of the study used simple language and avoided all technical jargons. Teachers and students were informed that their participation is entirely voluntary and they were allowed to withdraw at any point during the course of the study if they felt uncomfortable.

The privacy and anonymity of the teacher participants were guaranteed by assigning specific codes (such as SMCH Teacher A) to identify the teachers. I obtained the teachers' approval before reporting their teaching qualifications and teaching experiences in the discussion of my findings (chapter 4). No other personal information of the teachers or the students was disclosed. Only my supervisor and I have access to the participants' personal information.

CHAPTER 4 RESULTS AND FINDINGS

4.1 Introduction

The first section of this chapter presents the quantitative results from the questionnaires, followed by the qualitative findings obtained through post-observation interviews with teachers and in classroom observations. The results from the questionnaires show that most of the respondents from both the teacher and student groups have an overall positive attitude about the practice of code switching in the classroom. The self-reported use of code switching by both groups indicates that the use of code switching is not haphazard but is, as a matter of fact, a useful teaching and learning resource in the ESL classroom. Classroom observations and post-observation interviews with teachers support the self-reported use of code switching by both groups of respondents. Post-observation interviews were conducted with the teachers to elicit feedback and information about the practice of code switching in the ESL classroom. The researcher presents the findings which were obtained through the interviews by highlighting and summarising the main practice related to code switching in the ESL classroom as reported by the participants. The findings from the interviews have been collated and categorised into three main areas of interest, namely the teachers' opinions about classroom code switching, teachers' use of code switching in the ESL classroom and teacher training and development. In the final section of this chapter, transcriptions of classroom interactions between teachers and students are presented to provide evidence of the use of code switching during the actual teaching and learning process in the ESL classroom. Analyses of the classroom observations and post-observation interviews have yielded valuable information about the practice of classroom code switching and provide insights into how teachers' perceptions and beliefs affect their actual classroom practices.

4.2 Teachers' perceptions and beliefs on the practice of code switching in ESL classrooms (Likert scale questionnaire)

4.2.1 Reported use of teacher code switching in Malaysian ESL classrooms

4.2.1.1 Code switching is used to explain meanings of words and sentences

Never	Hardly ever	Often	Most of the time	Every time
		50%	40%	10%

Table 1

The percentages in Table 1 shows that code switching is the technique preferred by teachers when explaining the meanings of words and sentences in the ESL classroom, with 90% of the teachers using code switching on a regular basis and 10% of them using it all the time for this reason.

4.2.1.2 Code switching is used to explain difficult concepts

Never	Hardly ever	Often	Most of the time	Every time
	10%	20%	20%	50%

Table 2

In Table 2, the results demonstrate that the majority of the teachers (90%) use code switching to explain difficult concepts, with 50% of the teachers using code switching every time to perform this function and the remaining 40% of them using it frequently.

4.2.1.3 Code switching is used to explain grammatical concepts

Never	Hardly ever	Often	Most of the time	Every time
	10%	50%	40%	

Table 3

Based on the percentages in Table 3, it is observed that code switching is used by most teachers to explain grammar, with half of the respondents using it regularly and 40% of them using it most of the time for this particular purpose. Only 10% of the teachers hardly ever used code switching to explain grammatical concepts.

4.2.1.4 Code switching is used to check for comprehension

Never	Hardly ever	Often	Most of the time	Every time
	10%	70%	10%	10%

Table 4

The results presented in Table 4 show that the majority of teachers use code switching as a tool for checking their students' comprehension. Only 10% of them indicate that code switching is not a preferred option to perform this classroom function.

4.2.1.5 Code switching is used to organise classroom tasks

Never	Hardly ever	Often	Most of the time	Every time
	50%	50%		

Table 5

The percentages in Table 5 show that there is a difference in how the respondents use code switching for managing classroom tasks. Fifty percent of the teachers indicated that they use it often for task management and 50% of them reported that it is rarely used for this purpose.

4.2.1.6 Code switching is used to introduce unfamiliar materials and topics

Never	Hardly ever	Often	Most of the time	Every time
		20%	60%	20%

Table 6

The results in Table 6 show that code switching is used by all teachers when introducing unfamiliar materials and topics in ESL classrooms. The majority of the respondents (80%) reported that they use it either most of the time or every time for this function while the remaining 20% of them use it often.

4.2.1.7 Code switching is used to explain the differences between the students' first language and English

Never	Hardly ever	Often	Most of the time	Every time
		30%	50%	20%

Table 7

The percentages presented in table 7 demonstrate that all of the respondents use code switching to explain the differences between the students' first language and English. Half of the respondents employ this technique most of the time to perform this function while 20% of them use it all the time. The remaining 30% of the respondents often use code switching for this purpose.

4.2.1.8 Code switching is used to draw students' attention to the correct pronunciation of sounds in English

Never	Hardly ever	Often	Most of the time	Every time
30%	20%	30%	10%	10%

Table 8

The results in Table 8 demonstrate that teachers have different opinions about uses for code switching to draw students' attention to the correct sounds in English. Half of the respondents report that code switching is never or hardly ever used to teach pronunciation. In contrast, 30% of them use it regularly while the remaining 20% use it either most of the time or all the time.

4.2.1.9 Code switching is used to maintain classroom discipline and structure the lesson

Never	Hardly ever	Often	Most of the time	Every time
	40%	40%	20%	

Table 9

As seen in Table 9, 60% of the teachers used code switching to maintain classroom discipline and to ensure the smooth progression of the lesson, with 40% of them using it often and 20% of them most of the time for this purpose. On the other hand, 40% of the teachers reported that they hardly ever use code switching for these functions.

4.2.1.10 Code switching is used to provide praise, feedback or personal remarks about students' performance

Never	Hardly ever	Often	Most of the time	Every time
20%	50%	10%	20%	

Table 10

The results in table 10 show that a high percentage of teachers (70%) do not use code switching to provide praise, feedback or personal remarks about students' performance. Half of the respondents reported that it is hardly ever used while the remaining 20% avoid using code switching to perform this function. However, 30% of the teachers used code switching regularly as a tool to provide feedback to students.

4.2.1.11 Code switching is used to elicit students' participation in the classroom

Never	Hardly ever	Often	Most of the time	Every time
	20%	50%	20%	10%

Table 11

The percentages in table 11 show that the majority of the respondents used code switching to elicit students' participation in the ESL classroom. Eighty percent of the teachers use code switching to perform this function while 20% of them hardly ever use it.

4.2.1.12 Code switching is used to build and strengthen interpersonal relationships between teacher and students

Never	Hardly ever	Often	Most of the time	Every time
	20%	20%	40%	20%

Table 12

It is evident in Table 12 that a majority of the teachers (80%) reported that they use code switching to build and strengthen their relationships with students while the other 20% of them hardly ever do.

4.2.1.13 Code switching is used to reduce students' anxiety in learning English

Never	Hardly ever	Often	Most of the time	Every time
		40%	40%	20%

Table 13

The percentages in table 13 show that teachers use code switching to reduce the students' learning anxiety in the ESL classroom. Sixty percent of the respondents reported that they use code switching either most of the time or all the time for this reason while 40% of them use it regularly.

4.2.1.14 Code switching is used to increase students' motivation and confidence in learning English

Never	Hardly ever	Often	Most of the time	Every time
	10%	50%	20%	20%

Table 14

As seen in Table 14, code switching is used by teachers to increase student motivation. Ninety percent of the respondents used code switching to increase students' motivation and confidence in learning English. Only 10% of them rarely used it to perform this function.

4.2.1.15 Summary of the reported use of teacher code switching

The reported functions of teacher code switching can be grouped into three functional categories as proposed by Ferguson (2009), namely (1) for curriculum access (2) for classroom management and (3) for interpersonal relations. According to Ferguson, code switching for constructing and transmitting knowledge focuses on delivering the lesson content, specifically the linguistic knowledge about the target language while code switching for classroom management encompasses the use of code switching as a means to manage students' behaviour in the classroom. Meanwhile, code switching for interpersonal relations includes the use of code switching which is related to the social aspects of the language classroom and the learning environment.

Table 15 presents the different functions of teacher code switching in the ESL classroom according to their respective functional categories. The percentages for each code switching function is the sum of the percentages of respondents who have selected a ranking of 3 and above on the Likert scale in the questionnaire (3=often, 4= most of the time and 5= every time). In other words, the percentages can be used to indicate the overall preference for the use of code switching by teachers. Based on the percentages in table 15, it can be generalised that the use of code switching by teachers for constructing and transmitting knowledge takes precedence over the use of teacher code switching for classroom management and for interpersonal relations.

(1) Code switching for curriculum access	
To explain meaning of words and sentences	100%
To explain difficult concepts	90%
To explain grammatical concepts	90%
To check for comprehension	90%
To introduce unfamiliar materials and topics	100%
To explain the differences between the students' first language and English	100%
To draw students' attention to the correct pronunciation of sounds in English	50%
Average	88.57%
(2) Code switching for classroom management	
To organise classroom tasks	50%
To maintain classroom discipline and the structure of the lesson	60%
Average	55%
(3) Code switching for interpersonal relations	
To build and strengthen interpersonal relationships between teachers and student	80%
To reduce students' anxiety in learning English	100%
To increase students' motivation and confidence in learning English	90%
To provide praise, feedback or personal remarks about students' performance	30%
To encourage students' participation in the classroom	80%
Average	76%

Table 15

4.2.2 Teachers' perceptions and beliefs about code switching and the principles of ELT

4.2.2.1 Code switching by the teacher will facilitate the language learning process

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
70%	30%			

Table 16

Based on the percentages in Table 16, it seems that the general consensus is that code switching by teachers facilitates the language learning process in the ESL classroom. The majority of the respondents (70%) expressed complete agreement with this statement while the remaining 30% of them agreed with it to a certain extent.

4.2.2.2 The practice of code switching by the teacher will increase the students' reliance and dependency on the teacher

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
50%	30%	20%		

Table 17

The results in Table 17 show that most of the respondents (80%) agreed that the practice of code switching by teachers will encourage students to be more reliant and dependent on the teacher. Half of the respondents agreed totally that this phenomenon is inevitable and 30% of them agreed that it is possible to a certain degree. Only 20% of the respondents maintained a neutral stance with regards to the statement.

4.2.2.3 Code switching should be included as an integral part of the ESL lesson

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
10%	50%	40%		

Table 18

As seen in Table 18, 60% of the respondents seem to consider code switching as a viable teaching and learning resource in the ESL classroom. Half of the respondents agree to a certain extent that it should be included as an integral part of the lesson and 10% of the respondents expressing total agreement. However, 40% of the respondents neither agree nor disagree with this statement.

4.2.2.4 There should be a strict separation of the mother tongue and English in the ESL classroom

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
	50%	30%		20%

Table 19

The results in Table 19 demonstrates that, although most teachers recognise the role of code switching in the ESL classroom, half of the respondents believe that there should be a strict separation of the mother tongue and English in the ESL classroom. On the other hand, 20% of the respondents believe that both languages can be used concurrently to enhance the language learning process.

4.2.2.5 Code switching should only be used as a last resort by the teacher when all other options have been exhausted

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
50%	40%	10%		

Table 20

As seen in table 20, most of the teachers believe that there are other classroom resources apart from code switching that can be used to facilitate the learning process. Ninety percent of the respondents believe that code switching should only be used as a last resort when all other options have been exhausted, while 10% of them are neutral about the statement.

4.2.2.6 Code switching is an efficient, time-saving technique

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
30%	50%	10%	10%	

Table 21

As seen in Table 21, a high percentage of respondents (80%) believe that code switching is an efficient and time-saving technique with 30% of them expressing total agreement and 50% of them agreeing to a certain degree. Only 10% of the respondents disagree with the statement and 10% maintain a neutral stance about the efficiency of classroom code switching.

4.2.2.7 English is best taught in English-only classrooms

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
20%	40%	10%	10%	20%

Table 22

The percentages in Table 22 show that teachers have mixed opinions about the inclusion of the students' first language in the ESL classroom. Sixty percent of the respondents believe that the only the target language should be used in the classroom. However, some respondents think that there is a place for the students' first language in the ESL classroom with 10% stating that they disagree a little and 20% stating that they completely disagree that English is best taught in English-only classrooms. The remaining 10% neither agree nor disagree with the statement.

4.2.2.8 The use of other languages in the ESL classroom will result in a decline in the standards of English

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
	50%	20%	30%	

Table 23

As shown in Table 23, half of the respondents believed that the use of other languages during English lessons will result in a decline in the standards of English. In contrast, 30% of the respondents do not think that the use of other languages will have a negative effect on the standards of English and the other 20% remain neutral towards the issue.

4.2.2.9 The ideal teacher of English is a native speaker

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
10%	20%	10%	20%	40%

Table 24

As shown in Table 24, it is found that 60% of the teachers disagreed over the belief that the ideal teacher of English is a native speaker while 30% of them perceive native speaker teachers to be superior to non-native speaker teachers.

4.2.2.10 Learners will have more success in learning English if it is used more frequently in the ESL classroom

Totally agree	Agree a little	Neutral	Disagree a little	Totally disagree
50%	30%	10%		10%

Table 25

The percentages presented in Table 25 suggest that a majority of teachers believe that the amount of target language input will affect the outcome of the language learning process. Eighty percent of the respondents agree that learners will achieve more success in learning English if they have more exposure to the target language during the teaching and learning process. Only 10% of the respondents completely disagree with this statement while 10% neither agree nor disagree.

4.2.2.11 Summary of the teachers' perceptions and beliefs about code switching and the principles of ELT

The teachers' perceptions and beliefs about code switching and the principles of ELT may be grouped into four categories, namely (1) positive views of the effects of code switching on the language learning process, (2) negative views of the effects of code switching on the language learning process, (3) positive views of code switching in the ESL classroom, (4) negative views of code switching in the ESL classroom. The percentages presented in Table 26 include: the sum of the percentages of respondents who agree with the statements in the questionnaire (respondents who selected a ranking of 1=totally agree and 2=agree a little on the Likert scale). The percentages of respondents who disagree (respondents who selected a ranking of 5=totally disagree and 4=disagree a little on the Likert scale) and those who neither agree nor disagree with the statements are not included in the table.

Based on the percentages in Table 26, it is clear that the majority of the teachers believe that the use of code switching has positive impacts on the language learning process, as evident in the percentages for the first category. However, the teachers also believed that there are some negative effects to code switching. The disparity between the first and second category suggests that although most teachers believe that code switching is a useful teaching and learning strategy, they are also aware of some underlying negative effects. In addition, the percentages for the third and fourth categories also indicate that teachers have conflicting opinions about the use of code switching in the ESL classroom. While teachers generally have positive views about code switching and its significance in the teaching and learning process, their responses seem to indicate that they may have some reservations of its negative implications on the language learning process.

(1) Positive views of the effects of code switching on the language learning process	
Code switching will facilitate the language learning process	100%
Code switching is an efficient, time-saving technique	80%
Average	90%
(2) Negative views of the effects of code switching on the language learning process	
Code switching increases the students' reliance and dependency on the teacher	80%
The use of other languages will result in a decline in the standards of English	50%
Average	60%
(3) Positive views of code switching in the ESL classroom	
Code switching should be included as an integral part of the ESL lesson	60%
Average	60%
(4) Negative views of code switching in the ESL classroom	
English is best taught in English-only classrooms	60%
The ideal teacher of English is a native speaker	30%
There should be a strict separation of the mother tongue and English in the ESL classroom	50%
Code switching should only be used as a last resort by the teacher when all other options have been exhausted	90%
Learners will have more success in learning English if it is used more frequently in the ESL classroom	80%
Average	62%

Table 26

4.3 Teachers perceptions' and beliefs about the use of code switching in ESL classrooms (Post-observation interviews)

Post-observation interviews were conducted with the teachers to elicit feedback and information about the practice of code switching in the ESL classroom. In this section, the researcher presents the findings which were obtained through the interviews by highlighting and summarising the main concerns related to the practice of code switching in the ESL classroom as reported by the participants. The findings from the interviews were collated and categorised into three main areas of interest, namely the teachers' opinions about classroom code switching, the contexts for teacher code switching in the classroom and teacher training and development.

4.3.1 Teachers' negative opinions about classroom code switching

4.3.1.1 The use of other languages in the classroom will result in a decline in the standards of English

The practice of code switching in the ESL classroom is a contentious issue in the field of SLA because it is believed to result in unacceptable language use among students (Wei & Martin, 2009). Some of the teacher participants believed that the negativity surrounding classroom code switching was not completely unwarranted. Nonetheless, they asserted that for many classroom situations, code switching is employed as a strategic classroom practice to facilitate the learning process and to achieve the desired learning outcomes. Teachers A, B, D, E and F pointed out that although they agree with the notion that code switching could lead to unacceptable language use, they believed that the use of code switching was necessary when teaching students who are not very proficient in English. In the Malaysian ESL classroom context, unacceptable language use is referred to as 'bahasa rojak' or otherwise

known as mixed language, which is the result of the inclusion of language items from their students' native languages into the second language sentence structures. It is often treated as undesirable language behaviour as it is considered impure language use. Some of the teacher participants also expressed their concerns about the teachers' use of English-only during classroom as they have experienced that it is not feasible to exclude the students' first language. For example, Teacher F reported that she code switches because she found that the exclusive use of English had a negative impact on her students' attention level and participation in classroom activities:

I have to use code switching with my students because when I'm using fully English in the class and they do not listen and they will just leave me behind like I'm not there so I have to use code switching so that at least I'm talking to them and they are responding to me. (Teacher F)

Teacher G claimed that, contrary to popular belief that only English should be allowed in the ESL classroom, it is actually 'appropriate' for teachers to incorporate some uses of code switching in their teaching rather than choosing to use English entirely. On the one hand he said that it is crucial for students to understand English before they are able to use it to communicate, and on the other hand he said they need to understand the language in another language via code switching. He may be suggesting that code switching makes the second language easier to understand and facilitates communication generally. But he could also be implying that grammar points are more easily explained in the first language. He said:

...we're talking about communicative language teaching, so they need to learn to communicate effectively according to what they understand... but now we're talking about communicating, communication. So, students need to understand before they are able to talk to their friends in English itself. So, they need to understand it in a

language that they are familiar with, that's why I think code switching is very important for ESL classrooms. (Teacher G)

Teacher C is impartial on the issue of code switching leading to unacceptable language use. He believed that it is important for teachers to consider the classroom situations when deciding whether the use of code switching is appropriate. Teacher H is the only participant who disagreed that code switching will lead to unacceptable language use. She also believed that students will naturally pick up the language if they are in an English-speaking environment where everyone speaks English. However, she explained that students will not be motivated to learn English if they do not see the relevance or necessity of learning the language. Although Teacher H's response did not directly address the issue at hand, it implied that there are other factors to consider when discussing issues related to code switching, such as the learning environment and the students' intrinsic motivation to acquire the target language.

Code switching is often perceived as being undesirable. The teacher participants were asked to select the less favourable option between English/Bahasa Malaysia/Mandarin code switching and ungrammatical English. All of the teacher participants regarded the latter as less favourable. Teacher D justified her choice by explaining that code switching is acceptable as long as it is grammatical.

I think ungrammatical English is less favourable because when we teach the language, I mean when we teach English in school, we always focus more on grammar. We always make sure that the students use grammar correctly so we actually don't mind with the code switching, as long as it is grammatically right. (Teacher D)

During the interviews, the teacher participants were requested to provide their opinions about the advantages and disadvantages of using code switching in the ESL classroom. Most

participants believe that the use of code switching increases the likelihood of students' use of their first language during classroom instructions, as seen in the following comments:

But for good students, they tend to speak BM or Chinese during a lesson if code switching is used. (Teacher B)

Once they know that you use code switching, their tendency to speak to you in their native language and not English is huge. (Teacher C)

Some teachers believed that code switching is a form of interference from the students' first language. Teacher E mentioned that students tend to engage in direct translations from their first language to English when code switching in the classrooms, while Teacher G suggested that students are likely to apply the grammatical rules of their first language to English. They mentioned that:

The disadvantage is that it will lead to overdependency of doing direct translation from their mother tongue to English and it will surely impact their sentence structure. (Teacher E)

...the order of words and the function of words in Malay and also in English, they are actually totally opposite. So, grammatical errors will tend to pop up when code switching is used in ESL classrooms because students will tend to use their L1's grammatical form and apply it in their L2. From there, that's the disadvantage of using code switching, the interference. (Teacher G)

4.3.1.2 Code switching by the teacher will increase the students' reliance and dependency on the teacher

The use of code switching is also believed to result in overuse and overdependence on the students' first language (L1). The majority of the interviewees agreed that the use of code

switching increases the students' reliance on their first language. Teacher B believed that over-reliance on the students' L1 will only occur if code switching is used excessively. He suggested that it is not necessary to use code switching if the students do not have difficulties understanding the lesson content in English. Teacher C also appears to share the sentiments of Teacher B by explaining that the effectiveness of code switching as a classroom resource depends on the ways in which it is employed in the ESL classroom. He believed that it is not advisable for teachers to substitute English with the students' first language and felt that code switching should be treated as a learning tool, to facilitate the learning process and to impart knowledge, as evident in the following comment:

It depends on how you're teaching. Let's say you're teaching a class that is weak and you're talking to them mostly in their native language, even during teaching, you're substituting English with their native language... that will create students who are overdependent on their native language. But if you're teaching them using code switching as a tool, to make them just to understand or to impart the knowledge, I don't think there will be overdependence because I experienced this for 3 years, teaching weaker classes. (Teacher C)

Teacher C's comment about the use of code switching as a tool to 'impart the knowledge' implies that he views language teaching as the dissemination of knowledge about the target language, such as grammar. In other words, the aim of language teaching is for students to comprehend the lesson content, rather than to develop students' competence to use the language effectively for communicative purposes. Teachers' beliefs about the goal of language teaching will likely influence their perceptions about the role of code switching and their teaching practices in the ESL classroom.

One of the teacher participants, who agreed that students have a tendency to rely on their first language in ESL classrooms, also suggested possible solutions to mitigate the negative effects of code switching. According to Teacher D, teachers play an important role in managing the use of code switching in the classroom. She suggested that teachers should guide students to infer the meaning of words through contextual clues before providing an explanation in their first language. In addition, she proposed that teachers draw the students' attention back to English after code switching.

For example, after using code switching, try to get them back to the English version or even let them infer or try to get the contextual meaning before giving them the L1 explanation. (Teacher D)

4.3.2 Teachers' positive opinions about classroom code switching

4.3.2.1 Code switching by the teacher is used to increase students' motivation and confidence in learning English

Teacher G believed that code switching can be used to enhance students' confidence and motivation for learning English. He thinks code switching should not be problematic for students because he believed that students will become less dependent on their first language in the ESL classroom when they have developed sufficient competence and confidence in using English.

4.3.2.2 Code switching by the teacher is an efficient, time-saving technique

Two of the teacher participants claimed that the use of code switching is less time consuming than the alternative of using English only, and teachers are able to deliver their lessons efficiently:

The advantages first... Firstly, I can deliver my lessons easily without wasting more time. (Teacher F)

If you say advantages, I can say... I can rush my syllabus... (Teacher H)

4.3.2.3 Code switching should be included as an integral part of the ESL lesson

During a discussion of Malaysian ELT policies and the negative view of code switching by educational authorities, the teacher participants were asked whether the Ministry of Education should validate the use of code switching as an integral part of the language classroom. The teachers had mixed opinions regarding this issue. Most of the teachers expressed support for an official sanction of classroom code switching, as shown in the following comments:

Of course, if it is possible, make it as a systematic part of the English classroom too. (Teacher D)

Yes they should. They should actually address, not address but they should actually recognise that code switching is a part of language learning because not everyone learn language the same way as another... Code switching plays an important role and they should actually understand the true situation in the classroom itself. (Teacher G)

Teacher C did not believe that the Ministry of Education should officially sanction code switching in ESL classrooms.

My opinion is they would not validate it, they would not even think of it. I think it is part and parcel of politics and teaching. So it is up to the teacher actually, there are some who advocate full English but my understanding, my experience from teaching, you cannot using 100% English in a weak class who could not even understand the usage of simple present tense, for example... (Teacher C)

Teacher H is the only participant who appears to disagree on this issue. She believed that code switching should not be used all the time because students will start to expect teachers to provide explanations in their first language.

I will not say that they should validate but at least, they should acknowledge the teacher's effort in trying to use that and you cannot fully also using that because when you're... by what I said just now, code switching... students will tend to like... waiting for teachers to explain in their mother tongue so that is one way also we cannot use fully. So, maybe, they should come up with other ways but at the same time, still allow us to use code switching. (Teacher H)

According to Teacher G, the notion of English-only classrooms is influenced by the theoretical viewpoint of experts, based on what they believe should be the ideal teaching and learning conditions for the ESL classroom. He believed that for beginner and intermediate learners of English, code switching functions as a scaffolding technique to facilitate students' progress and development in learning English. In his opinion:

...exclusive use of English during the learning process, this could actually happen when the students are in more advanced level ESL classroom but if you're talking about intermediate and beginner students... then I think code switching will play an important role in helping the students to learn the language because you can't just expect them to speak in English when they don't even know a single word so you need to have code switch first. You get them through that zone of proximal development; get them through that phase, with scaffolding, with code switching as a scaffold... (Teacher G)

4.3.3 Contexts of teacher code switching in the ESL classroom

Code switching by teacher is used to perform various functions in the ESL classroom. Some of the functions mentioned by the teachers include the use of code switching to facilitate the language learning process and to explain the meaning of language items. In addition, there are several factors which teachers need to consider when code switching in the ESL classroom. Based on the responses of the teacher participants, some of the factors which have been identified include the students' level of competence and understanding, the students' age and the context of the lesson.

4.3.3.1 Teachers code switch to facilitate the language learning process

The teacher participants also mentioned other advantages of code switching in the ESL classroom. Teacher C believes that code switching can be used to capture the students' attention and sustain their interest in the lessons in ways the exclusive use of English does not. The general consensus among the teacher participants is that code switching is an effective tool to construct meaning and to ensure students' comprehension during the lesson. The use of teacher code switching is often viewed as a measure to address the language learning difficulties of students and some of the teacher participants agreed that code switching is the best solution to overcome the learning problems students encounter in the ESL classroom, particularly those which arise from the students' unfamiliarity with the target language. Comments reflecting these views include:

Weak students will understand the teaching. (Teacher A)

It helps weak students to understand any concepts taught. (Teacher B)

...they can at least comprehend what I'm trying to tell them. You know... the simple command, exercises, the instruction... (Teacher H)

Teacher B's comment that code switching *helps weak students to understand any concepts taught* suggest that code switching has a specific function, which is to ensure that grammatical knowledge about the target language is more accessible to students. The function of code switching in this context is not necessary for teaching approaches such as communicative language teaching (CLT) and task-based learning. On the other hand, Teacher H's use of code switching appears to differ from that of Teacher B. For Teacher H, code switching functions as a tool to ensure that students understand the teacher's commands, instructions and classroom tasks. The different teaching methods employed by the teacher influences how code switching is used by the teacher in the ESL classroom.

4.3.3.2 Teachers code switch to explain the meanings of words and sentences

Teacher C expressed his preference for the use of code switching to explain the meaning of unfamiliar English words, he justified the use of code switching as a tool to convey the content of the lesson and to facilitate students' comprehension. Teacher E also feels that code switching is the easiest strategy at her disposal in the classroom and she rarely uses other strategies during her lessons. In addition, Teacher D believes that code switching is necessary when teaching students from different linguistic backgrounds. According to Teacher D, code switching is the best instrument for her to provide explanations of abstract language items and concepts. She also pointed out that when she was teaching younger students, code switching played an important role in the teaching and learning process:

When I was teaching in primary school where I have school children who are aged from 7 to 12, and about 95% of them were Chinese, so code switching was even more significant and I don't think the learning process will go well without code switching.
(Teacher D)

4.3.3.3 Teachers code switch in different classroom situations and contexts

Some of the teacher participants suggest that the use of classroom code switching may depend on the learning environment and the students' abilities. Teacher G believes that the amount of code switching varies between schools in urban areas and those in rural areas. He claims that less code switching is used in urban schools, while in rural schools the use of code switching is the best solution to assist students in overcoming the learning difficulties due to their lack of comprehension of English. Students in urban schools are considered more proficient English speakers than their rural counterparts. This can be attributed to the fact that English is commonly used in the daily interactions of urban dwellers and students from urban areas are thus more exposed to the use of English. Due to limited exposure to English in the social environment, students in rural schools are at a disadvantage when learning English.

I think code switching will best... you know... it's one of the solutions for helping the student because they wouldn't understand it fully in English. So, you need to insert some of their L1 in order to help them to understand... (Teacher G)

4.3.3.4 Teachers code switch to cater to the learning needs of students

Teacher B and Teacher H suggested that the use of code switching depends on the students' overall language competence:

It depends on the proficiencies of the class. Code switching is only applicable on weak classes. (Teacher B)

...if the students have at least some basics of English, then I will say that code switching will not be necessary. But, if they are really weak, like really cannot do it, then, I think code switching is very important. (Teacher H)

Teacher C stated that he considers the students' understanding of a topic before he decides whether to code switch during classroom lessons. It is discovered that most of the teacher participants believe that the students' proficiency and ability to understand the language items in English are factors which influence their decisions regarding the use of code switching, as seen in the following responses:

First of all, you have to look at the classes that you're teaching. You have to consider whether their English level is good or not... (Teacher C)

Usually I will take note on their proficiency, ability and understanding in English. Mostly I don't use it for good classes but for weak students, which are not good even in Malay language, I will try to use their mother tongue or ask their friends to translate it into their native language. (Teacher E)

...probably the meaning of words and some English expressions that students are not familiar with because a lot of them, it plays... context plays a very important role. (Teacher G)

I think most likely the students' level of proficiency and how far they can catch the meaning that I'm trying to explain to them. (Teacher H)

4.3.3.5 Teachers code switch when they are not confident of their ability to explain the meaning of words and phrases accurately in English

Teacher D is the only participant who revealed that her decisions regarding the use of code switching in the classroom are influenced by personal judgements of her ability to provide accurate explanations of difficult vocabulary in English. She admitted that she prefers to use code switching if she believes that she is unable to explain language items in English. Another factor provided by Teacher D relates to the semantic significance of a particular

lexical constituent within a sentence or phrase in the construction of meaning for the overall structure, as she explains below:

For example, if I were to explain a vocabulary, a difficult word in a sentence, so first, I will consider its level of difficulty, to see if I can explain it well in English. Otherwise, I will just code switch... The second thing is I will consider the importance of its existence in the sentence. If it is the main word that determines the whole meaning of the sentence, then I think I will explain it in the students' L1 so that I can give them the accurate meaning. (Teacher D)

The teacher participants were asked to evaluate their confidence about their ability to provide clear and unambiguous explanation of sentence structures in English and their preferred code choice when providing explanations of sentence structures in English. The teacher participants gave mixed responses regarding this issue. Several of them, namely Teacher A, Teacher D and Teacher F admitted that they prefer code switching when providing syntactical explanation:

As an English teacher, even though with so many years of teaching experience, I still find it difficult to provide unambiguous explanation of sentence structures in English. Just take my current school as an example. My students learn more than one language at the same time, some of them even learn three languages simultaneously and I did the same thing too when I was a student. I found that there are many, both differences and similarities between these languages. So, at this point, students will definitely have confusion when it comes to sentence structures and I think this is the biggest challenge that I encounter when I'm teaching. So, thanks to code switching, over the years, this is the only way or the only instrument that has helped me a lot. (Teacher D)

Other teacher participants report that they do not doubt their confidence in providing clear and unambiguous explanation of sentence structures in English. However, they explain that in

some classroom situations, code switching is the more appropriate option to ensure optimal understanding among students.

4.3.3.6 Code switching should only be used as a last resort by the teacher when all other options have been exhausted

Teacher A was the only participant who explicitly stated that code switching is not the best solution to address the language learning difficulties that students face. She suggests that there are other classroom strategies that may be more suitable but she reasons that such strategies take more time.

No, use pictures, actions or dictionary but it is time consuming. (Teacher A)

All of the teacher participants interviewed reported that they use code switching to varying degrees in their classrooms. When asked by the researcher whether they feel guilty when engaging in this practice, four of the teachers responded that they do not experience any guilt when code switching, while the other four teachers admitted that they do feel guilty when such situations occur. Two of the four teachers (Teacher B and Teacher E) who expressed regret over the use of code switching, explained that such sentiments only exist when it is used with higher proficiency students. Teacher F who admitted feeling guilty about using code switching, did not provide any further explanation to justify her response. On the other hand, Teacher D explained that she feels guilty for code switching because she believes that as an English teacher, she is expected to communicate with her students and society in standard English. However, in view of the ability of her students, she believes that code switching is necessary:

Honestly, I sometimes feel a little bit guilty when I use code switching because I'm an English teacher. By right, I should speak standard English to my students and everyone around. (Teacher D)

4.3.3.7 English is best taught in English-only classrooms

The monolingual view on bilingualism and second language learning has had significant implications on ELT policies, particularly the use of code switching in the language classroom. It is believed that the ideal target language classroom is one that uses the target language exclusively, without any reference to the first language **(insert reference)** Most teacher participants feel that there is a disparity in the language policies prescribed by the education authorities and the realities in ESL classrooms, particularly in rural schools. All of the teacher participants believe that code switching is inevitable when teaching students who have limited proficiency in English. Related comments include:

If the students have a good command of English, I don't think code switching is necessary. (Teacher D)

In my opinion, in urban areas, code switching should not be carried out for English class but considering that if you're teaching in rural areas where students do not have the opportunity to use English in their daily lives so code switching is... can be the only technique to teach them English. (Teacher E)

Despite the monolingual bias in language teaching and language education policies, the practice of code switching among social communities is the norm for many multilingual countries around the world including Malaysia **(reference)**. The social environment has a significant influence on the development of an individual's linguistic repertoire and language behaviour. All of the teacher participants agree that the social environment does indeed influence the use of code switching among students. Teacher D provided an example of a situation in her school which involved a new teacher who recently reported for duty at the school. She said that teachers at her school used a lot of code switching when communicating among themselves and the new teacher initially spoke fully in English when he interacted with these teachers. However, after 3 months, he started code switching naturally in his

conversations and he even admitted to Teacher D that he was completely influenced by their manner of speaking. Teacher G explained that code switching is spontaneous behaviour, which is deeply entrenched in multilingual communities:

...different people can from different background. Some speak English at home, some speak Malay at home, and some speak Mandarin at home. So, it is in the society itself, it has already been planted in society itself. People will tend to code switch naturally instead of planning what to say before they code switch. So, it's all more like instinctively or spontaneous kind of interaction that goes in the society itself.
(Teacher G)

There have been suggestions proposed by researchers and language experts about introducing code switching as a planned and systematic aspect of the language classroom (e.g. Jacobson's New Concurrent Approach and Dodson's Bilingual Method). However, this may not be necessary in Malaysian schools. All of the teacher participants reported that code switching can be a spontaneous and natural practice which does not require any prior planning about when it should be used. According to the teachers, the use of code switching is not planned ahead because teachers are unable to anticipate or predict the learning difficulties that students might encounter throughout the course of the lesson. Teacher G and H explain:

There's no plan in code switching because we never know what students are unsure about during the lesson. (Teacher G)

It comes naturally because if you come up with a plan, it's a bit weird because everything that happens in the classroom, it has to be from first-hand experience.
(Teacher H)

4.3.4 Teacher training and development

The practice of code switching by teachers is inextricably associated with their personal experiences as language learners themselves, their professional experiences as language educators and their training as teachers. The teacher participants were asked to provide feedback about the adequacy of the Malaysian teacher education programmes in preparing future teachers to face the challenges and realities in actual classrooms. Some of the teacher participants suggested that teacher education programmes should incorporate components educating teachers about the use of code switching in the ESL classroom. For example:

I think proper guidelines on the use of code switching should be included in the programme so that teachers are well-equipped with ways and techniques on how code switching could be used effectively in classrooms. (Teacher D)

I think the education system should give more training on how to handle these code switching techniques especially for teachers who are going to teach in rural areas. (Teacher E)

Teacher C, who is not trained in TESL (Teaching English as a Second Language) admitted that he is not in a position to discuss this because he did not receive official training in the principles of ELT. However, he concludes that, based on his observations, his English teaching colleagues are well-prepared to face the challenges of actual classroom situations. Teacher G believes that the overall adequacy of the teacher education programmes is average. He explained that pre-service teachers are required to complete a 3-month teaching practicum in schools where they receive guidance and support from their school mentors and supervisors but he felt that the duration of the teaching practicum is insufficient for teachers

to apply and evaluate the effectiveness of the educational theories which they have studied during their teacher training. Teacher G stated:

I will say that at three months, these teachers are just like infants towards the whole situation itself because what can you learn within that three months? You practise your theory, you use your theory and by the end of it, before you can see the results, by the end of the three months, you're out of the school. So, adequate? I will say just average but I will say that it's a good experience. (Teacher G)

Although code switching constitutes a significant component in the ESL classroom, all of the teacher participants reported that they did not receive any instructions and guidelines on how to manage classroom code switching. It was also apparent that the teacher participants had received different instructions from their tutors and supervisors about the use of code switching in the classroom. Four of the teacher participants recalled that as teacher trainees, they were overtly instructed to use English only in the classroom. However, one of these participants (Teacher F) admits that she continues to code switch when her students encounter comprehension problems. Teacher D is the only participant who mentioned that her tutors or supervisors discussed code switching and instructed the teacher trainees in the reinforcement of the target English forms after code switching. She was constantly reminded to avoid using code switching unless it was absolutely necessary and then only as a last resort. She explains:

When I was at the teachers training college, my tutor or my lecturer always reminded us to always English in our classroom and if it is necessary or if it is needed to translate or to code switch. We have to reinforce English after certain words. I think this is called the sandwich technique. (Teacher D).

In contrast, Teacher E and Teacher G mentioned that they were never explicitly instructed to exclude the use of code switching in the classroom. Teacher E reported:

My tutor give choices to me. Based on any situation, I have to adapt and practice any technique which is suitable and gives better impact to the English lesson. (Teacher E)

4.4 Students' preferences and beliefs about the use of code switching in ESL classrooms (Likert scale questionnaire)

4.4.1 Students' beliefs about teacher code switching

4.4.1.1 Teachers' use of the students' first language enables students to enjoy the lesson

Never	Hardly ever	Often	Most of the time	Every time
	8.33%	41.67%	41.67%	3.33%

Table 27

The percentages presented in Table 27 show that the majority of students find that the teachers' use of code switching makes the ESL lessons more enjoyable. Most of the respondents (86.67%) reported that the inclusion of their first language in the classroom allowed them to enjoy lessons but only a small fraction of the respondents (3.33%) found that code switching allows them to enjoy the lesson every time. Only 8.33% of students reported that they hardly ever enjoy lessons which incorporated the use of their first language.

4.4.1.2 Teachers' use of the students' first language improves students' comprehension of the lesson

Never	Hardly ever	Often	Most of the time	Every time
	11.67%	40%	41.67%	6.66%

Table 28

As evident in Table 28, most students find that the teachers' use of code switching enhanced their understanding and comprehension in the ESL classroom, with 81.67% of the respondents indicating that the use of code switching by teachers frequently improved their

understanding and comprehension of English lessons while 6.66% of them indicated that it achieved this aim all the time. However, 11.67% reported that code switching hardly ever facilitated their understanding and comprehension.

4.4.1.3 Teachers' use of the students' first language increases the students' confidence and motivation in learning English

Never	Hardly ever	Often	Most of the time	Every time
	11.67%	50%	21.67%	16.66%

Table 29

The percentages in Table 29 indicate that students believe that code switching use by teachers improves their confidence and motivation in learning English. Most of the respondents (88.33%) claim to be more confident and motivated in learning the target language when teachers include the use of their first language in the ESL classroom but the extent to which code switching serves this purpose varies. A small percentage – 11.67% of the respondents reported that the use of code switching rarely raised their confidence and motivation.

4.4.1.4 Teachers' use of students' first language enables students to focus on the lesson without worrying about unfamiliar words and sentences

Never	Hardly ever	Often	Most of the time	Every time
3.33%	20%	35%	30%	11.67%

Table 30

The results in Table 30 suggest that the inclusion of the students' first language in the ESL helps students to focus on the lesson even when faced with unfamiliar target language items.

The majority of respondents (76.67%) find that the teachers' use of code switching enables them to focus on the lesson without worrying about unfamiliar words and sentences. In contrast, 20% of the respondents find that code switching hardly ever achieved this purpose while 3.33% reported that it does not result in the desired outcome.

4.4.1.5 Teachers' use of the students' first language encourages students to participate actively in classroom activities

Never	Hardly ever	Often	Most of the time	Every time
8.33%	23.33%	33.33%	33.33%	1.68%

Table 31

Based on the percentages presented in Table 31, it is apparent that most students (68.34%) find that the use of their first language encourages them to participate actively in classroom activities. However, 23.33% of the respondents believe that it hardly ever encourages them to participate actively in classroom activities while the remaining 8.33% of them feel that it never encourages them to do so.

4.4.1.6 Students prefer teachers to conduct lessons entirely in English without using the students' first language

Never	Hardly ever	Often	Most of the time	Every time
18.33%	31.67%	23.33%	16.67%	10%

Table 32

The percentages presented in Table 32 show that students have different opinions regarding the use of English-only in the ESL classroom. Half of the respondents reported that they do

not want teachers to conduct lessons entirely in English. The other half of the respondents preferred English to be the sole medium of instruction in the ESL classroom some of the time.

4.4.1.7 Students prefer teachers to minimise the use of the students' first language during English lessons

Never	Hardly ever	Often	Most of the time	Every time
11.67%	28.33%	31.67%	28.33%	

Table 33

In table 33, the percentages show that 60% of the respondents prefer teachers to minimise use of the L1 by teachers during English lessons. However, 40% of the respondents reported that they prefer teachers to maximise the use of their first language in the ESL classroom.

4.4.1.8 Students prefer the inclusion of both English and the students' first language by teachers during English lessons

Never	Hardly ever	Often	Most of the time	Every time
11.67%	15%	28.33%	16.67%	28.33%

Table 34

The data in Table 34 provides evidence that most students prefer teachers to use both English and their first language in the ESL classroom. It is observed that 73.33% of the respondents reported a strong preference for the inclusion of both languages during English lessons while 26.67% of them indicated that they almost never or never want both languages to be used in the classroom.

4.4.1.9 Students dislike the use of other languages by teachers during English lessons

Never	Hardly ever	Often	Most of the time	Every time
26.67%	30%	28.33%	8.33%	6.67%

Table 35

More than half of the respondents (56.67%), as shown in Table 35, appear to have a positive attitude towards the use of other languages by teachers in the ESL classroom. However, 43.33% of the respondents expressed dislike for the teachers' inclusion of other languages during English lessons.

4.4.1.10 Students find it difficult to learn when teachers do not explain new words, topics and concepts in the students' first language

Never	Hardly ever	Often	Most of the time	Every time
10%	16.67%	46.67%	20%	6.66%

Table 36

From table 36, it is apparent that students face difficulties in learning English when teachers do not explain new words, topics and concepts in the students' first language. Most of the respondents (73.33%) claimed that they find it difficult to learn when teachers do not produce explanations of new materials in their first language. Only 26.67% of the respondents indicated that they do not find it difficult to learn without the scaffold of their first language.

4.4.1.11 Students find it difficult to concentrate when teachers use English only during lessons

Never	Hardly ever	Often	Most of the time	Every time
6.67%	41.67%	18.33%	23.33%	10%

Table 37

The percentages in Table 37 show that students have mixed opinions about the use of code switching as a tool to sustain their attention during classroom instruction. More than half of the respondents (51.66%) reported that they find it difficult to concentrate when teachers use English only in the ESL classroom. However, 48.43% of the respondents indicated that they hardly ever or never find it difficult to focus in such situations.

4.4.1.12 Summary of students' beliefs about teacher code switching

Students' beliefs about teacher code switching can be grouped into two categories, namely (1) students' positive views of teacher code switching and (2) students' negative views of teacher code switching. Table 38 presents the percentages for students' beliefs about teacher code switching for each category. The percentages for the statements in each category are the sum of the percentages of respondents who have selected a ranking of 3 and above on the Likert scale in the questionnaire (3= often, 4= most of the time and 5= every time). As seen in Table 38, the majority of the students have positive opinions about the use of teacher code switching in the classroom. However, some students have expressed preference for minimal use of other languages during English lessons. The results in Table 38 will be discussed further in chapter 5.

(1) Students' positive views of teacher code switching	
Teachers' use of the students' first language enables students to enjoy the lesson	83.34%
Teachers' use of the students' first language improves students' comprehension of the lesson	88.33%
Teachers' use of the students' first language increases students' confidence and motivation in learning English	88.33%
Teachers' use of the students' first language enables students to focus on the lesson without worrying about unfamiliar words and sentences	76.67%
Teachers' use of the students' first language encourages students to participate actively in classroom activities	68.34%
Students prefer the inclusion of both English and the students' first language by teachers during English lessons	73.33%
Students find it difficult to learn when teachers do not explain new words, topics and concepts in the students' first language	73.33%
Students find it difficult to concentrate when teachers use English only during lessons	51.66%
Average	75.42%
(2) Students' negative views of teacher code switching	
Students prefer teachers to conduct lessons entirely in English without using the students' first language	50%
Students prefer teachers to minimise the use of the students' first language during English lessons	60%
Students dislike the use of other languages during English lessons	43.33%
Average	51.11%

Table 38

4.4.2 Reported use of student code switching in Malaysian ESL classrooms

4.4.2.1 Students use code switching when they are unable to express themselves in English

Never	Hardly ever	Often	Most of the time	Every time
	13.33%	43.33%	31.67%	11.67%

Table 39

Based on the percentages in Table 39, it is observed that code switching is a useful technique for students when they have difficulties communicating in English. A majority of the respondents (86.67%) reported that they use code switching to a varying degree when they are unable to express themselves in English whereas only 13.33% of them reported that they rarely used code switching for this particular purpose.

4.4.2.2 Students use code switching to help them maintain the flow of conversation

Never	Hardly ever	Often	Most of the time	Every time
6.67%	15%	23.33%	36.67%	18.33%

Table 40

The results in Table 40 provide evidence that code switching is used by students for communicative purposes, to ensure that the conversation progresses smoothly. The majority (78.33%) of the respondents indicated that code switching helps them to maintain the flow of conversation while the remaining 21.67% of them reported that they rarely or never used code switching to perform this function.

4.4.2.3 Students use code switching when they communicate with their peers who share the same language

Never	Hardly ever	Often	Most of the time	Every time
8.34%	5%	23.33%	33.33%	30%

Table 41

In Table 41, it is observed that students demonstrate a strong preference for using code switching when they communicate with their peers who share similar linguistic backgrounds. Most of the respondents (86.66%) reported that they use code switching when they communicate with their peers who share the same language. In contrast, only 13.34% of the respondents hardly ever or never used code switching in such situations.

4.4.2.4 Students use code switching to explain difficult words and sentences to their peers

Never	Hardly ever	Often	Most of the time	Every time
6.68%	13.33%	13.33%	28.33%	38.33%

Table 42

The percentages in Table 42 demonstrate that code switching is used by students to provide assistance and scaffolding for their peers. It is found that almost 80% of the respondents reported that they used code switching to explain difficult words and sentences to their peers. However, code switching is rarely or never used for this particular purpose by approximately 20% of students.

4.4.2.5 Summary of the reported use of student code switching

Students' reported use code switching in the classroom is classified into two main categories, which are (1) functions of student code switching and (2) contexts of student code switching. The percentages presented for each category is the sum of the percentages of respondents who have selected a ranking of 3 and above on the Likert scale provided in the questionnaire (3= often, 4= most of the time and 5= every time). As shown in Table 43, the majority of the students use code switching to serve various functions in different contexts. The results provide evidence that code switching serves as a communicative resource for students and that it is the preferred choice of language use amongst students who share the same language.

(1) Functions of student code switching	
Students use code switching when they are unable to express themselves in English	86.67%
Students use code switching to help them maintain the flow of conversation	78.33%
(2) Contexts of student code switching	
Students use code switching to explain difficult words and sentences to their peers	79.99%
Students use code switching when they communicate with their peers who share the same language	86.66%

Table 43

4.5 Teachers' perceptions and beliefs about student use of code switching (Interviews)

This section contains findings about the reasons for students' use of code switching, as reported by the teacher participants during the post-observation interviews. The teacher participants view student code switching as a valuable teaching and learning resource for the students. When asked about why they think students code switch in the ESL classroom, most teacher participants mention limited English vocabulary and the lack of confidence to communicate in English as the main reasons, as indicated in the following responses

First of all, their confidence level... because they are not very easy, they are not very comfortable with their English. Secondly, they don't have the vocabulary to express in full English that's why they sometimes have to use code switching. (Teacher C)

I think most of the students, they use code switching with one main reason, uh... which is...because they are lacking of English vocabulary. They uh... they can't express well because they do not have the vocabulary. (Teacher D)

...because it is the easiest way to interact with each other instead of using English all the time and they do not really find the correct words to say it. (Teacher F)

Well, I think most likely because their level of proficiency is quite low and they are actually not very familiar with English. (Teacher H)

Teacher G suggests that there is a continuum for the use of code switching and ungrammatical English by the students which is influenced by the students' level of competence in English. He thinks that code switching occurs in mainly beginner classes and it precedes the production of ungrammatical English. In other words, he believes that the students will produce code switched sentences as they expand their knowledge of the

linguistic system before gradually producing ungrammatical English, and later on, they will presumably produce grammatically accurate English. Teacher G elucidates:

English/Bahasa Malaysia or Mandarin code switching, that's just a starting point so probably this can be a beginner ESL classroom and from there, they can gradually move on to ungrammatical English. There is always a process, we can't expect them to just speak ungrammatical English and from there we correct them, but when is the crawling period? They need to crawl before they walk. (Teacher G)

Code switching by students is viewed as a typical characteristic of the speech produced by bilingual learners who are at the early stages of acquiring a second language. Therefore, it can be assumed that learners will use less code switching as they progress and become more familiar with the linguistic system of the target language.

4.6 Classroom Observations

4.6.1 School and teacher profiles

The study was carried out in two secondary schools in Tenom, Sabah, Malaysia, namely Chung Hwa secondary school (SMK Chung Hwa) and St. Anthony secondary school. I have identified the former as SMCH and the latter as SMSA for ease of description. Four of the teachers (two from SMCH and two from SMSA) were observed twice for double period lessons (80 minutes) while the other two teachers from SMCH were observed only once for double period lessons (80 minutes). For the teachers who were observed twice, I will compare the use of code switching between the classes which were taught by the same teacher. The following section presents the overview of the classroom lessons, which is preceded by the description of classroom lessons for the two teachers from SMCH who were only observed once, followed by the four teachers who were observed twice. It is important

to note that for teachers who were observed twice, a different class was observed during the second observation. In both schools, all students are assigned into classes at the beginning of the new school year according to their academic results from the previous year and they remain in their respective classes till the end of the school year. For ease of comprehension, the names of the classes are labeled after the sequence of the alphabets, which in turn reflects the class rankings, with 'A' being the class with students who obtain higher academic results and 'D' being the class which is made up of students with the lower academic scores. However, I would like to stress that the class rankings may not indicate the English language proficiency of individual students because it reflects the overall academic achievement of each class. In the final section of this chapter, I will categorise the teachers' use of code switching identified in my analyses according to the categories presented in the section about the reported use of code switching by teachers (section 4.2.1). Transcriptions of classroom conversations between teachers and students will be provided as examples for each of the categories. The phrases or sentences in Bahasa Malaysia or Mandarin (code switched items) are italicised and the English translations for those phrases or sentences are in bold print.

4.6.2 Analyses of classroom observations

4.6.2.1 Teacher C (SMCH class 3C)

Teacher C has a bachelor's degree in electrical engineering and although he is not trained as an ESL teacher, he has had 7 years of experience in teaching English. The students in class 3C are considered low proficiency learners. The lesson which I observed was a grammar lesson, specifically the teaching of pronouns with a brief revision of the previous lesson on tenses. This lesson was teacher-centred and the teacher led most of the classroom discussion. The students' responses were often prompted by questions posed by the teacher. In this

classroom, there was a significant amount of code switching by the teacher. The teacher code switched to perform various classroom functions, which include explanations of grammatical concepts and unfamiliar vocabulary, to maintain the flow of the lesson, for classroom discipline, and to encourage students' participation. During the discussion of the grammar exercises, the interactions between teacher and students contained many instances of code switching, which arose from the explanation of unfamiliar vocabulary found in the exercises. Some of the explanations of the unfamiliar language items led to impromptu discussions of topics which were not related to the instructional content of the lesson. The students' responses were a mixture of English and Bahasa Malaysia. The English responses were limited and consisted mostly of single word items or simple short phrases.

4.6.2.2 Teacher E – (SMCH class 3B)

Teacher E has a Bachelor's degree in Education, majoring in the teaching of English as a second language (TESL) from a teacher training institution, with 2 years of teaching experience. For this lesson, the teacher distributed worksheets to be completed by the students, the worksheets contained rational cloze (multiple choice) exercises and a summary writing exercise. The students were instructed to complete the exercises first followed by a whole-class discussion of the exercises. The last activity was the summary writing exercise. There was no specific topic for this particular lesson other than the summary writing exercise as the rational cloze exercises covered general knowledge of language items such as grammar and vocabulary. I observed that, when students were working on the exercises, the teacher was walking around to provide guidance and assistance. The students were observed to engage in code switching when communicating with the teachers but unfortunately, I was unable to record the conversations as evidence. I observed that the teacher used mainly English to communicate with the students and it appears that the students had no difficulties

in understanding the teacher. The audio recording also managed to pick up some of the background discussions among students, although it could not be transcribed due to interference. I was able to ascertain that some of these interactions took place in the students' first language, either Bahasa Malaysia or Mandarin because I could detect the occasional single words or short phrases in either Malay or Mandarin. I observed that the students did use English to communicate occasionally but these instances were generally limited to simple questions, such as requesting the teacher's assistance or trying to get the teacher's attention.

4.6.2.3 Teacher F (SMSA class 2A and class 3C)

Teacher F was trained as an ESL teacher at the local public university and she has had 2 years of teaching experience. She was teaching the compulsory literature component of the English language syllabus in all secondary schools in Malaysia. The lesson for class 2A involved the teaching of the poem 'Heir Conditioning', and focused on the themes and moral values in the poem. The teacher used English during the lesson and engaged in the use of code switching for the purpose of explaining the content of the lesson. The teacher also explicitly reminded the students to speak in the target language. During the class 2A lesson, the teacher attempted to develop the students' awareness of other learning strategies which can be used in the ESL classroom to overcome their learning difficulties such as the use of dictionary and contextual clues. The teacher also mentioned the use of contextual clues in the early stages of the lesson and she encouraged the students to infer the meaning of words from the clues found in the text itself, as shown in the following example:

Example 1 (class 2A):

Teacher: Please find the meaning of anxiety. Anxiety. Please, can someone search the dictionary? What's the meaning of anxiety?

Student A: *Kegemuruhan* (**Anxiety**)

Student B: Something bad

Student C: *Kegemuruhan* (**Anxiety**)

Teacher: Something bad?

Student: Ya

Teacher: That is according to your instinct right?

Student: Ya

Teacher: Oh... Ok.

(inaudible discussion)

Teacher: *Kegemuruhan* (**Anxiety**). That is in BM, why don't you try to find the meaning in English?

Student: Nervous.

Teacher: Nervous. Synonym, try to find the synonym of the word then you will know what's the meaning of anxiety.

In this example, the teacher did not provide the meaning of the word 'anxiety' and instead prompted students to figure out the meaning of the word themselves. After the students had provided the Malay equivalent of 'anxiety', the teacher further suggested that they search for the English synonyms of the word. This may indicate that the teacher is trying to gradually expand the students' language repertoire by encouraging students to explore the synonyms of English words. Consequently, students will be less dependent on their first language as they acquire more L2 vocabulary. Some of the students attempted to use English when interacting with the teachers and their peers despite the fact that their sentence structures contained grammatical errors and sentence fillers such as *uh*, *uhm*, *ah* which I assume indicate that the

students' were attempting to search for the appropriate vocabulary within their language repertoire.

Students mostly responded in English to the questions posed by the teacher but I was not able to provide transcriptions of those interactional exchanges because of the sound interference and background noises. In contrast, I observed that students spoke mostly in their first language when they were discussing the exercises given by the teacher and when they were interacting with their peers. When they presented their answers to the class, most of the students used English and, although their sentences contained grammatical errors, the teacher and I could understand the main ideas that they wished to convey. The use of the students' first language during group discussions suggests that it functions to facilitate the interaction between students as they collaborate to meet the language demands of the task at hand.

There was a significant difference in the amount of code switching between class 2A and 3C by both teacher and students. The students in class 3C have low English proficiency students compared with the students in class 2A. The lesson which I observed focused on the teaching of the novel 'Around the World in 80 Days'. The amount of code switching by both the teacher and students was significantly higher compared to the use of code switching by both parties in the other class (class 2A) taught by Teacher F. This may be attributed to the more limited English proficiency of the students. During the lesson, the teacher instructed the students to read aloud the sentences in the handouts which she distributed. The teacher provided explanations of those sentences in the students' first language. I also observed that the teacher used code switching to elicit the responses of students and to check for their understanding. With regards to the use of code switching by the students, I found that a majority of them used mainly their first language throughout the lesson especially when communicating with their peers. Some of the students did speak in English during the lesson,

especially when interacting with the teachers but these instances were limited and were mostly not recorded.

Another interesting discovery that I made is that except for unfamiliar vocabulary, the students were able to comprehend the overall meaning of sentences and paragraphs or in other words, the gist of what was being said in the lesson. They were able to demonstrate this by being allowed by the teachers to provide fairly accurate answers in their first language when responding to the teacher's questions about the events in the novel. In some instances when the teacher asked for the meaning of English words, the students were able to provide the equivalent word in their first language which suggests that students use code switching to provide evidence of their learning to their teachers. The first language thus seems to be operating as a kind of scaffold to these second language learners. Another observation that I have made in class 3C is that the students do not always comply with the teacher's code choice during the lesson, as evident in the following example:

Example 2 (class 3C):

Teacher: Ok, and then Fix was determined to catch Mr. Fogg in Hong Kong. Why is that? *Kenapa dia berabis mau tangkap si Phileas Fogg di Hong Kong* (**Why was he determined to catch Phileas Fogg in Hong Kong**)?

Student A: *Habis* (**Because**)...

Teacher: *Sebab... Hong Kong adalah* (**Because Hong Kong is**)...

Student B: The last English setting.

Teacher: Yes, because that was the last English territory that Mr. Fogg was going to set foot on. *Di sana sajalah negeri yang... apa... tempat yang last yang dia boleh tangkap si Phileas Fogg sebab warrant dari England akan hantar ke situ sebab Hong Kong itu masih di bawah jajahan British* (**That is the last country where he is able to catch Phileas Fogg because the warrant from England will be sent there as**

Hong Kong is still a British colony). Yes. *Kalau dia sudah pergi negara lain yang bukan di bawah jajahan British, sudah tidak ada gunanya lah warrant itu kan* **(If he left for another country which is not a British colony, the warrant will be useless right)?** Ok, so *dia berabis mau tangkap di situ* **(he was determined to catch him there).** And then he pretended to be surprised to see Passepartout on board the steamer when he finally met him. *Apa perasaan dia* **(How did he feel)?** *Apa reaksi dia apabila dia berjumpa Passepartout di steamer itu* **(What was his reaction when he saw Passepartout aboard the steamer)?**

Student: *Hairan*. Surprised.

In Example 2, the teacher used code switching to ask a question about an event in the novel. One of the students attempted to answer in his first language but it appears that he was at a loss for words. The teacher prompted for the answer by providing a clue for the students and one of them was then able to provide the correct response in the target language. The switch in the code choice found in the student's response may indicate that there are two possible scenarios at work. The first one is that the student understood the question and is aware of the correct answer to it but is unable to respond in the teacher's code choice because he could not provide the equivalent L1 term. This may indicate that the student does not completely understand the meaning of the phrase 'the last English setting' but was making guesses based on the cues supplied by the teacher. Secondly, the student may have chosen to respond in English because it was the more accessible and efficient cognitive option. In other words, the student provided the answer in English because it was readily available in the text and it is not necessary to translate it into the first language. The explanation by the teacher in the following interactional turn suggests that the first scenario is more plausible. However, the exchange does not reveal any evidence to indicate the students' cognitive state during the

switch hence the hypothesis is mainly based on my observations and contextual analyses of the classroom interaction. Likewise, the student's response to the teacher's final question in example 2 shows that the student complied with the teacher's code choice and responded in the first language but at the same time, the student provided the equivalent English form (surprised). This can be interpreted as a self-regulatory technique for the student to focus his attention on the classroom tasks.

In the following example, the students were discussing the exercises given by the teacher and although the audio recording does not provide enough clarity, the students' remarks about the use of English during the classroom activity raise an issue about the conflicting views about classroom code switching.

Example 3 (Class 3C):

Student: *Buat sekarang* (**Do we have to do it now**) miss?

Teacher: What? Ya, *buat sekarang* (**Do it now**). I give you 5 minutes.

(Students discussing in the background)

Student A: Eh, speak English, not Malay.

(inaudible)

Student B: Only English.

In this example, it is apparent that a requirement for the use of English only in the ESL classroom is an ingrained belief. The students are aware that English is the desired code of choice but the extensive use of code switching by students reveals that beliefs do not necessarily translate into practice. This is also evident in the teacher's use of code switching which is invariably justified as a necessary means to provide language support for low proficiency learners.

4.6.2.4 Teacher G (SMSA Class 4B and 5A)

Teacher G earned his bachelor's degree in education, majoring in TESOL from an overseas university and he has almost 5 years of teaching experience. For both classroom observations, he was teaching the literature component comprised of the short story 'QWERTYUIOP' for class 4B and the poem 'Natural' for class 5A. For class 4B, it was observed that the teacher used mainly English during classroom instruction and used code switching to maintain the flow of the lesson and to elicit responses of students about the events in the short story. The students appear reluctant to speak English, which may have been due to my presence in the classroom. During the classroom activity for which the students were divided into groups, I observed that all of them communicated in their first language. The teacher monitored each group's progress and provided assistance, mainly in the students' first language. There is a contrast between the code choice for the formal teacher-fronted stage which can be referred to as the presentation stage of the lesson and the informal student-centred stage or practice stage. The former is the instructional stage during which the teacher delivers the topic of the lesson while the latter is usually the practice stage where the students are engaged in exercises or tasks related to the instructional stage. The teacher assumes the role of a facilitator in the 'student-centred' stage of the lesson by providing the necessary scaffold to ensure that the students are able to complete the language tasks. A similar situation was also observed in class 5A though less code switching was used in that class. Another interesting observation I made in both classrooms is that Teacher G is the only teacher who rephrased in English all of the Malay utterances provided by the students during the presentation stage of the lesson. Unlike Teacher F, Teacher G did not explicitly encourage the students to respond to him in English. This suggests that Teacher G is aware that the students are dependent on the use of code switching to communicate and realises that it is not feasible to deny the students' access to this useful classroom resource. The rephrasing of the Malay utterances in

English by Teacher G can be a subtle yet effective technique to create students' awareness of the words and structures in English. It can also be interpreted as a technique to reinforce the target language structures and to maximise the amount of target language input during classroom lessons. The following extract from the transcription of the lesson for class 5A and class 4B shows the teacher's use of this technique:

Example 1 (Class 4B):

Teacher: Harry Darke. Ok. Mr. Harry Darke. Ok, Khairil. Who is this Miss Broome?

Student (Khairil): *Bekas secretary* (**former secretary**).

Teacher: Ok. Ex-secretary in Ross and Bannister's. Ok, what happened to her Khairil?

Student (Khairil): *Lupa diri* (**Forgot about oneself**).

Teacher: What did she do? You said *lupa diri*. She forgot herself. What did she do?

Student: *Terlampau kerja saja* (**She worked too much/She was a workaholic**).

Teacher: Ok. Good. She was hardworking. She only knew how to work. She did not have a family... and then, what happened to her?

(a few interactional turns)

Teacher: She wouldn't want to go home because she likes to work. But why did Mr.

Bannister ask her to retire? *Kenapa dia suruh dia pence* (**Why did he ask her to retire**)?

Students: *Sebab dia sudah tua* (**Because she was old**).

Teacher: Because she was old and she was...?

Student A: *Tidak berupaya* (**incapable**).

Teacher: No. She was capable. But, she was old and got something...

Student B: *Dia sakit sudah* (**She was sick**).

Teacher: Yes. Because she was old and sick.

Example 2 (Class 5A):

Teacher: Then the second part he says, the days when the rain beats like bullet on the roof. First he talks about the sun, then the next thing you know... the next line he jumps into the rain. So, what is he trying to tell you there?

Student: *Hujan lebat* (**Heavy rain**).

Teacher: *Hujan lebat*. Heavy rain. So, he's trying to tell you that his country only has sun and rain, just like in Malaysia. You have sun and rain. Do we have snow?

Students: No.

Teacher: We don't have snow. Sometimes?

Student: *Jerebu* (**Haze/fog**).

Teacher: That's fog.

4.6.2.5 Teacher D (SMCH Class 4A and Class 5B)

Teacher D has about 20 years of teaching experience in both primary and secondary schools. She obtained her diploma in education from the teacher's training institution and taught in a Chinese primary school before pursuing her bachelor's degree in English. She has been teaching at SMCH since graduating and she is also the head of the school's English department. Both classes consist of students who are considered intermediate English learners, with a handful of them being advanced English learners who have represented the school in public speaking and debate competitions. The use of code switching by the teacher was minimal in both classes and the teacher used English synonyms or simple phrases to explain the meaning of unfamiliar vocabulary. Students rarely used code switching when responding to the teacher's questions during the formal instructional stage of the classroom.

During group discussions, I observed that many of the students used code switching to negotiate the meaning of words or phrases and to manage the task among their group

members. The outcomes of those discussions were produced in English. The audio recording of classroom interactions for both classes managed to record some background interactions between students which contained uses of code switching. I was unable to provide transcriptions of these background interactions due to interference and the poor sound quality of the recordings. Based on the notes on classroom activities that I have documented, it is clear that many of the students were communicating with their peers in their first language, either in Malay or Mandarin.

4.6.2.6 Teacher B (SMCH Class 3A and Class 4D)

Teacher B is not trained as an ESL teacher but he has been teaching English for the past five years. He has a degree in accounting from a local public university and he enrolled in a one-year diploma in education programme (KPLI) which prepares graduates without an education degree to be school teachers. There is a significant difference in the amount of code switching by this teacher for both classes. The students in class 3A were intermediate and advanced learners of English. There was minimal use of code switching by the teacher during the lesson. The classroom situation in this class is similar to the situation reported in class 4A and 5B where it was observed that student code switched among themselves during group discussions. However, due to the poor sound quality of the audio recording the researcher was unable to provide any transcriptions of the interactions which occurred in the classroom. The teacher code switched more frequently in class 4B. The lesson that I observed was a grammar lesson, specifically about the use of the simple present tense. The classroom interaction in class 4B is comparable to that of SMCH class 3C with the exception that the code switching instances of both teacher and students were a mixture of Malay and Mandarin. This is attributed to the fact the Teacher B speaks fluent Mandarin and the Chinese students

in the class preferred communicating with him in their native language. Teacher B also used Malay to communicate with the Malay or native students in the class.

4.6.3 Functions of teacher code switching

In this section, the transcriptions of classroom interactions which contained instances of code switching are provided and categorised according to my interpretation and understanding of the functions they served in those interactional exchanges.

4.6.3.1 Teachers code switch to explain meaning of words and sentences

In Example 1, the teacher was trying to elicit the accurate first language terms for the English lexical items. The students were able to provide Malay words which have similar meanings to the English words. They appear to have a certain level of understanding of the English word but instead of attempting to use English synonyms, they opted to use their first language to explain the meaning of these words. This might be natural classroom practice in the ESL classroom where teachers often choose to explain the meaning of words in the students' first language rather than to explain those words in simpler English terms.

Example 1 (Teacher E – SMCH class 3B):

Teacher: Can you tell me the meaning of natural lifespan?

Student: *Semulajadi* (**natural**).

Teacher: *Semulajadi*, natural means *semulajadi*. Lifespan?

Students: *jangka nyawa... jangka hayat* (**lifespan**)

Teacher: Life is... what?

Student: *Nyawa* (**life**)... *hidup* (**live**) ... *kehidupan* (**life or living things**) (a few students responded)

Teacher: Span?

Student: (inaudible)

Teacher: Lifespan means? *Dia punya (its)* minimum what?

Student: (inaudible)

Teacher: Maximum or minimum what?

Student: *Kehidupan . Nyawa. (life)*

Teacher: *Dia punya jangka hayat (Its lifespan)*. We are talking about *jangka hayat (lifespan)*. Ok, approximately?

Student: Uh... *mungkin (maybe)*.

Student: *Kemungkinan (possibility)*.

Student: *Keberangalian (probability)*.

Teacher: *Mungkin (maybe)*?

Student: *Dianggarkan (approximate)*.

Teacher: Ok, this is *anggaran (approximation)*.

In Example 2, it is observed that the students appear to understand the meaning of the English words although they may have difficulties in expressing it accurately. The last few lines of the interactions shows that the students are attempting to explain the words by providing first language translations which are related to the meaning of ‘tremendously’. The students’ responses are similar to those of the other examples where there is evidence which suggests that students tend to favour the use of their first language to explain the meaning of words over the use of English synonyms or simple English definitions.

Example 2 (Teacher E – SMCH class 3B):

Teacher: Zoo Negara protects the animals for humane reasons. What does it mean by humane reasons?

Student A: *Manusia* (**human**)

Student B: *Dia berperikemanusiaan* (**It is humane**)

Teacher: *Atas sebab-sebab perikemanusiaan* (**For humane reasons**). But the dumping of these animals poses management problems. The dumping of the animals here has grown tremendously means?

Student A: *Menambah* (**Increase**).

Student B: *Cepat* (**Rapid**)

Student C: *Terlampau banyak* (**Too much**)

Teacher: *Mendadak* (**Rapid increase**), *terlampau banyak* (**Too much**)

In the following example, the use of code switching by the student shows that the student confused ‘lustre’ for ‘last year’ which is due to the similarity in the pronunciation for both words. The conversations prior to the teacher’s explanation of ‘lustre’ were inaudible on the tape recording. In this interaction, the teacher chose to explain the unfamiliar vocabulary by describing in English the qualities associated with ‘lustre’ but decided to use code switching to explain the word ‘odour’. This variability in the use of code switching suggests that there may be other underlying reasons to explain the use of code switching by the teacher. It may also indicate that the use of code switching is not a conscious mental process and the use of code switching may be triggered by the language item within the speaker’s linguistic repertoire which is more accessible at a particular point during the discourse. However, these are merely my assumptions as I was unable to clarify with the teacher the reasons behind her code choices.

Example 3 (Teacher E – SMCH class 3B):

Teacher: Lustre means?

Student: *Tahun lalu* (**last year**)

(inaudible)

Teacher: Lustre means attractive, shiny, healthy hair. Odour? Odour means *dia punya bau (the smell)*.

In Example 4, one of the students was able to provide the meaning for ‘moisture’ in Malay albeit not in the appropriate form.

Example 4 (Teacher E – SMCH class 3B):

Teacher: Moisture, what does it mean by moisture?

Student: *Lembap (Moist)*.

Teacher: *Kelembapan (Moisture)*. Ok.

Teacher: Retain water means?

Student: *Tidak boleh (Can’t)*...

Teacher: Retain

Student: *Tidak menyerap (Can’t absorb)*... *apa (what)*?

Teacher: Retain. We are talking about dry hair.

(inaudible)

Student: *menyerap (absorb)*, *mendapat (obtain)*.

Teacher: *Dia tidak simpan air tu (It doesn’t store water)*.

The Malay translation by the students is an adjective and the teacher responded by providing the correct noun form in Malay. For the second vocabulary item – retain, the students attempted to guess the meaning of the word but to no avail and after several attempts, the teacher finally provided the explanation in Malay.

The following example shows that the teacher uses code switching to explain the differences between the phrases ‘either...or’ and ‘neither...nor’:

Example 5 (Teacher G – SMSA class 5A):

Teacher: So look at the poem here. It says that we have neither summer nor winter. Neither. The word neither. What have I told you about the word neither?
(Silence)

Teacher: Remember the word either/or and neither/nor. What does either/or mean?

Students: *Samaada* (**Either one**).

Teacher: *Samaada* (**Either one**). Alright, either one right? But the moment you say neither/nor it means both also...?

Student: *Tiada* (**None**).

Teacher: Both also not. *Dua-dua pun tiada* (**Both are not**). Neither/nor. So, here it says that we have neither summer nor winter. *Kita dua-dua pun tiada* (**We do not have both**). Summer or winter we don’t have.

Example 6 also shows the use of teacher code switching to explain the meaning of ‘magnificent’:

Example 6 (Teacher G – SMSA class 5A):

Teacher: What is the meaning of magnificent here?

Student: *Menakjubkan* (**Amazing**).

Teacher: *Menakjubkan*. Right. *Menakjubkan*. Magnificently or maybe if you can translate, or maybe you can (inaudible) *dengan agungnya* (**Majestic**).

As shown in the transcriptions in Example 7, the teacher used code switching to explain the meaning of the words ‘pretended’ and ‘unnoticed’ and also to reinforce the explanation given by a student.

Example 7 (Teacher F – SMSA class 3C)

Teacher: Are there any words that you don’t understand?

Students: Pretended.

Teacher: Pretended. We have the word here. What’s the meaning of pretended?

Student: To behave as if something is true when it is not.

Teacher: Yes. To behave as if something is true when it is not. *Maksudnya berpura-pura begitu ok* **(It means that you’re pretending)**. Fix on the other hand, managed to board the *Rangoon* unnoticed. Do you know what’s the meaning of unnoticed?
(inaudible)

Teacher: Yes. *Tanpa disedari* **(Not being noticed)** . *Tanpa disedari si* Fix *pun masuk di Rangoon itu bersama-sama mereka* **(Fix entered the Rangoon together with them without being noticed)**.

4.6.3.2 Teachers code switch to teach grammar explicitly

In Examples 1 and 2, the teacher was explaining how possessive pronouns and reflexive pronouns are used in sentences by explaining the constituents of both types of pronouns in the students’ first language and translating the pronouns to the L1 to facilitate the students’ understanding. In the interaction provided in example 2, it is observed that the teacher employed the use of the so-called ‘sandwich technique’ which is the repetition of the English forms following the use of code switching.

Example 1 (Teacher C – SMCH class 3C):

Teacher: The books. These books are ours. This...ah. *Kepunyaan*, possessive *itu ialah kepunyaan* (**possessive is belonging**). *Inilah yang kamu selalu salah guna* (**This is what you always use wrongly**). These are the pronouns which will usually confuse you. So please pay attention here *ya* (**yes**). So, we use possessive pronouns to show belonging. Ah, *itulah perkataan itu* (**that's the word**)... belonging. *Kepunyaan. Kita guna kata ganti nama possessive* (**We use possessive pronouns**), possessive pronouns *untuk menunjukkan benda itu, harta itu kepunyaan siapa* (**to show that thing or that property belongs to someone**). Who does it belong to. Look at the example.

Teacher: The book is mine. What does it mean?

Student: *Buku itu saya punya.* (**The book is mine**)

Teacher: Ah, *buku itu saya punya atau kepunyaan saya atau lagi betul, milik saya. Menunjukkan hak milik.* (**The book is mine, or more accurately, belongs to me. It shows belonging**)

Example 2 (Teacher C – SMCH class 3C):

Teacher: Let's look at text 5, reflexive pronouns. We use reflexive pronouns to show the subject and the object in the sentence are the same person or thing. Ok, reflexive pronouns, *ini menunjukkan apa maksud di sini ialah* (**this shows that**)... *kita menggunakan* (**we use**) *pronoun itu dalam satu perkataan tetapi masih merujuk kepada orang atau benda yang sama* (**in the same word but it still refers to the same person or object**). You see... you look at the example. Myself, yourself, himself, herself, themselves, ourselves, itself. I forced myself out of bed. *Maksud dia* (**it means**), *kalau kita tukar pergi Bahasa Melayu itu* (**if we change it to Malay**) ... *Saya, I. Memaksa diri saya* (**force myself**), myself. *Diri saya itulah maksud dia* (**myself**,

that's the meaning) myself. *Untuk bangun daripada tidur (to wake up). Jangan pula kamu (You are not supposed to use) direct translation. Out of bed, keluar daripada tilam (get out of the mattress).*

4.6.3.3 Teachers code switch to facilitate and check for comprehension

In the next example, the teacher used code switching to check students' comprehension and to ensure that the students understood the events which occurred in chapter 10 of the novel 'Around the World in 80 Days'. When asked by the teacher to talk about the two important events in the novel, it is observed that the students were struggling to respond to the teacher's questions after she prompted them to respond in English and not Malay. The switch in the teacher's code choice in the last few interactional turns indicate that the teacher intentionally structured her questions to check for the students' comprehension by posing yes/no questions which only required yes/no answers from students. The yes/no questions are categorised as the use of code switching to check for comprehension. This allows teachers to monitor students' learning.

Example 1 (Teacher F – SMSA class 3C):

Teacher: Alright, so that's the end of it, chapter 10, passage to Hong Kong. Any questions?

Student: No question.

Teacher: No question? Are you sure?

Student: Yes.

Teacher: What about you? Do you have any questions? *Nanti cikgu suruh kamu ulang balik (I will ask you to repeat what you have learned later), 2 important events happening in this chapter 10. Boleh bagi kah tidak (Can you tell me about it)?*

Student: *Boleh (Can)*. Sure.

Teacher: But not in Malay, in English.

(inaudible)

Student: He go in the Hong Kong.

Teacher: Ah, *apa dia* important event *yang berlaku di situ* **(What was the important event which happened there)?** *Babak yang paling penting* **(the most important scene)?**

Student: Passepartout *berjumpa si* **(met)** Detective Fix.

Teacher: Ah, *ini dalam Bahasa Melayu* **(this is in Malay)**. *Memang lah* **(of course)**.

Student: Passepartout thought that Fix (inaudible)

Teacher: Ah, *itukah* important event *di sana* **(is that the important event there)?**

Student A: *Tidak* **(No)** miss. *Yang itu kapal terbalik-terbalik* **(the ship sank)**...

Student B: (inaudible) was surprised to see Passepartout on the...

Teacher: Bad weather. *Kamu kena ingat itu* **(You have to remember)**. *Masa* chapter 10 *ini mereka mengalami*, they encountered bad weather *kan* **(In chapter 10, they encountered bad weather right)?**

Student: Yes.

Teacher: *Masa dalam perjalanan* **(During the journey)**. On the journey, they encountered bad weather. *Jadi, bila bad weather di sana melambatkan perjalanan kan* **(So, when there's bad weather, it will delay the journey right)?**

Student: Yes.

4.6.3.4 Teachers code switch to encourage students' participation in the classroom and to reduce students' anxiety in learning English.

In Example 1, the first question posed by the teacher to a student named Joshua was in English and it was not met with the desired response. The teacher switched to the student's first language to elicit a response but to no avail. The student only responded after the teacher explicitly approved the use of the student's first language (Tell me. In BM also ok). Throughout the discussion, it is observed that the teacher structured most of his questions in two languages (English and Malay). In this example, code switching appears to be a classroom management strategy to encourage students to participate in the classroom discussion, which is crucial to maintain the flow of the lesson. Furthermore, it can also be viewed as a strategy to provide affective support for the students so they feel less inhibited and are more willing to express their ideas albeit not in the target language. Students' reluctance to participate in classroom discussions is often attributed to their inhibitions and anxiety about communicating in English. Thus, the use of teacher code switching can be used to mitigate the negative sentiments associated with language learning and to encourage students to participate classroom discussions despite limited communicative competence. Students are encouraged to code switch when they observe their teachers doing the same thing.

Example 1 (Teacher G – SMSA class 4B):

Teacher: Initially I was going to show you a video of this story. There were some students alright. There were some students who put up this video on Youtube. Ok, of the story, the plot of the story. *Jalan cerita dia* (**The plot**). But we can't use the LCD so I will show it next time. I want to ask you. Do you understand the story?

Students: Yes.

Teacher: Can you understand the story?

Students: Yes

Teacher: Can? No?

(silence)

Teacher: Joshua, can you understand the story? What happened? Tell me what happened.

(silence)

Teacher: What happened in the story?

(silence)

Teacher: Come on, open your mouth. There's no gold inside your mouth. *Tiada emas dalam mulut kau tu. Cepat* (**There's no gold in your mouth. Hurry up**).

(silence)

Teacher: No? You said you understand. *Apa yang kau faham* (**What do you understand**)? Tell me. In BM (**Malay**) also ok.

Teacher: *Kerani* (**Clerk/secretary**)? Ok, what's *kerani* in English?

4.6.3.5 Teachers code switch to maintain classroom discipline

In Example 1, it appears that the teacher's use of code switching was for the purpose of maintaining classroom discipline and to get the students to focus during the lesson. Phrases such as 'lain kan?' and 'pedas kan?' are used as a reminder of the previous tongue-lashing that the student received and also as a warning that the students will face similar consequences if he continues to disrupt the class. In addition, the teacher's use of code switching in the last few lines was directed at the whole class. He was trying to get the students to focus on the lesson and reinforce the importance of mastering the grammar item.

Example 1 (Teacher C – SMCH class 3B):

Teacher: Ok, look at page 4. Look at page 4. Page 4 and 5 are for you your reference.

Page 4 and 5. *Muka surat empat dan lima (pages four and five)*. James Franco? You wouldn't want me to get mad at you again right? *Kau tidak mahu lagi saya marah sama kau kan? (You wouldn't want me to scold you again right?) Lain kan? (It's different right?) Pedas kan? (It stings right?)*

(silence)

Teacher: Ah, please. Pay attention ah. Because why? *Saya sudah berterus terang dengan kamu kelmarin (I was very frank with you yesterday)*. *Kamu tahun ini (This year, you)* ... You know simple future tense, but if your pronouns, you do not know how to use. Then your English will be invalid. Correct?

(A few interactional turns later)

Teacher: But, pronouns, you will have problems. So, now it's the time for you to correct your pronouns. *Ini adalah masanya untuk kamu faham betul-betul (this is the time for you to fully understand)*, *apa itu (what are)* pronouns. I'm talking about simple present tense and simple past tense. I have given you the formula for is, was, has. I have given you the singular and plural nouns. *Kan (right)? Singular apa (what), plural apa (what). Dari bulan berapa (since which month)?*

4.6.4 Functions of student code switching

4.6.4.1 Code switching is often used when students are unable to express themselves in English

As seen in the next example, the students were initially unable to respond to the teacher's questions about the events in the short story, either in English or Malay. The students only responded to the teacher's questions after the teacher mentioned that it was allowable for

students to respond in their first language. The subsequent interactional turns provide evidence to support this claim as it is observed that the students responded to all of the teacher's questions in Malay, with the exception of three responses 'died', 'fell in love' and 'she won't go home' and the names of the characters. This indicates that students use code switching when they have difficulties expressing themselves in English.

Example 1 (Teacher G - SMSA class 4B):

Teacher: What? She wanted a job at Ross and Bannister's. Ok. Good. So, who is the person or who is the thing who is disturbing Lucy at the company? *Siapa yang mengacau dia di* **(Who was disturbing her at)...**?

Students: Miss Broome.

Teacher: Ok. What did Miss Broome do?

(inaudible)

Student: *Dia kacau* **(She disturbed)**.

Teacher: *Dia kacau. Apa macam dia kacau* **(How did she disturb her)**? How did she disturb her?

Student: *Dia tulis kata-kata* **(She wrote words)**...

(inaudible)

Teacher: Right. When Lucy was typing, she... What was the word that she typed there?

Students: QWERTYUIOP

Teacher: And then how did Lucy find out that it was Miss Broome?

(Silence)

Teacher: How? *Bagaimana dia dapat tahu bahawa itu adalah* Miss Broome **(How did she find out that it was Miss Broome)**? How did she know?

(inaudible)

Teacher: Ok. She asked one of the workers there. Who was the worker? What's his

name?

Students: Harry...

Teacher: Harry Darke. Ok. Mr. Harry Darke. Ok, Khairil. Who is this Miss Broome?

Student (Khairil): *Bekas secretary* (**former secretary**).

Teacher: Ok. Ex-secretary in Ross and Bannister's. Ok, what happened to her Khairil?

Student (Khairil): *Lupa diri* (**Forgot about oneself**).

Teacher: What did she do? You said *lupa diri*. She forgot herself. What did she do?

Student: *Terlampau kerja saja* (**She worked too much/She was a workaholic**).

Teacher: Ok. Good. She was hardworking. She only knew how to work. She did not have a family... and then, what happened to her?

Students: Died.

Teacher: What did she do before she died?

Students: Fell in love.

Teacher: Ok. Fell in love with whom?

Students: Mr. Bannister.

Teacher: And then what happened to her when she was working?

Student A: *Dia dapat kerja* (**She found a job**).

Student B: She won't go home.

Teacher: She wouldn't want to go home because she likes to work. But why did Mr. Bannister ask her to retire? *Kenapa dia suruh dia penceen* (**Why did he ask her to retire**)?

Students: *Sebab dia sudah tua* (**Because she was old**).

Teacher: Because she was old and she was...?

Student A: *Tidak berupaya* (**incapable**).

Teacher: No. She was capable. But, she was old and got something...

Student B: *Dia sakit sudah* (**She was sick**).

Teacher: Yes. Because she was old and sick.

4.6.4.2 Code switching is used to explain difficult words and sentences to peers

In this example, student A was explaining the meaning of the phrase to his friend in Mandarin.

Example 1 (Teacher D – SMCH class 4A):

Student A: Your oldest living relative. *Hai zai shi de zui lao ge qing qi*.

Student B: Of course your grandma *lah kan* (**right**).

Student C: Grandpa

4.6.4.3 Code switching is used to negotiate for meaning and check for comprehension

Example 1 shows that the teacher used synonyms to explain the word possession. In this context, the students' use of code switching can be explained as negotiating for meaning and checking his comprehension with the teacher to ensure that he has understood her explanation correctly.

Example 1 (Teacher D – SMCH class 4A):

Student A: Teacher, what is possession?

Teacher: Your most valuable possession. Your...the most valuable things that you have. The properties... The properties

Student A: Oh... *harta yang paling berharga* (**The most valuable possession**).

In example 2, the student's repetition of the word risks in his first language suggests that it might be a self-regulating technique for the student, where the student's first language serves as a cognitive tool to regulate students' attention to the second language tasks.

Example 2 (Teacher F – SMSA class 2A):

Student: There are risks in anything you do.

Teacher: Risks?

Student: There are risks in anything you do. *Risiko* (**Risks**).

In the following chapter, the results and findings will be discussed in relation the literature and the research questions.

5.0 DISCUSSION

This study set out to answer the following research questions:

5. What are the perceptions and beliefs of a selected cohort of in-service teachers about the practice of code switching in selected Malaysian ESL classrooms?
6. What are the perceptions and beliefs of a selected cohort of students about the practice of code switching in selected Malaysian ESL classrooms?
7. What are the functions of code switching in selected Malaysian ESL classrooms?
8. Is code switching included as a systematic and planned part of ESL classrooms in Malaysia?

Each question is presented as a subheading and the discussion for each subheading is organised according to the different themes which were presented in the previous chapter.

5.1 Research question 1

What are the perceptions and beliefs of in-service teachers about the practice of code switching in selected Malaysian ESL classrooms?

This study investigated the perceptions and beliefs of a selected cohort of in-service teachers about their use of code switching in selected Malaysian ESL classrooms, which will be discussed in three subsections, namely (1) positive views of code switching, (2) negative views of code switching and (3) comparison between the positive and negative views of code switching

5.1.1 Positive views of code switching

5.1.1.1 Code switching by the teacher will facilitate the language learning process

As evident in the results from the questionnaire, all of the teachers agreed that teacher code switching facilitates the language learning process. The findings from the interviews further support the teachers' beliefs about the pedagogical value of code switching in the ESL classroom. Based on the teachers' responses during the interviews, it is apparent that the teachers believed that code switching is a useful teaching and learning resource which can be utilised to enhance the students' language learning experience. Some of the teachers stated that code switching is particularly beneficial when explaining unfamiliar words and sentences to students who have limited knowledge of the target language. In fact, it is observed that throughout the course of the interview, many of the teachers mentioned that the use of code switching is necessary when teaching students who have limited proficiency in the target language, which reflects the findings of the study by Ariffin and Husin (2011).

5.1.1.2 Code switching is an efficient, time-saving technique

In the questionnaire, it was found that 80% of the teachers believed that code switching is less time consuming compared to the other alternative of using English only in the classroom. However, during the interview, only two teachers specifically mentioned that code switching enables them to deliver their lessons more efficiently. One of the teachers mentioned that code switching makes it easier for her to deliver lessons without having to worry about time constraints while the other teacher said that code switching allows her to complete the syllabus within the stipulated time frame.

5.1.1.3 Code switching should be included as an integral part of the ESL classroom

There has been an ongoing debate about whether code switching should be included as an integral part of the ESL classroom. Most of the teachers (60%) agree that it should form an integral part of the ESL classroom while the rest of them (40%) disagree. When asked whether the Ministry of Education should validate the use of code switching as an integral part of the ESL classroom, the teachers had mixed opinions about this issue. This finding is consistent with results from the questionnaire, which suggest that, while all of the teachers are unanimous about the benefits of code switching, some of the teachers appear to have reservations about including it as a fundamental component of the ESL classroom. Despite this, the general consensus is that code switching is useful in the ESL classroom.

5.1.2 Negative views of code switching

As discussed in the previous section, most of the teachers have positive opinions about their own use of code switching in the ESL classroom. However, analyses of the questionnaire results and the interview transcriptions reveal that there are negative sentiments among teachers about their use of code switching during English lessons.

5.1.2.1 The use of other languages in the classroom will result in a decline in the standards of English

Many teachers view their use of code switching in the ESL classroom as undesirable because it is believed that it will result in unacceptable language use among students, which subsequently, leads to a decline in the standards of English. In the questionnaire, 50% of the teachers agreed that the inclusion of other languages in the classroom will have a negative impact on the standards of English, while 30% of them disagreed. The teachers' interview responses corresponded with the questionnaire results – five the of teachers agreed that code switching could lead to unacceptable language use , which is often referred to as the 'bahasa rojak' or 'mixed language'. Despite this, these teachers also acknowledged that the code

switching by the teacher is necessary under certain circumstances, especially when teaching students who have limited knowledge of the English language. Thus, it is apparent that the teachers have conflicting opinions about the effect of code switching on the standards of English. Based on the teachers' responses, it appears that teachers' beliefs are very much influenced by the prevalent anti-L1-in-the-L2-classroom attitude, which associates code switching with language pollution and undesirable language behaviour (e.g. Adendorff, 1993; David & Lim, 2009; Grosjean, 1992; Wei & Martin, 2009).

5.1.2.2 Code switching by the teacher will increase the students' reliance on the teacher and the students' dependency on their first language

Based on the results in the questionnaire, the majority of the teachers (80%) believed that the practice of code switching by the teacher deprives students' of the opportunity to develop into independent learners. From the perspective of teacher code switching, it is believed that the regular use of code switching by teachers during formal language instruction unintentionally encourages students to depend on teachers for explanations of target language vocabulary and expressions in the students' first language (L1). This is because when students are presented with alternatives, they will choose the easier option of relying on the teacher to code switch or use code switching themselves and not attempt to construct meaning in the target language by drawing on their existing linguistic repertoire. During interviews, it was observed that many of the teachers also believed that students tend to be more dependent on their first language when code switching is used during English lessons. Another negative aspect of code switching as suggested by the teachers, was the negative interference of the students' first language, which may result in students applying the grammatical rules of their first language to English (Carless, 2007).

5.1.2.3 Code switching versus English-only in ESL classrooms

A large proportion of teachers (60%) believed that English is best taught in English-only classrooms while 30% of the teachers disagreed with the notion of monolingual ESL classrooms. The ideal ESL classroom is thus perceived is one in which there is no use of languages other than the target language. In addition, the teachers' responses on whether there should be a strict separation of the mother tongue and English in the ESL classroom shows that some of the teachers (50%) agree that both languages should be kept segregated while 20% of them disagree. The remaining 30% of the teachers maintained a neutral stance with regards to this issue. These percentages are consistent with the percentages of teachers who believed that English is best taught in English-only classrooms although there is a slight difference in the actual percentages for both statements.

The practice of code switching appears to be the least preferred teaching strategy for teachers compared to the other options. The majority of the teachers (90%) agreed that code switching should only be used as a last resort when all other options have been exhausted. One of the teachers mentioned during the interview that code switching is not necessary for students who have a good command of English. Some of the teachers also pointed out that code switching is inevitable in certain classroom situations, depending on factors such as the students' language abilities and the amount of target language exposure available to the students. The results from the questionnaire coupled with responses from the interview provide evidence that code switching is not considered by the teachers to be the foremost teaching and learning resource in the ESL classroom. This is further supported by the percentages of teachers (80%) who agree that students will have more success in learning English if it is used more frequently in the classroom. It is clear that teachers strongly believe that the amount of target language use in the ESL classroom has a significant influence on the students' English language achievements, and that maximal use of the target language will lead to success in language acquisition (Cook, 2001; Turnbull, 2001).

5.1.3 Comparison between the positive and negative views of teacher code switching

The analyses of the quantitative results and qualitative findings reveal inconsistencies in the teachers' perceptions and beliefs about the practice of code switching in selected Malaysian ESL classrooms. There is no significant difference in the average percentages for the four categories of teachers' perceptions and beliefs regarding code switching use in the classroom (refer Table 26, section 4.2.2.11). The comparison between the average percentages for the positive effects and negative effects of code switching reveal that most of the teachers (90%) believed that the positive effects of code switching outweigh its negative effects. The majority of the teachers exhibit positive attitudes towards the practice of code switching. Many of the teachers were also found to have negative opinions about code switching. There is a discrepancy between the teachers' opinions about the role of code switching in the ESL classroom. In the questionnaire, most of the teachers (60%) expressed support for the inclusion of code switching as an integral part of the ESL classroom but their responses to statements such as (a) *English is best taught in English-only classrooms* and (b) *There should be a strict separation of the mother tongue and English in the ESL classroom* do not reflect their opinions as previously indicated. Despite the strong preference for target language use over the first language, all of the teachers acknowledged in the interviews that they do, in fact, code switch during English lessons. This implies that teachers are practising a pedagogical strategy which they perceive as being inappropriate but necessary under the circumstances in ESL classrooms. These discrepancies can be attributed to the monolingual beliefs about ELT instilled by educational authorities and field experts (e.g. Atkinson, 1993; Cook, 2001; Cummins, 2007; Macaro, 2005; Philipson, 1992). These monolingual views are so deeply ingrained that some of the teachers have admitted that they feel guilty when engaging in code switching during lessons.

The inconsistencies in the teachers' opinions about code switching may also reflect the differences between the teachers' perceptions of the ideal language classroom and their actual practice. Although all of the teachers agreed that their use of code switching will facilitate the language learning process, they have also cautioned that the excessive use of code switching may result in the overuse and overdependence of the students on their first language. Likewise, 80% of the teachers believed that the practice of code switching by the teacher actually prevents learners from becoming independent language learners because these learners have the tendency to depend on the teacher for definitions and explanations of English vocabulary in other languages. Some of the teachers (50%) also expressed concerns that code switching could compromise the standards of English and that code switching could lead to unacceptable language use by students despite the positive opinions about its educational value and its efficiency as a time-saving strategy. These conflicting views can be interpreted as a struggle between the respondents' beliefs, the classroom realities and the official language policy imposed by educational authorities (Lin & Martin, 2007). Many English teachers feel hopeless when faced with the demands of the ESL classroom. It is an ongoing struggle for teachers to strike a balance between prescribed classroom guidelines for minimal L1 use and providing learners' with adequate language support which usually involves a certain degree of code switching. It can be suggested that although teachers believe there are counterproductive aspects to classroom code switching, the actual classroom reality does not permit the complete exclusion of the students' first language. Similarly, though teachers might have been trained to avoid the use of the first language, in practice it is often a convenient tool to use.

5.2 Research question 2

What are the perceptions and beliefs of students about the practice of code switching in selected Malaysian ESL classrooms?

This study explored the perceptions and beliefs of selected cohorts of students about the practice of teacher code switching in selected Malaysian ESL classrooms which are grouped into two categories, namely (1) students' positive views of teacher code switching and (2) students' negative views of teacher code switching.

5.2.1 Students' positive views of teacher code switching

Based on the students' responses in the questionnaire, the average percentage for students' positive views of code switching is higher compared to the students' negative views of code switching. It is evident that a majority of the students have positive opinions about the use of teacher code switching, which is consistent with the findings of a similar study by Ahmad and Jusoff (1999). Most of the students (83.34%) felt that teachers' use of code switching made the ESL lessons more enjoyable. This is consistent with the percentages of students (88.33%) who indicated that the teachers' use of code switching enhances the students' understanding and comprehension during English lessons. In addition, a majority of the students (88.33%) also felt that teacher code switching increases their confidence and motivation in learning English. There was a slight decrease in the percentages of students (76.67%) who believed that teachers' use of the first language enables them to focus on the lesson, without worrying about unfamiliar words and sentences. When students were asked whether they find it difficult to concentrate when teachers do not explain new words, topics and concepts in the first language, most of the students (73.33%) reported that they do have difficulties concentrating without the scaffolding of their first language, when presented with

new materials. This shows that there is consistency in the students' responses and code switching is perceived to support the students' language learning process. However, when students were asked whether they find it difficult to concentrate when code switching is completely excluded by the teacher during English lessons, 51.66% of the students said they did. The discrepancy in the results suggests that there are other teaching resources or strategies which can be employed by the teachers. Teacher code switching may be the students' preferred choice when new materials are explained (as agreed by them) but it may not be the preference for other aspects of the lesson. It is also observed that 68.34% of students find that code switching use by the teacher encourages them to participate actively in classroom activities. The slight variation in the percentages of the questionnaire items suggests that there might be other factors which affect the students' attention level during lessons and their willingness to participate in classroom activities. Nevertheless, it is apparent that students experience code switching as a useful classroom resource for the transmission of knowledge and for affective purposes.

5.2.2 Students' negative views of teacher code switching

Although most of the students indicated that teacher code switching enhances the language learning process, there are some inconsistencies in the students' opinions about their preferences concerning teacher code switching and target language use in the ESL classroom. Half of the students reported that they prefer teachers to conduct lessons entirely in English without referring to the first language. When asked about their opinions regarding teachers' use of other languages during English lessons, 43.33% of students reported that they dislike the inclusion of other languages during English lessons and 60% of the students indicated that they prefer teachers to minimise the use of code switching during English lessons.

Students may perceive the amount of target language exposure as an important factor in determining their success in acquiring the target language. One possible explanation for this phenomenon is that students are aware that they have limited exposure to the target language outside of the ESL classroom, thus, they prefer less code switching during English lessons to ensure that they will be able to learn and practice the language properly without the interference of other languages. Another reason for the conflicting opinions observed in the students' responses might arise from the fact that students with different levels of language proficiencies may have different preferences for the use of code switching in the ESL classroom. However, this study did not distinguish the opinions of low English proficiency students and those of intermediate or advanced students so it is not possible to ascertain whether the language proficiency level of students influenced their personal preferences for the amount of teacher code switching in the classroom. The transcription of one of the classroom observations for class 3C (refer to Example 3 in section 4.5.3.3) demonstrated that students believed it is necessary to communicate in English during English lessons but their beliefs do not translate into practice as it was observed that students engaged in code switching frequently throughout the course of the lesson. The stated beliefs of the students might be a manifestation of the teachers' constant encouragement that students should try to use English solely during lessons. These beliefs can also be attributed to the pervasive pedagogical beliefs amongst teachers and students that second language classrooms amongst should be monolingual.

5.3 Research question 3

What are the functions of code switching in selected Malaysian ESL classrooms?

There are two subsections, namely (1) functions and contexts of teacher code switching and (2) functions and contexts of student code switching.

5.3.1 Functions and contexts of teacher code switching

The functions of teacher code switching, as mentioned in the literature review, can be grouped into three broad categories, namely (1) code switching for curriculum access, (2) code switching for classroom management and (3) code switching for interpersonal relations (Ferguson, 2003). The findings in this study are consistent with the findings of similar studies, which investigated the functions of teacher code switching (e.g. Ariffin, 2009; Canagarajah, 1995; Ferguson, 2003; Greggio & Gil, 2007; Lucas & Katz, 1994; Then & Ting, 2011). The majority of the teachers reported that they use code switching mainly for curriculum access and for maintaining interpersonal relations. Teacher code switching for classroom management is used to a lesser extent as compared to the other two functions. The teacher's reported use of code switching in the questionnaire and interview is consistent with their actual use of code switching during English lessons. However, it is important to note that not all of the codes switching functions in the questionnaires were identified in the teachers' actual classroom practice.

The use of teacher code switching for curriculum access takes precedence over the other two functional categories, as evident in the qualitative and quantitative data from the questionnaire, interviews and classroom observations. In the questionnaire, there are seven functions of teacher code switching which fall under the first functional category but it is found that only three of these functions were utilised by the teachers in transcriptions of classroom observations, which are functions (a), (c) and (d). The functions of teacher code

switching for curriculum access is related to the functions of code switching for constructing and transmitting knowledge as presented in the table below.

(4) Code switching for curriculum access	
(a) To explain meaning of words and sentences	100%
(b) To explain difficult concepts	90%
(c) To explain grammatical concepts	90%
(d) To check for comprehension	90%
(e) To introduce unfamiliar materials and topics	100%
(f) To explain the differences between the students' first language and English	100%
(g) To draw students' attention to the correct pronunciation of sounds in English	50%
Average	88.57%

Table 44

The percentages in the table show that virtually all of the teachers reported that they use code switching for all the above functions, with the exception of code switching to draw students' attention to the correct pronunciation of sounds in English. Only 50% of the respondents report that they use code switching to perform this function. The pronunciation of sounds is related to the phonological aspects of language while the other functions of code switching are related to either the semantic or syntactic aspects of language. Teacher code switching is used to deal with language learning difficulties related to the meaning of words and grammatical items rather than with phonological aspects. All of the teachers reported that they code switch to explain the meaning of words and sentences and they reaffirmed this particular function during the interviews. This is consistent with the findings from the transcriptions of classroom observations (refer to section 4.6.3.1), where it is discovered that four teachers out of the six teachers were observed used code switching extensively to

explain the meaning of words and sentences. All of the teachers also mentioned in the interview that they find code switching as an effective instrument to deliver the content of the lesson, particularly when explaining unfamiliar words and concepts. This suggests that code switching is mainly used by the teachers as a strategy for facilitating students' comprehension of vocabulary items. Teachers also reported that they use code switching to explain grammatical concepts and there is evidence that it is used for this function in one of the classes which was observed (refer to section 4.6.3.2), Teacher C is the only teacher who was observed to code switch when explaining grammatical concepts in the classroom. There is no empirical evidence which supports the teachers' reported use of code switching for this function in the other classes. Another function of teacher code switching is to check for comprehension and 90% of the teachers reported doing so in the questionnaire though only one of the teachers practised code switching for this function in the classroom (refer to section 4.6.3.3).

Code switching is used by teachers mostly for maintaining interpersonal relations. A majority of the teachers reported code switching to serve the following functions, as seen in the table below.

(1) Code switching for interpersonal relations	
To build and strengthen interpersonal relationships between teachers and student	80%
To reduce students' anxiety in learning English	100%
To increase students' motivation and confidence in learning English	90%
To provide praise, feedback or personal remarks about students' performance	30%
To encourage students' participation in the classroom	80%
Average	76%

Table 45

All of the teachers reported that they use code switching to reduce students' anxiety in learning English, which may arise from the latter's unfamiliarity with the language and their limited proficiency in the language. However, only one of the teachers was observed to used code switching for this purpose. As mentioned in the previous chapter (refer to section 4.6.3.4), the teacher used English and Malay to pose questions about the lesson. The teachers' choice of language use can be interpreted as a strategy to make the students feel less anxious during the lesson. The inclusion of the students' first language in the classroom provides affective support, which is particularly important when teaching students' who have limited knowledge about the target language. The learning anxiety that students experience in the language classroom is one of the factors which activates the affective filter and consequently, inhibits the language acquisition process (Krashen, 1982). Most of the teachers also reported that code switching is used to increase students' motivation and confidence in learning English. This finding is supported by the students' responses in the questionnaire – 88.34% of them believed that they were more motivated and confident in learning English when teachers use code switching in the classroom.

Teacher code switching is used for classroom management purposes. The functions of code switching which fall under this category can be found in the following table.

(1) Code switching for classroom management	
To organise classroom tasks	50%
To maintain classroom discipline and the structure of the lesson	60%
Average	55%

Table 46

Based on the percentages in Table 46, code switching is mainly used by the teacher to encourage students' participation in the classroom. Data from the classroom observation revealed that one of the teachers used code switching to encourage students to participate in classroom discussion (refer to section 4.6.3.6). From the findings presented in the previous chapter, the teacher used code switching to restructure his questions and even explicitly allowed his students' to provide responses in their first language when they did not respond to his questions. Students' are unwilling to take part in classroom discussion, especially when responding to the teachers' questions about the lesson, because they might feel self-conscious about their ability to communicate in the target language. In such situations, teacher code switching is an effective way to encourage students' participation. In addition, 60% of the teachers reported that they use code switching to maintain classroom discipline. One teacher was observed to have used code switching to reprimand one of the students who misbehaving and disrupting the lesson (refer to section 4.6.3.7). The percentages of reported use of code switching by the teachers to provide praise, feedback or personal remarks about students' performance are significantly lower than the percentages of the code switching functions.

5.3.2 Functions and contexts of student code switching

In this study, code switching is used by the students for different functions, which can be grouped into three broad categories, as shown in the table below.

(3) Functions of student code switching	
Students use code switching when they are unable to express themselves in English	86.67%
Students use code switching to help them maintain the flow of conversation	78.33%

(4) Contexts of student code switching	
Students use code switching to explain difficult words and sentences to their peers	79.99%
Students use code switching when they communicate with their peers who share the same language	86.66%

Table 47

It is general consensus that students use code switching to overcome communicative difficulties which may arise as a result of insufficient competence in the target language (Ellis and Shintani, 2013). This practice is evident in the students' language behaviour during English lessons, where it was observed that students used their first language to respond to the teachers' questions when they were unable to express themselves in English. It is a common for second language learners to fumble over suitable words or expressions to convey their intended meaning. Code switching in these instances is considered a communication strategy to maintain the flow of conversation despite the learner's limited target language proficiency (Canale and Swain, 1980). It was also found that students use code switching when they communicate with their peers who share the same language. An example for this can be found in section 4.6.4.2 which shows a student using his first language to explain to his peers the meaning of an English phrase during a group discussion. Due to the quality of the audio recordings of the lessons, the conversational exchanges between students were mostly not recorded. However, it was observed that students engage in code switching when they are interacting with their peers, especially during group discussions. Code switching in this context enables students to focus on the classroom tasks and functions as a peer revision strategy for them to guide and assist each other as they complete these tasks (Villamil and Guerrero, 1992). This peer revision strategy is otherwise referred to as 'collaborative dialogue' (Swain and Lapkin, 2002). In contrast, there is also a possibility that students use

code switching during group discussions even though they have sufficient competence to carry out the tasks in English. This might be the counterproductive effect of allowing code switching use during lessons. Teachers have cautioned that code switching use during English lessons will increase the tendency of students to communicate in the first language, instead of the target language. However, the example that was given demonstrates that code switching use is employed by the students as a form of peer support in the ESL classroom. Apart from that, it was discovered that there was evidence that students use code switching to self-regulate their learning and cognition during language tasks (refer to 4.6.4.3), which is akin to the self-directed private speech suggested by Anton and Dicamilla (1999). In this study, the students' reinforce their understanding of the English words by verbalising out loud the meaning of those words in their first language which can also be a type self-directed private speech.

5.4 Research question 4

Is code switching included as a systematic and planned part of ESL classrooms in Malaysia?

This research question seeks out to explore the viability of introducing the use of code switching as a systematic and planned part of Malaysian ESL classrooms. It also examines whether teachers' use of code switching can be assigned to perform specific classroom functions at specific stages throughout the ESL lesson. All of the teachers indicated that code switching occurs naturally and spontaneously, without prior planning because they are unable to anticipate or predict the learning difficulties that students might encounter during lessons. The teachers' use of code switching during classroom observations provides evidence which demonstrate that teacher code switching occurs in any stages of the lesson that warrants the use of the first language. In other words, teachers' code choice during the ESL classroom is

dependent on factors such as students' level of comprehension and the immediate classroom situations. Therefore, it might not be relevant to include code switching as a systematic and planned part of the ESL classroom as it is not possible for teachers to anticipate the learning problems that students might encounter.

Based on the teachers' and students' opinions about code switching, it is apparent that the two parties have different expectations about code switching use in the classroom. In other words, code switching should not be used as a substitute for the target language. It should be used conscientiously to provide the necessary support to achieve the desired learning outcomes. Many of the teachers in this study admitted that they did not receive any proper instructions and guidelines on how they can manage the use of code switching in the ESL classroom.

It is important for teacher training programmes to educate teachers about code switching use in the language classroom so that teachers are equipped with the knowledge on how they it can be managed in classroom (Campa and Nasaji, 2009), instead of relying solely on their instincts and personal experiences. Teachers who are well-informed about the practice of code switching will be able to provide a more enriching language learning experience for the students.

In conclusion, although all of the teachers believed that code switching is a natural and spontaneous classroom practice, it is strongly recommended that teachers receive proper training and guidance about code switching use to enable them to exploit the educational benefits it has to offer.

6.0 CONCLUSION

6.1 Summary of results and findings

This study set out to explore the perceptions and beliefs of selected cohorts of teachers and students regarding the practice of code switching in Malaysian ESL classrooms. This study also examined the functions of code switching by both cohorts in the classroom and attempted to whether code switching was included as a systematic and planned aspect of the selected ESL classrooms.

In the context of this study, it can be concluded that the selected cohorts of teachers and students generally have positive views about the practice of code switching in the ESL classroom. Code switching is perceived by teachers as a valuable teaching and learning resource in the classrooms to facilitate the learning process, by ensuring that the curriculum is more accessible to students. It is also an effective strategy employed by teachers for classroom management and affective purposes.

The reported use of teachers' code switching corresponds to the teachers' actual code switching practices in ESL classrooms, which indicates that teachers are aware of their classroom code switching practices. The amount of code switching by teacher is contingent on several factors such as the students' language proficiency, students' comprehension during lessons and the learning contexts.

Teachers also have reservations about their code switching in the classroom which may have arise from ingrained beliefs about the qualities of ideal ESL classrooms and monolingual principles about ELT. These beliefs have influenced teachers' beliefs about their use of code switching in the classroom and their teaching practices. Although teachers acknowledge the merits and values of code switching in the ESL classroom, they have conflicting opinions about the negative aspects of code switching and its impact on the

language learning process. Nevertheless, the negative sentiments regarding code switching have not deterred teachers from excluding the first language in the ESL classroom. Teacher code switching is justified as a necessary means to overcome the challenges in actual ESL classrooms.

The practice of code switching by the teachers serves various functions which can be grouped into three broad categories, namely (1) code switching for curriculum access, (2) code switching for classroom management and (3) code switching for maintaining interpersonal relations (Ferguson, 2009). In this study, code switching by the teacher mainly functions as a classroom strategy to provide curriculum access, which includes providing explanation of language items such as vocabulary, sentence structures and grammar. Teachers also used code switching to maintain interpersonal relations, specifically to encourage students' participation in classroom activities, to increase students' motivation in and confidence in learning the target language. The use of teacher code switching for the purpose of classroom management consists of code switching to maintain classroom discipline.

Students' views about code switching by teachers reflect those of the teachers, in terms of the pedagogical values. Students believe that teacher code switching is a useful classroom strategy which enhances their language learning experiences. Students perceive several advantages of teacher code switching, which include facilitating students' comprehension during lessons and providing affective support such as encouraging participation and improving students' motivation to learn the target language. However, there are inconsistencies in the students' opinions of code switching and target language use in the classroom. Students either preferred minimal use of the first language or total exclusion of the first language in the ESL classroom. There are several factors which may explain the discrepancies in the students' opinions about code switching use in the classroom. Based on

the analyses of classroom observations, one possible reason is that the students may have been influenced by the teachers' constant encouragement to use English only during lessons, which indirectly instilled the belief that English lessons should be monolingual.

Code switching by students in the ESL classroom functions as a strategy for students who have limited competence in the target language to overcome communicative barriers, in situations when they have difficulties expressing themselves in the target language. Students engage in code switching when interacting with their peers, particularly during collaborative group discussions. Code switching in this context functions as a peer scaffolding strategy, in which the first language is used by the students to provide mutual guidance and assistance for task completion. Students also use code switching as a self revision strategy to monitor their own learning.

Suggestions to include code switching as a systematic and planned aspect of the ESL classroom may not be relevant, at least in the context of this study, as teacher code switching occurs naturally and spontaneously at any given stages of the lesson, depending on the learning difficulties that students encounter during the lesson. However, it is important for teachers reflect and evaluate their code switching practices in order for them to develop a better understanding of their own practices. The use of code switching in the ESL classroom is inevitable because it is not possible to completely exclude the first language use during lessons, particularly first language use by students. Therefore, teachers would be well advised to have strategies for effectively managing code switching in the ESL classroom to avoid its negative implications on the language learning process.

6.2 Implications

This study has several implications for the teaching practices of teachers in Malaysian ESL classrooms. The use of code switching in the ESL classroom is often viewed with suspicion and is invariably believed to pose an insidious threat to second language development. The English-only ideology is pervasive in language curriculum and education policies where the use of the students' first language in second language classrooms is often explicitly forbidden. Recent studies conducted across various instructional contexts have challenged the claims that code switching is associated with the loss of target language fluency and language disorder (e.g. Cummins, 2007; Ferguson, 2003; Poplack, 1980; Then & Ting, 2011).

The Malaysian English teachers in this study have overall positive beliefs and experiences of code switching in the ESL classroom. They are generally aware of the pedagogical functions of code switching and realise how it can be exploited to cater to the demands of the language classroom and the expectations of learners. However, teachers also raised concerns about issues pertinent to the negative aspects of code switching in target language classrooms. These conflicting perceptions and beliefs about code switching could impact on how it is used in the classroom. The findings in this study, thus, could be an impetus for teachers to examine and evaluate their own and students' code switching practices so that they (the teachers) will have a better understanding of the role of code switching in second language learning. This will enable teachers to develop techniques and strategies relevant to the learning needs and language abilities of students. It is also equally important for teachers to determine students' expectations and get students' feedback about language use in the ESL classroom. Students could assume a more active role in the classroom, which can be achieved through participation in the decision-making process concerning language use during lessons.

Language education policy makers should consider the possibility of acknowledging or legitimising the inclusion of code switching as a viable teaching and learning strategy in the ESL classroom instead of choosing to dismiss its educational merits based on unfounded monolingual ideologies. It is important for policy makers to obtain teachers' and students' perceptions and beliefs about the use of code switching, because ultimately they are the ones who will be affected by changes in the language education policy. The acceptance of code switching by teachers and students should be a resounding indicator that it is time that policy makers examine the use of code switching and reevaluate its status in the ESL classroom. The language curriculum at least in Malaysia but no doubt elsewhere too is in need of an overhaul to keep abreast with current discoveries made in the field of ELT research. Policy makers should collaborate with language educators and ELT experts to develop a comprehensive language curriculum which focuses on meeting the needs of students instead of forming preconceived assumptions about classroom code switching.

There are pertinent issues that the authorities need to address in light of the challenges that teachers and students face in the ESL classroom, particularly regarding the use of the first language in second language classrooms. This study suggest that classroom code switching, be it teacher or student code switching, is often associated with the limited language competence of students and learning contexts. Therefore, the education authorities should take these factors into consideration when devising the language curriculum. Some of the steps that could be implemented by the education authorities could include preparing materials which focus on developing students' communicative skills and expanding students' repertoire of target language vocabulary.

The findings of this study may also contribute to the improvement of teaching training programmes, particularly those which involve Malaysian pre-service and in-service English teachers. The validation of code switching in the ESL classroom by policy makers can lead to

significant changes in teacher training programmes. The study also revealed that as teacher trainees, the selected cohort of teachers did not receive adequate instructions and guidance on how to manage classroom code switching. These changes may include supplementary training and advice on the appropriate use of classroom code switching. Pre-service teachers will benefit substantially from comprehensive training programmes which outline the functions of classroom code switching. Guidance can be provided on how to ensure that it does not interfere with the acquisition of the target language forms. It is important that pre-service teachers are exposed to possible classroom scenarios involving the practice of code switching. Rather than being left to ignore or dismiss it, they will then be prepared to address the situation accordingly. Likewise, in-service teachers will also benefit from regular training workshops which are designed to support their professional development.

6.3 Limitations

This study has yielded findings which provide a better understanding of the role of code switching in Malaysian ESL classrooms and how code switching is perceived by teachers and students. Although the findings support existing literature and reveal several implications for the future directions of ELT in Malaysia, it is acknowledged that there are certain limitations to this study. Limitations could affect the nature of the data collected, the data analysis and interpretation and consequently the validity and reliability of the data. I will discuss the limitations according to different methods of data collection in this study, namely (1) teacher and student questionnaires (2) semi-structured teacher interviews and (3) classroom observations.

6.3.1 Limitations of teacher and student questionnaires

Questionnaires administered to research participants are designed to collect ‘data that is structured and can be represented numerically’ and include ‘a set of answers which the respondents can choose from’ (Matthew and Ross, 2010, p. 141). In this study, the questionnaires which were administered to teachers and students consist of statements related to the functions of code switching and opinions of classroom code switching with a specific selection of answers (Likert scale) for both groups of participants. The items in the questionnaires, specifically the functions of code switching were adapted from the functions of code switching as reported in the studies by Ahmad and Jusoff (1999), Canagarajah (1995), Ferguson (2009), and Gregg and Gil (2007), while the statements regarding participants’ opinions and beliefs of code switching were designed based on current views of code switching in target language classrooms found in the literature. One of the limitations identified in the design of the questionnaires could be that the statements about code switching that I have decided to include may have been influenced by my biased opinions and personal judgments about the nature and context of classroom code switching in the selected ESL classrooms.

The questionnaire for the teachers provides numerical data which is used to validate the teachers’ responses during interviews and their code switching practices during English lessons. Thus, the qualitative findings from interviews and classroom observations could be seen as supplementary data to mitigate the limitations in the teacher questionnaire. In contrast, the questionnaire for students was the only source of data for their perceptions and beliefs about classroom code switching. As mentioned earlier, the set of answers for the questionnaires were based on a rating scale, which limits the students’ responses to specific sets of answers. Open-ended questions were not included in the questionnaire, which restricts the students’ responses to specific sets of answers, as they have limited opportunities to

‘answer the questions in their own way’ (Matthew and Ross, 2010, p. 202). In the student questionnaire, the questions about students’ opinions of teacher code switching were limited to certain functions of code switching use by the teacher. It is possible that students have other opinions about the benefits of teacher code switching which could have potentially provide a more in-depth understanding about students’ perceptions and beliefs of code switching.

For the teacher questionnaire, I was able to recruit the targeted number of teacher respondents but not in the case of the student questionnaire. The targeted number of respondents was 100 students but due to time constraints, only 60 students were recruited which have reduced the amount of data that I could draw on to identify variations and patterns in students’ perceptions and beliefs about teacher code switching.

6.3.2 Limitations of semi-structured teacher interviews

There are potential limitations associated with semi-structured interviews. In this study, two of the teacher participants declined to be interviewed and instead opted to answer the set of interview questions in written form. As a result, the teachers’ responses were mostly brief and do not adequately describe their opinions, beliefs and experiences regarding the practice of code switching. Some of the teachers’ responses were ambiguous and did not directly answer the interview questions and I was unable to elicit explanation and clarification.

The construction of the interview questions were based on the questions included in the questionnaire so that I was able to cross check the teachers’ verbal accounts against their written responses. However, in the process of doing so, I might have excluded some aspects of code switching as the design of the interview questions focused on my areas of interest,

personal judgements and assumptions of the responses that I was expecting to obtain through the interviews. During the interviews, some of the participants' responses deviated from the focus of the questions and did not relate to the issues being discussed, a phenomenon which is not unprecedented, as 'some questions may trigger unanticipated responses' (Saldana, 2011, p. 43) and participants 'may focus on issues that are not of interest to the researcher' (Matthews and Ross, 2010, p.233). One possible explanation for this might be because of my wording of the questions and the terms that I used to describe issues related to code switching, which may have appeared unclear and ambiguous to some of the participants. Furthermore, participants may have approached the interviews differently. Some of the participants assumed a more active role and were more willing to discuss their personal experiences and opinions without the need for probing questions, while some of the participants were more passive and kept their responses succinct and to the point, which do not give much room for further discussion.

6.3.3 Limitations of classroom observations

The most common limitation in relation to classroom observations is perhaps the observer effect, otherwise known as the 'Hawthorne effect' (Matthews and Ross, 2010, p. 259) which is concerned with the changes in the behaviour of participants when they know that they are being observed. My presence as an observer during English lessons may have affected the authenticity of classroom talk. The teachers were informed beforehand that the purpose for classroom observations was for me to observe code switching use in actual classroom situations, which may have resulted in some form of behaviour alteration by the teacher. Teachers might have felt self-conscious of their code choice and unintentionally deviated from their usual code switching practice. Likewise, my presence may have also affected the students' classroom behaviour. During the lesson, particularly when students

were called on to answer the teacher's questions, some students appeared shy and reluctant to provide responses despite being reassured by the teacher that I was not present to evaluate the students' classroom performance. In some of the classes, the teachers invited me to participate in the classroom activities or discussions, which suggests that my presence was not completely forgotten and this may have affected the authenticity of classroom practices.

Throughout the period of classroom observations, I used one audio recorder only during each observation, thus compromising the quality of classroom recordings as I did not have any secondary recordings as backup. One of the classroom recordings for Teacher B could not be transcribed due to its poor quality and background interference. It was a challenge to obtain clear recordings of all the instances of code switching use by both teachers and students because of the many interactions which were going on at the same time. The physical environment of the classrooms also affected the quality of the recordings – some of the classrooms were in older wooden buildings which were not soundproofed and the recordings picked up background noises from the neighbouring classes.

Due to temporal limitations, I was unable to verify and corroborate with both teacher and student participants my interpretations of classroom observation data. Therefore, my analyses and interpretations of teacher and student code switching instances during lessons are based on my personal evaluation and conception of code switching functions in the ESL classroom.

It should be noted that some of the participants whom I interviewed are my former school teachers and acquaintances. During the period of data collection, I was a substitute teacher at one of the school – SMCH and I developed good rapport with the teachers. Therefore, my interactions with the teachers may have influenced my analyses of the interviews and classroom observations data.

6.4 Future directions

It is hoped that the findings from this study, will serve as a basis for further research into the practice of code switching by teachers and students in Malaysian ESL classrooms. For future studies on classroom code switching, it will be useful for SLA researchers to conduct longitudinal studies which investigate the changes in code switching use by teachers and students over a period of time in target language classrooms. It is hypothesised that the need for code switching will gradually decrease as students develop competence in the target language. The findings of such studies will be pivotal to challenge the current negative views associated with classroom code switching.

This study has revealed some inadequacies and shortcomings in teacher training programmes, which warrant further investigation into the training modules for pre-service ESL teachers. It will be beneficial for the Malaysian Education Ministry to examine the perceptions and expectations of pre-service ESL teachers with respect to their education about SLA theories and ELT methodologies. For in-service teachers, the ministry should consider designing and implementing professional development programmes to ensure teachers keep abreast with current trends in the fields of SLA and ELT.

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8.0 APPENDICES

Appendix A: Questionnaire for teachers

Name:

Qualification:

Teaching Experience:

Please rank the following statements according to your personal use and/or beliefs in the practice of code-switching in an ESL classroom.

Instruction: Place an asterisk (*) in the columns provided

1=Never 2=Hardly ever 3=Often 4=Most of the time 5=Every time

(Statements 1-14 are rated based on the above scale)

In class, I switch from English to the students' first language:	1	2	3	4	5
1. To explain meaning of words and sentences					
2. To explain difficult concepts					
3. To explain grammar explicitly					
4. To check for comprehension					
5. To organise classroom tasks					
6. To introduce unfamiliar materials/ topics					
7. To explain the differences between the students' L1 and English					
8. To draw students' attention to the correct pronunciation of sounds in English					
9. To maintain classroom discipline and structure of the lesson					
10. To provide praise/feedback/personal remarks about students' performance					
11. To encourage students' participation in classroom activities					
12. To build/strengthen interpersonal relationships between the teacher and students.					

13. To reduce students' anxiety in learning English					
14. To increase students' motivation and confidence in learning English.					

1= Totally agree 2=Agree a little 3=Neither agree or disagree 4=Disagree a little 5= Totally disagree
 (Statements 15-25 are rated based on the above scale)

I believe that:	1	2	3	4	5
15. Code switching will facilitate the language learning process.					
16. The practice of code switching will increase the students' reliance and dependency on the teacher.					
17. Code switching should be included as an integral part of the ESL lesson.					
18. There should be a strict separation of the mother tongue and English in the ESL classroom.					
19. Code switching should only be used as a last resort when all other options have been exhausted.					
20. Code switching is an efficient, time-saving technique.					
21. English is best taught in English-only classrooms					
22. The use of other languages in the ESL classroom will result in a decline in the standards of English.					
23. The ideal teacher of English is a native speaker					
24. The more English that is used, the better the results for the learners.					
25. The younger the child, the easier it is to learn English.					

Appendix B: Questionnaire for students

Name:

Age:

Class:

Please rank the following statements according to your personal preference and/or beliefs in the practice of code-switching (the use of Bahasa Malaysia/Mandarin) during English lessons.

Instruction: Place an asterisk (*) in the columns provided

1=Never 2=Hardly ever 3=Often 4=Most of the time 5=Every time

	1	2	3	4	5
1. The use of my first language by the teacher helps me to enjoy the lesson.					
2. The use of my first language by the teacher helps me to understand the lesson better.					
3. The use of my first language by the teacher makes me feel more confident and motivated in learning English					
4. The use of my first language by the teacher enables me to focus on the lesson without worrying about unfamiliar words and sentences.					
5. The use of my first language by the teacher encourages me to actively participate in classroom activities					
6. I would prefer the teacher to use English only during lessons and not to use my first language.					
7. I would prefer the teacher to minimise the use of my first language during lessons.					
8. I would prefer the teacher to use both English and my first language during lessons.					
9. I don't like it when the teacher uses other languages during English lessons.					
10. I find it difficult to learn when the teacher does not explain new words/topics/concepts in my first language.					

11. I find it difficult to concentrate during English lessons when the teacher uses English only.					
12. I use code switching when I am unable to express myself in English					
13. I use code switching to help me maintain the flow of conversation					
14. I use code switching when I communicate with my peers who share the same language					
15. I use code switching when explaining difficult words and sentences to my peers					

Appendix C: Questionnaire for students (Malay version)

Nama:

Umur:

Kelas:

Sila letakkan nilai (rujuk skala Likert di atas) bagi setiap pernyataan yang diberi berdasarkan pendapat anda berkaitan dengan amalan alih-mengalih kod dalam pembelajaran Bahasa Inggeris (BI) dalam kelas.

1= Tidak 2= Jarang 3= Kadangkala 4= Hampir selalu 5= Sepanjang masa

Letakkan tanda (*) dalam petak yang diberi.

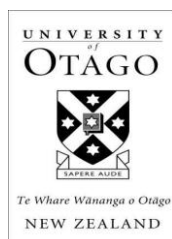
	1	2	3	4	5
1. Penggunaan bahasa ibunda oleh guru semasa kelas BI membuatkan saya lebih gemar mengikuti proses pengajaran dan pembelajaran.					
2. Penggunaan bahasa ibunda oleh guru membolehkan saya memahami pembelajaran BI dengan lebih baik.					
3. Penggunaan bahasa ibunda oleh guru meningkatkan motivasi dan keyakinan saya untuk mempelajari BI.					
4. Penggunaan bahasa ibunda oleh guru membolehkan saya fokus dalam kelas tanpa perlu risau tentang perkataan dan ayat yang kurang difahami.					
5. Penggunaan bahasa ibunda oleh guru menggalakkan saya untuk melibatkan diri secara proaktif dalam aktiviti pengajaran dan pembelajaran.					
6. Saya lebih suka apabila guru menggunakan BI sahaja tanpa penggunaan bahasa ibunda sepanjang kelas BI.					
7. Saya lebih suka apabila guru mengurangkan penggunaan bahasa ibunda sepanjang kelas BI.					
8. Saya lebih suka apabila guru menggunakan BI dan bahasa ibunda sepanjang kelas BI.					
9. Saya kurang suka apabila guru menggunakan bahasa lain sepanjang kelas BI.					

10. Saya menghadapi masalah untuk mengikuti proses pengajaran dan pembelajaran apabila guru tidak menerangkan perkataan/topik/konsep yang baru dalam bahasa ibunda saya.					
11. Saya menghadapi masalah untuk memberi perhatian dalam kelas BI apabila guru hanya menggunakan BI sahaja.					
12. Saya menggunakan bahasa ibunda saya apabila saya tidak dapat menyatakan pendapat saya dalam BI.					
13. Saya menggunakan bahasa ibunda saya untuk memastikan aliran komunikasi berjalan dengan lancar.					
14. Saya menggunakan bahasa ibunda saya semasa berinteraksi dengan rakan sekelas saya yang boleh bertutur dalam bahasa yang sama.					
15. Saya menggunakan bahasa ibunda saya semasa menerangkan maksud perkataan dan ayat yang rumit untuk rakan sekelas saya.					

Appendix D: Semi-structured interview questions

1. Based on your personal experience, do you think code switching is the best solution to address the students' language learning difficulties?
 - If yes, why?
 - If no, are there any other techniques or strategies?
2. Are you confident of your ability to provide clear and unambiguous explanation of sentence structures in English? Or do you prefer explaining them in the students' native language?
3. Do you use code switching spontaneously and naturally when you're teaching or do you come up with a plan on when code switching will be used throughout the lesson?
4. What are the factors which you consider when using code switching during English lessons?
5. Many language experts have expressed concerns about using code switching in the ESL classroom as it is believed to result in improper language use (or bahasa rojak) amongst students. What are your thoughts on this belief?
6. Do you think that code switching will result in the overuse and overdependence on the students' native language?
7. Code switching is a common phenomenon in our society, this language behaviour is pervasive in daily interactions among friends and colleagues and local movies. Do you think the social environment influences the use of code switching among students?
8. Do you think an English teacher should play the role as a language model?
9. Do you encourage your students to use English during lessons? How do you do so?
10. Why do you think students use code switching in the ESL classroom?
11. Most ELT practitioners, education experts and policy makers are strong advocates of the exclusive use of English during the teaching and learning process (code switching is a practice which is discouraged or even prohibited/proscribed). What are your thoughts on this belief?
12. Given two varieties of English:
 - i) English/ Bahasa Malaysia or Mandarin code switching
 - ii) Ungrammatical EnglishWhich version do you think is less favourable?
13. What are the advantages or disadvantages of using code switching in the ESL classroom?
14. As a teacher trainee, did your tutor overtly instruct you to use only English in the classroom?
15. Were you given any instructions or guidelines on how to manage the use of code switching by students in the classroom?
16. Do you think that the teacher education programmes adequately prepare future teachers to face the challenges in actual classroom situations?
17. Do you feel guilty when using code switching during English lessons?
18. Do you think that the Ministry of Education should validate the use of code switching as a systematic part of the English classroom?

Appendix E: Participant information sheets



THE PRACTICE OF CODE SWITCHING IN THE MALAYSIAN ESL CLASSROOM INFORMATION SHEET FOR TEACHER PARTICIPANTS

Thank you for showing an interest in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate we thank you. If you decide not to take part there will be no disadvantage to you and we thank you for considering our request.

What is the Aim of the Project?

The research project attempts to explore the use of code switching as part of the teaching and learning process in the Malaysian ESL classroom. Code-switching is the use of more than one language in conversation. In the ESL context, it is the practice of using the student's first language or mother tongue in learning English. This project is undertaken as part of the requirements of the Master of Arts in Linguistics at the University of Otago, New Zealand.

What Type of Participants are being sought?

The participants for this research project are divided into two groups, namely teachers and students, whose first language is either Bahasa Malaysia or Mandarin.

Should you agree to take part in this project, you will be asked to fill in a questionnaire which consists of rating the 25 statements provided according to a Likert Scale (ratings of 1-5). You will then be observed twice by the researcher for the entire duration of a 40-minute English lesson which will be recorded using a video recorder. Subsequently, a post-observation interview will be administered by the researcher to obtain your perceptions and beliefs on the practice of code switching in the ESL classroom.

Please be aware that you may decide not to take part in the project without any disadvantage to yourself of any kind.

What Data or Information will be Collected and What Use will be Made of it

The data that will be collected consists of your personal opinions and beliefs on the practice of using code-switching during English lessons.

Classroom observations will be recorded in video. This is to enable the researcher to record the interactions between teacher and students during the lesson. The researcher will show the video recording to the teacher during the post-observation interview and obtain their views on the instances of code switching used in the lesson.

The data being collected will be used only for the analysis of the researcher. The only people who will have access to it are the researcher and the supervising staff member of the University of Otago. Your name will not be used in the project report. The results of the project may be published and will be

available in the University of Otago Library (Dunedin, New Zealand) but every attempt will be made to preserve your anonymity.

The data collected will be securely stored in such a way that only those mentioned below will be able to gain access to it. Data obtained as a result of the research will be retained for **at least 5 years** in secure storage. Any personal information held on the may be destroyed at the completion of the research even though the data derived from the research will, in most cases, be kept for much longer or possibly indefinitely.

This project involves an open-questioning technique. The general line of questioning includes your personal opinions and beliefs on the practice of code switching in the ESL classroom, your teaching experiences and suggestions on how code switching can be used to enhance the language learning experience. The precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops. Consequently, although the University of Otago Human Ethics Committee is aware of the general areas to be explored in the interview, the Committee has not been able to review the precise questions to be used.

In the event that the line of questioning does develop in such a way that you feel hesitant or uncomfortable you are reminded of your right to decline to answer any particular question(s) and also that you may withdraw from the project at any stage without any disadvantage to yourself of any kind.

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind.

If you have any questions about our project, either now or in the future, please feel free to contact either:-

Joanna Tiffany Selamat and/or

Department of Linguistics
University of Otago
P.O. Box 56, 9016
Dunedin, New Zealand

University Telephone Number:

Email: seljo246@student.otago.ac.nz

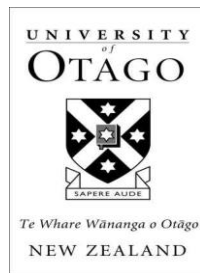
Dr Moyra Sweetnam Evans

Department of Linguistics
University of Otago
P.O. Box 56, 9016
Dunedin, New Zealand

University Telephone Number: 4798614

Email: moyra.sweetnam@otago.ac.nz

This study has been reviewed and approved by the University of Otago Human Ethics Committee. If you have any concerns about the ethical conduct of the research you may contact the Committee through the Human Ethics Committee Administrator (ph 03 479 8256). Any issues you raise will be treated in confidence and investigated and you will be informed of the outcome.



THE PRACTICE OF CODE SWITCHING IN THE MALAYSIAN ESL CLASSROOM INFORMATION SHEET FOR STUDENT PARTICIPANTS

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What Type of Participants are being sought?

The participants for this research project are divided into two groups, namely teachers and students, whose first language is either Bahasa Malaysia or Mandarin.

Should you agree to take part in this project, you will be asked to fill in a questionnaire which consists of rating the 20 statements provided according to a Likert scale (ratings 1-5). Please be aware that you may decide not to take part in the project without any disadvantage to yourself of any kind.

What Data or Information will be Collected and What Use will be Made of it?

The data that will be collected consists of your personal opinions and beliefs on the practice of using code-switching during English lessons.

Classroom observations will be recorded in video. This is to enable the researcher to record the interactions between teacher and students during the lesson.

The data I collect will be stored safely and no one will see it except me and my supervisor. I will destroy the data after five years. Only I will see your name. Your identity will not be disclosed to anyone else.

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind.

If you have any questions about our project, either now or in the future, please feel free to contact either:-

Joanna Tiffany Selamat and/or

Dr Moyra Sweetnam Evans

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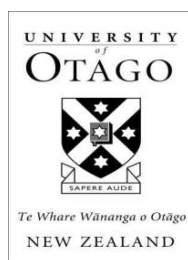
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AMALAN ALIH-MENGALIH KOD DALAM PEMBELAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA DI MALAYSIA

BORANG MAKLUMAT UNTUK PELAJAR

Terima kasih atas minat anda dalam projek ini. Sila meneliti borang maklumat ini sebelum anda membuat keputusan untuk menyertai atau menarik diri daripada projek ini.

Apakah tujuan projek ini?

Projek ini bertujuan untuk meninjau penggunaan alih-mengalih kod sebagai salah satu amalan dalam proses pengajaran dan pembelajaran Bahasa Inggeris sebagai bahasa kedua di Malaysia. Amalan alih-mengalih kod merupakan penggunaan lebih daripada satu bahasa semasa perbualan. Dalam konteks Bahasa Inggeris sebagai bahasa kedua, ia merupakan amalan yang menggunakan bahasa ibunda para pelajar untuk mempelajari Bahasa Inggeris.

Siapakah para peserta yang terlibat dalam projek ini?

Para peserta untuk projek ini terbahagi kepada dua kumpulan, iaitu guru dan pelajar. Para peserta dipilih berdasarkan bahasa ibunda mereka dan mereka boleh bertutur dengan fasih dalam Bahasa Melayu atau Bahasa Cina.

Sekiranya anda bersetuju untuk menyertai projek ini, anda akan dikehendaki untuk mengisi borang soal selidik yang mengandungi 20 kenyataan berdasarkan skala Likert (skala 1-5). Anda boleh menarik diri daripada projek ini tanpa mendatangkan sebarang kerugian kepada individu yang berkenaan.

Apakah data yang akan dikumpul dan bagaimanakah data tersebut akan digunakan?

Data yang akan dikumpul merupakan pendapat anak anda tentang amalan alih-mengalih kod sepanjang proses pengajaran dan pembelajaran Bahasa Inggeris dalam kelas.

Pemerhatian dalam kelas akan dirakamkan. Tujuan rakaman tersebut adalah untuk membolehkan penyelidik merekod setiap interaksi dan perbualan antara guru dan pelajar sepanjang proses pengajaran dan pembelajaran.

Data yang dikumpul hanya akan digunakan untuk tujuan analisa oleh penyelidik dan akan dimusnahkan selepas 5 tahun. Nama anda tidak akan dilaporkan dalam projek ini. Anda boleh menarik diri daripada projek ini tanpa mendatangkan sebarang kerugian kepada diri anda.

Sekiranya anda mempunyai sebarang persoalan atau pertanyaan tentang projek ini, anda boleh menghubungi:-

Joanna Tiffany Selamat dan/atau

Department of Linguistics
University of Otago
P.O. Box 56, 9016
Dunedin, New Zealand

University Telephone Number:-

Email: seljo246@student.otago.ac.nz

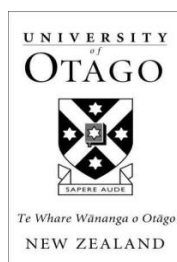
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Projek ini telah disemak dan diluluskan oleh Komiti Etika University of Otago. Sekiranya anda mempunyai sebarang pertanyaan berkaitan tatacara etika untuk projek ini boleh ditujukan kepada pentadbir Komiti Etika (nombor telefon: 03 479 8256). Sebarang persoalan yang timbul akan diselidik secara sulit dan anda akan dimaklumkan tentang keputusan yang dicapai.



THE PRACTICE OF CODE SWITCHING IN THE MALAYSIAN ESL CLASSROOM INFORMATION SHEET FOR PARENTS/GUARDIANS

Thank you for showing an interest in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate we thank you. If you decide not to take part there will be no disadvantage to you and we thank you for considering our request.

What is the Aim of the Project?

The research project attempts to explore the use of code switching as part of the teaching and learning process in the Malaysian ESL classroom. Code-switching is the use of more than one language in conversation. In the ESL context, it is the practice of using the student's first language or mother tongue in learning English. This project is undertaken as part of the requirements of the Master of Arts in Linguistics at the University of Otago, New Zealand.

What Type of Participants are being sought?

The participants for this research project are divided into two groups, namely teachers and students, whose first language is either Bahasa Malaysia or Mandarin.

Should you agree to take part in this project, you will be asked to fill in a questionnaire which consists of rating the 20 statements provided according to a Likert scale (ratings 1-5). Please be aware that you may decide not to allow your child to take part in the project without any disadvantage to him/her of any kind.

What Data or Information will be Collected and What Use will be Made of it?

The data that will be collected consists of your child's personal opinions and beliefs on the practice of using code-switching during English lessons.

Classroom observations will be recorded in video. This is to enable the researcher to record the interactions between teacher and students during the lesson.

The data being collected will be used only for the analysis of the researcher. The only people who will have access to it are the researcher and the supervising staff member of the University of Otago. Your child's name will not be used in the project report. The results of the project may be published and will be available in the University of Otago Library (Dunedin, New Zealand) but every attempt will be made to preserve your child's anonymity.

You may withdraw your child from participation in the project at any time and without any disadvantage to him/her of any kind.

If you have any questions about our project, either now or in the future, please feel free to contact either:-

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AMALAN ALIH-MENGALIH KOD DALAM PEMBELAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA DI MALAYSIA

BORANG MAKLUMAT UNTUK IBUBAPA/ PENJAGA

Terima kasih atas minat anda dalam projek ini. Sila meneliti borang maklumat ini sebelum anda membuat keputusan untuk menyertai atau menarik diri daripada projek ini.

Apakah tujuan projek ini?

Projek ini bertujuan untuk meninjau penggunaan alih-mengalih kod sebagai salah satu amalan dalam proses pengajaran dan pembelajaran Bahasa Inggeris sebagai bahasa kedua di Malaysia. Amalan alih-mengalih kod merupakan penggunaan lebih daripada satu bahasa semasa perbualan. Dalam konteks Bahasa Inggeris sebagai bahasa kedua, ia merupakan amalan yang menggunakan bahasa ibunda para pelajar untuk mempelajari Bahasa Inggeris.

Siapakah para peserta yang terlibat dalam projek ini?

Para peserta untuk projek ini terbahagi kepada dua kumpulan, iaitu guru dan pelajar. Para peserta dipilih berdasarkan bahasa ibunda mereka dan mereka boleh bertutur dengan fasih dalam Bahasa Melayu atau Bahasa Cina.

Sekiranya anda bersetuju untuk membenarkan anak anda menyertai projek ini, anak anda akan dikehendaki untuk mengisi borang soal selidik yang mengandungi 20 kenyataan berdasarkan skala Likert (skala 1-5). Anda boleh tidak membenarkan penyertaan anak anda dalam projek ini tanpa mendatangkan sebarang kerugian kepada individu yang berkenaan.

Apakah data yang akan dikumpul dan bagaimanakah data tersebut akan digunakan?

Data yang akan dikumpul merupakan pendapat anak anda tentang amalan alih-mengalih kod sepanjang proses pengajaran dan pembelajaran Bahasa Inggeris dalam kelas.

Pemerhatian dalam kelas akan dirakamkan. Tujuan rakaman tersebut adalah untuk membolehkan penyelidik merekod setiap interaksi dan perbualan antara guru dan pelajar sepanjang proses pengajaran dan pembelajaran.

Data yang dikumpul hanya akan digunakan untuk tujuan analisa oleh penyelidik. Hanya penyelidik dan pemantau penyelidik di University of Otago yang dibenarkan untuk meneliti data yang dikumpul. Nama anak anda tidak akan dilaporkan dalam projek ini. Keputusan projek mungkin akan diterbitkan dan akan terkandung dalam pusat sumber University of Otago (Dunedin, New Zealand). Penyelidik akan memastikan anonimiti anak anda terpelihara.

Sekiranya anda mempunyai sebarang persoalan atau pertanyaan tentang projek ini, anda boleh menghubungi:-

Joanna Tiffany Selamat dan/atau

Department of Linguistics
University of Otago
P.O. Box 56, 9016
Dunedin, New Zealand

University Telephone Number:-

Email: seljo246@student.otago.ac.nz

Dr Moyra Sweetnam Evans

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Appendix F: Participant consent forms

THE PRACTICE OF CODE SWITCHING IN THE MALAYSIAN ESL CLASSROOM CONSENT FORM FOR TEACHER PARTICIPANTS

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

1. My participation in the project is entirely voluntary;
2. I am free to withdraw from the project at any time without any disadvantage;
3. Personal identifying information such as full name, age, gender, education background, duration of teaching service and video tapes will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for at least five years
4. This project involves an open-questioning technique. The general line of questioning includes your personal opinions and beliefs on the practice of code switching in the ESL classroom, your teaching experiences and suggestions on how code switching can be used to enhance the language learning experience. The precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops and that in the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.
5. The results of the project may be published and will be available in the University of Otago Library (Dunedin, New Zealand) but every attempt will be made to preserve my anonymity should I choose to remain anonymous.

.....
(Signature of participant)

.....
(Date)

This study has been reviewed and approved by the University of Otago Human Ethics Committee. If you have any concerns about the ethical conduct of the research you may contact the Committee through the Human Ethics Committee Administrator (ph 03 479 8256). Any issues you raise will be treated in confidence and investigated and you will be informed of the outcome.

THE PRACTICE OF CODE SWITCHING IN THE MALAYSIAN ESL CLASSROOM

CONSENT FORM FOR STUDENT PARTICIPANTS

I have been told about this study and understand what it is about. All my questions have been answered in a way that makes sense.

I know that:

1. Participation in this study is voluntary, which means that I do not have to take part if I don't want to and nothing will happen to me. I can also stop taking part at any time and don't have to give a reason.
2. Anytime I want to stop, that's okay.
3. Joanna Selamat will record the classroom so that she can remember what happened, but the recording will be erased after the study has ended.
4. If I don't want to answer some of the questions, that's fine.
5. If I have any worries or if I have any other questions, then I can talk about these with Joanna.
6. The paper and computer file with my answers will only be seen by Joanna and the people she is working with. They will keep whatever I say private.
7. Joanna will write up the results from this study for her University work. The results may also be written up in journals and talked about at conferences. My name will not be on anything Joanna writes up about this study.

I agree to take part in the study.

.....
Signed

.....
Date

**AMALAN ALIH-MENGALIH KOD DALAM PEMBELAJARAN BAHASA INGGERIS
SEBAGAI BAHASA KEDUA DI MALAYSIA**

Borang Keizinan untuk Pelajar

Saya telah membaca dan memahami borang informasi berkaitan dengan projek yang berkenaan.

Saya sedar bahawa:

1. Penglibatan saya adalah secara sukarela.
2. Saya dibenarkan untuk menarik diri dari projek ini.
3. Joanna Selamat akan merakamkan situasi dalam kelas untuk rujukan beliau tetapi semua rakaman tersebut akan dipadamkan di akhir projek ini.
4. Saya tidak mempunyai kewajipan untuk menjawab semua soalan yang diberi.
5. Saya berpeluang untuk berbicara dengan Joanna jika saya mempunyai sebarang masalah atau soalan berkaitan dengan projek ini.
6. Semua kertas jawapan dan rakaman video hanya terhad untuk tatapan Joanna dan individu yang bekerjasama dengan beliau. Anonimiti saya akan dipelihara.
7. Joanna akan menyediakan analisa keputusan untuk tugas universiti beliau. Keputusan projek ini akan diterbitkan dalam jurnal dan dibentangkan di persidangan akademik. Nama saya tidak akan disenaraikan dalam keputusan projek ini.

Saya bersetuju untuk melibatkan diri dalam projek ini.

.....

(Tandatangan Pelajar)

.....

(Tarikh)

CODE SWITCHING IN THE MALAYSIAN ESL CLASSROOM

CONSENT FORM FOR PARENTS/GUARDIANS

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:-

1. My child's participation in the project is entirely voluntary;
2. I am free to withdraw my child from the project at any time without any disadvantage;
3. Personal identifying information such as full name, age, gender and video tapes will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for at least five years
4. The results of the project may be published and will be available in the University of Otago Library (Dunedin, New Zealand) but every attempt will be made to preserve my anonymity should I choose to remain anonymous.

I agree for my child to take part in this project.

.....
(Signature of parent/guardian)

.....
(Date)

.....
(Name of child)

This study has been reviewed and approved by the University of Otago Human Ethics Committee. If you have any concerns about the ethical conduct of the research you may contact the Committee through the Human Ethics Committee Administrator (ph 03 479 8256). Any issues you raise will be treated in confidence and investigated and you will be informed of the outcome.

**AMALAN ALIH-MENGALIH KOD DALAM PEMBELAJARAN BAHASA INGGERIS
SEBAGAI BAHASA KEDUA DI MALAYSIA**

Borang Keizinan untuk Ibubapa/Penjaga

Saya telah membaca dan memahami borang informasi berkaitan dengan projek yang berkenaan.

Saya sedar bahawa:

1. Penyertaan anak saya dalam projek ini adalah secara sukarela.
2. Saya berhak menarik balik kebenaran yang diberi untuk penyertaan anak saya dalam projek ini tanpa sebarang kerugian.
3. Maklumat peribadi seperti nama penuh, umur, jantina dan rakaman video akan dimusnahkan selepas projek ini berakhir tetapi sebarang data mentah yang akan mempengaruhi keputusan projek ini akan disimpan di tempat yang selamat.
4. Keputusan projek ini akan diterbitkan di laman perpustakaan University of Otago, New Zealand. Namun demikian, pihak penyelidik akan berusaha untuk memastikan anonimiti semua pihak yang terlibat dalam projek ini.

Saya membenarkan penglibatan anak saya dalam projek ini.

.....

(Tandatangan Ibubapa/Penjaga)

.....

(Tarikh)

.....

(Nama Anak)

Projek ini telah disemak dan diluluskan oleh Komiti Etika University of Otago. Sekiranya anda mempunyai sebarang pertanyaan berkaitan tatacara etika untuk projek ini boleh ditujukan kepada pentadbir Komiti Etika (nombor telefon: 03 479 8256). Sebarang persoalan yang timbul akan diselidik secara sulit dan anda akan dimaklumkan tentang keputusan yang dicapai.

Appendix G: Themes and codes for interview data

1. OpCSP: Positive opinions about code switching
2. EfCSP: Positive effects of code switching
3. OpCSN: Negative opinions about code switching
4. EfCSN: Negative effects of code switching
5. FnCST: Functions of teacher code switching
6. RnCST: Reasons for teacher code switching
7. TcExp: Teachers' experiences
8. OpPolELT: Teachers' opinions about ELT policies

Codes 1 and 2 were grouped as teachers' positive opinions about classroom code switching

Codes 3 and 4 were grouped as teachers' negative opinions about classroom code switching

Codes 5 and 6 were grouped as contexts for code switching

Codes 7 and 8 were grouped as teacher training and development

Appendix H: Codes for classroom observations

1. TExpM: Teacher code switched to explain the meaning of words and sentences
2. TGr: Teacher code switched to teach grammar
3. TEncP: Teacher code switched to encourage students' participation
4. TRdcA: Teacher code switched to reduce students' learning anxiety
5. TMtnD: Teacher code switched to maintain classroom discipline
6. StExprEng: Students code switched when they can't express themselves in English
7. StExpMP: Students code switched to explain the meaning of difficult words and sentences to their peers
8. StNgM: Students code switched to negotiate for meaning and check for comprehension (*)
9. CSOth: Other observations of code switching use (*)

(*) Observations of practices which are not included in the questionnaires

Appendix I: Sample of interview transcription

Based on your personal experience, do you think code switching is the best solution to address the students' language learning difficulties?

Actually it depends. It depends on the environment that you're in. If you're in urban schools, there will be less code switching happening in urban schools. But let's say you're talking about semi-rural or rural schools, then, I think code switching will best be... you know... it's one of the solutions for helping the student because they wouldn't understand it fully in English. So, you need to insert some of their L1 in order to help them to understand so they can relate you know... the things with the English words

What are the factors which you consider when using code switching during English lessons?

Hmm... factors... probably the meaning of words and some English expressions that students are not familiar with because a lot of them, it plays... context plays a very important role. So, we need to explain to the students. Sometimes, that's where we use code switching.

Many language experts have expressed concerns about using code switching in the ESL classroom as it is believed to result in improper language use amongst students. What are your thoughts on this belief?

Well, some people will think that if we teach English we have to use solely English in the class but for ESL students, I think it will be much appropriate if use a little bit of code switching because if you're able to show the meaning... to tell the meaning in the students' native language, it will be better rather than uh... you know... rather than to use solely English in the class. See, because now, we're talking about communicative language teaching, so they need to learn to communicate effectively according to what they understand. It goes back to you know... what policy the government is using. So if you're talking about in 10 years, 10 years ago, maybe the grammar translation or some people used the direct method which is more direct but now we're talking about communicating, communication so students need to understand before they are able to kind of... talk to their friends in English itself. So, they need to understand it in a language that they are familiar with, that's why I think code switching is very important for ESL classrooms.

Do you think that code switching will result in the overuse and overdependence on the students' native language? (Students fail to develop the ability to infer meanings/ make smart guesses based on contextual clues found in reading texts or conversations) Why?

Not really...because if the students are able to understand the English language through code switching, through their native language, I think this will actually build up their confidence, they will be more motivated to use the English language itself. So, I think it shouldn't be a problem for the students if they code switch between languages and Malaysia is a multicultural country so code switching is something very natural and something very common that we will see even in the society. But, I don't think they will depend a lot on their native language itself once they are very

familiar with, not really very familiar with... once they are being confident in the language itself then I don't see a problem there.

Code switching is a common phenomenon in our society, this language behaviour is pervasive in daily interactions among friends and colleagues and local movies. Do you think the social environment influences the use of code switching among students?

Yes, definitely... because different people can from different background. Some speak English at home, some speak Malay at home, some speak Mandarin at home. So, it is in the society itself, it has already been planted in society itself. People will tend to code switch naturally instead of planning what to say before they code switch. So, it's all more like instinctively or spontaneous kind of interaction that goes in the society itself.

Why do you think students use code switching in the ESL classroom?

Motivation and lack of support from their friends. Communicating strategy, speaking English in the classroom is a strategy. Let's say I have some students who speak to me in English in the class and there... can say that they are more confident, they are more motivated to speak in the language itself and from there, their friends can see that... 'Oh, this can actually happen to my friends, why can't this happen to me?' so from there, I think they will start to build up their confidence, they will start to open up and they will start to speak to me in English and I believe that will actually help them to learn the language better.

Most ELT practitioners, education experts and policy makers are strong advocates of the exclusive use of English during the teaching and learning process (code switching is a practice which is discouraged or even prohibited/proscribed). What are your thoughts on this belief?

These are theories, very much theories because when you talk about using... exclusive use of English during the learning process, this could actually happen when the students are in more advanced level ESL classroom but if you're talking about intermediate, you're talking about beginner... then I think code switching will play an important role in helping the students to learn the language because you can't just expect them to speak in English when they don't even know a single word so you need to have code switch first. You get them through that zone of proximal development, get them through that phase, with scaffolding, with code switching as a scaffold and once they progress from the beginner level to the intermediate level... and after the intermediate level, when they go towards the advanced level, then you can use solely English. Then you will see that there is actually learning, there is actually progress going on in the ESL classroom.