



**TEACHERS' AND STUDENTS' OPINIONS TOWARD
APPLYING CODE-SWITCHING AS A STRATEGY
IN THE EFL CLASS ROOM**

BY

MS.WIPRAIMA ISSARANGKURA NA AYUTTAYA

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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MASTER OF ARTS IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
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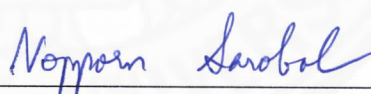
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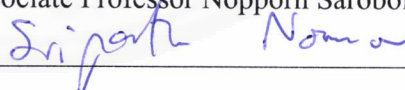
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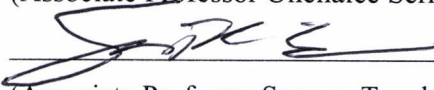
(Associate Professor Sripathum Noom-ura)

Member



(Associate Professor Unchalee Sermsongswad)

Dean



(Associate Professor Supong Tangkiengsirisin, Ph.D.)

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| Author | Ms.Wipraima Issarangkura na ayuttaya |
| Degree | Master of Arts |
| Major Field/Faculty/University | Teaching English as a Foreign Language Language Institute Thammasat University |
| Thesis Advisor | Assoc. Prof. Sripathum Noom-ura |
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ABSTRACT

Code-switching (CS) between the first and target language is commonly viewed with suspicion in language classes. It was sometimes accounted as deficiency in using the target language. As a result, it was often prohibited in language classes. Surprisingly, CS was not only found to be adopted by learners, but it was also found adopted by language instructors themselves. Hence, this present study is to investigate and show the teachers' and students' opinions to code-switching used in ELT classes in the Thai context. This empirical research gathered data via class observation, questionnaire, and interview. The results revealed the similarities of opinions between teachers and students in most CS situations, such as, the CS's benefits in saving time, ease of communication, and lower proficiency foster tool, as well as its drawback of overreliance on L1. However, there were some mismatch opinions found in the purpose of using Thai to draw a class's attention. Teachers believed that Thai could be an effective tool to draw students' attention, while the results from students were different. Moreover, students preferred their teachers to speak English as much as possible since they believed that the classroom was the only place where they could have contact with the target language. This consistency suggested that teachers and students had similar positive attitudes toward CS in the ELT classroom, but some discrepancies in attitudes between the two samples suggested that the use of code-

switching in an ELT classroom should be adapted to the practical teaching needs in order to apply CS to reach its benefits as a teaching tool.

Keywords: code-switching (CS), EFL, first language, target language



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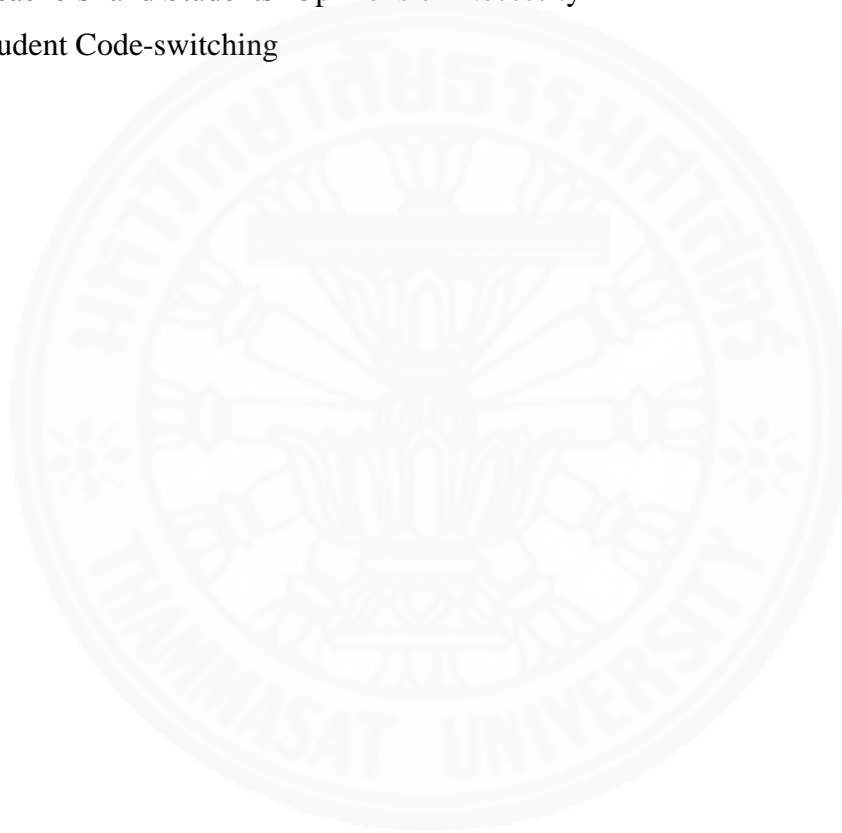
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LIST OF ABBREVIATIONS

Symbols/Abbreviations

Terms

 \bar{X}

Mean

S.D.

Standard Deviation

CS

Code-switching



CHAPTER 1

INTRODUCTION

1.1 Background

In the globalized world, English does not only play an important role as the universal language of communication, but it is also important as the language used in business, technology, science, and education (Crystal, 2003). Unlike in the past when the users of English were limited only to the countries where English was used as their first language (Krachru, 1985), there are increasing numbers of English users who use English as their second language and foreign language, respectively. Therefore, English is put in the curriculum of many countries as well as in Thailand. The history of teaching English in the Thai context is a very long story. The methods used in teaching English in Thailand shifted from grammar translation methods, where grammar rules were introduced to students in order to achieve the goal of accuracy in learning language, to audio-lingual methods that have an emphasis on dialogues and drills of correct sentences and having students repeat those patterns. Unfortunately, the audio-lingual method has not been successful in Thailand because it “ran counter to the rote memorization method long ingrained in education traditions of Thai culture” (Foley, 2005 as cited in Methitham, 2014). Therefore, the method used in Thailand has shifted again to communicative language teaching (CLT), which is like another side of the coin where the language users focus their attention more on fluency.

One of the reasons behind the huge changes of the English teaching methods in Thailand is that being taught by a grammar translation method could not prepare Thai learners for effective communication since learners could not apply their knowledge of grammar rules appropriately in real situations (Wutthipong, 2012). In the Thai EFL context, the classroom is the only place where Thai learners can study and practice their English, yet the emphasis on grammar rules instead of communicative competence reduces the opportunities of learners to practice authentic English. Moreover, the use of Thai language as a medium in classrooms where the grammar translation method is still applied decreases the students’ opportunities to connect with the target language, especially in listening and speaking. The study of

Wat-aksorn (1999) showed that the use of grammar translation methods in class caused Thai learners to be less motivated and less confident in learning English. To improve English learning within the Thai curriculum, a communicative language teaching approach was introduced to the Thai education system since it pays more attention to communicative functions which are the most important goal of learning languages.

According to Larsen-Freeman (2000), CLT is a method which emphasizes fluency rather than accuracy. In other words, the learners are encouraged to understand and use the target language since they are in the beginning level. The students' native language is kept at the least use, yet it helps by providing a bridge to the unfamiliar points in the target language, with more understanding by the learners (Larsen-Freeman, 2000; Sert, 2005).

One of the early scholars who defined the meaning of code-switching is Gumperz (1982). Code-switching is referred to as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Gumperz, 1982, p.59). In other words, it is known as using two languages in explaining a single discourse which is normally found in a bilingual context. Another term that is sometimes used interchangeably is code-mixing, which similarly refers to the mixing of two or more languages in speech. Luke (1984) referred to code-mixing as a phenomenon which occurred when "speakers use two or more languages below clause level within one social situation." Code mixing is sometimes called intra-sentential code switching or intra-sentential code-alternation. Regarding the definition of code-mixing and others, the term code-switching will be used in this study as a cover term for code-mixing and code-switching. The language users switch from one language to another one. The languages which are used are not only the shared languages among the interlocutors, one of the languages is also participants' first language. According to the function of code-switching mentioned earlier, bilingual teachers could benefit from it by applying code-switching in their classrooms to help their students understand the contexts that are presented in class.

However, the use of learners' L1 has been discouraged by monolingual professionals who believe immersion is the best strategy or that L1 can deprive learners from mastering the target language because of the lack of some valuable

input in the target language (Auerbach, 1993; Ellis, 1985; Prucha, 1983). As a result, many lecturers tend to avoid using their learners' L1 in classroom, while the benefit of applying L1 in a language classroom is still questioned.

Some studies mention the negative impact of the teacher code-switching on the language learners. For example, the study of Chowdhury (2012) found that teacher code-switching leads to a negative impact on learners' understanding of the target language. Similarly, in the study of Modupeola (2013), the use of a teacher's native language when the teacher failed to express himself/herself in the target language was mentioned as leading to the wrong message passing to their students. Moreover, the benefits of L1 have been doubted by many ELT professionals as it might be a barrier to learners to truly understanding the target language (Bouangeune, 2009). Although these studies emphasize the negative effect of code-switching and the supportive benefit of target language use, many other studies confirm the benefit of applying code-switching in teaching English. Huerta-Macias and Quintero (1992) found that code-switching enhances communication and helps bilinguals to develop their language proficiencies. The result from Pollard's (2002) study showed that the students who are allowed to code-switch in class can better convey the knowledge of the subjects to their teachers and friends. The benefit of code-switching in teaching English vocabulary was found in Bouangeune's study as there was evidence showing that learners' L1 helped them in their retention of new vocabulary items. Similarly, many studies confirm the benefit of code-switching in teaching grammar rules, vocabulary, difficult concepts, etc. (Tian & Macaro, 2012; Cianflone, 2009; Sharma, 2006; Schweers, 1999).

Besides the advantages and the drawbacks mentioned above, many scholars are interested in the language attitudes of users of different languages (Dewaele & Wei, 2014; Weng, 2012; Moghadam, Samad & Shahraki, 2012; Zentella, 1997; Tang, 2002). Language attitude refers to the feeling one has to the varieties of languages and links to one's belief about languages. This belief in turn affects learner's motivation in learning languages. Learner's negative attitude and belief can lead them to lack of motivation which will in turn be obstacles in their learning process (Lennartsson, 2008). Applying code-switching in any classrooms needs more care as it requires at least two languages: learners' native language and target

language. The overreliance on one language which is mismatched with learners' preference can cause negative impact on their process of learning and lead to the failure in studying that target language. As a result, many studies have been conducted to see the attitudes of stakeholders in English language learning to find out if it is beneficial to apply code-switching in a language classroom.

In the interesting views of both the benefits of code-switching and language attitude mentioned in the previous section, code-switching and learners' attitudes were frequently studied together (Dewaele & Wei, 2014; Weng, 2012; Moghadam, Samad & Shahraki, 2012; Tang, 2002). These previous studies showed the different attitudes toward the use of code-switching among a set of two languages. The study of Gibbons (1979) on language attitudes and code-switching in Hong Kong between Cantonese and English showed that the participants had negative attitudes towards code-mixing as they described the people who mixed between two languages as "ill-mannered, show-off, ignorant". On the contrary, the use of code-switching between Spanish and English was given positive attitudes from Puerto Ricans (Zentella, 1997). The study of Dewaele and Wei indicated various factors affecting the attitudes toward code-switching. It was found that the people who were from bilingual families were more likely to have positive attitudes towards the use of code-switching.

Likewise, there are many scholars who gave their attention to learners' attitudes towards the use of code-switching as well as its functions serving in an EFL classroom (Bhooth, Azman, & Ismail, 2014; Nordin, Ali, Zubir, & Sadjirin, 2013; Amorim, 2012; Weng, 2012; Schweers, 1999). The research done by Schweers (1999) reflected the positive functions of code-switching in an EFL classroom from his participants as well as his experience as a lecturer. Besides the finding on student preference of their mother tongue, Schweers gave his opinion about the benefit of code-switching as an additional input for learners which causes higher quality of production as learners got more comprehensive input from the use of code-switching by their teachers. Similarly, in Weng's (2012) study, there was evidence showing that Taiwanese EFL learners had their preferences toward their teacher's code-switching in class. The participants were aware of the benefit of code-switching in explaining complex English grammar rules and difficult concepts.

The functions of code-switching by teachers were outlined by Hymes (1962) categorized into five groups as follows: expressive function, directive function, metalinguistic function, poetic function and referential functions.

Not only the functions of code-switching have been focused on, the reasons behind each function applied either by teachers or students has also been studied extensively (Bhooth et al., 2014; Tabaeifard, 2014; Bensen, 2013; Amorim, 2012; Bista, 2010; Jingxia, 2010; Sert, 2005; Norrish, 1997). It was found in Jingxia's (2010) study that teachers code-switched due to many factors, such as students' English proficiency, teachers' English proficiency, the distance between English and Chinese, etc. The students' English proficiency was found as the first factor prompting their teachers to code-switch. This finding corresponds to Norrish (1997) who found that teachers code-switched when they found that the texts were above the students' ability to understand. Tabaeifard (2014) mentioned in his study that code-switching was applied by the lecturers when: 1) they needed to say something emotional, 2) they needed to make students understand, 3) they wanted to correct students' mistakes which were found as a reason the students code-switched as well, and 4) they wanted to insert jokes or sarcasm in class. It was reported in the study that whenever teachers initially code-switched, students followed them unexceptionally.

Amorim (2012) took a closer look at the reasons why students code-switched. She reported that learners tend to code-switch to call for help with unknown words from their teachers, while it was found that in group activities, learners code-switch to help their friends, who are lower proficiency than them, which in turn leads to showing solidarity in class. Although the code-switching was seen as a language choice, there is some evidence reported that language users sometimes code-switch unconsciously (Amorim, 2012; Sert, 2005).

Furthermore, there are some scholars who have reported negative attitude toward the use of code-switch from higher proficiency. Similarly, the study of Ling, Jin, Tong, Tarmizi, and Sahiddan (2014) showed many different results on higher English proficiency learners' negative attitudes toward the use of code-switching by their lecturers.

Within the Thai context, there are many possibilities for code-switching to occur. First of all, in some cases, the factor of being bilingual for some teachers and

learners leads Thai EFL learners to code-switch between the target language that they are learning and their mother tongue, Thai, either inside or outside their classroom. Secondly, since the lower proficiency of Thai EFL learners was found as one of the difficulties in EFL classrooms (Wanchai, 2012), code-switching can be adopted by both teachers and learners to bridge the gap between the two languages for better understanding of learners as mentioned in the earlier section.

Some studies have been conducted on code-switching between Thai and English (Thongwichit, 2013; Chaiwichian, 2007; Forman, 2007; Dandee, 2003; Vanichakorn, 2009). The study of Dandee (2003) showed factors affecting participants' use of their L1, such as social factors, types of context, gender, etc. The use of code-switching was not found in only Thai EFL lecturers. According to Forman's (2007) study, one lecturer, who was a native speaker of English and a participant of this study, was found applying code-switching intently to teach Thai EFL students. The use of code-switching by native speakers can be used to confirm the effective use of code-switching in a Thai EFL classroom.

Thai EFL learners' attitudes toward their teachers' use of native language Thai in their language classroom was studied in Vanichakorn (2009). The significant effect of the teachers' use of L1 was found when unfamiliar or difficult topics were discussed in class. In consequence, students seemed to have positive attitudes toward the use of their L1 in their language classroom. Besides the benefit of L1 on the learners, it was found that non-native English teachers are also benefited from L1 in their teaching. Unlike many scholars' work, the study of Vanichakorn (2009) gave the example of some pitfalls from overreliance on learners' L1 as it made learners lose their eagerness in learning English while the lecturers were found to be less applying comprehensive explanations as they could translate the difficult concepts easily by using Thai.

Thongwichit (2013) conducted similar research on students' attitudes and found a positive attitude toward the use of their teachers' code-switching as a worthwhile source for their language learning. However, the drawback of L1 overuse was reported as the learners were aware that their classrooms was the only place where they could practice and use English, and therefore the teachers should provide those opportunities to them as much as possible.

According to the various studies related to code-switching outlined above, code-switching has been found to be an effective tool to facilitate learning in EFL classrooms. Additionally, from this researcher's experience as a teacher in a bilingual school where students are taught in English, confusion is often found among learners when they are introduced to their lessons in English only. Some of them talk about using Thai to help them understand better, as well as to show the link between what they have learnt in Thai and the topics which are introduced in English. Therefore, it is appropriate to conduct a study on the functions that code-switching can be used to serve in the learning process both by teachers and students themselves for further development in teaching and learning English in Thailand.

To study this, the reasons behind teachers' and students' decisions to code-switch should be considered concurrently in order to find out to what extent that code-switching can be used to serve EFL classrooms and can be beneficial for both present and future lecturers as well as their learners who need to work together to achieve the goal of teaching and learning English as a foreign language in Thailand. Although there are relevant results from various research studies showing the positive attitudes of learners toward the use of their teachers' code-switching, there is only a few research studies looking at the teachers' attitudes on their own use of code-switching. In addition, the attitudes of learners across different language proficiency levels seem not to have been a concern, although the learner proficiency level has a significant effect on how much they rely on the use of their L1 (Kroll Michael, Tokowicz, & Dufour, 2002).

Unfortunately, most of the research related to CS in Thai context has been conducted at university level. There has been research by Intasao (2014) who studied CS adopted in primary and secondary levels, yet her study was focused only on CS adopted by EFL teachers. Since English has continuously been taught in primary, secondary and in university levels, it is beneficial to study pedagogy in primary and secondary level the same as in university level. Thus, the current study was aimed to find the opinions towards the use of CS in secondary level classes, and to study functions that CS served, as well as benefits and pitfalls of CS in English language classes. The research questions for this study are explained in the following section.

1.2 Research Questions

The purpose of this current study aimed to find answers to the following questions:

1. What are teachers' opinions toward the use of code-switching (CS) in the classroom?
2. What are students' opinions toward the use of code-switching in the classroom?
3. What functions of code-switching do teachers and students use?
4. What are the benefits and drawbacks of code-switching?

1.3 Scope of the Study

The aims of this study were to study teachers' and students' opinion towards the use of code-switching adopted by both sides, to investigate functions of CS used by teachers and students, and to find out benefits and drawbacks of CS. The participants of this study were 6 teachers who were teaching a grade 7 to grade 9 English program at Thammasat Khlongluang Wittayakom School, and all students in this program (total 196 students). Since the current research was aimed to investigate results among general participants, the influence of age, gender, and students' English proficiencies was not a focus.

There were two types of data collected: quantitative data and qualitative data. The quantitative data were collected through the teachers' as well as the students' questionnaires, while the qualitative data were collected through classroom observations and interviews in order to answer the research questions mentioned earlier as well as to confirm the findings from the quantitative data.

1.4 Definition of Terms

The definitions of essential key terms in this paper are listed as follows:

1.4.1 Code-switching (CS)

Code-switching is the phenomenon where one switches from one language to another within a single conversation. Gumperz (1982) defined the meaning of code-switching as "the juxtaposition within the same speech exchange of passages of

speech belonging to two different grammatical systems or subsystems” (Gumperz, 1982, p.59).

Another similar term for code-switching is code-mixing, which refers to the mixing of two or more languages in speech. Luke (1984) defined code-mixing as “the alternate use of two or more languages below clause level within one social situation.” In this study, code-switching will be used to refer to both code-switching and code-mixing.

1.4.2 Opinion

‘Opinion’ is the expression of the judgment of an individual about a particular set of facts. It is an evaluation of the circumstances presented to an individual. Opinions are expressions and speech acts and they influence attitude. This study defines the judgment and evaluation of teachers and students about code-switching in language class as ‘opinions’, which people can express simply by saying yes/no, like/dislike, agree/disagree to an issue.

1.5 Significance of the Study

According to previous research conducted on code-switching in a Thai context, most of the studies focused only on the use of CS by teachers as a strategy to help their students learning English, while the use of CS adopted by Thai students was studied in the way it occurred. This study aimed to investigate the use of CS as a strategy in EFL classrooms adopted by both teachers and students in order to adapt CS to be a strategy used as a learning approach in the EFL classroom. Since CS is one strategy Thai EFL learners use during their learning process. It will be beneficial for teachers to know how to use CS more effectively in helping their students to learn languages.

CHAPTER 2

REVIEW OF LITERATURE

Code-switching has received attention from many professionals, and as a result, various research aspects have been covered, for example, studies on types of CS, studies exploring factors initiating CS, studies on CS used in classrooms, and studies on attitudes toward CS etc.

The purpose of the current study was to investigate Thai EFL learners' and their lecturers' uses of code-switching as a strategy in English language class which is relevant to many research aspects on code-switching. Therefore, the topics presented in this chapter will be: (1) definition of code-switching, (2) types of code-switching, (3) functions of code-switching, (4) factors motivating code-switching, (5) English proficiency and code-switching, (6) amount of code-switching, (7) studies related to code-switching's benefits and pitfalls (8) studies of code-switching in Thai context and (9) summary of this section.

2.1 Definitions of Code-Switching

Regarding the increasing number of bilinguals who are language learners, the impact of their first language, both in positive and negative ways, has received a lot of attention. Therefore, there are many scholars who have focused on code-switching, or the phenomenon where communicators switch from one language to another within a single conversation. Gumperz (1982) was one of the early scholars who defined the meaning of code-switching which has been referred to in many studies (Nilep; 2006; Bailey, 2000; Romaine, 1989). Code-switching is referred to as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Gumperz, 1982, p.59). In addition, Cook (1991, p.65) added that applying code-switching does not harm any grammatical structures of those languages spoken. Later, Baker (2006) described code-switching as "any switch within the course of a single conversation, whether at word or sentence level or at the level of blocks of speech" (2006: 110). Similarly, a definition of code-switching was given by Poplack (2000) as the alternation of two

languages within a single discourse, sentence or constituent without changing of interlocutor or topic.

Another term that is sometimes used interchangeably is code-mixing, which refers to the mixing of two or more languages in speech. Luke (1984) defined code-mixing as “the alternate use of two or more languages below clause level within one social situation.” Furthermore, code-mixing is sometimes referred to as intra-sentential code switching or intra-sentential code-alternation. As a result, many scholars preferred to use the word “code-switching” to refer to both types of code-alternation mentioned earlier (Li, 2000; Bhatia, 1992; Clyne, 1991; Lederberg & Morales, 1985; Gumperz, 1982). Regarding the definition of code-mixing as a subset of code-switching, the term “code-switching” will be used to refer to both types of code-alternation in this current study.

In brief, code-switching is the phenomenon when the language user changes the language they are using to another language which is the mutual language that both language users and audience understand. And in this study, the two languages referred to are English and Thai, among speakers who are either lecturers or learners in a Thai university. Teachers code switch from English to Thai from time to time while talking to students. Students code switch when they talk to teachers or among themselves during class activities.

2.2 Types of code-switching

As was mentioned earlier, that code-switching has had researchers attention for decades, so there have been lots of studies conducted to categorize types of code-switching, by grammatical perspective, pragmatics perspective and discourse perspective.

Poplack (1982) categorized code-switching based on its grammatical perspective into three groups: (1) tag-switching, (2) inter-sentential switching and (3) intra-sentential switching. The differences of each type of code-switching were defined as follows:

(1) Tag-switching is related to the interjection of a tag (e.g. you know, I mean, right, etc.).

This type of code-switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules.

(2) Inter-sentential switching refers to a switch that occurs at the phrase or sentence level, between sentences. This type of switching requires more syntactic complexity in both languages than tag-switching.

(3) Intra-sentential switching refers to a switch that occurs inside the same clauses or sentence. This type of switching was reported to be the most complex and held the most probability of violating syntactic rules

Blom and Gumperz (1972) divided code-switching by social typologies into two groups; situational code-switching and metaphorical code-switching.

(1) Situational code-switching refers to the tendency in a bilingual or multilingual community to use different languages in different social situations.

(2) Metaphorical code-switching relies on the use of two language varieties within a single social setting. Blom and Gumperz (1972) described interactions between clerks and residents in a community administration office who used local dialect to greet each other, while switching to standard transactions to discuss about business.

Besides the types of CS mentioned above, there are other types of code-switching proposed by other scholars. For example, the Markedness model by Myers-Scotton (1989), the Intrasentential and Intersentential CS of Hammink (2000), etc. However, there is no clear cut differentiation between each type of CS by different scholars.

2.3 Functions of code-switching

Regarding the functions of code-switching, there are several scholars categorizing it into various types of functions (Jingxia, 2010; Ariffin & Rafik-Galea, 2009; Baker, 2006; Hymes, 1962).

Hymes (1962) divided functions of code-switching into five categories; expressive function, directive function, metalinguistic function, poetic function, and referential functions, which can be briefly explained as follows:

(1) Expressive function

The teacher applies code-switching to express emotions. The first language of the speaker is often inserted to express the true feelings.

(2) Directive function

This function is used when the speaker wants to direct someone. This function was found in Arthur (1996), Yao (2011) and Weng (2012) applied by a teacher to call for attention from his students. According to Hymes, it can be divided into two subgroups: 1) direction/ persuasion and 2) social exclusion.

(3) Metalinguistic function

This function includes the definition of terms, paraphrasing others' words, and some metaphors, especially metaphors which exist between equals, but other functions can exist between equals and those not equal.

(4) Poetic function

Poetic function is when a speaker inserts some jokes, stories, or some poetic quotations into the target language based conversation.

(5) Referential functions

The speaker switches to his/ her L1 when there is no readily available word, or no semantically appropriate word in the target language.

Later, Baker (2006) proposed thirteen over-lapping purposes of code-switching which occur among bilinguals and multilingual speakers. His ideas have been supported by many scholars and will be explained in the following section:

(1) To emphasize words or ideas in a sentence

(2) To substitute a word in another language when a language user cannot think of the right word in the language they are speaking.

- (3) To express concepts that have no words equivalent
- (4) To reinforce a request or command
- (5) To clarify a point

This use of CS was mentioned in various studies (Bensen, 2013; Jingxia, 2012; Amorim, 2012).

- (6) To express identity in order to shorten social distance

Similarly to the finding of Ling et al. (2014) on the use of 'la' in the switching between English, Malay, and Cantonese in order to build a rapport, the use of 'na', 'ja', 'ka', and etc. can be found in switching between Thai and English

- (7) To relate to a previous conversation that was reported in other languages

- (8) To be used as the way of interjecting into a conversation
- (9) To ease tension and inject humor

This function was confirmed in Hamidi and Sarem's (2012) study. The teacher participants told them that they code-switched to their L1 when they delivered jokes because they wanted to make sure that everyone understood.

- (10) To change attitude or relationship
- (11) To exclude people from the conversation. Normally, the people who were excluded were the ones who did not share the language spoken.
- (12) To mention a certain topic
- (13) To copy or imitate peers' or adults' word choices

This function was found in early age and language proficiency, when kids copied their parent codes and used them later even though they were not from the same language they were speaking.

Similarly, it was found in Ariffin and Rafik-Galea's (2009) study that language users applied code-switching as a communication device in conversations in lots of functions. For example, to minimize or emphasize social differences, to signal language preference, which in turn corresponded with Romaine (1995) that CS was not caused by lack of language competence but bilingual speakers sometimes applied CS to compare between two languages. Other functions that were mentioned were to obviate difficulties, to frame discourse to get listeners' attention, to contrast between facts and opinions, to convey cultural and expressive messages, to dramatize

keywords - which was frequently found among teenager bilinguals (Das, 2012), to lower language barriers, to maintain the appropriateness of context, and to reiterate message to avoid mistakes or being misunderstood.

Besides the scholars mentioned above, there are some other researchers proposed similar functions of CS. For example, Gulzar (2010) classified CS by its propose as “linguistic insecurity, topic switch, affective functions, socializing functions, and repetitive functions.” Greggio and Gil (2007) and Jingxia (2010) found that CS was used to give translation to unfamiliar words, to explain grammar, to use for class management, to assist students from their difficulties, etc.

Moreover, if we focus closely, we will find that there are some differences of functions applied by teachers and students. Sert (2005) found that teachers applied a topic switch function to focus on language points they were teaching, used an affective function to express emotion as well as to form a relationship with their students, and used a repetitive function to clarify the meaning of words for students’ better comprehension. Students, on the other hand, used code-switching in equivalence as a result of their English deficiency, repetition to help them understand what being taught and conflict control to prevent any misunderstanding in communication.

Focusing more closely on functions of code-switching used by students, Bista (2010) claimed that students applied code-switching in various functions as follows: 1) when there is no similar words in English, 2) when they do not know the English words used to express themselves, 3) when they need to fill the gap in speaking, 4) when they found it is easier to speak in their own language, 4) when they found a risk of misunderstanding, 5) when they would like to show their intimacy with their interlocutors, 6) when they want to exclude people from the conversation, 7) when they need to emphasize some points, and some others which Bista (2010) claimed to not have much influence in students’ choice of languages.

In conclusion, there are many different functions of code-switching applied by language speakers. Although many scholars have tried to propose their own categories, there are some over-lapping ideas occur. Furthermore, there are some functions which have been confirmed in many studies, for example, to emphasize ideas, to make a clarification, to express solidarity, to call for attention, to explain

grammatical concepts, etc. The differences that were found might be caused by differences of participants as well as their language and cultural aspects.

2.4 Factors motivating code-switching

According to many research studies (Bhooth et al., 2014; Tabaeifard, 2014; Bensen, 2013; Amorim, 2012; Bista, 2010; Jingxia, 2010; Sert, 2005; Reyes, 2004; Poplack, 2000; Norrish, 1997), it was found that there are various factors motivating code-switching. In this part, three main factors: topic of conversation, target language proficiency, and interlocutors, will be analyzed.

2.4.1 Topic of conversation

The findings from the study of Liebscher and Dailey (2005) support usage of this type of factor by showing that English-German learners code-switched when it came to different topics. Butzkamm (1988) agreed when teacher participants code-switched to explain abstract concepts.

In Reyes's (2004) research, code-switching was found to occur when speakers shift topics. Similarly, Poplack (2000) agreed that topic of conversation is the reason influencing the speaker to code-switch. According to Auer (1998), 'topic shift' is one of eight frequent conversational loci where code-switching occurs.

e.g. Topic Shift: Ana and Bea

Ana: ! Ay hhh Anyway se caba de ir el Alvin now.

(Anyway, Alvin has just finished leaving now.)

Bea: a donde?

Ana: A llevar la Josefina y allirse a babysitter.

(to take Josefina [home] and go babysit.)

(Lowi, 2005)

According to the above example, Ana applied code-switching from Spanish to English when she was about to change the topic of conversation (Lowi, 2005).

2.4.2 Target language proficiency

Incompetence in the target language is one of the influencing factors on speakers to code-switch (Hughes et al., 2006; Sert, 2005; Skiba, 1997). Learners with

limited amount of vocabulary were found to apply code-switching in order to avoid difficulties (Sert, 2005). Moreover, Bista (2010) claimed that incompetence in the target language is the most influential factor affecting students to code-switch.

Amorim (2012), who studied patterns of code-switch among learners, found that learners who are facing difficulties expressing themselves due to their limited knowledge of vocabulary tend to apply code-switch to get their idea across;

e.g.

Line 7 Hi It's like the now ab ... (unfinished word) er (...) er how can we say ahm...

aborto (=abortion) in English

In the example, the finding showed that the participant applied an equivalent word, aborto, in Spanish in order to avoid guessing the word he/she did not know.

Similarly, since low English proficiency is one of Thai EFL learners' difficulties in the English classroom (Wanchai, 2012), it is inevitable for this type of factor causing switching in their utterance to appear.

2.4.3 Interlocutors

According to Bell (1984), it was claimed that audience design factors have more influence in one's language choice than non-audience factors, like topic. In other words, speakers tend to design their codes based on who they are talking to. Later, Sridhar (1995) suggested that speakers try to apply their interlocutors' native language.

Das (2012) showed a typical utterance of code-switching between English and Bengali. He believed that this utterance was caused by mentioning some cultural concepts, for example, bijOya, a festival, which cannot be explained by a foreign language like English, so the speaker needs to apply code-switch in order to better convey the message.

Speaker1: I am sorry as I won't be able to come home to celebrate bijOya (a festival) with you all. My exams are ahead. I will miss you a lot mom. How iskakima (aunt)? Convey my pranam (greetings)

Speaker2: Okay but won't you even come on Rik's Onnopra (a ritual), son?

Speaker1: Yes, definitely I will come. Okay I have to go now. I will call you later. Bye

2.5 English proficiency and code-switching

Different English proficiency level language users were reported to apply code-switching differently both in functions and amount of it. Lower proficiency groups applied code-switching to bridge the gap of the target language, while higher proficiency groups were reported to use code-switching as a strategy to help them compare between two or more languages.

Besides the different uses of code-switching in different proficiency level groups, the English teachers tend to use code-switching as a learning strategy differently to teach different groups of proficiency. The benefit of code-switching with lower proficiency groups is widely accepted. According to Bouangeune (2009), the translation method to learners' L1 helped students to overcome their vocabulary limitation more effectively than teaching vocabulary in context. The reason behind this was L1 gave learners clearer explanation, especially among any words that have similar meaning, e.g. city and country. It was found that to give an explanation in their native language gave learners a clearer view of the meaning of both words.

Similarly, Ahamad and Jusoff (2009) found positive correlations between the amount of teacher code-switching and learners' ability to comprehend what was being taught. Code-switching was reported to help learners to enjoy their learning. In addition, the findings of other scholars confirmed the help of CS for low proficiency learners (Geggio & Gil, 2007; Dash, 2002; Schweers, 1999; Lai, 1996) as well as in intermediate level classrooms (Tang, 2002).

Higher proficiency learners, on the other hand, do not favor the use of code-switching as much as learners in lower level do (Amorim, 2012; Rios & Campos, 2013). Ling et al. (2014) stated the strongly held attitude towards code-switching of higher proficiency learners as they did not think CS helped them in learning, so they preferred their teachers' use of the target language in class. As a result, the teachers of higher level learners applied less L1 in their class and tried to maximize target language when teaching higher level groups as the teachers were aware of this issue. However, the use of code-switching adopted by high English

proficiency learners was reported to be found. According to Jiang (2002), high proficiency L2 users were reported to apply their native language to compare between the target language and their native language.

2.6 Amount of Code-Switching

Although code-switching has its benefits in various functions as mentioned earlier, the use of it is not widely accepted. Much research shows that many people do not favor the use of it in real life. Likewise, both teachers and students are aware that they should keep the amount of code-switching to the least possible.

According to Tsukamoto (2011), most English teachers are aware that they should maximize the use of L2 in the classroom. Mahmoudi (2011) proposed a similar idea that English should be prioritized in the English classroom. The student participants of this study explained that 1 minute using L1 is wasting 1 minute exposure to target language. Many studies have agreed to the concept that L1 should be kept to the least possible usage in the classroom (Nordin et al., 2013; Lee, 2010; Lingxia, 2009), although it was found that code-switching is necessary (Ma, 2014; Nordin et al., 2013).

Besides the idea of minimizing the amount of code-switching, the percentage of the number of code-switching incidence varies in different studies. According to Ma (2014), it was found that participants favor CS between 10-50%, while, the amount of code-switching was reported to be between 20-60% in Weng (2012).

2.7 Studies Related to Code-Switching's Benefits and Pitfalls

According to many scholars mentioned in the earlier sections, it seems easier to find benefits of code-switching both in general conversation and in the language classroom environment. However, there are some studies found pitfalls resulting from applying code-switching in communication (Bhooth et al., 2014; Bensen, 2013; Choomthong, 2011).

It was found that language users apply code-switching in various functions, some of which are adopted in language classrooms. The benefits of CS start from the basic function to bridge the gaps between target languages taught in class and learners' as well as lecturers' native language to enhance learning (Gumperz, 1982; Yao, 2011). Piasecka (1988) mentioned that some aspects of English, for example, cross-cultural issues, should be discussed in learners' L1. This belief corresponds with what was mentioned by Roh (2001) that using only English might not be enough to assist learners to understand what was taught when it comes to cultural context. Similarly, Greggio and Gil (2007) viewed L1 as a helper to clarify understanding of grammatical rules, structures, words and expressions.

Dash (2002) gave his reasons behind this similar need occurring in his study as there are great differences between English and Korean, his participants' L1, so that some points of grammar rules and cultural aspects seem to be impossible to be explained by using only English. According to Jingxia (2010), it was found that learners' native language was beneficial in classroom management, especially as there was agreement among English lecturers that applying learners' L1 in class helped them save lot of time (Bensen, 2013; Lee, 2010; Cole, 1988 as cited in Moghadam, 2012).

Lee (2010) did not only confirm teacher's perspective on benefits of CS in time saving, but his findings also showed that teachers believed CS helped their lower proficiency learners to overcome difficulties in their language learning process. Furthermore, CS was reported to have a benefit in building up the confidence (Lu 2014; Nordin et al., 2013; Yao, 2011; Miles, 2004), giving feedback (Nordin et al., 2013), lower language barriers (Nordin et al., 2013; Pollard, 2002), learning new vocabulary (Guthrie & Guthrie, 1987 as cited in Hughes et al., 2006; Nordin et al., 2013; Bhooth et al., 2014), and decreasing classroom anxiety (Lee, 2010; Ahmad & Jusoff, 2009; Burden, 2001; Schweerr, 1999). Besides the benefits of code-switching mentioned above, students and teachers seem to have positive attitudes towards the use of CS in language classrooms (Valerio, 2015; Johansson, 2014 ; Rios & Campos, 2013; Weng, 2012; Rahimi & Jafari, 2011; Yao, 2011; Jakobsson & Rydén, 2010; Lee, 2010).

Although the benefits of CS have been widely considered in language classrooms, the drawbacks of CS have been discussed like another side of the coin. The occurrence of CS is not widely accepted as: "It is often considered a low prestige form, incorrect, poor language, or a result of incomplete mastery of the two languages." (Hammink, 2000). As a result, some language speakers have found it an annoying phenomena when one code-switched between two different languages (Suraratdecha, 2003). It was reported in Bensen's (2013) study that teacher participants were aware of drawbacks in applying CS in communicative purposes as it may counter many people's language preference. Moreover, it was found that interference errors, the errors caused by someone trying to apply rules in their L1 to produce utterances in the target language, are one of main errors found in language learning.

The study of Choomthong (2011) showed that even high proficiency Thai learners who apply translation to their L1 and Thai passive maker, *thùk* (ถูก), to produce English passive voice construction find this leads them to failure in other contexts. Similarly to Sert (2005) and Wang (2008), CS was believed to block the students' target language development. Although the pitfall of pollution of target language was not clearly investigated in Yao (2011) like it was in Xie (2000), it was found that CS can cause learners to misunderstand their teacher's utterances. Above all, it was suggested that CS may not be helpful for practicing target language for actual use (Bensen, 2013; Bhooth et al., 2014)

Thompson and Harrison (2014) found there were more teachers initial code-switching than students initial code-switching, so they concluded their idea as "teachers had more influence over the language spoken in the classroom." Furthermore, there were examples showing that initial code-switching by teachers encouraged students to code-switch. One of the CS functions that were proposed by Tabaeifard (2014) showed that students code-switched to respond to their teachers who initially used L1. As a result, teachers may need to be aware of their influence on learners' language choices as well as the implications of their encouragement on students' use of code-switching.

2.8 Studies of Code-Switching in Thai Context

Similar to the EFL contexts of various research studies mentioned in earlier sections, Thailand is one of the countries where English is taught as a foreign language. As the only official language used in Thailand is Thai, the classroom is accounted to be the only place where most of the English language learners in Thailand can learn and practice their English language knowledge. Therefore, the effective strategies adopted in other EFL contexts are usually applied in Thai EFL classrooms in order to assist Thai EFL learners to mastery in their learning. As a result, there have been a considerable number of scholars conducting research in the Thai context related to the use of code-switching both inside and outside the language classroom (Intasao, 2014; Thongwichit, 2013; Trakulkasemsuk & Ketwandee, 2013; Vanichakorn, 2009; Chaiwichian, 2007; Chanseawrassamee, 2007; Forman, 2007; Dandee, 2003; Suraratdecha, 2003)

Chanseawrassamee (2007) investigated the bilingual development of Thai youth by conducting a study on her two children, age 9 and 13 years old, when they moved to the U.S. in spring, 2004. In her study, she audio-taped the conversations of each boy and studied their personal written journals. The length of participants' recording was reported as 12 hours for over 11 months, while the data from written journals were studied over 22 months. According to Auer's (1995) sequential conversational analytic framework, she produced results showing the evidence that the participants applied code-switching from English to Thai as a communicative resource for specific purposes, including CS used to negotiate meaning. This result matches with much research revealing that language users apply code-switching to overcome difficulties in communication due to their lack of competence in the target language as well as their limited knowledge of the target language (Horasan, 2014; Bista, 2010; Skiba, 1997; Foerch & Kasper, 1983).

The study of Dandee (2003) investigated the code-switching between Thai and English of students at the International College of Mahidol University, both inside and outside the classroom. The results from her study showed that there were various factors affecting participants' use of their L1, such as social factors, types of context, gender, etc. and there were more numbers of code-switching occurring inside

the classroom than outside the classroom setting. The topics of conversation were reported as one factor influencing participants' code-switching. It was found that students often code-switched to Thai when they were talking about general topics, while they used English when they were discussing academic issues.

The result from Dandee's study is similar to what was found by Suraratdecha (2003), who investigated the speech styles of Thai students at the University of Hawaii at Monoa, Honolulu. Unlike many scholars studying the phenomenon when Thai speakers code-switch from English to Thai, Suraratdecha studied the occurrence of code-switching from Thai to English spoken by her participants. The result found in her study supports the findings of Youssef (1993) and Ying (1997) that it is not always the non-audience design factors which have the most powerful effect on one's decision to code-switch. In the study of Suraratdecha, It was found that the speech style of each interlocutor did not play an important role in one's choice of language as her participants' amount of code-switching did not significantly change towards different interlocutors who had different styles of speaking. That is, her participants still code-switched at a similar frequency whether their interlocutors applied code-switching or not.

On the contrary, it was found that topics of conversation yielded the important role in one's choices of speech. Moreover, Suraratdecha proposed the findings that language domain of the topic in the particular conversation has its influence on speakers' speech styles. If the speakers were talking about their experience in the U.S., they tended to use English while Thai was used to talk about any topic which was Thai oriented; as a result, less code-switching was found. The speaker's perception of self and interlocutors English proficiency was found to have an influence on speakers' language choices. The participants code-switched more often when they were talking with someone who they thought had a good command in English. In addition, the attitudes towards code-switching were found to have crucial influence on participants' speech styles as it was reported that the participants with the negative attitudes toward code-switching produced less code-switching. One participant who was found applying a very low amount of code-switching mentioned that she found code-switches "embarrassing and annoying" resulting her in applying a lesser amount of code-switching when speaking.

Besides the research on the use of code-switching applied by Thai EFL learners, the code-switching adopted by lecturers has been studied. The study of Forman (2007) on native English lecturers' use of code-switching into Thai during English language class was held as a great example of code-switching as an effective tool because native English lecturers themselves were concerned about its advantage in assisting learners to master the target language. Forman later reported her findings through observation and interview with one native English instructor. Her participant reported that he used code-switching purposely, for example, when he talked about the learners' culture which was believed to be more important for the learners than talking about other foreign cultures like in most EFL textbooks. Code-switching was reported to help teachers "to operate on rich cognitive and culture levels". The participant mentioned that his students' English proficiency was the important factor for him in whether to apply his students' L1. He believed that his students would gain more benefit from providing an exact meaning in L1 than offering synonyms in the target language which can cause them confusion. However, he was reported to have a clear desire to maximize the use of the target language.

Similarly, Intasao (2014) conducted a study on 28 primary and 72 secondary Thai EFL teachers. It was found that the reasons Thai teachers apply code-switching in English language classrooms are similar to those reasons causing teachers to apply code-switching in other EFL classrooms as in previous studies. Moreover, the participants in her study were found to have awareness of code-switching as a positive communicative strategy used in the classroom. Primary school teacher participants believe that code-switching is necessary for explaining concepts, and for facilitating students' learning as well as motivating students in their learning. Similarly, the results from secondary school teacher participants showed their beliefs that CS facilitated students' learning. Moreover, both groups of participants agreed that CS does not either show failure in the teaching and learning process or obstruct learners from the opportunity to contact with the target language.

In addition, the study of Intasao (2014) revealed different reasons why primary school teachers and secondary school teachers code-switch and the reasons given varied in each participant. Explaining grammar rules, making emphasis and checking for comprehension were reported as the first three reasons that primary

teachers in her study gave the most scores in a questionnaire on their reasons to code-switch, while secondary teachers used code-switching as a signal for topic shifting, to give their students feedback and for classroom management, as the first three reasons getting the most scores. Using code-switching to explain grammar was reported as a reason both groups used their L1. This finding supported the finding of various other scholars that student's L1 can assist learners to understand grammar rules and the meaning of new vocabulary (Lu 2014; Cheng, 2013; Nordin et al., 2013; Thongwichit, 2013 ; Yao, 2011; Chowdhury, 2012; Jingxia, 2010; Miles, 2004; Cook, 2001). Moreover, it was concluded that participants in both groups were aware of the pitfalls of code-switching as it discouraged learners from learning the target language as well as obstructing them from producing target language as they can switch to their L1 instead.

Trakulkasemsuk and Ketwandee (2013) conducted a study on code-switching applied by Thai university lecturers at King Mongkut's University of Technology (KMUTT). They collected data using questionnaires asking about preference of language uses in sixteen different classroom situations. The result showed that there was no situation participants used more Thai than English. There were five situations where the use of Thai was reported equal to English, which were to draw learners' attentions by talking about unrelated topics, such as jokes, stories, etc., to review a previous lesson that students did not understand, to discipline and control learners' behavior, to give learners feedback, and to wrap up the lesson which students did not seem to understand. Researchers pointed out that these topics mentioned above were not related to what was introduced in that particular class. However, participants mentioned that the uses of L1 in those situations were aimed to affirm learners' understanding of what teachers had said. On the contrary, the participants said that they prefer using the target language much more than L1 when talking about the topics that were not difficult for their learners to understand and related to the main lesson contents. These type of situations are the revision of previous lessons which student understood, teaching easy yet lengthy contents, teaching difficult but short contents, giving instruction for class activities, and to wrap up the lesson which students understood. In other words, participants will use the target language when the content was short and easy or their learners had no problem

understanding it. The participants were aware that they should maximize the opportunities for exposure to the target language for their students.

Factors affecting teachers' use of L1 were reported in the study of Trakulkasemsuk and Ketwandee (2013) as well. Teacher's teaching experience, the nature of the courses and teacher's language experience were indicated as the crucial factors affecting their language choices. Firstly, it was found that the teachers with more than 10 years teaching experience had a higher amount of the target language use than those with little teaching experience. Secondly, it was found that teachers prefer the use of the target language over the use of L1 when teaching communication courses, while the greater amounts of L1 were reported in teaching language-based courses, such as teaching grammar rules, vocabulary and the teaching of four basic skills. Finally, the teachers' language experiences were found to have strong influence on less-experienced teachers. That is, the teachers who had little teaching experience but used to live in the countries where the target language was used were reported to have more L2 usage than those with similar teaching experience who had never been abroad.

Besides the studies on types, functions and reasons to code-switch mentioned earlier, there are several scholars who have studied Thai EFL learners' attitudes toward their teachers' use of native language Thai in their language classroom. Thongwichit (2013), who conducted research on students' attitudes, found that learners had positive attitudes toward the use of their teachers' code-switching as a worthy source for their language learning. Similarly to the benefit of code-switching found in Intasao's (2014) study, the use of L1 was reported to reduce classroom anxiety, and assist learners to understand the content and vocabulary presented as well as difficult tasks students faced in class. Nearly half of the participants (46.1%) believed that Thai was not a barrier in language learning and the use of L1 was believed to be a facilitating tool rather than a barrier in the learning process. The expected purposes of L1 use in language class from the students were reported as: 1) translation, 2) giving activities instruction, 3) discussion in class activities, 4) explaining new vocabulary and 5) to simplify complexity. Despite learners' preference for their teachers' L1 use, code-switching was reported as having negative attitudes with higher English proficiency learners as they were aware of their

opportunities to develop the target language which should be available as much as possible since the classroom seems to be the only place they can practice and use English. In addition, the drawbacks of code-switching were pointed out from the analyzed data of students' reaction to their teachers' use of L1. It was true that code-switching reduces classroom anxiety, resulting in a more relaxed learning environment as well as motivating learning, however, it was found to be causing learners to be passive and dependent on teachers' spoon feeding. These pitfalls confirm the findings of Vanichkorn (2009) which will be mentioned in the next section of this paper.

A study conducted by Vanichakorn (2009) on the use of Thai in English language classrooms at King Mongkut's University of Technology, North Bangkok, (KMUTNB) was conducted through classroom observation and group interviews of 4 classes - two classes with the use of Thai and another two classes with the target language only. It was revealed that other factors, for example, students' English proficiency level, their background, and motivation in learning English, teachers' characteristics and personalities, and topics of the students' interests, play a more important role in students' performance than the use of L1. In other words, students with good English proficiency and higher motivation had better performance in class regardless of whether there was the use of their L1 or not. However, overall the use of code-switching by lecturers was reported to have a positive attitude among learners. It was revealed that CS helped in reducing learners' anxieties level and made students more independent from the help of their friends as their teachers applied CS to simplify their instructions, making them easier to understand. As a result, there was more code-switching between teacher-student than other patterns found in this study.

On the other hand, the participants in another group with the use of L1 were found to be more passive and over-reliant on teachers' code-switching. This finding matches with what was mentioned earlier in Thongwichit (2013), that applying L1 in an EFL class caused learners to be passive and was not advantageous for their learning. In addition, instead of the benefits for learners, code-switching was reported to benefit non-native lecturers in explaining difficult concepts. As a result, the teachers were found less likely to apply comprehensive explanations as they could translate the complex concepts to their learners' L1.

To give a clearer picture of what has been researched involving CS in the Thai context, Table 2.1 summarizing those studies might be useful.

Table 2.1

Summary of studies of CS in Thai context

| Author | Participants | Interesting Idea(s) |
|------------------------------------|--|--|
| Dandee (2003) | International college students | Factors affecting students to CS |
| Suraratdecha (2003) | Thai students who are studying in the U.S. | Audience and non-audience design factors affecting students to CS |
| Chanseawrassamee (2009) | Two English-Thai bilinguals | - Bilingual development - CS is used when participants did not know the English words |
| Forman (2007) | Native EFL lecturer | Positive opinion of functions of CS as learning assistance |
| Vanichakorn (2009) | Students and Thai EFL lecturer | Negative effect of CS on students' motivations |
| Thongwichit (2013) | Thai EFL students | - Positive attitudes towards teachers' CS in class - Drawbacks on overuse of CS |
| Trakulkaseamsuk & Ketwandee (2013) | Thai EFL lecturers | Functions of CS Thai English lecturers used in classroom |
| Intasao (2014) | Thai primary and secondary EFL teachers | Reasons teachers CS |

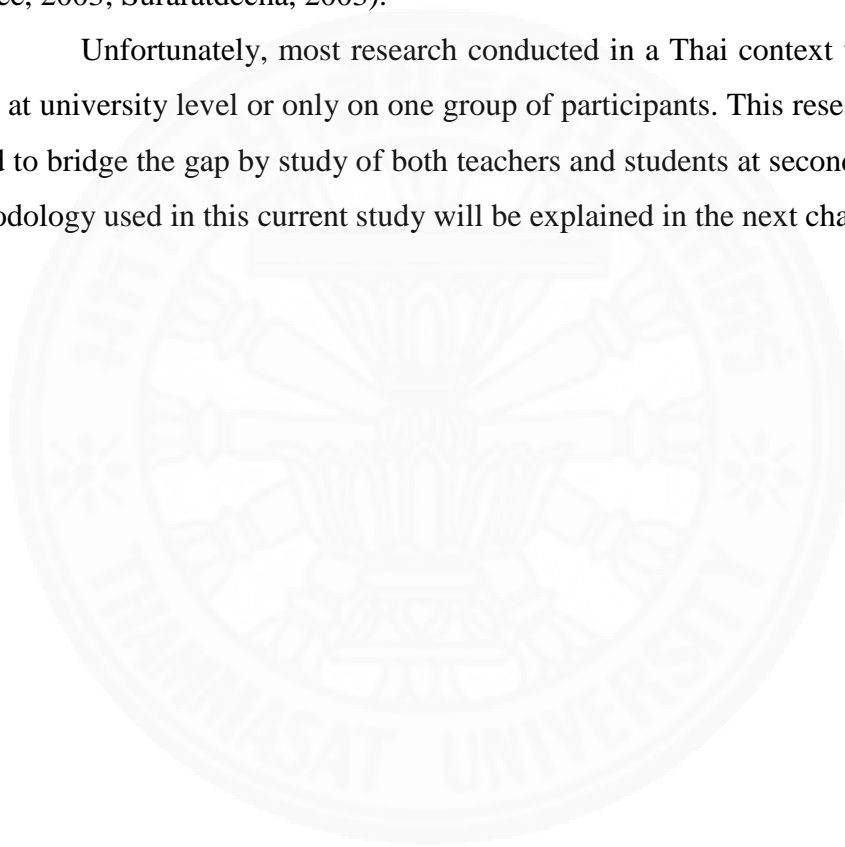
Note: The summary table is based on year of study conducted.

2.9 Summary

In conclusion, code-switching has existed widely among multilingual speakers but it is not always the result of language deficiency. Many previous studies have been conducted in order to classify CS in various types based on its linguistic

patterns and their functions (Poplack, 1982; Blom & Gumperz, 1972; Hymes, 1962). In addition, some studies were conducted to find out and report CS's benefits and pitfalls with different types of language users (Lu 2014; Nordin et al., 2013; Yao, 2011; Greggio & Gil, 2007; Miles, 2004; Roh, 2001). In the same vein, there were some studies conducted in the Thai context in order to find out and explain CS use in Thailand (Intasao, 2014; Thongwichit, 2013; Trakulkasemsuk & Ketwandee, 2013; Vanichakorn, 2009; Chaiwichian, 2007; Chanseawrassamee, 2007; Forman, 2007; Dandee, 2003; Suraratdecha, 2003).

Unfortunately, most research conducted in a Thai context was conducted either at university level or only on one group of participants. This research, thus, was aimed to bridge the gap by study of both teachers and students at secondary level. The methodology used in this current study will be explained in the next chapter.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methodology used in collecting data for this study. It includes (1) the participants of the study, (2) the instruments, (3) the procedures used in the collection, (4) data analysis, and (5) threats to validity and reliability.

3.1 PARTICIPANTS

To find the answers to the research questions outlined earlier, there were two main groups of participants involved in this current research: teachers and students. Teachers were those who taught English courses under the English program at Thammasat Klongluang Wittayakom School in the first semester in academic year 2015 (total 6 teachers) and students were who enrolled for those classes (total 196 students). Two classes were observed two times per class. In addition, the teachers of the observed classes were interviewed (total 2 teachers). Similarly, two students of each observed class participated in student interviews (total 4 students).

3.2 INSTRUMENTS

There were three types of data collection used in this research which were questionnaire, observation, and interview. The functions where teachers code-switched were studied and categorized using Hymes (1962)'s framework, while the functions used by learners were categorized based on Bista's (2010) findings. The reactions of students toward each type of function were also observed in order to use their responses to confirm the findings from the other data collection methods.

The questionnaires were developed from the work of Jingxia (2010), Rahimi and Jafari (2011) and Weng (2012) to find the answers to the four research questions in the previous section. (The detail of each instrument will be explained in the following sections). Semi-structured interviews were held both with student participants and their teachers in order to find out the opinions toward using code-

switching of both parties. The process of the research instrument development will be discussed in the following section.

3.3PROCEDURES

This current research used both qualitative and quantitative data to answer the research questions. Different data collection techniques were used to triangulate the findings within a single study. The procedures were divided by type of instruments as follows:

3.3.1 Questionnaire Development

There were two questionnaires; for teachers and students. The developing processes of each questionnaire were similar, described below.

.3.1.1 Student Questionnaire

3.3.1.1.1 The items for student participants

The items in the questionnaires (Appendix C) can be categorized into three parts: 1) students' opinions toward the use of code-switching in their classroom, 2) their awareness of functions of code-switching adopted by their teachers, and 3) functions of code-switching used by students. The questions in part one were adapted from the student questionnaires used by Jingxia (2010) and Weng (2012) who studied the opinions of the students and teachers toward using Chinese in the EFL classroom, and Rahimi and Jafari (2011) who studied attitudes of Iranian students toward the use of code-switching in EFL classrooms by their teachers and themselves, by changing participants' L1 from Chinese into Thai and adding categories from a three Likert scale into a five Likert scale. The questions in part two were adopted from the five functions of code-switching proposed by Hymes (1962), and the questions in part three are from the findings of Bista (2010) on the functions of code-switching used by learners. Each question was formed into a statement and asked the student participants to answer on the five Likert scale, strongly agree, agree, neutral, disagree, and strongly disagree. Negative Likert formats were used to eliminate acquiescence bias (Schuman and Presser, 1981). Open-ended questions at the end of the questionnaire were included in order to find answers to the fourth

research question. Finally, all items were translated into Thai in order to give participants a clearer meaning of each question.

3.3.1.1.2 Pilot Study

The student questionnaires were tested among students grade 7 to 9 at a different school where students were also studying in an English program. The total number of students who participated in the pilot study was 129 students. The results from pilot study were analyzed to see the distribution of answers and to develop some unambiguous questions by recreating questions or adding examples.

3.3.1.1.3 Data Collection

The student questionnaires (Appendix D), which were developed after the pilot study and translated into Thai, were given and collected by the researcher at the end of a class session. Questionnaire data collecting was held two weeks after the interviews in order to eliminate the students' awareness of the use of code-switching from the interviews.

3.3.1.2 Teacher Questionnaire

3.3.1.2.1 The items for teacher participants

Similarly to the student questionnaire, the teacher questionnaire (Appendix A) was aimed to find out teachers' opinions toward the use of CS in class. Therefore, the items in the teacher questionnaire need to be paralleled to those in the student questionnaire. As a result, items in the teacher questionnaire were adapted from the student questionnaire except for the personal data parts which were developed to suit the need for gathering teacher participants' backgrounds. Finally, all items were translated into Thai like the items in the student questionnaires.

3.3.1.2.2 Pilot Study

The teacher questionnaires were tested among teachers of grade 7 to 9 at the same school where the student questionnaires were piloted. The total number of teachers who participated in the pilot study were 2 teachers. The results from the pilot study were treated similarly to items in the student questionnaire which was explained earlier.

3.3.1.2.3 Data Collection

The teacher questionnaires (Appendix B) were given and collected by the researcher at the same period of time when the student questionnaires were given.

3.3.2 Observation

Observation was held with two different level classes in 2015 in the first semester before the midterm exam. The researcher attended each class two times so the total of observation sessions was four times. The observations were aimed to find out functions teachers and students use CS for, reasons behind CS use, and class atmosphere. An observation form (Appendix E) was used in order to help the researcher collect the data on CS use. The criteria in the observation form were adopted from Hymes (1962) for CS functions used by teachers and from the findings of Bista (2010) for reasons which led students to code-switch. To eliminate participant awareness of conducting research, the participants were informed that this study was about the reactions between teacher and students.

3.3.3 Interview

The interviews were held with both parties: 1) teachers in the observed classes (total 2 teachers) and 2) two students from each class (total 4 students). Two teachers who taught observed classes were interviewed. Two students of each class, who applied code-switching in their conversations either with their teachers or their friends, were randomly chosen to be interviewees. The teacher interviews were held a week after the second observation in order to eliminate the observation paradox, while the interviews of students were held after the second observation. All interviews were conducted in Thai in order to create a friendly atmosphere, avoid misunderstanding, and receive clearer opinions from participants. After all data was collected, the answers from the Thai participants were translated back to English for analyzing, together with other data from the other different data collection techniques.

3.4 Data Analysis

The data were analyzed in the EFL context of the research questions presented in the previous section. According to the four research questions, this section was divided into four major parts. The data from teacher and student questionnaires were scores and analyzed by SPSS to see the overall teachers' and students' opinions toward the use of code-switching, both by teachers as well as students. The scores from the Likert scale showed teachers' and students' opinions toward each function of code-switching based on Hymes's (1962) framework, as mentioned in an earlier chapter. The data from classroom observation were used as references for other data collections as it showed both students and teachers code-switching behavior in class. The results from teacher interviews were used to explain teacher opinion toward their uses of code-switching in classroom, while the results from student interviews were used to explain their opinions toward the uses of code-switching in classroom both by their teachers and among their friends. Furthermore, the results from interviews as well as class observation were used as a compliment to the results from student questionnaires.

3.5 Threats to Validity and Reliability

According to the research methodology, there were two issues concerned as threats to validity and reliability. Firstly, lack of random classroom selection due to researcher's availability could affect the external reliability of each case. However, two classes of each group, based on the teacher's nationality, were observed in order to strengthen external reliability of the data. Furthermore, as the results from observation were meant to be used as qualitative data to compliment the other data collection techniques, it was not necessary to be concerned much about the random selection technique. Secondly, the small group of teacher participants could affect the generalizability of the results of the teachers' opinions toward the use of CS in the classroom.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the results from observation, questionnaire, and interviews are revealed to show teachers' and students' opinions towards the use of code-switching (CS) in their English language classroom. The purpose of this research was to investigate the research questions as follows:

1. What are teachers' opinions toward the use of code-switching (CS) in the classroom?
2. What are students' opinions toward the use of code-switching in the classroom?
3. What functions of code-switching do teachers and students use?
4. What are the benefits and drawbacks of code-switching?

The findings will be presented in the following order: 1) findings from quantitative data i.e. the teacher and student questionnaires, and 2) findings from qualitative data: class observation and.

4.1 Findings from quantitative data (Teacher and student questionnaires)

A total of 6 teachers and 196 students who were in the English program at Thammasat Khlongluang Wittayakom School were engaged in the current study. Both groups of participants were asked to fill in the questionnaires by checking their opinions towards applying CS in the classroom based on 5-item Likert Scale questionnaires which were the main instrument in the present study. The data found was analyzed to evaluate teachers' and students' opinions towards the use of CS in class. Descriptions of Mean (\bar{X}), and S.D. were computed. The level of agreement of the participants' opinions was presented by the following ranges:

| | | |
|-------------|-------|-------------------|
| 4.51 - 5.00 | means | strongly agree |
| 3.51 - 4.50 | means | agree |
| 2.51 - 3.50 | means | neutral |
| 1.51 - 2.50 | means | disagree |
| 1.00 - 1.50 | means | strongly disagree |

Although the numbers of the teachers and students are not equivalent, the presentation to compare/contrast the answers to the parallel questionnaire items should give a clearer picture of the level of agreement from both groups.

Table 4.1

Teachers' and Students' Opinions toward the Use of Code-Switching in Classroom in General

| Statements | Teacher (n= 6) | | | Student (n= 196) | | |
|--|----------------|------|---------|------------------|------|---------|
| | \bar{X} | S.D. | Meaning | \bar{X} | S.D. | Meaning |
| 1. Students should be allowed to use Thai in EFL classroom. | 4.50 | 0.55 | Agree | 4.01 | 0.67 | Agree |
| 2. Students like it when teachers use Thai in the classroom. | 4.00 | 0.00 | Agree | 4.14 | 0.82 | Agree |
| 3. I think it is necessary to use Thai in the classroom. | 4.17 | 0.37 | Agree | 3.79 | 0.81 | Agree |
| 4. Students will benefit more if teachers use Thai in the classroom. | 4.33 | 0.52 | Agree | 4.18 | 0.77 | Agree |
| 5. Thai is useful for teaching vocabulary. | 3.83 | 0.98 | Agree | 4.09 | 0.75 | Agree |
| 6. It is useful when teachers switch in order to explain grammar structure. | 4.17 | 0.41 | Agree | 4.16 | 0.73 | Agree |
| 7. It is useful when teachers switch in order to explain differences between Thai and English grammar. | 4.17 | 0.41 | Agree | 4.24 | 0.71 | Agree |
| 8. It is useful when | | | | | | |

| Statements | Teacher (n= 6) | | | Student (n= 196) | | |
|--|----------------|------|--------------|------------------|------|--------------|
| | \bar{X} | S.D. | Meaning | \bar{X} | S.D. | Meaning |
| teachers switch in order to give instructions. | 3.67 | 1.00 | Agree | 3.95 | 0.84 | Agree |
| 9. Students should be allowed to use Thai in group activities. | 3.33 | 1.00 | Neutral | 4.04 | 0.73 | Agree |
| 10. It is useful when teachers use equivalent proverb in Thai. | 4.00 | 1.00 | Agree | 4.15 | 0.76 | Agree |
| 11. Teacher and students can use L1 to check for comprehension. | 4.00 | 0.58 | Agree | 4.17 | 0.64 | Agree |
| 12. The English only classroom makes learners feel exhausted. | 3.67 | 0.94 | Agree | 3.70 | 0.95 | Agree |
| 13. The use of Thai in class increases students' motivation in learning. | 3.83 | 0.69 | Agree | 3.86 | 0.80 | Agree |
| 14. The use of Thai helps students to concentrate in class. | 3.50 | 0.76 | Neutral | 3.75 | 0.85 | Agree |
| Average mean score | 3.94 | | Agree | 4.01 | | Agree |

The results from Table 4.1 show that both teachers and students agree with code-switching in the classroom in general, and the average mean score of teachers is slightly lower than that of the students (average mean scores: 4.01 and 3.94). When investigated closely, their rankings are rather different. The top ranks of teachers' opinion start from: students should be allowed to use Thai, students will benefit more if teachers use Thai, it is necessary to use Thai in the classroom, and it is useful when teachers switch in order to explain grammar structure and explain

differences between Thai and English grammar. Their lowest ranking goes to the use of Thai to help students concentrate in class and students should be allowed to use Thai in group activities. Students' ranking was slightly different from teachers starting from: it is useful when teachers use Thai to explain differences between Thai and English grammar, students will benefit more if teachers use Thai in the classroom, teachers and students can use L1 to check for comprehension, it is useful when teachers switch in order to explain grammar structure, and it is useful when teachers use equivalent proverbs in Thai, while students' lowest ranking included the use of Thai helps students to concentrate in class and the English only classroom makes learners feel exhausted.

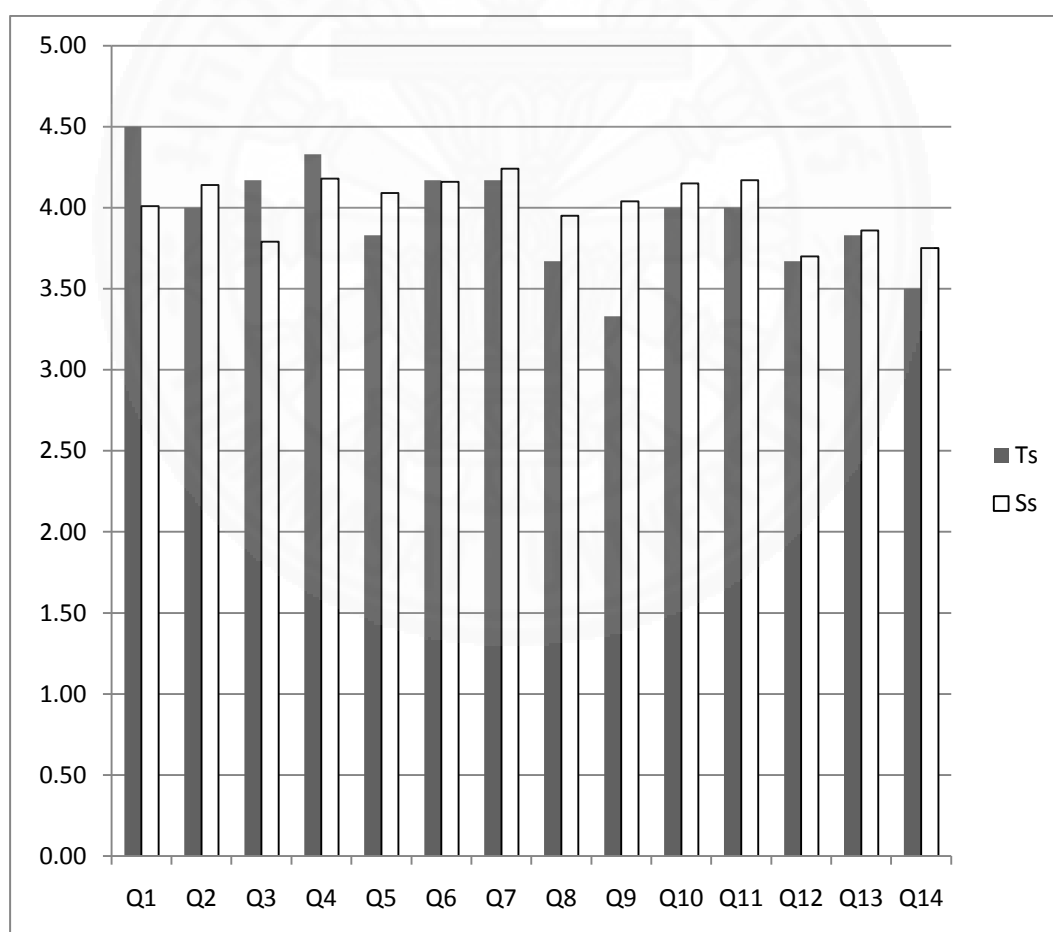


Figure 4.1 Teachers' and students' opinions toward the uses of Thai in classroom in general

A bar chart (Figure 4.1) may give a clearer picture that teachers' opinions are higher in items 1, 3, and 4 than those of students. Teachers agreed at a higher rate that students should be allowed to use Thai (teachers' mean score = 4.50, students' mean score = 4.01), it is necessary to use Thai (teachers' mean score = 4.17, students' mean score = 3.79), and students will benefit more if teachers use Thai (teachers' mean score = 4.33, students' mean score = 4.18),. Their agreement on teacher use of Thai to explain grammar is almost identical (item 6). For all the rest items, teachers' agreement was lower than the students'.

To look more specifically, the results of teachers' and students' opinions toward code-switching by teachers were shown as in Table 4.2.

Table 4.2

Teachers' and Students' Opinions on Functions of Code-Switching by Teachers

| Statements | Teacher (n= 6) | | | Student (n= 196) | | |
|--|----------------|------|----------------|------------------|------|----------------|
| | \bar{X} | S.D. | meaning | \bar{X} | S.D. | meaning |
| 15. How much do you think it is necessary for teachers to use Thai to serve the following functions? | | | | | | |
| 15.1 To express utterance | 4.67 | 0.47 | Strongly agree | 4.28 | 0.56 | Agree |
| 15.2 To call for attention | 3.67 | 0.94 | Agree | 3.94 | 0.74 | Agree |
| 15.3 To give definition of term | 3.67 | 0.94 | Agree | 4.29 | 0.61 | Agree |
| 15.4 To tell jokes or story | 3.67 | 0.75 | Agree | 4.15 | 0.79 | Agree |
| 15.5 To translate into referential terms | 3.83 | 0.69 | Agree | 4.56 | 0.63 | Strongly agree |
| Total mean score | 3.90 | | Agree | 4.24 | | Agree |

According to Table 4.2, teachers surprisingly showed lower level of agreement to many code-switching functions that teachers use, especially to translate into referential terms and to give definition of terms. Their lowest rank of both teachers and students goes to the function of calling student attention. Teachers strongly agree that they code-switch to express utterances, followed by to translate into inferential terms, while other functions such as to tell jokes or stories, to call for attention and to give definition of terms receive the same level of agreement. Student

rank of agreement level was to translate into referential terms, to give definition of terms, to express utterance, to tell jokes or story, and to call for attention, respectively.

Figure 4.2 helps illustrate the findings clearer. Students seem to agree more on the use of Thai by their teachers in most of the functions except for item 1.

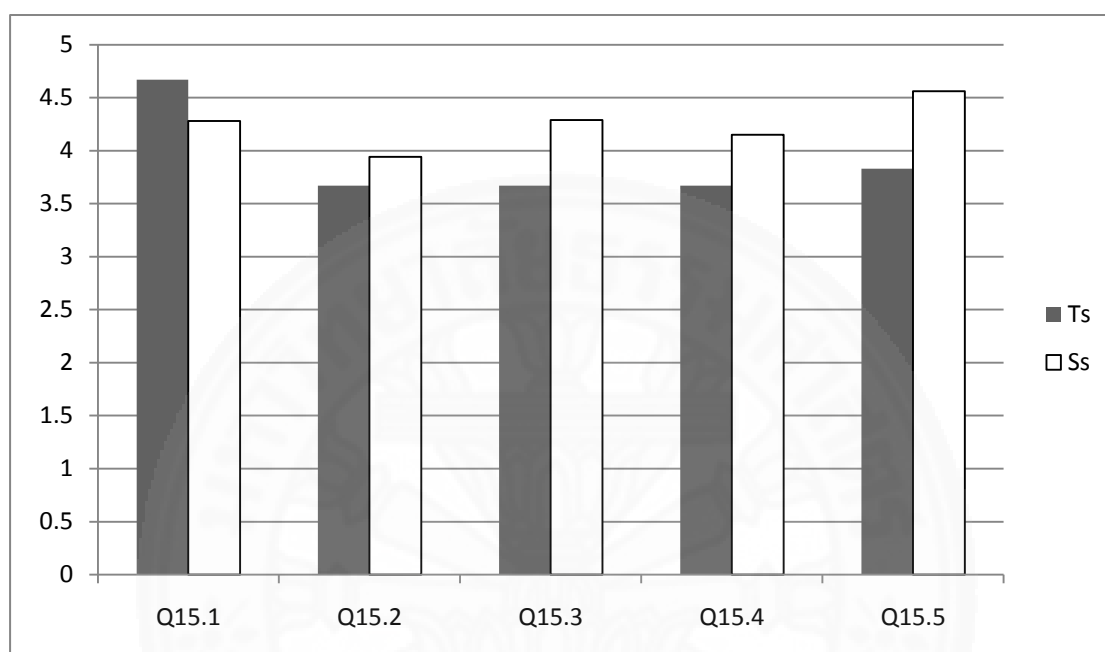


Figure 4.2 Teachers' and students' opinions on functions of code-switching by teachers

When move on to look at the opinions about the code-switching by the students, the data is presented in Table 4.3 and Figure 4.3.

Table 4.3

Teachers' and Students' Opinions on Function of Code-Switching by Students

| Statements | Teacher (n= 6) | | | Student (n= 196) | | |
|---|----------------|------|---------|------------------|------|---------|
| | \bar{X} | S.D. | Meaning | \bar{X} | S.D. | Meaning |
| 16. How much do you think it is necessary for students to use Thai in the following situations? | | | | | | |
| 16.1 No similar words in English | 4.17 | 0.37 | Agree | 3.90 | 0.75 | Agree |
| 16.2 Do not know the English word | 4.17 | 0.37 | Agree | 4.05 | 0.76 | Agree |
| 16.3 To fill the gap in speaking | 3.67 | 0.94 | Agree | 3.81 | 0.83 | Agree |
| 16.4 Easier to speak in L1 | 3.50 | 0.76 | Agree | 3.88 | 0.81 | Agree |

| | | | | | | |
|--------------------------------|-------------|------|--------------|-------------|------|--------------|
| 16.5 To avoid misunderstanding | 3.83 | 0.90 | Agree | 4.01 | 0.73 | Agree |
| 16.6 To convey intimacy | 2.83 | 0.63 | Neutral | 3.65 | 0.84 | Agree |
| 16.7 To add emphasis | 4.00 | 0.58 | Agree | 4.10 | 0.73 | Agree |
| Average mean score | 3.74 | | Agree | 3.91 | | Agree |

Table 4.3 shows the participants' opinions on how necessary it is for students to use Thai in certain situations. Again, the student average mean score is higher than that of the teachers. It is found that almost every cause behind student's CS was acceptable to the teachers, except for the use of CS to convey intimacy between teachers and students. Teachers were likely to allow L1 to be used when vocabulary limitation was the problem, so teachers' ranking of CS's functions adopted by students started with no similar words in English and do not know English vocabulary. Students, on the contrary, agreed to use Thai when they needed to add emphasis and to avoid misunderstanding. Although the last ranking of both teachers' and students' was to convey intimacy, the mean of teachers' data was highly different from students' data.

Figure 4.3 should help illustrate clearer results. Student average mean score is higher in most items except items 1 and 2.

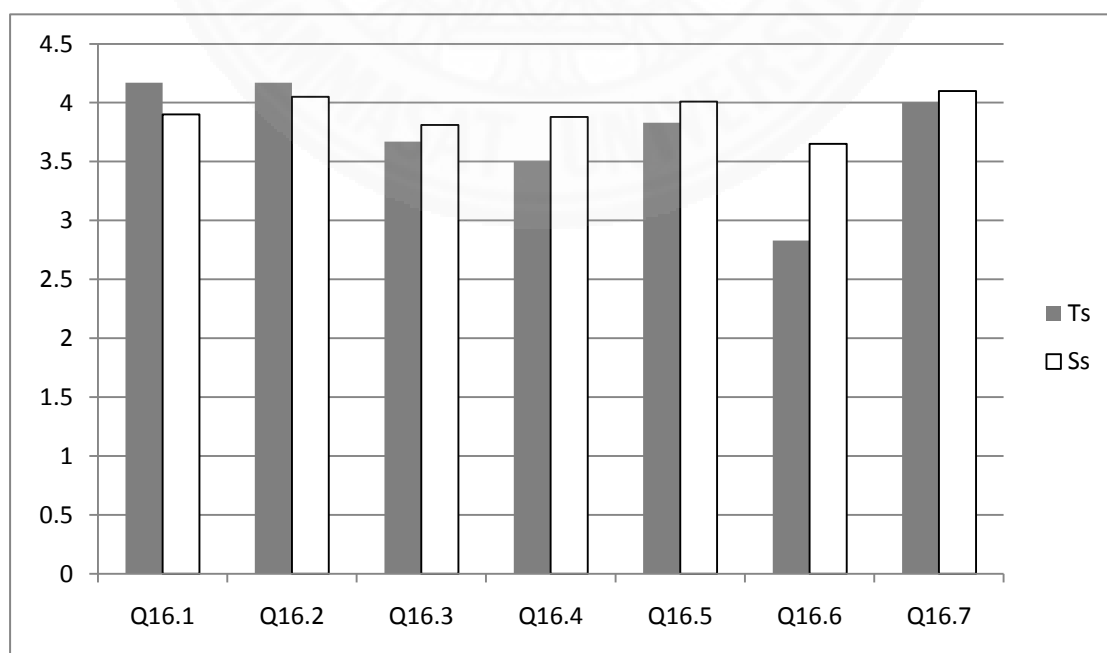


Figure 4.3 Teachers' and students' opinions on necessity of student code-switching

Lastly, open-ended questions at the end of the questionnaire asked for teachers' and students' opinions on benefits and drawbacks of CS. The results are presented in Table 4.4.

Table 4.4

Teachers' and Students' Opinions on Advantages and Disadvantages of Code-Switching

| Participant | Advantage | Disadvantage |
|-------------|---|--|
| Teacher | 1. Avoid misunderstanding 2. Easier to explain context 3. Motivate Ss to speak 4. Help Ss with lower proficiency 5. Link between Thai and English | 1. Ss lose opportunity to the exposure of English 2. Ss lose motivation to learn English 3. Promote overreliance on L1 |
| Student | 1. Making context easier to understand 2. Avoid misunderstanding 3. Help in concentration with classroom 4. Help students with lower proficiency 5. Save time 6. Reduce stress 7. Tool for vocabulary and grammar learning 8. Promote Ts-Ss intimacy | 1. Ss lose opportunity to the exposure of English 2. Increase Ss' overreliance of L1 3. Ss lose motivation in learning 4. Not real life communication 5. Ss losing confidence in using English |

It was found that both teachers and students were aware of CS positive as well as negative effect. The benefits of CS which were mentioned were related to ease of communication, such as to avoid misunderstanding, clearer meaning, easier to

understand, convenience in speaking, save time, etc. Other benefits related to teaching and learning English were helping in linking and comparing between the two languages, being a tool in grammar and vocabulary teaching and to create a friendly learning atmosphere. As a result, it was reported that students were encouraged to speak without worrying about mistakes, to ask when confusion arises, and to increase teacher and student intimacy.

On the other hand, the drawbacks of CS mentioned were to promote overreliance on L1, losing opportunities for exposure to English, losing eagerness and motivation in learning English, and losing confidence using English. Some participants mentioned that switching between Thai and English could not apply in real life communication.

4.2 Findings from qualitative data (observation and interview)

Qualitative data was gathered through two research instruments; class observations and interview. The results are separately shown as follows:

4.2.1 Classroom Observation

The four classes of two different levels, Mattayom 2 and Mattayom 3, were observed. There were CS found applied by both teachers and students. However, CS applied by teachers were found more frequently as most conversations were teacher-to-student, not vice versa. Table 4.5 gives the distribution of CS adopted by teachers.

Table 4.5

Distribution of Code Switching Adopted by Teachers

| CS Functions | Frequency of CS(n=30) | Example Sentences |
|-------------------------|-----------------------|--|
| 1. To express utterance | 2 (6.67%) | ถ้าครูถามว่า“Are you a student?” มันเป็น Yes/No question Translation: If I ask (what type of question of) “Are you a student?”, it is “Yes/No question. |

| | | |
|--|-------------|---|
| 2. To call for attention | 25 (83.33%) | นี้ข้างหลัง 3 คนนะ What are you doing? Translation: Girls at the back (of the class), what are you doing? |
| 3. To give definition of terms | 3 (10.00%) | Affirmative sentence คือประโยคบอกเล่าธรรมดา Translation: Affirmative sentence is any statement that is positive. |
| 4. To tell jokes or story | 0 (0%) | - |
| 5. To translate into referential terms | 0 (0%) | - |

The functions of CS were adopted in class mostly to call for students' attention (83.33%). According to the observation, it was found that students responded to teachers' questions when they were asked in Thai. Besides using Thai in asking questions, teachers used Thai to draw attention to students who did not pay good enough attention in class as well. Other functions of CS found during observation were to express utterances and to give definition of terms. However, the frequency of these two functions were significantly less than the attention calling function. Expressing utterance and giving definition of terms functions were found only 2 and 3 times out of 30 times when L1 was adopted by teachers, which equaled to 6.67% and 10.00%, respectively. The data on CS distribution is shown in Table 4.5.

Besides the results from Table 4.5, there was an interesting situation found according to teachers' initial use of CS. It was found that among the teachers' purpose of CS to call for students' attention, students were likely to respond to teachers when questions were in Thai as in the example below.

Ts: How many (words will be asked today)? ครูกำหนดไว้เท่าไรคะ?

How many (words will be asked today)? How many did I tell you?

Ss: Ten.

According to above example, the answer from students was in English, although they were asked in Thai. It seemed that students considered themselves using English in the classroom as the first language priority even if Thai was still acceptable. In the same way, using Thai to call for students' attention was effective as in the example in Table 4.5 when the teacher called to those students in the back of the class in order to make them stop what they were doing. In addition, no negative response was found when the teachers used Thai to express utterances and to give definition of terms. Besides, students' responses to their teachers' CS, using Thai in class made the classroom less stressful and become a friendly learning atmosphere.

There was CS applied by students found in the classroom without prohibition of the teacher. Students used Thai to respond to their teacher as well as among themselves working in groups; however, students' uses of Thai to respond to their teacher and to respond to their friends will be analyzed separately in order to serve different research questions. The students' uses of Thai to response to their teacher are shown in Table 4.6.

Table 4.6

Distribution of Causes of CS Adopted by Students in Interaction with Teachers

| CS Causes | Frequency of CS (n=7) | Example Sentences |
|------------------------------------|-----------------------|--|
| 1. No similar words in English | 0 (0%) | - |
| 2. Do not know the English word | 1 (14.28%) | T: What kinds of this sentence? S: ปฏิเสธค่ะ Translation: S: (It is) Negative (sentence). |
| 3. To fill the gap in speaking | 0 (0%) | - |
| 4. Easier to speak in own language | 3 (42.86%) | S: เริ่มได้เลยไหมคะ? Translation: S: Shall (we) start? |
| 5. To avoid misunderstanding | 0 (0%) | - |

| CS Causes | Frequency of CS (n=7) | Example Sentences |
|-----------------------|-----------------------|---|
| 6. To convey intimacy | 3 (42.86%) | s: ๓๓ The (correct) answer is infinity. Translation: Miss A, the (correct) answer is infinity. |
| 7. To add emphasis | 0 (0%) | - |

Table 4.7 presents the example of CS adopted by students in interaction among themselves.

Table 4.7

Distribution of Causes of CS Adopted by Students in Interaction among Themselves

| CS Causes | Frequency of CS (n=5) | Example Sentences |
|------------------------------------|-----------------------|--|
| 1. No similar words in English | 0 (0%) | - |
| 2. Do not know the English word | 1 (20%) | S1: My sister (is) in ประถม5 Translation: S1: My sister (is) in fifth grade. |
| 3. To fill the gap in speaking | 1 (20%) | S1: What will you do on this weekend S2: ๓๓ I will do (my) homework. Translation: S2: Umm. I will do (my) homework. |
| 4. Easier to speak in own Language | 2 (40%) | S1 (to S2): ๓๓ ๓๓ ๓๓. Translation: S1: No. That's (a) wrong (line). |
| 5. To avoid misunderstanding | 0 (0%) | - |
| 6. To convey intimacy | 1 (20%) | S1 (to S2): Nice to see you ๓๓. Translation: S1 (to S2): "Nice to see you". |

| | | |
|--------------------|--------|---|
| 7. To add emphasis | 0 (0%) | - |
|--------------------|--------|---|

It was clear that Thai was most preferred by students to speak among their group of learners; however, when it came to practicing time, students tried to use English as much as possible. According to the data of students' language choices during their role play, there were some Thai utterances found. The most cause of using Thai was the ease of using students' L1 (it was found 2 times out of 5 times of CS). In addition, lack of English vocabulary knowledge, to fill the gap in speaking, and to convey intimacy were found in an observation with the same frequency at 1 time each. It is necessary to add that the little amount of Thai found in students' conversations could be because students were allowed some time to prepare their dialogues.

4.2.2 Interview

One teacher and two students of each observed classroom (total interviewed participants two teachers and four students) were participants for this instrument as CS applied by both teachers and students were found. In order to find out their perspective of applying CS, participants were asked the same set of questions below.

1. How do you feel when teachers use Thai instead of English in class?
2. What do you think are the benefits of teachers' use of English and Thai in the classroom?
3. What do you think are the pitfalls of teachers' use of English and Thai in the classroom?
4. How do you feel when students use Thai instead of English in class?
5. What do you think are the benefits of students' use of English and Thai in the classroom?
6. What do you think are the pitfalls of students' use of English and Thai in the classroom?

The answers for the first to the third questions involve CS applied by teachers. The answer from the first question affirms the result from observation that CS was often applied by teachers in the classroom. In addition, it shows that teachers tend to use CS as they believed CS was one of the useful strategies in teaching English. Similarly, three out of four students who participated in an interview had positive opinions towards their teachers' use of Thai. One student preferred her teacher to use only English in the classroom. The reasons teachers use CS in class were reported as to clarify the meaning, to explain English grammar, to check student's understanding, to compare between English and Thai and to help students with lower proficiency. Moreover, both interviewed teachers agreed that it was impossible to use only English in the classroom as it would lead to confusion among students. Likewise, all student participants believed that their teachers used Thai to give them clearer and easier explanations and to help other students with lower English proficiency. Other reasons believed to be their teachers' purpose in using Thai in class were to save time, to gather students' attention, and to give definition of terms. Surprisingly, there was no negative purpose reported in this interview.

The answers for the second and third questions show that both teachers and students were aware of effects caused by teachers' use of CS in the classroom. Teacher participants believed that their students benefit from teachers' CS as it prevented confusion while context was being explained. Likewise, student participants believed that their teachers' use of Thai helped them learn by making context easier to understand and helping them concentrate more in class. Moreover, Thai was believed to help lower proficiency students to understand lessons. One teacher claimed that it is not only the students who benefit from teachers' use of CS, as the teachers themselves also benefit from using Thai in the classroom. For example, using Thai saves time in explanation as students can understand right away and it helps motivate students to speak more in the classroom. Although there were many benefits of CS mentioned, both groups of participants were aware of negative effects for learners as they would get lower exposure to English. In addition, student participants added that teachers' use of Thai could cause students to be overreliant on their L1 when it seemed to be acceptable by their teachers to use in classrooms. As a

result, it was reported that students might eventually lose their motivation for learning English.

In summary, the answers from the teacher participants can be seen in Table 4.8 below.

Table 4.8
Teachers' and Students' Opinions on Advantages and Disadvantages of Teacher Code-Switching

| Participant | Advantage | Disadvantage |
|-------------|--|---|
| Teacher | 1. Avoid misunderstanding 2. Easier to explain context 3. Save time 4. Motivate Ss to speak | 1. Ss lose opportunity for the exposure to English |
| Student | 1. Making context easier to understand 2. Help in concentration in the classroom 3. Help students with lower proficiency 4. Save time | 1. Ss lose opportunity for the exposure to English 2. Increase Ss' overreliance on L1 3. Ss lose motivation in learning |

The answers for the fourth to the sixth question disclosed how teachers and students feel about students' use of Thai in the classroom. The results showed that CS applied by students was welcomed in the observed classrooms due to teachers' beliefs on its benefit for students. Teacher participants claimed that their students have low English proficiency; as a result, it was impossible for them to use only English in the class. They explained that their students use Thai to express themselves whenever they did not know an English word. Moreover, Thai was claimed to help save time, avoid misunderstanding and expand students' ideas. Although Thai seemed to be welcome in the classroom, teachers mentioned that to allow using Thai in the class leads their students to rely on their first language and

makes them lose their confidence in using English and fail in learning. In addition, to avoid using English gave teachers a more difficult time in finding out mistakes by students which meant students lost opportunities to be corrected and improve their English.

Similarly, answers from student participants showed their belief in L1's benefits in class. One student gave her opinion on this choice of language that it was normal for them to use Thai as it was their L1. In addition, using Thai does not only seem understandable to students, it was also acceptable for their teachers as Thai was not prohibited in class. However, there was one student who said that students should have used only English. Moreover, it was mentioned that she felt bad when Thai was used in class. She added that there were other ways, for example, using other words or body language, for students to express themselves when they did not know the words to use instead of using Thai. However, the participants agreed that it is easier to understand when they communicated in Thai, while the drawbacks of using Thai were losing opportunities to use and practice English, losing motivation in learning, and overreliance on Thai.

To summarize, advantages and disadvantages of students using Thai in class are shown in Table 4.9.

Table 4.9
Teachers' and Students' Opinions on Advantages and Disadvantages of Student Code-Switching

| Participant | Advantage | Disadvantage |
|-------------|--|---|
| Teacher | 1. Easier to communicate 2. Save time 3. Avoid misunderstanding 4. Expand students' ideas | 1. Ss lose opportunity for the exposure to English 2. Ss lose confidence in using English 3. Ss Lose opportunity to be corrected and improve their English. |
| Student | 1. Making context easier to understand | 1. Ss lose opportunity for the exposure to English |

| | | |
|--|--------------------------|---|
| | 2. Easier to communicate | 2. Increase Ss' overreliance on L1 3. Ss lose motivation in learning |
|--|--------------------------|---|

Regarding the four research questions, the findings presented in this chapter were gathered through quantitative as well as qualitative data analysis collected by using classroom observation, questionnaires, and interviews. The findings showed that teachers and students shared the same opinions towards the necessity of CS in the classroom, while disagreements were found within and between groups of participants on the purposes of CS. The results could be explained according to the research questions as follows.

Firstly, the results showed teachers' positive opinions towards teachers' use of CS in class. The results clearly explained teachers' classroom language uses where Thai was adopted in order to serve different purposes. Moreover, teachers agreed to the necessity of almost every CS's purpose except for the purpose of helping students to concentrate in class, which ranked in a neutral range only. However, this purpose was the most frequent type of teacher's CS found in observation. Besides the necessity of CS in class, teachers agreed to all purposes of adopting CS in class, especially for the purpose of expressing utterances which received the most frequency of agreement and rated in the strongly agree range. The findings from interviews showed that teachers did not only notice benefits of CS in helping to avoid misunderstanding, simplifying context, saving time and motivating students to speak, but they were also aware of a drawback which caused students to lose their opportunity for the exposure to English.

Secondly, teachers' opinions towards CS by students were similar to what was found in the earlier section - that teachers allowed their students to use Thai freely. However, there was very little CS found in observation as interactions between teachers and students were mostly from teachers to students. The reasons why students most frequently adopted Thai were an ease of speaking with their mother tongue and to convey intimacy, while it was found from teachers' questionnaires that the necessity of using Thai to convey intimacy was doubtful and reported only in the

neutral range. According to teachers' belief, it was impossible for students to use only English as they were lower proficiency learners. Nonetheless, teachers were aware that students may develop overreliance on their L1 which can lead them to lose their opportunities to be corrected as well as their confidence in using English.

Thirdly, the results showed that students had positive opinions towards the use of CS by their teachers. In addition, they agreed to the necessity of all reasons where Thai was used in class. Moreover, approximately 90% of students were concerned about the necessity of CS in checking comprehension which matched with their teachers' opinions. In contradiction, only student participants who concerned about the use of CS to help students concentrate in class. According to students' opinions towards functions of CS, students did not only agree with all functions, but the results also showed the similarity of functions that both teachers and students deemed to be necessary, which were to translate into referential terms, to give definitions of terms, and to express utterances. Besides these opinions, students were found to have similar concerns with their teachers on advantages and disadvantages of CS - that Thai could help simplify context and save time, while it, in the same time, wasted their opportunity for the exposure to English.

Lastly, although Thai was the language preference among students for some purposes, they considered it important to use as much English as possible during practicing. However, it was found that Thai was adopted from time to time due to the ease of using their first language. The results from questionnaires showed students' agreement in all situations; especially in the use of Thai when they did not know English words. This finding matched with teachers' opinions regarding students' proficiency of English; students were not fluent enough to use only English in class. Likewise, CS's advantages and disadvantages reported by students were similar to their teachers' opinions.

In conclusion, the findings found in this chapter explained teachers' and students' opinions towards CS used in class. The findings from both groups mostly matched; nonetheless, there was a surprising mismatch regarding using Thai to call for students' attention, which was doubted by both groups on its effectiveness but was found to be used often and have positive effects in class.

The findings will be compared with previous research in the next chapter.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

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

5.1.1 Objective of the Study

In the present study, four objectives were: 1) to study teachers' opinions toward the use of code-switching (CS) in class, 2) to study students' opinions toward the use of code-switching, 3) to find out functions of code-switching teachers and students use, and 4) to find out teachers' and students' opinion on benefits and drawbacks of code-switching.

5.1.2 Subjects, Material and Procedures

Six teachers and 196 students of grade 7 to grade 9 answered the questionnaires. Two classes of grade 8 and 9 were observed and the two teachers were interviewed. In addition, two students who were found adopting Thai in each class were also interviewed. This implies the use of three instruments in this study: 1) questionnaires, 2) observation and 3) interview. The results from the questionnaires were analyzed based on mean and standard deviation. The findings from observation and interview were studied and used to strengthen and explain the findings from the questionnaires.

5.2 Summary of the findings

5.2.1 Teachers' opinions toward the use of Thai in class

The findings of teachers' opinions can be shown regarding the different data collections of the current research data as follows:

5.2.1.1 Questionnaire

Teachers were found to have positive opinions towards the use of Thai in class in general. Almost every function CS served ranked at the agree level except allowing students using Thai in group activities and CS's benefit in helping students to concentrate in class which were reported in the neutral level. The

results of teachers' opinions towards their own use of CS were similar to their opinion of CS in general, i.e., almost every CS functions was in the agree range. In addition, the function of CS to express utterances received the highest agreement and ranked in the strongly agree range. Similarly, teachers agreed on almost every student reason of using Thai except for using Thai to convey intimacy.

5.2.1.2 Observation

L1 were found used freely in classrooms by both teachers and students. The functions found adopted by teachers were calling for students' attention, giving definitions of terms, and expressing utterances, respectively. In other words, the functions of telling jokes or a story and to transfer into referential terms were not found during observation sessions.

5.2.1.3 Interview

It was found that teachers agreed to allow L1 in class due to their belief of L1's benefits. In addition, teachers were aware of both the advantages and disadvantages of using Thai in classrooms. They claimed that using Thai helps them to ease communication, save time, avoid misunderstanding, and expand students' ideas. On the other hand, teachers were aware that Thai can take away students' opportunities to be exposed to English, decrease students' confidence in using English, and lose opportunities to be corrected and improved in their English.

5.2.2 Students' opinions toward the use of Thai in class

The findings on students' opinions towards the use of Thai in class, separated by data collection, were as follows.

5.2.2.1 Questionnaire

The results from students' questionnaires were similar to teachers' results but students' results showed a slightly higher level of agreement than those of the teachers. Students agreed with using Thai in the classroom in general. According to the results, students believed that they will benefit more if their teachers switch in order to explain differences between the two languages. However, students' belief in the necessity of Thai in class received the lowest level and yet still ranked in the agree level. Students' opinions towards teachers' use of Thai received a higher opinion rating than teachers' results except for the CS's function of expressing

utterances. Similarly, students' opinions towards their own use of CS were higher than teachers' results. To add emphasis received the highest level of agreement, while, to convey intimacy received the lowest but still in the range of 'agree.'

5.2.2.2 Observation

Thai used by students was found to be less frequent than the use of the teachers. The reasons behind students' uses of Thai were the ease of using their mother tongue, to convey intimacy, and limited knowledge of English vocabulary. Other reasons, such as no similar English word, to fill the gap in speaking, to avoid misunderstanding, and to add emphasis, were not found in observation classes.

5.2.2.3 Interview

Students gave the advantages of Thai as it makes context easier to understand and eases communication. The disadvantages of L1 given by students were losing opportunities for the exposure to English which leads to overreliance of L1 and losing learning motivation. In addition, it was found that students prefer English as a priority language in the classroom.

5.3 Discussion

In this section, the significant results are discussed in relation to the four research questions as follows:

5.3.1 Teachers' opinions toward the use of code-switching

5.3.2 Students' opinions toward the use of code-switching

5.3.3 Functions of code-switching teachers and students use

5.3.4 Teachers' and students' opinions on benefits and drawbacks of code-switching

5.3.1 Teachers' opinions toward the use of code-switching

According to current study's finding, teachers believed that Thai is necessary in their language class. As a result, there were many CS found in the observation. This finding is consistent with many studies (Haidi & Sarem, 2012; Bensen, 2013; Johansson, 2014). Bensen (2013), who conducted a study on both native English speaker and non-native English speaker instructors, found that L1 was

used by non-native speaker teachers, yet both groups of teachers agreed on its necessity in language classrooms. Similarly, Johansson (2014) claimed that CS was an important tool for both teachers and learners. It did not only help prevent misunderstanding, but it also facilitated the learning process.

All functions of Hyme's (1962) framework received high level of agreement from teacher participants. The function of expressing utterances received the highest level of agreement. This function was mentioned by Hyme (1962) and Sert (2005) as a CS function that teachers used. The second highest level of agreement function was to translate into referential terms. This finding corresponds to the findings of Hyme (1962) and Baker (2006) where CS was used when there was no equivalent word in the target language. The other three functions, i.e., to call for attention, to give definition of terms, and to tell jokes or story, were given the same level of agreement. The finding on teachers' opinions toward the use of teachers' CS could be explained as teachers seeing CS as one of the important teaching tools in language classrooms.

According to the interview data, teachers seemed to have positive opinion toward the teachers' CS. They claimed that CS was used to help their students with lower proficiency to cope with the ideas taught in class. Jingxia's (2010) findings supported this idea as it was claimed that the first factor that led teachers to code-switch was students' English proficiency. Bensen (2013) complimented this finding by reporting that teachers found CS as a useful tool for EFL classrooms. Another supporting finding was Yao's (2011) study which found that teachers held positive attitudes toward teachers' CS in the classroom.

However, teachers' opinions toward students' CS was slightly different. Although Thai was unofficially banned in class, Thai was adopted by students but was found less often than teachers' CS and with different purposes. In other words, students' feedback in any language was welcome. This finding could suggest that teachers have positive opinions toward students' CS uses. This finding corresponded with the finding of Johansson (2014) which claimed that teachers allowed their students to use their native language in order to avoid misunderstanding.

As mentioned earlier, it was impossible for their students to use only English in class due to their limited English proficiency. As a result, teachers

were likely to accept if there was some Thai used from time to time by their students. This finding was consistent with many studies (Jingxia, 2010; Nordin et al., 2013; Horason, 2014). The results from the teachers' questionnaire showed that all teachers agreed to allow L1 use in class. Moreover, it was understandable for them if their students used Thai when they did not know the English words and when they needed to add emphasis. This finding could be beneficial for students as Arrifiin and Rafik-Galea (2009) claimed that code-switching was used in order to organize, enhance and enrich speakers' speech. While using Thai to overcome lack of English vocabulary and to add emphasis received large agreement, the functions of CS to convey intimacy was likely to be least acceptable. Conversely, it was found in an observation that students used Thai to serve this function.

5.3.2 Students' opinions toward the use of code-switching

According to the current study, little Thai was found adopted by students. This might be caused by students' belief of target language priority. In other words, student believed that they should use English in class. The study of Mahmoudi (2011) mentioned a similar finding that students were believed to prioritize English in their classroom. Another most likely reason behind the less amount of students' CS was that most interactions in the observed classes were teacher-to-student; as a result, there was less opportunity for students to use Thai. Thus, the amount of CS adopted by students was found less than CS adopted by teachers which was different from the study of Atas (2012) and Horasan (2014) where the amount of CS adopted by students was much more than CS adopted by teachers. Students were found holding varied opinions towards their teachers' use of code-switching, yet most students found the use of L1 necessary in ELT classrooms. This finding was consistent with the studies of Ma (2014) which reported students' belief in the necessity of L1 in language class with the amount of 10% to 50% of their native language only. All students agreed in using Thai to check for comprehension, while the teachers' purposes of CS to increase students' motivation and to help students concentrate in class were doubted. The results showed that some students did not believe that an English only class could lead them to be exhausted.

The results from students' questionnaires revealed similar findings in that most students agreed on their teachers' CS purposes of translation into

referential terms, giving definition of terms, and expressing utterances. On the contrary, some students did not agree on the necessity of Thai in calling for learners' attention and to insert jokes or stories. This can be explained as learners being likely to agree with their teachers' CS if they are related to learning purposes. It was found in Thongwichit's (2013) research that L1 was believed necessary to be used only for translation, giving instruction, discussion, vocabulary and grammar teaching, and comprehension checks. According to Jingxia (2010), about 70% of learner participants reported that using the native language gave them a better view to compare between two languages.

The result of Jingxia (2010) matched with the findings of this current research where students agreed with their teachers' CS purposes of translation into referential terms. On the contrary, teachers in the current study as well as the study of Horasan (2014) used and expected Thai would help attract students' attention. Moreover, students in Horasan's (2014) study believed that teachers' CS could be used for jokes or stories which was different from the findings in the current research questionnaire results.

Additionally, teachers and learners' native languages were accepted to be used for grammar and vocabulary teaching (Horasan, 2014; Amorim, 2012; Bouangeune, 2009), and translation for unfamiliar words as well as class management (Bensen, 2013; Jingxia, 2010; Greggio & Gil, 2007), information clarification (Amorim, 2012), to create a friendly learning atmosphere (Tabaeifard, 2014; Vanichakorn, 2009), build up students' confidence (Lu, 2014), and other functions.

Besides the findings from class observation and students' questionnaires, the interviews were held in order to find students' in depth opinions towards their teachers' uses of Thai. The findings showed no negative opinions. In other words, students believed that Thai used by teachers was to help learners to overcome any difficulties in learning English. However, some students preferred their teachers using only English, which is a similar idea to Horasan's (2014) study. Additionally, one student recommended that teachers could re-explain unclear concepts by using other words or explain them in other ways instead of using Thai. This recommendation exactly matched with the finding of Johansson (2013).

The students' opinions toward CS used by students were likely to be less acceptable than Thai used by teachers. The students' CS function which received the highest level of agreement was to add emphasis. Other functions, which rated in high level of agreement, were to overcome English vocabulary deficiency, to avoid misunderstanding, to deal with L1 vocabulary with no English equivalent words, to ease communication by using L1, to fill the gap in speaking, and to convey intimacy, respectively. The study of Rukh, Javeed, and Mehmood (2014) revealed similar findings as 82% of students believed that using L1 helped them express themselves. The students' preference of CS uses for its easy means was support by Khati (2011) where students tended to use Nepali as it was easy to speak with their mother tongue.

5.3.3 Functions of code-switching teachers and students use

According to the observation, some CS functions reported by Hyme (1962) were not found in CS by teachers. The most frequent function teachers adopted was to call for students' attention according to the findings of the observation. This finding matches with the study of Moore (2002) which claimed that L1 is a tool for attention-raising. Likewise, it was found in Horasan's (2014) study that teachers used CS at the third rank among other functions of CS. Greggio and Gil (2007) reported the similar finding in their research; however, the finding was specific to a higher proficiency group which was different from the learners in the current study who were mixed proficiency.

To give definition of terms was the second frequent use of Thai in class according to the observation. This finding corresponds to the finding of Tang (2002) where teachers were found to have adopted Chinese in order to give definitions for abstract and cultural specific words. Lastly, another function of CS found in the observation was to express utterance. Baker (2006), who studied CS purposes among bilinguals and multilingual speakers, found that speakers who can speak more than one language sometimes code switch when they could not find equivalent words in another language.

Unfortunately, some CS functions of Hyme's (1962) framework were not found in the observations of this study, which were CS function of telling jokes and stories as well as translating into referential terms. However, using L1 to tell jokes and stories were reportedly found in some previous research, such as in

Hamidi and Sarem's (2012) and Ling, et al.'s (2014) works. This difference might be caused by the small number of observation hours of the current study.

Other functions of CS were claimed by teachers, such as helping lower proficiency students, to save time, to encourage students to speak, and to gather students' ideas. This finding corresponds with many studies. For example, Jingxia (2010) claimed that L1 was not only an effective class management tool, it could help building students' confidence in language class. Similarly, Tian and Macaro (2012) confirmed CS functions related to class management by claims that CS could help save time; however, the exact amount of time saved was not studied. Bensen (2013) came up with a similar finding that teachers found CS as a useful tool for EFL classrooms.

The CS functions that students used were different. According to the findings of Bista (2010), students code-switched for more functions than teachers did. According to the observation here, students were found to use Thai either when they did not know English vocabulary, to serve the ease of speaking in their first language, to fill the gap in speaking, or to convey intimacy. While, some functions, such as to serve when there was no similar word in English, to avoid misunderstanding, and to add emphasis, were not found in the observation sessions. The reasons behind the lack of these three functions could be the limited observation hours of the current study and the activities of students preparing for role play. Moreover, the purpose of excluding people from conversation was removed from the criteria of the study since student participants shared the same L1 which is Thai.

Johansson's (2014) findings are differently opposed to the lack of some functions in this study. Johansson claimed that teachers allowed their students to use their native language in order to avoid misunderstanding. The university students in Thongwichee's (2013) research believed that L1 can be a worthy source if their instructors use it in suitable amounts. Another function found during observation was using Thai for its easiness to speak in students' native language. This finding matched with the finding in Khatib's (2011) research where there was switching between English and Nepali.

5.3.4 Teachers' and students' opinions on benefits and drawbacks of code-switching

Although both teachers and students were found holding positive opinion toward the use of CS in classroom, both of them were aware of both the benefits and drawbacks of CS according to the findings from questionnaire and interview. However, benefits reported by both groups of participants outnumbered its drawbacks.

The findings from both instruments shared some ideas of benefits and drawbacks. Teachers believed that CS could help in context explanations, avoid misunderstanding, and motivate students to speak. Teachers added that using Thai helped by saving time and expanding students' ideas. Moreover, teachers claimed that using Thai could help lower proficiency learners to understand ideas explained in class. Similarly, Amorim (2012) claimed that CS held its beneficial function in helping lower proficiency learners to cope with difficult concepts. Dahl et al. (2010) supported the current study teachers' belief by claiming that the use of both native and target language all together encouraged learners' capability of using both languages effectively.

The drawbacks mentioned by teachers were that using Thai could lead students to be over-reliant on their native language, to lose opportunity for the exposure of target language as well as motivation in learning. As a result, teachers claimed that students could lose their confidence in using English. Similar findings were mentioned by teacher participants of Rios and Campos's (2013) research. Teachers were aware that their students' fluencies were hindered. Moreover, it seemed to promote students' mental laziness regarding expanding target language vocabulary knowledge because students were likely to use their L1 instead of unfamiliar foreign words. On the contrary, the finding of Nordin, et al. (2013), suggested L1 reduced language barriers and helped learners in learning English. At the same time, it was claimed to promote students' confidence to use target language. Horasan (2014) claimed that CS should not be praised as it had an impact in learning. In the same vein, students should not be encouraged to use their mother tongue in language classrooms.

Surprisingly, student participants gave their wider view of CS benefits. They mentioned that using Thai did not only help them to understand context being taught and avoid misunderstanding. Thai also held its benefits by helping them to concentrate in class, saving time explaining ideas, and promoting teacher-student intimacy. Students claimed that there was less stress in the class where Thai and English were used. As a result, they felt more comfortable asking their teachers when confusion arose. Moreover, students considered Thai as an effective tool for explaining and teaching grammar as well as vocabulary.

The findings from this current research of CS's benefit on reducing stress could be supported by Ling et al. (2014) who reported the same benefit of L1 from both higher and lower proficiency groups of learners as L1 released stress from learning English. Similarly, the finding of CS's benefit on helping students to concentrate more in class corresponded with the study of Lai (1996), Schweers (1999), Dash (2002), Geggio and Gil (2007), and Amorim (2012).

Students in this study reported the same benefits of L1 as mentioned in the study of Amorim (2012) as it helps lower proficiency learners to cope with difficult concepts. Moreover, Tian and Macaro (2012) claimed that even higher proficiency learners used CS to compare similarities and differences between two languages. Amorim added beneficial functions of L1 as to cope with unknown vocabulary and to promote group solidarity. Ahamad and Jusoff (2009) found that learners' ability to comprehend lesson contents was related to teachers' use of L1. Similarly, Pollard (2002) claimed that L1 use helped both teachers and students to convey their knowledge better and easier.

Even though CS beneficial functions seem to outnumber its drawbacks, students believed that to promote the use of Thai in class could negatively affect their learning. The most common drawback mentioned by both teachers and students was that using Thai decreases learners' opportunity for exposure to English as well as the opportunity for learners to be corrected. Rios and Campos (2013) similarly mentioned about losing opportunities to expand linguistic knowledge, although learners' L1 helped to ease communication by giving students a language choice to fulfill their lack of target language knowledge. Moreover, Thompson and Harrison (2014), who studied about factors leading to L1 use, claimed that CS

initiated by teachers had the most influence on students' subsequent language choice. In other words, teacher's CS could lead students to apply their L1 in the classroom.

Speaking of withdrawal of CS, students were aware that teachers' uses of Thai could lead them to lose opportunity for the exposure to English as English in Thai context was limited to only the classroom. According to Sert (2005) and Wang (2008), CS was believed to block the students' target language development as it prevented mutual intelligibility between two languages. In the same vein, Johnson (1983) claimed that teachers' CS might help students understand the lessons, but students would fail in enhancing their target language as CS reduced students' possibilities to contact with the target language.

Not only was there the awareness of overreliance, students were also aware that their teachers' uses of Thai somehow decreased learning motivation. This finding corresponded with the finding of Vanichakorn (2009) that students who were in the group where their teachers used Thai in teaching were found to be more passive and over-reliant on their teachers' code-switching. Therefore, some students claimed that they prefer their teachers to use only English in class. In the same vein, results from the interview data of Horasan (2014) showed that students preferred their teachers to speak only English. Additionally, one student recommended that teachers could re-explain unclear concepts by using other words or explain them in other ways instead of using Thai. This recommendation exactly matched with the finding of Johansson (2013).

Lastly, Thai adopted for the sake of convenience, as found in observation, gave zero advantage to learners. Therefore, L1 use caused by ignorance in learning should be prohibited in class according to Khati (2011).

5.4 Conclusion

5.4.1 Teachers' and Learners' concurrences

The obvious agreement among both groups of participants was the necessity of L1 in ELT classrooms. Both groups agreed that Thai helped lower proficiency learners by making context more understandable. Moreover, L1 could be used in classroom management as a time saver because it could make teachers and students get to the point easier. Although both teachers and students seemed to be

aware of the different functions used, the mismatch of findings from observation and other research instruments revealed that both groups might not be aware of their own use of native language. Besides the agreement in the beneficial functions of CS, they were both concerned about the same drawback of overreliance on L1 if the use of native language was encouraged in class in a larger amount than it should be.

5.4.2 Teachers' and Learners' disagreements

Although teachers and students agreed on the necessity of L1 as well as some functions served in class, some functions affected both groups of participants differently. For example, teachers were likely to adopt Thai to attract student attention but students seemed to question this function of CS. In the same vein, teachers' CS in order to help lower proficiency students was in conflict with the students' wish to have their teachers come up with different ways of explanation, yet still in English, as students were aware that their classroom was the only place where they can have contact with the target language.

5.5 Recommendations

5.5.1 Recommendations for pedagogical purposes

The result of this study showed that the majority of both groups held positive attitudes towards the use of Thai in EFL classrooms, while some purposes of Thai usage were questioned for their effectiveness. Moreover, there was preference for English as the priority language in class found among the participating group of students. As a result, teachers should use Thai in class carefully; for example, to help learners with lower proficiencies and to translate into specific terms. In other words, teachers should lower their amount of Thai and increase the amount of English used in class. English should be used as much as possible. Even if it creates students' confusion, teachers should try to explain in English in different ways. At the same time, teachers should be more aware of the student purpose of CS as Thai to serve for its ease of speaking, and the students' mother tongue should be limited.

5.5.2 Recommendations for further study

The recommendation for further study is related to the limitation of time used in conducting the current study. For further research, it can be strengthened

by increasing the length of classroom observation, and expanding the scope and number of participants.

Firstly, the recommendation relates to length of classroom observation, as the present study observed only twice in each classroom with the total of 120 minutes, so the findings were limited. The results showed that the use of Thai found in the study was mostly applied by teachers. It is possible to find more purpose of L1 used in class if there were more and longer class observations. Likewise, there can be more findings of Thai adopted by students in class activities where student-student interactions exist. In addition, teachers' and students' reaction to CS used in class can be studied if there are enough observed classes.

Secondly, the scope of the study can be extended by differentiating groups of learners based on their English proficiencies as the student participants in the current study were in mixed proficiency classes. The results showed different opinions towards the use of Thai in class, especially in an interview result where one participant had strongly negative views towards the use of Thai in class. This result should be studied to see if it is caused by the differences of English proficiencies. Thus, the further research can separate student participants' English proficiencies by their test results in order to study any differences of opinions towards the use of Thai among students with different proficiency levels. Lastly, one weakness of the current research was the limited numbers of participants, which were 6 teachers and 196 students who participated in the survey and 2 teachers and 4 students who participated in the interviews. Therefore, the recommendation of the further study is to increase participant numbers of the study in order to confirm the findings and to find any more interesting functions as well as opinions among the larger groups of participants.

In conclusion, the further study should be conducted with either longer observation, different English proficiency groups, or larger numbers of participants in order to strengthen the results as well as to search for more findings.

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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a flame-like finial. Radiating from the base of the umbrella are eight lotus petals. The entire emblem is encircled by a ring containing the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom, separated by small floral motifs.

APPENDICES

APPENDIX A

TEACHERS' QUESTIONNAIRE in ENGLISH

Teachers' Opinions Towards the Use of Code-switching in EFL Classroom

This questionnaire is a part of a research paper as a partial fulfillment of the requirements for Master of Arts in Teaching English as a foreign language, Language Institute, Thammasat University. This questionnaire is used to investigate the students' opinions towards the use of code-switching in English classroom applied by you and your students. Your responses will be strictly confidential and will be used for the research purpose only. Your cooperation in answering this questionnaire is highly appreciated.

The questionnaire is divided into 3 parts as follows:

Part I: Demographic Information

Part II: Teachers' opinions towards the use of code-switching in English classroom applied by you and your students

Part III: Teachers' opinions towards the functions of code-switching in English classroom applied by your teachers

Part IV: Teachers' opinions towards the functions of code-switching in English classroom applied by your classmates

Part V : Teachers' opinions towards benefits and pitfalls of code-switching

I. Personal Background

- 1) Gender: ☐ male ☐ female
- 2) Age:
- 3) Education:
- 4) Teaching experience:
- 5) Level of students:
- 6) Class size:

Guidance

This questionnaire was designed to investigate the languages used in English language classroom. Read the following statements and mark how much you agree or disagree.

II. Opinion towards code-switching

| Statements | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1. Students should be allowed to use Thai in EFL classroom. | | | | | |
| 2. Students like it when their teachers use Thai in the classroom. | | | | | |
| 3. I think it is necessary to use Thai in the classroom. | | | | | |
| 4. Students will benefit more if their teachers use Thai in the classroom. | | | | | |
| 5. Thai is useful for teaching vocabulary. | | | | | |
| 6. It is useful when teachers switch in order to explain grammar structure. | | | | | |
| 7. It is useful when teachers switch in order to explain differences between Thai and English grammar. | | | | | |
| 8. It is useful when teachers switch in order to give instructions. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 9. Students should be allowed to use Thai in group activities. | | | | | |
| 10. It is useful when teachers use equivalent proverb in Thai. | | | | | |
| 11. Teacher and students can use L1 to check for comprehension. | | | | | |
| 12. The English only classroom makes students feel exhausted. | | | | | |
| 13. The use of Thai in class increases students' motivation in learning. | | | | | |
| 14. The use of Thai helps students to concentrate in class. | | | | | |

III. Opinion towards functions of code-switching applied by teachers

| Statements | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| 15. How much do you think it is necessary for teachers to use Thai to serve the following functions? | | | | | |
| 15.1 To express utterance | | | | | |
| 15.2 To call for attention | | | | | |
| 15.3 To give definition of term | | | | | |
| 15.4 To tell jokes or story | | | | | |
| 15.5 To translate into referential terms | | | | | |
| 15.6 Others..... | | | | | |

IV. Opinion towards functions of code-switching applied by students

| Statements | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|--|--------------------------|--------------|----------------|-----------------|-----------------------------|
| 16. How much do you think it is necessary for your students to use Thai in the following situations? | | | | | |
| 16.1 No similar words in English | | | | | |
| 16.2 Do not know the English word | | | | | |
| 16.3 To fill the gap in speaking | | | | | |
| 16.4 Easier to speak in own language | | | | | |
| 16.5 To avoid misunderstanding | | | | | |
| 16.6 To convey intimacy | | | | | |
| 16.7 To add emphasis | | | | | |
| 16.8 Others..... | | | | | |

V. Benefits and Pitfalls of Code-switching

A. What are benefits of using Thai in class?

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

B. What are pitfalls of using Thai in class?

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



APPENDIX B

TEACHERS' QUESTIONNAIRE in THAI

เรื่อง ความคิดเห็นของคุณครู ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษ สำหรับการเรียนการสอนวิชาภาษาอังกฤษ

แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความคิดเห็นของคุณครู ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษของอาจารย์ และ
เพื่อนร่วมชั้นเรียน ในชั้นเรียนวิชาภาษาอังกฤษ การศึกษานี้เป็นส่วนหนึ่งของข้อกำหนด ตามหลักสูตร

ศิลปศาสตรมหาบัณฑิตเพื่อการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์

ผู้วิจัยขอความอนุเคราะห์จากท่าน กรุณาตอบคำถามให้ครบทุกข้อ และตรงกับความคิดเห็นของท่าน ทั้งนี้ถือเป็นความ
สมัครใจ โดยข้อมูลทั้งหมดของท่านที่ตอบในแบบสอบถามนี้จะถูกเก็บเป็นความลับ และนำไปใช้สำหรับการศึกษาเพื่อการวิจัยนี้
เท่านั้น ขอขอบคุณทุกท่านที่กรุณาสละเวลาตอบแบบสอบถาม

แบบสอบถามแบ่งออกเป็น 3 ส่วน ได้แก่

- | | |
|-----------|--|
| ส่วนที่ 1 | ข้อมูลทั่วไป |
| ส่วนที่ 2 | ความคิดเห็นของคุณครู ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษของคุณครู และ นักเรียน ในชั้นเรียนวิชาภาษาอังกฤษ |
| ส่วนที่ 3 | ความคิดเห็นของคุณครู ต่อจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของ คุณครู ในชั้นเรียนวิชาภาษาอังกฤษ |
| ส่วนที่ 4 | ความคิดเห็นของคุณครู ต่อจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของ นักเรียน ในชั้นเรียนวิชาภาษาอังกฤษ |
| ส่วนที่ 5 | ความคิดเห็นของคุณครู เกี่ยวกับผลดี และผลเสียของการใช้ภาษาไทยร่วมกับ ภาษาอังกฤษ ในชั้นเรียนวิชาภาษาอังกฤษ |

5) ระดับชั้นที่สอน:

6) จำนวนนักเรียนในห้อง:

คำชี้แจง

แบบสอบถามฉบับนี้ถูกจัดทำขึ้นเพื่อศึกษาภาษาที่ใช้ในห้องเรียนวิชาภาษาอังกฤษ กรุณาอ่านแต่ละข้อความต่อไปนี้
และให้คะแนนโดยการทำเครื่องหมาย ✓ ลงในตารางตามวิจารณ์ญาณ ได้แก่ เห็นด้วยอย่างยิ่ง (5) เห็นด้วย (4) ปานกลาง (3)

ไม่เห็นด้วย (2) และไม่เห็นด้วยอย่างยิ่ง (1)

II. ความคิดเห็น เกี่ยวกับการใช้ภาษาไทยร่วมกับภาษาอังกฤษภายในชั้นเรียน

| ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วย อย่างยิ่ง |
|--|-----------------------|----------|---------|-------------|--------------------------|
| | (5) | (4) | (3) | (2) | (1) |
| 1. นักเรียนควรได้รับอนุญาตให้ใช้ภาษาไทยในห้องเรียน | | | | | |
| 2. นักเรียนชื่นชอบ เมื่อคุณครูใช้ภาษาไทยในห้องเรียน | | | | | |
| 3. ฉันคิดว่ามันจำเป็นที่ต้องใช้ภาษาไทยในชั้นเรียน | | | | | |
| 4. นักเรียนจะได้รับประโยชน์มากขึ้น หากคุณครูพูดไทยด้วย อังกฤษด้วยในการสอน | | | | | |
| 5. ภาษาไทยจำเป็นสำหรับการสอนคำศัพท์ภาษาต่างประเทศ | | | | | |
| 6. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูพูดไทยด้วย อังกฤษด้วย เพื่ออธิบายโครงสร้างไวยากรณ์ | | | | | |
| 7. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูพูดไทยด้วย อังกฤษด้วย เพื่ออธิบายความแตกต่างระหว่างไวยากรณ์ภาษาไทย และภาษาอังกฤษ | | | | | |
| 8. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูพูดไทยด้วย อังกฤษด้วย เพื่ออธิบายคำสั่ง | | | | | |
| 9. นักเรียนควรได้รับอนุญาตให้ใช้ภาษาไทยเพื่อทำกิจกรรมกลุ่ม | | | | | |
| 10. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูใช้สำนวนภาษาไทยให้ตรงกับในภาษาอังกฤษ เช่น กงเกวียนกำเกวียน แทนสำนวน what goes around comes around ในภาษาอังกฤษ | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 11. คุณครู และนักเรียนสามารถใช้ภาษาไทย เพื่อทดสอบความเข้าใจเนื้อหาที่เรียน | | | | | |
| 12. การใช้ภาษาอังกฤษเพียงอย่างเดียว ภายในชั้นเรียนทำให้นักเรียนเหนื่อยล้ากับการเรียน | | | | | |
| 13. การใช้ภาษาไทยในชั้นเรียนช่วยเพิ่มแรงจูงใจในการเรียน | | | | | |
| 14. การใช้ภาษาไทยในชั้นเรียนช่วยให้นักเรียนเรียนอย่างมีประสิทธิภาพขึ้น | | | | | |

III. ความคิดเห็น เกี่ยวกับจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของคุณครู

| ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วย อย่างยิ่ง |
|---|-----------------------|----------|---------|-------------|--------------------------|
| | (5) | (4) | (3) | (2) | (1) |
| 15. ท่านเห็นด้วยในระดับใด เมื่อคุณครูพูดไทยด้วย อังกฤษด้วย เพื่อจุดประสงค์ต่อไปนี้ | | | | | |
| 15.1 เพื่อสื่อความหมาย | | | | | |
| 15.2 เพื่อทำให้นักศึกษาสนใจ | | | | | |
| 15.3 เพื่อแปลความหมายของคำต่างๆ | | | | | |
| 15.4 เพื่อเล่าเรื่องตลก หรือเรื่องราวต่างๆ | | | | | |
| 15.5 เพื่อแปล และอ้างอิงความหมาย | | | | | |
| 15.6 อื่นๆ..... | | | | | |

IV. ความคิดเห็น เกี่ยวกับจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของนักเรียน

| ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วย อย่างยิ่ง |
|---|-----------------------|----------|---------|-------------|--------------------------|
| | (5) | (4) | (3) | (2) | (1) |
| 16. ท่านเห็นด้วยระดับใด กับการใช้ภาษาไทยในชั้นเรียน ของนักเรียนในสถานการณ์ต่อไปนี้ | | | | | |
| 16.1 ไม่มีคำที่มีความหมายใกล้เคียงในภาษาอังกฤษ | | | | | |
| 16.2 ไม่ทราบคำศัพท์ในภาษาอังกฤษ | | | | | |
| 16.3 เพื่อลดช่องว่างในการพูดคุย เพื่อให้การพูดคุยเป็นไปอย่างลื่นไหล เช่น เออ..อืม.. | | | | | |
| 16.4 เป็นการง่ายกว่าเมื่ออธิบายในภาษาไทย | | | | | |
| 16.5 เพื่อหลีกเลี่ยงการตีความผิดพลาด | | | | | |
| 16.6 เพื่อแสดงความสนิทสนม | | | | | |
| 16.7 เพื่อย้ำถึงความสำคัญของสารที่ต้องการสื่อ | | | | | |
| 16.8 อื่นๆ..... | | | | | |

V. ผลดี และผลเสียของการใช้ภาษาไทยด้วย อังกฤษด้วยในชั้นเรียนภาษาอังกฤษ

A. กรณียกตัวอย่าง ผลดี ของการใช้ภาษาไทยด้วย อังกฤษด้วยในชั้นเรียนภาษาอังกฤษ

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

B. กรณียกตัวอย่าง ผลเสีย ของการใช้ภาษาไทยด้วย อังกฤษด้วยในชั้นเรียนภาษาอังกฤษ

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

APPENDIX C

STUDENTS' QUESTIONNAIRE in ENGLISH

Students' Opinions Towards the Use of Code-switching in EFL Classroom

This questionnaire is a part of a research paper as a partial fulfillment of the requirements for Master of Arts in Teaching English as a foreign language, Language Institute, Thammasat University. This questionnaire is used to investigate the students' opinions towards the use of code-switching in English classroom applied by your teachers and your classmates. Your responses will be strictly confidential and will be used for the research purpose only. Your cooperation in answering this questionnaire is highly appreciated.

The questionnaire is divided into 3 parts as follows:

- Part I: Demographic Information
- Part II: Students' opinions towards the use of code-switching in English classroom applied by your teachers and your classmates
- Part III: Students' opinions towards the functions of code-switching in English classroom applied by your teachers
- Part IV: Students' opinions towards the functions of code-switching in English classroom applied by your classmates
- Part V : Students' opinions towards benefits and pitfalls of code-switching

I. Personal Background

- 1) Gender: ☐ male ☐ female
- 2) Age:
- 3) Grade:
- 4) Latest English grade:

Guidance

This questionnaire was designed to investigate the languages used in English language classroom. Read the following statements and mark how much you agree or disagree.

II. Opinion towards code-switching

| Statements | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1. Students should be allowed to use Thai in EFL classroom. | | | | | |
| 2. I like it when my teacher uses Thai in the classroom. | | | | | |
| 3. I think it is necessary to use Thai in the classroom. | | | | | |
| 4. I will benefit more if my teacher uses Thai in the classroom. | | | | | |
| 5. Thai is useful for teaching vocabulary. | | | | | |
| 6. It is useful when my teacher switches in order to explain grammar structure. | | | | | |
| 7. It is useful when my teacher switches in order to explain differences between Thai and English grammar. | | | | | |
| 8. It is useful when my teacher switches in order to give instructions. | | | | | |
| 9. Students should be allowed to | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| use Thai in group activities. | | | | | |
| 10. It is useful when my teacher uses equivalent proverb in Thai. | | | | | |
| 11. Teacher and students can use L1 to check for comprehension. | | | | | |
| 12. The English only classroom makes me feel exhausted. | | | | | |
| 13. The use of Thai in class increases my motivation in learning. | | | | | |
| 14. The use of Thai helps me to concentrate in class. | | | | | |

III. Opinion towards functions of code-switching applied by teachers

| Statements | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| 15. How much do you think it is necessary for your teacher to use Thai to serve the following functions? | | | | | |
| 15.1 To express utterance | | | | | |
| 15.2 To call for attention | | | | | |
| 15.3 To give definition of term | | | | | |
| 15.4 To tell jokes or story | | | | | |
| 15.5 To translate into referential terms | | | | | |
| 15.6 Others..... | | | | | |

IV. Opinion towards functions of code-switching applied by students

| Statements | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| 16. How much do you think it is necessary for you to use Thai in the following situations? | | | | | |
| 16.1 No similar words in English | | | | | |
| 16.2 Do not know the English word | | | | | |
| 16.3 To fill the gap in speaking | | | | | |
| 16.4 Easier to speak in own language | | | | | |
| 16.5 To avoid misunderstanding | | | | | |
| 16.6 To convey intimacy | | | | | |
| 16.7 To add emphasis | | | | | |
| 16.8 Others..... | | | | | |

V. Benefits and Pitfalls of Code-switching

A. What are benefits of using Thai in class?

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

B. What are pitfalls of using Thai in class?

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



APPENDIX D

STUDENTS' QUESTIONNAIRE in THAI

เรื่อง ความคิดเห็นของนักศึกษา ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษ สำหรับการเรียนการสอนวิชาภาษาอังกฤษ

แบบสอบถามนี้จัดทำขึ้นเพื่อศึกษาความคิดเห็นของนักศึกษา ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษของอาจารย์ และเพื่อนร่วมชั้นเรียน ในชั้นเรียนวิชาภาษาอังกฤษ การศึกษานี้เป็นส่วนหนึ่งของข้อกำหนด ตามหลักสูตร

ศิลปศาสตรมหาบัณฑิตเพื่อการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์

ผู้วิจัยขอความอนุเคราะห์จากท่าน กรุณาตอบคำถามให้ครบทุกข้อ และตรงกับความคิดเห็นของท่าน ทั้งนี้ถือเป็นความสมัครใจ โดยข้อมูลทั้งหมดของท่านที่ตอบในแบบสอบถามนี้จะถูกเก็บเป็นความลับ และนำไปใช้สำหรับการศึกษาเพื่อการวิจัยนี้เท่านั้น ขอขอบคุณทุกท่านที่กรุณาสละเวลาตอบแบบสอบถาม

แบบสอบถามแบ่งออกเป็น 3 ส่วน ได้แก่

- | | |
|-----------|---|
| ส่วนที่ 1 | ข้อมูลทั่วไป |
| ส่วนที่ 2 | ความคิดเห็นของนักเรียน ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษของอาจารย์ และเพื่อนร่วมชั้นเรียน ในชั้นเรียนวิชาภาษาอังกฤษ |
| ส่วนที่ 3 | ความคิดเห็นของนักเรียน ต่อจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของอาจารย์ ในชั้นเรียนวิชาภาษาอังกฤษ |
| ส่วนที่ 4 | ความคิดเห็นของนักเรียน ต่อจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของเพื่อนร่วมชั้นเรียน ในชั้นเรียนวิชาภาษาอังกฤษ |
| ส่วนที่ 5 | ความคิดเห็นของนักศึกษา เกี่ยวกับผลดี และผลเสียของการใช้ภาษาไทยร่วมกับภาษาอังกฤษ ในชั้นเรียนวิชาภาษาอังกฤษ |

I. ข้อมูลทั่วไป

- 1) เพศ: ☐ ชาย ☐ หญิง
- 2) อายุ:
- 3) มัธยมศึกษาปีที่:
- 4) เกรดวิชาภาษาอังกฤษเทอมล่าสุด:

คำชี้แจง

แบบสอบถามฉบับนี้ถูกจัดทำขึ้นเพื่อศึกษาภาษาที่ถูกใช้ในห้องเรียนวิชาภาษาอังกฤษ กรุณาอ่านแต่ละข้อความต่อไปนี้ และให้คะแนนโดยการทำเครื่องหมาย ✓ ลงในตารางตามวิจารณ์ญาณ ได้แก่ เห็นด้วยอย่างยิ่ง (5) เห็นด้วย (4) ปานกลาง (3) ไม่เห็นด้วย (2) และไม่เห็นด้วยอย่างยิ่ง (1)

II. ความคิดเห็น เกี่ยวกับการใช้ภาษาไทยร่วมกับภาษาอังกฤษภายในชั้นเรียน

| ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วย อย่างยิ่ง |
|--|-----------------------|----------|---------|-------------|--------------------------|
| | (5) | (4) | (3) | (2) | (1) |
| 1. นักเรียนควรได้รับอนุญาตให้ใช้ภาษาไทยในห้องเรียน | | | | | |
| 2. ฉันชื่นชมเมื่อคุณครูใช้ภาษาไทยในห้องเรียน | | | | | |
| 3. ฉันคิดว่ามันเป็นสิ่งที่ดีต้องใช้ภาษาไทยในชั้นเรียน | | | | | |
| 4. ฉันจะได้รับประโยชน์มากขึ้น หากคุณครูพูดไทยด้วย อังกฤษด้วยในการสอน | | | | | |
| 5. ภาษาไทยจำเป็นสำหรับการสอนคำศัพท์ภาษาต่างประเทศ | | | | | |
| 6. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูพูดไทยด้วย อังกฤษด้วย เพื่ออธิบายโครงสร้างไวยากรณ์ | | | | | |
| 7. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูพูดไทยด้วย อังกฤษด้วย เพื่ออธิบายความแตกต่างระหว่างไวยากรณ์ภาษาไทย และภาษาอังกฤษ | | | | | |
| 8. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูพูดไทยด้วย อังกฤษด้วย เพื่ออธิบายคำสั่ง | | | | | |
| 9. นักเรียนควรได้รับอนุญาตให้ใช้ภาษาไทยเพื่อทำกิจกรรมกลุ่ม | | | | | |
| 10. ฉันคิดว่า มันมีประโยชน์ เมื่อคุณครูใช้สำนวน | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| ภาษาไทยให้ตรงกับในภาษาอังกฤษ เช่น กงเวียนกำเวียน แทนสำนวน what goes around comes around ในภาษาอังกฤษ | | | | | |
| 11. คุณครู และนักเรียนสามารถใช้ภาษาไทย เพื่อ ทดสอบความเข้าใจเนื้อหาที่เรียน | | | | | |
| 12. การใช้ภาษาอังกฤษเพียงอย่างเดียว ภายในชั้น เรียนทำให้ฉันเหนื่อยล้ากับการเรียน | | | | | |
| 13. การใช้ภาษาไทยในชั้นเรียนช่วยเพิ่มแรงจูงใจใน การเรียน | | | | | |
| 14. การใช้ภาษาไทยในชั้นเรียนช่วยให้ฉันเรียนอย่าง มีสมาธิมากขึ้น | | | | | |

III. ความคิดเห็น เกี่ยวกับจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของคุณครู

| ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วย อย่างยิ่ง |
|---|-----------------------|----------|---------|-------------|--------------------------|
| | (5) | (4) | (3) | (2) | (1) |
| 15. ท่านเห็นด้วยในระดับใด เมื่อคุณครูของท่านพูด ไทยด้วย อังกฤษด้วย เพื่อจุดประสงค์ต่อไปนี้ | | | | | |
| 15.1 เพื่อสื่อความหมาย | | | | | |
| 15.2 เพื่อทำให้นักศึกษาสนใจ | | | | | |
| 15.3 เพื่อแปลความหมายของคำต่างๆ | | | | | |
| 15.4 เพื่อเล่าเรื่องตลก หรือเรื่องราวต่างๆ | | | | | |
| 15.5 เพื่อแปล และอ้างอิงความหมาย | | | | | |
| 15.6 อื่นๆ..... | | | | | |

IV. ความคิดเห็น เกี่ยวกับจุดประสงค์ของการใช้ภาษาไทยร่วมกับภาษาอังกฤษของเพื่อนร่วมชั้นเรียน

| ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย | ปานกลาง | ไม่เห็นด้วย | ไม่เห็นด้วย อย่างยิ่ง |
|--|-----------------------|----------|---------|-------------|--------------------------|
| | (5) | (4) | (3) | (2) | (1) |
| 16. ท่านเห็นด้วยระดับใด กับการใช้ภาษาไทยในชั้นเรียนในสถานการณ์ต่อไปนี้ | | | | | |
| 16.1 ไม่มีคำที่มีความหมายใกล้เคียงในภาษาอังกฤษ | | | | | |
| 16.2 ไม่ทราบคำศัพท์ในภาษาอังกฤษ | | | | | |
| 16.3 เพื่อลดช่องว่างในการพูดคุย เพื่อให้การพูดคุยเป็นไปอย่างลื่นไหล เช่น เออ.. อืม.. | | | | | |
| 16.4 เป็นการง่ายกว่าเมื่ออธิบายในภาษาไทย | | | | | |
| 16.5 เพื่อหลีกเลี่ยงการตีความผิด | | | | | |
| 16.6 เพื่อแสดงความสนิทสนม | | | | | |
| 16.7 เพื่อย้ำถึงความสำคัญของสารที่ต้องการสื่อ | | | | | |
| 16.8 อื่นๆ..... | | | | | |

V. ผลดี และผลเสียของการใช้ภาษาไทยด้วย อังกฤษด้วยในชั้นเรียนภาษาอังกฤษ

A. กรณียกตัวอย่าง ผลดี ของการใช้ภาษาไทยด้วย อังกฤษด้วยในชั้นเรียนภาษาอังกฤษ

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

B. กรณียกตัวอย่าง ผลเสีย ของการใช้ภาษาไทยด้วย อังกฤษด้วยในชั้นเรียนภาษาอังกฤษ

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

APPENDIX E

Classroom Observation Form

Instructor: _____ Class _____

Class Size: _____ Date and Time _____

Class Activity: _____

Use criteria that apply to format of teacher's expression observed.

| CS Functions | Frequency | Example Sentences |
|--|-----------|-------------------|
| 1. To express utterance | | |
| 2. To call for attention | | |
| 3. To give definition of terms | | |
| 4. To tell jokes or story | | |
| 5. To translate into referential terms | | |

Use criteria that apply to format of students' expression observed.

| CS Causes | Frequency | Example Sentences |
|------------------------------------|-----------|-------------------|
| 1. No similar words in English | | |
| 2. Do not know the English word | | |
| 3. To fill the gap in speaking | | |
| 4. Easier to speak in own language | | |
| 5. To avoid misunderstanding | | |
| 6. To convey intimacy | | |
| 7. To add emphasis | | |

APPENDIX F

Teachers' Interview Questions in English

I. Personal Background

- 1) Gender:
- 2) Age:
- 3) Education:
- 4) Teaching experience:
- 5) Class size:

II. Questions

1. How do you feel about your own use of English and Thai in teaching English?
2. What do you think are the benefits of your own use of English and Thai in the classroom?
3. What do you think are the pitfalls of your own use of English and Thai in the classroom?
4. How do you feel about your students' use of Thai in your classroom?
5. What do you think are the benefits of your own use of English and Thai in the classroom?
6. What do you think are the pitfalls of your own use of English and Thai in the classroom?

APPENDIX G

คำถามเพื่อใช้ในการสัมภาษณ์อาจารย์

I. ข้อมูลส่วนตัว

- 1) เพศ:
- 2) อายุ:
- 3) การศึกษา:
- 4) ประสบการณ์ด้านการสอน:
- 5) จำนวนนักเรียนในชั้นเรียน:

II. Questions

1. ท่านมีความรู้สึกอย่างไร ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษของตัวเอง ในการสอนภาษาอังกฤษ ?
2. ท่านคิดว่า การใช้ภาษาไทยร่วมกับภาษาอังกฤษของตัวเอง ในชั้นเรียนภาษาอังกฤษ มีประโยชน์ต่อท่าน และนักเรียนในด้านใดบ้าง?
3. ท่านคิดว่า การใช้ภาษาไทยร่วมกับภาษาอังกฤษของตัวเอง ในชั้นเรียนภาษาอังกฤษ ก่อให้เกิดผลเสียต่อท่าน และนักเรียนในด้านใดบ้าง?
4. ท่านมีความรู้สึกอย่างไร ต่อการใช้ภาษาไทยร่วมกับภาษาอังกฤษของนักเรียน ในชั้นเรียนภาษาอังกฤษ ?
5. ท่านคิดว่า การใช้ภาษาไทยร่วมกับภาษาอังกฤษของนักเรียน ในห้องเรียนภาษาอังกฤษ มีประโยชน์ต่อท่าน และนักเรียนในด้านใดบ้าง?
6. ท่านคิดว่า การใช้ภาษาไทยร่วมกับภาษาอังกฤษของนักเรียน ในชั้นเรียนภาษาอังกฤษ ก่อให้เกิดผลเสียต่อท่าน และนักเรียนในด้านใดบ้าง?

APPENDIX H

Students' Interview Questions in English

I. Personal Background

- 1) Faculty:
- 2) English proficiency.....
- 3) Language(s).....

II. Questions

1. How do you feel when your teacher uses Thai instead of English in class?
2. What do you think are the benefits of your teacher's use of English and Thai in the classroom?
3. What do you think are the pitfalls of your teacher's use of English and Thai in the classroom?
4. How do you feel when your classmates use of Thai instead of English in class?
5. What do you think are the benefits of your friends' use of English and Thai in the classroom?
6. What do you think are the pitfalls of your friends' use of English and Thai in the classroom?

APPENDIX I

คำถามเพื่อใช้ในการสัมภาษณ์นักเรียน

I. ข้อมูลส่วนตัว

- 1) คณะ:
- 2) ความสามารถทางภาษาอังกฤษ.....
- 3) ภาษาอื่นๆ.....

II. คำถาม

1. ท่านมีความเห็นอย่างไร เมื่ออาจารย์ของท่านใช้ภาษาไทยแทนภาษาอังกฤษขณะอยู่ในชั้นเรียน
2. ท่านคิดว่า การใช้ภาษาไทยร่วมกับภาษาอังกฤษของคุณครูของท่าน ในชั้นเรียนภาษาอังกฤษ มีประโยชน์ต่อท่าน คุณครู และเพื่อนร่วมชั้นของท่านในด้านใดบ้าง?
3. ท่านคิดว่า การใช้ภาษาไทยร่วมกับภาษาอังกฤษของคุณครูของท่าน ในชั้นเรียนภาษาอังกฤษ ก่อให้เกิดผลเสียต่อท่าน คุณครู และเพื่อนร่วมชั้นของท่านในด้านใดบ้าง?
4. ท่านมีความเห็นอย่างไร เมื่อเพื่อนร่วมชั้นของท่านใช้ภาษาไทยแทนภาษาอังกฤษขณะอยู่ในชั้นเรียน
5. ท่านคิดว่า การใช้ภาษาไทยร่วมกับภาษาอังกฤษของเพื่อนร่วมชั้นของท่าน ในชั้นเรียนภาษาอังกฤษ มีประโยชน์ต่อ ท่าน คุณครู และเพื่อนร่วมชั้นของท่านในด้านใดบ้าง?

BIOGRAPHY

| | |
|------------------------|---|
| Name | Ms.Wipraima Issarangkura na ayuttaya |
| Date of Birth | July 29, 1987 |
| Educational Attainment | 2006: Bachelor of Science, ChulalongkornUniversity |
| Work Position | Immigration officer Immigration Bureau |
| Scholarship | - |
| Publications | - |
| Work Experiences | 2017 - present: Immigration officer Immigration Bureau 2015 – 2017: Customer Services Senko Advanced Component (Thailand) Co. Ltd. |