



**TEACHER'S CODE SWITCHING AND ITS PERCEPTION AMONG  
THAI TEACHERS AND THAI STUDENTS IN  
AN INTENSIVE ENGLISH PROGRAM**

**BY**

**MISS NAMTHIP SANGPREM**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN  
LANGUAGE  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2015  
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NAMTHIP SANGPREM

ENTITLED

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Chairman

  
\_\_\_\_\_  
(Assistant Professor Pragasit Sitthitikul, Ph.D.)

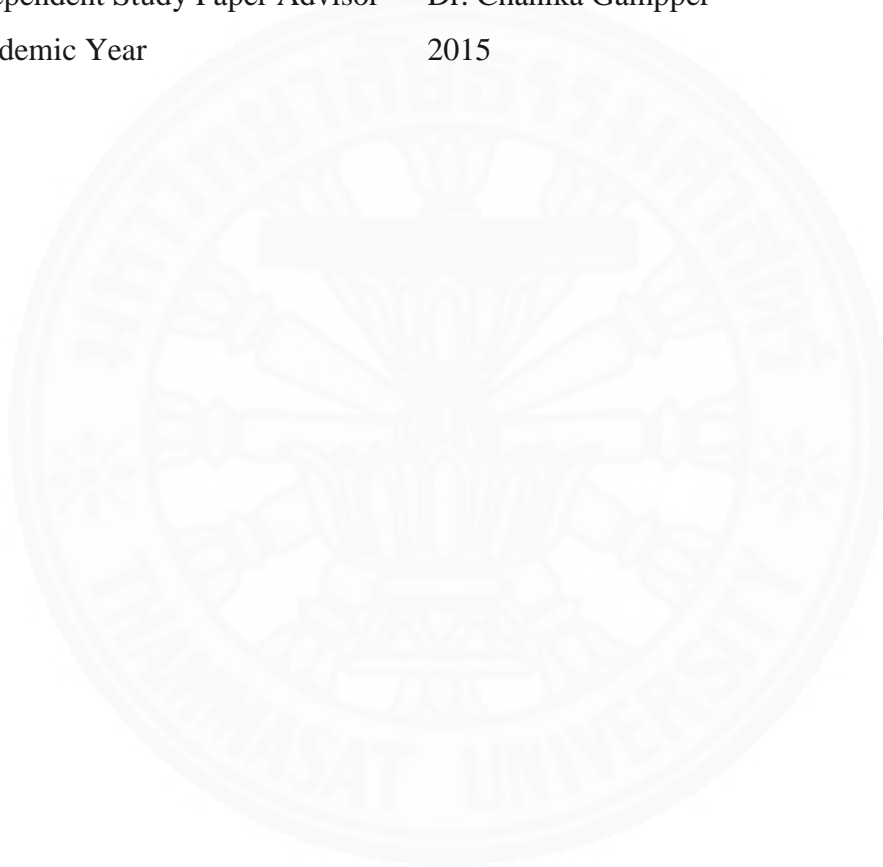
Member and Advisor

  
\_\_\_\_\_  
(Chanika Gampper, Ph.D.)

Dean

  
\_\_\_\_\_  
(Associate Professor Pornsiri Singhapreecha, Ph.D.)

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## ABSTRACT

This study attempted to investigate teacher's code switching and its perception among Thai teachers and Thai students in an Intensive English Program. The instruments utilized were a Likert scale questionnaire, an interview with a teacher, and a video recording of a 6<sup>th</sup> grade classroom session for 30 minutes. The participants were 20 students and 20 teachers from an Intensive English Program (IEP) in a private school in Bangkok. The data was collected in an English-subject classroom. The results indicated that this group of students and teachers had a positive perception towards code-switching in the classroom on teacher's language ability, teaching ability, class management and interpersonal relations. The findings show that the teachers viewed the use of code-switching less positively than the students. This might be because of school's policies for the program where teachers are supposed to speak English. The reasons for code-switching were primarily to questions and to explain the content taught in the classroom which in this study was to review a grammar point.

**Keywords:** Code-switching, Code-switching in Bilingual setting, Code-switching's perceptions

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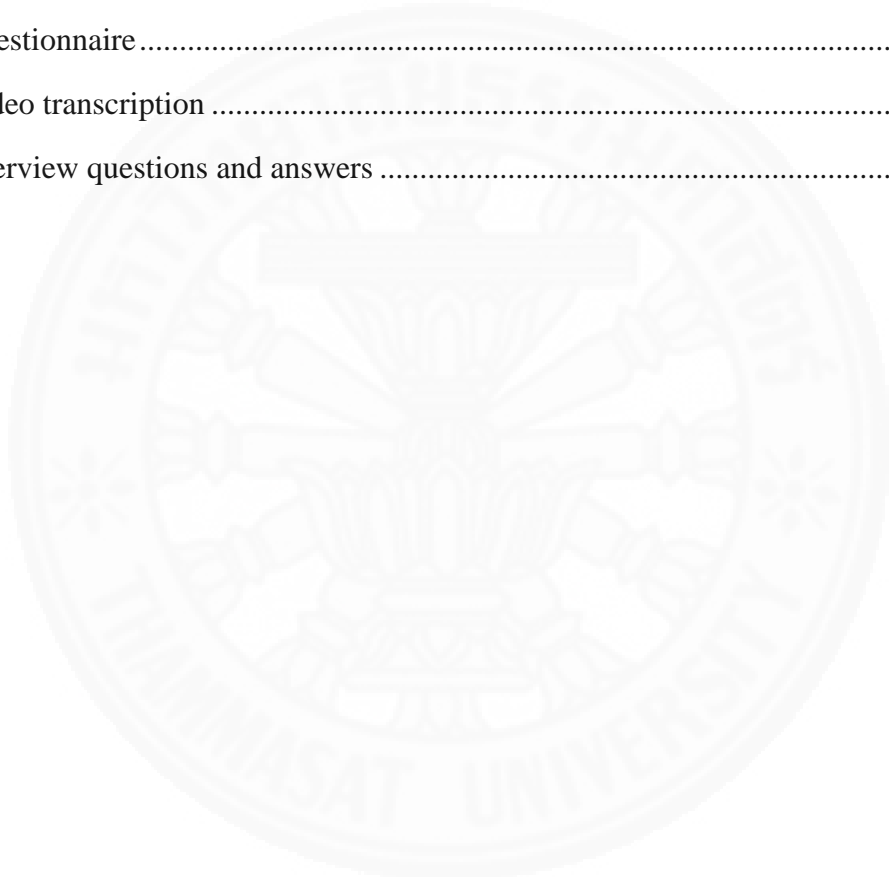
Thammasat University  
Bangkok, Thailand

Namthip Sangprem  
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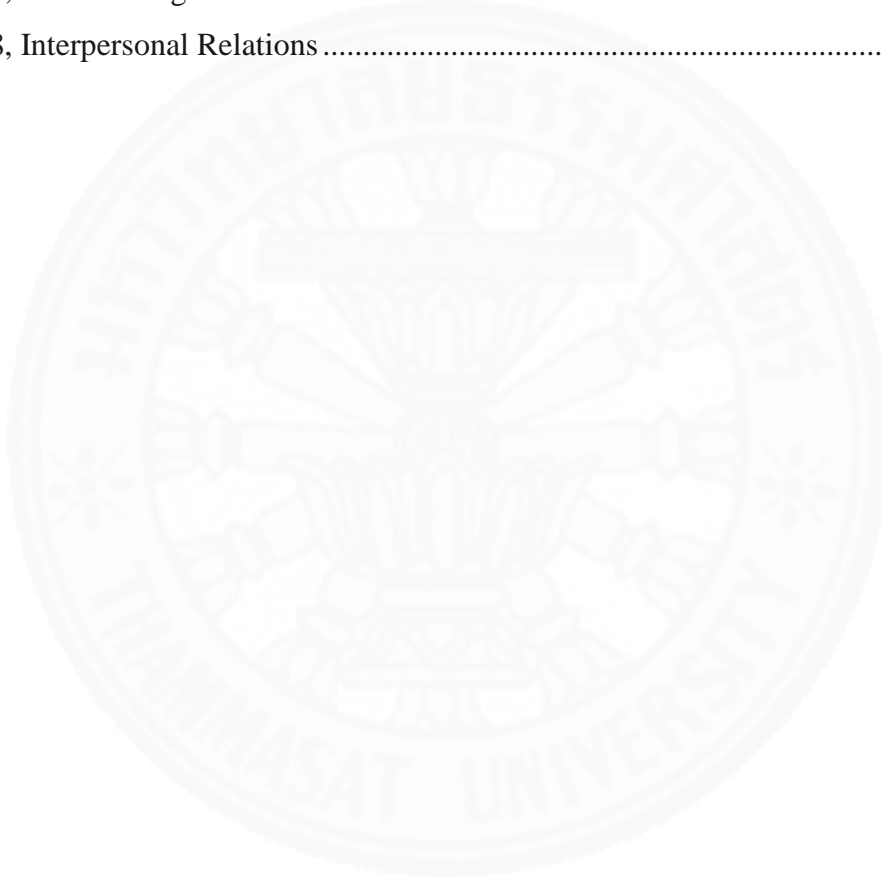
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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

In the 21<sup>st</sup> century, Thailand is purposefully moving forward towards the ongoing development of the country and towards being fully part of the ASEAN Community, the Association of Southeast Asian Nations. Educational institutions have been enthusiastic about the integration and have been planning on how to make Thai people ready for the change which is believed will bring prosperity and economic growth. In one of the most essential policies from the Ministry of Education, Thailand has promoted and supported English teaching at all levels of education including: kindergarten, primary, secondary and university. English has been implemented as a core subject in every school.

According to Thai Ministry of Education, schools whose teachers are competent in English are encouraged to implement an English Program (EP) and/or Mini English Program (MEP) to develop students' English language skills. An English Program in this study means every subject is taught in English, preferably by native English speakers, except the subject of Thai language and other subjects related to Thai culture and beliefs, for example, Thai history and Buddhism. Mini English Program means not more than 50 percent of the students' classes are conducted in English. This program is not restricted by the subjects but by the hours of the lessons. These two programs are popular among Thai schools. Moreover, in 2014 Ministry of Education launched various policies to boost English language learning among the nation's goals. One of the policies in learning English for schools is called "English for Integrated Studies Program", in short "EIS." English for Integrated Studies is a bilingual program where Science, Math and English are taught in English as integrated knowledge. Even though English for Integrated Studies has just been formally launched, there have been some practices of teaching Science, Math and English in English for many years in Catholic Schools in Thailand together with the English Program and Mini English Program curricula, however these were taught under other names For Catholic schools in Thailand, including Saint Dominic School in Bangkok the place where the study was conducted, "English for Integrated Studies" is equivalent to the "Intensive English Program." In this paper the latter is used because the students' parents are familiar with "Intensive English Program" as a name and the different name

does not change the essence of “English for Integrated.” Intensive English Program (IEP) for the Catholic-school context is a special language program where Science, Math and English are taught in English by Thai native speakers and/or English native speakers who are qualified according to each school’s standards and requirement.

IEP aims for three important goals. First this program hopes to develop more positive attitudes toward English learning by combining the three subjects in the alignment with the Thai curriculum. Second, IEP students can use English appropriately and effectively in English, Science and Math contexts. As mentioned before, IEP curriculum follows the regular curriculum of the schools. It signifies that for any lessons students study in Thai, whether it is in Science, Math or English, IEP teachers will teach the same lesson but in English language. Books used in Math, Science, and English are written in English and are also parallel to the Thai curriculum.

One of the unique characteristics of IEP in Thai Catholic schools is that the teachers are Thai native speakers who deliver the lessons in the English language. That leads to the setting of this study which inspires the researcher to further investigate “Teachers’ Code Switching and Its Perception among Thai Teachers and Thai Students in an Intensive English Program.” The program has become popular among schools around Thailand as it can be an alternative to the “English Program” or “Mini English Program” especially for the schools where the English native speakers are not commonly found. Still IEP needs to live up to the standards of the Ministry of Education. In other word, it needs to be competitive with “English Program” and “Mini English Program” where the subjects are taught by native English speakers. The uniqueness of the program, which research indicates that some phenomena in English to Thai Code Switching are to be found, may be resourceful and worth investigating, is the benefits of Code Switching in terms of its effectiveness in the learning process of students by Thai native teachers.

## **1.2 STATEMENT OF THE PROBLEMS**

Code-switching (CS) is a phenomenon which occurs in bilingual settings. It is when language speakers change from one language to another language when trying to communicate their messages. As mentioned earlier, IEP in the Thai Catholic School context; only Thai native speakers are the teachers of the program. According to the school directors, it is crucial that IEP brings the same results in students’ English development as the “English Program” and “Mini English Program” under the particular context. Thai native teachers must live up to the expectation set by the results of programs taught by

English native speakers. Student's and teacher's first language is Thai. This paper's contribution is to conduct research of IEP and how the teaching process is done under code-switching phenomena in order to be able to fulfill the learners' English language needs. Also it is beneficial to acquire an understanding of code-switching's role under the IEP context, and to what extent it is useful and applicable, and how the Thai teachers and Thai students perceive it.

Most of the recent research in CS has focused on the interaction between peers, teachers and students, and, adults and children. Teachers' code switching and its perception among Thai teachers and Thai students towards the phenomenon raise the issue about whether English instruction in the "Intensive English program" is not sufficiently examined. The issue has been raised about the code-switching between Thai and English of the IEP teachers; whether it brings the students to either a better language learning process or a disadvantage in learning English language. This study is looking for the understanding of the behaviors of teachers in code-switching and whether it is effective as well as supporting methods in both teachers' and students' perceptions. This studies' goal is to provide guidance for the English instructors, English course designers and content makers on development in English teaching and learning in IEP.

### **1.3 OBJECTIVES OF THE STUDY**

The present study aims to investigate:

- 1.3.1 the codeswitching behaviors of the teacher who switches from English to Thai
- 1.3.2 the teacher' reasons for their code-switching behaviors
- 1.3.3 the teachers' and students' opinions towards code-switching.

### **1.4 RESEARCH QUESTIONS**

The present research is specifically designed to answer the following questions:

- 1.6.1 What are the characteristics of the teacher's code switching from English to Thai in Intensive English Program (IEP)?
- 1.6.2 Why does the teacher code switch from English into Thai in the classroom?
- 1.6.3 How do the teachers and students in Intensive English Program perceive this code-switching?

## **1.5 SCOPE OF THE STUDY**

1.4.1 The researcher conducted this study from one class at Saint Dominic School, Bangkok where there are 20 teachers and 20 students, who are in the IEP program from Primary 6. All of them have been in IEP program at least two years. The code-switching phenomenon in this study occurs within this group of subjects.

The code-switching by the teacher from English to Thai in this study refers to both inter-sentential level, which refers to the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language, and intra-sentential level, which refers to the alternation in a single discourse between two languages where the switching occurs within a sentence (Appel & Muysken, 1987) p.118. This study will collect data from inside the classroom and it does not consider other settings.

There will be a video recording for one period of an English subject which is a 30-minute class to investigate the characteristics of the teacher code-switching phenomenon and the teacher's reasons for code-switching. Questionnaires and interviews for teachers and students will be applied as supportive instruments in searching for the answers of the research questions concerning the reasons and perceptions of code-switching.

## **1.6 SIGNIFICANCE OF THE STUDY**

This study will create a better understanding of code switching practice and its pedagogical implications between Thai and English and vice versa in the Intensive English Program classroom. It will also investigate the teachers and students' perceptions of code switching, which is valuable in terms of developing and promoting English proficiency of students in the program. So the practices of teachers in the classroom can be modified to improve learning. Moreover, teachers will have an awareness of how to positively get use code switching. This study will inspire other researchers to conduct further study in the area of code switching in IEP. Lastly, this research will help teachers to understand code switching better and help teachers to identify and implement effective program policies and practices that advance students' development and school readiness.

## **1.7 DEFINITION OF TERMS**

“**Code Switching**” is defined as the use of two languages, which implies some degree of competence in the two languages, even if bilingual fluency is not yet stable (Duran, 1994). Code-switching typically means changing back and forth between two

languages in conversation. In this study, code switching refers to switching between English and Thai by the teachers.

The “**IEP students**” referenced in this study are 20 students who are studying in Primary 6 at Saint Dominic School in Bangkok. They study 3 subjects in English: English, Science and Math, during the Summer Semester of 2016.

**L1** refers to the first, native or mother tongue language of a person which is the Thai language in this study.

**TL** refers to the target language used in the classroom which is English in this study.

**Interpersonal relations** refer to the relation built between students and the teacher in the classroom.

## **1.8 LIMITATION OF THE STUDY**

This present study was limited by not only the number of teachers but also the number of subjects being recorded and the amount of recording time, which may not be sufficient to be generalized.

## **1.9 ORGANIZATION OF THE STUDY**

This study is divided into five chapters. They are “Chapter 1” which includes the general information of the study such as background of the study, statement of the problems, scope of the study, objectives, and significance of the study, definitions and terms. “Chapter 2” presents the theories and the previous studies related to this research. “Chapter 3” explains how the research is to be conducted including the participants, instruments used, data collection and data analysis. Chapter 4 will illustrate the results from the study and interpretation of the study. Last but not least, Chapter 5 is composed of the discussions and summary of the research as well as the recommendation for this research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter reviews the literature concerning code-switching and its perceptions from research conducted in previous years. It begins with the definitions of code-switching given by different researchers. This chapter will also present the functions of code-switching in the bilingual classroom setting. Moreover, attitudes towards the use of code-switching in the classroom, proportion of code-switching in Second Language Acquisition and related studies will be mentioned.

#### **2.1 DEFINITIONS OF CODE SWITCHING**

##### *Code Switching*

There are different definitions by many linguists.

Bloom and Gumperz (1972) characterizes code-switching as a phenomenon when conversations are alternated between two, or more than two, codes when communicating in an extended stretch of discourse. The switch can take place at sentence or clause boundaries. Gumperz (1982) further describes that code-switching appears in the language where the speaker uses another language either to reproduce and/or rephrase his/her message or to restate the other party's messages. It depicts the comparison of speech belonging to two different grammatical systems within the speech exchanged. Furthermore, Trask (1995) emphasizes that code-switching is the change back and forth between two languages, particularly in a conversation, to help in communicating the meanings of the utterance better. In a bilingual context, Genesee et al. (2004) observes that code-switching happens when children or adults alternate between two or more languages and the most usual way is when young children combine two languages by beginning a sentence in one language, later on changing to another language. Concerning bilingual setting, another definition explored by Fischer (1972) is offered. Code switching appears when a bilingual speaker uses more than one language in a single utterance to signify the meanings of it. The language code is a choice where the rules should be further investigated and in which particular context.

There are many types of code-switching is categorized into 2 types as following:

1. Inter-sentential switching occurs outside the sentence or the clause level (i.e. at sentence or clause boundaries). It is sometimes called "extra-sentential" switching.
2. Intra-sentential switching occurs within a sentence or a clause.  
(Poplack, 1980) p.589

### *Code-switching, Code-mixing*

Code-switching and code-mixing are common practice in bilingual communities where speakers use their first language and their second language in communication.

Code-switching and code-mixing have an overlapped meaning despite the fact that some linguists claim that they both are interconnected by functions. David C.S Li (2008) regards the alternate use of two or more languages in an extended discourse, where the switch happens in a sentence or in a clause boundary as "code-switching" and "code-mixing" is a subset of code-switching. Nevertheless, the term "code-mixing" carries a negative connotation. It often suggests a devalued point of view in language learners' ability. Fischer (1972) identifies code-mixing as an intra-sentential code-switching or intra-sentential code-alternation. It takes place in a communication when speakers use two or more languages interchangeably. Another theory interpreted from Poplack is "Code-switches and code-mixing tend to occur at points in discourse where juxtaposition of L1 and L2 elements does not violate a syntactic rule of either language, at points around which the surface structures of the two languages map onto each other. According to this simple constraint, a switch is inhibited from occurring within a constituent generated by a rule from one language which is not shared by the other" (Poplack, 1980) p.586.

There are still some differences between code-switching and code-mixing according to some linguists and researchers. It is defined that code mixing or a mixed code as "using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern." (Maschler,1998) p.125. In addition, Bokamba (1989) identifies the two concepts as following. Code-switching is when there are mixing of words, phrases and sentences from two unlike grammatical systems within the same speech. Whereas code-mixing is when various linguistic units such as bound morphemes (affixes), unbound morphemes (words), phrases and clauses from the social contact are mixed to better deliver the meaning of the speech.

Code-switching and code-mixing are the terms found in sociolinguistics for language and speech used when at least two languages are used as a tool to communicate, as when a Thai/English bilingual says: "This morning I *mee* my babysitter with me *kha*.



(“Today I *have* my babysitter with me”, “*kha*” is a particle marking politeness for females in Thai language)

A code may be a language or a variety or style of a language; the term code-mixing emphasizes hybridization, and the term code-switching emphasizes movement from one language to another. (Bokamba, 1989)

Examples of code-switching are mentioned below to demonstrate the code-switching found in this study.

*Chai yang ngai* Present Continuous

How do we apply Present Continuous?

*Tense nee sa mart chai* in the future *kordai*

We can also apply the tense to describe the future

## **2.2 FUNCTIONS OF CODE SWITCHING IN THE BILINGUAL CLASSROOM SETTING**

There are many reasons why the teachers code-switch when teaching. Brice (2000) explains that the use of code-switching functions as a bridge between the two languages, between the first language and the target language. The understanding of code-switching and how to beneficially apply it could well support second language teaching. Moreover, Sert (2004) also supports this point of view. He said the appliance of code-switching merges the known to the unknown and can be considered as an important element in language instruction when it is applied effectively.

In a bilingual environment, code-switching means the use for self-expression in a way of changing the two language codes back and forth to serve the personal intentions. In the bilingual classroom setting, the target language often becomes both the desirable goal and an appropriate means of communication. Nonetheless, the existence of the first language of teachers in the classroom appears to meaningfully influence students’ learning process. Code-switching, according to Macaro (2006), should be available to bilinguals and is a natural aspect of classroom interaction. Even though in monolingual societies, code switching is characterized as unnatural and negative. It is still controversial that teachers are supposed to conduct the class using the target language, even though teachers inevitably apply the first language to solve a number of classroom issues.

Here are the lists the functions of code-switching by teachers. Code-switch is served as topic switch, affective functions and repetitive functions. Not all the time are teachers aware of the functions and the outcomes of the code-switching in the classroom. According to Holmes, it is impossible not to notice that in bilingual classroom settings teachers sometimes switch and mix the two languages. Code-switching for teachers is in order to maintain classroom order, to build relationship by showing empathy and compassion, to compensate for the lack of experience in the target language of the teachers and to restate and modify their speech. (Mattson and Burenhult, 1999) p.61.

Wardaugh (2006) also stressed his ideas about the factors that determine the choice of codes in bilingual classrooms. According to him, factors such as solidarity, accommodation to listeners, word choice and perceived social and cultural distance might influence code-switching. Correspondingly, code-switching may take place as a response to some kind of a change in the topic, a new area in the conversation that requires one particular language rather than another language or the internal needs that come from speakers themselves. An empirical study on code-switching in India from Malik (1994) also explains that teachers apply code-switching because of habitual experience, semantic significance, changes in mood, lack of facility, an emphasis of the point, to show identity with the group and to address a different audience. Auer (1995) appraises a similar point of view that code switching is made by teachers to adapt their students' language depending on the students' language ability. Code-switching is not always under the teacher's control. To be precise, "translation after a student's request is most significant for the learner, not the teacher. It indicates that the classroom participant motivating the use of native language in order to understand the target language." (Rolin-Ianziti and Brownlie, 2002) p.423. The use of the first language can also serve to build relationship between teachers and students in the classroom. "Teachers use the first language to "break the ice and to establish rapport with students." (Canagarajah, 1995) p.131

To illustrate the functions of code-switching, Turnbull and Arnett (2002) divide the use of CS into three types in the classroom: for pedagogical purposes, for maintaining social interaction with the students and for classroom management. A similar suggestion by Polio and Duff (1994) appears also as, "Learners' first language was applied by teachers for classroom administrative/ management goals, to show solidarity or empathy, to aid comprehension, to offer a translation of a word or a phrase and for grammar instruction." Plus, it is conceivable that teachers switch to the first language when their knowledge in the target language is not enough to explain the message and when they want to save the

time. When the teacher has interactions with students in the classroom, many influencing factors could lead the teacher to code-switch. The first research question of the present study aims to investigate how and why teachers code-switch from English to Thai in the classroom. Based on the factors of code-switching mentioned above, it is obvious that students' proficiency level in the target language, certain linguistic features, pedagogical reasons and the desire to build some rapport inside the classroom are the key factors that influence code-switching in the classroom.

### **2.3 ATTITUDES TOWARDS THE USE OF CODE-SWITCHING IN THE CLASSROOM**

Research on code-switching in the classroom express various opinions. It is likely that code-switching is unavoidable in the language classroom and teachers use code-switching for many reasons.

Cummins and Swain (1986) suggest that “progress in the second language is facilitated if only one code is used in the classroom, asserting that the teacher’s exclusive use of languages should be kept strictly demarcated, despite the fact that code-switching is employed in reality” According to them, for the monolingual approach in English language teaching say that using the first language in the classroom has a negative influence on the target language instruction and that code-switching should be avoided and not supported. In the past, some people tended to think of code-switching as a kind of disability or a proof of incompetence in languages. Hence code-switching was not popular. That might be the reason why schools punished the children when they mixed their languages between their first language and the target language. Furthermore, there were research arguments showing how the use of first language can be destructive to the target language learning. It is suggested that “if the student is speaking in their own language without your permission... it generally means that something is wrong with the lesson” (Willis, 1981) p.14. He believes that classroom interaction should be done in the target language as it provides the exposure for learners since there is little chance for students to practice the language outside the classroom. So it is significant for the classroom to use the target language as a tool. It is disputable that code-switching itself in the classroom is not that unproductive. There is still the need for further investigation.

According to Genesee (2004) constant CS by teachers can take away from children’s language development, as well as their general learning. A common and very well-intentioned mistake has been practiced in the past as well. Genesee discovered that

some teachers believe that to support language development they should alternate languages when they teach. This is called “constant code-switching or simultaneous interpretation.” During the instruction, they interpret the meaning by reading a sentence in English and then saying the same thing in students’ mother language, and moving on to the next sentence in the same way. Alternation between two languages is not recommended in any circumstance. It does not support students’ language development and may even be destructive as students’ brains automatically “listen” for their strongest language (i.e., the language they know best) and “tune out” the other.

However, the research fails to explain how impractical it is to exclude code-switching which, according to Adendorff (1996) is “a spontaneous behavioral activity.” A study of Gumperz (2004) emphasizes that code-switching is not a stigma but an additional tool in learning the target language which will provide a wide range of “social and rhetorical meanings.” It is discovered that “learners who have mastered their first language are sophisticated, cognitive individuals, who invariably draw upon their first language to make sense of the world, new concepts, and new language.” (De la Campa&Nassaji, 2009) p.743. That is to say code-switching in the bilingual classrooms is significant in terms of transferring cognitive abilities across languages. The knowledge of the first language in students is significant as it will facilitate the understanding of the target language.

It is still debatable that using only English in the classroom all the time would only bring the frustration and de-motivation since the lesson cannot be understood for learners (Lai, 1996). Lai also suggests that code-switching is a sign of a well-designed strategy wisely employed by the teachers. Additionally, Ting (2007) explained that differences in the length of code-switching is vital. From his investigation, there seemed to be a functional difference between short and long code-switches. The Chinese native teachers in a Chinese university clarified that short code-switches were likely to be in an intra-sentential level, accounting for short moments of translation with the repetition and paraphrases which was considered practical for the communicative purpose in the classroom.

On the other hand, code-switching should not be used at all time in the classroom. Nation (2003) perceives the first language as an alternative tool, like other tools, which should be used with consideration. According to him to abandon the first language in the classroom is like to blind the students from real objects in the target language classroom. Anton and DiCamillia (1999), regards the use of the first language as a collaborative interaction of learners which means when teachers apply code-switching in the classroom

they scaffold the students in learning process. “A learner’s L1 is one of the most important factors in learning L2 vocabulary” (Schmitt and Mc Cathy, 1997) p.2. In vocabulary class, code-switching must be present to facilitate the learning.

From these studies, they suggest that the use of the first language can function as a resource rather than an interruption or an incapacity when used with purpose. Macaro (2001) defines the first language in Second Language Acquisition as “an invaluable cognitive tool,” hence to ban the first language from the classroom is not only impractical but also unwise. The proportion of code-switch will be discussed to verify how much is appropriate and supportive for learners.

## **2.4 PROPORTION OF CODE-SWITCHING AND SECOND LANGUAGE ACQUISITION**

When the attempts to understand the use of the first language in the classroom have been realized, some theoretical questions were left clear. For example, to what extent L1 should be utilized in the classroom and to what extent it is beneficial.

The ratio between the two languages should also be the main focus of this study since it can affect the outcomes of the learning. For example, if teachers’ attitudes towards code-switching become so positive that they are willing to code-switch, the appropriate ratio becomes very essential concern of bilingual education.

With this issue (Macswan, 1997), p.303 says: “By code-switching in the classroom students will acquire subject-appropriate vocabulary in L1 and L2, and none of the practical problems of other approaches will be present. However, this switching may not be done haphazardly or randomly. In order for it to be educationally effective, three criteria must be met; (1) the language must be distributed at an appropriate ratio of 50/50; (2) the teacher of content must not be conscious of his/her alternation between the two languages; and (3) the alternation must accomplish a specific learning goal. Code-switching instruction, which does not meet these criteria Jacobson calls the “Unstructured approach”.”

According to Macaro (2001) warned that when the teachers use a lot of the first language students might be encouraged to use the first language as well and it will affect the learning. For this reason, code-switching by teachers at will should not be supported in the classroom. Macaro found in his research that when code-switching was kept a level below 10%, there was no significant increase in the learners’ use of first language. Hence,

teachers should be conscious about making the decisions of the use of code-switching as a teaching tool.

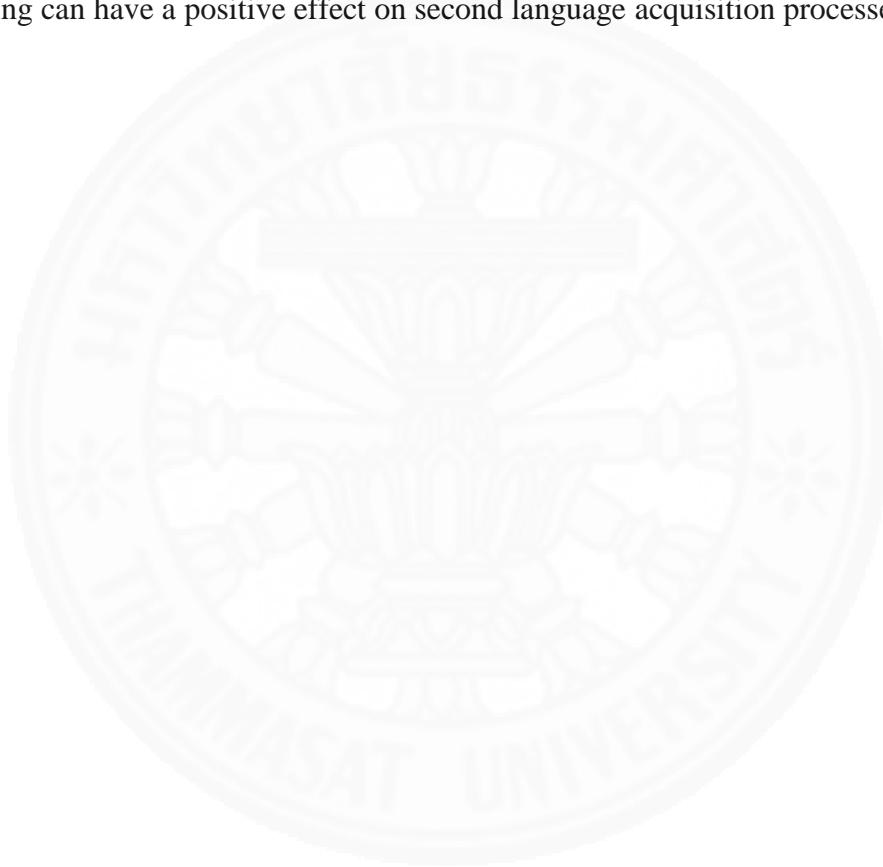
## **2.5 RELATED STUDIES**

BadrulHisram and Kamaruzaman (2009) conducted a research on the learners' perceptions of the teachers' code-switching in the English language classrooms in Malaysia. The aims of the study were to observe how learners view teachers' code switching, the relationship between a teacher's code switching and a learner's support, the connection between teachers' code-switching and the success of learners, and the possibility in the future of the use of code switching in ESL classroom. Two hundred, fifty-seven low English proficiency learners were the participants. They went to Communication 1 course in a public university in Malaysia. According to them, learners viewed code switching as a positive tool because it carries a lot of capacities. There was significant connection between teacher's code switching and learner's mental support. And code-switching was a supportive tool for learner's learning success. Moreover, learners displayed a support for the future code-switching as a practical and empowering teaching method when dealing with low English proficiency learners.

Likewise, Mingfa Yao (2011) performed a study on attitudes to teachers' code-switching in EFL class. He focused on the attitudes to teachers' code-switching in EFL classroom in local secondary schools in China from 52 teachers and 100 students. He looked for the teachers' and students' opinions on teachers' code switching in EFL classroom, for what purposes and when. The results gained from the study were the opposite of what was expected which was code-switching should be a reasonable tool for classroom management. He explained that the results might lie in the fact that most of the teachers sampled were senior teachers with many years of experience. They barely applied Chinese to discipline, praise or comment on the students. In their study, a positive attitude to teachers' code-switching in EFL classroom was the result found. However, there were suggestions that the use of code-switching in EFL classroom in should be adjusting to practical teaching.

From the study of Rasouli and Simin (2015) on teachers' perceptions of code-switching in aviation language learning courses, for teachers, it showed that code switching to facilitate English comprehension was negative towards the language ability, the ability of the teachers in classroom management and interpersonal relations but positive about the teaching ability in the class. Similarly, for students' perceptions, this

study found that most of students portrayed code-switching to facilitate English comprehension as negative in terms of teachers' persona, teaching ability and the ability of the classroom management. However, it was the same for teachers as how students viewed code-switching as a tool to help strengthen personal relationship. Students suggested that code-switching helped improve the relationship. The teachers who were interviewed in this study also revealed that they were committed to offer the target language as an input to advance students' knowledge but quite often code-switching had to be applied when the difficult concepts were presented and when they sensed that the students did not understand the materials. Students and teachers both agreed that code-switching can have a positive effect on second language acquisition processes.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents the procedures used to answer the research questions including the research methodology. The research design is explained as well as the subjects. Then the data collection methods are presented and the analysis of the data are also explained. Triangulation is applied to confirm the consistency of the findings in order to accurately answer the research questions.

#### **3.1. PARTICIPANTS**

Every participant is from Saint Dominic School, Bangkok, Thailand. This study involved 20 teachers and 20 students, from Primary 6, aged between 11-13 from their Intensive English Program. One teacher was selected as a sample to videotape during her English class to understand her code-switching behaviors. The questionnaire was administered and the interviews were conducted within this group of participants. All of them are Thai native speakers, born and raised in Thailand. The students have been studying in “Intensive English Program” for at least two years. Additionally, the teachers have been teaching in “Intensive English Program” for at least 2 years. According to the director of the school, every teacher in this program has attained a B.A. in English and/or Education. They are familiar with the curriculum and learning environment of the program.

All the subjects were willing participants in this study. As to the students’ proficiency levels in English, their teachers considered these students to be lower-intermediate learners. The teachers in this program are encouraged to use English language to teach Science, Math and English as much as possible however Thai language is not prohibited by the school’s “Intensive English Program’s” policy. Furthermore, the students in this program have to pass the exam and pay an extra fee before participating in the program. This program aims to provide students an environment where learning is done in English: i.e. an English speaking environment. For one day per week, the students study Science for 2 periods, Math for 2 periods and English for 1 period. Hence, the director of the school expects a better outcome in English proficiency from the “Intensive English Program” students than in the normal program.



### **3.2 RESEARCH INSTRUMENTS**

There were three instruments used in this research. The first instrument was the video recording. The video camera was placed in the middle back of the classroom while the teacher was delivering her English lesson. The researcher was not present in the classroom at the time of recording so that the teacher was able to teach naturally with no additional pressure.

The second instrument of this study was a questionnaire adapted from Mingfa Yao's research on Attitudes to Teachers' Code Switching in EFL Classes (2006). The questionnaire consisted of four sections and twenty items, five items for each section. The first section drew some information regarding the teacher's language ability based on their use of code-switching in the classroom. Section two investigates the attitudes about code-switching used for teaching in the classroom. Section three gathers data about teachers' code-switching for classroom management and the last section inquiries into the teacher's attitudes towards the use of code-switching as for interpersonal relations. There are five choices to each question item using a Likert-type scale and choices are given marks from 5-1. "5" for "strongly agree" and "1" for "strongly disagree." Teachers were asked to tick one of the five boxes next to each statement. Moreover, students were asked to tick one of the five boxes in the questionnaire, translated into Thai.

The third instrument was the interview. After the class finished, the teacher, who was videotaped, was interviewed by the researcher. The objectives of this study and the definitions of code-switching were clearly explained. The interview was conducted by one participant at a time in a closed room where the participants felt free and relaxed to express their ideas.

### **3.3 DATA COLLECTION PROCEDURES**

The methods used to collect data in this study were to videotape one English Class, lasting 30 minutes. The video showed the teacher's code-switching practice and later on would be used to investigate the use of code-switching and the reasons behind it during the interview with the teacher. Moreover, the questionnaire was launched to gather the information to explain the value of the code-switching in teachers' and student's perspectives. Finally, the interview was conducted during the last process to cross check the data accuracy and integrity after the class finished. Students were interviewed about their background in English language, what kind of English they use in their daily lives, how they perceived the teacher's code-switching and whether they think code-switching

is helpful for their English learning. In addition, the teacher was interviewed about how much she code-switched, for what reasons she applied code-switching in the class and how she believed it could help the process of teaching and learning English. The interview took approximately 15 to 20 minutes for each subject.

### 3.4 DATA ANALYSIS

#### 3.4.1 Video Recording

To examine the behaviors of code-switching, the videotape was made after which the code-switching from English to Thai was transcribed in words. The frequency of code-switching was counted. The duration code-switching was calculated and converted into percentage out of 30 minutes of class time. Next, the reasons why teacher codes switch were identified. The codes of reasons are below.

Table 1: Reasons for Code-Switching

Codes	Reasons	Examples
R1	To acknowledge the students' acts and response	<i>Ar ma</i> (Ok.)
R2	To question	<i>Thanin, painhai</i> (Where is Thanin?)
R3	To give instructions	<i>Na sib ha</i> (Page 15.)
R4	To explain the content taught in the classroom	And the first one is positive <i>boklhao</i> (Positive sentence)
R5	To create the relaxing atmosphere	<i>Mai chai lae</i> (laughing) (No, it is not that.)
R6	To encourage responses	<i>Nhai long daosi</i> (Try to guess.)
R7	To regulate the classroom	<i>Kraisedleawmaipood</i> (Who has finished, don't talk!)

Furthermore, each code-switch was identified whether it was intra-sentential or inter-sentential. The frequencies were counted and reported.

### 3.4.2 Interview

Right after the recorded class the researcher conducted an interview with the teacher to find out the reasons behind those code-switches. The interview script was analyzed and reported on.

### 3.4.3 Questionnaire

To analyze the questionnaire data, the Excel program was used. The questionnaire focused on finding out to what degree the teacher used learners' L1 in the IEP classroom and for which specified functions. It also investigated the extent to which teachers believed L1 facilitates L2 acquisition. The average rating from the questionnaire will be interpreted as follows.

Table 2: Interpretation of Rating from the Questionnaire

Strongly Agree	4.21 – 5.00
Agree	3.41 – 4.20
Not sure	2.61 – 3.40
Disagree	1.81 – 2.60
Strongly Disagree	1.00 - 1.80

## CHAPTER 4

### RESULTS AND DISCUSSION

This chapter reports the results obtained from teacher's code-switching and its perception among Thai teachers and Thai students in an "Intensive English Program." The results from 40 questionnaires will be presented here, as well as the interview of the teacher and the study made of her video tape session. The results found from this study will be classified basing on the previous research framework. The results obtained can be interpreted as follows.

#### 4.1 FINDINGS

**Research Question 1:** What are the characteristics of the teacher's code-switching from English to Thai in "Intensive English Program" (IEP)?

##### 4.1.1 Video Recording

Table 3: Code-Switching's Reasons and Types

Number	Code-switching Time	Amount of time (seconds)	Reasons for code-switching	Types of code-switching
1	05.10 - 05.11	1	R1	Inter-sentential
2	05.15 - 05.17	2	R2	Inter-sentential
3	05.48 - 05.52	4	R2	Inter-sentential
4	05.54 - 05.55	1	R3	Inter-sentential
5	07.22 - 07.31	9	R2	Inter-sentential
6	07.42 - 07.45	3	R4	Inter-sentential
7	07.51 - 07.55	4	R4	Intra-sentential
8	08.57- 09.04	7	R6	Inter-sentential
9	09.08 - 09.12	4	R6	Inter-sentential
10	09.12 - 09.14	2	R5	Inter-sentential
11	09.15 - 09.17	2	R4	Inter-sentential

12	10.34 - 10.41	7	R2	Inter-sentential
13	10.52 - 10.53	1	R2	Inter-sentential
14	10.58 - 11.02	4	R4	Inter-sentential
15	11.03 - 11.05	2	R4	Intra-sentential
16	11.10 - 11.15	5	R2	Inter-sentential
17	11.18 - 11.24	6	R4	Intra-sentential
18	11.56 - 12.02	6	R6	Inter-sentential
19	12.06 - 12.09	3	R2	Inter-sentential
20	12.38 - 12.40	2	R2	Inter-sentential
21	12.59 - 13.03	4	R4	Inter-sentential
22	13.18 - 13.24	6	R2	Inter-sentential
23	13.25 - 13.27	2	R6	Inter-sentential
24	13.44 - 15.38	54	R4	Inter-sentential
25	16.02 - 16.07	5	R2	Inter-sentential
26	17.03 - 17.07	4	R7	Inter-sentential
27	20.05 - 20.08	3	R2	Inter-sentential
28	21.19 - 21.23	4	R7	Inter-sentential
Total	28 times	157 seconds		

Table 4: Code-Switching Reasons by Rank

Rank	Reasons	Frequency
1	R2, to question	11
2	R4, to explain the content taught in the classroom	8
3	R6, to encourage responses	4
4	R7, to regulate the classroom	2
5	R1, to acknowledge the students' acts and response	1
	R3, to give instructions	1
	R5, to explain the content taught in the classroom	1

During the video recording of an English class of 30 students which lasted 30 minutes, the teacher divided the class into 2 sessions. They were a 15-minute revision part of the Present Continuous Tense and the exam part where there was no interaction verbally for 15 minutes. Out of 15 minutes (900 seconds), the teacher code-switched

for 157 seconds. Hence she code-switched for 17.4% of the teaching time. Within 15 minutes the teacher code-switched 28 times. The reasons for code switching in this study were primarily to ask questions and to explain about the content taught in the classroom which was grammar for the Present Continuous in this class.

**Research Question 2:** Why does the teacher code-switch from English to Thai in the classroom?

### 2.1.2 Interview

After the class had finished, the video recording of the class was shown to the teacher to help in the recall of the lesson which she had just delivered. Following are the answers to the interview questions. The teacher claimed that she normally does not do code-switching if it is not necessary in her “Intensive English Program.” She said she understood the school policies clearly. She explained that for some contexts such as grammar, culture and vocabulary, they are really too complex and too far-fetched to explain in English and be understood in the first or second attempt. It was observed that her code-switching was mainly regarding asking of questions and explaining content. However, the purpose of the class was to review the content before the exam. Hence, it is questionable how effective the previous lessons were and it opens the questions as to why she code-switched for the last lesson where students were supposed to be ready for the exam and understand the content in English since they are in an “Intensive English Program.” When the teacher was asked to share how often she code-switched, there was no specific answer. However, she mentioned that the English language proficiency of students was quite low in the videotaped class which was why she code-switched often. It was because she wanted them to truly understand the content before the exam. It was hard for the teacher to continue speaking English or move on to another point if the students did not understand the content clearly. The teacher guessed their understanding from students’ facial expression. Furthermore, the teacher showed examples of her code-switching and how it helped to earn respect and create a more serious interest. The teacher often says “Ngieb” when she would like to request quiet. When employing native Thai speakers in the “Intensive English Program”, the English proficiency of the teachers is often questioned, the teacher admitted that sometimes students ask her in Thai about what the difference is between two similar words like

“house” and “home.” The teacher knew the answer in Thai but could not explain easily in English. The teacher emphasized that code-switching helped the students feel more relaxed when learning English. At least if the students did not understand the English explanation after they try, they could always ask for a second explanation in Thai. She claimed that she gave students the English they are supposed to use every day but she also provided them what they need. For an “Intensive English Program” students should become familiar with the English language so teachers should provide students lessons in English. The teacher believes that Thai teachers in this program can provide students understanding of the English language by reverting to Thai and the skills they need such as speaking and listening, they can have obtained from other native speaking teachers in the same program.

**Research Question 3:** How do the teachers and students in an “Intensive English Program” perceive this code-switching?

Table 5: Teacher’s Language Ability

Question 1

Teachers who switch codes from English to Thai or from Thai to English can express themselves clearly in both languages.

Question 2

Teachers who switch codes from Thai to English or from English to Thai may not cause difficulty in understanding.

Question 3

Teachers who switch codes from English to Thai or from Thai to English do not pollute languages.

Question 4

Teachers who switch codes from English to Thai are not deficient in English.

Question 5

Teachers who switch codes from English to Thai are proficient in English.

Questions	Teacher's language ability										$\bar{x}$ Ts	SD Ts	$\bar{x}$ Ss	SD Ss
	5 (strongly agree)		4 (agree)		3 (not sure)		2 (disagree)		1 (strongly disagree)					
	Teachers	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students				
1	35%	60%	45%	30%	10%	10%	5%	0%	5%	0%	4.40	0.89	4.00	1.00
2	35%	50%	35%	30%	5%	15%	25%	5%	0%	0%	4.00	0.71	4.60	0.55
3	20%	40%	40%	10%	30%	30%	5%	20%	5%	0%	4.20	0.84	3.60	1.14
4	15%	55%	60%	15%	10%	10%	5%	15%	10%	5%	4.60	0.55	4.20	1.30
5	25%	40%	40%	40%	25%	20%	10%	0%	0%	0%	3.80	0.84	4.20	0.84
	Total										4.20	0.15	4.12	0.29

The table above displays the results of the first 5 items of the questionnaire which focused on the teachers' and students' perceptions of code-switching concerning a teacher's language ability. The mean score of overall attitude of teachers was 4.20 and of students was 4.12. Both teachers and students agreed that code switching helped a teacher's language ability. 60% of students strongly agreed that teachers who switch codes from English to Thai can express themselves clearly in both languages compared to 35% of teachers. 60% of the teachers agreed that teachers who switch codes from English to Thai are not deficient in English. In contrast, none of the students and teachers strongly disagreed that teachers who switch codes from English to Thai do not cause difficulty in understanding and are proficient in English.

Table 6: Teaching Ability

#### Question 6

Teachers who switch codes from Thai to English or from English to Thai can do so in all kinds of topics in class.

#### Question 7

Teachers who switch codes from English to Thai can better explain the grammatical points and lexical items in the text.

#### Question 8

Teachers who switch codes from English to Thai can better explain cultural topics in the text.

#### Question 9

Teachers who switch codes from English to Thai can better elicit responses from students.



## Question 10

Teachers who switch codes from English to Thai can better clarify the lesson content taught.

Questions	Teaching ability										$\bar{x}$ Ts	SD Ts	$\bar{x}$ Ss	SD Ss
	5 (strongly agree)		4 (agree)		3 (not sure)		2 (disagree)		1 (strongly disagree)					
	Teachers	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students				
6	30%	45%	50%	25%	20%	25%	0%	5%	0%	0%	4.20	0.45	4.20	0.84
7	35%	70%	45%	20%	FALSE	10%	0%	0%	10%	0%	4.20	0.45	4.60	0.55
8	15%	50%	55%	15%	25%	20%	5%	10%	0%	5%	3.40	0.55	4.40	1.34
9	15%	25%	55%	60%	25%	5%	5%	10%	0%	0%	3.80	0.45	3.40	0.89
10	20%	70%	50%	20%	25%	10%	5%	0%	0%	0%	4.00	0.71	4.80	0.45
	Total										3.92	0.11	4.28	0.35

The table above shows the results of the 6<sup>th</sup>-10<sup>th</sup> questions in the questionnaire which focused on the teachers' and students' perceptions of code-switching regarding teaching ability. The overall mean attitude score of teachers is 3.92 and of students is 4.28. This means that for teachers, they agreed that code-switching helps in teaching ability and students strongly agreed. 70% of the students strongly agreed that teachers who switch codes from English to Thai can better explain the grammatical points and lexical items in the text and can better clarify the lesson content taught while 35% and 20% of the teachers strongly agreed in these topics, respectively. 55% of the teachers agreed that teachers who switch codes from English to Thai can explain cultural topics and can better elicit responses from students. None of the teachers and students strongly disagreed that teachers who switch codes from English to Thai can explain all kinds of topics in class, can better elicit responses from students and can better clarify the lesson content taught.

Table 7: Class Management

## Question 11

Teachers who switch codes from English to Thai can better clarify task instruction.

## Question 12

Teachers who switch codes from English to Thai can better discipline the students.

## Question 13

Teachers who switch codes from English to Thai can better engage student's attention.

## Question 14

Teachers who switch codes from English to Thai can better request quietness.

## Question 15

Teachers who switch codes from English to Thai can better call on students.

Questions	Class management										$\bar{x}$ Ts	SD Ts	$\bar{x}$ Ss	SD Ss
	5 (strongly agree)		4 (agree)		3 (not sure)		2 (disagree)		1 (strongly disagree)					
	Teachers	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students				
11	25%	60%	65%	25%	5%	5%	0%	5%	5%	5%	4.40	0.55	4.60	0.55
12	20%	60%	FALSE	10%	15%	20%	10%	10%	0%	0%	3.60	0.55	4.40	1.34
13	25%	30%	45%	30%	30%	25%	0%	0%	0%	15%	3.80	0.84	3.80	1.64
14	40%	15%	25%	30%	20%	40%	10%	5%	5%	10%	3.60	1.14	3.80	0.45
15	20%	50%	30%	25%	25%	5%	25%	5%	0%	15%	3.60	1.14	4.40	1.34
	Total										3.80	0.30	4.20	0.53

The table above illustrates the results of the 11<sup>th</sup>-15<sup>th</sup> items in the questionnaire focusing on the teachers' and students' perceptions of code-switching concerning class management. The mean score of overall attitude of teachers was 3.80 and of students was 4.20. Both teachers and students agreed that codeswitching helped teacher persona. 60% of the students strongly agreed that teachers who switch codes from English to Thai can better clarify task instructions and can better discipline the students while 25% and 20% of the teachers strongly agreed in these topics respectively. 60% of the teachers agreed that teachers who switch codes from English to Thai could better clarify task instruction. None of the students and the teachers strongly disagreed that teachers who switch codes from English to Thai could better discipline the students.

Table 8: Interpersonal Relations

## Question 16

Teachers who switch codes from English to Thai can better encourage students.

## Question 17

Teachers who switch codes from English to Thai can better praise students.

## Question 18

Teachers who switch codes from Thai to English or from English to Thai can better enliven the atmosphere of class (e.g. make a joke.)

## Question 19

Teachers who switch codes from English to Thai can better comment students' response.

## Question 20

Teachers who switch codes from English to Thai can better negotiate with students. (Reduce distance)

Questions	Interpersonal relations										$\bar{x}$ Ts	SD Ts	$\bar{x}$ Ss	SD Ss
	5 (strongly agree)		4 (agree)		3 (not sure)		2 (disagree)		1 (strongly disagree)					
	Teachers	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students				
16	0%	45%	80%	30%	15%	5%	5%	5%	0%	15%	3.60	0.55	4.60	0.55
17	0%	15%	55%	25%	20%	35%	25%	15%	0%	10%	3.20	0.84	3.60	1.14
18	20%	65%	50%	10%	30%	15%	0%	10%	0%	0%	4.00	0.71	5.00	0.00
19	15%	45%	75%	40%	5%	10%	5%	5%	0%	0%	4.20	0.45	4.60	0.55
20	25%	40%	60%	30%	10%	15%	5%	5%	0%	10%	4.40	0.89	3.80	0.84
	Total										3.88	0.19	4.32	0.42

The table above reveals the results of the 16<sup>th</sup>-20<sup>th</sup> items of the questionnaire which focused on the teachers' and students' perceptions of code-switching concerning interpersonal relations. The mean score of overall attitude of teachers was 3.88 and of students was 4.32. This means teachers agreed that codeswitching helps interpersonal relations while students strongly agreed. 80% of the teachers agreed that teachers who switch codes from English to Thai could better encourage students while only 30% of the students agreed to that statement. Moreover, 65% of the students strongly agreed that teachers who switch codes from English to Thai can better enliven the atmosphere of the class while only 20% strongly agreed so. None of the students and the teachers strongly disagreed that teachers who switch codes from English to Thai could better enliven the atmosphere of the class and could better comment on students' responses.

#### 4.2 Interpretation of the Data and Discussion

From Poplack's work (1980), two types of codeswitching appeared in the class. They are inter-sentential switching, occurring outside the sentence or the clause level and intra-sentential switching, occurring within a sentence or a clause. The percentage of the code-switching found in this class under study was 17.4% (26 times for inter-sentential and 2 times for intra sentential) which from Macaro (2001) there would be significant a increase in the learners' use of the first language. It means it will encourage the students to speak their own language: Thai. This might explain the reasons why no

students in the class tried to communicate with the teacher in English as they were supposed to since they are in “Intensive English Program.” However, when we consider 17.4% of code-switching from Macswan’s (1997) p. 303 work who concludes that in order for it to be educationally effective, three criteria of codeswitching must be met;

- (1) the language must be distributed at an appropriate ratio of 50/50;
- (2) the teaching of content must not be conscious of his/her alternation between the two languages; and
- (3) the alternation must accomplish a specific learning goal.

From the study, the percentage was the appropriate ratio. Nevertheless, the goal oriented purpose remains in doubt since some of the English to Thai code-switching was involving basic words and sentences used in everyday life, yet they were still code-switched. Macaro’s (2006) work clarifies this point that teachers are supposed to conduct the class using the target language, even though teachers inevitably apply the first language to solve a number of classroom issues. That is to say, despite their effort to avoid it, the teachers are likely to code-switch for a number of reasons.

According to Mattson and Burenhult (1999) whose publication lists the functions of code-switching by teachers; code-switch is a topic switch between affective functions and repetitive functions. Also, a similar suggestion by Polio and Duff (1994): “Learners’ first language was applied by teachers for classroom administrative/ management goals, to show solidarity or empathy, to aid comprehension, to offer a translation of a word or a phrase and for grammar instruction.” It is evident that 10 times out of 28 instances of code-switching in the class were to for the purpose of asking questions and the second most common reason was to explain the content taught in the classroom which in this case was the Present Continuous Tense. The results prove that code-switching from English to Thai for the teacher was to maintain classroom order, to build relationships by showing empathy and compassion, to compensate for the lack of experience in the target language of the teachers and to restate and modify their speech.

According to Lai (1996), “code-switching is a sign of a well-designed strategy wisely employed by the teachers.” It is arguable that ...” a well-designed strategy was wisely applied...” in this class since there were almost two minutes that the teacher spoke in only Thai. According to Genesse (2004), a high proportion of code-switching does not support students’ language development and may even be destructive as

students' brains automatically "listen" for their strongest language and "tune out" the other.

The results from the questionnaires and the interview do show positive opinions towards code-switching, both teachers and students both strongly agreed and agreed that code-switching is a successful tool for teaching ability, class management and relationships. Most importantly it does not signify that the teachers who code-switch are deficient. The results of the questionnaire results may best be explained by the study of De la Campa&Nassaji (2009), who found, "learners who have mastered their first language are sophisticate, cognitive individuals, who invariably draw upon their first language to make sense of the world, new concepts, and new language." (P.743) That is to say code-switching in the bilingual classrooms is significant in terms of transferring cognitive abilities across languages. The knowledge of the first language in students is significant as it will facilitate the understanding of the target language.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents 1) a summary of the study, 2) a summary of the findings, 3) conclusions, and 4) recommendations for further research.

#### **5.1 SUMMARY OF THE STUDY**

This section summarizes the objectives of the study, the subjects, materials and procedures.

##### **5.1.1 Objectives of the study**

The objectives of the current study were to investigate the code-switching behaviors of the teacher who switches from English to Thai, Thai teachers' reasons for their code-switching behaviors and teachers' and students' opinions towards code-switching. The "Intensive English Program" is one of the popular trends at the present time. To be able to understand how code-switching occurs in this context and the perceptions of code-switching of both teachers and students in this program are worth investigating because the practice of code-switching can be applied for the right purpose and to benefit the learning process.

##### **5.1.2 Subjects, Materials, and Procedures**

The subjects of this present study were 20 students, from Primary 6 who have been studying in an "Intensive English Program" for at least 2 years and 20 teachers who have been teaching in an "Intensive English Program" for at least 2 years. All of the participants are familiar with code-switching from English to Thai since "Intensive English Programs" encourage speaking English in the classroom and do not prohibit applying Thai language if needed.

As for materials, questionnaires adapted from Mingfa Yao's research on "Attitudes to Teachers' Code Switching in EFL Classes" were used to survey the perceptions of teachers and students towards teacher's code-switching in the classroom. The questionnaires were comprised of four parts: teacher's language ability, teaching ability, class management and interpersonal relations. All of the questions were answered with a 5 point Likert type scale starting from 5 (strongly agree) to 1 (strong disagree).

Moreover, a video recording was made as one part of the methodology to observe the characteristics of code-switching in the “Intensive English Program” and to be able to realize in what situations it did take place. Finally, the interview of the teacher who was video recorded was used to further explore her code-switching in the classroom and the reasons for it.

As for procedures, the video recording was initiated before the class started. The teacher and the students were informed about the recording. While the teaching was taking place, the researcher was not present in the room so the teacher could feel relaxed and under less pressure. After the class finished, the questionnaires were distributed to 20 students and 20 teachers. The questionnaires used for the teachers and the students were the same and the researcher translated the questionnaire for the students. All of the questionnaires were returned within a day. Lastly, the teacher in the video recording was interviewed in person.

## **5.2 SUMMARY OF THE FINDINGS**

The results of the study can be summarized as follows:

### **5.2.1 Codeswitching behaviors of the teacher who switches from English to Thai from the video recording**

The teacher code-switched for 17.4% of the teaching time. The teachers code-switch were both inter-sentential and intra-sentential. Inter-sentential was the major type of code-switching. Most of the code-switching occurred because the teacher wanted to explain grammar rules and their application.

### **5.2.2 Teacher’s reasons for codeswitching behaviors from the interview**

The teacher code-switched for many reasons. First, the teacher wanted to call upon the students and to have their attention. Second, the teacher wanted to give instructions to students and make sure the instructions were clear so the students were able to perform the activities in the classroom. Third, the teacher wanted to explain the grammar points of the Present Continuous Tense. The teacher found it is complicated to understand the rules of English language through the foreign (L2) language. Also the teacher believed that the English proficiency level the students was not enough to understand English as well as the teacher’s ability to explain. Moreover, the teacher wanted to encourage responses from the students when she asked questions in order to

engage the students. Finally, the teacher wanted to create relaxed atmosphere for the students and trusting environment as well as to maintain the classroom rules.

### **5.2.3 Teachers' and students' opinion towards code-switching from the questionnaires**

Below are the results from the questionnaires of 40 respondents, 20 students and 20 teachers, using the scale 5 (strongly agree) to 1 (strongly disagree)

#### **5.2.3.1 Opinions towards code-switching and language ability**

From the item 1-5 of the questionnaire, both teachers, (average score 4.2), and students, (average 4.12) agreed that code-switching positively influences teacher's language ability: teachers express clearly, do not cause difficulty nor pollute the language. Code-switching shows that the teachers are proficient in languages.

#### **5.2.3.2 Opinions towards code-switching and teaching ability**

From items 6-10 of the questionnaire, teachers (average 3.92), agreed with code-switching while students (average 4.28), strongly agreed that codeswitching positively impacts teaching ability: all kinds of topics, grammatical points, lexical points and cultural topics are better explained with code-switching. Teachers and students agreed that code-switching elicits better responses and helped to better clarify the lesson taught.

#### **5.2.3.3 Opinions towards code-switching and class management**

From items 11 - 15 of the questionnaire, both teachers, (average 3.80), and students, (average 4.20), agreed that code-switching positively empowers class management, code-switching is an alternative and a beneficial tool for task instruction, students' disciplines and attention, quietness and calling on the students.

#### **5.2.3.4 Opinions towards code-switching and interpersonal relation**

From items 16 - 20 of the questionnaire, teachers, (average 3.88), agreed with code-switching while students, (average 4.32), strongly agreed that code-switching positively strengthens interpersonal relations, code-switching is a tool to encourage students, to praise students, to enliven the atmosphere, to comment on students' responses and to negotiate with students.



### **5.3 CONCLUSION**

Code-switching is a beneficial tool in supporting learning in “Intensive English Program” context because students’ English exposure is very important to language acquisition. Speaking English must be a priority in an “Intensive English Program.” It means that although both of teachers and students see the values and dimensional benefits of code-switching, code-switching must be wisely applied with purpose of achieving the outcomes of learning.

### **5.4 RECOMMENDATIONS FOR FURTHER STUDY**

Based on the findings and conclusions of the study, the following recommendations are made for the future research.

As subjects of this study were limited to primary 6, further study could be done with a larger sample size and varied backgrounds such as secondary levels or university levels.

This study investigated the characteristics of code-switching in an “Intensive English Program”, further research might investigate the characteristics with a longer length of time for video recording and with more and varying teacher teaching different subjects.

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## APPENDIX

## Questionnaire

**Introduction:** In this section, there are 20 questions on the attitudes to the teachers' code switching in foreign language classroom. Teacher's code-switching in classroom is presented in the following example:

Teacher: This time, if you cannot answer my question

ครั้งนี้ ถ้าพวกเธอไม่สามารถตอบคำถามครูได้

Maybe because there are some new words in it.

อาจจะเป็นเพราะมีคำศัพท์ใหม่ในนั้น

Ok, now look at it again.

In the following questions I would like you to answer by simply giving marks from 5 to 1. For example, in the following questions, if you “strongly agree” in the opinion in the question, tick “5” in the check, if you “strongly disagree” in the opinion in the question, tick “1” in the check.

5= strongly agree; 4=agree; 3=not sure; 2=disagree; 1=strongly disagree

### Part 1: Teacher's language ability

#### Question 1

Teachers who switch codes from English to Thai or from Thai to English can express themselves clearly in both languages.

5	4	3	2	1
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#### Question 2

Teachers who switch codes from Thai to English or from English to Thai may not cause difficulty in understanding.

5	4	3	2	1
---	---	---	---	---

#### Question 3

Teachers who switch codes from English to Thai or from Thai to English do not pollute languages.

5	4	3	2	1
---	---	---	---	---

#### Question 4

Teachers who switch codes from English to Thai are not deficient in English.

5	4	3	2	1
---	---	---	---	---

Question 5

Teachers who switch codes from English to Thai are proficient in English.

5	4	3	2	1
---	---	---	---	---

## Part 2: Teaching ability

Question 6

Teachers who switch codes from Thai to English or from English to Thai can do so in all kinds of topics in class.

5	4	3	2	1
---	---	---	---	---

Question 7

Teachers who switch codes from English to Thai can better explain the grammatical points and lexical items in the text.

5	4	3	2	1
---	---	---	---	---

Question 8

Teachers who switch codes from English to Thai can better explain cultural topics in the text.

5	4	3	2	1
---	---	---	---	---

Question 9

Teachers who switch codes from English to Thai can better elicit responses from students.

5	4	3	2	1
---	---	---	---	---

Question 10

Teachers who switch codes from English to Thai can better clarify the lesson content taught.

5	4	3	2	1
---	---	---	---	---

## Part 3: Classroom management

Question 11

Teachers who switch codes from English to Thai can better clarify task instruction.

5	4	3	2	1
---	---	---	---	---

Question 12

Teachers who switch codes from English to Thai can better discipline the students.

5	4	3	2	1
---	---	---	---	---

Question 13

Teachers who switch codes from English to Thai can better engage student's attention.

5	4	3	2	1
---	---	---	---	---

Question 14

Teachers who switch codes from English to Thai can better request quietness.

5	4	3	2	1
---	---	---	---	---

Question 15

Teachers who switch codes from English to Thai can better call on students.

5	4	3	2	1
---	---	---	---	---

#### Part 4: CS for interpersonal relations

Question 16

Teachers who switch codes from English to Thai can better encourage students.

5	4	3	2	1
---	---	---	---	---

Question 17

Teachers who switch codes from English to Thai can better praise students.

5	4	3	2	1
---	---	---	---	---

Question 18

Teachers who switch codes from Thai to English or from English to Thai can better enliven the atmosphere of class (e.g. make a joke.)

5	4	3	2	1
---	---	---	---	---

Question 19

Teachers who switch codes from English to Thai can better comment students' response.

5	4	3	2	1
---	---	---	---	---

Question 20

Teachers who switch codes from English to Thai can better negotiate with students. (Reduce distance)

5	4	3	2	1
---	---	---	---	---

### Video Transcription for 30 minutes

This is a video transcription from an English Class which lasted 30 minutes. The teacher was a Thai native speaker who reviewed “the Present Continuous Tense” and tested the students about it in this lesson. There were 30 students in this classroom. The language used were English and Thai and the transcription was mainly focused on the codeswitches from English to Thai by the teacher.

#### 05.10 – 05.11

A student handed her a piece of paper

Teacher: *Ar ma*

(Ok.)

#### 05.15 – 05.17

While the teacher was calling out the names of the students for the second time.

Teacher: *Thanin, painhai*”

(Where is Thanin?)

#### 05.48 – 05.52

Teacher: Everyone, please open to page ... Ah next unit *nha tee tao rai na?*”

(Which page is that?)

#### 05. 54 - 05.55

Teacher: *Na sib ha*

(Page 15)

#### 07.22- 07.31

Teacher: And now we will study the Present Continuous Tense. *verb chong tee tao rai*

(Which tense is this

one?)

Teacher: *Chong tee neung*

(The present verb)



**07.42- 07.45**

Teacher: *Verb to bemee verb sam tau na*

(For Verb to be, there are three words.)

**07.51- 07.55**

Teacher: And the first one is positive *boklhao*

(Positive sentence)

**08.57- 09.04**

Teacher: How do we write “eat” in the form of ing?

*Krai tee kid wamaible “t” yok meu keun*

(Who thinks we shouldn’t put one more “t”, raise your hands?)

**09.08- 09.12**

When there are not many replies,

Teacher: *Krai tee kid wable “t” yok meu keun*

(Who thinks we should put one more “t”, raise your hands?)

**09.12- 09.14**

When a student replied “triple t”,

Teacher: *Mai chai lae*

(Not, it is not that.)

(Everyone laughed.)

**09.15- 09.17**

Teacher: *Mai tong ble “t”*

(No, we don’t put anymore “t.”)

**10.34- 10.41**

Teacher: *Ngai rue yak kwa present simple tee rianpaileaw*

“Is this tense more difficult that the Present Simple Tense?”

(The teacher smiles)

**10.52- 10.53**

Teacher: *Chai yang ngai Present Continuous*

(How to we apply Present Continuous?)

**10.58- 11.02**

Teacher: *Chai kubhedkarn tee ja kerdkuennaenorn*

(We apply this when we are sure that the action will happen)

Teacher: *Yang ngai eek mun tong meeekk*

(What else? There must be another reason.)

**11.03- 11.05**

Teacher: *Chen* I am teaching. You are studying.

(For example)

**11.10- 11.15**

Teacher: *Chai nai kora nee nhai eek*

(What else is this tense for?)

*Chai kub herd kaan tee kum lung kerdkeun yang tor neungkordai*

(We can also apply this tense to the ongoing action)

**11.18- 11.24**

Teacher: *Tense nee sa mart chai* in the future *kordai*

(We can also apply the tense to describe the future)

*Tae tong pen arnakon tee kumlang ja kerdkeung*

(But it has to be the action that is going to happen)

**11.56- 12.02**

Teacher: How difference between she eats pizza and she is eating tomorrow?

*Tang kun yang ngai*

(What is the difference?)

**12.06- 12.09**

Teacher: *Leaw* “will” in this tense *tang kun yang ngai*

(And “will” in this tense, what is the difference?)

**12.38- 12.40**

Teacher: “Will” *plaewarai*  
 (What does “will” mean?)

### 12.59- 13.03

Teacher: “Will” *mai jum pen tong rabuwelakordai*  
 (There is no need put the time marker when applying “will.”)

### 13.18- 13.24

Teacher: “She is eating pizza tomorrow and she will eat pizza tomorrow”  
*Tang kun yang ngai*  
 (What is the difference?)

### 13.25-13.27

Teacher: *Nhai long daosi*  
 (Try to guess)

### 13.44- 15.38

(The teacher started to explain in Thai for the grammar rules.)

### 16.02- 16.07

Teacher: You want me to test now?  
*Ja hai sob dailoeimai*  
 (You want me to test now?)

*Krai ja sorb loei yok muenkeun*  
 (Who wants me to test now, raise your hands?)

Teacher: *Tua tarn paochee chub*  
 (Someone please come out and do the scissors paper rock!)  
 (Funny atmosphere)

### 17.03-17.07

When a student asked whether he could speak Thai in the class,  
 Teacher: *Nee welarian tong tam arai*

(What should we do at this time?)

(Teacher was a bit upset)

**20.05- 20.08**

Teacher: *Wanneekraikard bang*

(Is there anyone absent?)

**21.19- 21.23**

Teacher: *Kraiedleawmaipood*

(Who has finished, don't talk!)



## **Interview questions and answers**

### **1.How do you apply codeswitching from English to Thai?**

I don't normally use codeswitching if it is not necessary. This is due to the school policy of Intensive English Program but sometimes I could not help it. I need to switch from English to Thai. Some contexts such as grammars, cultures and vocabulary are really too complexed and too far-fetched to explain in English and be understood by the first and second attempt.

### **2.How often do you realize that you codeswitch?**

I let it flow along with the teaching and with the situation I face most of the time. I do prepare the content and the lesson which I have to teach beforehand. What I mean by that is I always look up the vocabulary that I need in order to be able to teach the students. However, the proficiency English language level of students is quite low from the videotaped class that is why I code-switched pretty much. And it is because I wanted them to truly understand the content because the exam.

### **3.In which situation do you codeswitch?**

I normally codeswitched when I sense that the students cannot follow what I say or teach. I think to be understood is important and I cannot continue speaking English or move on to another point if the students do not understand the content clearly.

### **4.For what reasons do you normally codeswitch?**

I think I codeswitch when I need to control everyone in the classroom to be in control. This is because when talking in English, students seem to lose the sense of seriousness and respect in me. When I say "be quiet" in English it will mean a different thing when I say in Thai "Ngiab." Another reason might be when I need them to understand the content and when I need to make sure they understand it. Also talking in Thai really connects me with them. Making jokes in English is not that funny for them. I think.

**3. How would you describe your proficiency in English language?**

I must admit that my English is not that great compared to native speakers. Even though I have done my homework in the lesson preparation. Sometimes students ask me in Thai about what the difference is between two similar words like “house” and “home.” And I know the answer in Thai but could not explain in English immediately. And since the time per period is not that much so I need to wrap up everything. And using Thai language is more practical to access for students to access the understanding.

**4. To what extent do you think codeswitching helps the students?**

I think it does help the students to feel more relaxed with learning English. At least if they do not understand English explanation after they try, they can always ask for the second time of explanation in Thai. It is like I give them what they are supposed to use every day but I also provide them what they need.

**5. To what extent do you support or go against codeswitching?**

I personally support codeswitching but I can see the need of speaking English in Intensive English Program since students should get familiar with English language so teachers should provide them lessons in English. I think as a Thai teacher in this program, we can provide students the process of understanding the language in reverting in Thai and the skills they need such as speaking and listening, they can have it from native speakers in the same program.

**6. To what extent do you think speaking Thai language in the class help you connect with students?**

It helps me and the students a lot. I mean I want to make jokes and ask about their life in Thai so they feel connected to me. I feel like speaking in Thai to them sometimes make them trust me. And that is where the learning is achieved when the students are confident and feel the trust.

**7. Will you be able to conduct the class without codeswitching? What tends to be the results of your teaching and students' learning?**

It will be really hard for me and the students since I am not the native and they are not good at English yet. I need to improve much more for my English especially the

accent and the explanation of the grammar and vocabulary. I think it might be an obstacle for students. Some of them has not had enough English to understand when I taught using codeswitching.

