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**PATTERNS AND BELIEFS OF LECTURERS'
CODE-SWITCHING: AN INQUIRY INTO
MALAYSIAN POLYTECHNICS ENGLISH
LANGUAGE CLASSROOMS**

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**A THESIS SUBMITTED IN FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF**

**DOCTOR OF PHILOSOPHY (PH.D.) IN
EDUCATION**

**UNIVERSITY OF AUCKLAND
NEW ZEALAND**

2017

Abstract

A number of studies have explored code-switching in university classrooms throughout Asia from different perspectives, for examples Taiwan, Japan, and Malaysia (Barnard & McLellan; 2014). This research investigated patterns and functions of lecturers' code-switching in nine English Language classrooms of three Malaysian Polytechnics to extend knowledge about code-switching occurrence and its significance in the teaching and learning process. The research questions investigated lecturers' code-switching in terms of frequencies and functions, communicative features, lecturers' and students' beliefs about code-switching. The research used a mixed methods with a convergent parallel design using classroom observations, interviews and questionnaires to triangulate data obtained from the three Polytechnics in Malaysia: Polytechnic A, Polytechnic B and Polytechnic C. Analysis was based on Macaro's (2005) areas of teachers' code-switching functions. The results showed that code-switching does occur in these Polytechnic English Language classrooms. Functions of *building personal relationships with the learners, translating and checking understanding* and *Malay slangs/English + Malay particles* were observed to be used with the highest frequency by lecturers. *Accommodating students' code-switching* was also used frequently, especially when both students and lecturers code-switch in the classrooms. Code-switching was observed frequently at the verb, noun and adjective levels of the sentences. Both lecturers and students said they believed code-switching helped students understand lessons. There was no significant difference between the lecturers' and students' beliefs in code-switching as a useful classroom strategy. It has been claimed previously that code-switching interfered with the students' language proficiency (Younas et al. (2014). Today it is argued that code-switching is a necessary tool for

teachers to ensure that their messages are understood by students. This research provides an further understanding of patterns and reasons for code-switching and offer insights into the use of code-switching as an effective language teaching and learning strategy.

Acknowledgements

Firstly, I would like to thank Allah for giving me the strength to continue my study and successfully finish my thesis. Without the blessing from Allah, all of this would not be possible.

I would also like to extend my sincere thanks and gratitude to the Faculty of Education and Social Work, University of Auckland for giving me the opportunity to pursue my study. A special thanks also to the Scholarship Division, Ministry of Higher Education, Malaysia, for their sponsorship and study leave.

The completion of this thesis would not have been possible without the efforts and involvement of my main supervisor, Professor Dr. Lawrence Jun Zhang, and my co-supervisors Dr. Mei Lai, Dr. Douglas Loveless and Dr. Susan Gray for their invaluable knowledge, continuous support, encouragement, advice and understanding throughout my long journey in completing this thesis.

To my beloved husband, Yusri Rashidi, who has been ever willing to leave everything behind in Malaysia and travel here with me to Aotearoa, and also for allowing me to grow academically and professionally.

To my heart and soul, Haziq Irfan and Sarah Hannah, for putting up with my absence when I had to go to my office even during school holidays, my late nights in front of the computer trying to meet deadlines and also the numerous times I was busy reading my work instead of yours.

Last but not least, my friends here in NZ and Malaysia who are also in a similar situation as I am and have never stopped encouraging me to continue when I felt like giving up. Thank you for your support. I wish you all the best too. See you all at the end of the light!

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Glossary

BM	–	<i>Bahasa Melayu/Bahasa Malaysia</i> (Malay language)
CF	–	Consent Form
CLT	–	Communicative Language Teaching
EL	–	Embedded Language
ELT	–	English Language Teaching
EPRD	–	Education Planning and Research Division
EPU	–	Economic Planning Unit
ESL	–	English as a Second Language
ESP	–	English for Specific Purposes
ETeMS	–	English in the Teaching of Mathematics and Science
ME	–	Malaysian English/Manglish
HEI	–	Higher Education Institutions
ISKD	–	In-class Subject Knowledge Dilemma
JPP	–	Jabatan Pengajian Politeknik
KBSR	–	Kurikulum Baru Sekolah Rendah
KBSM	–	Kurikulum Baru Sekolah Menengah
L1	–	First language
L2	–	Second language
ML	–	Matrix Language
MLF	–	Matrix Language Framework
MOHE	–	Ministry of Higher Education
MOI	–	Medium of Instruction
NEP	–	National Education Policy

PIS	–	Participants Information Sheet
PPSMI	–	Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris
PPSMTI	–	Pengajaran dan Pembelajaran Sains, Matematik dan Teknikal dalam Bahasa Inggeris
SLA	–	Second Language Acquisition
TL	–	Target Language
TLSMTE	–	Teaching and Learning of Science, Mathematics and Technical in English
TVET	–	Technical and Vocational Education and Training

Chapter 1

Introduction

1.1 Chapter Overview

This chapter will focus on Second Language Acquisition (SLA), bilingualism, English Language Teaching (ELT) history, the meaning of code-switching, and the language history and development of the language policy from the pre-independence to post-independence Malaysia. The implementation of the new policy, the Dual Language Programme (DLP), will also be discussed. Next, some background information on the Malaysian Polytechnics will be provided followed by information on Malaysian Polytechnics. This chapter will describe how these polytechnics meet the demands of the education system to produce Polytechnic students who are well equipped with appropriate skills and dual language proficiency in English and Bahasa Melayu needed for survival in this challenging world.

1.2 Second Language Acquisition

Code-switching in language classrooms and Second Language Acquisition (SLA) have been well researched over the years. Research on SLA began in the 1970s with bilingual students in the US and moved to other countries like Canada, Spain, Japan and Thailand where bilinguals or even multilinguals are normally found. Code-switching has been observed to be prevalent classroom interactions in these countries (Cummins, 2000; Littlewood, 2001; Swain, 2000; Van de Craen & Perez-Vidal, 2003). Some of the discourse functions used by the students and teachers in the classrooms were linked to

students' need to fulfil communicative requirements and "language values transmitted through communicative decisions" (Martin-Jones, 1995, p. 93).

The use of code-switching in language classrooms is a contentious issue among researchers of SLA as well as the education policy makers. Some see code-switching as threatening and detrimental to the language that the students were expected to acquire (Boztepe, 2005; Muysken, 2000; Wei & Martin, 2009). Current research on code-switching and SLA suggests negative views on code-switching still exist influencing the beliefs and attitudes of ELT researchers who prefer an English-only approach (Gándara & Rumberger, 2009; Lindholm-Leary, 2012; Warhol & Mayer, 2012). Native American schools in the United States, for example, moved to an English-only education with the use of the first language (L1) banned during the mid-19th century (Crawford, 2004).

In the Malaysian Polytechnic system, lecturers will have marks deducted during their performance appraisal if there is evidence that they are using languages other than English in their lessons. An observation sheet in Appendix E shows that 15% of the total observation marks will be awarded to the lecturers only if lessons are conducted fully in English.

Although it was believed that L1 would interfere with students' acquisition of their second language (L2), Rumbaut (2014) found that using both the English language and L1 impacted positively on the student's performance. By acquiring two languages, people can increase communicational competency enabling them to converse with other people of different languages. In the U.S. some states, for example, California, Texas, Illinois, and New Mexico, have accepted the use of L1 such as Mandarin and Spanish

in their classrooms. It was found that it benefited students' learning while improving both their English language and their L1 (U.S. Department of Education, Office of English Language Acquisition, 2015).

1.3 Bilingualism

Bilingualism refers to the use of two or more languages in everyday life (Grosjean, 1992), although bilingual speakers do not always realise that they are practising bilingualism (Gafaranga, 2007). Code-switching has been of interest in recent linguistic studies (Wei & Martin, 2009). Paradis, Genesee and Crago (2011), for example, posit that codeswitching "is systematic and, specifically, conforms to the grammatical constraints of the two participating languages" (p. 103) and is bound by specific grammar and sociocultural aspects.

Martin (2009) also mentioned that code-switching between Spanish and English is related to bilingualism and it is "the most common, unremarkable and distinctive feature of bilingual behaviour" (p. 117). Milroy and Musyken (1995) have argued that code-switching could, perhaps, be the focal issue in the study of bilingualism, as the ability to speak more than one language is a normal practice.

Within current social and economic sectors the linguistics abilities of the speakers have changed (Shin, 2012). Globalisation has played an important role in communication among people around the world so that being bilingual is becoming an increasingly important commodity. Ferguson (2009) believes that monolingualism rarely exists in some countries in which there are many different races and languages. For example in Malaysia, people frequently are able to converse in more than one language.

Bilingualism nowadays has also become more common in countries such as the U.S., Canada and Japan (Gafaranga, 2007).

Throughout the years, although linguists have become more receptive to bilingualism research, some still retain the view that monolingual speakers in a single speech community are normal practice (David, 2004; Heredia & Brown, 2005). There is an assumption, originating from the pro-monolingual viewpoint, that speakers who use both languages concurrently will not be competent in either language (Iqbal, 2011). In India, for example, speakers of both Urdu and English can be regarded as incompetent in either language, “while others consider it as a sign of laziness” (Iqbal, 2011, p. 189).

There are two views of bilingualism: the monolingual and bilingual view (Grosjean, 1992). The monolingual view usually looks at bilingualism negatively and obviously does have an effect on the education language policy, for example, in Malaysia. One monolingual view is that bilinguals need to acquire both languages separately and competently.

The competencies should be similar between the two languages and regarded similarly as two monolinguals. Whereas the bilingual view looks at bilinguals as unique people who are not necessarily equally competent in both languages but are able to use either language when they choose; and monolinguals appear more competent in the one language compared to bilinguals who might not be competent in either language.

Another contribution to the monolingual view is that a monolingual theory of competence is used to measure the ability of bilinguals (Davies, 2003). This is because

research has focused on the differences between the monolingual and bilingual, using monolingual standards to assess the bilinguals' language skills.

The term semi-lingualism has been used especially in Sweden and Canada; it is closely related to the monolingual view on bilingualism. Semi-lingualism views those who speak two languages as being able to only speak some of each language. Milroy and Musyken (1995), said that to “sustain advanced cognitive processes involved in mainstream education” (p. 3), bilinguals need to be competent in both languages or else they will be considered as having low language competency.

Shin (2012) stated that a common view among some researchers is that bilinguals ideally should be equally fluent in both languages. Bilinguals can also believe that they are not as good as the monolinguals which reinforces the bias.

Grosjean (1992) however clarified that being bilingual is an integrated language competency and cannot be separated into two different language entities. He also added that bilinguals should be seen to have an exclusive linguistic structure and ought not to be viewed as “a sum of two complete or incomplete monolinguals” (p. 55). The skills of code-switching, as a communication skills are relevant in this context.

The terms “linguistic competence” and “linguistic performance” (Chomsky, 1965 cited in Gunn, 2003, p. 6) were introduced and used by many linguists during the 1960s. Linguistic competence is associated with a perfect speaker of a language who belongs to a homogenous community and knows their language flawlessly “and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of

attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.” It is unrealistic, however, for speakers to achieve the same ideal standards when acquiring their second language (L2) (Cook, 1999). This monolingual perspective often refers to the L2 practice in second language classrooms.

When bilinguals were allowed to use both L1 and L2 it was observed that it led to higher academic achievement (Gómez, 2013; Valentino & Reardon, 2015), increased motivation and sense of identity (Lopez, 2010). Thus, as “the level of bilingualism increased, the advantages also increased” (U.S. Department of Education, Office of English Language Acquisition, 2015, p. 1).

Code-switching has been studied since the 1970s. Although at first there were negative perceptions (Crystal, 1987; Valdes-Fallis, 1978), soon code-switching was shown to enhance communication skills (Gysels, 1992; Jenkins, 2010; Stroupe, 2014; Tien, 2014).

Catone (2007) argues that code-switching should be seen as “the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints” (p. 57).

In multicultural societies, cultures and ethnicities influence language choice depending on the context (Blomquist, 2009). Individuals are likely to develop special bilingual skills to fulfil their needs without being equal in both languages. To be able to speak

two languages would indicate that the speakers belong and respect both cultures (Blomquist, 2009).

1.4 The English Language Teaching (ELT) History

The English Language is a subject in the Malaysian curriculum which has been taught using many different ELT methods such as the *Direct Method*, *Grammar-Translation Method*, *Audio-lingual Method*, *Suggestopedia*, *Total Physical Response*, *Silent Way* and the *Communicative Language Teaching (CLT)*.

Each new method always comes with new terminology such as deductive vs. inductive grammar, integrative vs. instrumental motivation, teacher-centred vs. student-centred class, and many more. These terms can obscure the meanings of these methods. Teachers have been confused as to which method is right, or whether it is the same method but using different terminology or whether it is a new and different approach to meeting the needs of a specific group of students.

For ELT, especially the teaching of ESL, teachers have changed one method to another over the past two decades leading to a lot of challenges. The most controversial, and unresolved, issue is whether to change the classical audio-lingual or grammar methods in teaching ESL to Communicative Language Teaching CLT which gives students greater independence. Learner-centred approaches appear to lead to the students being independent learners compared to previous approaches.

Krashen (1981) claimed that, in teacher-centred approaches, students are likely to just wait for the teacher to fill them up with knowledge. As learner-centred approaches have

replaced earlier approaches, classrooms all over the world have turned into research labs for linguists, teaching pedagogics and syllabus designers.

Teaching languages really needs a lot of hard work in order to get the students to grasp as much as they can from what they have been taught. For learners to acquire both accuracy and proficiency, research suggests that a single method is not sufficient. A combination of methods or a so-called eclectic method would be able to achieve both accuracy and proficiency perhaps.

Eclecticism a combination of methods, has been proposed as an approach to teaching an L2 for learners to benefit in both accuracy and proficiency. According to Girard (1986, as cited in Gabriellatos, 2001), the eclectic teacher should aim to achieve:

... the maximum benefit from all the methods and techniques at his or her disposal, according to the special needs and resources of his/her pupils at any given time. ... [An eclectic attitude towards methodology provides the] flexibility and adaptability that will allow the teacher to select among a variety of approaches, methods and techniques those elements best fitted to the needs of a given class at a given time. Such a decision will not be taken on the spur of the moment in a haphazard way, but as the conclusion of a serious analysis of the situation and of the available techniques and devices. ... The eclectic teacher will make his personal choices on the basis of the questions he will have to ask himself, as he goes along, about the main issues of language teaching, and on the basis of the answers, he will be able to give in connection with inescapable criteria. (p. 6)

The idea of having flexibility, being free to select among different alternatives rather than being controlled by materials and procedures specifically prescribed for a particular method and including its limitations, appears appealing. Unfortunately, no particular definition or component of an eclectic method has been fully agreed upon, and thus, it is difficult to break away from the domination of other established methods (Gabrielatos, 2001).

One day teachers may have to set their own rules by using their own knowledge and perspective to choose an appropriate method for each lesson situation and context. Students should be able to achieve a native-like proficiency in both accuracy and proficiency regardless of the methods that were chosen or combined.

For students to be accurate in the L2, they should learn both grammar and vocabulary. Hopefully, no one would say “don't give the students too many new vocabulary and grammar”, “don't teach grammar deductively”, or “use only student-centred approach” and so on. Teaching strategies should depend on the needs of students and what have been planned to teach on a particular day. Informed eclecticism could be used as a combination of methods and be an approach for the teacher to use. Perhaps, these teaching methods may also work well with code-switching that could serve also as a teaching strategy in the ELT classrooms.

1.5 Definitions of Code-switching

Code-switching is using more than one linguistic variety within the same dialogue, conversation or interaction and it may be anything from genetically unrelated languages to two styles of the same language as described by Myers-Scotton and Ury (1977).

Di Pietro (1977) defines code-switching as using more than one language by the communicators in a conversation. Both of these definitions focus on using more than one language in a conversation, communication or interaction without coming from the same ethnic group or origin of languages.

Studies done by Valdes-Fallis (1978) reveal that the term “code-switching” is also known as “code alternation” where there will be a switch or an alternate use of different languages in a conversation. Other terms that were found in different studies are “the use of [the] mother tongue” (Kharma & Hajjaj, 1989) and “code choice” (Levine, 2011, as cited in Macaro, 2014).

Regardless of the different terms that were used by different researchers, for this research, the term “code-switching” will be used to refer to the change and switch between the two languages: English and Malay Language, also known as *Bahasa Melayu*. In the context of the classrooms of the Malaysian Polytechnics, the Malay Language is not everyone’s mother tongue but more of a standard language that most Malaysians would know. Therefore, the term “code-switching” between the English and Malay languages would be appropriate in this context.

Code-switching can be studied from linguistic, sociolinguistic, pragmatics, psycholinguistic, grammatical and pedagogical perspectives. It also takes place without a change of topic and may comprise different levels of “language, phonology, morphology, grammatical structures or lexical items” as defined in the *Longman Dictionary of Language Teaching and Applied linguistics* by Richards (2002, p. 88).

Code-switching is one of the common communication skills among bilinguals and is a naturalistic occurrence outside the classroom environment (Macaro, 2014). The belief that code-switching, occurring naturally in the classroom, could actually help in the learning process is still questionable as the code-switching occurrence is context- and culture-dependent (Ain & Chan, 2014).

In Malaysia, code-switching would appear natural as both English and Malay are used in the classroom to connect different ethnicities. Additionally, both languages are also used outside the classroom. Research on what kind of code-switching arises in the classroom will contribute to understanding its role in supporting language learning in English language classrooms and the reason for the choices made by the teachers and students.

The next section will provide background to the research, and on the history of Malaysia, in general. Following this the Malaysian education system, especially the polytechnic's system, and the language development in Malaysia will be described to understand reasons for the occurrence of code-switching.

1.6 Malaysia: A Multicultural Country

The composition of different ethnicities and languages in Malaysia and influences language choice and code-switching in the classroom will help us understand more about Malaysians and the different languages they speak.

Malaysia is a multi-racial and multi-religious country dominated by three ethnic groups, namely the Malays, Chinese and Indians (Azirah, 2003). Malaysia is considered to have three spoken languages: Malay, Cantonese and Tamil. Chinese and Indians have a number of language variants. Chinese speak several dialects that linguists consider as languages too, for example, Hokkien, Cantonese and Hakka, while Tamil, Telugu, Bengali, Punjabi and Malayalam are spoken in the Indian community. There are also some ethnic languages such as Kadazan, Temiar, Bajau, Jah Hut and Penan spoken in Peninsular Malaysia or Sabah and Sarawak as indicated by Abdullah (2013).

Malaysia, known as *Malaya* at the time, obtained independence from the British in 1957. In 1963, Sabah, Sarawak and Singapore joined to form Malaysia. *Bahasa Melayu* also known as *Bahasa Malaysia* became the national language and is the L1 for most Malaysians. English was the official language from 1957 until the Language Act of 1967 at which time it became a second language (L2) under the new education policy (Heng & Tan, 2006). From 1979, the teaching and learning of Mathematics and Science in Malaysia began using the Malay language.

Due to globalisation and Malaysia's aspiration to achieve industrialised nation status and provide a world-class education system, change was required in the Malaysian education system. Thus, in July 2002, the Ministry of Education, Malaysia decided that Mathematics and Science subjects as well as other related subjects at both primary and secondary schools, including post-secondary levels (Form 6, matriculation and polytechnic) should use English as the medium of instruction (MOI).

A description of the linguistic journey of Malaysia as a post-colonial nation with a focus on the recent amendment to language policy helps explain how this decision came about. This will also help us to understand the function and status of English and its relation to the national Malay language, the different phases it has undergone and the impact it had on the nation.

1.6.1 Linguistic Journey

After Malaysia achieved independence in 1957 there was a dramatic change in the status and function of English and Malay languages. The Malay language was selected to be the national language, or the L1, while the English language became the L2. The change in status of the Malay language was viewed as a tool of integration for the different ethnic groups in Malaysia and as an official language for the purpose of nation-building.

From 1957-1983, a bilingual system existed with English being phased out as the MOI in favour of Malay. After 1983, the Malay language was the sole language of education. This gradual process meant that Malaysians who were educated in the 60s and 70s had more exposure to English in the education system compared to those who went through an all Malay-medium education since 1983.

To improve English, in 2002, Tun Dr. Mahathir Mohamad, the fourth Prime Minister of Malaysia, announced that Science and Mathematics subjects were to be taught in English not only at higher institutions but also in school years. The implementation of the new policy, *English in the Teaching of Mathematics and Science (ETeMS)*, more frequently referred to as PPSMI (*Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris*) started in 2003.

In 2009, MBMMBI (*Memperkasa Bahasa Melayu dan Memperkukuh Bahasa Inggeris*), also known as *Upholding the Malay Language and Strengthening Command of English*, policy was announced to replace ETeMS. The policy change was reported as causing an uproar among Malaysians, but this response was subsequently deemed to be political. It was argued that reversion to the Malay language, particularly for the subjects of Science and Mathematics in 2009, was to get support from the party who were against ETeMS. Chew, Fauziah, Faridah and Chang (2013) used the term “conflict frame” to describe the situation during the change of the language instruction in that year.

During the time of the ETeMS policy, Then and Ting (2009) identified that code-switching was apparent in Science and Mathematics classrooms. This was to ensure that the students would better understand the content being taught while at the same time not compromising the ETeMS policy or the teachers’ and students’ proficiency level. The outcomes suggested that code-switching complemented both the teaching and the learning process. In the Malaysian Polytechnics context, English is still used as the MOI.

Malaysians born into bilingual families and communities would experience code-switching, as it is accepted as the norm and a natural discourse in contexts in which it would be impossible to speak only one language (Kharkhurin & Wei, 2015).

This research has provided insights into the occurrence of code-switching in English language classrooms in Malaysia and with a specific focus on English language classrooms in Polytechnics. The next section will describe the latest programme in

regard to the MOI in schools and how it intends to improve the students' learning competency.

1.6.2 Dual Language Programme (DLP)

In November 2015, the Ministry of Education Malaysia announced a new programme called the Dual Language Programme (DLP). The introduction of this programme allows schools and parents to choose whether to have the lessons in English or Malay. The Education Minister (*The Malaysia Insider*, 24th January 2016), claimed that about 12,000 out of 70,000 teachers are ready to implement the programme as their English performance has improved and has achieved at least "C1 band under the Common European Framework of Reference English proficiency benchmark" (p. 1).

The Education Minister has thus allowed the schools and parents to make their own decisions whether to join the DLP or not. . The Minister stated that "the future of your children have been placed in your hands as the government focuses on facilitating a conducive learning atmosphere" (op. cit.). The subjects involved in this programme are Science, Mathematics, Information Technology and Communication and Design and Technology.

DLP is aims to uphold the Malay language while improving the usage of English. An earlier survey on the implementation of DLP indicated 99% of respondents agreed that there is a need to improve the English language proficiency and the implementation of DLP is "imperative". The introduction of DLP signals the government's concern about the level of English in Malaysia and by giving options, schools and parents have more

opportunity to choose what they believe is best for their students and children. The programme is being evaluated in 2017 with about 300 primary schools taking part.

1.7 Polytechnics in Malaysia

The formation of Polytechnic Malaysia aimed to provide skilled semi-professionals in engineering, commercial and hospitality graduating at Diploma, Advanced Diploma and Degree levels to meet the nation's demand for workers in both public and private sectors. The 11th Malaysia Plan for 2016-2020, in line with increasing demand for highly skilled workers and professionals, elevated three existing polytechnics to another level as Premier Polytechnics.

The economic agenda outlined in the Eleventh Plan is expected to create 1.5 million jobs by 2020, with targeted improvements in labour productivity and reduced dependency on low-skilled foreign workers, both of which are a result of the continuous shift from labour-intensive to knowledge- and innovation-based economic activities. 60% of the jobs that will be created are expected to require TVET-related skills. In that regard, TVET [Technical Vocational Education and Training] is identified as a game changer in how Malaysia produces skilled talent at scale. Collectively, these focus areas will produce the world-class talent base that Malaysia needs in the final leg of its journey towards becoming an advanced nation.

(Economic Planning Unit, Prime Minister's Department, 2016, p. 2).

Polytechnic students were to be well-equipped with appropriate skills, especially in the field of TVET (Technical Vocational Education and Training), needed for them to

survive and thrive in the changing world. A trained, skilful and productive workforce, it was argued, is important in maintaining a favourable investment climate and the ensuring the place of Malaysian products in the world marketplace. Training institutes such as the Malaysian Polytechnics were required to be more responsive to the needs of the labour market.

The first polytechnic, Politeknik Ungku Omar, Ipoh, Perak, was established in 1969 and later in 2001, the first community college was established. The Ministry of Higher Education (MOHE), established in March 2004, with the role out of implement the policies of the higher education sector to build an outstanding nation, rich in knowledge and civilisation as well as culture, and to produce an employable and innovative graduate (Mohamad Sattar, Zool Hilmi, Norzaini, & Rose Amnah, 2015, p. 7).

The MOHE and Ministry of Education (MOE) merged in June 2013 to bring about changes to the transformational plan called “Enculturation of Life-Long Learning 2011-2020”. The Polytechnic Transformation Plan was to make polytechnics the preferred choice for students in the field of TVET, especially at the regional level. Graduates’ employability rate was intended to increase to at least 85% and polytechnics would attract 50% of school leavers with the Malaysian Certificate Examination (op. cit.).

There are 36 polytechnics in Malaysia: three Premier, 28 Conventional and five Metro polytechnics. The three polytechnics selected for this research are identified as Polytechnic A, Polytechnic B and Polytechnic C. These polytechnics were expected to increase the Technical and Vocational Education and Training (TVET) skills worker supply, in line with the Malaysian Education Plan 2015-2025, (Ministry of Education

Malaysia, 2015) and were granted high levels of autonomy. While the ministry outlines the goal of the Malaysian Polytechnics, these polytechnics are allowed to decide on the best way to achieve the goal by focusing on their niche areas in the industry.

Polytechnic A, the first polytechnic established in 1969, is the only polytechnic in Malaysia to offer the Marine Engineering programme, its niche area, as well as the Mechanical Engineering programme. Polytechnic B, established later in 1997, focusses on Medical Electronics. Polytechnic C, began in 1998 with the niche areas of Fashion and Clothing Design, Graphics Design as well as the Hotel and Tourism Management.

The aim is that these Polytechnics will be known internationally and become the choice for other developing nations to send their students to study based on their internationalisation of local knowledge, innovation and technology.

These polytechnics will be benchmarked against renowned technical institutions such as the Fachhochschule in Germany, and institutions in Sweden, Finland, Norway and France. These three polytechnics have been chosen for this research based on their common goals and missions as Malaysian Polytechnics.

1.8 Background of the Study

The present trends in the demand for industrial manpower indicate a need for a labour force with broad-based education while emphasising Mathematics, Science and communicative abilities as well as proficiency in English as the L2. These attributes will provide the foundation for a trainable labour force, which can be adapted swiftly to the changing technological needs of the country. Therefore, most courses in polytechnics

are currently taught in English to expose students to English in the real world. After all, most references are written in English.

Even correspondence is usually conducted in English. The preference of English as the MOI, however, has created a degree of uneasiness among some lecturers whose courses have changed from Malay as the instructional language to English. As noted by Mazlin (2011), these lecturers may be proficient in written English but may be less confident in speaking as they are not used to teaching in English.

To overcome this problem, they may need to code-switch quite frequently between Malay and English. Such code-switching practices could also indicate that the person did so to fill a linguistic gap (Valdes-Fallis, 1978) or because he or she was not competent in the L2 (Crystal, 1987). Mattson & Mattson, (1999) have argued that, code-switching is not necessarily negative as it could be used as a part of teaching and learning strategies, such as for clarification purposes. This research was in content subject classes, but it may apply to an English Language classroom too.

In Malaysia, code-switching is also noticeable in conversations. As Asmah (1982) stated, Malaysians frequently make language choices in various domains of language use, such as code-mixing, code-switching and the employment of different styles within the same language.

Bokamba (1988) defines code-switching as “the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within a speech event” (p. 279). While code-mixing is “the embedding of various linguistic units such

as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from two grammatical (sub) systems within the same utterance and speech event” (p. 279).

These types of language choices may also be used by polytechnic lecturers in Malaysia teaching the content subjects as well as the English language. The reasons for these choices, and how they help in learning the L2, are identified in this research.

1.9 Significance of the Study

This study investigated the role of code-switching in English language learning for the bilingual polytechnics students in Malaysia. Barnard and McLellan (2014) report on a number of studies in universities throughout Asian countries, with different perspectives on code-switching in classrooms.

Based on the case studies presented in their book, for example in Taiwan, the belief that “English only” should be the MOI during English lessons, without any L1 or mother tongue, is still the prevalent view of policymakers and regarded as an important pedagogical approach in the teaching of English (Tien, 2014). She found that code-switching in her lessons actually helped in explaining linguistics terms, lexical items and building rapport with the students, thus enhancing communication between teacher and students in the classrooms.

The exclusive use of L2, however, as the language of teaching in a foreign or L2 is also debatable (Macaro, 2001). Although using only the L2 could portray a real life use of the English language where students are not expected to understand everything they hear, it would not be applicable in Malaysia as code-switching is used naturally

especially during conversations. Since language keeps on evolving, English in Malaysia has also developed its new form, which is called Malaysian English (ME) where it is an indicative of their regional and feelings that they belong to the same culture (Jantmary & Melor, 2013).

Anecdotally, the use of 'English only' in Malaysia throughout the years where teachers or lecturers have been warned by their superiors not to use the L1 at all in the L2 classroom, appears to have been practice based on an unwritten policy.

Macaro (2001) argues, however, that restricting the use of L1 does not support concept development. As students may already have the concept in their L1, using the L1 could help them understand new words or meanings in L2. L1 can be used to connect their thoughts and ideas with the new information they receive in L2. Increased use of L2 by either the students or teachers in the classroom may not imply students are using the language well. Therefore, code-switching could be a useful language skill to enhance the teaching and learning process and for students in acquiring the new language.

Macaro (2014) has mentioned that code-switching in the language classroom is to promote communication skills. There are some gaps present in the code-switching research and he recommends further research is needed to to establish a case for code-switching in the classroom.

Further investigation is needed to establish whether the teachers' beliefs about code-switching is similar to the students' beliefs and to ascertain whether teachers have achieved the outcomes they set earlier. As no research has been undertaken on code-

switching in the English Language Malaysian Polytechnics classrooms, this research will extend understandings of impact of code-switching. The objectives of this research are to:

- i) Categorise the frequency and functions of code-switching in the Malaysian Polytechnics English Language classroom.
- ii) Identify the linguistic aspects and communicative purposes in lecturers' code-switching.
- iii) Identify the lecturers' and students' beliefs about code-switching in the English Language classroom, in particular, their beliefs about how code-switching helps in the teaching and learning process.
- iv) Identify whether there are any differences between lecturers' and students' beliefs about code-switching.

1.10 Summary

In this chapter, the history of Malaysian education and the changes to the syllabus, curriculum and pedagogy throughout the development of education have been discussed. These changes were inevitable because the world is undergoing world-wide knowledge explosion in various fields: science and technology, information technology, medicine, engineering and space exploration has influenced language used in education in Malaysia.

Over the years the MOI has changed from English to Malay and back to English. Lecturers in Malaysian Polytechnics have had to accommodate to the changes which have led to the occurrence of code-switching. While it is an unwritten policy that the English lesson should be taught only in the TL without the interference of L1, this

approach does not tally with the beliefs of lecturers and students. Thus, in order to explore the gaps in code-switching functionality in the English language classroom, this research identifies the functions and patterns of code-switching in Malaysian Polytechnics' English Language classrooms, the reasons for code-switching and the beliefs that both lecturers and students have regarding code-switching.

Chapter 2

Literature Review and the Theoretical Framework

2.1 Chapter Overview

This chapter will review studies of code-switching. Since the 1970s, a range of studies have examined sociolinguistic and psycholinguistic aspects of code-switching. According to Krishnan (2008), “the sociolinguists study how socio-cultural factors affect language functions. Psycholinguists study how the subconscious mind influences code-switching; the mind acts impulsively and the conscious mind is not aware of it” (p. 21).

Therefore, in order to understand how a study of code-switching could have implications for the Malaysian language classroom, a review of previous studies will be undertaken. Issues to be discussed include: how the language has developed, the existence of Manglish, the English for Specific Purposes (ESP) in Malaysia, motivation to learn the target language (TL), teachers’ beliefs and practices in regard to teaching English, teachers’ cognition about teaching the TL, teachers’ perceptions on code-switching, and reasons for code switching, how code-switching is used in the Malaysian education system, the possible effects of code-switching, the theoretical framework for this research and the amount of teacher talk in the classroom.

2.2 Language Development

To understand the reasons for the change in views about language acquisition over the years, it is necessary to examine how language develops and how the code-switching arises. Code-switching exists because language development is orderly, systematic and complete yet not totally complete (Duran, 1994).

Language evolves every day and new words and their usage become well-known. Language development involves addition (a new word is created), elaboration (additional affixes from an existing word), refinement (to improve or clarify words or phrases better), reapplication (different usage of words in different context) and reorganisation (repositioning of the words, phrases or sentences) (Durkin, 1986). As such, the development of language occurs as both a synchronic process, where language develops and evolves at one point in time and a diachronic process, where language development occurs through time.

English is an important language with which to communicate and interact; its importance stems from four factors. Firstly, the number of speakers of English in the world: in 2006 there were 300 million native speakers of English and about 600 - 700 million speakers of ESL. In total, there were about 1 billion people who could converse in English worldwide (Crystal, 2006). Since the figures were taken nearly 10 years ago, it is estimated that the number should have increased to about 1.5 billion of speakers globally today.

Secondly, English is spoken over geographically dispersed areas in which about 1500 million people reside. More than a third of the world's population live in countries where

English is either the L1 or it is a language spoken there. Thirdly, English is known as the language of great literatures and of primary resources for twenty-first century science and technology.

Lastly, English is the language of countries such as the United Kingdom and United States of America, which have an enormous economic and political impact all over the world.

Undeniably, the demand for English nowadays is greater now than ever before. Most employers require their workers to be fluent in the English language as it has become the international language of trade and business. English is also needed to deal with the advancement in technology as most of the information stored in computers is in English.

English is also becoming one of the main subjects for many schools worldwide with many school syllabi and curricula including English. Thus, students are encouraged to be more knowledgeable in English for the benefit of the nation as a whole.

As most Malaysians are bilinguals, code-switching may be linked with language development. Using two languages in a conversation does not necessarily mean that the person is weaker in one language than the other. It could be because it is best to use the other language to present the information or it could also be that there is no other better word or phrase to be used.

Golubiewski (2012) stated that “mixing and switching probably occur to some extent in the speech of all bilinguals, so that there is a sense in which a person is capable of using

two languages” (p. 31) either in adjacent sentences or within a sentence. Code-switching can be viewed as a language behaviour that helps bilinguals to enhance their language development.

2.3 Malaysian English (ME)

Languages change overtime to adapt to the environment (Jantmary & Melor, 2013). This is evident with the English language in that it has become localised (Schneider, 2011). An example is Malaysian English (ME) also known as Manglish. According to Jantmary and Melor (2013), local English has developed a new form which local people use as a “way to express regional pride, a sense of belonging to a place with expressions through local culture and language forms” (p. 52).

Malaysian English has a range of functions ‘through acculturation’ (Kow, 2003). The most pertinent example is the use of the particle ‘*lah*’ in the sentence, which is also an indicator of ME. The particle ‘*lah*’ originated from the Malay language, while ‘*loh*’ is from the Cantonese language, which both have the same meaning. The mixture of the particle in the L2 has a unique concept in ME. Speakers use it as a strategy to build solidarity among themselves.

Kow (2003) notes that Malaysians are bilingual with some multilingual. They use different languages depending on the situation and who is involved in the conversation. Malaysians are familiar with the particle, ‘*loh*’ or ‘*lah*’, whether they speak mostly Cantonese, Malay or English. The important thing about code-switching is that it enables users to communicate with each other and become creative communicators (Kow, 2003).

Jantmary and Melor (2013) also found that ME speakers view this variety of English positively; it is a reflection of their culture and identity of which they are proud. ME speakers at times refer to speakers who use American or British slang as being “snobbish and arrogant” (Jantmary & Melor, 2013, p. 67).

Code-switching appears to have little influence on Malaysian English. Jantmary & Melor (2013) suggest that ESL teachers and lecturers could be creative using this variety of English while teaching without compromising standard English when teaching students. The local variety of ME could make the class interesting as it is a casual way of communication which may encourage students to speak and develop confidence in practising the English language in the classrooms.

In Malaysia, the use of Malaysian English or code-switching is a common phenomenon when teaching the English language. Young (2008) argues that Malaysian English or ME differs from “real” English in terms of its vocabulary, morphology, syntax and pragmatics. He also claimed that the reasons why teachers sometimes use ME with students are mainly to emphasise a point, make an explanation clearer, to avoid messages from not being understood and also could be due to their lack of proficiency in the language.

According to the Education Policy 1979 in Malaysia, the purpose of learning English is to ensure students are able to use the language in their everyday lives and to further studies at higher institutions. Today the Polytechnics’ vision and mission is the same. In the era of Information Communication Technology (ICT), or as Jantmary &

Melor(2013, p 68) say, the “borderless world”, English is an important language used as a MOI around the world.

2.4 English for Specific Purposes (ESP)

The English for Specific Purposes (ESP) programme is based on an assessment of the needs, purposes and functions required for students to acquire English. ESP concentrates on language use in a specific context rather than on just grammatical or language structures.

Subjects such as Commerce, Accounting, Business Management, Tourism and Hospitality usually focus on ESP. In ESP, English is taught in a similar way to authentic language use in the students’ outside world, balanced with what is taught in the classrooms. As a general rule in ESP, a ‘needs analysis’ determines the language skills and a syllabus is designed based on the students’ needs. For ESL students, however, all the four language skills of listening, reading, speaking, and writing skills are stressed equally.

Generally, the role of teaching language and teaching content in a classroom is very varied. For example, a content subject such as Science tends to use the language as the channel to impart the subject matter (Then & Ting, 2009) and the language is used as a medium and so is the “by-product” (Zabrdskaja, 2007).

ESP explores topics that occur in the real world within the English lessons. The relevance of these topics is motivating for students who can apply what they have learned in their English classes and link it with their main course of study, such as

marine, engineering, economics, and hospitality. Students practice their English in a meaningful context, which increases both their interests in learning the language and their acquisition of English. Students are given opportunities to express themselves in their subject content courses with the English teacher there to facilitate their language competency.

ESP is specifically related to the students' area of interest and subject area; the students can apply what they have learned to their study of other subjects and prepare themselves for their future work. When the context is familiar to the students, they are able to practice English based on what they have been previously taught, thus increasing motivation to learn the language. In ESP, subject content matter is combined with content of the course (Martin, 2000).

The General Studies Department of Malaysian Polytechnics is responsible for English courses for every department in the polytechnic, such as Commerce Department, Electrical Engineering Department, Mechanical Engineering Department, Civil Engineering Department, Marine Engineering Department, and Hospitality and Catering Department. The courses for the Diploma students are Communicative English 1 (Semester 1), Communicative English 2 (Semester 3, except Marine Engineering which is offered in Semester 2) and Communicative English 3 (Semester 5, except Marine Engineering which is offered in Semester 3; Civil Engineering and Commerce which is offered in Semester 4).

ESP differs from ESL in that motivated to learn English when their English language proficiency is low. According to Gardner and Lambert (1972), having a positive state

of mind about L2 will motivate learners to communicate and participate within their community. This 'integrative motivation' supports language learning, whereas 'instrumental motivation' is related to being rewarded for learning the L2, for example, to get a better job and gain a higher salary (Dörnyei, 2001, as cited in Gardner & Lambert, 1972).

Wu and Badger (2009) claim that most issues which arise in ESP relate to what should be covered in the subject or learners' role. Watson Todd (2003), however, say there is little discussion on the choices ESP teachers have when deciding what to teach. When identifying learners' needs for teaching ESP, teachers sometimes find that they are unfamiliar with the subject areas. Such teachers are described as "reluctant dwellers in a strange and uncharted land" by Hutchinson and Waters (1987, p. 158); they seem lost and intimidated when dealing with subject knowledge situations, or 'In-class Subject Knowledge Dilemma' (ISKD) situations. This is especially true in the Malaysian Polytechnics context where the English lecturers are expected to teach the ESP.

Wu and Badger (2009) examined one of the largely ignored issues in ESP, which is how the ESP teachers handle situations when facing ISKD situations. Their research identified the avoidance or risk-taking strategies that teachers have used to deal with unpredicted ISKDs and what influenced decisions. They suggested that factors influencing the decision included "conceptualisations of the relative subject knowledge of the ESP teacher and the subject specialist; the role of teachers and students; and the maintenance of face" (p. 22).

In China, where Confucian culture is practised, “a high value on maintaining face” (Gieve & Clark, 2005; Littlewood, 2001) may be an influence on teachers. This research was intended to inform ESP teachers on how other teachers had handled ISKD situations to benefit the education.

In Wu and Badger's (2009) research, there is an example of ISKD where a teacher was unable to provide an explanation of the word “stores” to a class of Marine Engineering students. She was only able to give a Chinese translation and unsure of the real meaning in maritime English. She was only concerned with spelling and forms, rather than information related to the context in that particular ESP class. She believed that words should be explained in the subject classes but not during her ESP class. When asked for an explanation she said she was unsure about the meaning in context, adding that if she explained it incorrectly students would not trust her anymore. She admitted that it is not enough to know the linguistics knowledge, and that, she believes teachers should know more than the students.

The second aspect of the risk is loss of face. In this situation, the risk was reduced as the word was identified by the teacher. However, in another example of ISKD, the word “water boat” was identified by the students and the other teacher did not know the translation of the word in Chinese at all. By taking a risk, she used her linguistic knowledge to elicit an answer from the students. It was translated literally and there could be a risk of misleading. She would rather take that risk than lose face. She also admitted that she should anticipate the difficulty and look up in the dictionary before the lesson.

The third aspect refers to being an expert in language or the subject knowledge. As in the second ISKD situation, the teacher had taken the risk of letting the students translate word by word although she was unsure of the meaning. It showed that the teachers need more than their linguistic knowledge.

The research also observed that teachers followed their lesson plans closely and if they did not would feel that the lessons had failed. It could be because these teachers knew that they were being observed and believed that the lesson should flow smoothly. Maintaining face to gain students' respect from the rather than showing their ignorance in front of the students, as in the Confucian tradition, is also important.

Their study identified that teachers were using the translation method to explain a word's meaning. Although there are other methods to explain meanings, it seemed teachers more often opted for the translation method or code-switch when explaining the meaning. This may be seen to be better approach because because "ESP is not just a matter of science words and grammar for scientists" (Hutchinson & Waters, 1987, p. 18). These outcomes may be context specific and not applicable in a different context .

2.5 Motivation to Learn the English Language

In Malaysia, there are different reasons for learning the English language. Polytechnic students usually have had a number of years learning English language at school At the polytechnics, to improve their communication skill, they will be applying the skills that they have acquired in the job that they would be performing in the future. They are likely thus to be motivated, to acquiring English as their L2.

The study of motivation, from a socio-educational model, has given an insight as to how students' interest and other related factors could affect learning of a L2 (Gardner, 1985). The role of motivation is divided into two categories. Integrative motivation can motivate students to set their own goals and link with their interpersonal qualities. The integrative motivation encourages learners to be involved in "the culture of the second language group and become involved in social interchange in that group" (Brown, 2000, p. 165).

The instrumental motivation has a practical quality (Dörnyei & Taguchi, 2010), and occurs when learners want to learn the language in order to get better jobs, to read the technical writing and to communicate in the country where the language they are learning is spoken. It is not always about getting a reward (Covington, 2000).

Other researchers such as Watt and Richardson (2008) and Gao and Xu (2014) used other terms for motivation in relation to learning English such as intrinsic motivation (students own interest in learning the language itself) and extrinsic motivation (external inducement, such as rewards, grades, recognition, or money, for securing job and having better salary in the future when acquiring the language).

Higher intrinsic motivation has been claimed to better support the students' desire to learn and acquire the language (Dörnyei & Ushioda, 2011). McGroarty (2002) suggests that when learners choose to acquire certain language, they will find it to be meaningful, as also noted by Deci and Ryan (1985) who claim that students with higher intrinsic motivation will be interested and feel challenged.

Dörnyei (2009) has proposed another framework on motivation, especially for L2 research, called the L2 motivational self-system. This system is based on Markus and Nurius' (1986) possible self-theory and Higgins' (1987) self-discrepancy theory. Dörnyei (2009) argues that “motivation involves the desire to reduce the discrepancy between one’s actual self and the projected behavioural standards of the ideal/ought-to selves” (p. 215). There are three components involved which are the ideal L2 self, the ought-to L2, and the L2 learning experience.

The Ideal L2 self is the “L2-specific facet of one’s ‘ideal self’” (Dörnyei, 2009, p. 29). It signifies a type of person that would be ideal for the learner to be in the future. An example would be if the learner has the intention to be able to converse with international friends, the learner would have an image of the fluent speaker of L2 that he or she would become: a good motivator to acquire the L2 (Papi, 2010). This aspect is correlated with intrinsic or instrumental motives since its effect is to have an ideal L2 self with positive attitudes towards the speakers and community of L2.

On the contrary, learners who have negative connotation towards a L2 community would be unlikely to develop this ideal L2 self. Research in the Asian countries such as Korea, China and Japan (Kim & Kim, 2011; Taguchi, Magid, & Papi, 2009) have identified the benefits of learners having an Ideal L2 self..

The ought-to L2 self represents “the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2009, p. 29). This aspect relates to duties, responsibilities and obligations for a person to satisfy their family, teacher, lecturer or employer as a source of motivation to learn. The ought-to

self is related to extrinsic motivational factors as the learner wants to be rewarded and complimented for what he or she has achieved.

The third aspect of the L2 learning experience concerns “situated, executive motives related to the immediate learning environment and experience” (Dörnyei, 2009: 29). This type of motivation is situational specific in which the curriculum, the L2 teachers, their peers and the teaching materials have influenced the motivation to learn (Papi, 2010). The enjoyment of learning is related to this component rather than the self-image and contributes to learners improving their studies.

The combination of these three aspects envision L2 learners as being influenced and encouraged by others as well as supportive environments to acquire the L2.

Oxford and Shearin (1996) stated that motivation plays a major part how learners acquire the L2. Learners who combine both the language and non-related language experiences are considered to be learners who had accomplished the higher degree of language proficiency and acquisition (Ellis, 1994). Dörnyei and Taguchi (2010) claim that those who are really motivated to learn the language, which is 99% of them, will be able to master the language to a certain extent.

Teachers have a responsibility to motivate their students to make them feel confident to “learn how to learn”, be independent of their own development and regard their friends as a source of learning as well. They should experiment with the language rules, and where and how the rules need to be adapted. Errors should be seen as natural and important in the learning process (Gardner, 2010).

As an English Language Lecturer, it is best if we could find a way to ensure that students are motivated in learning the English language. One of the ways is by providing motivation in the form of feedback. Motivation in the form of feedback has a significant impact on human communication.

Feedback, used to check on comprehension of a message, is common in everyday discourse. The listener provides feedback to show that he is listening to the speaker, and at the same time the speaker can give clarification on certain unclear information. In most social encounters outside the classroom, it is unnecessary to make comments, correct mistakes or judge a person's behaviour (Chaudron, 1988).

Feedback in the classroom is used as a tool regularly with its main purpose "to reduce the gap between current understandings and performance and a goal" (Hattie & Timperley, 2007, p. 86). It is used to correct students' errors and provide additional information about topics to reinforce learning and motivate students. As such feedback is an important ingredient in classroom discourse and an inevitable component of classroom interaction; students derive information from feedback given by the teacher.

Both attitude and motivation have implications on the students' learning and both contribute to the students' achievement in ESP. As Gardner (2010) states in relation to North America, motivation has a direct effect on attitudes especially in learning situations. He added that attitude and motivation go hand-in-hand in the process of learning (see also Teng and Zhang, 2016a; 2016b). An individual's high motivation to learn a L2, Gardner (2004) claimed, is due to his positive attitude towards the

learning of the TL. Attitude and motivation are complex psychological factors developed by different experiences, which influence how a student approaches many situations in life, including L2 learning.

As experienced teachers know, students who progress well in learning the L2 usually have positive attitudes. According to Dörnyei (2009) in an ideal L2 system, a positive attitude to learning the L2 will enable the students to believe in themselves by setting their own goals to learn the language.

A contributing motivational factor is the importance of English in business and industry domains (Gill, 2005). Malaysia, as many other countries, is competing aggressively for foreign investments for economic growth and development of the nation, English is an important language. Although there is always a change in the language policy especially in schools and higher institutions, hopefully students' attitudes and motivation will remain positive towards learning the English language.

2.6 Teacher Cognition

Teacher cognition has become an important area of research since the 1970s (Crookes, 2015). With this body of research, however, a number of issues have been raised regarding the way the research was conducted and the participants who were involved.

An issue raised by Borg (2006) is that participants involved in the studies have been mostly native English speakers. The setting was in schools with fewer students than higher institutions such as universities, colleges or polytechnics. Moreover, the studies

have been limited in scope and unlikely to be applicable in other language settings. Knowledge of teacher cognition from just classroom observations is difficult but knowing that decisions teachers make and practise when teaching can provide insights into what is going on in their mind and how they come to a decision (Borg, 2003).

Cognitions are usually related to something personal and correspond to what is in a teacher's mind. In deciding on what and how to teach, cognitions will play a role in any decision that will be made (Burns & Richards, 2009). As such, it is difficult to study the relationship between teachers' cognition and their practices; the relationship is complex with cognitions and practices continuously influencing each other throughout a teacher's career (Borg, 2003). Teachers will usually revise their planning throughout their lessons although they had planned what to teach in the class before entering the classroom (Richards, 1998).

2.6.1 Teacher Cognitive Knowledge in ELT

An aspect related to teachers' cognition is teachers' knowledge, with three types of teachers' knowledge in the ELT context. The first is knowledge about things related to content and curriculum; that is knowing about the subjects they are teaching. This type of knowledge comes from undergraduate and postgraduate courses taken by teachers. Teachers need a high level of knowledge about the language as part of their professional development.

Medgyes & Ryan (1996) argued that although the teachers may be fluent in the subject content, that alone will not make them a proficient teacher. Curriculum knowledge is also required to understand the structure of the course and know which learning

materials are suitable for the subject being taught (Shulman, 2004). In ELT, understanding the focus of the subject and syllabus will ensure teachers adjust their teaching especially the use of materials to design lessons to accomplish the syllabus' objectives (Roberts, 1998).

The second type of knowledge is pedagogical knowledge; knowledge that teachers apply to create lesson plans and assess students. It is gained from personal experience and may be obtained from previous training. Hashweh (2005) states that pedagogical knowledge is a combination of content and awareness of pedagogy through which teachers evaluate their teaching based on the students' understanding. The teachers can then review and restructure their teaching to match students' interest and achievement.

The last type of knowledge is knowing how to conduct the lesson. It may be a form of classroom management and how to motivate students to learn by combining other types of knowledge. Knowledge about classroom management is related to beliefs about students' learning, and involves teachers selecting suitable teaching strategies to be implemented in the classrooms. For example, the teachers may want to ensure students are active participants, to engage them in their learning.

According to Korthagen (1995), our knowledge is based on our experiences. Similarly Hasim et al. (2015) found that the teachers were able to understand more about teaching by looking back at their own experiences which, in turn, form their own beliefs about effective teaching. These beliefs, together with knowledge gained during their graduate and postgraduate studies, help them to improve their teaching through evaluation of, and reflection on, their teaching.

Believing that having an academic degrees to teach may assist teachers and lecturers to choose materials, plan lessons and understand students more effectively. Utilizing knowledge and experience based on their teaching experiences, gathering information on courses before teaching, understanding students learning styles, evaluating their own understanding of a topic and reflecting on their practice all play important roles in effective teaching and learning process.

2.6.2 The Relationship between Teacher Cognition and Beliefs

Research on teacher cognition has indicated that discrepancies between teachers' practices and their cognitions occasionally occur due to curricular demands and school conventions. One concern is the extent to which teachers are able to reflectively provide an exact account and reason of the basis for their subconscious classroom decisions (Borg, 2003).

Lightbrown and Spada (1993) claimed that the teachers in their studies believed that students learnt best through imitation and through errors made due to interference from their L1. Borg (2003), argued, however, that this was not adequate evidence of effective L2 learning as other factors may be involved. He asserted that investigating teachers' practices, attitudes, and beliefs, and how they relate to one another may reveal possible discrepancies. (Borg, 2003).

Based on Borg's (2003) theories of teacher cognition, there are three aspects that can affect teachers ways of teaching. Firstly, the teachers' own experience as language learners themselves. He claimed that a teacher trainee's classroom practice and

behaviour are based on what she observed as a student, the method her teacher had used and the tasks or materials she thinks she benefitted from during her study (op. cit.). That is a teacher's belief about how she learned from her experience influenced her cognition. Some teachers may use the same strategy and style of teaching throughout her teaching career.

Secondly, the teachers' education level can be related to their practice, although the teacher has higher or lower education level does not necessary affect their teaching (Borg, 2003). Reflection helps build teacher's professional growth as it will guide teachers to improve their teaching based on their perception and instinct (Richards, 1998). Teachers also develop their cognitions through discussions with other professionals, time management during the class as well as their aptitudes and willingness to assess their own teaching. Their teaching practices may change over time depending on the context and school demands (Borg, 2003).

The third aspect is that cognitions are influenced by contextual factors which can lead to a difference between a teacher's cognition and their practice (Borg, 2003). While classroom practices may be an indication of the teachers' knowledge, beliefs and attitudes, the context in which they teach can impact on them. Whereas teachers may have agreed on similar practices or principles, how they carry out the lessons in the classrooms might be differ. Contextual factors such as the learners' understanding, timing and the amount of teacher talk needed might mean there are different outcomes. Decisions may depend on the interactions with the students and the students' response to the lessons. The teacher may also introduce an unplanned task or activity to attract

students' attention to learn. In summary, the class setting, stakeholder's requirement and response from the class itself may all influence teachers' cognitions and practices.

Thus, there is a positive relationship between teachers' experience and beliefs; less experienced teachers are likely to practice new teaching concept compared to experienced teachers who are more like to practice based on what they had been practising before (Borg, 2006). Kurbanyiova and Feryok (2015) also added that "...the teacher's sense of the broader institutional setting, the status of his/her profession in the society, the global context of L2 learning and use, and the social status of students' home languages and socioeconomic circumstances all play decisive role" (p. 445).

Overall, attitudes, beliefs, knowledge and classroom practices are interrelated and these experiences influence how teachers make decision to carrying out their lessons.

Although, generally, teachers' beliefs go hand-in-hand with their practices, there are times that practices may interfere with their beliefs. For example, Collie, (1996), found that initially teachers believed they should provide frequent opportunities for students to practice reading in TL. Their beliefs changed, however, as they gradually noticed that the students were not interested and appeared unmotivated. Consequently they used different activities to attract the students' attention again.

In this case the relationship between their cognition and practices has been influenced by contextual factors. It is not a linear process, however, because teachers are likely to change and revise their lessons depending on the context they are including the students' motivation, timing and teacher talk. Whether teachers cognitions and practices, in

relation to code-switching in the classroom, are consistent is currently not known, and will be investigated in this research.

Scholars generally agree that, to understand language teaching and learning, it is important to know about teachers' cognition of knowledge and how it is gained (Freeman & Richards, 1996). Borg's (2003) definition of teachers' cognition as "what teachers know, believe and think" (p. 86) includes aspects related to teachers cognitions: teachers' own theories (James, 2001), teachers' beliefs (Burns, 1992), teachers' attitudes and knowledge (Wood, 1996).

In this research, the focus is on teachers' beliefs (or lecturers' beliefs since the participants are lecturers from the Malaysia polytechnics) and students' beliefs and how they influence lecturers' teaching practices in the classrooms, specifically in regards to the use of code-switching.

Macaro (2014) has claimed that code-switching in the language classroom is to promote communication skills. Further research in this area is needed because, as Macaro stated, there are still gaps in the research on code-switching in terms of the teachers' beliefs and students' beliefs, what is going in teachers' minds during lessons and what they hope to achieve.

2.7 Teachers' Beliefs

To understand what teachers have to deal with based on the different dimensions of teaching, teachers' beliefs as well as what goes on in their mind when they make teaching decisions in classrooms need to be considered. Teachers are typically

confronted with a number of tasks, no matter what kind of class they teach (Richards and Lockhart, 2000). The tasks include selecting, preparing and presenting activities, how to ask questions, checking on students' understanding, monitoring students' learning and also reflecting on their teaching.

Clark and Petersen (1986), and Lynch (1989) as cited in Richards and Lockhart (2000) assert that teaching usually comprises cognitive, affective and behavioural areas. What teachers do, especially in the classroom, is to reflect on their beliefs and use their knowledge to think how best to develop strategies to assist students' learning.

2.7.1 Source of Teachers' Beliefs

As said by Feiman-Nemser and Floden (1986) cited in Richards and Lockhart (2000), individual teachers are actually shaping their belief systems based on what they believe and the goals that they have set. Their beliefs are likely to be based on how much they have understood the process of teaching and learning as well as the best way to utilise their learning. However, their belief systems will keep changing over time and it may be different from one to another and these would affect teachers' beliefs thus explaining teachers' actions and decisions in their daily practices.

Firstly, teachers may have different views on the process of language teaching and learning. Next, teachers' beliefs may be moulded from their teacher training, their experiences being a teacher themselves as well as their own experience of how they learned in school (Freeman & Richards, 1996).

Another source of teacher's beliefs is positive or negative feedback which informs students on their performance should be a source of motivation for the students to improve themselves, and create a supportive teaching and learning environment in the classroom.

Thus, in a language classroom, feedback on a student's spoken language may be a response either to the content of what a student has produced or to the form of an utterance (Richards & Lockhart, 2000). Most of the time, teachers would just correct the students' errors on form without any explanation.

Allwright (1975) however described a situation where teachers did not provide detailed feedback on their students' errors by showing where the mistakes were and the reason for them needed to be corrected. Teachers normally just repeat the correct language form that is in focus at that moment. It could be that the teachers believe it will take a longer time if more explanations are given. Studies of which errors teachers tend to correct show that teachers believe they should correct content errors, followed by vocabulary errors, errors of grammar and pronunciation (Chaudron, 1988, cited in Richards & Lockhart, 2000).

Byrd (1998) highlighted the issues on the teaching of grammar especially when feedback is given to the students, some teachers believe that grammar explanation is difficult because they often perceive it to be a fixed set of word forms and rules of usage. They mistakenly teach grammar to their students by explaining these forms and rules and then drilling it to them. By doing so, students, as well as the teachers find that learning grammar is boring and dull, thus negatively affecting their perceptions toward

language learning. On the other hand, some teachers believe that it would be beneficial if detailed feedback were provided as to ensure that the students would be able to avoid it next time as well as to motivate them to improve on their learning.

When CLT was introduced, teachers had to modify their beliefs to accommodate the new method. Richards (2006) emphasised the fact that the CLT methodology involves many aspects of language knowledge. The learners are encouraged to know how to practice and apply the language that they have learned for a range of different purposes and functions, and to vary it according to the settings and listeners. Students learning through CLT are expected to produce and understand different text types such as the newspaper, magazines and to maintain communication with one another.

In regards with the standard of English to be used in the classrooms, there are several teachers' belief that have been practised. Young (2008) stressed that in English language teaching teachers should always try to avoid code-switching or translation from English to Bahasa Malaysia. He explained that ME is classified as a pidgin or creole language and is not even "real" English. ME is merely a simplified form of English mixed with Malay and Chinese, which is becoming or has become a separate language from standard English. He argued that students would get into the habit of speaking broken English and which could make it challenging for students to use standard English in the future.

The opposing view is that is that code-switching and ME do not actually contribute to the low level of English acquisition. Macaro (2009) also pointed out that code-switching will not affect the students' language acquisition negatively. However, it would help in

providing support for student's vocabulary acquisition when L1 is used to complement students' understanding.

Lee (2009) was able to show that teachers with positive attitude to teaching included activities that engaged students in language learning through using joke in L1 and code switching. On the other hand teachers with less positive approaches to teach simply gave answers which the students wrote down. In this study there is some consistency between teachers' beliefs and their practices.

It could be summarised that teachers who did not really take language teaching as a serious task and looked at the teaching method being used as a "give and take" method where he would give answers and the students copied them down. The beliefs that teachers have on the best way to teach will be influenced by their own experience as learners before and as teachers throughout the years, as well as the context in which they are in.

Becoming a teacher is truly a life-changing decision. Individuals who decide to become teachers should always aim to make an impact in the lives of their students, regardless of their age, gender, race or religion. Although teaching can be awfully taxing at times, teachers who believe in producing educated students will experience contentment as they watch their students grow, learn new skills and express their individual strengths.

2.9 Issues on Code-switching

Before discussing the literature on code-switching and the changes that have occurred throughout the years, the two major types of switching will be described.

2.9.1 Code-switching

There are two types of code-switching: intra-sentential and inter-sentential (Asmah, 1982). Intra-sentential occurs within a clause or sentence margin whereas inter-sentential is when language change occurs at a clause or sentence margin, where each clause or sentence uses one language at a time (Asmah, 1982). An example of code-switching is taken from is shown below:

*T: Please make sure you write your name and matrix no. **ye (Yes)!** Ok Guys, time's up! Pass it over. Hurry up. **Cepat sikit. Jangan tengok jawapan kawan (Don't look at your friend's answer).***

*Ss: **Susahlah puan (It's difficult, madam).***

*T: Just follow the **cara kerja (working scheme)** that I show you just now. Ok thank you class!*

*Ss: Thank you **puan (madam).***

(Mazlin, 2011, p. 45-46)

Another example is “Ok to speak like that one-lah!” from *Batu Api*, The Star, 1996 (Norrish, 1997). Dialogues are frequently used by Malaysians. They have been considered to be both indicative of incompetent use of English, or an indication that the speaker is able to use two languages. At time, this is a deliberate strategy for communicative purposes (for example, words in another language provide a better nuance of what the speaker means).

Over the years there have been arguments about code-switching among researchers (Crsytal, 1987; Gysels, 1992; Jenkins, 2010; Macaro, 2009; Stroupe, 2014; Tien, 2014). For a long time code-switching was seen as an intervention process in language acquisition which was viewed negatively (Tien, 2014). Even though code-switching seemed to serve important communicative and cognitive functions, there were claims that speakers who use mixing and switching speak neither language well nor were “fluent in both languages” (Macaro, 2014). It was just a “code-choice” they made in order to communicate with other bilinguals.

On the other hand, Dewaele and Wei (2012), found that bilinguals who used more than one language were not hindered from being competent communicators. They observed that the bilingual participants in their research scored higher on cognitive empathy and “tend to be more skillful in conversation” (p. 363). Bilinguals who used more than one language would not be hindered from being competent communicators. Nowadays, code-switching is considered more positively as a communication strategy for effective communication (Jenkins, 2010) and meaningful communication (Stroupe, 2014).

Bokamba, (1988) reported that speakers who successfully code-switch show a higher level of linguistic sophistication. He argued that since code switching necessitated simultaneous processing of the rules of both languages and not only indicated proficiency in both languages, but often to a high level. Speakers definitely need a good grasp of both languages to be able to code-switch smoothly in a conversation.

The switching between two languages was not brought about by laziness, or insufficient language proficiency, Ong & Zhang, (2014) claimed but because speakers had

sophisticated knowledge of both languages and community norms. Other instance of code-switching appears to be when speakers are not sure of the term or its appropriateness, in the TL (Chan, 2005).

Lin (2013) also identified that L2 is used normally when the teacher is present controlling the classroom but in group discussions, students communicate using their L1. Students appear to have a strong preference for L1 as the medium to communicate with their colleagues. One of Guthrie's (1984, as cited in Lin, 2013) respondents reported she thought she did not use much L1 (Cantonese), in her class, but was astonished to be observed to use quite a lot. Guthrie claimed that his findings suggest that L1 is used in the classroom for the purpose of:

- i) Acting as a "we-code" for solidarity.
- ii) Clarifying or checking for understanding.
- iii) Contrasting variable meanings in L1 and L2 and anticipating likely sources of confusion for students.

(Lin, 2013, p. 198)

Code-switching is often observed when the teachers want to communicate with the students about things unrelated to academic matters or the institution. Both the teachers and students tend to switch into their L1 to be less formal, and as an indicator of sharing the same native language or belonging to the same community.

Lin (2013) also reported Macaro's (2009) study which claimed that L1 will not harm the language acquisition of a student. For example, giving the equivalent words in L1 during the teaching and learning can help to develop the students' vocabulary acquisition. He

hypothesised that giving students a L1 equivalent of L2 vocabulary can reduce their cognitive load and help them to focus more on the task.

Hence, based on the issues above of whether code-switching gives negative or positive impact on the language learning, it would be useful to find out whether the polytechnic lecturers and students' code-switching does actually show their high competency level or the opposite.

2.10 General Reasons for Code-switching

Code-switching may be used to fill a linguistic or conceptual gap (Valdes-Fallis, 1978). The linguistic gap is where people mix and switch from one language to another as a result of an inability to express oneself adequately in one language (Crystal, 1987). The conceptual gap, however, appears to be due to a speaker's attitude towards the listener.

Some speakers may code-switch to give an impression of status and westernisation. Gysels, (1992) claims that code-switching also occurs to facilitate family communication by lowering language barriers, as observed in cases such as Cantonese-English, French-Arabic and Korean-English bilinguals..

Code-switching is also used for multiple other communicative purposes (Gysels, 1992; Jenkins, 2010; Stroupe, 2014; Tien, 2014). For example, code-switching may enable a speaker to express more effectively their intentions, needs and motivations. These are reported as important factors in "code-choice" (Macaro, 2014). Similarly, Trudgill, (2000) posited that code-switching is used to build intimate interpersonal relationships among members of a bilingual community.

Students may follow lecturers example of code-switching when they speak in English. Eldridge (1996) mentioned that students code-switch to ensure continuous communication by linking the gap because of feeling incompetent in the L2 (equivalence) and to avoid gaps in communication (floor-holding). Code-switching is used to reinforce, emphasise or clarify messages that have already been transmitted in one code but not understood (reiteration), to transfer the intended meaning in order to avoid misunderstanding (conflict control) or to establish oneself as a member of a particular group (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

There are situations where code-switching from L2 to L1 is also connected to translation. Certain words or phrases are translated to help students understand better and keep communication going. While at the end of the nineteenth century, many works on language teaching made the assumption that learning a L2 language is better without the interruption of L1 (Cook, 2009), this argument led to criticisms among researchers. Duff (1989) earlier had argued that translation is a time-efficient when teaching the L2. Cook (2009) agrees that the translation method, if it is used wisely, will benefit those in the large classes as well as helping students and teachers with limited command of L2 especially in the bilingual classrooms.

Use of L1, even if forbidden in the classroom, may be acceptable during informal talking, pair work or group work if the students are negotiating contextual meanings (Levine, 2011). Levine found that 40-60% of language teachers in the US, where the L2 taught is mainly French, German and Spanish, use 80-100% of L2 in the classroom, adding that “in most language classes, just communicating in the L2, and perhaps

language learning overall, represent a novel experience, and as a matter of course, effective teachers develop and teach techniques for helping learners to be successful language learners” (p.131). Thus, code-switching appears to be present in the language classrooms as part of learning and communication process in acquiring the L2.

Macaro (2009) has reviewed classroom based studies that suggest there are no negative implications for vocabulary acquisition, or the comprehension of the text, from code-switching. As noted above, he claims that code-switching lightens the cognitive load so that whole meaning of a text is not lost. Blackman (2014) found in her research that teachers used the L1 for language functions. At the same time, the teachers’ decisions of using the L1 was determined by their students’s ability. Code-switching was seen as a scaffold in improving students’ grammar and vocabulary acquisition.

Studies on code-switching in Malaysia (Ain & Chan, 2014; Mazlin, 2011; Then & Ting, 2009), especially within the context of the subject content classroom, have shown that there are many reasons why people code-switch, for examples, aiming for clarification purposes, reiteration of the word in another language to ensure understanding or when telling jokes. Macaro (2005; 2006; 2009; 2014) has frequently argued that code-switching is a useful communication strategy for bilinguals, stating that it benefits the L2 learner through keeping “the interaction going and attract greater quality input” (2005, p. 64).

Based on several studies of teachers in different learning contexts in which they use L1 in the L2 classes, Macaro (2005) reports that teachers use code-switching for:

- i) Building personal relationships with learners (the pastoral role that teachers take on requires high levels of discourse sophistication).
- ii) Giving complex procedural instructions for carrying out an activity.
- iii) Controlling pupils' behaviour.
- iv) Translating and checking understanding in order to speed things up because of time pressures (for example, exams).
- v) Teaching grammar explicitly.

(Macaro, 2005, p. 69)

In summary, there are many reasons why code-switching could be occurring in society, especially bilingual societies like Malaysia. An aim of this research has been to examine reasons for code-switching in the Malaysian Polytechnics' English Language classrooms have been examined.

2.11 Teachers' Beliefs about Code-switching and Their Practice

The teachers' beliefs about using code-switching in the classroom are likely to be linked to the strategies that they believe will work in their teaching and learning, and which may change over time. One of the beliefs may relate to whether code-switching is a tool for teaching and learning in a classroom. They may believe that code-switching could be used as a part of teaching and learning strategies such as for clarification purposes (Mattson & Mattson, 1999). Teachers may be competent in English but want to ensure their students are understanding what is being in the current MOI.

As discussed earlier teachers' beliefs are generally consistent with their practice. Teachers beliefs' will usually be reflected in their practice (Lee, 2009). For example,

in Lee's research, the teachers' positive attitudes to language teaching was reflected in their efforts to engage students by using jokes and code-switching to enhance their students' understanding. Students in the study also believed that code-switching has facilitated them to understand the lesson better. Further studies to explore how the levels of language proficiency can contribute to the teachers' and students' beliefs about the use of code-switching would be beneficial.

2.12 Students' Beliefs about Code-switching

The available literature has little reference to students' practice or perceptions about code-switching. As this could contribute to understanding teachers' decision-making on code-switching in the classroom, it would be useful to know if there are differences in students' and the teachers' beliefs, as suggested by Barnard and McLellan (2014), as one of the aspects that were less explored by researchers which is students' perspectives on code-switching.

In the Philippines, Abad (2010) found students had difficulties in understanding their lecturers when only English was used during the lessons. Code-switching enabled students to comprehend the concept because of the conceptual support offered through L1. Abad also found a greater rapport between the teachers and students with a more relaxed environment which encouraged students to participate actively during discussions. Student respondents in Abad's study did not expect their teachers to code-switch all the time as it may result in negative consequences. For example, Mathematics or Science terms commonly used in English should not be expressed in the other language through code-switching as the meanings may not be interpreted properly.

Furthermore students expected their teachers to be their role-model in improving their English, with some students also preferring their teachers to speak only English in the classrooms. This study suggest that students' preferences for code-switching are variable.

The limited research available suggests that students view code-switching differently. Some view it as a tool for acquiring new knowledge while others view it as a good way to reduce their anxiety when using English (Younas et al., 2014). Similarly Ospanova's (2017) recent research, reported 75% of the student respondents admitted they used code-switching for memorisation purposes. These students also said they felt that they were members of the same group who were less proficient in the TL.

It has been recorded, however, that there is no significant relationship between code-switching and language proficiency, as it occurs in both the low and the high level proficiency groups among the students (Sampson, 2012).

2.13 Code-switching in the Malaysian Context

Code-switching exists in the Malaysian education system with attitudes towards it changing as the language continues to evolve (Norish, 1997). In the international literature, Ong (1990), among others, reported that speakers with low levels of English language proficiency code-switch to ensure continuity of conversation; similarly in Malaysia, Then and Ting (2009) also found that students prefer to code-switch to L1 when they have difficulties looking for words to complete their conversation.

Canagarajah (2005) also reported instances when code-switching being used in Malaysian classrooms with switching between the English and Malay languages because of language inadequacy. Canagarajah asserts that Malay medium learners of English in Malaysia had insufficient exposure to English, which explained their lack of performance in school.

In other recent studies (Ain & Chan, 2014; Gulzar et al., 2013; Ong & Zhang, 2014; Then & Ting, 2009), there have been indications that code-switching has been positive in both language and other subject classrooms. At higher institutions, however, there is only limited research on code-switching in Malaysia. Implications of code-switching for language teaching in higher institutions, such as Malaysian Polytechnics, may differ from those in schools.

Yunisrina (2009), proposed that code-switching serves a different purpose in the Malaysian English language classroom where it could be related to word borrowings, for example:

“ah lepas ni saya akan putar video macam mana case study dijalankan

(after this, I will turn on the video on how case study is conducted).”

(p. 28)

The words *video* and *case study* were used as there are no exact equivalent words in the Malay language. Another purpose of code-switching in the classroom, reported by YunisEIN (op.cit.) was to get the students' attention for a issue wanted students to focus on. An example is:

“this one / the second one is ah // oh / *yang nombor dua tu silap sikit* /”

“(this one / the second one is ah // oh / that number two mistaken a little)”

(p. 19)

The speaker repeated the phrase from English to the Malay language to give emphasis when he realised that there were mistakes in the earlier message.

Then and Ting (2009) reported that teachers code-switched to provide further explanation of the content they taught in a subject content classroom at a government secondary schools in Kuching, Sarawak, Malaysia. The teaching and learning process was observed in three classes for 40 minutes each. Code-switching used for explanation and reiteration (Mazlin, 2015) was also observed in technical classes of a polytechnic in Malaysia.

Ain and Chan (2014) reported that students said they felt comfortable when their teachers code-switched as it helped in their learning process. It has been observed also to be used to invite another person to participate in the interaction so that they would not feel left out (Mujiono, Poedjosoedarmo, Subroto, & Wiratno, 2013).

As stated previously, teachers code-switch to build rapport and close relationships with the students (affective functions), to impart the necessary knowledge to the students for clarity and comprehension (repetitive functions) (Mattson & Mattson, 1999) and reduce their cognitive loads (Mujiono et al., 2013, p. 53). There may however be other reasons why teachers code-switch and this is one of the aims of this research.

Alternatively, Canagarajah, Kafle and Matsumoto (2012) claim that it would be better for teachers to focus on the local varieties of English at a basic level to develop the students' proficiency level in English, especially in a subject content classroom.

Currently there is no research Malaysian Polytechnics' English Language classrooms on the lecturers' and students' beliefs about the purpose of code-switching. As stated by Mujiono et al. (2013), the research on code-switching would help to furnish the language teachers or lecturers with further awareness of its use in the language classroom. Code-switching as a communicative strategy is something that we need to look at in detail, especially in Malaysia, where the implications of code-switching in the English language classroom would provide a better understanding of the lessons and support in the teaching and learning process.

2.14 Possible Effects of Code-switching in the Classroom

There could be both positive and negative effects of code-switching. Possible negative effects were noted by Then and Ting (2009), who hypothesized that students may come to expect L1 translation of TL input, and thus not focus on instruction in the TL. Then and Ting (2009) also suggested that students would be less likely to use teachers' language proficient language model if code-switching occurred regularly.

Moreover, misunderstandings could occur with the use of some lexical items in L1 that do not correspond to the L2, which in Malaysia is English. Another potential effect of code-switching was proposed by Macaro (2014). He cautioned that reverting to L1 may

encourage students to depend on teachers to give the meaning of unfamiliar words instead of inferring meanings of new vocabulary in the TL.

On the other hand, Macaro (2009) claimed that he has not seen any studies that show code-switching could harm learners' acquisition of a L2. Furthermore numerous recent studies have shown that code-switching can improve communication skills (Ain & Chan, 2014; Jenkins, 2010; Stroupe, 2014; Tien, 2014). Ain and Chan, for example reported that students were motivated to communicate when teachers used L1, and teachers felt that code-switching supported the language learning. Mujiono et al. (2013) similarly claimed that code-switching is valuable, especially for motivating the students to learn and focus on the lesson in a conducive classroom environment.

In Ong and Zhang (2014), code-switching was found to be "an economical way" to understand the language being taught as it provided an easier way of interchanging from one language to another. Although some other researchers claim that it is a lazier way to communicate, they believed code switching required quite an effort to enhance active learning. Ain and Chan (2014) agreed that code-switching was a means of achieving communicative goals. This is especially true in Malaysia as Malay language is the national language but English is another formal language.

Macaro (2014) indicated that teachers should be aware of the role of code-switching in the classroom and not to overdo it. In summary, the literature reviewed generally supports the use of code-switching in classrooms to facilitate language learning.

2.15 Teachers' Guilt When Code-switching

Cook (2001) and Selamat (2014) have both commented teachers' apparent feelings about code-switching during the English lesson. Selamat (2014) reported that when the Malaysian teachers code-switched or did not use the TL during their lessons, they somehow had a feeling of guilt. She posited that there is still disagreement among ESL teachers and policy-makers on code-switching, especially on whether it will help their students' language development. This may be because there is a prevalent belief that lessons should be conducted 100% in English in Malaysian polytechnics, and lecturers continue to be assessed on whether they are using English fully in the lesson. Not all the lecturers, however may feel the same, as some might still code-switch as part of their teaching strategies.

Cook (2001) reported that Japanese students enjoyed improving their communication skills through the use of English. These students themselves said that their proficiency level should be good enough in order for them to successfully communicate in English only, which suggests that there is still a need for the use of their L1 (Japanese) to support their learning. Thus, for successful learning in English, the students need to have certain proficiency levels; for the teachers to resort to L1 although at times they felt a bit uneasy to do it, but it becomes a necessary condition for enhancing their learning experience. The Malaysian context appears to be in a similar situation, which is why it is worthwhile to explore teachers' feelings for code-switching and their classroom practices.

The Malaysian polytechnics are in the same plight, as lecturers are expected to give their lectures in English; otherwise, their performance appraisal marks are to be affected. With this criterion in mind, these polytechnic lecturers would feel challenged for not

being seen as incompetent lecturer if they code-switch from English to Malay in the class. Although they are aware that code-switching could also be one of the teaching strategies, the policy makers have a different opinion of it, to which they need to adhere somehow in order to conform to the policy requirements.

2.16 The Theoretical Frameworks of Code-switching

The functions of code-switching can be analysed in a number of ways: through pragmatics, syntax, semantics, sociolinguistics or phonology. Gumperz's (1982) semantic model to analyse data is a framework used in previous code-switching research. It is a framework that could be useful in analysing functions of code-switching in a conversation which is not specifically for classroom language. Then and Ting (2009) argued that it is the content knowledge or language focus of the lesson that influences the discourse functions of choice of the MOI in the classroom.

Gumperz's (1982) semantic model on code-switching functions can be seen in Table 2.1 on the next page:

Table 2.1

Code-switching functions as defined by Gumperz (1982, p.75-81) adapted by Then and Ting (2009, p. 16-17).

Functions	Description	Example
Quotation	Serves as direct quotations or as reported speech.	She doesn't speak English, so, <i>dice que la reganan</i> : " <i>Si se les va olvidar el idioma a las criatura</i> " (she says that they would scold her: "the children are surely going to forget their language")
Addressee specification	Serves to direct the message to one of several addressees.	A: Sometimes you get excited and then you speak in Hindi, then again you go on to English. B: No nonsense, it depends on your command of English. A: [shortly after turning to a third participant, who has just returned from answering the doorbell] <i>Kən hai bai</i> (who is it)?
Interjections	Serves to mark an interjection or sentence filler.	A: Well, I'm glad I met you. B: <i>Andale pues</i> (O.K. swell). And do come again. Mm?
Reiteration	Serves to repeat a message from one code to another code either literally or in somewhat modified form.	Keep straight. <i>Sidha jao</i> [louder] (keep straight)

Message qualification	Serves to qualify constructions such as sentence and verb complements or predicates following a copula.	The oldest one, <i>la grande la de onze anos</i> (the big one who is eleven years old).
Personalisation or objectivisation	Serves to distinguish between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.	A: <i>Vigələ ma yə sa americə</i> (Wigele got them from America) B: <i>Kanada pridə</i> (it comes from Canada). A: <i>Kanada mus I səgn nit</i> (I would not say Canada).
Situational code-switching	Code-switching resulting from a change in social setting: topic, setting or participants.	

Gumperz's (1982) six conversational functions stated in Table 2.1 above were a combination of the data collected from three different communities in different language-pairs: Spanish-English, Slovenian-German and Hindi-English (Chan, 2005). This research has triggered further studies exploring code-switching as one of the meaningful discourse strategies for interaction.

In a study by Mazlin (2011) which used Gumperz's (1982) semantic model of code-switching as the theoretical framework, to investigate code-switching in technical classrooms showed that in “the two (2) content lessons and the lecturer-facilitated lesson together, it is obvious that the lesson content had more lecturer code-switching” (p. 49). Then and Ting (2009) also found a similar result, “when the teachers needed to provide a lot of explanation, they could not do without Bahasa Malaysia for reiteration and message qualification. These two (2) types of code-switching usually co-occurred, with reiteration before a lengthier qualification of the message in Bahasa Malaysia” (p. 12). The primary language in both studies was English language as the MOI in the classroom.

Thus, both research had a similar result of having reiteration and message qualification as the highest frequency functions used in the classrooms when using Gumperz's (1982) semantic model of code-switching as their theoretical framework. The findings point to selected code-switching functions being useful for teachers to achieve teaching goals in classrooms where lack of proficiency in the instructional language might compromise learning. The use of Malay language was also quite important to ensure students' understanding in the lesson taught.

In a study on the role of code-switching, Kow (2003) used a slightly different framework pointing out that there are several relational and referential functions that could be conveyed either socially or linguistically. through using code-switching. It is how the speaker would want to convey what he or she says. Some of the examples are listed below:

- i) To appeal to the literate.
- ii) To appeal to the illiterate.
- iii) To convey a more exact meaning.
- iv) To ease communication such as utilising the shortest and the easiest route.
- v) To negotiate with greater authority.
- vi) To capture attention such as stylistic, emphatic and emotional.
- vii) To reiterate a point.
- viii) To communicate more effectively.
- ix) To identify with a particular group.
- x) To close the status gap.
- xi) To establish goodwill and support.

(Kow, 2003, p. 61)

The above lists of some of the common functions that code switching can fulfil for meaning-making of a concept.

Other researchers who have conducted their research on code-switching in Malaysia, such as Chng-Lee (1995), David (2001), Kuang (2002), Lee Chen (1991) and Morais (1991, cited in Kow (2003) have reported additional functions of code-switching:

- i) Lack of one word in either language.
- ii) Some activities have only been experienced in one of the languages.
- iii) Some concepts are easier to express in one of the languages.
- iv) Some words are easier, more distinguishable and easier to use in one of the languages.
- v) A misunderstanding needs to be clarified.
- vi) One wishes to create a certain communication effect.
- vii) One continues to speak the language most recently used because of the trigger effect.
- viii) One wants to make a point.
- ix) One wishes to express group solidarity.
- x) One wishes to exclude another person from the dialogue.

(Kow, 2003, p. 62)

The above list indicates the speakers' intention when they code-switch, which is linked to the function that the speakers are trying to convey. It would appear that the function fulfils the strategy and determines the need for code-switching. An example is a teacher explaining the meaning of a word; she says it in L1 as it is easier and saves time. The students are familiar with the word in L1; by code-switching to L1 the teacher helps the students grasp its meaning. Too much explanation may lead to confusion which causing students to misunderstand the word and use it inappropriately.

Frameworks on code-switching (Gumperz, 1982; Kow, 2003) previously used have brought about a new theoretical framework. Macaro (2005), has established a framework on areas of teachers' code-switching to identify the functions and

frequencies of code-switching, it is based on teachers' self-reports in a lower secondary classroom in England. The list of the areas in which teachers' code-switching is used in the analysis of the data and the descriptions of the functions are:

- i) Building personal relationships – serves as a way to create closeness, solidarity and intimate relations with the students/lecturers.
- ii) Giving complex procedural instructions – serves to get students' attention and concentrate on the lesson.
- iii) Controlling pupils' behaviours – serves to reinforce, emphasise or clarify messages that might not be understood.
- iv) Translating and checking understanding – serves together to teach grammar using L1 only or L1 and L2.
- v) Teaching grammar explicitly – serves to explain quickly because of the time limits and to transfer the intended meaning in order to avoid misunderstanding.

(Macaro, 2005, p. 69)

For this research, Macaro's (2005) framework on teachers' code-switching has been adopted. As it is the latest framework, not much research has been conducted using it in comparison to Gumperz's (1982) semantic model of code-switching.

As well as the communicative aspects of code-switching frameworks discussed, there are linguistic aspects of analysis. Ong and Zhang (2014) observed that in Mandarin Chinese there is a lack of articles (a, an, the) and gender differentiation especially in the spoken language; this is similar to the structure of the Malay language. This grammatical

area of communication would likely be one in which code-switching might occur. Consequently it was further investigated in this research.

Muysken (2000) also examined other patterns of code-switching, and the different strategies involved. These depend on distinct grammatical elements of the languages being used, the speakers' competency level and other socially related factors. Rahimi and Dabaghi (2013), for example, found that Persian-English had a " 'classic' way of code-switching" (p. 335) as there were more content morphemes identified from the corpus than would be expected.

Other studies on code-switching in Malaysian classrooms include comparative studies. Arthur and Martin (2006), for example, compared the studies done in Botswana and Brunei as to how two languages are used in teaching and learning in the classroom. There is also a compilation of case studies from various countries reported in Barnard and McLellan (2014).

Code-switching is a skill to communicate in two languages (Myers-Scotton, 1993). A recent model by Myers-Scotton and Jake (2014) is the Matrix Language Framework (MLF) model and its addition is the 4-M model. They are models that are used to analyse the "naturally-occurring CS" (p. 513).

In the MLF model, "the language with the most critical grammatical contributions to the bilingual clause is called the Matrix Language (ML), and the other participating language, which largely supplies some content elements in the clause, is called the Embedded Language (EL)" (p. 513). The 4-M model, on the other hand, is "a model of

the nature of morpheme types in general, how the types are distinguished and how they are characterized and participate in a model of language production” (Myers-Scotton & Jake, 2016, p. 2). Myers-Scotton (1993) also developed a markedness model or a rational choice and obligation (RO) model of code-switching as a skill to communicate in two languages.

Ain and Chan (2014) also mentioned that code-switching has the advantage of “increasing and developing the L2 lexicon” (p. 156). It is a normal observable behaviour among Malaysians who are mostly bilingual or multilingual. This will be used to justify the third and fourth objective of this research, which is to find the reasons for code-switching in the language classroom and also the beliefs that the lecturers and students have in the teaching and learning process.

2.17 Amount of Talk

How much teacher talk occurs in the classroom, and differences between male and female lecturers may affect the amount of code-switching in the classroom (Mazlin, 2011). The amount of teacher talk in the classroom may also affect the occurrences of code-switching.

The amount of talk is likely to be a key aspect when investigating ‘teacher talk’ in the classroom. There may be noticeable differences between teachers, or lecturers, based on their experience of teaching or gender. Topic choice may also affect the amount of talk and the reason for any difference between the individual and group talk.

Raymond's study in 2007 reported little difference in female and male talking with averages of 16,215 and 15,669 words a day, respectively (Raymond, 2014). Although the difference is not that much. It was found that women usually have 20% of talk time compared to men (Spender, 1980). Keith and Shuttleworth (2000) reported that women usually talk more than men. However, this may not be applicable in all contexts and the condition will depend on the topic and gender involved in the classroom.

In analysing classroom talk, Xheko (2012) reported that ESL and EFL classrooms talk reflects little of the English language being used in the outside world. In a language learning classroom, there should be opportunities for students to improve their command of L2, although classroom talk does not reflect an authentic spoken model. Opportunities for classroom talk is influenced by factors such as the syllabus, examinations, the textbooks used or even the domination of teacher talk in the lesson, giving little opportunity for the students to practice authentic English (Xheko, 2012).

Krupnick (1985) also found a similar result: there was not much difference between the amount of female and male lecturers' talk in the classroom. For both, teachers' talk was 42% of the talk in the classroom. The data did not take into account gender, personality or years of experience. Krupnick however noted that males tend to be the dominant speaker in the conversation when the majority of students are male.

2.18 Research Questions

Based on the previous studies and the gaps that have been mentioned in the literature review, these are the research questions (RQ) that will be discussed in this research:

RQ1: What are the frequency and functions of code-switching for lecturers in the Malaysian Polytechnics English language classroom?

RQ2: What are the linguistic aspects and communicative purposes of such code-switching?

RQ3: What are the lecturers' and students' beliefs about code-switching, in particular, their beliefs about how code-switching helps in the teaching and learning process?

RQ4: What are the differences between teachers' and students' beliefs about code-switching, if any?

2.19 Summary

This chapter discussed the the research literature various aspects of code-switching: language development, how Manglish exists, ESP in Malaysia, motivations in learning the TL, issues on code-switching, reasons for code-switching, code-switching in the Malaysian context, teachers' cognition, teachers' beliefs about code-switching and their practice, effects of code-switching, the theoretical framework and amount of talk. Code-switching is not considered to interfere with language learning. It may even enhance the learning of the L2. During code-switching, students have opportunities to engage with two languages at the same time.

In Malaysian classrooms, lessons are sometimes explained in L1 to ensure comprehension. Students who are weak in the English language may have the fear of communicating in the English language. Thus, code-switching may help to lessen their anxieties and lessen the cognitive load so as to focus the students' attention on the language. This is significant in understanding how code-switching would benefit in the

teaching of the English language in the Malaysian Polytechnics where there is still a gap in this context. The next chapter will discuss the research design and methods in this research, data collection and analysis and challenges faced throughout the data collection phase.

Chapter 3

Research Methodology

3.1 Chapter Overview

The phenomenon of code-switching has become a common scenario in a multilingual country like Malaysia. To understand the occurrence of code-switching throughout the teaching and learning process, audio-recording techniques during classroom observation were used as the main method of investigation. The teachings of English Language subjects by nine lecturers from three Polytechnics in Malaysia were audio-recorded. This chapter will look at the participants, research design and instruments, pilot study, ethical consideration, related issues, research reliability and data analysis.

3.2 Participants

Participants, lecturers and students, were recruited from the three Malaysian Polytechnics located in the North, Central and South of Malaysia (see Chapter 1 for a description of the Malaysian Polytechnic system). An email was sent to each Head of Department regarding the recruitment of English lecturers teaching final year students to be were nine English Language lecturers were identified by the Head of Language Unit in the General Studies Department from each polytechnic. They were both male and female, aged between 26-57 years old and with a range of seniority and teaching experience: three were from Polytechnic A, two were from Polytechnic B and four were from Polytechnic C. There were more males ($n = 3$) than females ($n = 6$), ($\chi^2 = 0.667$,

df = 1, p-value = 0.508). Seven lecturers had a B.Ed in TESL, one had a B.A in Linguistics and one did not record her qualification. Background details of the participants can be found in Table 4.1 Demographic Profile in Chapter 4, page 112. As they were all English lecturers from General Studies Departments they would have had similar knowledge of the teaching subjects and familiarity with their department's systems.

Participants were selected using purposive sampling, that is any English Lecturer teaching final year students at the Malaysian Polytechnics was allowed to participate in this research. Yin (2011) defines purposive sampling as “the selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study's research questions” (p. 311). Using a purposive sampling enabled the intentional selection of “individuals and sites to learn or understand the central phenomenon” (Creswell, 2012, p. 214), and provided a specific data source to address the research objectives. Although only nine lecturers participated in this research, this is an acceptable sample size for a case study according to Duff (2014) and Stake (2006) who recommend four to six and four to ten respectively

The second group of participants comprised the students in the classes taught by the participating lecturers who were observed for the purpose of this research. They were included in the research as they could comment on their lecturers' teaching styles as well as being able to give their perception of the issues being investigated in the research. Hundred and thirty-eight students, aged 19 and 21 years old in their final English course (Communicative English 3, AE501) from the three Malaysian polytechnics in the Civil, Mechanical, Electrical or Commerce Departments agreed to

participate. They had previously completed ETeMS (English in the Teaching of Mathematics and Science) or TLSMTE (Teaching and Learning of Science, Mathematics and Technical in English) in their respective polytechnics.

Participants were given a small gift as a token of appreciation for their participations. The lecturers received a gift worth RM 15.00 (equivalent to NZD 5.00) and the students received a gift worth RM 6.00 (equivalent to NZD 2.00) each.

3.3 Research Paradigm

The research paradigm that influences this research is interpretive. The theoretical framework that was based on for this research was then later tested and refined. Various sources of data will be used for triangulation of the context under study and to prove the reliability of data analysed. As the analysis progress, the researcher will “go beyond the initial theoretical scaffolding to further develop her or his understanding and interpretation of the data” (Hunt, 2009, p.1286) and thus, would be able to come up with a model to suit the context.

Research paradigms can be either the positivist or interpretive approach, which represent different theoretical perspectives (Guba & Lincoln 1994; Teddlie & Tashakkori 2009). Positivism focusses on the quantitative methods while an interpretive paradigm uses qualitative methods (Creswell 2014; Guba & Lincoln 1994).

Quantitative research employs a systematic empirical investigation into social phenomena using statistical, mathematical or numerical data or computational

techniques (Given 2008); whereas the qualitative methods capture the qualities and attributes of the phenomena being investigated rather than measuring or counting (Nunan & Bailey 2009). Qualitative research focusses on exploring issues, understanding phenomena and answering questions by analysing unstructured data. Its aim is to reach an in-depth understanding of human behaviour and reasons that govern such behaviour. These are the aims of this study and in the following sections will describe the research design explaining my decisions for the choice of the research methods.

3.4 Research Design and Instruments

A mixed methods convergent parallel design (Creswell, 2009), which gathers both quantitative and qualitative data was chosen for this research. The rationale for a mixed method approach is that the qualitative data and its subsequent analysis enables a thorough and deep understanding of the issues, whereas the quantitative data can interrogated data from a wider sample to answer the research questions.

In this design, firstly, the qualitative (text) data was collected and analysed. Secondly, the quantitative (numeric) data was generated from the qualitative data and analysed, which helped to explain or elaborate further on the qualitative results obtained earlier. After that, the two results were then compared and triangulated in the next stage of the research.

The qualitative data was collected in sequence, one after another on the same day or perhaps a day after, particularly the interview sessions. Data were analysed for any merging patterns, variances or certain mixtures (Creswell, 2009). The rationale for this

approach is that the qualitative data and its subsequent analysis would provide more thorough understanding of the distinctions in some of the research questions.

Quantitative data were also used to explain results from another research questions. Data gathered and analysed quantitatively can complement data gathered by the qualitative approaches method (Bryman, 2006).

A convergent parallel design was used as both the qualitative and quantitative data were collected during the same stage of the data collection process. Classroom observations alternated with questionnaires which were followed by interviews. The interview sessions were carried out a bit later in the day, or even the day after. Converging the data collection ensured that the participants would still remember what happened during the lessons and be able to give their opinions.

Gathering two different types of data can enable confirmation of the data as well as offering another perspective (Creswell, 2012). This is because one method may not be efficient to stand alone without the other method to support it, where the results need to be examined and explained further to enhance its credibility. Comparison of the qualitative and quantitative data helps the researcher “to triangulate the methods by directly comparing and contrasting quantitative statistical results with qualitative findings for corroboration and validation purposes” (Creswell, 2009, p. 77).

It was a parallel-database variant based on qualitative and quantitative methods (Creswell, 2009). With nine lecturers and 183 students participants involved in this research, it is hoped that the evidence will give some implications with the issue being

studied in the Malaysian Polytechnics context.

In this research case study analysis with the main qualitative method was chosen with the focus on the explanatory type of case study and to seek answers that may be able to explain causal links (Yin, 2003), such as the link between a new teaching strategy with participants' beliefs in accomplishing the outcome of the lesson. According to Yin (2011), a detailed study of the participants and its evidence should be based on professional applications.

This case study design has five components as advocated by Yin (*op.cit.*), which are: the “research question(s), its propositions, its unit(s) of analysis, a determination of how the data are linked to the propositions and criteria to interpret the findings” (p. 59). Yin argued that this analysis is beneficial in terms of testing the theoretical models in different samples and situations as well as to see how far the model is applicable in the real world.

There is also a quantitative aspect of the qualitative method in this design as it is more valid when the analysis is synthesised and compared between the qualitative data and statistical results (Creswell, 2009). It also allows several ways to analyze the cases either in pairs or according to themes and triangulate across the cases as recommend by Duff (2014). The results from this analysis is not intended to be widely generalisable; it is meant to test the applicability of the theoretical model proposed by Macaro (2005) to examine code-switching using different samples and settings.

The sequential frame of the research design in this research is shown in the flow chart below:

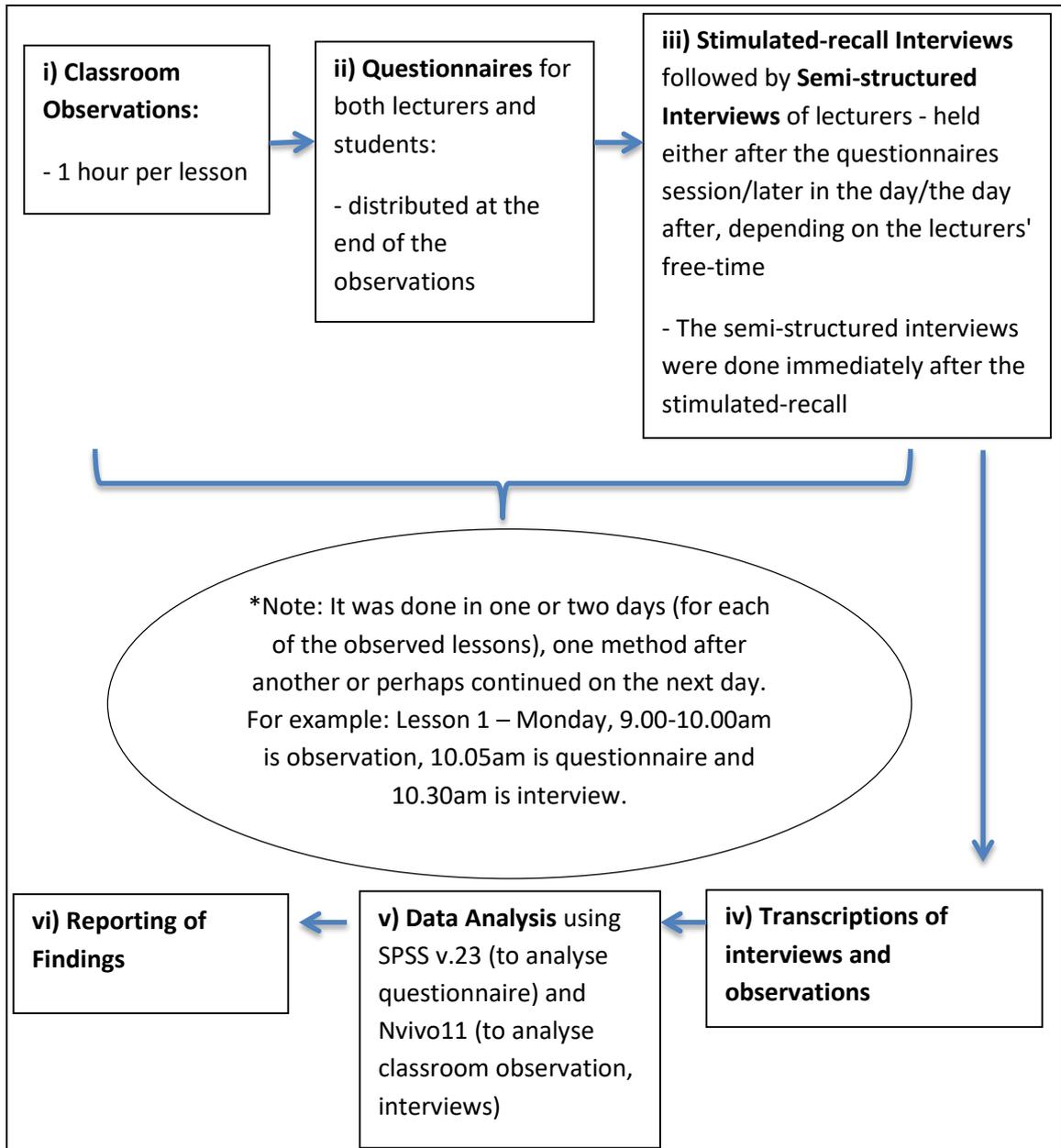


Figure 3.1 Overview of research design and the flow of data collection from each step

As illustrated in Figure 3.1, the data collection started off with classroom observation rather than distributing the questionnaire and conducting interviews for all the respondents. This was because the researcher wanted the respondents to solicit authentic

information on how they normally teach. At this stage, the questionnaires were distributed at the end of the observation to both the lecturers and students only in the class in which the lecturer was teaching. This was to ensure that the respondents were still able to answer the questions based on the class that they had just attended, and to avoid confusion with other classes being taught that day.

The interviews for both the stimulated-recall and semi-structured interviews were carried out later, either towards the end of the day or the following day. The data was collected sequentially because time was limited time for the researcher as the lecturers were busy preparing for the imminent final assessment of the students. Moreover, the lecturers were able to recall and confirm actions and language choices during the observation if there was a minimal time between observation and interviews.

The data collection instruments used in this study were classroom observations, interviews and questionnaires. It would be beneficial for the present case studies, which consist of nine lecturers in their lessons to know in details on how those lessons were conducted. It was also to see how the English lesson was taught in the final semester in order for the lecturers to compare with the classes that they taught before. The rationale for choosing these instruments will be discussed below.

3.4.1 Classroom Observations

The purpose of classroom observations was to gather data on teacher and student code-switching first hand. Classroom observation was chosen since the observational data collected was transcribed as the “classroom behaviour and interaction” without making any judgment. The observer takes a “neutral stance” (Wilkerson, 2000) and is not

judgmental towards the participants' actions in the classroom. The data collected ensured a close representation of a natural classroom teaching and learning situation. Discourse was audio-recorded to confirm what had been spoken in the classrooms earlier and then transcribed. The intention was to record the code-switching in action and how it was used as a teaching and learning strategy in the classrooms.

Classroom observation can make teachers “nervous” as they may feel they need to ensure what they do is “good teaching” (Bailey, 2006). For some teachers being observed is a traumatic experience, which has been argued by Bailey can be minimised by regular classroom observation.

For the Polytechnic lecturers in this research, anxiety should be minimal as they are regularly observed as it is normal to be observed for their performance appraisals. Moreover, the researcher met the participants prior to the observations to explain the research and assure them that the observations would only be used for the research in which they had agreed to participate. They were also assured that personal details will be kept confidential, and that they could check their transcriptions as being a true representation of what they remembered they said.

One lesson of each of the nine lecturers was observed and audio-recorded (one observation per lecturer). The lessons were an hour-long English language class for Diploma students in their final Communicative English course. Each lesson focused on the same topic using a teaching plan prepared and approved by the Head of Programme in the Language Unit of each polytechnic.

The purpose was to record the frequency of code-switching (refer to Table 3.1), the part of the lesson in which code-switching normally occurred, and the effect of code-switching on both the lecturers and lecturers, to elicit data that would assist in answering the first of the research questions. Lecturer participants were asked to teach a normal class and were not told specifically about the focus of research.

Analysis of the transcribed observations were used to identify the use of grammatical and morphology structures. These data was used to contribute to a response to the second research questions.

3.4.2 Interviews

The interview was chosen to elicit participants' beliefs and their perceived usage of code-switching in their classrooms. Interviews were used for the collection of data as they allow researchers conduct a comprehensive investigation into their subject (Cohen et al., 2007). These authors posited that interviewing is "a valuable method for exploring the construction and negotiation of meanings in a natural setting" (p. 29), as it does not only give the holistic view, analysis and reports gained from the participants, but it allows participants "speak in their own voice and express their own thoughts and feelings" (Berg, 2007,p. 96).

All nine lecturers, whose classroom practices had been observed, were interviewed to elicit their views on the implementation of their lessons and the use of code-switching in their classrooms.

The first part of the interview was a stimulated recall interview following the classroom observations. During this interview, the lecturers were shown the result recorded in the form (from Table 3.1) and their recordings were replayed as to confirm on the code-switching identified earlier. Qualitative data were collected to provide information on lecturers' perceptions of the lesson: the decisions they made, how they were implemented and their interactions with the students immediately following the lesson.

In the stimulated recall, after asking lecturers about their understanding of code-switching, they were given the meaning, and some examples, of code-switching to ensure they understood the focus of the research. All lecturers were expected to have background information on code-switching as they were all trained English lecturers. Stimulated recall interviews were used to elicit reflective and inquiry oriented responses from teachers on their practice and thinking as advocated by De Smet et al. (2010, p. 647).

The schedule of the interviews sessions can be seen in Appendix B. They were audio-recorded using an MP3 recorder based on the interview guide (see Appendix A for details) and transcribed.

Immediately following the stimulated recall sessions, semi-structured interviews were conducted individually. Interviews could only be carried out in the polytechnic premises during office hour and depending on the lecturer's availability due to time constraints.

The purpose of the semi-structured interview was to elicit the participants' views on their general way of teaching as well as additional issues related to the teaching and

learning process in the polytechnic system. Some questions were prepared as a guide for the researcher to ask while some other questions arose depending on the interviewee's response (please refer to Appendix A). The questions were flexible to allow the interview to be as advocated by Kvale (2007).

According to Creswell (2012), a "one-on-one interview" is a popular approach in educational research. It enables a researcher to enquire and record data with individual participants and allows participants to speak freely and confidently. A disadvantage is that researchers' preconceptions, evident through comments or body language, may influence the participant's responses (Creswell, 2012). Individual interviews can provide "detailed individuals' experience, choices, biographies and explore sensitive issues that might cause anxiety", whereas group interviews can deal "with issues of public interest or common concern where little is known" (Cooper & Schindler, 2003, cited in Aborisade, 2013, p.49). Therefore, individual interviews were chosen in this research in order to get detailed information from the participants and also because they were able to share their thoughts easily.

During the stimulated recall interview, Figure 3.2 (in the next section of 3.8.1), which utilized code-switching areas from Macaro's (2005) was shown to the lecturers. It highlights areas of code-switching occurrence in the classroom which were identified during the lesson being observed. At the same time, some notes that were written down during the observation, which contained evidence of code-switching were also shown to the lecturers.

The lecturers were instructed to describe their feelings and what was on their mind at that particular moment and whether they ever thought about the strategies that they used were adequate enough during that particular lesson. Most of the interviews were done immediately after the observation, however, there were a few that were carried out a bit later in the day when the time did not permit for the continuation of the interview. This was to ensure that the moment was still fresh in their minds.

Just after the stimulated recall interviews, the semi-structured interviews were carried out in order to gain more insight into the strategies they used and the reasons for them code-switching.

Part 2 of the interviews, the semi-structured interviews, consisted about 13 questions in order to get the participants' opinions about the general way of teaching their lessons and any other aspects related to the polytechnic system which may not be related to the lessons observed earlier. The questions were also based on the lecturers' language preferences depending on different situations, during the lessons and outside the classrooms (Catone, 2007).

The code-switching functions from Macaro's model (2005) were also introduced to the lecturers and they were asked as to whether they could have used them during the observed lessons or other lessons. At the same time, the lecturers also shared their own experiences on how to make the lessons more effective. Both of the interview methods were used to answer the research questions on their classroom practices and beliefs of code-switching strategy in the classrooms.

3.4.3 Questionnaire

The last method was a questionnaire (please refer to Appendix C and D) for both students and lecturers to obtain data which could then be linked to the observations and interviews. A questionnaire, according to Creswell (2009), is a type of survey design where participants will answer questions and fill out a form related to the research being carried out and provide some background information about them as well. There were two questionnaires: one for the lecturers (not anonymous) and another one for the students.

The second questionnaire, while anonymous, retained class information without revealing students' individual details. It is important to look at both the lecturers' and students' standpoint on code-switching being used in the English language classroom.

Group interviews were not used in this research as it was thought more detailed responses could be obtained from the students with questionnaires. Furthermore, as the students were not competent in English, an interview with them in English may have caused them to feel anxious and not able to provide answers in a focus group.

A questionnaire was chosen for the students to put their thoughts down individually. With a questionnaire there was a possibility, with a larger sample of students, that the results gathered would be more generalizable (Harris & Brown, 2010), and could be linked to data from the observations and interviews .

As Dörnyei and Taguchi (2010) have stated that data collected from questionnaires is not always reliable as the results can depend on the respondents' interests and literacy

levels. The questionnaire, therefore, used simple words with the opportunity to request clarification from the researcher. During the pilot testing, the questionnaire was tested and feedback was given by the respondents. Changes and editing were done later to ensure that the questionnaire is valid for the actual research. More information regarding the pilot test will be discussed in the next section.

The questionnaire contributed to the triangulation of the research data. “Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings” (Bryan, 2003, p. 1). It also requires, as Guion et al. (2011) wrote, more information and resources with data generated from different methods.

Bryan (2003) also stated that triangulation adds to the “richness and complexity” of the research as well as as it acts as an enhancement for “credibility and persuasiveness” in a research result. It is to verify that the data is more than once before arriving at the conclusion and increasng the validity of the data (Hopkins, 1993, as cited in Mujiono et al., 2013). Triangulation in this research involved comparison of data gathered from classroom observations, interviews and questionnaires.

The questionnaire collected data to elicit factors that appeared to affect the speaker’s choice of code. It was adapted from Gunderson, D’Silva and Odo (2013) and Mazlin (2011) and was appropriate for the students’ literacy level and asked about their use of L1 and L2 in the classrooms and daily life.

The second section of the questionnaire, focused on participants' language, was adapted from the Gunderson et al. (2013) survey for parents of school children. The focus of the survey was changed to focus on participants' own views instead of others' practices or views. For example, "What was the language of instruction in the home country?" was changed to "Which language do you speak/hear most at home?" as the responses were required from the students and direct questions will be easier for the students to understand. This change was made after receiving feedback from the pilot test. Other questions, related to the use of L1 and L2 in the classroom or at home, were taken from Mazlin (2011) carried out with a smaller sample of technical lecturers and students in technical subject classrooms.

Throughout the completion of the questionnaire the researcher was available to explain the questions and the use of the Likert scale to the students. All students who were involved in the observation had a chance to complete the questionnaire.

The questionnaire for the students had three sections: demographic profile, language use and learning preferences (see Appendix C) with a mixture of multiple choice questions, Likert scale (for example, 1 = Very Frequently, 2 = Frequently, 3 = Not Frequently, 4 = Not Used At All), and open-ended questions. For the lecturers, there were also three sections: demographic profile, language use and teaching preferences (see Appendix D) with the same type of questions as the students' questionnaires.

The language use section elicited participants' beliefs about using L2 in their daily life generally; the second section on learning or teaching preferences inquired into participants' choices of using L1, L2 or both L1 and L2 in the classrooms. The purpose

of inquiring into both usage and preference of L1 and L2 was to provide data to judge whether code-switching could motivate and engage students in a different classroom climate (Mujiono et al., 2013). Students' views would also enable lecturers to be more aware of how to code-switch for specific purposes without over using it (Macaro, 2014).

A 'jokes-related' questions was added because Then and Ting (2009) had observed that teachers code-switch when telling jokes to the class in 'building personal relationships' with the students, which may explain why the teachers in this study prefer to code switch.

The Likert scale used in the questionnaire did not provide a mid-point so as to force a decision and minimise the distortion of the results (Fowler, 2002; Garland, 1991).

The questionnaire was tested in a pilot study as discussed in the next section.

3.5 Pilot Study

A pilot study was undertaken to ensure that both the data collection tools and the processes for data collection were appropriate, and to increase the researcher's confidence in the data. Questions for the interviews and questionnaire were edited based on the feedback from the pilot study.

Prior to the collection of data through the observations and administration of the questionnaire a pilot study was undertaken to test the adequacy of the questionnaire and interview questions in Polytechnic A. Two lecturers , and five students were involved during the pilot study observations and interviews.

During an hour-long observation the researcher took notes and calculated the frequency of code-switching during the lessons. Following the observations the two lecturers were interviewed for half an hour each to provide feedback. It was judged that the data collected were adequate for this research.

Feedback on the questionnaires for the lecturers suggested that some questions were unsuitable and thus were modified. Following the observation, the five students from the observed classes tested the questionnaires. The questionnaires for both the lecturers' and students' questionnaires had wordings or phrases that required modification following their feedback. For example, for the lecturers some ambiguous terms were substituted with simpler ones; for the students', some of the questions were paraphrased to be easier to understand. This measure was taken into consideration to make sure that each question was able to be answered by everyone.

The actual data collection started in early September and continued until November 2014. Polytechnic A was the first venue for data collection followed by Polytechnic B and then Polytechnic C. Approximate two weeks were spent in each polytechnic.

3.6 Ethical Considerations

Ethical approval to undertake the study was received from the University of Auckland Human Participants Ethics Committee (UAHPEC). The approval is for three years (see Appendix F dated 27th May 2014).

Applications was also made to the Education Planning and Research Division (EPRD) of the Ministry of Education, Malaysia and the Economic Planning Unit (EPU) of the Prime Minister's Department to get their permissions to conduct this research at the three Malaysian Polytechnics. A letter from the EPU indicating that permission was granted to conduct this research in Malaysia (see Appendix G, dated 15th April 2014) was received as well as a research pass given by the EPRD, which was valid for a year (from 22nd August 2014 until 22nd August 2015).

The Director of the three Malaysian Polytechnics as well as the Head of Department or the Head of Language Unit were approached to request for permissions to conduct this research at their premises. Early contact was ensure so that it was easier for the department or unit arrange the timetable to accommodate to the research. The lecturers were chosen by their Head of Department or Head of Language Unit. They were briefed by the research about the process and purpose of the research and given an opportunity to ask questions about the research including other confidentiality issues.

Pseudonyms were used for the polytechnics to ensure confidentiality for the polytechnics and the lecturers and students involved. in accordance with The University of Auckland Human Participants Ethics Committee (UAHPEC)'s requirements.

For the first session, PISs (Participant Information Sheet) and CFs (Consent Form) were distributed to participants during a briefing session where participants were able to ask questions about the research (refer to Appendix H) such as how it would be conducted and the confidentiality of the data obtained. They may withdraw at this stage if they are not interested to take part in this research. Data collection started once the participants

had accepted the conditions in the PIS and signed the CF. It began with classroom observation, then the questionnaire and finally, the interview.

Questionnaires were distributed to both students and lecturers in the classes following the observations. They took less than 15 minutes to complete and were based on the lesson they had just experienced.. They were collected straight after completion. The lecturers completed their questionnaires at the same time as the students. The interview sessions with the lecturers were carried out straight after the lesson.

To ensure that data was collected ethically in in accord with cultural expectations in Malaysia a number of matters needed consideration. In Malaysia, it is not culturally appropriate in Malaysia for two strangers of the opposite gender or non-mahram (in Islamic sharia legal terminology, a mahram is an unmarriageable kin) to sit together and have a long conversation or interview. Such situations can cause uneasiness for the participants would be busy with their schedule too.

It was challenging to ensure the lecturers would be available for their interview sessions, after the observation so that would to be able to recall what they had done in the classrooms. It was also important to explain clearly the aim of the research, how confidentiality would be ensure and to reassure them that they were not being evaluated, to allay their anxiety.

3.7 Issues during the Procedure

Although there was ethics approval from the University of Auckland, New Zealand, this was still insufficient to conduct the current research in Malaysia. There was a need to

seek permission from the Malaysia and the Economic Planning Unit (EPU) of the Prime Minister's Department and also from the Education Planning and the Research Division (EPRD) of the Ministry of Education (Polytechnic Education Department). Although EPU had given the approval letter, they still needed to issue a research pass and some forms needed to be filled in at the ministry before the research could continue.

A few issues and obstacles were confronted during the data collection session in Malaysia. The bureaucracy and how the government body works in Malaysia is eminent and although EPU had been informed two months earlier of the intention to collect the research pass. There was a miscommunication and they mentioned that they did not receive any email for the permission. Another shortcoming was that the original permission letter that had been sent to Auckland did not reach the address. Luckily, they kept a copy as the original copy was not to be found. It was indeed an important letter as the polytechnics involved in this research would require the letter before giving permissions to enter their institutions.

Although it was planned to have three samples from each of the polytechnics, there were complications collecting the data at Polytechnic B as the Language Unit did not agree to perform the research and also did not give permission to observe them teaching. Since there were not enough samples, a request was made to the Polytechnic C to provide four lecturers instead of three and they were very accommodating to the request.

This experience from the data collection process actually proved that it was not a straightforward process. What we went through may not be as we had planned. What is important is to be ready with a backup plan in case something undesirable happened.

Thus, it was not a regretful experience to go through as it will give a reminder to be more careful when conducting other future research such as not to give up easily and also know how to become a better researcher.

3.8 Research Validity and Reliability

Some of the criteria that have been taken into consideration and reflected throughout this research are validity, reliability, transferability, dependability and conformability.

For validity, the triangulation method was used to validate the data that was gathered from different sources. The researcher accumulated data from nine classroom observations, nine interviews and two sets of questionnaires used as evidence and references in the data analysis and the discussion of results.

The validity of the questionnaire was tested using the Pearson Product Moment Correlations in the SPSS v.23. Based on the significant value obtained by the Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that all the items were valid. Based on the count value obtained, $r_{xy} 0.305 \text{ to } 0.643 > r \text{ table product moment } 0.149 (N=183)$, it can be concluded that the items were valid. The data obtained from the observations and interviews were then triangulated with the data from the questionnaire to ensure validity and to identify whether what the participants' beliefs they would practice in the classrooms were actually been carried out in reality.

Reliability of the questionnaire was obtained using Cronbach's Alpha which gave a value of $0.692 > 0.600$, based on the basis of decision-making in the reliability test. It can be concluded that the questionnaire has a moderately high level of reliability. The audio-

recording and transcriptions of both the observations and interviews were sent back to the participants for them to check and clarify before the transcriptions could be used for this research to ensure reliability.

The samples of transcriptions were then coded by two coders; one of them is the researcher herself and the data was then compared between these coders. The inter-rater reliability of the Kappa coefficient was 0.74, which was in the good agreement category. It was calculated basically as follows: the probability of two coders agreeing on the coding minus the probability of randomly agreeing on the coding divided by one minus the probability of random agreement (Robinson & Lai, 2006, *Nvivo 11 help*. 2015). Later on, only one coder carried on with the coding of other transcripts after a sample has been compared.

The next criterion is transferability: it relies on the similarity of the research context with comparable contexts (Lincoln & Guba, 1985). Other researchers in this area may be able to apply the findings from this study to similar contexts.. This study extends findings from research that has viewed code-switching phenomenon from a different perspective. It may therefore be helpful for other researchers investigating code switching in higher institutions.

Dependability, which is the next research criterion, is usually connected with qualitative inquiry as mentioned by Matthews and Ross (2010). It is exhibited through the transparency of the whole research process and procedures that the researcher has explained earlier. A standard coding system was used for both the qualitative and quantitative data analysis where it has been set up prior to further analysis especially for

the coding of interviews' and observations' transcriptions. The dependability of this research is maintained from colleague reviews as well as comments and feedback by the supervisors.

Finally, conformability is one of the research criteria too. From a systematic documentation and presentation of the results where the percentages were computed and tabulated accordingly, the conformability of this research has been accomplished. As a researcher who interviewed the participants herself, it is expected to be neutral when talking with the lecturers and reporting the findings.

Data was collected from nine interviews and classroom observations, where some of the transcriptions which were taken from the oral recordings, were used to strengthen the outcomes from the questionnaire. The triangulation of different strategies and data types were likewise used to build the research conformability.

3.9 Data Analysis

Analyses of data, known as a 'source of evidence' (Burns, 2000) were gathered from questionnaires, observation of classroom interactions, interviews and focus group are reported in this section. Qualitative and quantitative data were collected.

Analysis of the qualitative data followed the four stages recommended by Cohen et al. (2007): data preparation, developing codes, developing categories/concepts and interpreting themes. This included distinguishing different types of code-switching and patterns, which included samples from the transcriptions during the classroom

observations. Another analysis for the reasons and justifications of code-switching were gathered from the interview sessions.

Analysis of the quantitative data consisted of i) developing a table to establish frequency of code-switching in the English language classroomd (as shown in Table 3.1 below), and ii) Analysis of the questionnaires to establish of lecturers' and students' beliefs about code-switching.

The four stages for the analysis of qualitative data are explained in the section below.

3.9.1 Preparing Data for Analysis

Qualitative data were collected through classroom observation notes and audio-recordings of observations, interviews and open sections of questionnaires.. After all the recordings had been transcribed, the field notes and the transcriptions were cross-checked for accuracy.

Code switching was analysed both quantitatively and qualitatively. In the quantitative analysis, the unit of analysis needed to be clarified before establishing the frequency of code-switching. There were two unit analyses involved. The first one was the number of occurrences of code-switching considered as one code-switching for each episode, for example:

*Note: *Malay word/s, (translated into English word/s), [Function of code-switching]*

T: How about 'fell'?

Ss: *Terjatuh (fell down)*

T: *Jatuh. (fell)* [Translating]

Ss: So, er: it's supposed to be er: back to a point or going down.

T: Going down?

Ss: Yeah

The other unit analysis was the function in which change in topic occurred where it could be more than one function in each of them, for example:

T: 'Levelled off'. What do you mean by that. 'Levelled off'? (0.4) What's levelled? What is level? Same level, different level, what is level?

Ss: [*Taraf (status)*]

T: [No change, right? *Taraf? Taraf?* Level? Ok, status--*taraf*. Level?

[Translating]

Ss: *Tahap (level)*

T: *Tahap*. Ok, so you reach a level, 'levelled off'. [Explanation]

Ss: No changes

T: Very good. Ok, so 'levelled off', right?

The frequency of lecturers' code-switching was plotted in a table using the tally marks for each occurrence of the categories based on Macaro's (2005) five areas of code-switching occurrence in the classroom in the sample below:

Table 3.1

Frequency of lecturers' code-switching (sample) from Macaro (2005).

Functions of code-switching	Lecturer A	Lecturer B	Lecturer C	Total	Percentage (%)
Building personal relationships					
Giving complex procedural instructions					
Controlling pupils' behaviours					
Translating & checking understanding					
Teaching grammar explicitly					
Others					
TOTAL					

During the observation the researcher recorded the code-switching episode with a mark under the related functions until the end of the lessons. The tally would then be checked again after the coding of the data using the Nvivo11. Transcriptions of the audio recordings were analysed by two coders: both coders were involved in establishing the coding system. The researcher, as one of the coders had attended an Nvivo courses and

one had experience in coding. To establish reliability three transcripts coded together by both coders, and then two transcripts were coded separately.

Coding was both deductive (derived from an existing theory) and inductive (derived from the data) analysis. The coding was first done based on the deductive analysis first and later using the inductive analysis when other functions of code-switching emerged from the data. The functions can be seen in the diagram on the next page where those in blue category were from Macaro's (2005) areas of code-switching occurrences and the purple category were identified later during the data analysis:

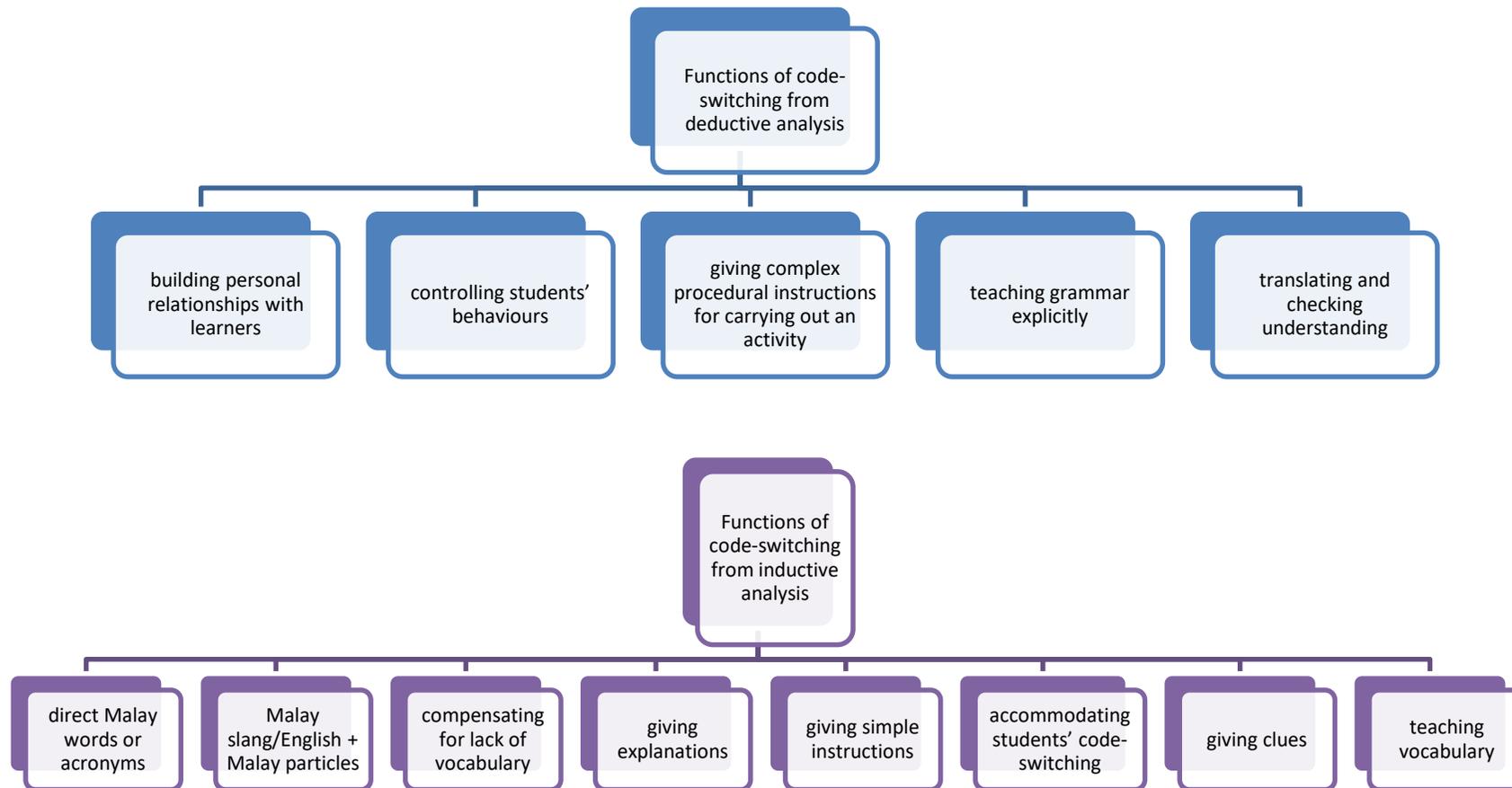


Figure 3.2 Overview of code-switching functions identified

To explain the different functions that were identified in this research based on Macaro's (2005) model and other functions that were later added during the analysis, Table 3.2 below lists the criteria from Macaro's (2005) five areas of code-switching occurrence in the classroom (no.1 to 5, in blue category): *building personal relationships with learners, controlling students' behaviours, giving complex procedural instructions for carrying out an activity, teaching grammar explicitly, and translating and checking understanding.*

The additions of functions that were identified throughout the analysis (no.6 to 13, in purple category): *direct Malay words or acronyms, Malay slang/English + Malay particles, compensating for the lack of vocabulary, giving explanations, giving simple instructions, accommodating students' code-switching, giving clues, and teaching vocabulary.* The descriptions and examples are shown in Table 3.2.

Table 3.2

Functions of code-switching, descriptions and examples

Label	Description	Example
1. Building personal relationships with learners	Serves as a way to create closeness, solidarity and intimate relations with the students/lecturers	<p>T: Designer, ok. Whatever that is not stated as the requirement, <i>bukan keperluan</i>, (<i>not a requirement</i>) but you feel that it will help you, it will give you more strength in application, extra knowledge <i>la</i>. Extra skills <i>la tu</i>. <i>Kan?</i> (.) <i>Betul? Macam tak faham je. (Right? Like don't understand)</i> Ss: <i>Faham (Agree)</i> T: <i>Kalau faham kena senyum, kalau tak faham kena kerutkan kening. (Smile if understood, or frown if you don't)</i> ((Laughing)) T: So, <i>kita kena faham lah sebab senyum ye. Kan. (we need to understand and that's why we smile. Right.)</i></p>
2. Giving complex procedural instructions for carrying out an activity	Serves to reinforce, emphasise or clarify messages that might not be understood	<p>T: Ok, now, you need to put them into: six--six groups. Going up, going down. No change, going up and down, small changes, big changes and low points. Ok, what I want you--I give you about five minutes, what you need to do is you need to put those words accordingly. Ok? The words that you have, <i>letak tempat yang betul</i>. Ok? Now, if you do not know the meaning, it's ok. Guess. (<i>put accordingly</i>)</p>

3. Controlling students' behaviours	Serves to get students' attention and concentrate on the lesson	T: Discuss in English. Discuss in English. That has never happened. <i>Kalau</i> discuss <i>je, meletup bahasa Melayu.</i> (<i>When doing discussion, Malay language will burst out</i>)
4. Translating and checking understanding	Serves to speed things up because of time pressures and to transfer the intended meaning in order to avoid misunderstanding	T: Supposed to be going down? 'Reached a low'. What is the word 'reached' means? Reach me. Reach. Ss: <i>Sampai.</i> T: <i>Sampai.</i> 'Reached a low'. <i>Sampai</i> a low. (<i>until</i>) Ss: Low point T: Yes, why? Because it reached: a: low: level. 'Reached a low'. It's not that much, is there.
5. Teaching grammar explicitly	Serves to teach grammar using L1 only or L1 & L2 together	T: Going up, 'increase', 'grew', 'line up'. Ok, another word 'rose'. 'Rose' is the past tense of 'rise': R I S E. 'Rose' is the past tense ↑ of: 'rise'. <i>Bukan nasi yang kita makan tu.</i> Ok? 'Rise', S E not C E. They grow, almost same spelling different meaning. (<i>Not the rice that we eat</i>)
6. Direct Malay words or acronyms	Serves as generally known fact by L1 words that are familiar to the students	T: I believe you have your Industrial Training, <i>L I, Latihan Industri</i> , right? Ok, so make sure you remember what you have done in your er: <i>L I. (acronym for 'Latihan Industri' which means Industrial Training)</i>
7. Malay slang/English + Malay particles	Serves to lower the language barrier that might have between myself and the others	T: How do you know? I know <i>lah!</i> (<i>yeah</i>) Ss: The size--the size--the size of advertisement T: It's not because I know <i>lah!</i> (<i>yeah</i>) Ss: No T: You see people said, I know <i>lah</i> this one. Small one! What--what--how much they can write, right? Isn't it? (<i>yeah</i>)

8. Compensating for lack of vocabulary	Serves as replacement of words/phrases to get the lessons going	T: And the <i>apa</i> handover--handover date will be that progression for this presentation. (<i>what</i>)
9. Giving explanations	Serves to explain a message from one code to another code either literally or in somewhat modified form for clarity and comprehension.	T: Rapport is like you just you build relationship. You build a relationship a bomb, no need er: details. Besides, the introduction is to the interviewer. You <i>kenalkan diri</i> you. (<i>introduce yourself</i>)
10. Giving simple instructions	Serves to get students' attention and trust before proceeding to the teaching of concepts or theories, especially to those students who are weak	T: <i>Ya, semua</i> mention. (<i>Yes, all</i>)
11. Accommodating students' code-switching	Serves to compensate students' fluency and to respect those who are not fluent in either languages	Ss: That is in B M, 'stabilise' is <i>stabil</i> . Stabilise is <i>stabil</i> . E I, <i>betullah, betullah</i> . (<i>stable, that's right</i>)
12. Giving clues	Serves as a change in topic and to get students' attention	<p>T: Yes, you are in the formal condition, ok? Sometimes your: shoes come with variety colours of erm:</p> <p>Ss: <i>Tali (rope)</i></p> <p>T: What is it called?</p> <p>Ss: <i>Macam: (like) rope--rope</i></p> <p>T: Rope? <i>Tali kasut tu? (that shoes lace)</i></p> <p>Ss: Shoes--shoes lace</p> <p>T: Ah: Shoes lace. Perhaps it comes: with lots of colours, right?</p>

13. Teaching vocabulary

Serves to explain the vocabularies that might be new or unfamiliar to the students

Ss: Shoes lace *tali kasut (shoes lace)*

T: Right, now no change it means it does not go up or down. It's just stays the same. At one point it doesn't change. In Malay, can anyone tell me, a word that you--not same as the word--word that means does not change. It starts with the word 'M'. 'M' *jugak pun ah: (also)*

Ss: *Mendatar (horizontal)*

T: *Mendatar*. Yes, *mendatar*. That means no change, right? *(horizontal)*

Ok, good. Right, up and down, 'zig zag' it means it's not stable. Ok, it's not stable. And suddenly you gonna have a heart attack. Is your pulse stable? No, right? Goes up and down, up and down, up and down. So what if very loose? What happens to your pulse?

Ss: *Mendatar. (Horizontal)*

T: Ok, *mendatar. (horizontal)*

What do you call it in English? No: change, right? You know that beep? It goes up and down, up and down, up and down, you're still alive but not stable, right? But not stable. So, if it stops?

Ss: Teettt ((sounds of beep))

T: Teettt ((sounds of beep)). Are you still alive?

Ss: No.

T: No, but the line is? The same position, stays the same unless somebody revises you. Then it goes up and down, up and down. Ok? Same concept. Remember that. Ok?

A frequency counts analysis was used to compare rates of code switching by lecturers and to identify any common functions. Data presented in Table 3.1 (on page 101) obtained by using tally marks was shown to the interviewees to confirm occurrences of code-switching in the classrooms.

Transcripts were also analysed for grammatical structures in the code-switching. Analysis identified noun phrase structure, pluralisation of nouns and verb inflections, based on Sebba's (1998) grammar analysis and the 4-M model by Myers-Scotton and Jake (2014). The unit for the grammar analysis was individual code-switched words. Free transfers of lexical items between languages as well as between prepositional phrase and noun phrase to produce a hybrid form were included, for example, “*Tadi*, I was tempted to go... (*just now*).”

Any similarities or differences between the genders will also be highlighted in the next chapter, as previous research had identified a significant difference between female and male speakers when code-switching. Dewaelea and Wei (2014), for example, found that the frequency of code-switching by female interlocutors was significantly greater than that by males. This study did not identify any significant differences according to age and level of education.

3.9.2 Developing Codes

Both the classrooms observations and interview sessions were transcribed. A copy of the transcription for each participant was sent through an email to the respective participant once the transcription finished to ensure the participants agreed with the transcriptions or to clarify any disagreement.

All interviews and observations were transcribed using the Jefferson system of transcription notation (Jefferson, 2004) . to record both what was said and how it was said (see Appendix I). Transcripts were then highlighted and coded using the Nvivo11 software to categorise them according to the codes for classroom observations and interviews (please refer to Figure 3.3). Each code will then be matched to different nodes (please refer to Figure 3.4).

Person-Classroom Observation

Name	Sources	References	Created On	Created By	Modified On
PIS Lecturer A	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:21 AM
PIS Lecturer B	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:21 AM
PIS Lecturer C	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:23 AM
PIS Lecturer D	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:23 AM
PSA Lecturer A	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:20 AM
PSA Lecturer B	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:21 AM
PUO Lecturer A	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:23 AM
PUO Lecturer B	1	1	3/5/2015 8:43 AM	MMM	5/7/2015 8:50 AM
PUO Lecturer C	1	1	3/5/2015 8:43 AM	MMM	3/5/2015 9:23 AM

Person-Interview

Name	Sources	References	Created On	Created By	Modified On
PIS Lecturer A	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:50 AM
PIS Lecturer B	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:51 AM
PIS Lecturer C	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:51 AM
PIS Lecturer D	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:51 AM
PSA Lecturer A	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:51 AM
PSA Lecturer B	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:52 AM
PUO Lecturer A	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:52 AM
PUO Lecturer B	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:52 AM
PUO Lecturer C	1	1	4/23/2015 6:50 AM	MMM	4/23/2015 6:53 AM

Figure 3.3 Codes for both the classroom observations and interviews

3.9.3 Developing Category/Criteria

The coded data was then re-examined and re-grouped to ensure it fell under the appropriate category or group based on the theoretical framework using the Nvivo 11 software. The main codes were classroom observations and interviews. For the classroom observations, the nodes would be for code-switching functions and frequency; and the interviews nodes would be for the lecturers' beliefs about code-switching. Finally, data from the classroom observations and interviews was then grouped into themes. The thematic nodes are shown in Figure 3.4.

Thematic

Name	Sources	References	Created On	Created By	Modified On
Frequency (RC1)	0	0	2/26/2016 6:16 PM	MMM	2/26/2016 6:16 PM
Lecturers	9	101	2/26/2016 6:21 PM	MMM	6/8/2016 10:14 AM
Students	6	30	2/26/2016 6:21 PM	MMM	6/8/2016 9:47 AM
Functions (RC1)	0	0	2/26/2016 6:16 PM	MMM	2/26/2016 6:16 PM
Building personal relationship with less	7	22	2/26/2016 6:24 PM	MMM	3/4/2016 6:16 AM
Controlling pupils' behaviour	2	6	2/26/2016 6:25 PM	MMM	3/3/2016 6:20 AM
Direct Malay words or acronyms	6	11	2/26/2016 6:25 PM	MMM	6/8/2016 9:39 AM
Forgetting the word(s)	1	1	3/3/2016 6:19 AM	MMM	3/3/2016 6:19 AM
Giving clue	3	6	2/26/2016 6:30 PM	MMM	3/4/2016 6:11 AM
Giving complex procedural instruction	0	0	2/26/2016 6:26 PM	MMM	2/26/2016 6:26 PM
Giving explanations	6	14	2/26/2016 6:26 PM	MMM	3/4/2016 6:17 AM
Giving simple instructions	2	9	2/26/2016 6:26 PM	MMM	3/3/2016 6:30 AM
Malay Slang	4	24	2/26/2016 6:26 PM	MMM	3/4/2016 6:12 AM
Students' code-switching	7	26	2/26/2016 6:26 PM	MMM	3/4/2016 6:16 AM
Teaching grammar explicitly	0	0	2/26/2016 6:27 PM	MMM	2/26/2016 6:27 PM
Teaching Vocabulary	0	0	2/26/2016 6:30 PM	MMM	2/26/2016 6:30 PM
Translating and checking understand	7	21	2/26/2016 6:26 PM	MMM	3/4/2016 6:16 AM
Lecturers' Beliefs (RC3)	0	0	2/26/2016 6:20 PM	MMM	2/26/2016 6:20 PM
Level of English	0	0	2/26/2016 6:31 PM	MMM	2/26/2016 6:31 PM
Improve	7	7	2/26/2016 6:32 PM	MMM	4/1/2016 9:52 AM
Not Improve	2	2	2/26/2016 6:32 PM	MMM	4/1/2016 9:56 AM
My strengths	9	9	3/30/2016 6:41 AM	MMM	4/1/2016 9:56 AM
My weakness	9	9	3/30/2016 6:41 AM	MMM	4/1/2016 9:56 AM
Not OK to use CS	0	0	2/26/2016 6:33 PM	MMM	3/31/2016 6:15 AM
OK to use CS	4	5	2/26/2016 6:33 PM	MMM	4/1/2016 9:52 AM
Other strategies	9	9	3/30/2016 6:36 AM	MMM	4/1/2016 9:52 AM
Suggestion	0	0	2/26/2016 6:33 PM	MMM	2/26/2016 6:33 PM

<input type="checkbox"/>	Usage of CS	0	0	2/28/2018 8:38 PM	MMM	2/28/2018 8:38 PM
<input type="checkbox"/>	Amount of CS now	0	0	2/28/2018 8:38 PM	MMM	2/28/2018 8:38 PM
<input type="checkbox"/>	Less	2	2	2/28/2018 8:38 PM	MMM	3/31/2018 8:08 AM
<input type="checkbox"/>	More	2	2	2/28/2018 8:38 PM	MMM	3/31/2018 8:17 AM
<input type="checkbox"/>	Not sure	1	1	4/1/2018 8:12 AM	MMM	4/1/2018 8:12 AM
<input type="checkbox"/>	Same	1	1	3/31/2018 8:12 AM	MMM	4/1/2018 8:58 AM
<input type="checkbox"/>	GUILTY	3	3	2/28/2018 8:39 PM	MMM	4/1/2018 8:43 AM
<input type="checkbox"/>	No	1	1	2/28/2018 8:40 PM	MMM	3/31/2018 7:55 AM
<input type="checkbox"/>	Not Guilty	8	8	2/28/2018 8:39 PM	MMM	4/1/2018 8:58 AM
<input type="checkbox"/>	Yes	0	0	2/28/2018 8:40 PM	MMM	2/28/2018 8:40 PM
<input type="checkbox"/>	Planned	0	0	2/28/2018 8:40 PM	MMM	2/28/2018 8:40 PM
<input type="checkbox"/>	Unplanned	8	8	2/28/2018 8:40 PM	MMM	4/1/2018 8:51 AM
<input type="checkbox"/>	What is CS	9	9	2/28/2018 8:41 PM	MMM	3/31/2018 8:18 AM
<input type="checkbox"/>	Ungulate Features (C2)	9	101	4/23/2018 7:27 AM	MMM	6/8/2018 10:14 AM

Figure 3.4 Nodes based on themes/categories

The questionnaires were analysed to establish lecturers' and students' similarities and differences of perspectives on code-switching. The data were analysed using the SPSS v.23 where a t-test was done to calculate the significance of any differences in beliefs between the lecturers and the students.

The data obtained from the questionnaire was triangulated with the analysis of data from the interviews to identify the reasons and beliefs about code-switching in the Malaysian Polytechnics English language classroom.

Triangulated data from the questionnaires, observations and interviews were grouped into themes with reference to the research questions. For examples, RQ1 and RQ2 would use data from the transcriptions of the classroom observations while RQ3 and RQ4 would use data from the transcriptions of the interviews and also the questionnaires. In the discussion later, all the data will be discussed and linked to one another and put under different themes of code-switching frequency, functions, beliefs and feelings.

3.9.4 Interpreting Themes

The data were then analysed thematically (Braun & Clarke, 2013, p. 482) to establish any patterns which would contribute to interpreting the data to answer the research questions.

A common approach to thematic analysis was used, that is familiarisation of the data, coding, defining the themes and writing up the report. Once the data were collected, the researcher familiarised herself with the dataset and decide on the analysis to be used, with coding done once all the related data had been transcribed, as described above. The

themes or “story” based on the coded data (please refer to Figure 3.4) are the basis of discussion of the results in relation to the theoretical framework and also other related literature reported later in Chapter 5.

3.10 Summary

This chapter describes and justifies the interpretative paradigm and the mixed method convergent parallel research design used in this study. It also describes and justifies the data collection methods used to identify the frequency of code-switching among the L2 lecturers in terms of communicative and pedagogic purposes. It also describes the methods by which the opinions of, and explanations for, code switching in the classroom were established. These methods included a questionnaire, classroom observations and interviews with lecturers. The chapter reports how data were analysed through coding, and the identification of themes, and how it was triangulated to increase the validity and reliability of the data and its interpretation. In analyzing the data an explanatory case study was used. In the next chapter the results of the data collection and data analyses will be reported.

Chapter 4

Results

4.1 Chapter Overview

This chapter presents the results of the research that was carried out through the classroom observations, administration of two set of questionnaires and interviews of nine English language lecturers at three Malaysian Polytechnics, namely Polytechnic A, Polytechnic B and Polytechnic C. The observations focused on the functions of code-switching identified using Macaro's (2005) areas of teacher code-switching as well as other functions that emerged from the data analysis. Data from the interviews were used to reaffirm the functions of code-switching used during the lessons and also to identify some other aspects that were not noticeable from the observation alone. Questionnaires were completed by both lecturers and students to triangulate the qualitative data identified earlier.

4.2 Demographic Profile

There were nine lecturers from three polytechnics representing all the three Polytechnics in Malaysia: Polytechnic A (Poly A), Polytechnic B (Poly B) and Polytechnic C (Poly C). A brief summary of the participants background was mentioned earlier in section 3.2 and in Table 4.1 identifies in details each participant of heir qualifications, age range, gender and teaching experience to enable further discussion of similarities and differences that may be related to gender differences or teaching experience.

Table 4.1

Demographic profile of the lecturers

Lecturers	Academic Qualification	Age	Class	Gender	Poly	Race	Years of Teaching Experience
Poly A Lecturer A	B. Ed TESL	36	DKP3B	Female	PUO	Malay	11
Poly A Lecturer B	B. Ed TESL (Hons.)	51	DKB5	Female	PUO	Chinese	27
Poly A Lecturer C	Degree	27	DUT5B	Female	PUO	Malay	3
Poly B Lecturer A	Master TESL	41	DPB5C	Female	PSA	Malay	10
Poly B Lecturer B	B.A. Linguistics	50	DPB5B	Male	PSA	Malay	25
Poly C Lecturer A	B. Ed TESL	28	DJK5C	Female	PIS	Malay	4
Poly C Lecturer B	B. Ed TESL	29	DFP5C	Female	PIS	Indian	5
Poly C Lecturer C	B. Ed TESL (Hons.)	26	DEP5B	Male	PIS	Malay	2
Poly C Lecturer D	Master TESL	57	DRI5B	Male	PIS	Malay	34

Note: Poly A = Polytechnic A; Poly B = Polytechnic B; Poly C = Polytechnic C

There were 183 students who participated in this research and from three polytechnics as listed in Table 4.2.

Table 4.2

Number of student participants

	Frequency	Per cent
Poly A	67	36.6
Poly B	55	30.1
Poly C	61	33.3
Total	183	100.0

Note: Poly A = Polytechnic A; Poly B = Polytechnic B; Poly C = Polytechnic C

The number of students from each polytechnic was quite similar as the numbers of students are usually equally distributed between these three polytechnics depending on the niche area of the polytechnic, with three classes from Polytechnic A, two from Polytechnic B and four from Polytechnic C.

4.3 Frequency of Code-switching and Most Used Functions

The results of code-switching frequency and functions are discussed in this section in order to see which function has the highest frequency that was identified in the research. The results were taken from the classroom observations analysis using the Nvivo11 software. The unit of analysis for counting the number of code-switching in every

episode by the lecturers or students within an hour of the English language lesson. An example is stated below:

*Note: *Malay word/s*, (*translated into English word/s*), [Function of code-switching]

T: Yes, you are in the formal condition, ok? Sometimes your: shoes come with variety colours of erm:

Ss: *Tali* (*rope*)

T: What is it called?

Ss: *Macam*: (*like*) rope--rope

T: Rope? *Tali kasut tu?* (*that shoes lace*) [Translating]

Ss: Shoes--shoes lace

T: Ah: Shoes lace. Perhaps it comes: with lots of colours, right?

Ss: Shoes lace *tali kasut* (*shoes lace*)

The example above is one example of a code-switching episode in the classroom. Although some of the Malay words were being repeated, each Malay word/phrase counts as one code-switching. It was counted as one code-switching per each episode, with the function of *translating and checking understanding* regardless of the number of Malay words/phrases in the dialogue. Other sets of data within an episode can have more than one function of code-switching. For example:

T: Among the requirements, *di antara keperluan*, (*among the requirements*), so all the requirements. [Translating]

Ok, we come back to--when these requirements or among the--these requirements are stated, some of these will be stated in your CV, Resume. Some of them may not (0.2) be there in the Resume. But most have *lah*. [Malay slang]

The episode above will be counted as having two code-switchings as two different functions were identified.

Phrases that had no English equivalent word were not labelled as code-switching. For example, the phrase “*baju kurung*” has no English word that can replace it and so the use of the Malay term was adequate and understood by the speakers.

4.3.1 Frequency Analysis

Lecturers code-switched were more than students in the classrooms. The lecturers code-switched 101 times but the students code-switched only 30 times during the nine classroom observations, which may be due partly to the lecturers talking more than the students. There were differences in the frequency of code switching occurrences by lecturers in the hour long classes in the polytechnics: Polytechnic C with four lecturers = 56 , Polytechnic B with two lecturers = 23 and Polytechnic A with three lecturers = 22. The mean (m) number of occurrences of code switching by the lecturers in each polytechnic was as follows:

Polytechnic C (m = 14)

Polytechnic B (m = 11.5)

Polytechnic A (m = 7.3).

Table 4.3 shows the frequency of code-switching that was identified in the classroom observations.

Table 4.3

Frequency of code-switching

Classes	Poly A			Poly B		Poly C				TOTAL
	A	B	C	A	*B	A	B	*C	*D	
Lecturers	11	3	8	2	21	6	10	8	32	101
Students	2	5	4	0	1	9	5	3	1	30

Note: * = Male lecturers

The highest frequency of code-switching by a lecturer was Lecturer D in Poly C (32), followed by Lecturer B in Poly B (21). Other lecturers code-switched less frequently (3-11). The highest frequency of code switching observed was by male lecturers. The three male lecturers code-switched five times more often ($n=61$, $m=20.3$) than the six female lecturers ($n=40$, $m= 6.7$).

There was no evidence however that the quantity of teacher talk was related to the frequency of code switching. For an example, Poly B Lecturer A had 93.2% of lecturer talk but only 0.7% of code-switching; similarly Poly A Lecturer B with one of the highest lecturer talk among the other lecturers (92.1%) had only 0.1% of code-switching as shown in Table 4.4.

Table 4.4 shows the percentage of the lesson and the number of words that the lecturer spoke during the observed lessons.

Table 4.4

Duration of lecturer talk and percentage of lecturer talk in L1 and L2 from the nine lecturers

Participants	Length of lesson (min/s)	Length of lecturer talk (min/s)	Total lecturer talking time (%)	Lecturer talk in L2 (min/s)	Lecturer talk in L2 (%)	Lecturer talk in L1 (min/s)	Lecturer talk in L1 (%)
Poly A Lecturer A	48'46"	42'11"	86.1	41'32"	85.3	0'39"	0.8
Poly A Lecturer B	51'23"	47'49"	92.1	47'44"	92.0	0'05"	0.1
Poly A Lecturer C	53'23"	39'29"	72.6	38'45"	71.7	0'44"	0.9
Poly B Lecturer A	45'01"	41'24"	93.2	41'31"	92.5	0'33"	0.7
*Poly B Lecturer B	36'35"	28'19"	77.5	28'21"	76.4	0'38"	1.1
Poly C Lecturer A	48'57"	41'14"	84.2	40'22"	83.1	0'52"	1.1
Poly C Lecturer B	49'00"	40'13"	82.1	40'08"	81.2	0'45"	0.9
*Poly C Lecturer C	29'05"	26'44"	91.2	26'05"	89.8	0'39"	1.4
*Poly C Lecturer D	38'06"	36'34"	95.3	33'17"	85.9	3'57"	9.4

Note: * = Male lecturers

Therefore, it is unlikely that a lecturer with a high frequency of lecturer talk would also code-switch frequently in the classroom when teaching the English Language subject in the Malaysian Polytechnics.

Poly A Lecturer B and Poly B Lecturer A both had high percentages of lecturer talk but low percentages of code-switching. It is possible that these lectures were able to use explanations in English to ensure that students understood without having to use their L1, which is the Malay language.

4.3.2 Functions of Code-switching Analysis

A total of 158 episodes of code switching were observed in the classroom observations of the nine lecturers. The highest frequency of code-switching functions were *accommodating students' code-switching* (26 times), *Malay slang/English + Malay particles* (24 times), *building personal relationship with the learners* (22 times) and *translating and checking understanding* (21 times). The least frequent functions were *compensating for lack of vocabulary* (1 time), *giving clues* and *controlling pupils' behaviour* (6 times).

Table 4.5

Frequency of the functions of code-switching analysis

	Poly A			Poly B		Poly C				TOTAL
	A	B	C	A	*B	A	B	*C	*D	
1. Building personal relationships with learners	2	1	2	0	5	0	2	3	7	22
2. Controlling pupils' behaviour	0	0	0	0	2	0	0	0	4	6
3. Giving complex procedural instructions for carrying out an activity	0	0	0	0	0	0	1	0	0	1
4. Teaching grammar explicitly	0	0	0	0	0	0	1	0	0	1
5. Translating and checking understanding	1	2	1	0	0	2	7	2	6	21
6. Direct Malay words or acronyms	0	0	4	0	1	3	1	1	1	11
7. Malay slang/English + Malay particles	8	0	0	2	8	0	0	0	6	24

8. Compensating for lack of vocabulary	0	0	0	0	1	0	0	0	0	1
9. Giving explanations	0	0	1	0	3	0	3	2	5	14
10. Giving simple instructions	0	0	0	0	3	0	0	0	6	9
11. Accommodating students' code-switching	1	5	4	0	1	8	5	2	0	26
12. Giving clues	1	0	0	0	0	2	0	0	3	6
13. Teaching vocabulary	0	1	1	0	0	1	9	1	3	16

Note: * = Male lecturers

Some examples for the most code-switching function are:

*Note: *Malay word/s*, (*translated into English word/s*), [Function of code-switching]

Example 1 (Poly C Lecturer C):

T: So, first we answer the questions post by the interviewer, so we need to answer the questions by the interviewer in order to impress the interviewer. Impress means?

Ss: *Menarik*--wow, impress (*impress*)

T: Yeah impress [Accommodating students' code-switching]

Ss: To make it wow

In this example, the lecturer shows he understood when the students said “*menarik*” by giving a meaning for the word *impress*. The lecturer accepted the answer although it was stated in the Malay language and not in English. He did not correct the students or require the student to use only English but accommodated the students' code-switching to L2 when giving the meaning.

Example 2 (Poly A Lecturer A):

T: How do you know? I know *lah*!

Ss: The size--the size--the size of advertisement

T: It's not because I know *lah*!

Ss: No

T: You see people said, I know *lah* this one. Small one! What--what--how much they can write, right? Isn't it? [Malay slang/English + Malay particles]

The example above is a typical Malay slang of 'lah' used in a conversation. The lecturer had also used this in her lesson. She was using it frequently to get the students' attention and not wanting the answer of 'I know lah' from the students but expecting them to give an answer in English and answer the lecturer appropriately.

One of the ways for *building personal relationships with the learners* in the classroom used by the lecturers was telling jokes. The following are some examples of code-switching observed when the lecturers made jokes:

Example 3 (Poly C Lecturer D):

T: Height and weight? *Ada? (Any?)* Oh, because yours is the Flight Steward *ye*.
(yes) Alright. ((T wrote on the board)) Height: weight. *Dia nak yang berat-berat ke? Itulah kapal terbang banyak jatuh ye. (They need heavy ones? That's why many planes crashed, yeah)*
((Laughing)). **[Building personal relationship with the learners]**
Berat-berat dia pilih. (They chose the heavy ones) Yeah, you see *ah* certain cases *ah*, because we're talking about flight attendant. (*yeah*)

Example 3 above refers to some Malaysian aeroplanes accidents that made the headlines all over the world in 2014. As the cases were quite recent, the lecturer linked the advertisement on flight attendants with the plane crashes. The students understood the comments as only a joke because of restrictions on height and weight for a flight attendant.

Example 4 (Poly B Lecturer B):

T: Because we are stupid. Eh! Ah: *lebih berhati-hati* yeah (*more careful*)

((Laughing))

[Building personal relationship with the learners]

Saman if you say *ye*! (*Fine, yeah*)

But then again yeah we have to be careful yeah while we are on the road, right?

Er: *lebih berhati-hati* on the road, because of New Zealand *punya* voice *ye*. Ok, anything else? (*more careful*)

Example 4 shows that the lecturer was making a joke by using the Malay language ‘*lebih berhati-hati*’, which means *more careful* and saying it using the English slang. Instead of reminding the students to be more careful, he used this approach instead to get the students’ attention.

Another example of a function frequently observed was *translating and checking understanding*.

Example 5 (Poly C Lecturer B):

T: Supposed to be going down? ‘Reached a low’. What is the word ‘reached’ means? Reach me. Reach.

Ss: *Sampai*.

T: *Sampai*. ‘Reached a low’. *Sampai* a low. (*until*)

Ss: Low point

[Translating and checking understanding]

T: Yes, why? Because it reached: a: low: level. ‘Reached a low’. It’s not that much is there. Guess the meaning first. Ok very good. So, it ‘reached a low’, it cannot go any lower, right? That’s the meaning. ‘Reached a low.’ It reached a

level that it cannot go any lower. Lowest, so it goes under: low: points. Ok, 'reached a low'.

This example shows that the lecturer code-switched to the Malay language to explain the phrase *reached a low* to check whether the students understood the meaning of the phrase. She then continued explaining the meaning further in English.

From these examples it is evident that code-switching was used for a range of reasons and to ensure that lecturers could achieve the objectives of the lesson in the English language classroom.

4.3.3 The Linguistics Analysis

The linguistics features of code-switching, for example grammar and morphology, are based on Sebba's linguistic analysis (1998). Some similarities between English and Malay languages are in the use of conjunctions, prepositions and time-marking adverbs. There is also the free transfer of lexical items between languages as well as between prepositional and noun phrases, which produce a hybrid form (Myers-Scotton & Jake, 2014).

Parts of speech and linguistic features identified in the code-switching during the classroom observations from all the lecturers are listed in Table 4.6. The unit of analysis differs from that in the frequency and function analyses. Each code-switched word was considered as one part of speech each time it appeared.

Table 4.6

Parts of speech in the code-switching analysis

Parts of speech/Linguistic features	Total	Percentage (%)
Noun	63	17.3
Pronoun	36	9.9
Verb	104	28.5
Conjunction	14	3.8
Adverb	36	9.9
Adjective	56	15.3
Preposition	7	1.9
Malay slang	28	7.7
Malay word	14	3.8
Acronym in Malay language	7	1.9
TOTAL	365	100

As can be seen in Table 4.6, code-switching occurred most frequently with the verbs (28.5%), nouns (17.3%) and adjectives (15.3%) of the sentence. Most of the words or phrases that were elected in this research were the verbs and the next one were the nouns. This was mostly due to the choice of the speakers' intentions.

Code-switching with verbs appeared to be because the lecturers wanted to give clearer instructions or clarify items to the students. Code-switching of nouns and adjectives occurred when words might have been new or unfamiliar to the students so that lecturers explained the word in Malay. Some examples are shown below:

**Note: Malay word/s, (translated into English word/s) → part of speech*

Example 1 (Poly C Lecturer C):

T: Rapport is like you just you build relationship. You build a relationship a brief, no need er: details. Besides, the introduction is to the interviewer. You *kenalkan diri* you. (*introduce yourself*) → *verb + noun*

In this example, the lecturer gave an instruction to the students for an interview session. He stated that it was important for the interviewees to introduce themselves first.

Example 2 (Poly C Lecturer D):

T: Designer, ok. Whatever that is not stated as the requirement, bukan keperluan, but you feel that it will help you, it will give you more strength in application, extra knowledge *la*. Extra skills *la tu*. *Kan?* (.) *Betul? Macam tak faham je.* (*it is. Isn't it?*) → *Malay slang, (Right? Like don't understand)* → *adjective + verb*
Ss: *Faham* (*Agree*) → *verb*

T: *Kalau faham kena senyum, kalau tak faham kena kerutkan kening. (Smile if understood, or frown if you don't) → verb + conjunction + verb*

In Example 2 the lecturer asked the students whether they had understood what he had just taught. He asked them to display a signal or facial expression to indicate whether or not they had understood the lesson so that he would know whether to continue to the next stage or stop and explain further. The next example looks at the change at the noun level of code-switching.

Example 3 (Poly C Lecturer B):

T: 'Levelled off'. What do you mean by that 'Levelled off'? (0.4) What's levelled? What is level? Same level, different level, what is level?

Ss: [*Taraf*

T: [No change, right? *Taraf?* *Taraf?* Level? Ok, status--*taraf*. Level? (*standard*)
→ *noun*

Ss: *Tahap*

T: *Tahap*. Ok, so you reach a level, 'levelled off'. (*level*) → *noun*

Ss: No changes

T: Very good. Ok, so 'levelled off', right?

The lecturer asked for the meaning *levelled off* in Malay to check whether the students had understood the meaning correctly; it may have been their first encounter with the term. Another example of code-switching occurrence happened at the noun level as shown in Example 4:

Example 4 (Poly A Lecturer C):

T: Complement means what *pujian*? No (*compliment*) → *noun*

Ss: Certification

T: Ok, you have your resume and you need your cover letter. Your cover letter is a complement for your resume. Means?

Ss: To support

Poly A Lecturer C gave a different meaning of the word *complement*. She gave the meaning as “*pujian*” where it was actually meant for the *compliment*. These two words are similar in sound, so by doing this, the lecturer was able to let the students think of another word that had related meaning. The students already knew *complement* and *compliment* but sometimes confused them. Thus, the lecturer was able to identify whether the students used the appropriate meaning in that particular context.

Code-switching episodes at the adjective level are shown in the examples below:

Example 5 (Poly A Lecturer B):

T: What's vague? (0.2) Ok, don't be vague in your description.

Ss: Over

T: Over what?

Ss: Over describe

T: Over describe? Don't be vague. (0.2) 'I worked as a forwarding agent at Air Asia.' Is that considered vague? Vague means *kabur* you know *kabur*? Vague →

adjective

Ss: Oh:

In Example 5, the lecturer gave the meaning of the word *vague* in Malay because she thought the students were lost and had an incorrect meaning. Although the lecturer had been giving examples of using the word *vague* in different sentences, the students were still a bit confused. Providing the meaning in Malay helped the students to understand the content of the lesson while saving time because the students already knew the word in Malay.

Example 6 (Poly C Lecturer A):

T: Stronger. And moving forward and become something that you know what you are. Can you answer it this way, ok. 'I have money. In five years' time, I would like to open my own company.' Should I answer it that way?

Ss: No

T: Why not?

Ss: Yes

T: Because the company will feel so: *tergugat* (*challenged*) → *adjective*

((Laughing))

T: The company will feel: *tergugat*. What is *tergugat*? (*challenged*) → *adjective*

Ss: Challenging

T: Threaten by you

Ss: Ah:

T: So they don't want to have you working for them because you may take all their secrets.

In the example above, Poly C Lecturer A code-switched from English to Malay language to ask students to provide the appropriate word in English to check whether they knew a suitable word to be used in that sentence.

Example 7 (Poly C Lecturer B):

T: *Stabil* -- *stabil*. So: *stabil* so anyone what does *stabil* in BM? What is it mean?

Stabilise--stable, what does it mean? (0.2) Same meaning? (*stable*) → *adjective*

Ss: Still the same

T: Nothing change?

Ss: Nothing change

T: Ok good. Very good. Stable. Remain?

Ss: 'Remain Constant', *stabil* (*stable*) → *adjective*

The example from Poly C Lecturer B above shows that the lecturer provided the word “*stabil*” in Malay and later said it in English as *stable*. The lecturer may have wanted to ensure that the students know that both “*stabil*” and *stable* have the same meaning and similar sound.

Example 8 (Poly C Lecturer C):

T: But it's healthy what. Hah? Sometimes. And then 10 o'clock you are still on morning break, right? Yes, and then *susah sikit?* (*a bit difficult*) → *adjectival phrase*

Here, in example 8, the lecturer was eliciting information from the students on their work-experience as interns during their practical training at a Japanese company.

Students did not like exercising before working and the lecturer showed his empathy. From the observations it was evident that the students felt happier when the lecturer code-switched and agreed with their feelings using Malay.

Some code-switching involved several phrases used in combination with other part of speech. The examples are shown on the next page:

Example 9 (Poly C Lecturer D):

T: Er: we start with a little bit of recap, a little bit of reflection on what we have done er: on Sunday as well as previous week. When we started talking about Job Hunting Skills or Job Hunting Mechanics, so we were talking about cover letter. We discussed at length *macam ada buat juga kan?* (*have done it too*) → *verb + pronoun + adverb*

In the example on the previous page, the lecturer discussed previous lessons with the students to get confirmation from them on the topics that have been covered. He code-switched to Malay to get the students' attention and confirm what he had just said.

Example 10 (Poly C Lecturer D):

T: Discuss in English. Discuss in English. That has never happened. *Kalau* discuss *je, meletup bahasa Melayu!* (*When doing discussion, Malay language will burst out!*) → *conjunction + verb + noun + verb*

In order to get his students' attention and also give a warning for the students, the lecturer then again code-switched so that students continued their discussion in English.

The lecturer knew that students, especially those in his class, prefer to do their discussions in Malay. Rather than scolding them for doing so, he speaks in Malay he is trying to make things clear for them.

Example 11 (Poly C Lecturer D):

T: Easy for you, more requirements. *Sebab banyak benda yang* you *kena* written.

(Because there are many things that need to be written) → conjunction + noun + verb + noun + verb

Try to produce sentences in response ↑ to the requirements. So we come back,

salin tak bersalin kita terus ye. (copy, not giving birth we continue) → verb + noun + verb

In Example 11, the lecturer gave a further explanation by code-switching to Malay because he wanted to assist the students with what they had to write. He jokingly used the word “*bersalin*”, which means *giving birth* as the word “*bersalin*” is derived from the word “*salin*”, which means *copy*. It has totally different meaning although it comes from the same root word.

4.4 Lecturers’ and Students’ Beliefs about Code-switching

The section, reports the results based on the data from the questionnaire and the interview sessions that had been analysed using the Nvivo11 software. Responses from the interview sessions were coded into themes, which are reported according whether they are related to lecturers’ and students’ belief about code-switching or to lecturers’ understanding and perceptions towards code-switching. These are discussed under separately in the sections following.

4.4.1 Lecturers' Beliefs about Code-switching

In the lecturers' questionnaire, they were asked about their preferences to teach English subject either by using only English or using both languages. Four lecturers (44.4%) said they preferred to use only English and five lecturers (55.6%) preferred using both languages. The numbers indicated that lecturers have conflicting opinions about the use of L1 and L2 in the ESL classroom (see Table 4.7).

Table 4.7 *Lecturers' preference for language in the classroom*

	Frequency	Percentage
English only	4	44.4
Both	5	55.6
Total	9	100.0

While lecturers had positive views, generally about code-switching and its role in the teaching and learning process, as discussed earlier, some appeared to have reservations because of its possible negative impact on the language learning process. In the questionnaire, lecturers from Poly B and Poly C said they preferred to use both languages. Poly B Lecturer A and Poly C Lecturer D both reported they were “comfortable and have no problem using both languages...fluent in both”. They said they did not feel awkward using both languages. Similarly, Poly C Lecturer C stated, “teaching English in both languages can help my students to learn because they have different proficiency in English,” while Poly B Lecturer B wrote in the questionnaire that “sometimes students' level of English language competency is below par, so I need to explain in the native language so that they understand better”. These lecturers

reiterated these views during the interview sessions, saying that code-switching happened so that students understood the lesson being taught. Poly C Lecturer B, explained that she would “try to speak only in English, repeat words in Malay after it is mentioned by the students.”

However, other lecturers from Poly A believed in using only English language in the classroom. In the questionnaire, Lecturer B wrote that she preferred “English only because I seldom use Malay apart from just using it to speak with people who can't speak English. I am not used to using Malay to teach other academic subjects” She said she used mostly only English language in her classes and it was observed that she did less code-switching during her lessons. Poly A Lecturer C’s expressed the opinion during the interview that “in order to build students interest to speak it, I have to start with the myself”. She said she preferred to be a model for the students, so if she spoke English most of the time, they would imitate her behaviour.

The lecturers were also asked during the interview sessions about their beliefs in teaching and learning in regards to code-switching as one of the strategies . First they were asked what they knew about ‘code-switching’.

4.4.1.1 What is Code-switching?

When asked about their knowledge of code-switching at the interview sessions, common responses by the lecturers were “using the native language” (Poly C Lecturer A and Poly B Lecturer B), “a switch of languages between Malay and English or an L1 and a mother tongue when you teach” (Poly C Lecturer B, C and D) and “use students’ L1 to teach them English as L2” (Poly A Lecturer C). Poly B Lecturer A described code-

switching as “translate from mother tongue to another language”. She said she believed that code-switching was similar to translation. This code-switching function, *translating and checking students’ understanding*, was identified in the lessons observed. Poly A Lecturer A, observed that code-switching is a strategy “commonly used in the classroom especially in Malaysia”.

Lecturers appeared to agree that code-switching involved a switch in the language from the mother tongue, native or the L1, to the TL, non-native or an L2. As one lecturer remarked, code-switching was “to help them to understand maybe difficult words in English ... able to understand them the information that we want to. The information that we want them to get but sometimes would be difficult for them to understand so we need to use some of the code-switching in order for them to get the information” (Poly A Lecturer C’ interview).

In interview sessions, lecturers gave similar reasons for the code-switching in their lessons; for example that code-switching was used as a teaching strategy during the English lessons to ensure students understood. Poly C Lecturer C believed that it would “help students to understand certain terms or instructions”, because at times, as Poly B Lecturer B and Poly C Lecturer D noted, it could be seen from the “students face--the look that that they don’t understand”.

Likewise, Poly A Lecturer A said she used code-switching in her lesson since “mostly the classroom comprises of Chinese, Malay and Indian, and they’ll be able to understand the example in *Bahasa Malaysia--Bahasa Melayu*”. Poly A Lecturer B agreed with this statement saying that students “didn’t understand...they couldn’t give the right

meaning...the best way is to tell them in Malay so that they can get it". Poly A Lecturer C also thought that code-switching was used "for them to understand...in order for them to get the information". Poly C Lecturer B reported in the interview that she allowed students to use their L1 in the classroom as she wanted to find out whether the students were able to identify the particular words that she had asked. The students were allowed to use their L1 if "that particular word that they do not know how to say it out but they know in their language."

Thus, lecturers had similar opinions about the role of code-switching as a teaching strategy in the classrooms: most said they believed code-switching helped students understand the lesson better. It was not that students or the lecturers were lazy or incompetent with the TL, but because the lecturers believed students will learn better. Ong and Zhang (2014) reported similar findings.

4.4.1.2 Lecturers Who Were Feeling Guilty about Code-Switching.

In the interview some lecturers, for instance, Poly C Lecturer C, Poly B Lecturer A and Poly A Lecturer B, reported feelings of guilt when using the L1 in the classrooms. Poly C Lecturer C, stated that "(I) feel guilty because I'm teaching English, why should I speak in Malay? But sometimes in certain circumstances, I will use Malay to help my students." Likewise, Poly B Lecturer A also reported she avoided using the L1 in her classroom saying, "I used the first language maybe less than 5 per cent. I will try to avoid using the first language. As I said earlier, as the students' level is very very low, then if I cannot help it, I'll try to use the L1. But then I will avoid using it". She explained she would rather choose a different teaching strategy to teach English.

Most of the lecturers admitted to code-switching, and felt it was useful in assisting students' acquisition of the L2, but still felt guilty not using English solely in the classroom. Even though they knew code-switching could be helpful in the learning process, the policy and the beliefs about the negative implications of code-switching, that had been held for a long time, made them less confident in what they were doing. They said they would prefer to use the English language with not much L1 in their classrooms.

4.4.1.3 Lecturers Who Are Not Feeling Guilty about Code-Switching.

It was evident from the interviews that not all the lecturers felt guilty about code-switching. As Poly C Lecturer A explained, "because if you look at the students' faces, you would feel whether they understand you or not. So, I think I felt guiltier looking at their sad faces not able to understand the teaching at all." For her, code-switching was necessary to ensure the lesson was understood before moving on to the next lesson.

Poly C Lecturer D, who had taught in the education system for a long time, agreed. He said that if English is spoken throughout the lesson "and finally when you asked them did you understand, they'll say no, we don't understand. So defeat the purpose. They keep quiet. They dare not".

Poly B Lecturer B also believed that code-switching would make lessons effective by sharing his experience of when he taught in Kuantan (situated in Pahang, Malaysia) previously. In the interview he reported that if he used English most of the time in the classrooms, it "... is like you are talking to the wall. You talk to the wall, the wall comes back to you." He also added that "I come thinking what's the point if I use English 100%

in the class and you know that your students didn't get at all what you are saying about. So, I think you need to blend that situation, I think I need to blend, you know code-switching, when to switch and when not to switch...because otherwise if you stick to English, they get zero."

Poly A Lecturer B similarly stated in the interview that "I did it is because I wanted the students to understand the word ... I find that when I asked them what's the meaning, they didn't understand, I mean they couldn't give me the right meaning. So, for I think the best way is to tell them in Malay so that they can get it."

Poly B Lecturer B expressed the same opinion when he said "I think not the matter of guilt or whatever, is like you are trying to educate your students. You do anything to make sure that they get what you are telling them. So it's more like making your lesson effective, all right. So, that's why sometimes you need to do that."

Another reason for not feeling guilty was given by Lecturer A. She explained that, "... when we become a teacher, our focus our aim is to let the students learn. So if we fail to make them learn, I think I will feel much guilty on that." She added, "... I'm using the code-switch approach, don't say that I'll feel totally guilty of what I have done, because I wanted them especially those we called as a weak student, we also need to tackle this--this level students, so therefore I don't feel 100% guilty but nevertheless, I will try to make sure that my--you know it doesn't happen most of the time". The lecturers who preferred to use both English and Malay languages appeared to agree that while it was acceptable to code-switch it should not be overdone.

4.4.1.4 The Amount of Code-switching Used Currently.

During the interview session, lecturers were asked if their attitude towards code-switching had changed over the years they had been teaching. Poly B Lecturer A and Poly A Lecturer A reported that previously they had code-switch more frequently. Poly B Lecturer A added, “back then, I needed to because there’s a lot of weak students compared to now” and Poly A Lecturer A also agreed “I have to admit that lots of code-switching. But now, ok, I’ll say that the number of code-switching is lesser compared to the previous.”

A possible explanation is that polytechnics were for students with average scores in the national examination, SPM. Since the implementation of PPSMTI, the entry requirement for polytechnics has been raised, especially for these particular polytechnics entrants, who are now required to have achieved at least a credit in the English Language subject.

On the other hand, Poly C Lecturer A and Poly A Lecturer B disagreed. They thought the amount of code-switching was much the same, and had nothing to do with the students’ proficiency level. Poly A Lecturer B maintained that code-switching was a teaching strategy to explain things better. As she said during the interview, “I code-switch not because of their proficiency is weaker now. It’s just because I think at that time I can use another word to explain better.” That is, she code-switched for the purpose of better explaining to the students, one of the most common functions of code-switching identified in this research.

4.4.2 Students' Beliefs about Code-switching

Students' beliefs about the language used in the classroom and code-switching were elicited through the questionnaire as well and subsequently compared with the lecturers' beliefs later on. These are summarised and presented in Table 4.8

Table 4.8

Students' preference on lecturers' instructional language in the classroom

	Frequency	Percentage (%)
English only	15	8.2
Malay only	2	1.1
Both	164	89.6
Total	181	98.9
Missing data	2	1.1
Total	183	100

Table 4.8 shows that the majority of the students, 89.6% (n = 183), preferred their teacher to use both languages in the classroom; only 8.2% of the students expressed a preference for only English language during the lessons. When asked about their choice for an instructional language in the classroom, most reasons given by the students for their preference for both English and Malay languages related to understanding lessons. Responses included “weak students could follow easily or understand better”; it would “avoid misunderstanding”; “both languages will be used for communication in the future”, and thus, by using both languages, students could “improve their skills and language”.

The 8.2% (n = 183) of students, who preferred to be taught in English only, stated that if only English was used during the lessons, it “can help to improve grammar”, as well as “for examination purposes.” These students were more concerned about passing their examinations, of utmost important for the students at the time. This appears to be consistent with the motivation of ‘ought-to self’, that is students’ concern with the need to achieve and the later rewards of achievement (Dörnyei, 2009). Since “English is an international language,” as stated by one of the students in the questionnaire, practising it in the classroom would be an advantage to them.

Students’ choice of appropriate language, or languages, to be used during an English lesson appears to be related to the importance of understanding of the lessons for them to acquire the skills and language, and to improve their English language. Code-switching therefore seems to be valued as a teaching and learning strategy in the English Language classrooms. Whether it is an English only lesson, or a lesson with dual languages, what matters to students is understanding the lesson and acquiring the L2.

The questionnaire also elicited students’ use of English language in their daily lives. Table 4.9 presents a summary students’ usage of English language which suggests the frequency of students’ use of the English language is context related.

Table 4.9 *Students' usage of the English language in their daily lives*

	Frequent (%)	Not Frequent (%)
Listen to radio stations that use English.	66.7	33.3
Watch movies or shows shown on television.	94.5	5.5
Speak with your friends/family.	32.8	67.2
Use the Internet to either email or do homework/assignments.	92.9	7.1
Use word processor programmes such as Word, Excel to do homework/assignments.	92.9	7.1
Do presentations for classroom assignments.	86.3	13.7
Read magazines/story books during your free time.	44.8	55.2
Read books related to homework/assignments.	71.4	28.6
Write on forms of memoranda or reports, etc.	59.0	41.0
Order and buy food and drinks.	33.9	66.1
Average	67.5	32.5

The data suggest that the students in this study used English fairly frequently inside and outside the classrooms, with a mean of 67.5 % reporting they used English frequently over ten contexts. It would appear from these data that these students communicate or use English most frequently when watching or listening something and when using the internet or word processors, but less frequently when reading or speaking. For example, they prefer listening to radio and watching television and it is amongst the high frequency of English exposure that the students had.

Undoubtedly, the highest frequency of English usage was related to their studies such as the use of the Internet and word processors, followed by presentations in the classrooms, reading academic books as well as writing memos and reports. These items would be related to their studies where they need to surf the Internet to do research, read academic books for references, present their assignments in the classroom and after that, the students need to write reports on what they have found and presented. Most subjects in the polytechnics are taught in English so the process of preparing, presenting and writing are completed using English, hence the high frequency of English in those activities.

4.4.3 Similarity between Lecturers and Students' Beliefs

The results of the questionnaire were also used to find out whether there were differences between the lecturers' and students' beliefs. These are presented in Table 4.10.

Table 4.10

Beliefs about code-switching

i) Positive beliefs of the effects of code switching on the language learning process

	Lecturers (n=9)		Students (n=183)	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Know both English and Malay languages very well.	100.0 (n=9)	0.0	90.2 (n=165)	9.8 (n=18)
To create closeness among my students/friends.	88.9 (n=8)	11.1(n=1)	72.7 (n=133)	27.3 (n=50)
To lower the language barrier that might have between others and me.	100.0 (n=9)	0.0	73.6 (n=135)	26.4 (n=48)
To respect others who are not fluent in either languages.	100.0 (n=9)	0.0	94.0 (n=172)	6.0 (n=11)
To transfer the intended meaning in order to avoid misunderstanding.	100.0 (n=9)	0.0	89.1 (n=163)	10.9 (n=20)
To reinforce, emphasise or clarify messages that might not be understood.	100.0 (n=9)	0.0	88.0 (n=161)	12.0 (n=22)
To use both languages equally either at the Polytechnic or at home.	77.8 (n=7)	22.2 (n=2)	68.3 (n=125)	31.7 (n=58)
Average	95.2	4.8	82.3	17.7

ii) Negative beliefs of the effects of code switching on the language learning process

	Lecturers		Students	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Just to show off that I know both English and Malay languages.	0.0	100.0 (n=9)	27.3 (n=50)	72.7 (n=133)
To show some western value/status in myself.	0.0	100.0 (n=9)	38.8 (n=71)	61.2 (n=112)
To cover up my weaknesses in English language.	22.2 (n=2)	77.8 (n=7)	82.5 (n=151)	17.5 (n=32)
Average	7.4	92.6	49.6	50.4

Table 4.10 summarises the lecturers' and students' beliefs about code-switching', which was calculated from the two questionnaires. Most of the lecturers agreed with all the seven statements on the positive beliefs of code-switching that code-switching had positive implications on the English language lessons, although there was one lecturer who did not agree with this statement "to create closeness among my students/friends". Two lecturers also stated a disagreement on the statement "to use both languages equally either at the Polytechnic or at home". Most of the statements agreed by all the lecturers (n=9) referred to code-switching being beneficial "to lower the language barrier", "to respect others who are not fluent in either languages", "to transfer the intended meaning in order to avoid misunderstanding" and also "to reinforce, emphasise and clarify messages that might not be understood".

Overall it appears that the majority of the lecturers believe that code-switching has positive impacts on the language learning process. The students (n=183) responses to the statements were similar but the percentage of those who agreed was less. Their agreement with each of the statements that code-switching would be beneficial when used as one of the teaching and learning strategies ranged from from 68.3% - 94%. Most of the students (94%, n=172) agreed that code-switching would be able to show "respects to others who are not fluent in either language". This is one of the statements that students had similar belief with the lecturers. A lower percentage of students agreed with other statements in comparison with the lecturers.

There also some negative beliefs about code-switching. An average of 92.6% of the lecturers did not believe that code-switching had negative implications in the classrooms. However, 82.5% (n=151) of the students' agreed that code-switching was

used to “cover up my weaknesses in English language”, most likely because of lower levels of competency. Since all the English language lecturers were expected to be competent in the language, they would be unlikely to agree that code-switching would be used for this purpose. However, two of the lecturers agreed with the statement. The disparity between the positive and negative beliefs category suggests that, although most lecturers believed that code-switching was a useful teaching and learning strategy, they were also aware of some potential negative effects.

A t-test indicated that there was no significant difference between lecturers' and students' beliefs about code-switching in the classroom ($t(189) = -0.43$, $p\text{-value} = 0.966$). That is, the average of the lecturers' beliefs ($M=2.130$, $SD= 0.264$) was not significantly different from the students' beliefs about code-switching in the classrooms ($M=2.133$, $SD=0.251$). It can be concluded that both lecturers and students have similar beliefs about code-switching in the classroom.

On the other hand, there some obvious difference in beliefs about code-switching between the lecturers and students. For example, only two lecturers (22%) agreed with the statement that code-switching is used to “cover up my weaknesses in the English language”, whereas 82.5% ($n=151$) students agreed. The most possible reason being that the English lecturers were competent in the English language but the students were still struggling to acquire the language.

Thus, the majority and of the lecturers (100%, $n=9$) and students (72.7%, $n=133$; 61.2%, $n=112$ respectively) disagreed to both statements that code-switching was “just to show off that I know both English and Malay languages” and “to show some western

value/status in myself’ as both group of participants have different level of language proficiencies. At the same time, most lecturers (88.9%, n=8) and students (72.7%, n=133) agree that code-switching is “to create closeness among my students/friends”.

The similarities and differences between both lecturers and students identified in the research would be a platform for further research, which can be conducted by comparing both groups of respondents. Although there was only one belief that was different between these lecturers and the students, it would be worth looking at it again when conducting this type of research at different institutions to see whether the same beliefs exist among the students or there would be different aspects identified instead.

4.5 Summary

Data gathered through the questionnaires, classroom observations and interviews suggests that code-switching occurred in content-based lessons especially when they included a number of new and unfamiliar words. When the teachers needed to provide a lot of explanation, they relied on L1, the Malay language, especially for *building personal relationships with the learners* and *translating and checking understanding*. Beliefs about the role of code switching held by the lecturers were similar to those of the students, especially that code-switching was beneficial in supporting students’ understanding of the subject matter and to achieve the objectives of the lesson. The research also The data also suggest that those with lower proficiency in the L2 were more reliant on code-switching.

Chapter 5

Discussion of Findings

5.1 Chapter Overview

In this chapter, the results from the three methods of investigation, the classroom observations, interviews and questionnaires, are discussed and triangulated in order to answer the research questions. The chapter integrates data on the frequency of lecturers and students code-switching and data on functions of code-switching being used by the lecturers with reasons for choosing it from both of the lecturers' and students' points of view (RQ1). An analysis of commonly used linguistic features and communicative purposes of code-switching by lecturers is discussed (RQ2). Lecturers' and students' reported beliefs about the role of code-switching (RQ3) and any similarities and differences of these beliefs (RQ4) is also discussed. The findings of this study of the role of code-switching and its occurrence during the teaching of L2 (English) in three Malaysian polytechnics in relation to prior research literature will be interrogated.

5.2 The Frequent Functions of Code-switching

Previous research reported there appeared to be a relationship between the frequency of code-switching with the amount of lecturer overall talk (Mazlin, 2011). In other words, the more the lecturer talked in the class, the higher was the code-switching. However, in this research, there appeared to be no relationships between lecturer talk and code-

switching, suggesting that lecturer or teacher talk has no direct effect on the amount of code-switching.

5.2.1 Comparison of code-switching frequency: gender and teaching experience

There was an average of 11.2 occurrences of code-switching identified in each one hour lesson by each of the nine lecturers in this research. A comparison of code-switching between female and male lecturers indicated that the frequency of male lecturers' code-switching was 60% of the total code-switching identified. However, there were only three male lecturers with a mean rate of 20.3 code-switching occurrences in a one hour compared with a mean rate for female lecturers of 6.7 occurrences.

This finding is similar to Dewaelea and Wei (2014) who reported that males seemed to code-switch more frequently than females. Gulzar, Farooq and Umer (2013) found that female teachers of EFL in Pakistan also code-switched more frequently than the male teachers but, additionally, that younger teachers appeared to code-switch more than the senior teachers.

Jagero and Odongo (2011) proposed that code-switching was a "psychological reaction" related to 'rank'. They reported that "female speakers of low ranks have more CS levels than those of high ranks while the reverse is the case for male speakers, where the high ranks speakers have more CS than the low rank speakers" (p. 9).

A similar outcome was evident in this research with the male lecturers, but not the female lectures. The two younger female lecturers, Poly A Lecturer C (7.9%) and Poly C Lecturer B (9.9%) code-switched more during their lessons compared to a senior

female lecturer, Poly A Lecturer B (2.97%); whereas the senior male lecturers, Poly C Lecturer D (31.68%) and Poly B Lecturer B (20.79%), code-switched more than the younger male lecturer Poly C Lecturer C (7.9%) (refer to Table 4.3, p.111).

The highest incidence of code-switching was by the men aged 50 and 57 years old. As they had many years of teaching experience, the higher frequency code-switching maybe because it was used as a teaching strategy which lecturers thought had a positive impact on the teaching and learning.

Poly B Lecturer B had reported that he usually code-switched when his students looked puzzle comprehending the content of the lesson. Likewise Gulzar et al. (2013) noted that code-switching can be used to support the teaching of comprehension even though the EFL language policy does not officially support it. Then and Ting (2009), in their research in Malaysia, also indicated that code-switching was used in the classroom for clarification purposes to ensure the students' understanding.

5.2.2 Functions of code-switching

The numbers of frequencies and functions were not the same as some code-switching involved more than one function. The two highest frequencies of code-switching functions, *Malay slang/English + Malay particles* and *accommodating students' code-switching*, were not listed in the Macaro (2005) functions of code-switching. This may be because the context of this research differed from the context in which Macaro had established the taxonomy.

In this study, English was the L2 and most of the participants had a common L1, Malay language, although they came from different races and background. The highest frequency of code-switching functions used by students in the classroom was *accommodating students' code-switching* when lecturers asked them to explain the meaning of certain words.

The use of the particle '*lah*' was apparent in the data adding to the high frequency of the function, *Malay slang/English + Malay particles*. Gill (1993) reported that a variety of language known as Malaysian English (ME) usually acts as an intercultural communication among the Malaysians. They noted that the particle '*lah*' is commonly used in ME and enables the different ethnics in Malaysia to communicate and understand ME. The use of the particle '*lah*' in this research is, thus, to be expected.

5.3 Code-switching for Communicative Purposes

Code-switching in this study was also found to serve communicative purposes as identified in earlier research (Gysels, 1992; Jenkins, 2010; Stroupe, 2014; Tien, 2014). An example is lecturers making jokes to build a personal relationship with students.

On the other hand, there were also occasions when only English or Malay language was used to tell the jokes. One of the lecturers stated in the questionnaire that "it depends on the person I am with. I only use Malay if the joke sounds better if it is told in Malay and I can't translate it into English." Another lecturer agreed, stating in the questionnaire that "certain jokes are hard to tell in either language so it depends on the jokes itself". During the interview session, Poly C Lecturer A pointed out that, "before class start, I use Malay to have small chat with the students. Just to create the mood". Other lecturers

preferred to tell jokes in English giving as a reason in the questionnaire that, “I try to get the students to understand the joke in English”.

As Dörnyei (2009, p. 29) stated, L2 learning experiences concern “situated, executive motives related to the immediate learning environment and experience”. That is, students enjoyment of the lesson, and positive relationship with the lecturers, will influence the motivation to learn. The pleasure of learning the L2 makes the students want to improve on their studies.

In a similar finding in Indonesia, Mujiono et al. (2013) found that code-switching was apparent in some of the English lessons to “create humorous situations in order to reduce students’ tension” (p. 58). A study on code-switching in Japan, Stroupe (2014), also identified that many instructors told jokes in L1 . Stroupe claimed that it was “to lighten the atmosphere level of students through joking or other methods in order to build rapport” (p. 82).

Similarly, Tayjasanant (2014) reported that in Thailand, in ESP classrooms, that the students would not laugh if the jokes were told in English, and so L1 was used to change the atmosphere in the classrooms. English was seriously regarded as the language to impart knowledge so when the lecturers talked in Thai, the students would understand that they were making jokes remarking, that “Thai is good for joking” (p. 102).

In Sweden, Blomquist (2009) indicated that both lecturers and students code-switch in the classroom because they want to feel that they are belonging to both cultures. Iqbal (2011) also claimed that too much code-switching in the classroom, could reflect badly

on the teacher who might be viewed as not proficient in the language, and this could interfere with the language acquisition of the students too.

In Malaysia, ELT is taken seriously by the government and its policy is to provide high-quality teaching of English in “English Only classrooms” (Badrul Hisham & Kamaruzaman, 2009). It is believed that in ESL classrooms, only high quality English should be used to ensure better language acquisition. This policy however, neglects some of the advantages of code-switching that Badrul Hisham and Kamaruzaman (2009) have identified. They claim that the flow of the classroom instructions is smoother if lecturers use L1 for explanations as it takes less time. They also argued that code-switching benefits the low proficiency students’ understanding, especially when giving instructions and explaining procedures (Tien & Liu, 2006 cited in Badrul Hisham & Kamaruzaman, 2009).

In a different situation in Malaysia where Tamil is the L1 in the classrooms, Lokasundari (2006, p. 126) reported that “Malaysian Iyers use Tamil lexical items for the conveyance of meaning in their English dominant speech, they use grammatical devices in English so that the structure of the conversation follows English rules”. This is similar when Malay is the L1 in the classroom; lexical items are normally explained in L1 but the whole conversation structure is continued in English.

Thus, there is evidence that code-switching should be considered as a classroom strategy that can be used for communicative aspects in the classroom as “way of achieving the transfer of meaning as desired by the teaching” (Cook, 2001; Sert, 2005; Skiba, 1997 as cited in Badrul Hisham & Kamaruzaman, 2009, p. 52). As with other research like

Younas et al. (2014), this study argues that code-switching can benefit students with low proficiency in the English language.

Verner (2016) also claims that teaching using the students' L1 can be appropriate by stating that, "the real challenge, however, is finding the right balance between using English and using students' L1 or first language. If you can find the line and then walk it, your students can learn English even more effectively than they can without their first language" (p. 1).

She added that L1 can be used when giving explanations or examples to relax students and reduce their anxieties; that teachers need to be consistent in practising English in the classroom and motivating them to use English for anything that has been previously taught, and lastly, lecturers should reduce the usage of L1 towards as the course progresses. Verner (2016) concluded that not every class is the same and that teachers need to balance the use of L1 in each class to cater to the students' needs and proficiencies.

Guthries (1984), cited in Liu (2010), investigated an L2 classroom teaching and learning process of six French teachers. The focus was on the amount of TL, English, that these teachers used in their teaching. Five of the six used the TL 83-98% of their lessons time (Liu, 2010), suggesting that these French teachers preferred to use the TL most of the time for 'optimal classroom conditions for L2 acquisition' (p. 12).

According to Kannan R. (2009), cited in Younas et al. (2014), in an EFL classroom TL English Language teachers should encourage their students to practice TL using it as

much as possible. In his opinion, any interference by using L1 instead from the TL would likely to disrupt the learning of the TL.

In Sweden however, Iqbal (2011) claimed that too much code-switching in the classroom, could reflect badly on the teacher who seemed might be viewed as not proficient in the language, and that this could interfere with the language acquisition of the students too.

5.4 The Linguistics Aspects of Code-switching

Analysis of the classroom observations found that code-switching to L1 frequently happened at the verb (28.5%), noun (17.3%) and adjective (15.3%) level of the sentence. At the verb level, it functioned to give clearer instructions and explain things further. Nouns and adjectives were also code-switched quite frequently to help the students to grasp the meaning of words, which may have been unfamiliar.

The examples of code-switching at the adjective level were seen when the lecturer was eliciting information from the students on their working experience as interns during their practical training at a Japanese company. The lecturer code-switched to the Malay language when she responded with the phrase '*susah sikit*', which means *a bit difficult*, in order to show his empathy. In this instance, the function of code-switching was to build a relationship with the students. Tien (2014) also reported that code-switching was used to build rapport with other speakers. As Macaro (2014) asserts, signaling a change in topic and expressing emotion between the speakers is a valuable outcome of code-switching.

Other examples of lexical items referring to the verb phrases were reported earlier. These included ‘*macam ada buat juga kan?*’ which means *have done it too* and another example, and ‘*kalau discuss je, meletup bahasa Melayu*’ meaning *when doing discussion, Malay language will burst out*. The lecturer code switched to give instructions to the students and to gain the students’ attention. At the same time, however, he advised the students to continue their discussions in the English language. While the lecturer was not actually scolding the students, he was warning them not to overuse L1 in an ESL classroom, possibly because he believed that allowing students to use their L1 during group discussions could affect their L2 acquisition.

Nation (2003), on the other hand, reported that students who prepared their tasks using L1 during group discussions did much better than those who used L2. This may be because the students, not directed to use only L2 during discussions, were able to exchange ideas more confidently. Restricting discussion to L2 could limit students’ creativity and ability to present their ideas.

During the interview sessions, the lecturers were asked about their choice of lexical items to code-switch and the reasons why they code switched. The lecturers, generally, confirmed that it was a strategy to make sure their students understood what they were saying, and to save time, especially when lengthy explanations were needed for unfamiliar words or phrases.

As the Poly A Lecturer B mentioned at the end of the interview, “the best way to tell them is in Malay so that they can get it.” According to Ken (1994) as cited in Mujiono et al. (2013), students use L1 as a language of thought., and so, using the L1 to explain

the meaning of the L2, words and phrases could help to reduce the working memory and reduce their cognitive loads (p. 53).

One of the issues regarding the code-switching is the length of time the speakers could take switching from L2 to L1 and back to L2. Myers-Scotton & Jake (2014) claim that the longer it takes, the more difficult the process is to produce and comprehend. Nonetheless they added, that most code-switching linguists view code-switching as “fast and effortless, with few or no hesitations” (p. 513), and, if it reduces the cognitive activity, would be beneficial (p. 518).

As above examples show, code-switching is frequently used for pedagogical purposes. This is especially evident when students do not appear to understand what was asked by the lecturers, know the meaning of the words in English, or when the lecturer elicits a Malay word with a similar meaning in English.

5.5 Feelings of Guilt among the Lecturers about Code-switching

Selamat (2014) reported that many teachers felt guilty whenever they code-switched during the English lesson or when the students did not use the TL, especially when carrying out classroom activities. She also stated that “the on-going debate about the practice of code-switching in the ESL classroom has yet to come to a conclusion, educators and education policy makers alike have mixed opinions about the implications of this practice on the language development of students” (p. 9).

This researcher also experienced feelings of guilt during a classroom observation for her semester performance appraisal session. The percentage of English language being used

during lessons is assessed and marks deducted if other languages were used (please refer to Appendix E). The policy that the lesson must be carried out 100% in English is still observed in Malaysian polytechnics, and so those penalised for not using 100% English during their performance appraisal sessions, are made to feel they are not a competent lecturer. Lecturers would thus be discouraged to code-switch although most know that code-switching own benefits if it is used appropriately.

There is the need of fulfilling their duties and responsibilities as lecturers and to follow the institutions' expectations of using English only. As Dörnyei (2009, p.29) argues this is related to the motivation self-system, the 'ought-to self', and "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes"

One of the polytechnics in this research had first rejected to be part of this research but later had agreed to be involved. Their rejection was because, according to them, "your area was not among those that we were able to accept," based on an email received on the 8th September 2015. The polytechnic was reluctant and felt uneasy about the research on code-switching either because they believe that code-switching did not exist or should not be happening in the English language lessons. This particular polytechnic apparently still holds the traditional belief of "English only", or they may have been worried that their lecturers would be penalised for using both L1 and L2 during the English language lessons. Notwithstanding their earlier rejection, after many discussions and explanations to the polytechnic, they finally gave approval to conduct this research there.

On the other hand, one of the lecturers, Poly C Lecturer B, noted during the interview, that if she used the L1 throughout the lesson, she may be encouraging the students to use it all the time. If that occurred she would feel guilty about code-switching. Another lecturer, Poly C Lecturer D, also had doubts about code-switching. She realised that some of the students do not have a good English foundation and this made it difficult for them to understand complex words or sentences and even difficult to answer orally in English.

Since Malaysia's national examinations focused on the writing components, the students might not get enough practice in speaking the TL if she code-switched. Moreover, as the Malay language is the L1 in Malaysia and most of the other subjects and correspondence are in Malay language, they would be getting little exposure to the English language.

With the experience that some of the lecturers have, for example Poly B Lecturer B, who have many years of teaching, he used both languages in his lessons to ensure that the students understood what was being taught to them. This will be related to the experience that the lecturers have throughout the year as Borg (2003) asserted, teachers will accept theoretical changes and adapt it if they find them beneficial to their students.

Most of the lecturers in this study did not mind using both English and Malay languages expressing a view that it was acceptable to code-switch but not over-do it. Selamat (2014) also highlighted that the overusing of code-switching "may lead to over-reliance on the L1 which is believed to hinder the acquisition of target language forms" (p. 9).

These lecturers will probably continued to code-switch as it is part of their teaching strategies. Blackman (2014) argued that the need to code-switch was dependent on the students' performance in a particular lesson especially if it is deemed to be needed during grammar and vocabulary explanations.

5.6 Similarity and Differences between Lecturers and Students' Beliefs

In analysing the data from the classroom observations, interviews and questionnaires, there was little difference between the lecturers' and students' beliefs. Both have similar perceptions towards code-switching in the English Language classroom.

Both the lecturers and students believed that code-switching is acceptable in the classroom, responding similarly in the questionnaire. They would use both languages in the classroom because the difficult words were easier for students to understand and weaker students could follow the lessons better.

Some students responded that they believed by using both languages students could get the message and improve their skills and language. Another common reason to use code-switching recorded in the questionnaire was to avoid misunderstandings by students. By explaining the word in Malay, it would help them to comprehend the unfamiliar word or phrase

According to Musa, Koo and Azman (2012), although students in their research had had at least 11 years of education in English, some of them were still incompetent when communicating orally. Their research suggested that the reason students code-switched in the classroom was that they were less proficient. Lack of proficiency may be the

outcome of an exam-oriented education system that focuses more on writing than oral language skills. Others argue that code-switching may not be because of insufficient language proficiency (Ong & Zhang, 2014), but because the students do not know the appropriate term to be used in the TL (Chan, 2005).

Some students also said they believed teachers should be their role-model in order to improve on their English as it is one of the important places for them to acquire the language. Basically, code-switching can be viewed differently by the students. Sampson (2012) reported however, that whether they were, low or high level of students, they code-switched both inside and outside the classroom, and that there was no significant relationship between code-switching and language acquisition for these the students.

Kharkhurin and Wei (2015) have proposed that to improve the use of code-switching in the classroom “systematic study of cognitive mechanisms underlying creative thinking” (p. 164) is needed. Such a study by could investigate how the minds works in code-switching and how code-switching could enhance learning within appropriate situations.

Apart from code-switching in the classroom, it would appear that the students in this study used both English and Malay while doing activities outside the classroom. Students reported a low frequency of English usage when reading magazines or story books during their free time, ordering and buying food and drinks, and speaking to friends or family. It can be presumed that when it comes to doing leisure activities such as reading magazines or story books, the students might choose either Malay or English language as it is not necessary to read in English during their leisure time. 67.2% of the students did not use English when they speak with their friends or family as English is

not their L1. Even when ordering or buying food, 66.1% would prefer to use the L1 instead. From these examples, it would appear that students prefer to speak in their L1 outside their classrooms, as is natural for bilinguals, and so have little exposure to, and practice speaking, the English in the real life situations. This could explain why the 82.5% of students (n=183) who code-switch in their conversations say they do so to cover up their weaknesses in the English language.

Ong (1990) also observed that low proficiency speakers of the English language would code-switch to ensure continuous conversation. Likewise, Canagarajah (2005) asserted that the lack of exposure to English in Malaysia had resulted in code-switching being used negatively because of incompetence in the TL, English.

Hamied (2014) however, claimed that 70.8% of the students in his research, in an Indonesian university, believed that code-switching was used because of the lack of competency of the teachers' command of English. Similarly Mazlin (2011), reported that there were a few students in a polytechnic in Malaysia who thought that their lecturer, of a technical subject, used both the L1 and L2 in the classroom because he was not competent in the English language. The lecturer himself agreed that lack of fluency in the English language required him to use both L1 and L2 in his teaching.

Thus, the data in this study showed that these lecturers believe in the benefit of using both languages during the teaching and learning process, although they also believed can be negative effects of code-switching. As Younas, Arshad and Akram (2014) stated, since 1980 there has been debate among the researchers as to the benefits of code-switching. Whether it is beneficial, or not, to the students is still being investigated.

Therefore, there are no specific guidelines as to how much code-switching is appropriate in the classrooms.

In a similar situation in Taiwan, the policymakers believe that "English only" should be the MOI during English, without the use of any L1 or mother tongue. This belief is still prevalent and influences strategy for the teaching of the English language (Tien 2014). Erlenawati (2005) also argued that one of the factors that caused some of the international students in Australia not to be able to use English language fluently was too much exposure to L1 in their English classes when they were in the primary and secondary EFL classes, prior to studying in Australia. A similar finding in Korea by David and Margolis (2000) maximum exposure to TL, English, should be given to, especially during the speaking and listening lessons. It is believed that greater use of TL more will generate positive learning outcomes in EFL/ESL classrooms.

On the other hand, there are other researchers have a different perspective on code-switching. Ehsan (2011), Liu (2010) and Yao (2011), for examples found there were a number of positive effects of code-switching. They claimed that L1 improved understanding especially when it involves giving new input to the students. They also noticed that students have a more positive experience when it comes to learning the English language with the aid of the L1.

Ehsan (2011) also concluded that "skillful use of CS can lead to better teacher-student classroom communication, boosts the quality of teaching, help students' comprehension, and foster a healthier friendlier teacher-student relationship, especially

for the lower levels” (p. 23). They all argued that code-switching is beneficial if used in a class of not so competent English users.

5.7 Summary

In this reasearch, the male lecturers were found to code-switch more than the female lecturers and the highest incidence of code-switching was recorded by a senior male lecturer where it was used as his teaching strategy in the L2 classroom. Generally, the lecturers confirmed that code-switching was to ensure students’ understanding and save time from giving a very lengthy explanation. It was also found that code-switching to L1 frequently happened at the verb level as to give clearer instructions and explanation to the students. Although they were lecturers who were discouraged to code-switch as they might be penalised and labelled as being incompetent, however, they did not mind to code-switch between English and Malay for the students’ benefits as long as it was not over-done. The findings from this study suggest that code-switching could be a useful strategies in teaching and learning process for TFL and TSL.

Chapter 6

Summary of Findings, Implications for Pedagogy, Limitations, Recommendations for Further Research and Conclusion

6.1 Chapter Overview

This final chapter presents the major findings derived from the study. The implications for pedagogy, limitations, conclusions and recommendations for further research will also be discussed in this chapter.

6.2 Summary of Findings

The research aimed to explore the associations between the role of L1 and L2 for teaching of the TL in the Malaysian Polytechnics English Language classrooms. Code-switching occurred in each of the classrooms of the nine Polytechnic lecturers. The beliefs about the role of code-switching and the functions undertaken by code-switching of the lecturers were similar. There were minimal differences in the beliefs held by both the lecturers and students about the role of code-switching between the English and the Malay languages: both lecturers and students thought that code-switching was a helpful teaching strategy

Observation of the nine lecturers' lessons suggested that it was necessary for them to code-switch in order to teach the content knowledge of the lesson to their students. Based on the findings, the highest frequencies of code-switching functions were

accommodating students' code-switching, Malay slang/English + Malay particles, building personal relationships with the learners and translating and checking understanding.

The two highest frequencies identified were not listed in Macaro's (2005) areas of code-switching: possibly because this research had a different setting to the setting in which Macaro establish his taxonomy. In this research, English language is the L2 and the lingua franca of participants is Malay, although they came from different language backgrounds. The use of the particle “*lah*” , which is common for in ME in Malaysia, was quite high, adding to the frequency of the *Malay slang/English + Malay particles* function (Gill, 1993).

In this research too a gender difference was apparent in the frequency of code-switching. Although only three out of nine lecturers were male, they contributed to 60% of code-switching, with a mean rate of 20.3 occurrences per lesson compared with females with a mean code-switching rate of 6.7 in each lesson. There was no relationship between the frequency of code-switching and the age of the lecturers in terms of the amount of code-switching occurrences

There was, however, a suggestion that code-switching frequency was related to an interaction of age and gender of the lecturer: female junior and male senior lecturers code-switched more than the female senior and male junior lecturers, with senior male lecturers code-switching with the highest frequency.

There was no evidence that the amount of lecturer talk was related to the frequency of code-switching. Therefore, it is unlikely that a lecturer teaching the English Language subject in the Malaysian Polytechnics with a high frequency of classroom talk would also have a high frequency of code-switching in the classroom.

Code-switching frequently happened at the verb, noun and adjective levels of the sentence; most likely as they carried the major component of meaning. These lemmas that were elected indicated that the elected verbs were more complex compared to others based on the 4-M model (Myers-Scotton & Jake, 2014).

The polytechnic system might still hold on to the traditional belief of “English only” where some of the lecturers were worried that they would be penalised for using both L1 and L2 during the English Language lessons, although during the observations, the lecturers code-switched whenever there are needs to do so. The lecturers’ beliefs about code-switching were observed to be consistent with their practice in the classrooms despite their practice not conforming to the expectations of the institution.

Although these lecturers had positive views about the role of code-switching in the teaching and learning process, they expressed some concerns about its potential negative impact on the language learning process. They expressed a belief that code-switching may not be a threat to language acquisition if used moderately.

Both lecturers and students in this research appear to have beliefs related to achieving the ideal L2 self (Dörnyei, 2009). Ought-to self is the motivation for students to achieve a good result and get rewarded: that is, they needed to acquire the L2 to advance their

studies. The lecturers were motivated to teach the L2 based on the requirements set by the ministry and stakeholder, as well as what they believed they ought to be as an English lecturer. Other motivational components of the L2 learning experience are situational: lessons, teachers, friends and teaching materials influence in the motivation to learn (Papi, 2010), through ensuring students' learning is enjoyable.

Thus, this research's findings endorsed the code-switching functions identified in Macaro (2005) (see Figure 6.1), extending them to include situational specific functions. These could become a reference for other researchers to test the framework in different contexts.

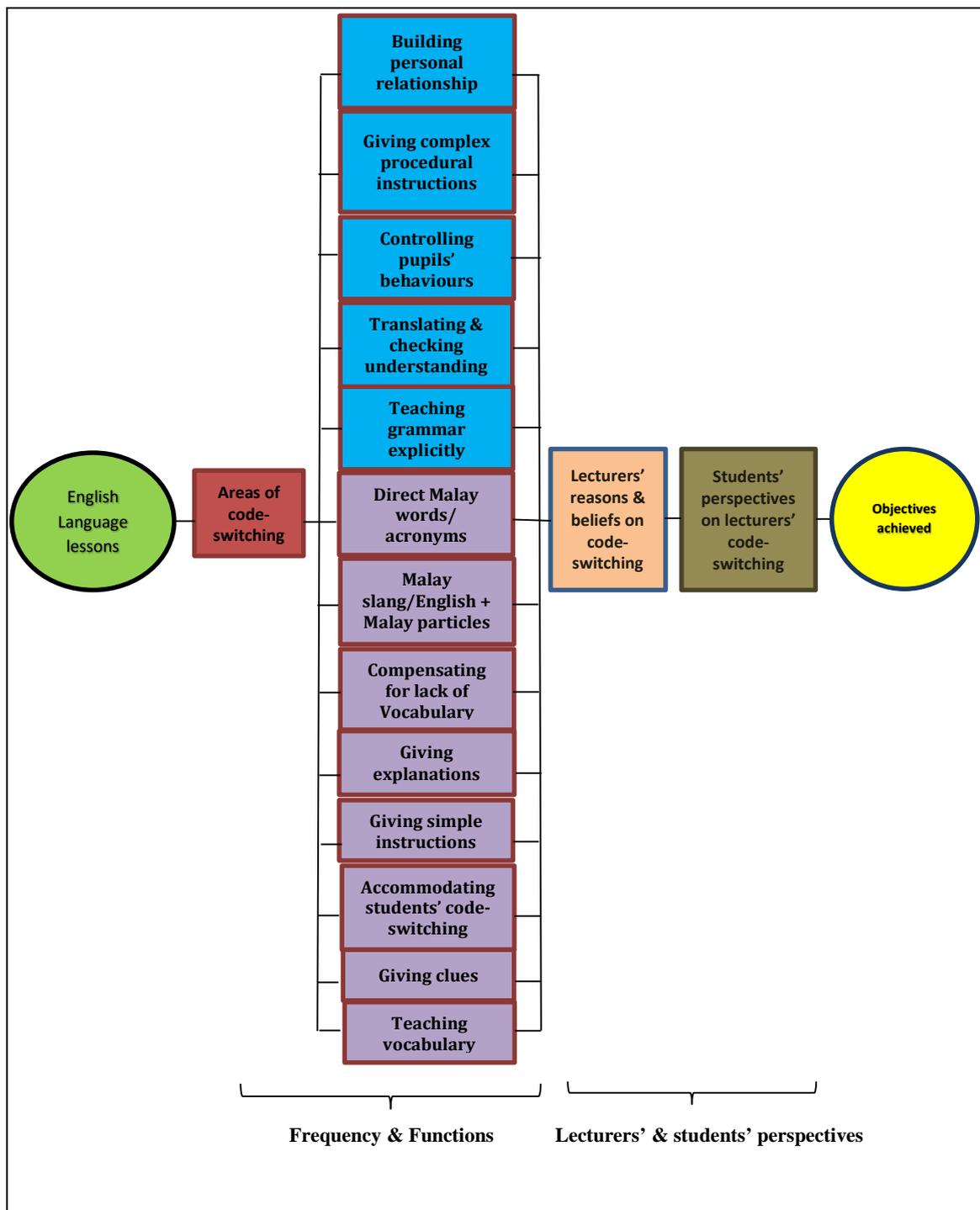


Figure 6.1 Framework of code-switching analysis based on Macaro's (2005) areas of teachers' code-switching (in blue) and the emerging functions (in purple) from this research analysis.

The framework presented in Figure 6.1, demonstrates Macaro's code-switching functions together with those that were identified in this research. The functions are related to the beliefs of the teachers and students have about code-switching. Positive and constructive perceptions of code-switching, held by lecturers and students, may benefit the teaching and learning process in the classrooms.

6.3 Implications for Pedagogy

Undoubtedly, the current study of nine English Language lecturers is limited in scope and the lecturer code-switching practices context related. Hence, the pattern of the lecturer code-switching practices reported needs to be interpreted within the scope of the study and verified with further research using a larger and more varied corpus of polytechnics, lecturers and students.

While the findings point to the utility of the Macaro (2005) model in describing code-switching when teaching subject matters in content areas such as Chemistry, Science and Mathematics, this research suggests it has wider implications. The lecturers and students in this research saw the potential of code-switching for improving the teaching and learning process of L2 by using L1 to make the lesson more comprehensible.

Although there are still negative perceptions towards code-switching, and lecturers should maximise the use of TL in the English Language classroom, the outcomes from this research suggest that the use of L1 does not damage students' language acquisition. Students, however, may be over-relying on L1 when explaining or providing information to the lecturers. Although lecturers recognise the role of L1 in a L2 classroom, students should be advised against overuse of L1.

Atkinson (1993) asserted that it is not possible to determine the optimal amount of L1 and L2 to be used in the classroom, as it depends on the activities being carried out. For example, giving instructions for organising the classroom is easier in the TL compared to explaining the objectives of the lesson that may require further explanation in the L2 for better comprehension. By referring to the data obtained in this research, the highest percentage of code-switching was only 9.4% of total teacher talk and so not considered a high proportion of code-switching level. Macaro (2014) stated that code-switching of less than 15% of total teacher talk would be useful to analyse its communicative functions too. Thus, this research has presented the implications of code-switching and how it was used in the teaching and learning processes.

Bullock and Toribio (2009) as cited in Blomquist (2009) confirm that a number of studies have suggested that code-switching does not “represent a breakdown in communication, but reflect the skilful manipulation of two language systems for various communicative functions” (p. 9).

Trudgill (2000) also reported that Chinese students in Hong Kong would code-switch between English and Cantonese because speaking only in English, would be a disgrace to their community, but if they only speak in Cantonese, they might be considered uneducated. Similarly in the Malaysian community being able to communicate in the English language may suggest the speaker was from a higher socio-economic background. Milroy and Musyken, (1995) pointed out, however, that in Malaysia being able to acquire two languages is not unusual.

Most Malaysians are able to speak at least two languages and use them in their everyday lives, that is they are bilingual. Kharkhurin and Wei (2015) indicated that normally bilinguals are born into a family or community where code-switching has long existed. For them, it has become “their habitual discourse mode, and they would find it difficult if not entirely impossible to speak one language only. For others, CS is a learned skill; they only do so in specific contexts, for specific reasons, and with specific interlocutors” (p. 154).

In this research lecturers switched to L1 in order to *build personal relationship with the learners* as they come from the same cultural background and community. Lecturers and students are both bilingual, therefore, when code-switching to L1 is normal for them. Therefore, this kind of conversation should not be restricted when they are in the classrooms setting.

Moreover, Wei and Martin (2009) mentioned that code-switching is “the most common, unremarkable and distinctive feature of bilingual behaviour” (p. 117). It is therefore appropriate that code-switching is practised in Malaysia as most Malaysians are bilingual with a number multilingual. Cantone (2007) argued that “code-switching requires ability on the bilingual’s part, and hence is a positive statement about this speech style and the speaker’s competence in it.

Furthermore, this definition supposes that code-switching is constrained by grammatical rules” (p. 57). In this research the participants were bilingual with diverse needs and uses for their languages, and as such might not be equally competent or fluent in both languages. While some students code-switched to cover their weaknesses in the TL

they did not appear to think of their lecturers as being incompetent when they code-switched. In contrast Hamied (2014) reported that the students in Indonesia saw their lecturers incompetent if they code-switched without taking into account that their lecturers are bilingual too. In Malaysian polytechnics, code-switching as one of the teaching strategies in the classrooms could be beneficial for both lecturers and students who are mostly bilinguals.

A study by Marlyna (2006) cited in Jantmary and Melor (2013) reported that Malaysians have been exposed to the English language since starting school at the age of seven. Although the MOI is the Malay language in schools, English language has also influenced the socio-cultural nature of the Malaysians' lives. The English now being used is largely fulfilling communication needs such as conveying messages, making phone calls, interview purposes, giving instructions or selling things (Jantmary & Melor, 2013). Thus, mixing the language with lexical items from the Malay, Chinese or Indian languages is not something unusual in ME.

Code-switching in the Malaysian ESL classroom is quite common in schools and higher institutions to aid communication and comprehension for those who have low proficiency in the L2. Lecturers however, sometimes feel uncomfortable, or even guilty, when using the Malay language in the English Language classroom.

Lin and Martin (2005) reported that “the use of a local language alongside the ‘official’ language of the lesson is a well-known phenomenon and yet, for a variety of reasons, it is often lambasted as ‘bad practice’, blamed on teachers’ lack of English-language competence, or put to one side and/or swept under the carpet” (p. 88). By being labelled

as such, the lecturers may feel guilty about using the L1 since the education policy emphasises the use of English in the classroom rather a mixture of L1 and L2. In some ESL or EFL classroom L1 is perceived interfering in the language learning process (Selamat, 2014). In this research, however, only three out of nine lecturers involved in this research reported that they felt a certain amount of guilt when they code-switched in class. Viewing code-switching as an effective teaching strategies would be more appropriate.

In Sweden, research carried out by Blomquist (2009), discussed in Chapter 4 support the implications from this research that code switching can help lecturers and students feel that they belong to both cultures. At the same time lecturers in this research appeared to agree with Iqbal (2011) that too much intra-sentential code-switching might suggest teachers were “language broken”, and obstruct the language learning. Although there are different views on code-switching and its effects, teachers should be guided on how to code-switch effectively through peer observations and reflections, which may help them to improve their teaching in the classrooms.

Kharkhurin and Wei (2015), suggested that researchers and educators create strategies on how to better use code-switching in the classroom with “systematic study of cognitive mechanisms underlying creative thinking, which could be strengthened by CS, and those conditions that may facilitate it” (p. 164). Similarly, in this research, certain lexical items were found to be useful when switching to L1, for example, verbs. Verb phrases in L1 appeared to be used to get students’ attention and to ensure that the students knew what they had been instructed.

There were also a number of borrowed English nouns that were used in L1, especially in the Malay Language, for example, *video* and *case study* identified in this research as reported in Husni (2009).

Lecturers in Malaysian polytechnics are also encouraged to reflect and evaluate on their teaching practices from every class that they teach. The outcomes from this research implies, that such times, they should be encouraged to reflect on effective ways to code-switch in the classroom to ensure it has a positive impact on teaching and learning.

The English language education in Malaysia mainly focuses on the students and the purpose of learning the English language in schools. In this research in polytechnics however, the participants were mature students who have been exposed to English for years. They are well-informed of the purpose of learning the L2 as part of improving their professional skills and also learning how to execute job in a real life situation. When considering the conclusions of this research the difference in the context should be considered.

There are implications from this research for the Education Ministry of Malaysia which is aware of the importance of acquiring the English language as L2 and has introduced a policy replacing ETeMS, called MBMMBI. The policy, DLP (Dual Language Programme), was then introduced in November 2016 to improve the education in Malaysia. More training will be provided for teachers to improve their command of English and contact hours added to the timetable with a focus on other skills.. It is recommended that viewing classroom videos on code-switching during teaching be included. It would be beneficial for the teachers to collaboratively discuss and set

guidelines on how code-switching could support the teaching and learning processes.

This research confirmed that code-switching is used by the lecturers in this study, which implies that it is involved in the teaching and learning process in other polytechnics. Lecturers should be given the assurance of the benefits of code-switching and guidance on effective incorporation of code-switching in their practice as identified by recent research. There are also implications from this research that the policy of the “English only” lesson in Malaysia should be changed in order not to penalise those lecturers who moderately code-switch during an English lesson.

6.4 Limitations

This research has been conducted based on the context of the English Language classrooms in the Malaysian Polytechnics. The result may only be applicable within similar contexts. Moreover, it was not a longitudinal study that examines the implications over time of code-switching in teaching and learning process. The small sample size restricts the generalisation of the outcomes to all the polytechnics in Malaysia. Data collection was also constrained by poor students attendance and class cancellation towards the end of the semester.

It would have been useful to assess the competency of lecturers in the L1 and L2. While they may be improving their L2 by applying code-switching as one of the teaching and learning styles, but lecturers may not realise the counter-effect that code-switching may have on L1. This could be observed through sample videos of classroom practices. Husni (2009) reported that using both L1 and L2 impacted on L1. With the English language having a L2 status in Malaysia, a number of words borrowed from the English

language are becoming part of Malay language. The influence of L2, Malay people often use the borrowed words, for example, '*pilihan yang best*', which some would rather say in English, is *the best choice* (Husni, 2009, p. 101). Although there is a Malay word for *best* which is '*terbaik*' some people prefer to use the word *best* as it is easier and well-known.

As proposed by Dewan Bahasa dan Pustaka (2005) cited in Husni (2009), "...it is not the case that they think English is the prominent language, while BM is a trivial language or 'the language that can be used or abused.'" In this case, not only does code-switching potentially interfere with the command of L2, but it may also have some implications for the L1. Therefore, the boundaries between L1 and L2 may become blurred.

6.5 Recommendations for Further Research

Although Gullberg, Indefrey and Muysken (2009) assert that there is a trend towards experimental techniques for observing code-switching and it will take more time to conduct the experiment. Moreover, before experimentally investigating the impact on student learning of code-switching, the best model of code-switching needs to be established. A first step should be to gather further data in this context first before recommending a model, intervention or treatment for an experimental research study.

Future study should consider the place of code switching at other higher institutions, further research on gender or age differences in terms of code-switching frequency and functions, as well as more depth into the functions of code-switching function, for example when telling jokes.

An emerging term being used is ‘translanguaging.’ Mazak and Herbas-Donoso (2014), propose that translanguaging is beyond code-switching, which only refers “to the mixing or switching of two static language codes”. Translanguaging is “a new way of being, acting and languaging in a different social, cultural and political context...and has the potential to give voice to new social realities” (p. 700). Research into the impact of ‘translanguaging’ on the Malaysian culture and education in schools or higher institutions is recommended.

Little research exists on translanguaging or even code-switching in higher education, especially in the polytechnics system in Malaysia and little is known about issues that might arise when there are differences in what is being required by the education authorities and what is being practiced in the classroom context. For example, many traditionalists still believe that code-switching is unacceptable.

Research in Spain by Mazak and Herbas-Donoso (2014), describes how technical and scientific terms were still in English but the explanation of the terms was in Spanish. This is a similar situation to the Malaysian Polytechnics lessons that were observed in this study. Technical terms are in English and explanation could be done in L1 if the students need further explanation. Further research is needed in this field.

As this research focussed only on three polytechnics in Malaysia, more detailed research could be done to confirm the results and findings. Longitudinal research to identify change over time and impact on students’ achievements is suggested. Larger samples that include the other types of polytechnics, including the Conventional and Metro polytechnics, could assess any diversity of practices as the polytechnics may or may not

have similar functions and communicative purposes used for code-switching. This type of research would involve observations, interviews, transcriptions and analysis of data.. Group research involving a number of researchers across institutions would enable discussions of guidelines for, and the practicality of, code-switching in English Language classrooms, adding to knowledge of code-switching and better understandings of issue that arise.

As Lin (2013) pointed out that most code-switching research stops by looking at the functions and does not analyse how code-switching could be further used and practiced in the classroom. Research that evaluates models or guidelines would enable teachers or lecturers in gain better pedagogical knowledge about, and methods to support, code-switching. As she recommended, an experiment on how to use code-switching innovatively and effectively in classrooms would be more useful for teachers, rather than just describing how code-switching can be used.

At present, there are still “no published studies of the longitudinal, design-interventionist type” (Lin, 2013, p. 212) in code-switching. Rather than just one-time classroom observations, Lin advocated a longer period of observation for the whole course or semester to provide richer data and to investigate incidences of success or failure of code-switching as a classroom strategy.

Longitudinal research either on code-switching or translanguaging, would involve large scale research requiring a large research team at a high cost. As Malaysia is a multilingual country in which there are different L1s depending on the ethnicity of the person, the research would need to consider also the L1 of the different communities

and the institutions. The lecturers' and students' L1 may be different, the level of the students, and many more variables need to be tested because code-switching may not work in all situations. In order to gather this information and further research this, lecturers, regardless of whether they are pre-service or in-service, could look at sample videos of real classroom practices using code-switching. They would then be expected to discuss and identify the "appropriateness" and "effectiveness" of the behaviour that these lecturers demonstrated (Hamied, 2014). This is to create awareness of the best way to code-switch and it would serve as a guide for the teachers not to take code-switching for granted and overuse it.

With the recent introduction of the Dual Language Programme (DLP) in 2016 in Malaysia, more research needs to be conducted to see how this programme of using both L1 and L2 in the classrooms would benefit the students and how the results are comparable with previous similar policies or programmes, for examples, the ETeMS (2005-2008), TLSMTE (2008-present) or MBMMBI (2009-2015) that were launched before the DLP. Comparison between the outcomes of those programmes or policies and an evaluation how much code-switching could be assimilated as one of the teaching and learning skills in the English Language classrooms would be useful.

6.6 Conclusions

There are some who may view code-switching in the English Language lessons as intruding students' L2 acquisition rather than helping them to learn it. Some researchers still claim that code-switching could interfere with language acquisition that speakers who code-switch speak neither language well (Macaro, 2014). Code-switching today is usually considered as an ordinary behaviour and as a communication strategy. For

example, Then and Ting (2009) suggest that in circumstances where students' proficiency in the instructional language is lacking, code-switching is a necessary tool for teachers to make their messages more comprehensible to students.

This research, even with its limitations, has produced some useful findings, for example, apart from the functions identified by Macaro's (2005), there were other functions (*accommodating students' code-switching* and *Malay slang/English + Malay particles*) identified in this research that can may be useful teaching and learning strategies. Its findings have added further insights into what can be done to assist lecturers who are teaching the English Language as a subject.

The study has extended the functions of code-switching used in classroom discourse identified by Macaro's (2005) such as *building personal relationships with learners*, and *translating and checking understanding* with other functions that have emerged in this research. These 'new' functions were identified in this research as occurring with some of the highest frequency to support lecturer explanations of the subject content for the students' benefit. Students had similar beliefs to those of lecturers' and agreed that code-switching could enhance the process of the teaching and learning in the Malaysian Polytechnics English Language classrooms.

In this research, students who code-switched understood that it was one of the tools in acquiring new knowledge as Younas et al. (2014) has claimed, making them more comfortable when using the English language. They also realised it was to avoid misunderstandings in case they interpreted the L2 incorrectly.

Motivation plays an important role in encouraging the teaching and learning process in the classroom where ought-to self was one of the motivation factors that has made the lecturers to be always aware of the obligations they have as lecturers in fulfilling the aspirations and following what has been instructed for them to do. This was evident in the comments by some of the lecturers as to their feelings of guilt when code switching. A L2 learning experience should be enjoyable to maximise learning (Dörnyei, 2009).

With the implementation of TLSMTE or PPSMTI since 2008, code-switching is looked upon as one of the teaching strategies that could be employed in the classrooms for the benefit of both lecturers and students as well as to ensure that students are engaged and the objective of the lesson is achieved.

It was evident from this study that code-switching does occur in the ESL classroom in Malaysia, specifically in the Polytechnics. It has also confirmed previous research that has argued that its function is not to impact negatively on L2 acquisition but to support students' proficiency in learning the L2 as the TL. Additionally, it was noted that both the low and high level students' proficiency have no significant relationship between code-switching and their language proficiencies (Sampson, 2012).

It is proposed, based on the results of this research as well as previous research, that the "English only" policy in Malaysia should be reviewed. Moreover, it should be accepted that there are times more than one language can, and should, be used in an ESL lesson. Decisions about the choice of language used should depend on students' backgrounds, proficiency levels, the objective of the lesson and the language function the lecturers are focussing on at the time. Code-switching should not be considered negatively but seen

as contributing to more effectively L2 language acquisition if it practised properly and wisely.

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Appendices

Appendix A

Interview Guide

i) Introductory statement

Thank you for agreeing to talk to me. The purpose of my research is to investigate the use of code-switching amongst English language lecturers in the Malaysian Polytechnics. I would like to have your views on lecturers' practices of code-switching in the classroom. The content of our talk will be confidential and used only for the research.

ii) Part 1: Stimulated recall guide

1. Have you heard of code-switching?
2. Do you notice that you code-switch while teaching just now? (*Show Figure 3.1 and notes from the observations*)
3. Why did you do it?
4. Was it planned or unplanned?
5. Were you thinking of any alternative or strategies that time? If you have not code-switched, what could be the consequences?

iii) Part 2: Semi-structured guide

1. What are your 1st & 2nd languages?
2. What subjects are you teaching?
3. How long have you been teaching this particular subject?
4. Do you like teaching the subject?
5. Do you teach in English all the time? (If *No*, why?)
6. Do you feel guilty of not using only English to teach?
7. Do you think that your students will understand and benefit from your teaching if you code-switch between English and Malay?
8. How would you ensure that?
9. Do you consider yourself to be proficient in English?
10. What are your strengths as a lecturer?
11. What are your weaknesses as a lecturer?
12. What would you like to improve in your teaching?
13. What do you think of English Language in general?

iv) Part 3: Closing remarks

Thank you very much for talking to me. Do not hesitate to contact me if you have something to add or clarify. I may have more questions to ask you, too. We will see if we need to have another talk and when.

Appendix B

Observations and Interviews Schedule

Participants	Observations	Class / No. of Students	Interviews
PUO Lecturer A	3/9/2014 (Wed.) 10.00-11.00am	DKP3B (20)	4/9/2014 (Thurs.) 9.20-9.50am
PUO Lecturer B	9/9/2014 (Thurs.) 10.00-11.00am	DKB5 (26)	9/9/2014 (Thurs.) 12.15-12.45pm
PUO Lecturer C	12/9/2014 (Fri.) 12.00-1.00pm	DUT5B (21)	12/9/2014 (Fri.) 1.10-1.40pm
PSA Lecturer A	17/9/2014 (Tues.) 8.00-9.00am	DPB5C (24)	18/9/2014 (Wed.) 9.45-10.15am
PSA Lecturer B	18/9/2014 (Wed.) 10.00-11.00am	DPB5B (31)	18/9/2014 (Wed.) 12.00-12.30pm
PIS Lecturer A	21/9/2014 (Sun.) 9.00-10.00am	DJK5C (15)	21/9/2014 (Sun.) 10.05-10.25am
PIS Lecturer B	21/9/2014 (Sun.) 10.30-11.30am	DFP5C (19)	21/9/2014 (Sun.) 11.55am-12.25pm
PIS Lecturer C	22/9/2014 (Mon.) 11.15am-12.15pm	DEP5B (19)	22/9/2014 (Mon.) 12.20-12.50pm
PIS Lecturer D	23/9/2014 (Tues.) 8.00-9.00am	DRI5B (19)	23/9/2014 (Tues.) 9.20-9.50am

Appendix C

Students' Questionnaire



Title: Patterns and Beliefs of Lecturers' Code-Switching: An Inquiry into Malaysian Polytechnics English Language Classrooms

This questionnaire consists of three (3) sections. All information given will be kept confidential and will only be used for the sole purpose of this survey. Check your answers carefully and see if you have answered all the given questions. Please answer honestly and thank you in advance for your cooperation.

SECTION A: DEMOGRAPHIC PROFILE

Instruction: Please (√) tick the appropriate box(s) for each part.

1	Gender:	Male	<input type="checkbox"/>
		Female	<input type="checkbox"/>
2	Race:	Malay	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
3	Age:		
4	SPM English results:		
5	Previous semester English course result:		
6	CGPA:		

SECTION B: LANGUAGE USE

7. Which language do you speak/hear most at home?

A. English B. Malay C. Cantonese D. Mandarin E. Tamil F. Other: _____

8. Which language does your parents consider most important for you?

9. In your family, who speak to you in English? _____ How often?

A. Always B. Often C. Sometimes D. Never

10. How often do you listen to/watch programs in your native language (mother-tongue)?

- A. Always B. Often C. Sometimes D. Never

11. How frequently do you use English language in your daily life?

1 = Very Frequently 2 = Frequently 3 = Not Frequently 4 = Not Used At All

	1	2	3	4
a. Listen to radio station/s that use English.				
b. Watch movies or shows shown on television.				
c. Speak with your friends/family.				
d. Use internet to either email or do homework/assignments.				
e. Use word processor using programmes such as Word, Excel to do homework/ assignments.				
f. Presentation for classroom assignments.				
g. Read magazines/story books during your free time.				
h. Read books related to your homework/assignments.				
i. Write in the form of e.g. memoranda or reports etc.				
j. Ordering and buying food and drinks				

12. How satisfied are you with your ability to use English at Polytechnic? Tick (√)

by responding to the scale of 1 to 4 as shown below:

1= Very Satisfied 2 = Satisfied 3 = Not Satisfied 4 = Not Satisfied At All

	1	2	3	4
a. Communicate orally with teachers and friends.				
b. Read and understand reference books related to assignments/homework.				
c. Presentation related to assignments/homework.				
d. Practice the language during practical lessons (ex: in the kitchen, housekeeping etc.)				
e. Write in the form of e.g. preparing reports and memoranda etc.				

13. It is common that students use both English and Malay Languages when they speak to friends, families or lecturers. Why do you think that you used both languages?

1= Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

	1	2	3	4
a. I know both English and Malay Languages very well.				
b. Just to show off that I know both English and Malay Languages.				
c. To show some western value/status in myself.				
d. To create closeness among my friends.				
e. To lower the language barrier that might have between myself and the others.				

f. To respect others who are not fluent in either languages.				
g. To cover up my weaknesses in English language.				
h. I use more English language in the Polytechnic.				
i. I use more Malay language at home.				
j. To transfer the intended meaning in order to avoid misunderstanding.				
k. To reinforce, emphasize or clarify messages that might not be understood.				
l. I use both languages equally either at the Polytechnic or at home.				

SECTION C: LEARNING PREFERENCES

14. Do you like your lecturer to teach in English or Malay language or both languages?

- A. English language only B. Malay language only C. Both languages

Why?

15. Do your lecturers like to make jokes? A. Yes B. No

If yes, in what language does he/she always make jokes? _____

16. Can you understand your lecturers' jokes?

- A. Always B. Often C. Sometimes D. Never

17. Are you satisfied with the lesson just now? A. Yes B. No

Why?

18. What improvement would you like your lecturer do in this particular subject?

- THANK YOU -

Appendix D

Lecturers' Questionnaire



Dear Colleague,

Thank you for your time and cooperation in answering this inventory on '*Patterns and Beliefs of Lecturers' Code-Switching: An Inquiry into Malaysian Polytechnics English Language Classrooms.*' The questionnaire is designed to identify the ways and reasons for lecturers to code-switch when they teach technical subjects using the English language. This study is carried out in fulfilling the requirement of completing my PhD. The survey can be completed in approximately 15 minutes or less. All the information gathered for the study will be kept completely confidential, and your identity and personal information will not be revealed. Your participation is greatly appreciated.

Yours Sincerely,

Mazlin Mohamed Mokhtar

Doctoral Researcher

Faculty of Education

University of Auckland

New Zealand

SECTION A: DEMOGRAPHIC PROFILE

Instruction: Please (√) tick the appropriate box(s) for each part.

1	Gender:	Male	<input type="checkbox"/>
		Female	<input type="checkbox"/>
2	Race:	Malay	<input type="checkbox"/>
		Chinese	<input type="checkbox"/>
		Indian	<input type="checkbox"/>
		Other	<input type="checkbox"/>
3	Age:		
4	Academic Qualification(s):		
5	Years of Teaching Experience:		
6	Course/Subject:		
7	Topic of lesson observed:		

SECTION B: LANGUAGE USE

8. Which language do you speak/hear most at home?

A. English B. Malay C. Cantonese D. Mandarin E. Tamil F. Other: _____

9. Which language do you hear most at your workplace?

A. English B. Malay C. Cantonese D. Mandarin E. Tamil F. Other: _____

10. How often do you listen to/watch programs in your native language (mother-tongue)?

A. Always B. Often C. Sometimes D. Never

11. How frequently do you use English language in your daily life?

1= Very Frequently 2 = Frequently 3 = Not Frequently 4 = Not Used At All

	1	2	3	4
a. Listen to radio station/s that use English.				
b. Watch movies or shows shown on television.				
c. Speak with my friends/family.				
d. Use internet to either email or do work.				
e. Use word processor using programmes such as Word, Excel to do work.				
f. Teaching in the classroom.				
g. Read magazines/story books during your free time.				
h. Read books related to my research/course.				
i. Write in the form of e.g. memoranda or reports etc.				
j. Ordering and buying food and drinks.				

12. How satisfied are you with your ability to use English at Polytechnic? Tick (√)

by responding to the scale of 1 to 4 as shown below:

1= Very Satisfied 2 = Satisfied 3 = Not Satisfied 4 = Not Satisfied At All

	1	2	3	4
a. Communicate orally with colleagues and students.				
b. Read and understand reference books related to research/course.				
c. Teaching in the classroom.				
d. During meetings with superior or colleagues.				
e. Write in the form of e.g. preparing reports and memoranda etc.				

13. It is common that most people who are bilinguals (speak more than one language) use both English and Malay Languages when they speak to friends, families or colleagues. Why do you think that you used both languages?

1= Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

	1	2	3	4
a. I know both English and Malay Languages very well.				
b. Just to show off that I know both English and Malay Languages.				
c. To show some western value/status in myself.				
d. To create closeness among my colleagues and students.				
e. To signal the change in topic and to get students' attention.				
f. To build solidarity and intimate relations with the students.				
g. To lower the language barrier that might have between myself and the others.				
h. To transfer the necessary knowledge to the students for clarity and comprehension.				
i. To get students' attention and trust before proceeding to the teaching of concepts or theories, especially to those students who are weak.				
j. To cover up my weaknesses in English language.				
k. To transfer the intended meaning in order to avoid misunderstanding.				
l. To reinforce, emphasize or clarify messages that might not be understood.				
m. To respect others who are not fluent in either languages.				

n. I use more English language in the workplace.				
o. I use more Malay language at home.				
p. I use both languages equally either at the workplace or at home.				

SECTION C: TEACHING PREFERENCES

14. Do you like teaching in English or Malay language or both languages?

- A. English language only B. Malay language only C. Both languages

Why?

15. Do you like to make jokes in the classroom? A. Yes B. No

If yes, in what language do you always make jokes? _____

Why?

16. Do you think your students will understand you better in English or Malay?

Why?

17. What do you do to ensure students' understanding if you are using English in your lesson?

18. Do you achieve your objective(s) in your lesson just now?

19. What improvement would you like to do in this particular subject?

- THANK YOU -

Appendix E

Lecturers Teaching and Learning Observation Sheet

LAMPIRAN 1

INSTRUMEN PEMANTAUAN P&P

Instrumen Pemantauan Pembelajaran & Pengajaran (P&P)

Nama Penyarah Kursus : _____
 Sesi Pengajaran : _____
 Politeknik : _____

Kod & Nama Kursus : _____
 Program : _____
 Mod : _____
 Sesi : _____

Hasil Pembelajaran Di Akhir Sesi P&P: _____
(Lesson Learning Outcome, LLO)

Ulasan

DOMAIN	KEKUATAN	CADANGAN PENAMBAHBAIKAN	SKOR
1 Perancangan Pembelajaran & Pengajaran (P&P)			/15
2 Instruksional			/45
3 Kompetensi Dan Profesionalisme Penyarah			/15
4 Pengurusan Kelas (Teori/Amali)			/10
5 PPSMTI			/15
JUMLAH			

*Bagi kursus yang tidak terlibat dengan PPSMTI atau kursus yang tidak menggunakan Bahasa Inggeris sebagai pengantar seperti yang dinyatakan di dalam dokumen kurikulum.

Tandatangan : _____
 Nama Penyarah : _____
 Tarikh : _____

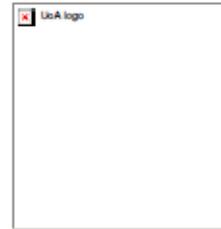
Tandatangan : _____
 Nama Pemantau : _____
 Tarikh : _____

1

Appendix F

Ethics Approval Letter

Office of the Vice-Chancellor
Finance, Ethics and Compliance



The University of Auckland
Private Bag 92019
Auckland, New Zealand
Level 10, 49 Symonds Street
Telephone: 64 9 373 7599
Extension: 87630 / 83761
Facsimile: 64 9 373 7432

UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE (UAHPEC)

27-May-2014

MEMORANDUM TO:

Dr Lawrence Zhang
Curriculum & Pedagogy

Re: Application for Ethics Approval (Our Ref. 011716): Approved

The Committee considered your application for ethics approval for your project entitled **Patterns and Ideologies of Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms**.

We are pleased to inform you that ethics approval is granted for a period of three years.

The expiry date for this approval is 27-May-2017.

If the project changes significantly, you are required to submit a new application to UAHPEC for further consideration.

If you have obtained funding other than from UniServices, send a copy of this approval letter to the Research Office, at ro-awards@auckland.ac.nz. For UniServices contracts, send a copy of the approval letter to the Contract Manager, UniServices.

In order that an up-to-date record can be maintained, you are requested to notify UAHPEC once your project is completed.

The Chair and the members of UAHPEC would be happy to discuss general matters relating to ethics approvals. If you wish to do so, please contact the UAHPEC Ethics Administrators at ro-ethics@auckland.ac.nz in the first instance.

Please quote reference number: **011716** on all communication with the UAHPEC regarding this application.

(This is a computer generated letter. No signature required.)

UAHPEC Administrators
University of Auckland Human Participants Ethics Committee

c.c. Head of Department / School, Curriculum & Pedagogy
Dr Mei Lai

Ms Mazlin Mohamed Mokhtar

Additional information:

1. Do not forget to fill in the 'approval wording' on the Participant Information Sheets and Consent Forms, giving the dates of approval and the reference number, before you send them out to your participants.
2. Should you need to make any changes to the project, please complete the online proposed changes and include any revised documentation.
3. At the end of three years, or if the project is completed before the expiry, please advise UAHPEC of its completion.
4. Should you require an extension, please complete the online Amendment Request form associated with this approval number giving full details along with revised documentation. An extension can be granted for up to three years, after which a new application must be submitted.
5. Please note that UAHPEC may from time to time conduct audits of approved projects to ensure that the research has been carried out according to the approval that was given.

Appendix G

EPU Approval Letter



UNIT PERANCANG EKONOMI
Economic Planning Unit
Jabatan Perdana Menteri
Prime Minister's Department
Block B5 & B6
Pusat Pentadbiran Kerajaan Persekutuan
62502 PUTRAJAYA
MALAYSIA



Telefon : 603-8000 8000

MAZLIN BINTI MOHAMED MOKHTAR

4/16 Erson Avenue
Royal Oak
Auckland 1061
New Zealand
Email: maz.lin@yahoo.com

Ruj. Tuan:
Your Ref.:

Ruj. Kami: UPE: 40/200/19/3117
Our Ref.:

Tarikh:
Date: 15 April 2014

APPLICATION TO CONDUCT RESEARCH IN MALAYSIA

With reference to your application, I am pleased to inform you that your application to conduct research in Malaysia has been *approved* by the **Research Promotion and Co-Ordination Committee, Economic Planning Unit, Prime Minister's Department**. The details of the approval are as follows:

Researcher's name	:	MAZLIN BINTI MOHAMED MOKHTAR
Passport No./ I.C No	:	770802-08-5386
Nationality	:	MALAYSIA
Title of Research	:	"PATTERNS AND IDEOLOGIES OF LECTURERS' CODE-SWITCHING: A QUALITATIVE ENQUIRY INTO MALAYSIAN POLYTECHNICS ENGLISH LANGUAGE CLASSROOMS".
Period of Research Approved	:	3 YEARS

2. Please collect your Research Pass in person from the Economic Planning Unit, Prime Minister's Department, Parcel B, Level 4 Block B5, Federal Government Administrative Centre, 62502 Putrajaya, Malaysia and bring along two (2) colour passport size photographs.

"Merancang Ke Arah Kecemerlangan"

Appendix H

Participant Information and Consent Form



Epsom Campus
Gate 3, 74 Epsom Ave
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898
www.education.auckland.ac.nz
The University of Auckland
Private Bag 92019, Symonds Street
Auckland 1035, New Zealand

PARTICIPATION INFORMATION FOR DIRECTORS

Title of Research Project: Patterns and Ideologies of Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms

Student Researcher: Mazlin Mohamed Mokhtar

Supervisors: Associate Professor Dr. Lawrence Jun Zhang and Dr. Mei Lai

The aim of this research is to investigate the Research Question:

- ◆ To categorize the frequency and functions used of code-switching in the English Language classrooms
- ◆ To identify the linguistics features (grammar and morphology) that are involved during code-switching
- ◆ To identify the lecturers and students' beliefs about code-switching in the English Language classroom, in particular beliefs about how code-switching helps in the teaching and learning process
- ◆ To identify whether there are any differences between lecturers' and students' beliefs about code-switching

My name is Mazlin Mohamed Mokhtar. I am a student at the University of Auckland completing my PhD in Education. I am conducting research Patterns and Ideologies of Lecturers' "Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms."

I am seeking your permission to conduct this research in your polytechnic. At the same time, I hope either the administrative assistant or I will be allowed to approach the lecturers and students of your polytechnic once permission is granted. For your information, permission has been granted from the EPU (Economic Planning Unit) of the Prime Minister's Department to conduct this research in Malaysia. A copy of the letter is attached.

The overall project is in two parts. Part one involves classroom observation with English Language lecturers to understand the goals of the code-switching in the language class. Part Two will involve interviews and questionnaires with volunteers to understand their views on the effectiveness of code-switching in the language classroom.

I will transcribe the observations and interviews. A pseudonym in the transcript will be given so that the participants cannot be identified. The original recording will be stored in the Principal Investigator's office in a locked filing cabinet at the University of Auckland, N Block, Gate 3, 74 Epsom Avenue, Epsom, 1023 Auckland, New Zealand. The Participants have the right to withdraw from this research at any time, or withdraw information they have provided up until four weeks after they have received the transcripts.

After each observed lesson, I am requesting the lecturers and students (from the observed classrooms) to participate in a questionnaire that will take between 10-15 minutes. The questionnaire will ask them several questions about their understandings and beliefs on code-switching. These questionnaires will be administered by the student researcher or administrative assistant. The student researcher or administrative assistant will type up the responses so that no handwriting can be identified. The original questionnaire responses will also be stored at the University of Auckland in a locked filing cabinet at the University of Auckland, N Block, Gate 3, 74 Epsom Avenue, Epsom, 1023 Auckland, New Zealand.

I am also seeking the participation from the lecturers in an interview after each observation that will take between 30-45 minutes and would be held at a time and place convenient to them.

If you agree to participate in this research, I would like your institution to distribute information about the research and consent forms for the lecturers and students in their classrooms who would like and be able to participate.

Participation in this research project is voluntary for everyone. All participants can decide not to take part or to withdraw any information that has been provided at any time during this project until 1st November 2014. Participants should feel free to withdraw without having to give any reason as their decision will be completely respected. If participants decide to withdraw from the research, the data they personally have given to the project will be deleted. A small gift value at RM 15.00 for lecturers (equivalent to NZD 5.00) and RM 6.00 for students (equivalent to NZD 2.00) will be given to each participant as a token of appreciation even if they withdraw partway through their participations.

Please provide assurance to the teachers and students that their participation, or non-participation, will not affect their relationship with the institution or their access to institution services.

All data (including interview recordings and questionnaires) will be analysed and kept securely at the University of Auckland, N Block, Gate 3, 74 Epsom Avenue, Epsom, 1023 Auckland, New Zealand for a period of six years after which all copies will be destroyed and/or deleted.

Whilst anonymity cannot be guaranteed every effort will be made to protect your and your institution's privacy and confidentiality, and that neither the names of the participants nor the name of the institution will be identifiable throughout the production of the research or in any publication. Reports and publications will utilize pseudonyms if talking about individuals to ensure anonymity.

Results of the research will be made available to your institution to help develop best practice.

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Office of the Vice-Chancellor, Private Bag 92019, Auckland 1142. Telephone +64 (0)9 3737599 ext 83711.

Contact details

Mazlin Mohamed Mokhtar m.mokhtar@auckland.ac.nz ph: +64 (0)2108374977

Lawrence Jun Zhang lj.zhang@auckland.ac.nz ph: +64 (0)9 3737599 ext. 48750

Mei Lai mei.lai@auckland.ac.nz ph: +64 (0)9 3737599 ext. 48648

Thank you in anticipation for your time and help in making this study possible.

Yours sincerely

Mazlin Mohamed Mokhtar

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
.....27th May 2014..... for 3 years, Reference number011716.....



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Facsimile 64 9 623 8898
www.education.auckland.ac.nz
The University of Auckland
Private Bag 92019, Symonds Street
Auckland 1035, New Zealand

CONSENT TO ACCESS THE INSTITUTION SITE

DIRECTOR

(This consent form will be held for a period of six years)

Title of Research Project: Patterns and Ideologies of Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms

Student Researcher: Mazlin Mohamed Mokhtar

Supervisors: Associate Professor Dr. Lawrence Jun Zhang and Dr. Mei Lai

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered.

I consent to the student researcher coming onto the institution site to approach potential participants.

I understand that I can withdraw access to the institution site at any time up to three months.

I understand that the institution's name will not be used in any written or oral presentations and any identifying information about the institution will not be published.

I understand that the findings may be used for journal publications and conference presentations.

I understand that the institution will be provided with a summary of the research findings.

I give my assurance that staff participation or non-participation in the project will not affect their employment status in the institute or disadvantage them in any way. I give my assurance that any information uncovered in the research will not be used in staff appraisals.

I understand that after six years any paper data will be destroyed by shredding it through a paper shredding machine and all audio recordings will be permanently deleted.

I consent the student researcher having access to any documents that may relevant to her study such as institution policies or action plans.

I consent to one observation (1 hour lesson) for each lecturer and interview for each participant with the student researcher that will take between 30-45 minutes. I will also consent a 10-15 minutes questionnaires answering session after each observation. These observations, interviews and questionnaires will provide background and contextual information to the student researcher about teaching and learning at the institution.

NAME (please print clearly)

DIRECTOR OF

SIGNATURE

DATE

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
.....27th May 2014..... for 3 years, Reference number011716.....

PARTICIPATION INFORMATION FOR LECTURERS

Title of Research Project: Patterns and Ideologies of Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms

Student Researcher: Mazlin Mohamed Mokhtar

Supervisors: Associate Professor Dr. Lawrence Jun Zhang and Dr. Mei Lai

The aim of this research is to investigate the Research Question:

- ◆ To categorize the frequency and functions used of code-switching in the English Language classrooms
- ◆ To identify the linguistics features (grammar and morphology) that are involved during code-switching
- ◆ To identify the lecturers and students' beliefs about code-switching in the English Language classroom, in particular beliefs about how code-switching helps in the teaching and learning process
- ◆ To identify whether there are any differences between lecturers' and students' beliefs about code-switching

My name is Mazlin Mohamed Mokhtar. I am a student at the University of Auckland completing my PhD in Education. I am conducting research Patterns and Ideologies of Lecturers' "Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms."

The overall project is in two parts. Part one involves classroom observation (of an hour lesson, one observation per lecturer) with the English Language lecturers to understand the functions of code-switching in the language classrooms. Part Two will involve questionnaires and interviews with volunteers to understand their views on the effectiveness of code-switching in the language classroom.

I am seeking your participation as a lecturer in this institution. Participation in the project is voluntary if you agree to participate in this research project. This is to protect your anonymity.

I will transcribe the classroom observations and give you a pseudonym in the transcript so that you

cannot be identified. The original recording will be stored in the Principal Investigator's office in a locked filing cabinet. You have the right to withdraw from this study at any time, or withdraw information you have provided up until four weeks after you have received the transcripts.

After each observed lesson, I am requesting your participation in a questionnaire that will take between 10-15 minutes. The questionnaire will ask you several questions about your understanding and beliefs on code-switching. These questionnaires will be administered by the student researcher or administrative assistant. The student researcher or administrative assistant will type up your responses so that no handwriting can be identified. The original questionnaire responses will also be stored at the University of Auckland, N Block, Gate 3, 74 Epsom Avenue, Epsom, 1023 Auckland, New Zealand in a locked filing cabinet.

I am also asking for permission to administer questionnaire with your students in the class which you will be observed. The session will take about 10-15 minutes after your observed lesson.

I am also seeking your participation in an interview after each observation. If you would like to participate then please sign your name in the consent form. If you agree to be interviewed, it will take between 30-45 minutes and would be held at a time and place convenient to you. If you agree, the interview will be audio recorded. You can however request that the audio recorder be turned off at any time. The interview will be transcribed by the student researcher. A transcription of the interview will be sent to you as soon as possible after the interview for your verification and/or amendment. If you agree to participate, you will not be anonymous to me, but your participation and responses in these interviews are confidential to others. Your interview responses will not be shared with any other institution personnel. A small gift valued at RM 15.00 (equivalent to NZD 5.00) will be given to each participant as a token of appreciation even if you withdraw partway through your participation.

As a participant you have the right to:

- ◆ Decline to participate
- ◆ Decline to answer any particular questions
- ◆ Withdraw from the study at any time up to 1st November 2014
- ◆ Withdraw any information that may be traceable to you up to the date above
- ◆ Ask any questions about the study at any time during participation
- ◆ Ask for the recording device to be turned off at any time during the interview
- ◆ Receive a copy of the transcription of your interview for editing
- ◆ Receive a summary of the research findings

Your participation is voluntary and if you decide not to take part or decide to withdraw any information that you have provided, at any time up to four weeks after the interview, you should feel free to do so without having to give any reason and this will be completely respected.

You are welcome to discuss this research with me or my supervisors, Assoc. Prof. Dr. Lawrence Jun Zhang and Dr. Mei Lai. Our contact details are listed below.

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Office of the Vice-Chancellor, Private Bag 92019, Auckland 1142. Telephone +64 (0)9 3737599 ext 83711.

Contact details

Mazlin Mohamed Mokhtar m.mokhtar@auckland.ac.nz ph: +64 (0)2108374977

Lawrence Jun Zhang lj.zhang@auckland.ac.nz ph: +64 (0)9 3737599 ext. 48750

Mei Lai mei.lai@auckland.ac.nz ph: +64 (0)9 3737599 ext. 48648

The Director had given us assurance that your participation or non-participation in the project will not affect you employment in the school.

Thank you in anticipation for your time and help in making this study possible.

Yours sincerely

Mazlin Mohamed Mokhtar

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
.....27th May 2014..... for 3 years, Reference number011716.....



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www.education.auckland.ac.nz
The University of Auckland
Private Bag 92019, Symonds Street
Auckland 1035, New Zealand

CONSENT TO PARTICIPATE IN RESEARCH (LECTURERS)

(This consent form will be held for a period of six years)

Title of Research Project: Patterns and Ideologies of Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms

Student Researcher: Mazlin Mohamed Mokhtar

Supervisors: Associate Professor Dr. Lawrence Jun Zhang and Dr. Mei Lai

- ◆ To categorize the frequency and functions used of code-switching in the English Language classrooms
- ◆ To identify the linguistics features (grammar and morphology) that are involved during code-switching
- ◆ To identify the lecturers and students' beliefs about code-switching in the English Language classroom, in particular beliefs about how code-switching helps in the teaching and learning process
- ◆ To identify whether there are any differences between lecturers' and students' beliefs about code-switching

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered.

I consent to participating in the study with the understanding that my participation is entirely voluntary. I understand that I can withdraw personally at any stage and can withdraw any information I have contributed up to 1st November 2014 after I have received the transcript of my interview.

I agree to allow the student researcher to observe me for one English Language lesson (an hour lesson).

I agree to the lesson(s) being audio-taped and transcribed with my individual responses made anonymous.

I agree to participate in up to three 10-15 minute questionnaire after the observation and allow my students to answer questionnaire based on the observed lesson too.

I understand that after six years any paper data will be destroyed by shredding it through a paper shredding machine and all audio recordings will be permanently deleted.

I **would like / would not like** (please choose one) to participate in up to 30-45 minute interviews after each observed language lesson.

I understand that all information I provided will remain confidential. If I agree to participate, I will not be anonymous to the student researcher, but my participation and responses in these interviews are confidential to others. I understand that my name will not be used in any written or oral presentation. I understand that my privacy will be respected.

I understand that no information I provide will be used by the institution for performance appraisal reviews and my agreement to participate or not participate will not affect my standing in the institution.

Signed _____

Name _____

Date _____

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
.....27th May 2014..... for 3 years, Reference number011716.....

PARTICIPATION INFORMATION FOR STUDENTS

Title of Research Project: Patterns and Ideologies of Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms

Student Researcher: Mazlin Mohamed Mokhtar

Supervisors: Associate Professor Dr. Lawrence Jun Zhang and Dr. Mei Lai

The aim of this research is to investigate the Research Question:

- ◆ To categorize the frequency and functions used of code-switching in the English Language classrooms
- ◆ To identify the linguistics features (grammar and morphology) that are involved during code-switching
- ◆ To identify the lecturers and students' beliefs about code-switching in the English Language classroom, in particular beliefs about how code-switching helps in the teaching and learning process
- ◆ To identify whether there are any differences between lecturers' and students' beliefs about code-switching

My name is Mazlin Mohamed Mokhtar. I am a student at the University of Auckland completing my PhD in Education. I am conducting research Patterns and Ideologies of "Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms."

The overall project is in two parts. Part one involves classroom observation with English Language lecturer and you as the students in that class, to understand the goals of the code-switching in the language class. Part Two will involve questionnaires to understand your views on the effectiveness of code-switching in the language classroom.

I am seeking your participation as a student in this institution. Participation in the project is voluntary if you agree to participate in this research project. This is to protect your anonymity. The researcher will transcribe the classroom observation where your lecturer will be observed and give you a pseudonym in the transcript so that you cannot be identified. The original recording will be stored in the Principal Investigator's office in a locked filing cabinet. You have the right to withdraw from this study at any time, or withdraw information you have provided up until 1st November 2014 after you have received the transcripts.

After the observed lesson, I am requesting your participation in a questionnaire that will take between 10-15 minutes. The questionnaire will ask you several questions about your understanding and beliefs on code-switching. These questionnaires will be administered by the student researcher or administrative assistant and will be anonymous. The student research or administrative assistant will type up your responses so that no handwriting can be identified. The original questionnaire responses will also be stored at the University of Auckland, N Block, Gate 3, 74 Epsom Avenue, Epsom, 1023 Auckland, New Zealand in a locked filing cabinet. If you would like to participate then please sign your name in the consent form.

As a participant you have the right to:

- ◆ Decline to participate
- ◆ Decline to answer any particular questions
- ◆ Withdraw from the study up to 1st November 2014
- ◆ Withdraw any information that may be traceable to you up to the date above
- ◆ Ask any questions about the study at any time during participation

Your participation is voluntary and if you decide not to take part or decide to withdraw any information that you have provided, you should feel free to do so without having to give any reason and this will be completely respected. Once withdraw, you will be excluded from the research and the data collected. If you do not feel comfortable to be observed, your lecturer will move your table to the left-hand corner of the classroom.

A small gift valued at RM 6.00 (equivalent to NZD 2.00) will be given to each participant as a token of appreciation even if you withdraw partway through your participation.

You are welcome to discuss this research with me or my supervisors, Assoc. Prof. Dr. Lawrence Jun Zhang and Dr. Mei Lai. Our contact details are listed below.

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Office of the Vice-Chancellor, Private Bag 92019, Auckland 1142. Telephone +64 (0)9 3737599 ext 83711.

Contact details

Mazlin Mohamed Mokhtar m.mokhtar@auckland.ac.nz ph: +64 (0)2108374977

Lawrence Jun Zhang lj.zhang@auckland.ac.nz ph: +64 (0)9 3737599 ext. 48750

Mei Lai mei.lai@auckland.ac.nz ph: +64 (0)9 3737599 ext. 48648

The Director had given us assurance that your participation or non- participation in the project will not affect you enrollment in the school.

Thank you in anticipation for your time and help in making this study possible.

Yours sincerely

Mazlin Mohamed Mokhtar

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
.....27th May 2014..... for 3 years, Reference number011716.....



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www.education.auckland.ac.nz
The University of Auckland
Private Bag 92019, Symonds Street
Auckland 1035, New Zealand

CONSENT TO PARTICIPATE IN RESEARCH (STUDENTS)

(This consent form will be held for a period of six years)

Title of Research Project: Patterns and Ideologies of Lecturers' Code-Switching: A Qualitative Enquiry into Malaysian Polytechnics English Language Classrooms

Student Researcher: Mazlin Mohamed Mokhtar

Supervisors: Associate Professor Dr. Lawrence Jun Zhang and Dr. Mei Lai

- ◆ To categorize the frequency and functions used of code-switching in the English Language classrooms
- ◆ To identify the linguistics features (grammar and morphology) that are involved during code-switching
- ◆ To identify the lecturers and students' beliefs about code-switching in the English Language classroom, in particular beliefs about how code-switching helps in the teaching and learning process
- ◆ To identify whether there are any differences between lecturers' and students' beliefs about code-switching

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered.

I consent to participating in the study with the understanding that my participation is entirely voluntary. I understand that I can withdraw personally at any stage and can withdraw any information I have contributed up until 1st November 2014.

I agree to allow the student researcher to observe me in an English Language lesson.

I agree to the lesson being audio-tape and transcribed with my individual responses made anonymous.

I agree to participate in up to three 10-15 minute questionnaires after the observation.

I understand that after six years any paper data will be destroyed by shredding it through a paper shredding machine and all audio recordings will be permanently deleted.

I understand that all information I provided will remain anonymous. I understand that the student researcher will not be able to identify me as pseudonyms will be used in the transcriptions and the questionnaires will be typed and these will be using pseudonyms. I understand that my name will not be used in any written or oral presentation. I understand that my privacy will be respected.

I understand that no information I provide will be used by the institutions for performance achievement result and my agreement to participate or not participate will not affect my academic result in this institution.

Signed _____

Name _____

Date _____

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
.....27th May 2014..... for 3 years, Reference number011716.....

Appendix I

i) Poly A Lecturer A Transcriptions

Transcription of Classroom Observations

Recording No.: 2

Date: 3/9/2014 (Wednesday)

Time: 10.00-11.00am

Class: DKP 3B

No. of Ss: 20

Level: Mixed ability

Age range: 19-21 years old

Topic: Job Hunting Mechanics (Job Advertisement)

*Notes:

T: Lecturer

Ss: Students

(.) short pause

(0.2) 2sec pause

[overlapping speech occurs

↑ rise in intonation

↓ drop in intonation

-- change of the topic/rephrase/repeat

:: elongated speech/ stretched sound

= latched speech, a continuation of talk

() words spoken here were too unclear to transcribe

(()) transcriber's description

∅ no talk, ambient noise

U N capital & space for acronyms

red Malay words

' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

T: The same topic has complete yesterday, right?

Ss: Yes

T: Ok. But er: still focus on a few things, alright? Ahh..as you know, we talked about job hunting mechanics. What is few techniques require?

(0.4)

((T wrote on the whiteboard))

T: Job hunting mechanics...ok? Right, first (.) what have you done before this?

S1: Ah: search for the

T: We have what? Analyse: the:?=

S1: =Job advertisement

T: Job: advertisement: is it right?

Ss: Yes

T: Ok. So, what did you look into a job advertisement?

Ss: Salary, company background

T: Ok. In the job advertisement, you will see company background--company's background, what else?

S1: Job requirement
T: Ah: you will also see ah: job requirement. Ok, what else? (0.2) Besides that?
S1: Salary
T: Ok, they also mention regarding salary. Besides ↑salary? Ok, they mention about the background: ((while T wrote on the board)) ok, what else? (0.2) Ah: just now
S1: Reference
T: Ah: just now requirement--job requirement
S1: Position applied
T: Erm:: salary
S1: Location, address
T: Ok
S1: Location
T: Ok, details--company's details, right. Location: er: email address, ah: what else? Contact number, alright? Alright, so this one is done. What else?
S1: Ways to apply
T: Ok
S1: Ways to apply
T: Ah: methods of application, so there are quite a few isn't it? Alright, so yesterday also, ok, we have--you have been asked to choose a: ↑company.
Ss: Yeah
T: Alright, which you and together with your partner find a suitable (.) based on ↑your: qualification, isn't it right?
Ss: Yes
T: Ok now, for that, alright, ah: I would ask you you to: give or come up with two reasons, ok? Have you identified the reasons why you choose the company?
Ss: Yes
T: Sure?
Ss: Yes
T: Very confirm?
Ss: Yes
T: Both of you have discussed?
S1: Not yet.
T: Not yet, ok. Shall we move from one group to another? We start with Group 10--we start with Group 10 first? Ah: group 10? Or should I give a few minutes to er:: sit together with your partner?
Ss: Yes
T: Ok now: find a partner. I told you yesterday, to already prepare the two reasons, ok? One, for each advertisement why you have already decide what the reason for you to choose for that specific company. (0.3) ↑Ah: (0.2) Because what?
((Ss sit with partner for discussion - 03:10 to 03:43))
T: Ok. Ah: are you ↑ready?
Ss: Yeah
T: Ah: (0.2) Come again? You don't want the advertisement? I told you yesterday to prepare. But yesterday? you have already finished, that's why you re-start? So you have to think of a reason. I already mentioned this yes: ter: ↑day. Alright, now. Erm: we are going to recall back one by one, ok, advertisement ok. Advertisement 1 would be from: DIC Malaysia, ok. And the job er: would be Lab Assistant Technician, Production Assistant and Warehouse Clerk. Did any group choose these company? Is there any group?--Is there any group choose DIC company?
S1: No

T: Ok, why?
S1: Because it is not related to our:
T: Ok, it's ↑not: related
Ss: Yes
T: Oh: You can't be Warehouse Clerk?
Ss: No
T: No: ok, alright. So this is not relevant. Ok, now look at Advertisement 2 that would be (05:00) searching for true business Explorer, from: erm: Finest & Admin Department of Sarawak Convention Bureau. Anybody choose this company?
Ss: No
T: No: why?
Ss: No, this company: not suitable
T: It's not suitable with you:
Ss: No
T: You are not a businessman?
Ss: Yes
T: Ok, it's my answer, how about you? What do you find it is not suitable?
Ss: Because it is not related
T: Again, it is not related with your study. Ok fine, ok. Look at Advertisement 3 that would be walk-in interview from shelving partner, which is Team Leader Despatch Animate Assistant and IT Technician. (.) Did you choose this?
Ss: No
T: Ok, all the group--all the pairs decided not to choose this job, ok? Now, we choose--we gonna move on to Advertisement 4, that would be Marine HVHC Engineer. (.) Which pairs choose this company? (.) Position would be er: yeah ok Marine HVHC Engineer, ok. Tan & Edward you choose this company. ↑Why? Could you stand up? One of you I need two reasons, right? Ok
S1: First it meets the requirement of our field.
T: Ok: second reason?
S1: Second because they pay--they have a holiday pay.
T: Yeah, that's holiday pay. Ah: that's interest you.
S1: Yes
T: You are so attracted to--to have that benefit. Ok, out of all, you choose this company?
S1: Yes
T: Ok, fine. Ok, Is there any other group who choose this ad? No? Ok, now we are gonna to move on to Advertisement 5. Jasa Marine (.) Seafarers.
Ss: Yes
T: Oh: I think one person from each pair--one person from each pair--one person (.) from each group. Ok, 1, 2, 3 so 3 er: pairs have chosen this job which is Seafarers.
Ss: 4!
T: 4? Eh again again again! Raise up your hands. Oh! 5, 6! Uh: 1, 2, 3, 4, 5, 6. Ok, now we shall listen. (.) Ok start now what's your reason? Seafarers?
S1: The position that we choose is Chief Engineer, 1st Class QC and Marine Coaster. So, the reason is because er: er: when we go to that kind of company--ship er: there will be less work and there'll be less leave and at the same time the salary will be very high
T: Ok, alright.
S1: Besides that er: Marine Coaster you can still be here and measure here. So whatever it is, you can still be with your family and come back later. And another:
T: Ok, two reasons only, ok.
Ss: (laughing)

T: Ok, if you tell us, let's hear from the others. Thank you Saras! That's the reasons why both of you choose this company. Ok, move on to Bob.

Ss: Bob!

T: Bob and Raimi

S2: Because the company provide er: position suitable for us.

T: Ok, why is it suitable?

S2: For Engineer

T: Ok

S2: Er: practical good for CEO and Deep COC er: 4th Class. We get er: apply for this position

T: Ok:

S2: Second is the sailing time for this company is not too long

T: ↑Ok, why do you think it is not too long?

S2: Erm: *paling pun* 2 months. *Dia tak ada* change

T: Ok, that is why you apply for this job. Ok, 3rd pair, is actually behind. Can see, right? What's the reason?

S3: We choose this: er: what company? Because

T: Seafarers

S3: Ah: Seafarers, because the salary they give is erm:

T: Salary, what else? Why are you interested with the job?

S3: Is: enough for: us with Diploma and this position

T: Oh: it's related with your qualifications and your skills. That's the reason? Erm: ok next?

S3: Because the Seafarer place is in Malaysia

T: Oh it's also in Malaysia. So, you don't have to be far away from you family.

S3: Yes

T: That's the reason. Ok, right, ↑next! Ah yes, the fourth group?

S4: Our reason are our sea time is enough just one year suitable to apply the bigger position.

T: Ok, so you're looking into that.

S4: Second, we don't have any: competence certificate

T: You don't have ↑any?=
 S4: =Competence certificate
 (10:00) T: Ok, seriously?
 S4: So, whether it is a suitable job
 T: Whether it is a suitable job for you?
 S4: For the new seafarer
 T: For...?
 S4: For new seafarer.
 T: For new seafarer. Ok, that's a reason. Ok, 1, 2, 3, 4, 5! So we come to the 5th group yeah. Why--why you choose this seafarers job?
 S5: Because our supersenior, maybe go to
 T: Our supersenior? Wow! Supersenior, ok, alright.
 S5: Work for this company.
 T: Most of them work, as the seafarers
 S5: So, we will feel more comfortable, if we work with them
 T: Hmm: I did not know that. Alright, so it means that when you have these people that you know, it is easier.
 S5: Yes--yes

T: Ok, so you find er: it's much comfortable: ↑oh: this group also yeah. You would consider, alright, one, next reason?

S5: Next reason is: I do not longer time on board.

T: Ah: Ok: Oh! Mistake, only don't prefer to be on hot floor.

((Ss Laughing)) Miss=

T: =You miss your family so much, ok.

S1: *Apa nak buat...*

T: Ah? *Apa nak buat?*

((Ss Laughing))

T: ↑Eh! Last group, group no.6. Why you choose this company?

S6: First reason is: ah: the company provide the: suitable position for us.

T: Ok:

S6: Related to our certificate of competency

T: Alright

S6: For the second (.) reason, the company is related to: oil and gas company. So, they have strong base for eco--ah: economic basis.

T: Oh: it's a stabilised company yeah

S6: Oh yes

T: So you find the company can guarantee you a good career and a good ↑money!

S6: Yes

T: Ok yes, alright. Seafarers, anyone else? Ok, you have not. Ok make sure *ye* you remember this advertisement cause I would also.--I will you need each to make a copy of this cause it is a continuous stuff. Remember that I said, we're in Job Hunting Mechanics, we'll do the err: the study on job advertisement, continue with--afterwards we're gonna look into job enquiries and other job enquiries, writing resume, covering letter, finally it will be: ↑the: job interview. Ok! Now move on to: no.6. Who has chosen vacancy on Alam 19 Sendirian Berhad? Ok, now give a reason. The position in Technical Superintendent and Executive H S C. Ok so why? Give reasons.

((2 students stood up))

T: Oh: one by one. Ok, why?

S7: The salary that companied paid is affordable

T: Oh: ok, one is affordable

S7: The job eh: provide is actually related with our studies

T: Ok

S7: Because as a Superintendent, we only to observe the ship from the--from the land so anything happen to the ship, we are the person sent to--who make step to: ah: to repair or something=

T: =When something happen: only. Then go? Oh: so you love the job that on land rather than on board

S7: Yes

T: Ok, sit down. Ok, family first, is it? Ok right, ah:: 6 done. Advertisement no.7: which compa--group? 7? 7? Done? No. 8? ↑Oh 7 is not there!

((Ss laughing))

T: Ok guys: I need to wear spectacles already now.

Ss: Sorry

T: Surely most of you do not want to do this. Thank you. Now is Technician at Meru.

((Ss laughing))

T: ↑Tett! Right?

((Ss laughing))

T: Technician, right? Technician: hmm:: ok, leave it aside. No. 9 Practical Mechanical Internship, is it relevant ↑class or ↓look into it first? Did you apply for this job? Internship Practical Mechanical from:: where is this? Ok, Pearl OGP Sdn Bhd. Ok and ok! Ah: no. 10, Orque Sdn. Bhd., ok, how many groups? We start 1, 2, (.) only 2. The rest has already presented, right? Ok, there are 2 groups have chosen this ah: company. Quite a number of positions yeah Safety Quality Manager, Technical Superintendent, Operation Superintendent, Purchasing IT, so on and so forth. Ok, we start with erm: Aniq, is it?

S8: Ah yes

T: Ok Aniq, give 2 reasons. You can choose yeap reason one by one

S8: Ah, one by one? The job?

T: No no no! You:--each one of you can present one reason. Ah:: ok? Ah ok, why you choose this company?

(15:00)S8: Why I choose this company because

T: =and position

S8: There are:

T: Why?

S8: Ah: (0.2) we choose the Safety Quality Officer

T: Come again?

S8: Safety Quality Officer

T: Ok, safety (.) why Safety Quality: Officer?

S8: Because the: first is the position is very related to our course

T: Hmm:

S8: because we have the Oracle based and certificate

T: Ok, it's like a skill is it?

S8: Yeah

T: Alright, two reasons. Second reason?

S9: Ah: the salary is=

T: The salary is what?

S9: The salary is better than working at other company

T: Oh you compared with other company, the salary is--is--is much more interesting yeah?

S9: Yes

T: Ok

S9: The second one is the work is less stress and=

T: ↑Oh! Less stress

S9: =and modest. Just walking around

T: Oh, just walking around

((Ss laughing))

T: Ok, I will look into this, just walking around is it? Ok. (.) A: that's the reason why you choose this company?

S9: Yes

T: Ah: because of these reasons. Ok, sit down. Alright, next? Another pair, right? Ok.

S10: Yes

T: Which is--who is your partner? Ah! Right.

(0.6)

S10: Because I choose this company because related to our: ah: studies--field of study

T: Ok, related to your field of study. Two?

S10: No.2 ah: although working with big company but their ship only sail near coastal and not foreign going. I don't want to live apart from my family.

T: Ok, alright, ↑Thank you! That's the 2 reasons. No. 1 professional wise, no.2 very personal yeah. Hm:, ok. So these are among the reasons why you choose the company, ok. I'm sure er: prev--yesterday when I asked both of you to come in front, choose the one which is suitable er: I'm sure there are quite a number of criteria that you looked into. Ok, first one would be about ↑the: What would be your first priority? The first thing that you would look into?

Ss: Salary, position, position!

T: Position, salary, somebody says positions, some says salary will be no.1, ok. Some says the company that strong is no. 1, ok? So you look into quite a number of reasons, ok. By analysing the job advertisement, as what we have written there and by looking into all the data or information given in the job ads. So, you have decided together with your partner, which advertisement or which job position is suitable with your qualification. Is it only based on qualification? What else you need to: erm: ↑well we are talking about this job, right? The new job that you're going to work so, you also look into this personal matter like not being far from parents, isn't it? Parents: or family?

Ss: Family.

T: Oh family: (.) alright so from your family: the distance also you look into, ok, ah: so on and so forth. There are--so far I've not listened any of you saying that because it is your interest. Does any of the job just now look into the job scope? Saras? Because it's your interest? The job that you are applying?

S1: Yes

T: It--it--it (0.2) So, it suits to your: interest?

S1: Yeah

T: Why do you say interest?

S1: Actually interest it doesn't necessarily come with interest actually, it comes with passion

T: ↑Ah: passion, yes.

S1: Passion to become a Chief Engineer. Chief Engineer is like one of the main qualified job on-board of the ship. The rest of the--to repair of to--so it's a go ahead to

T: Erm: that is mainly your passion when you take up=

S1: The work is

T: =this engineering thing, this is the passion. This the job that: ideally for you.

S1: Yes

T: Ah: ok, thank you. Alright, so one person is. Ok, we continue this aspect and these are the things ah: I would say that you have to decide together with your partner. Ok, we are gonna move on, right? So, we have look into in analysing job advertisement. What would be the second stage after you have analysed and decided? Could you tell me? (0.3) Ok, you have chosen: the company so, what is your next step?

Ss: Resume, application, preparation, contact--contact the=

T: You must make ↑job:: you must know--or must (0.2) job en--qui--ries ((while writing on the board)).

Ss: =Enquiries

T: Ok, so we are moving into job enquires. Ok, what is enquiry by the way?

S1: Question

(20:00)T: The word enquiries. What can you understand the word enquiries? Or enquire?

S1: To get to know more

T: Ha:: ok Tan says to get to know more about something. Ok, to ask ↑for: infor--mation

Ss: =Information

T: Ok, example like this right? Ha: do you think that they given you sufficient information?

Ss: No!

T: How do you know? I know *lah!*

Ss: The size--the size--the size of advertisement

T: It's not because I know *lah!*

Ss: No

T: You see people said, I know *lah* this one. Small one! What--what--how much they can write, right? Isn't it?

Ss: Yes

T: So, no. One because of the size. You--you'll definitely know--you can't put everything, ok. Compared to this advertisement, ok, they can write quite a number of things. Ok, ah: ok why--what making they will lead up?

Ss: The background?

T: What do you think when you compare this kind--this kind of advertisement, what do you they will: lead up?

Ss: No: company background

T: Details about what? Yes?

Ss: No company background

T: ↑Ha: they will might be, for this kind of advertisement, there will be no company's background. Besides that?

Ss: Address, erm: no pictures--job offer

T: Ok, so for that, let us take a look at the book, ok? Now, we are going into the job enquiries and all of you must know or be able to make an enquiry when you talk about job, alright? So, ahh::: turn to page (0.2) ah: 51. Moving to page 51, is it the same page? Ok, job enquiries. Ok, now job enquiries you must have the--you must know or you must be able to understand what is the reason actually that you have er: that you must er: acquire what's the reason that you should know or you should learn to make job enquiries. Ok, as I asked all f you just now, what would be your next step? Your second step would be--would be on making job: enquiries. Ok, what do you think enquires? I already asked you just now what do you understand by the word enquiries: to ask for information, ok? We are not er: asking for example. In the context of er: you and your new friend, ok? We are in the context of looking into the job ad--ver--tise--ment, ok? What would be the other information that you would like want to know from the company. Ok. So if you--if you take a look at the introduction, ok? So this is er: it states er: some of the reasons why you need to make a job enquiry, ok? To project a good impression, you need to acquire appropriate telephone skills ok you need to speak clearly and politely to ↑be: understood. Ok? Now when you are on the phone, what is most important?

Ss: Greetings

T: Erm: in terms of: (.) language. What is the most important area? Hallo! am I speaking to a ghost?

Ss: Pronunciation--pronunciation

T: Erm: er: er: ok! So, sometimes when we speak with the person--ok in the other line, you can't see the face right () ok? You--you're on phone so the person depending on ↑your:=

Ss: =[Pronunciation

T: =[Pronunciation. That's why you have to speak clearly so that people ↑can: understand. This is the composition maybe that you focus on telephone. Telephone skills is ↑very important. Ok, so therefore language focus is looking into ah: quite a

number of things and when see this is an enquiry ok, *bila kita faham itu* enquiry? Enquiry is to ask. Ok so, I repeat. Enquiry itu *kita kena bertanya* ok? So I need you to understand that very well. *Bila bertanya*, what would be the language focus?

Ss: Erm:

T: Besides pronunciation just now? What would you ask? (0.2) Questions right?

Ss: Yes

T: Ah: so when you ask question, what type of questions you will be using?

Ss: Line--line

T: Ok. Turn to page 52. (0.5) Ok? Job enquiry is--is about asking questions ok? When you (25:00) talked about questions, automatically you'll know--you have to use this language. So they are quite a number of question types. Ok, we have the first one, what do you called it?

Ss: 'Wh-'

T: ↑Ha: 'wh-question', ok? So, have you used 'wh-questions' before?

Ss: Yes

T: Yes, very often yeah, different kind of settings, different sc--scenario just now when you go to the canteen, you will ask your friend might be, what would you ask your friend? Your friend wants to go to the canteen just now?

Ss: 'What do you want to buy?'

T: Ah: 'what do you want to buy?'ok. Ah:: what else? By using 'wh-question'?

Ss: 'Which one would you like?'

T: Oh: 'which one would you like' oh: at the canteen *ye!* 'Which one would you like, karipap or er: sausage?'

Ss: 'How was the food?'

T: Ah: who is with you? Ah:: you are right! Ok, ah:: 'what you want to eat?' maybe. Maybe you want to buy for your girlfriends. This is what you said 'what do you want to eat?' So you go and buy something for your friends, ok? So that would be 'wh-questions'. You know 'wh-questions' ok, ah: examples given on page 52 when looking--when we are looking into the job advertisements, ok? We have 'wh-questions' for example asking who's on the other line ok, 'who is on the line, please?' 'Who', ok? Next, you have 'what is the main requirement of this job?' You use the word 'what', ok? 'Wh' right? 'When can I start working?' 'When' ok? Next, 'which job is suitable for my qualification?', 'how many days in a week do I work?' Ok? So these are among the 'wh-questions' that you will be using. (.) Alright, erm: there are quite a number also written, 'who' refers to people. When you use 'who' you must know when to use 'who', ok? So 'who' is referring to: people, ok? Next we use 'which' ↑for? When do you use 'which'?

Ss: Job

T: Class?

Ss: For this job

T: 'Which' is: used when you: ask ↑for?=
Ss: =Job position--job position--choice

T: Choice! When you want to make a choice, 'which job would you like to apply' for example. There are A and there will be B so you use the word: 'which'. When there is an option, you use the word 'which'. Ok? Next one, 'when'. 'When' talks about what?

Ss: Time

T: Ha: ok. 'When' you will use when you want to ask regarding the time. Ok, next one?

'What' it is for specific=
Ss: =Information

T: Information, things, animals or incidents in world occurrences. And finally 'how'?

Ss: Ways of incidents

T: Hm: is a question that you are ask on the way erm:: the situation happens, ok? So, notes--look at the notes. Answers to these types of questions are unlimited but they must relate to the information sort by ↑the?=
Ss: =‘Wh-questions’

T: ‘Wh-questions’, ok? Next one, ‘yes/no question’, ok? There’ll be ‘yes/no questions’,

what would be ‘yes/no questions’, you ask for example like ‘do I have to work overtime?’--‘Do I have to work overtime?’ so the answer would ↑be?

Ss: Yes

T: Yes ↑or?

Ss: No

T: Only you know what, alright? So, it’s not like you: ↑yeah, you say ‘yes, you have to work overtime, daa--daa--daa:’, alright? So, ‘do I’, it doesn’t start with ‘wh’, ok? Is field--is work field found at the job requirements, then ‘yes/no’ again and ‘do I have to submit my resume?’ again you are looking at the two--only one answer there’ll be ‘yes/no’. Answers to these questions are limited to a simple ‘yes/no’, ok. So, first is the ‘wh-questions’ and no. 2 is ↑the?=
Ss: =‘Yes/No’

T: ‘Yes/No questions’, ok. And the last type would be ‘tag questions’, ok? ‘The job is on a permanent basis, isn’t it?’ Ok? You give the statement, then you confirm. You--

you are asking them to confirm whether your statement is right or wrong, ‘isn’t it’ at the end, ok? It’s a ‘tag question’ and we have No. 2 ‘I have to know how to use computer, don’t I?’ alright: And the next one would be ‘computer skills is an advantage, isn’t it?’ And lastly, ‘I do have to go out for field work, do I?’ (0.2) Alright? So, these are what you called as erm:

Ss: [‘Tag questions’

T: [‘Tag questions’. Ok? Such questions are intended to ask ↑for confirmation, just to confirm like ‘are you single?’

(30:00) Ss: No, maybe, yes... ‘are you single?’ Ah::

((T jokingly coughing))

T: Ah: not available

Ss: Hahaha

T: Alright, so these are the thing that you have to look into, ok? Look at Task 1, alright, very quickly we’re going to do an activity of the words but let’s take a look at one here, Task 1, alright. So, this is an advertisement given, right?

Ss: Yeah

T: Ah: there’s an advertisement given which is er: on the post of Assistant Engineer and it is based er: in Subang Jaya, ok. The company is based in Subang Jaya, ok. While looking at the advertisement, do you find that the advertisement actually give you all the information?

Ss: Yeah

T: Does that advertisement ah: give all or have written everything that you want to find out about the company?

Ss: No

T: For sure it is not. Ok, so: if you look at the advertisement, it just states there: the externship--experiential programme, they want--they want to have gardening articles, job, er: few requirements and you are required to--interested, you are required ↑to: call them, ok? And below that ok, there will be a script given. Isn’t it right?

T: You have the script?

Ss: Yes

T: Ok. Now, if you take a look at it together, ok. Leave it for a while, ok. Ah: between these conversation, 'A' and Chris. Silent reading all, by referring to the advertisement and read the dialogue silently, right. Between A and Chris. If you have questions, ask questions, ok?

((Ss did silent reading - 31:45 to 31:59))

T: Short dialogue *ye*

((Ss continue silent reading - 32:02 to 32:12))

T: Who do you think A is?

Ss: Receptionist, HR Officer

T: Receptionist? Does 'A' a Receptionist? Do you think 'A' is the Receptionist?

Ss: No, Human Resources

T: Most probably you can see the A is the Human Resource Officer, ok? What else? Get ready to perform.

((Ss continue silent reading - 32:35 to 33:24))

T: Ok, done? So this is between whom and who? When you talk about this job erm: situation. Job hunting situation, A would consider as the HR Officer, how about B?

Ss: Jobseeker

T: Will be the jobseeker, ok. So these are conversations between two different persons which is on the line and then they are asking about er: the jobseeker ah: has asked quite a number of questions, ok. Could you analyse--first of all what would be the first question that the jobseeker asked: to the company or to the:

Ss: Qualification

T: HR Officer?

Ss: Qualification

T: Ok. What's the question that he's asked? Used, sorry. What's the question he's used?

Ss: Er: 'yes/no Questions'

T: Ok. Can I have the questions? Please, questions?

Ss: 'Can you list some of the responsibilities of an Assistant Engineer?'

T: Which one? 'Can you--one by one?' Ok, alright. So, if Human Resource actually asked 'may I help you?', isn't it right? And please answer 'I'm Christopher.' Ok, then what did he do?

Ss: 'I'm calling:'

T: ↑Ah: 'I'm calling regarding the advertisement which appear in ↑The: Star.' What did he do? (0.2) He? Yes Edward?

Edward: Purpose of calling

(35:00) T: Yes, he err: mentioned the purpose of him calling the company. State the purpose why you call the company. Alright, number--next, do mean adver--advertisement for the post that'll be from HR, yes it is yes exactly. They said, 'very well sir, may I know your qualification please?' And Chris answer 'I have a Diploma from Civil Engineering from PUO. Am I suitable for the post?' What is he doing?

Ss: Check the positions

T: Ah: he is using 'yes/no questions', 'Am I: suitable for the post?' So he's looking for? Confir=

Ss: [=mation

T: [=mation. Confirmation whether it suits--it suits with the job or not. So what's the answer?

Ss: 'Yes, you are.'

T: 'Yes, you are.' Ok, so this, a very simple isn't it? Now, anything would like to ask any more of the questions that he's asked?

(0.3)

Ss: Work experience

T: Ah: you also you ask regarding work: experience? Why? In the advertisement, it doesn't--does it state work experience?

Ss: No

T: It doesn't state err: regarding work experience. In the requirement, the company doesn't state that they want (.) a person with a work experience. So actually, do they want a work experience staff or not?

Ss: No. It is just an advantage.

T: Yeah. It states that (0.2) if you have work experience, it will be an added advantage, isn't it? Alright, next one what other question that he asked?

Ss: Responsibility

T: He also asked question regarding ↑the: responsibility. The job's responsibility. What is the job responsibilities?

Ss: Production

T: Ah: so HR mentioned he's already responsible for the production at the factory. Ok, next question? Third question, what did he ask?

Ss: Working hour

T: Ok, because why? In the advertisement, it is not stated what would be the working hour. Alright, so it is being used 'What are', 'wh' *ya*, what are the working hours like?' Ok next? What else did he ask?

Ss: Salary

T: *Ya*:: this is your favourite question, right?

Ss: Yes

T: Ah: ok. But, did he ask at the beginning? No, he like going down, ok, working as what then what did he--what he need to do. He moving down and he looking at things erm: digesting the information and then move into the salary part. So, er: what's the questions that he used?

Ss: Hm:

T: About the salary?

Ss: 'May I know what'

T: 'May I know what the salary is like?' ok. 'May: I: know:' could you start like 'What--what is the--what is the salary like?' Could you say like that?

Ss: No

T: Why cannot?

Ss: Not polite

T: Oh: it's not polite. So 'may I know' is polite.

Ss: Yes. It's better

T: It's better.

Ss: Yes

T: It's soothing. 'May I know what the salary is like?' Ok, it is more polite. Ok, polite, thank you. Ok, next one what's the last thing he asked? So, one thousand eight to: what's the salary? One thousand to one thousand five (.) hundred. So, do you think that he's interested?

Ss: No--yes!

T: He seems like he's interested *ya*. With the job scope, with the: working--working experience, with the: salary, with the time--working time. He seems like he's interested with the job. So what did he do?

Ss: Interview. He ask for interview.

T: ↑Ha!: he asked for an interview. He wants to arrange for interview appointment. So, he said that 'I like--I'd like to make an interview appointment'. Then he said, 'may I

know if it is possible for you to arrange that?' So, he's interested. Ok, finally what did he er: asked when the interview is being arranged? For the interview, what did he ask?

Ss: Reference. Company address.

T: Ok, so, erm: the HR Officer needs his full name and the company oh sorry contact number. So then (.) what else--what else did he ask?

Ss: Company address

((Ss sneezed))

T: He's already asked for the company address

Ss: 'Do you think you can come tomorrow?'

T: So finally he confirmed on coming to the interview. Alright, so close by seeing them 'I'll be there for the interview tomorrow.' 'see you then' and...

Ss: 'Bye'

(40:00) T: 'Bye': ok, is it er: very simple conversation?

Ss: Yes

T: Ah: but very meaningful, right?

Ss: Yes

T: Why did you say so?

Ss: Because

T: Because?

Ss: More information

T: You make job enquiries because you want to--you had previously--you looked into a very comprehensive erm: job ad that you can get all the information. But sometimes, the job advertisement could also attract you to call them to find out more and you'll be to? (0.3) Decide, if they have given sufficient information, so straight away you can decide to go for ↑an:=

Ss: [Interview

T: [Interview. Ok, so can you done this before might be?

Ss: Yes

T: Oh yes. You have an experience before?

Ss: Yes

T: Ok when?

Ss: LI

T: Oh ok. Is it now?

Ss: Yeah

T: Yeah at the moment, right? Oh: ok, you've an experience. All of you have--already have a place for LI?

Ss: Yeap, yes, no

T: Oh? So you actually have to make: a call to the specific company and asking whether they can (0.2) take you, would they accept you?

Ss: Yes.

T: Yes, they really accept?

Ss: No! Not really

T: Not really. Maybe because you are not using the correct 'wh-questions', maybe. Right?

((Ss laughing))

T: Right? Maybe you did not use the: correct questions to ask them. Ok, so when we are talking about job enquiries, this is sample. This is a sample that you need to err: first alright, let's go back to this. In job enquiries, make sure you use the correct 'wh-questions', ok. Or you can also use...

Ss: 'Yes/No questions'

T: 'Yes/No questions' and the other one?
 Ss: Tag
 T: Tag questions, ok. Ah: this is very important. So this is when you would be able to get the correct information. Ok, if you ask the wrong questions, then you will not be able to get all the...information that you want. Ok, so in making job enquiries, you'll have a purpose, isn't it right?
 Ss: Yes
 T: So, you have already erm: you have already decided what would be the questions that you will look--you will ask ↑the other party. What would be the question the first thing? (0.2) What are among the questions? No. 1? You ask the company about ↑the?=
 Ss: =Job application--advertisement
 T: Erm: about the?
 Ss: Job advertisement
 T: ↑Job?=
 Ss: =Advertisement
 T: You ask the HR Officer about the? Job responsibility. Isn't it right?
 Ss: Yes
 T: Ok, next?
 Ss: Qualification
 T: Ah: what is it you ask them regarding your qualification? You want to again to make sure that your qualification suits with the:
 Ss: qualification
 T: Er: need of the job. Ok, next? What other questions just now we have looked into? What else?
 Ss: Working experience
 T: *Apa lagi nak tanya soalan apa ni? Ada banyak soalan...soalan apa?*
 Ss: Working experience, working hours
 T: *Ya!* You would need to find out from their working hours. Do you understand? *Tanya tak cuti berapa hari?*
 Ss: *Tak--tak*
 T: When do you ask this question?
 Ss: Er: interview
 T: During ↑the:=
 Ss: Interview
 T: Interview. Ok, don't add forgot forgot, keep your questions first, right? Look into this important matter. Ok, first you asked them the job responsibility er: then you go into qualification, right? After that, you er: you want to find out about their working hours. It's very important, is it? Why? You cannot work 24-7?
 Ss: Yes, we cannot.
 T: You cannot
 Ss: We are not robot.
 T: You are not robot. You also have your own life.
 Ss: Yeah
 T: But you want to make lots of money!
 Ss Yes, money is money, life is life!
 ((Students laughing))
 T: Wah: ok Bob, understand.
 ((Ss continue laughing))
 T: Ok next one! Anyone else, what else? Hmm: responsibility, qualifications, working hours, what else?

S: Err: hmm: salary
T: Oh: salary! Ahh: salary *ya!* Ok, sa: la: ry: Ok. Is there any other question?
Ss: No
T: These are among the main four questions that you will ask. And finally if you are already interested, what would you ask from them?
Ss: Interview
T: Ah: you gonna fix for ↑an?=
Ss: =Appointment
T: Interview. You arrange=
Ss: =Appointment
(45:00) T: =For an: (.) interview, ok? So these are among the:: enquiries that you will be making when you talk about these Job Hunting Mechanics, is it right? By using the 'wh-questions', these are the enquiries components that you will be using. Ok, so therefore what are we going to do next? What do you think?
Ss: Hmm::
T: Ermm:: ok, do you have your advertisement?
Ss: Yes
T: Yes or no?
Ss: Yes
T: Yes or no?
Ss: Yes--no
T: Ok, I'm gonna give back your advertisement (0.2) as we already learnt, you have one sample which is in the book, ok? There are two students in each err: group, is it right?
Ss: Yes
T: This is a special one, ok. So, one student will be as ↑a?=
Ss: =Interviewer, HR
T: HR Officer ok, and another student will be ↑the?=
Ss: =Job seeker
T: Job seeker, ok. So I want--by referring to the advertisement that you would have already identified, I want you to come up with a dialogue job enquiries based on the advertisements. Ok? Is it possible?
Ss: Yes
T: Sure. If you feel sleepy what you need to do?
Ss: Wash the face
T: Wash the toilet, is it ok?
Ss: No!
T: Wash your face not wash the toilet.
Ss: Yes
T: So make sure you try to complete this, I give you for about 15 minutes, ok? Discuss together with your partner and afterwards you have to present.
Ss: Oh:
T: Oh, yes, right. In front, thank you, ok. Make sure you use the appropriate 'wh-questions' err: you can choose either one or you can combine all, ok, in your dialogue. Is it possible? Yes! Ok:: I will change--ok now let me see the group. You are group 1, group 2?
Ss: Group 4
T: Group 4, ok. You're group 1? Ok, (0.5) group? Group 2?
Ss: 3
T: Group 3. (0.3) Er: Group 1? Come again?
Ss: 9

T: 9. Group? Ah: together sit next to your partner, goodbye!

((Ss moving place))

T: Ok, next? Group 4. (0.4) Ok, next? Group: (0.3) 6. Next group? You are group no. 10

((Ss still moving place))

T: And:: (0.3) so, I give you 15 minutes discuss together with your partner: and afterwards you are required to present in front of the class. You may refer to the sample that we have in the book but you are requested to er:: according to the job advertisement which has given to you, the authentic material, so you have to come up with this suitable: conversation on job enquiries, Ok? (48:46)

Transcription of Interviews

Recording No.: 3

*Notes:

A: Interviewer

B: Interviewee

A: Ok, asslamualaikum and good morning.

B: Waalaikumussalam

A: (laughing) How are you today?

B: Ah: good, thank you.

A: Ok, thank you for agreeing to talk to me and the purpose of my research as you know is to investigate the use of code-switching amongst the English Language lecturers in the Malaysian polytechnics. Alright, I would like to have some views on lecturers practices and the use of code-switching in the classroom. So the content of our talk will be confidential and only be used for my research. Alright?

B: Aha:

A: Ok, so have you heard of code-switching?

B: Yeah I heard of code-switching which is commonly used in the classroom er: especially in Malaysia. You know that code-switch is very common, even though we have good students in the class, nevertheless we will come to a certain point or certain time, we will have to: code-switch our language which is for me ahh...Bahasa Melayu for them to understand better the--the topic or the discussion that being made so that they are--they can understand and the: objective of the lesson being achieved.

A: Hmm: so you did notice that you used some code-switching in your lesson?

B: Yes, that's for sure.

A: Ok, so the reason is actually just want to make the student understand better of the topic?

B: Yeah--yeah because we have mixed ability students. When we have this kind of group, so we cannot like expect all the student to understand. They'll be those who are good which can understand us throughout the lesson by using 100% English but they'll be some who are not good. So therefore, we also have to look at this matter by code-switch that, for example certain terms, certain words. Ah...when we stressed thing, there are students who will not be able to catch. So therefore, by code-switch language, so erm: yeah mostly the classroom comprises of er: Chinese, Malay and Indian, and they'll be able to understand example Bahasa Malaysia--Bahasa Melayu.

A: So it is common that everybody would know Bahasa Melayu, right.

B: Ah yes--yeah Bahasa Melayu. So code-switch is easy for them to understand.

A: So it is not a planned thing or it's unplanned?

B: It's unplanned. Usually when a lecturer or teacher code-switch, it will make--it will happen unplanned. It's not something that you plan.

A: Alright. Ok, what if we don't code-switching? Is there any other alternative that we can use?

B: Yeah, there will be a time where we still err: our concentration is in make sure in making sure the students will be exposed to er: English throughout the lesson. But nevertheless, er: if we don't code switch, if I don't intend to code-switch, I will try like to explain by using--by demonstrating or using simple English words so, for them to understand words that they are familiar with or I'll to demonstrate the action so that they can understand. So this is--this is other approach that I will use if they'll not be, other than code-switch.

A: Ok.

B: Is still they did not understand, the process or the idea or the topic, then the final stage would be code-switch.

A: I see. Alright, let's move on to another part of the interview which is more of the teaching of English as a general not the lesson before.

B: Ok.

A: So, your first language would be Bahasa Melayu, right?

B: Yeah, Bahasa Melayu.

A: So English is the second language.

Yes.

A: Any other language apart from that?

B: No--no.

A: Ok, what subjects are you teaching?

B: Ah: at the moment I'm teaching 3 main subjects, that will be AE: Communicative English 1, Communicative English 2 and Communicative English 3.

A: Alright, so 3 subjects. So how long have you been teaching?

B: Erm: almost 11 years.

A: Wow! So do you have any particular interest on certain: subjects? Which one would you like the most?

B: Erm: I would consider that the most err...the particular subject which I like the most I would say challenging and really test my ability would be Semester 1, A E Communicative English 1.

A: I see. Alright, do you teach in English all the time or?

B: Are you saying that throughout the times mean throughout the lesson I'm using English 100%?

A: Yeap, yeap all the times, not only in lesson yesterday, the other lesson as well, the other classes. Is there any difference? I mean, do you speak more English in certain classes or less English on other classes or is it quite the same?

B: Ah: quite the same.

A: I see. They are all of mixed ability

B: Yeah, they are mixed ability students.

A: Ok, so if you don't use English 100% in the class, do you feel guilty about it or you just or you don't feel guilty at all?

B: Don't feel guilty at all. Ok, er: seriously, when we become a teacher, our er: our focus our aim is to let the students learn. So if we are--we fail to make them learn, I think I will feel much guilty on that. So therefore, I..I feel that the process of making them to understand and learn, there are quite a number of things that we have to consider,

alright. So therefore, when I'm using the code-switch approach, don't say that I'll feel totally guilty of I have done, because I wanted them especially those we called as a weak--weak students, we also need to tackle this er: this level students, so therefore I don't feel 100% guilty but nevertheless, I will--I will try to make sure that my erm: you know the--the it doesn't happen most of the time. I--I have to let them move from one level to another. Another--another words it means that ok, in the beginning er: in the beginning of the semester, I'll--there'll be quite a number of code-switch. Then, er: when I move to--with the time, so less code-switch should be done. So, I: because I want them to not only learning English or practising English by using--I don't want them to be exposed too much with their 1st language.

A: I see: you think they will understand better and benefit if you use code-switching

B: Yeah

A: To certain--to certain extend, right?

B: Certain time, it's not would be all the time. So therefore I don't feel that guilty to code-switch. I'm not like all the times using er: keep on code-switching the language. Just only for certain time or certain situation.

A: So do you consider yourself to be proficient in English?

B: Yeah, ok

A: Or else you are not teaching English, right?

B: Ok, as a lecturer, what do you think are your strength?

A: Ok, after being teaching for 11 years, my strength that I would say that erm: I--so far when I find my students were able to achieve their confidence level in using the English language er: they--they'll be able to speak in front of their friends, so er: by through--through the practices that I've done with them er: and I feel that my strength is that I'll--they'll be--they'll be able to become more confident is when I'm giving them the confidence to speak. So my strength that I after been teaching about 11 years, I'll be able to make them aware that by using the English language, it doesn't that you are erm: you are--you know--to--to motivate them. My strength is that I--I--I'm able to motivate them. Erm: that's the thing.

A: So you're talking about strength, what about your weaknesses?

B: My weaknesses, erm: there are a lot. Ok, so when you talk about teaching, ah: yeah my weaknesses would be looking into--into how to tackle students which is er: good. There are consider as good., is very challenging. Er: and--and those who are nt good in the same class. Ok, mixed ability is very challenging so I find to certain extend that I'll not be able to cope er: that is my weaknesses. My teaching strategy.

A: So what do you think er: the steps in order to improve in your teaching to overcome your weakness?

B: Oh: from time to time, I need to like to always update myself with the current technique of technologies yeah especially as you know that nowadays erm: by using quite a number of software that attract them ok, they--when talking about English, they'll need these technologies to be in the classroom. If not, they'll either whether they are good or er: you are talking about this mixed ability students, they'll--they find that teaching would be kind of boring. So when that thing happen, so our purpose of letting them to learn the language will fail. So therefore erm: for that I've taken an approach by going through or learning new techniques, new erm: software that can be used in the classroom. E-learning so on and so forth.

A: So, e-learning is still on here?

B: Yeah.

A: Alright, that's good to hear. So, saying that you have been teaching about 11 years, right? So I'm sure you can see the difference between the 1st year that you are teaching until the 11th year now, how do you find English language in general?

B: Erm:

A: In polytechnic or even in Malaysia in general. So how do you find it...is it becoming...

B: Better

A: Or it's up to you. How do you:

B: So far, after being teaching about almost 11 years, when talking about students' polytechnic level, erm: yeah, they have improved. I think this is the effect from the PPSMTI that they have done in school, ok. They have done something and is er: we can see when they enter erm: example like PUO or polytechnic system, these products of PPSMTI they'll be able to learn the language er: it doesn't--I'm saying that for example. Previously, the students are--they have a very low confidence in using the language, but now after the PPSMTI, you can see that when they er: enter the university er: polytechnic or university level, I think, they're--they're level of confidence has increased and they are more of er: they are better much much better compare with before PPSMTI. Ok, so when we approach them, in--in the classroom, they are--they are erm: their ability can be seen and their readiness to learn also can be--can be seen altogether.

A: Because of the English better, do you think that before this you might code-switch more compared to now?

B: Yes, that's true. Ok, before this, yeah it's true.

A: Alright.

B: It's start from their schools years *la*. Whatever things they've done during their school if they are strong enough then when they've moved to the higher level, so they will have a good proficiency but if it doesn't if they don't have a good strength er: a good platform or their proficiency is low er: in schools, so the result be seen especially in er: when they enter the institutions. So previously, I've--I have to admit that lots of code-switching. But now, ok, I'll say that the number of code-switching is lesser...lesser compared to the previous.

A: So meaning, you are using code-switching more of--on the weaker students not on the er: better students.

B: No. It depends--it depends on the situation ah: code-switching happen because it depends on the situation.

A: Ok.

B: Ok. And also the activity that we're doing.

A: Alright.

B: So let's say if we are doing a group work, ah: less code-switch because the students are discussing. When they discuss among themselves, so they'll be able to understand better when their friends explain but when the activity for example like individual task, er: or pair work sometimes, we'll mix erm: most probably there will be time that we put them together with those who are also weak. So therefore, the--it will come to a point that er: these students have to--I have to code-switch, so that my lesson can be achieved.

A: Ok. Alright. Thank you so much for this interview. So if you have anything else to add or clarify, you can contact me further.

B: Ok

A: Alright, thank you so much.

B: Ok. (13:21)

ii) Poly A Lecturer B Transcriptions

Transcription of Classroom Observations

Recording No.: 4
Date: 9/9/2014 (Tuesday)
Time: 10.00-11.00am
Class: DKB 5
No. of Ss: 25
Level: Mixed ability
Age range: 20-22 years old
Topic: Job Hunting Mechanics (Cover Letter)

**Notes:*

T: Lecturer
Ss: Students
(.) short pause
(0.2) 2sec pause
[overlapping speech occurs
↑ rise in intonation
↓ drop in intonation
-- change of the topic/rephrase/repeat
:: elongated speech/ stretched sound
= latched speech, a continuation of talk
() words spoken here were too unclear to transcribe
(()) transcriber's description
Ø no talk, ambient noise
U N capital & space for acronyms
red Malay words
' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

((T had small talk with the students before starting her lesson - 00:00 to 00:40))

T: How many of you did the cover letter?

Ss: Everybody

T: Last--Thursday, what did I say? What did I say last Thursday?

Ss: Ah: you explained about the advertisement, the

T: See. I haven't--I haven't gone into cover letter yet. I just explained on the resume, right? Resume, advertisement. (0.3) Did I do anything on cover letter?

Ss: *Sikit.*

T: What did I do?

Ss: Er: er:: introduction, instructions ()

T: That's all part of the instructions, right?

Ss: Yeah

T: That is just instructions. I was explaining

Ss: We are so advance

T: So, hold on first, because you need to know how to do the cover letter.

((Lecturer getting ready with her slides and to start her lesson - 1:55 to 3:30))

T: Class, are you ready?

Ss: Yes

T: So er: I'm going to give something--I'm going to give you something good on cover letters. I think I mentioned this last week. A cover letter is as important as a resume. In fact, a resume, you should accompany with a cover letter. You cannot just send a resume with your job ad. And the cover letter is actually like a shop assistant (0.2) when you want to buy a product, a very complicated product, let's say a hi-fi set, you don't know how to--you don't know how it works. So you need a shop assistant to explain. Give you brief explanation on the er: features of the product. So without the shop assistant, you may probably don't even know which one to buy. Which model to buy or which one is good. So, the...the resume is the product, ok. And the cover letter--the shop assistant is the cover letter. So the cover letter highlights the important features of the resume, ok? So that's why a cover letter has to be: (05:00) done has to be written well. Because we know that if you don't write a good cover letter, most probably er: the employer the potential employer may not want to look at your resume because you have given a bad impression, ok? Ok, let's look at some of the things about cover letters. (0.6) Er: what is cover letter?

Ss: Cover letter explains the product

T: Cover letter expresses your interest in the job and in case the qualification er: reveals your qualifications for a position to a prospective employer. The word prospective means the one you are going to work for if you get a job. Prospective. So:

Ss: Company

T: Yeah, it's actually a letter that says how much you are interested in the job, ok. And this cover letter will accompany your CV. (0.5) Since it is a very important letter, which should it accomplish? Er: .as I said, it should highlight or introduce the main points of your resume. The main points. The resume is full of the tips--information. The cover letter will just extract some important points and mention in your--in the cover letter. It should also help you to sell your qualifications. It's like a promotion isn't it? Sell promotion to the prospective employer. (0.2) Ok, what should be in the cover letter? Er: the header or the top part of your cover letter, it should address it to a specific person, means you need to find out who is this person you are going to write to. Sometimes it's just given as a Human Resource Manager. It's fine. (.) I mean it's fine if you just address it to a person by its designation or title. But if you want to be more personal then you--you can phone the company and find out who is the Personnel Manager your are writing to, ok? Do you think it is er: necessary?

Ss: It's more beautiful when you put

T: More beautiful? More personal, right?

Ss: Yeah

T: Let's say if you received a letter with your name in it--on it. Do you feel like this person knows you, takes an effort to find out your name. So that will give you--make you different from the other candidates. Ok? (0.2) So try to do that in your real life. (0.3) Ok, what is the first thing you must do before you write the letter? When you see the advertisement, what's the first thing you must do?

Ss: Position of the:

T: Yes, you need to some kind of research. Yeah, you need to find out the background of the company. What else?

Ss: Position--position

T: You need to find out about the job itself. What kind of job you--you're going to apply and the job scope if possible. Some advertisements they mention the job scope. It's good to find out more about it. And then what else?

Ss: Qualifications

T: Yeah, what other qualifications that are required from you and what skills. Qualifications doesn't mean just your: like paper qualification like your Diploma. Maybe there's more than that. How much of work experience should you have. What are the skills and strengths that (.) they: are looking for. And all these can be--can be found, I mean some of this information can be found on er: (0.3) you can actually if you can get the companies' reports (.) or you can get some of the newsletters, magazines. You know some companies produce their own magazines. Then or now of course with the Internet, you can just click er: you can just go to Google and check on the company's background. So it's very easy. Those days I think it's difficult. (0.4) Ok, so we go straight to the introductory paragraph. Ah: just like essay, the first paragraph is very important. You should try to grab the attention of the reader. Who is the reader?

S: The company, the Resource Manager

(10:00) T: Human Resource Manager, the one who's going to read your letter. So how do you grab his or her attention?

Ss: Interest, strength

T: Tell me about your strength.

Ss: Er: strength on qualification.

T: Another words, straight away tell him about your--what you have to offer.

Ss: No

T: Then?

Ss: Er: interested

T: Tell them what interested you are in the job. Why you are interested

Ss: Tension--tension.

T: Don't tell how you feel, what potential that you have. Ok, yes, you will tell them everything that you have said in your letter but the first paragraph?

Ss: Interested

T: That it is stimulate interest, then why you are--you are appropriate for the job. Ok, and then make it clear to the person being addressed. Make it clear as why are you applying--why are you applying. Most probably you are applying because you are really interested in the job or in the company.

Ss: To develop skills

T: Yeah, that one will come in the second paragraph, ok? So the rest of your letter, I would look at it. (0.4) Before that, let's look at what is a solicited application letter. You know that there are two types of letters? One is called solicited. The word solicited means, letters which are written in response to advertisements. That means, this company has advertised on things (0.2) this company has advertised the vacancies and then those who have seen the advertisement, will apply. So, this type of letter is called solicited, ok? And er: so if you are--if you are writing in response to an advertisement in which you are going to do (.) for your assignment, then we need to mention where you learn about this company, where you saw the advertisement. You need to mention that in your letter, ok? So can er: can someone read these examples? (0.6) Who would like to read? I believe=

Ss: =I believe that my knowledge of investment banking and my good communication and leadership skills make me a strong candidate for the position of Finance Executive that was adverti...advertised on Jobstreet.com last Saturday.

T: Yes, so this can be an opening--the first paragraph for your solicited letter. Why is it called solicited? Because (.) why? Why--why--how do I know that this is er: er: paragraph for solicited letters?

Ss: Mention about the--where did it advertised.

T: Yeah, where you see the advertisement., Jobstreet.com. Last Saturday, if you are writing today last Saturday, will be just a few days ago.

Ss: Before 10.30

T: Yeah, you must have a date for your convenience. You can also mention the date on the--ok, that of course er: of course we also have the other of letters which is called unsolicited letter which you will write later when you graduate and er: you find that how come I've never seen this kind of advertising. So, you--you need to take the first you need--you need to be proactive and write to company as many companies that you...you would like to work with and write this kind of letter that you are going to write for unsolicited. So the company did not--the company does not--does not advertise. The company does not say that once you would like to work again. But you write and ask them. Ask them whether they have any job or any vacancies suitable for you as a polytechnic graduate. So--so unsolicited application letters are written to companies that have not posted job advertisement. Ok, so it is important to gain the readers' attention and persuade them that you can contribute to the company's boost. So, this a letter of persuasion where you need to persuade, you need to convince the (15:00) person, that in case, there is an opening, please consider me. Please look at my letter. So, most probably if you are a potential candidate, the company thinks that you are potential, they will K I V you. You know, they will keep your letter and then once there is a vacancy, how do you--how does the company has a vacancy? (0.4) Tell me. Like for example, now they are full, they have enough staff but when--what situation is it they can have a vacancy?

Ss: They want to open a new branch

T: Ha:when they open a new branch, what else?

Ss: Retired

T: When someone retires, but that person must be--not--not a new experience, old, someone maybe not retired.

Ss: Fired

T: Fired? When someone is fired.

S: Fired *hampir macam...*

T: Ok, when someone resigns. (0.3) Then, there is a vacancy. What is vacancy? *Kekosongan*. So from there you ah: you might be considered the job. So that's why is important to try to apply, I mean not apply, to write letters to many companies upon graduation. Otherwise you completed your studies, it's good to ah: take this step instead of just waiting for companies to advertise. Ok, can someone read the example?

Ss: As a member of one of the fastest growing banking organisation in the world, you have a company that is established. I'm a recent polytechnic graduate with as specialisation in banking & finance & budget analysis areas.'

T: Yes, so this is a question isn't it? But in the question, you'll find that there are a few things mentioned here. This person knows what kind of company it is ah: it is a member--this bank is a member of one of the fastest growing banking organisation in the world. It is a very established company and then er: he wants to work in the analysis department, he is a recent polytechnic graduate. He specialises in banking and finance and he has some experience in budget analysis. So, all inside, right. So many in.

Ss: In finance

T: Yeap. So, this can be really catchy, isn't it? Do you have anything for me? (0.3) Of course there are many ways of writing. Any questions so far? (0.2) So, you already learn that--there is such things as solicited and unsolicited letter. What you are going to do is writing a solicited application letter, not the unsolicited. (0.4) Ok, remember er: after

the introductory paragraph, you have the er: we called it the body paragraphs. So, what did you write in the--the 2--next 2 paragraphs?

Ss: Work experience

T: Yes. You highlight your work experience plus your qualifications, anything else? Maybe your achievements, your skills, your strengths, all these can be written in the next 2 paragraphs. Skills, strengths, work experience, qualifications, special project, achievements. Achievements can be if you are the: top student and what else? If you take part in a project, and it is very relevant to the job that you are going to apply, use them. Highlight the strongest qualifications for the position for which you are applying. Strongest qualifications. Of course here you don't mention your SPM anymore ha: Diploma is your highest qualifications. Whatever that is--that is relevant to the job, you should highlight it and another thing is you must refer to their advertisement. In an unsolicited letter, you actually do not really know what they want, but in er: solicited, they listed for you what kind of skills they are looking for. You should, what kind of strength er: you know strengths, what kind of personality. For some jobs, you know, they want someone who is very friendly you know, especially like customer service, someone who is pleasant. So, go back to the advertisement. Look for the--(20:00) look for the requirements in the advertisement. (0.3) This advertisement is very important ha: so that--so that you still find that you are the right person. How to know whether you are the right person?

Ss: Requirement

T: Yes, in the requirements. (0.2) First of all, you have a Diploma in Finance & Banking (.) from a recognised institution like from Ungku Omar Polytechnic. And then secondly, what is it? (.) We are able to evaluate?

Ss: Soft--problem solve

T: It can be your skills. Ah: is it soft skill or hard skill?

Ss: Soft skill, both

(0.2)

T: Ah: the second one, is it soft or hard?

Ss: Soft, hard

T: Yes. Probably this job requires you to--you need evaluate, you need prioritise and solve problem. Ok, so it is part of the job. So if it is part of the job, it's a job requirement, then it is a hard skill. And then the third one, good in time management (.) hard or soft?

Ss: Soft

T: And able to meet tight deadlines. So this is talking about time management er: punctuality and er: able to meet deadlines. That means you do not procrastinate. You are not the type who put on hold

Ss: Last minute

T: Or last minute kind of worker. Are you? Are you a:

Ss: Yeah, sometimes (Ss laughing)

T: In this job, you cannot afford that you cannot say ok 'never mind', the boss will understand. You know, you cannot say that ah: you need to be on time in any project. Erm.,the fourth one. Excellent interpersonal skills and able to work well with all level of people. Under categorised under? Soft, isn't it? Anything to do with people is considered soft ah:. So, excellent that's the keyword. Not just good but excellent. So do you--do you think you have excellent interpersonal skills? Some of you may have, but how about able to work well with all levels--all levels not just certain level, your colleagues but all levels. From the top management, right down. Can you? So this type of er: requirements, are equally important, as important as your Diploma, ok? Computer literate. Computer literate means you need to know how to use the computer. The

advertisement does not say what kind of er: program or software you must have but at least you know the basic. If they--if it is the requirement, they would mention the name of the programme. But I think basically, er: you need to know Microsoft software (.) and maybe some of the banking software. (0.2) Ok, and the last part, before employers do you--how do the employer get you, you have enclosed the resume. (0.5) Any questions?

Ss: No

T: Look at your letter since you have done the letter. Ok, look at the letter and see whether er: is done correctly according to the--why are you keeping it? Correct it now? You want me to correct it now

((Ss laughing))

T: So special. I will do it--I will do it. So, but, look--look at it ah: how many pages--how many pages?

Ss: One, one

T: You adjust--just one page. I'm sure you can do it.

Ss: ()

T: Let's continue. Detailing your experience means? (0.2) Detailing your experience is? (0.2) Providing details for your experience ah: working experience. Ok, the first one, show in bracket, don't tell ah: don't just tell but show the employers your qualifications. In other words, prove it ah: what--what er: what support your qualifications with proof or evidence. (25:00) Includes specific credible examples of your qualifications ah: So, the keyword here is the:

((Ss knocked on the door and came in late))

T: Where were you?

Ss: Print

T: Oh...we have a guest. (0.5) Where did you go?

Ss: Printing letter

T: Come again

Ss: Printing letter

Another Ss: She print out the letter

T: Oh: you went to print? Not necessary actually. (0.3) Ok, it's ok. But don't be--next time, let me know first ah: before you go out. Ok, er: includes specific credible example of your qualification. Meaning that, be specific ah: when you mention your experience or your qualification. You've done? Don't put it in a general sense. Try to be very specific everything, ok? So, how to be specific? Use numbers, names of equipment. This one is for engineering or names of software, banking software that you have used or features of a project that you have applied to the job. So, remember this. We do not want general statements: in the letters. Try to be specific. Ok, let's look at one example. In this example, so far I tried to cater it to your: banking and finance skills. But of course there'll be one or two who's er: in engineering field. Ok, can you read it? (0.5) Sharifah. Louder--louder. Louder please.

Ss: 'As a banking representative at a bank, I provide

T: Provided

Ss: provided quality customer service while doing the sales of product to customers. I also handled outwards 20,000 a day and was responsible for balancing the bank'

T: Yes, so, can you see? What so er: special about this?

Ss: Specific about handling the:

T: She's responsible.

Ss: Has experience in banking

T: She has experience?

Ss: From working

T: Ok, now let's look at the first one. I provided quality customer service--I provided quality customer service.

Ss: Soft skill

T: Yeah. But what is the: difference about her sentence is over quality.

Ss: Best

T: Everyone in this line will provide customer service, but she mentioned it as quality. That means she is set a--she's a

Ss: High

T: High standard person ah: whatever she does, she will er: make sure there is quality, ok, while promoting. So she--while promoting, she can also mean that she's doing two things at one time. So, you can say that she's multi-tasking. Multi-tasking is?

Ss: Can do two work in one time

T: Ok, yeah. She can handle two things or more than two things yeah. 'I also handled--I also handled outwards 20,000 a day and was responsible for balancing the bank.' So you see, she's a very capable person. This is talking about your experience. From the experience, you can deduce and say what kind of person she is, what kind of worker. If you are, I believe that if, as a student if you are the responsible type, you are also be responsible in your work. This kind of--this quality is don't change, as a person. Ok, any question? So remember your work experience need to be specifically detail. Cannot be too general. (0.4) Using active language, er: what are the don'ts yeah. Don't be vague. What's vague? (0.2) Ok, don't be vague in your description.

Ss: Over

(30:00) T: Over what?

Ss: Over describe

T: Over describe? Don't be vague. (0.2) 'I worked as a forwarding agent at Air Asia.' Is that consider vague? Vague means *kabur* you know *kabur*? Vague

Ss: Oh:

T: So, 'I worked as a: forwarding agent,' although it is true, 'I worked as a bank executive or whatever.' It's true but what do you do? What do you do as a forwarding agent ah:? Or is very general. Not specific. Don't use weak verbs. Such as endeavour, tried, hoped and attempted. So, all these words are also vague. They are--they are not specific. They are not er: active. They called it you know, it's just like I hope--I hope, I tried or I attempted verb ah:. So, we are attempted to attract customers. How did you attract? How did you do it? That's what we want to know. (0.2) Ok? You use strong--I mean, you use active verb. Don't use

Ss: Sexist

T: Sexist language such as chairman and manpower, ok. I don't know whether this is applicable to you er: in letter writing. Here, erm: it's good not to use sexist language. That means, don't offend another sex. Another sex can mean the: in this case the women. Do--would you say the chairman? Don't know, you said. It's not fair you know, there are people who do things are women.

Ss: Oh:

T: Why you use the word chairman?

Ss: For men.

T: Chairwoman isn't it, instead of chairman. Why not you just use the word chairperson?

Ss: Chairperson

T: You see, all will be very happy because is not sexist. And manpower--manpower.

Ss: Human power

Ss: =Simple sentences

T: Topic sentences. You know what is topic sentences?

Ss: Yeah

T: You have topic sentences in yours?

Ss : In here

T: That is subject heading.

((T read one of her students' letters)).

I noticed that is not already have a topic sentence. I mean this letter I read. So, a topic sentence actually is a sentence at the beginning of a paragraph that tells (.) what a paragraph is about. Why you make it a dot dot? If you are going to talk about your qualifications and experience, and mention that in the 1st line of your paragraph.

Ss: I am writing to

T: That one is introduction.

Ss: Oh I see, you have to mention the (.) main points

T: Yes, you have to tell (.) in the topic sentence, what your paragraphs about. Or (.) the topic of your paragraph.

Ss: Topic?

T: So ah: if you are talking about skills and strengths, then mention that in the topic sentence. Ok, you need to re-write it. Re-write your letter. Actually, (0.5) this topic--this word topic sentence is not er: nothing new. We always er: use in essay writing especially for MUET, you know, we always tell the students, that we need to have topic sentence. What--it actually, it doesn't have to be at the beginning of the paragraph. It can be somewhere around, but normally is at the beginning. So that from there the reader can--they are guided. Oh: this paragraph is about (0.2) for example, it's about the effect of something. This paragraph is awareness of something. Then only you give the (.) details. Ok? (0.3) Ok, how do you conclude the letter?

(0.5)

Ss: Provide the summary

T: I'm sure your letter and resume is not just for them to read and see only. It defeats the aim (40:00) for writing the letter. What's the objective? Class, why do you write a letter?

Ss: To get a job, to promote

T: To promote yourself and then that's it. Finish?

Ss: For the (.) job

T: Because you want to be called for an interview and most job require er: you to attend an interview. Most jobs. So that's why you write the letter to convince them that they are the (.) potential candidate for the job. So, but then it's still not over yet ah: going for an interview doesn't mean that you will get the job. (0.2) It's just the next step (.) to get a job. But it is an important steps because there are people who will fail the job interview. To the--if you don't receive any reply from them, it means that you are not=

Ss: =Qualified

T: Qualified for the interview. Ok, let's look at how you can conclude your letter.

Ss: Provide your contact no., your

T: Can someone present that section? Ask your neighbour. (0.3) What's his name? Simpson?

((Ss laughing))

Ss: 'I would welcome an opportunity to discuss my qualification with you if you are interested. Please contact me at 017502602 before 11am or feel free to leave a message.'

T: Yes, where to leave a message?

Ss: Fax, WhatsApp

T: So this is actually a modern day ah: before this, I don't think you can write 'leave a message'. Now with the handphone, with your handphone no., they can leave a message. Ok, so 'I would welcome an opportunity to discuss this.' I supposed earlier on you have said something. 'And other qualifications that you (.) are interested. I you think that I am the right candidate, please contact me.' Can you see--do you see any word er: anything about interview in that sentence?

Ss: No--no

T: So there are many ways for asking for an interview. You can say erm: please grant me an interview and you know or you can say

Ss: Discuss my intention

T: Yeah, the word to discuss means you want to meet face-to-face. (0.3) Ok, is it ok to tell them when you are free?

Ss: No

T: 'Contact me at, before 11am'. Is it ok?

Ss: No, before 11am *tu macam berahsia sikit*

T: If you don't tell them, what if they contact you when you are having a meeting or a class or:

Ss: It's ok

T: It's ok isn't it. It's just that any time before 11.

Ss: You can leave a message

T: To leave a message. So, it's good to give specific instruction to the employer so that they know what to do (0.2) and the won't *kacau* you.

Ss: Sorry *kacau*

T: It's not nice to be interrupted in the meeting. Let's say you are the person--the person chairing the meeting--a meeting and then there's a call from the company, it's not nice isn't it ha:? So be specific about how the interviewer should contact you and say thank you. (0.3) Erm: (.) this one is about the--the design. Actually, there is no--more than one. It says coordinate the design of the letter with the resume. That means, your resume and cover letter should have the same design. If you are doing some design. If not, then it's just a normal cover letter. Some people put some design in the resume so the cover letter and the resume can be the same design. Simple design. (0.5) What are the key points to remember, the last part?

Ss: Elaborate information

T: Make sure you (.) elaborate, elaborate means?

Ss: Tell about

T: Provide more details ah: instead of just making general statement. Evidence of your qualification? To provide evidence meaning?

Ss: Certificate

T: No--no it's not--it's not about enclosing the certificate. No, it's just that when you (45:00) mention that you have Diploma, can you tell more about your qualifications yeah.

Ss: Subjects

T: Probably the relevant subjects or something about your: achievements. Proof-read. This is very important, when I look at your letter, I just have to have one look (.) and I can see all the mistakes.

Ss: Oh no: *takutnya:*

T: I have able to evaluate--I have able to evaluate--I am able to--'I am good at time management.' (0.5) 'I am proficient in variety of computer literate.'

((Ss laughing))

T: Look at this! 'I am proficient in variety of computer literate.' Er:

((Ss laughing))
T: What's that? (0.6) And 'able to deal with client.' One client?
Ss: With 's'
T: There's no such thing as the finance field (0.3) in the finance field
Ss: Financial
T: Cut and paste?
Ss: Eh no!
T: Copy and paste? Same mistakes!
Ss: No!
(0.5)
T: Ok, actually if you have copied it from somewhere, make sure you copy properly.
((Ss laughing))
T: Don't pick up the mistakes. Ok, this sentence 'I very much hope--I very much hope you will invite me for an interview'. (0.3) 'I will--I very much hope' why must you very much hope? 'I hope'
Ss: *Maksudnya sangat berharap.* 'I hope you will invite her'
((Ss laughing))
T: Most of you actually, most of you--forget your this small letter. Find a letter which is very important. You know that?
Ss: 'a'
T: Article 'a'. A lot of you don't realise that you need to put it, when necessary ah: for example, industrial training. (0.3) Er: 'I have done--I've done 4 months industrial training.' You must say 'I've done'
Ss: 'a'
T: 'a 4-month'. (0.3) 'I've undergone--I've undergone or I've done'. But that 'a' is very important
Ss: Month not months?
T: Why because training, (.) we are describing the training 'a 4-month training'. Later, I will check. So, the aim of writing--the aim is to make your letter error-free.
Ss: Yeah
T: Error-free means I cannot even find one tiny mistake. So that is your aim ah:. And check for typo mistakes. Typo means, glaring ah: not tiny mistakes.
Ss: Check mine
T: I need to check some, I need to check. So, what I want you to do is er:
Ss: Pass up
T: No, I want you to hand-in now, I want you to make your partner look at your letter.
(50:00) Ss: My partner always same, copy!
T: Look, not only for (.) er: content, format--format, content, language. Language part you can check for grammar mistakes. If you notice any mistake, please correct it or highlight it. Circle it. Can you do that?
((Ss continue checking their partners' letters - 50:30 to 51:16))
T: Ok, can you exchange it with your partner? (51:23)

Transcription of Interviews

Recording No.: 5

*Notes:

A: Interviewer
B: Interviewee

A: Good afternoon.

B: Yes, good afternoon.

A: Thank you for agreeing to talk to me. Ok, as you know the purpose of my research is to investigate the use of code-switching among the English Language lecturers in the Malaysian Polytechnics. Therefore, I would to have some views on your own practices in the class and how you use code-switching in the classroom. So, it will be confidential and only be used for his research purposes.

B: Ok.

A: Ok, I'm sure you have heard of code-switching before, right?

B: Yeah.

A: So what can you understand, or what did you know about code-switching?

B: Ok, er: I think code-switching is when you switch to another language while you are using one language, one particular language and then without realising it or...unconsciously you just use another word er: I mean, a: either you explain the word in other language or you continue the sentence with another language.

A: Ok, so did you notice that you code-switch during the lesson just now?

B: Yeah, I did: a few times.

A: And based on my observation, there were only a few code-switching.

B: Aha:

A: Why do you think you do it?

B: Ok, the reason why I did it is because err...because I wanted the students to understand the word that I used for example 'vague'. I find that when I asked them what's the meaning, they didn't understand, I mean they couldn't give me the right meaning. So, for I think the best way is to tell them in Malay so that they can get it.

A: So do you, was it a planned one or an unplanned strategy that you used?

B: It's not planned. At that time, I just er: wanted them to understand it fast.

A: Ok. Is there (.) any other alternative that you could think better rather than code-switching at that time? So do you think code-switching is better to do it during that time?

B: E: maybe at that particular time I was I remember the word in Bahasa so I just used it. But if I can explain it, er: in English, I would. But I think it was bit difficult to explain...in English.

A: Yeah, and it can actually saves time, is it, you think so?

B: Yeah, save time.

A: Ok, so what is your 1st and 2nd language that you used normally? Your 1st language will be English and...

B: No. Ok ((clearing throat)), at the moment, I use English most of the time with my family, but before this before I (.) actually started a family, I--I also used Malay with the--my own family.

A: I see, ok.

B: But, I still use er: Malay when I go back to my hometown.

A: That is still consider as you 1st language?

B: That's my 1st language. That's my mother tongue.

A: Ok. So what subject are you teaching here?

B: Oh: I only teach English.

A: So, how long have you been teaching?

B: I've been teaching for 27 years.

A: Wow! Ok, that's a lot. So most of the time, you use English?

B: Yeah. Because since I started teaching, I--I don't think I've taught any other subject apart from English. Maybe just a once or twice short still on Moral Education.

A: Ehm: do you think that what you did like just now, code-switching will benefit the students or actually it will have a negative impact on the students?

B: Erm: I think it will benefit them because er: benefit them in the sense that it will save time for me to explain but er: if they expect me to teach everything in English, it won't look good on me. But, however I think my students don't mind if I code-switch.

A: Do you consider yourself to be proficient in English?

B: I think so

((Laughing))

A: Alright, as a lecturer what are your strengths?

B: What about my strengths?

((Laughing))

A: Overall, generally.

B: Related to teaching?

A: Yeah.

B: Related to English?

A: Ehm: English teaching or teaching whichever subject

B: Ok. I--I still have a--I still love teaching even after so many years of teaching. So, when I teach, I probably put my whole heart into it and I care for the students whether they learn whatever I'm teaching, they gain something from it. So, probably I can say that er: I'm quite, I'll make sure or I'm quite responsible in making sure the students gain something from it. And, I--I'm quite serious about you know, doing this. Maybe you can say I--I teach with my heart.

A: Auww: that's nice.

B: I do care for what I do: whether the students gain something.

A: Yeah. Because I can see some lecturers they would rather consider finishing their syllabus rather than their students' understandings, right? So you are putting more of your students'

B: Interests

A: Interests first rather than yours, right? Ok, so you have your strengths, of course you have your weaknesses.

B: Yeah

A: Ok, what do you think are your weaknesses?

B: Ok, my weakness er: my weakness, ok physically I think my voice is the weakness. A lot of students have complained, a lot of observers also complained that I don't have a loud voice to er: that's why because of this, I find students tend to er: lose concentration and they start to chit-chat. They start to do some other things. And I'm also quite soft-hearted, so that makes me not a good, I mean is not good (.) I find it as a weakness because (.) they sometimes they are not serious in their work because of me. And I'm not very stern, very strict on them. So I think that I can--if I can will be stricter with them. Probably they will listen, they will do their work better than what they are doing now.

A: Ok, what do you think of English language in Malaysia in general? Do you think the level is good or?

B: Well er:

A: Is it deserve to be a second language or....anything, that you can find. Is it important?

B: Ok er: I feel that it is more important now than before. Although I--I can sense that I'm not sure whether the students' language--the students' proficiency has been improved. I'm not very sure, but I can see that in some ways they have improved that

er: where er: vocabulary is concerned, they know more words than before partly because some of them have done Math and Science in English. They are more exposed to new terms and all. But in terms of speaking, er: speaking communicative ability, I still feel that it is almost the same as before.

A: I see

B: So the main problem--the main er: I mean if you want to improve we should concentrate more on their communication skills, I mean their speaking. Because the--the in terms of word power, improve a lot compared to those days.

A: Not enough practice I guess.

B: What was the question again?

((Laughing))

A: How about English in general?

B: Ok. Generally I think they have improved. Generally.

A: In terms of, I mean vocabulary and all

B: Yeah

A: Ok. So do you think that (.) you code-switch before more compared to the students in the new intake or is it more or less the same?

B: More or less the same.

A: More or less the same.

B: I code-switch not because of their proficiency, is weaker now. It's just because I think at that time I can use another word to explain better. So that's the

A: Ok. So that they understand.

B: So those days I also code-switch for this same reason.

A: I see. So that it doesn't matter whether they are weak students or (.) you could still (.)

B: I supposed if the class is weaker that means they don't really--I mean there are some classes which are not. I mean most of the students are not as good as the other class. So if I find that this class, most of them are weak in English, then I would code-switch more often because my objective is to make them understand. So, I would do that. But, so far, I have not encountered a very weak class.

A: Alright, I think that's all. Ok, thank you for talking to me. So, if you have anything to clarify or anything else you want to add on, you can just contact me. Alright?

B: Ok.

A: Thank you.

B: Ok, thank you. (09:46)

iii) Poly A Lecturer C Transcriptions

Transcription of Classroom Observations

Recording No.: 8
Date: 12/9/2014 (Friday)
Time: 12.00-1.00pm
Class: DUT 5B
No. Of Ss: 21
Level: Mixed ability
Age range: 20-22 years old
Topic: Job Hunting Mechanics (Cover Letter)

**Notes:*

T: Lecturer
Ss: Students
(.) short pause
(0.2) 2sec pause
[overlapping speech occurs
↑ rise in intonation
↓ drop in intonation
-- change of the topic/rephrase/repeat
:: elongated speech/ stretched sound
= latched speech, a continuation of talk
() words spoken here were too unclear to transcribe
(()) transcriber's description
Ø no talk, ambient noise
U N capital & space for acronyms
red Malay words
' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

T: Ok guys, so we are moving on to the 3rd step. You have you er:: what your:: job advertisement, and then you have come up with your resume. And then we are moving on with ↑your:: ?

Ss: Cover letter

T: Cover letter. Ok? (0.2) So what is a cover letter? Again? Ok (.) read in front. A ↑way::

Ss: A way to (.)

T: To tailor qualifications to job opening. Ok, look at the word there 'tailor qualifications' in red. So the word 'tailor' means (.) what?

Ss: Someone who makes clothes.

T: Someone who makes clothes? In terms of a:: cover letter?

Ss: Specially for someone

T: So which one? A or B? Tailor:: ?

Ss: B!

T: Tailor is a-- a what? Is a you can made ↑of:: =?

Ss: =Especially

T: Actually a cover letter you made (.) especially because you want ↑to:: apply for ↑the=

Ss: =Job

T: Job. Ok, good. (0.2) Ok, so in cover letter, these are the things that you need to include between the job that you want to apply, what is your ability that you have in order for to apply for the job, what are the knowledge that you have. Remember that you have learnt on skills and abilities?

Ss: Yes

T: So basically, these are the information that you need to include, ok. So cover letter is actually:: a what?

Ss: A summary of a resume

T: A summary of ↑a:: resume. Ok, when cover letter complements ↑your::?

Ss: resume

T: ↓resume. True or false?

Ss: True

T: Complement means?

Ss: True

T: Complement means?

Ss: Er (.) ()

T: Complement means what *pujian*? No

Ss: Certification

T: Ok, you have your resume and you need your cover letter. Your cover letter is a complement for your resume. Means?

Ss: To support

T: Ah:: to support ↑your resume, ok? So, er (.) cover letter basically is ↑a summary. You have all:: the details in your resume, but the summary has to come up with your cover letter, ok? Are guys ok?

Ss: Yes--ok--

T: Means only right yeah-- ok

((Ss laughing))

T: Ok, so the objective of the cover letter is ↑to=

Ss: =Generate

T: Generate interest. So that:: ok, er the--your future boss might go through your cover letter and read your details, summary of your qualifications and everything before he move on to ↑your:: resume. So, you create the interest there. Maybe when he did--later or ok--this guy has all the things that I need but maybe I should look more details in his or her resume, ok? (0.3) Ok now we are going on with the tips, ok and how to write a:: perfect--perfect cover letter, ok? Tips no. one, ok? To address the right =

Ss: =[Person

T: =[Person because basically when you go online to Jobstreet for example ok, er you find the article or the job advertisement and the you want to know who should you send the letter to. So you go to the ↑company's:: website to know what actually the name of the person so that you can be specific in your letter. Basically, you want to show that you just actually have the effort to go online and search for ↑the specific person rather than stated there ah 'Dear Mr HR' that's it. Ok, make sure you try to be specific. Who is in-charge of ↑the=

Ss: =Interview

T: Job application. Ok, with that can we move on?

Ss: Yes

T: Ok, tips no. two, to make ↑your cover letter:: ?

Ss: Concise

T: Concise? Consist? Concise? So what does it mean?

Ss: Don't over-write

T: Don't over-write your cover letter. Make sure it's simple but all the information is there. Ok, don't write about four pages. Kindergarten I involved in playing football, and then primary school still football and then secondary still football, tertiary also football. Just make it short and simple. Include only the important information because the rest they can refer back to ↑your:: ? To ↑your=

Ss: =Resume

(05:00) T: ↓Resume. Ok, good. Ok, tips no. three, never::?

Ss: Re-use your cover letter

T: Your cover letter. Basically, er:: most of the students will have this habit. Ok, you are very lazy, ok *malas*--copy paste. That's it. Ah ah:: on top of that '*Persiaran Cempaka Sari*, I am *Mohd* bla bla bla having a Certificate in--Yours sincerely Azida'.

((Ss laughing))

T:Up there '*Mohd*', down ↑there '*Azida*'. Clearly show that you ↑copy and =

Ss: =Paste

T: ↓Paste. So you whenever you want to apply for a new job, make sure ↑you:: make a ↑new=

Ss: =[Cover letter

T: =[↓Cover Letter. Ok? Don't copy and paste. (.) Ok, so what are information that you include in paragraph ↑one? (.)

Ss: To tell::

T: To ↑tell? To HR how you learn about the:: company, which mean-- How do you know there is a job vacancy then?

Ss: ()

T: Ok? And then, maybe you can say that I find-- I found your advertisement from a Jobstreet. And then, no. two:: it doesn't hurt to say something nice about the company. Ok? 'Through my research I find out you are one of the most leading company in Malaysia.' So, give them some compliments even though it's just a company *cap ayam*. Ok, give them some compliments so that ok this person is interested to ↑work:: with me, ok? (0.2) Ok, in paragraph 2:: include ↑your=

Ss: =[Education.

T: =[↓Education:: qualification. Ok, make sure you have to write your Diploma and then the second one you have to include ↑your=

Ss: =[Previous job accomplishment

T: =[Previous ↑job: ↓accomplishment for example maybe you have worked during your *LI*, er:: you have erm:: you've got er:: maybe er:: the best *LI* student there. You can also ↑include, in ↑the:: cover letter but don't include the--if you kicked out from the company because (.) =

((Ss laughing))

T: =you're sleeping during the-- your *LI* there, ok? Only include the bad-- the good things into your cover letter. (0.3) And then, you need to ↑highlight:: the qualities again, the personal qualities is very important because it shows who you are, ok? And then, ↑highlight relevant professional skills. Any professional skills that you have. Make sure you include that. And then, justify why you are perfect for the job. 'I think er-- I am a very punctual person that suitable for the job as you company starts at eight o'clock' for example, ok?

Ss: Yes

T: Identify--justify why you are the ↑perfect: ↓candidate and then how: you can contribute to ↑the (.) =

Ss: =company

T: Company. Not what company can give you, but what you can contribute to ↑the ↓company. (0.5) Ø Ok, and then leave ↑a positive lasting impression for you and your letter ok, to show that you are actually eager to join the company, ok? And the--and then, draw attention so that the person who read the cover letter, read your resume. Refer to your resume and then:: before you end the letter, don't forget to (tag) ↑the person who read the letter and then ask ↑for interview. Ok? So we have two types of letter. The first one is solicited ↑and unsolicited. What is the difference? (0.3) Kamarul!

Kamarul: Yes

T: Ha: what is the difference?

K: What is the difference?

T: Ha!

K: Solicited::it's clearly stated there

((All laughing))

T: It is!

K: Solicited states why you are writing the letter, the job you are applying for.

T: So, it is clearly started there. So what--what is the difference?

((Ss laughing))

T: Ha: take your time

(0.3)

K: Unsolicited ah:: you demanding on the position.

T: You demanding on the position. Solicited?

K: You ah:: ah:: ah::

((Ss laughing))

T: Anyone would like to help Kamarul?

Ss: Liyana!

T: Liyana, any idea Liyana?

Liyana: Er:: solicited is very simple.

T: Ah::

L:Unsolicited er:: we need--I know--I want the position.

T: Unsolicited you want the position?

L: Ah: it stated the position

(10:00) T: Agree?

Ss: Disagree

T: Disagree?

()

Ss: Fikri!

T: Ha: Fikri, do you agree with Liyana?

Fikri: Yes agree enough (but)

T: Ha? Say again.

Ss: Not sure

T: Not sure? Er: can you give the differences?

(0.5)

Fikri: Ah: solicited er:: he just want to there--there to apply the position. He want er:: he want position in the company.

T: He wants the position? (.) Ah: ok, agree? Anyone has different answer? (0.3) Mus?

Ss: Mus!

(0.4)

Mus: You know about the (.) vacancy

T: You know about the vacancy?

M: Er: that you want to apply

T: That you want to apply, ok.
M: Solicited is (.) you don't--you don't know (what to apply)
T: ok, good. Did you guys get it?
Ss: Yes
T: What is it? Kamarul!
((Ss laughing))
T: Very confident, Yes!
((Ss continue laughing))
T: ah:: Farah?
Ss: *Sekali lagi Mus*
(0.2)
T: Ah: Arshad?
((Ss laughing))
Arshad: Firstly is you know about the vacancy in the company, but you want to know.
T: Ah: you don't know but you want to apply--you want to ask if there is any vacancy there. Ok? Ok? Ha: so, in your case, you are going to write solicited or unsolicited?
(0.2)
Ss: Solicited...solicited
T: Ha? Solicited. Why?
()
T: Why:
Ss: Because we don't know
T: Because you don't know?
Ss: People and company
T: You know which company and which er--what er: =
Ss: =the position [in the company
T: [Yes, position that you wanna apply, ok good.
Ss: Yes!
(0.3)
((T scrolling the power point slide))
T: Ok, basically it's almost the same thing:: your highest academic, your relevant experience:: (0.2) same thing:: Ok (0.2) ok! Let's see if you wanna choose er: what? You want someone who can cook. Which one do you prefer? The first one? Sals--Salsparila or Umi Kalsum? The first one would ↑be? 'Dear Mr. Omaro, I definitely can cook.' (.) 'Dear Mr. Omaro, I enjoyed cooking very much in fact, I have won a cooking competition twice.'
((Ss laughing))
T: So which one you choose?
Ss: Number two
()
T: Why?
()
T: So you are interested in er:=
Ss: = cooking competition
T: Because of what?
()
Ss: Simple
T: Simple? Weak also?
()
T: So now it's simple and weak also

Ss: It is good
T: Because of what--but which one that draws your attention? (0.2) Why?
Ss: Impress you
T: Impress you, which means when you write, you have to write to impress, ↑ok?
(0.3)
T: Ah: Rosalinda and Safura
((Ss reading on their own from the power point))
Ss: Rosalinda
T: Rosalinda? (.) Why?
((Ss discussing with friends))
Ss: Humble--humble
T: Humble? Ok, this I Rosalinda. Next one?
(0.3)
Ss: Jamal
(0.2)
T: Ah: (.) Encik Jamal. Another sender, which one?
Ss: Jamal--Jamal--Jamal
T: Jamal, why? (0.2) You have all the detail there, right so that you actually ↑a::? =
Ss: = combination (.) perfect
T: Hmm: a good student there. 'I am--I am smart.' That's it.
(15:00) ((Ss reading on their own from the power point slides -14:54 to 15:24))
T: The left or the right?
Ss: The left
T: The left? Left? Left? (.) Those who say the left, why is it?
Ss: Simple
T: The left one is simple, the right one?
Ss: Over write
T: Over write? So what can you do if you don't want to be too simple and you don't
want to be: over write?
Ss: Short and perfect
T: Make it short ↑and?
Ss: Perfect
T: Perfect
Ss: Perfect--perfect, short and perfect. *Padat dapat kerja.*
((Ss laughing))
T: ok, I was active in several clubs. Ok, read. Which one?
((Ss reading on their own from the power point slides))
Ss: Left--left: left—left (0.2) Left
T: How about the right one?
Ss: Less valuable (.) experience () experience.
T: What would be the differ--different between the left and the right one?
Ss: Right one just explain the experience () than the left one
T: The left--left one would ↑be:: different. You just listing thing down (.) what are the
things that you join. And then, the right one?
Ss: Er:: talking about experience from the::
T: Ah: between what are the things that you get. So which is better?
Ss: Right one er:: right one
((Ss reading on their own from the power point slides to find the answer and discuss
with friends -16:48 to 17:17))
T: Left or right?

Ss: Right--right (0.2) experience
T: Ok. Erm:: (0.2) Sit with your partner (0.2) your partner. (0.3) Your partner? Where's your partner?
Ss: Here
((Ss doing discussion))
T: Jana again no partner.
((Ss continue their discussions – 17:36 to 18:16))
T: Result will be what you have. (0.2) Ok, look at erm:: ok background, Haziq. (0.6)
T: Ok, look at the job advertisement in front there:: The job that you are going to apply is a ↑Land: Surveyor. What you have to do is you have to respond to ↑the job advertisement. (0.2) What do you need to respond? For example if it's stated there: Certificate, Diploma or Degree. So, let's say you want ↑to: write a letter. So how are you going to respond to this advertisement? Do you actually have--have this Certificate, Diploma or Degree? Do you have the er:: work experience there: 1-2 years? Do you able to perform shift duties? Creative and flexible? Do you have all of these things?
Ss: Yes
T: So, try to respond to this job advertisement.
((T went around to discuss with Ss))
Ss: How to write =
T: =statement? I see you have the certificate?
Ss: Yeah
T: 'I have the Certificate in bla bla bla: I do have the certificate, but I don't have the work experience.' Make a statement.
(20:00) ((T went around to discuss with Ss -19:38 to 21:20))
()
T: Suhaili quick! So that people can see it.
(25:00) ((Ss' group discussion - 21:23 to 26:37))
T: You have another 5 minutes!
((Ss continued with group discussion – 26:40 to 27:53))
S: *Penilaian apa ye?*
T: Presentation
S: Training presentation
()
T: Any experience. At least *yang ni* work experience.
()
T: Work at? (0.2) And I've ↑got?
Ss: A's
T: Work Ace?
Ss: Got A
T: Oh::
Ss: A--A. A for the processes and procedures
T: I thought you got 'a' and then blank there. And--and what?
(30:00) ((Ss continued with group discussions and T moved to another group to check on their work - 28:55 to 34:57))
(35:00) T: Ok, done? Hah? (0.3) Done?
((Ss' group discussion continued because some Ss have not finished - 35:02 to 36:26))
T: Ok, can I have er:: the first group to present? (0.3) Anyone would like to volunteer?
()
T: Ok--ok listen--listen to their response towards the er: job advertisement.

Ss: Oh no! Small. Astagfirullahalazim. Tak nampaklah.

Group 1: 'I have a Diploma in Land Survey from Ungku Omar Polytechnic. My CGPA for 6th semester is 3.73.'

Ss: Ish! Fuh::

Group 1: Er: for the:: experience, 'I don't have any work experience but I gained through Industrial Training for six months at Shah & Co. Consultant and I've got A for the evaluation.'

T: And?

G1: As:: perform and (duty list) I: will be to perform shift duties in your company (.)Because then during the Industrial Training, I feel comfortable with that.'

T: And?

G1: The criteria and character. I may not a creative but I am a responsible person because I can do the sign on paper. I--I also can work for overtime if I couldn't finish the work ()

T: hm: ok, do you guys () Ok. Let's look up--look back to the first one again. The Certificate--the Diploma. How did you guys erm:: respond to the:: first er:: (0.2).

G1: First one?

T: Yes, the first one.

G1: 'I have a Diploma in Land Survey'

T: Ok, so: you have one point there. Ok, you have a Diploma and then the second point?

G1: 'From Ungku Omar Polytechnic.'

T: Ok:

G1: Er: 'My CGPA for this semester is 3.73.

T: Ok, you have to prove to show that you have succeed in your Diploma. Ok, next one. Next point?

G1: Er: 'But I don't--doesn't have any work experience.'

T: Ah ok, listen to this. He doesn't have any work experience, right? Stated in the job advertisement, they want those with ↑a: minimum one to ↑two=

Ss: =years

T: Years. And then, what other things that (.) he wrote back to back up?

G1: 'But I gained through Industrial Training for six months.'

T: Ok, he stated there: he has been through ↑a: *LI* for six months. And then?

G1: 'At Shah & Co. Consultant and I've got A for the evaluation.'

T: And then he stated there, he got an A for ↑the *LI*. But maybe you can include there some of the work that you have done during your *LI* so that they can have the: ok basic thing ok. This guy have done this and this and then maybe he is suitable, although he doesn't have ↑the (40:00) ↓experience. Ok, next one?

G1: Er: 'I'll be able to perform shift duties.'

T: Ok

G1: 'Because then during the Industrial Training, I feel comfortable with that.'

T: See! There is a justification that why you are able to perform shift duties. And then, the last one?

G1: Er: 'I may not a creative person and I am a responsible person.'

T: Ok: Ok, good. Thank you. Next. Can I have next er:: (0.5) Ha: Iju?

Iju: *Mak eh!*

((Group 2 was getting ready to present in front))

∅

Group 2: () Thank you for this opportunity. Er: 'I have Diploma Industry from Ungku Omar Polytechnic Ipoh.'

T: Ehmm:

G2: 'I don't have any work experience. However, I have some experience during my: practical--practical training for 6 months at the () Company.

T: Ok.

G2: I can perform extra shift duties (.) during my work. I also have AutoCAD software and other computer skills.

T: Ok.

G2: Er:: then er: (0.2) ((coughing)) 'I am able to do er: many work such as er: at the--at usual or the site work or office work.'

T: Then? (.) Or to show that you are creative and flexible person? Ok, maybe you can er: you put more under your er: *LI*, ok? Write down what kind of job that you have done, ok? Who would like to go er: next? (0.2)

Ss: Khairul

T: Ah: ready?

((Group 3 was getting ready to present in front))

T: Ah: ok

()

Group 3: 'I recently graduate from Ungku Omar Polytechnic Ipoh where I joined industry in Ipoh. I don't think I have enough experience. I have gained a new experience from my Industrial Training at ().'

T: Ok.

G3: 'I am a very: flexible person. I can manage my time perfectly. So I have no problem if my shift is busy. Based on my creative skills, I am sure your company will be great with my site plan produce skills.'

T: Ok. (0.2) Just the next.

(0.8)

T: er: after this choose er: Haris and the group. They are excited to present.

((Group 4 was getting ready to present in front))

(0.5)

Group 4: 'I have graduated from Ungku Omar Polytechnic Ipoh and I have certificate in Diploma Industry for the past three years. I have work experience in my six-month Industrial Training at a (Netternet) Surveyor company and also make part-time job oversea. I'll be able to perform shift duties where I can arrange my time to work in day, night, weekend or weekday.'

T: Then?

G4: 'I am creative and flexible person and I am sure I could make a immediate and valuable (45:00) contribution to your company and I am also on time.'

T: Alright (.) the next group.

((Group 5 was getting ready to present in front))

Group 5: Er: "Previously I have a Diploma in Industry from Ungku Omar Polytechnic and my CGPA is 3.48 without (). Er: I don't have any work experience in any land survey in any company. However, I have--I have an experience in Industrial Training about 6 months.' Then?

((Ss laughing))

G5: 'I'm able to work in the shift day or night like I do in Industiral Training. I am creative but not a playful person. I can make a perfecting plan using AutoCAD overdue in terms of the plan.

T: Ok (.) and you can put more information regarding your *LI*, ok? One more group.

Ss: Irsyad

T: Ha: Irsyad

((Group 6 was getting ready to present in front))

()

Group 6: "I have a Diploma in Land Survey from Ungku Omar Polytechnic."

T: Then?

G6: 'I have an experience in Industrial Training about 6 months. I am able to perform a shift duties at a day or night. I am an active person and flexible in any place no matter where or when.'

T: Ok. You can put more like---give him a list of things that you can do whether you can include more of the: proof to show that you are able to do that and more:: information regarding your *L I*. Ok guys now er: take our your module. So basically based on your presentation, I can see that you actually know how to respond to ↑the: ↓job advertisement. Ok now, er: module page (0.2)--take out your resume. ((T clearing throat)). Module page 83. (0.6) Ok, on page 83, are the example of er: the format of a resume, ok? (0.2) On top you have ↑the? Address of home. (0.2) The centre are the receiver?

Ss: The sender

T: The sender and the follow by date. And then, the address of ↑the?=
Ss: = The receiver

T: The receiver. After that you have ↑the?

Ss: The::

T: 'Dear Miss Karen.' (0.2) What do you call that?

Ss: Er:

T: Salutation.

SS: Salutation.

T: You have salutation there: and then you have the title of ↑your:: letter

Ss: Letter

T: And then you have the first paragraph: as stated there what do you have to write in your first paragraph?

Ss: The::: certificate (0.4)

T: The first paragraph, what do you have to write there?

Ss: Certificate. (0.2) The first paragraph

T: The ↑first paragraph.

Ss: Ah: How to--how to write the:: recent--the job

T: How do you know the information then? You want--

Ss: Position

T: Yes:: good, the position that you ↑want: to apply

Ss: Oh: position

T: Ok and the second--second paragraph would be?

Ss: Er: on my certificate

T: On ↑your qualification:

Ss: Qualification

T: Ok, and then the third paragraph?

Ss: Experience

(50:00) T: Would be ↑a=

Ss: =Experience

T: Experience: the skills that you have, ok? And then: what we request for?

Ss: Interview. Ask for::

T: The closing: of the [letter, ask ↑for: [interview. At the end there you ↑have?

Ss: [Salary [interview 'Yours sincerely'

T: Ah: 'Yours sincerely' and ↑then: sign ↑and: write your name there, ok? (0.6) Ok next, look at the advertise--sorry letter on page 83 and letter on age 85. Ok look at the different there. Er: the first letter is end with 'Yours sincerely' and second letter ends with 'Yours faithfully'. What is the difference?

Ss: Er::

(0.2)

T: Can you detect the difference? What is the difference? (0.5) Look at the letter.

((Ss looking for answers))

T: Hmm:: (0.3) What?

Ss: ()

T: Again louder so that everybody can here you. (0.2) Ah: listen--listen to your friend here.

Ss: 'Yours faithfully' we don't know who we send the letter.

(Ss laughing) (0.2)

T: 'Yours sincerely'?

Ss: 'Yours sincerely' we know er: the person that we want to send the letter.

T: Ok? Ok. What is ok? Ok, 'Yours sincerely' is when you know::=

Ss: =the person

T: The person. 'Yours faithfully': you don't know the name of the person, ok? Now, you have your resume with you?

Ss: Yes

(0.3)

T: Ok, er: (0.4). Ok, based on your resume, ok take out a piece of paper, try to do:: the cover letter for the job that you want to apply based on your cover letter--sorry your resume here. Ok?

Ss: Now?

T: Yes, now. (53:23)

Transcription of Interviews

Recording No.: 9

*Notes:

A: Interviewer

B: Interviewee

A: Ok, Assalamualaikum and good afternoon.

B: Waalaikumussalam warahmatullahiwabarakatuh

A: Ok, thank you for agreeing to talk to me. The purpose for my research as you already know is to investigate the use of code-switching among the English Language lecturers in the Malaysian Polytechnics. Ok, I just want to have your views on your own practices and the use of code-switching in this--in the classroom. Ok, so the content will be confidential and only be used for this research purposes. Ok, I'm sure you have heard of code-switching, right?

B: Yeap

A: So, what can you understand about code-switching?

B: Er:: basically from my understanding, code-switching would be a:: now they use a:: students' first language in order to teach them English as a second language maybe in order to help them er:: to understand maybe difficult words in English that we need you know to give them the meanings or maybe in transfer information because er: basically,

er: er:: in teaching English we need to use you know sometimes a simple language to match with the students are able to understand them:: the information that we want to. You know erm: the information that we want them to get. Er: but sometimes would be difficult er: for them to understand so we need to use some of the code-switching in order for them to get the information.

A: I see, Did you code-switch just now in the lesson? Did you notice?

B: I think a bit there

A: You did a few

B: Yeah a few there

B: So why did you--why did you it just now?

B: Basically the first part would be:: I'm giving the definition because some of them actually when I asked the meaning and some of the students give the meaning in Malay. Maybe would be good as er:: for some students to actually get what actually the meaning of the words.

A: Ok

B: And then some jokes actually.

A: Yeah. So was it a planned or unplanned one?

B: Er::: basically usually when it comes to joke, naturally er:: be in BM in a Malay as a:: you know, it's something natural.

A: I see, so apart from code-switching, do you have any other strategies for them to understand what you have taught.

B: Erm:: Maybe give other example instead of just giving the direct meaning of the word, we can give er: you know situations so that they can get the meaning of that words.

A: Ok, your first language would be: =

B: = Malay. Second language would be:: [English.

[English.

A: So the subjects that you are teaching would be?

B: Err::: Communicative English 1, III and the:: English for Communication for deaf and mute students.

A: I see, ok. So I'm sure for the deaf and mute students, do you do code-switching?

B: Er:: yes, a lot!

(Both laughing)

A: Alright. So how long have you been teaching in this particular subject? AE501.

B: About three years.

A: Oh...ok. Do you like teaching it?

B: Yeah

A: Ok, Ah:: do you think your students would benefit from you doing code-switching in the class:

B: Yes. I think so.

A: Do you consider yourself as a proficient in English?

B: Er:: as a Malay speaker as a first language, I think there's a lot of things to be improved

A: Ok.

B: With language you know, it nevers going to be er: perfect in language.

A: Ok. What are you strengths as a lecturer?

B: As a lecturer I would say that er: I'm able to attract students' attention in order for them to enjoy the class.

A: What about weaknesses?

B: Weakness would be er:: sometimes I am the second speaker of course sometimes we also struggling the specific words to use even though we are--are--I'm a English lecturer.

A: So do you think that you code-switch, I think you only teach for how many years? Three years?

B: Three and a half.

A: So I cannot say that you code-switch before or now. Is there any difference from the first you teach and now?

B: Er::: I think the first year er::: er::: erm no, the earliest in teaching would be straight English, because I think that No--no--no-- code-switching is not a good thing.

A: Not acceptable

B: Yes, not acceptable here but then experience--from my experience, then I know nothing wrong with code-switching.

A: Ok. So you have to use it

B: Yes

A: Moderately. Ok, the last question, what do you think of English in general, is it improving, standard of English

B Ern::: in polytechnic?

A: It's up to you.

B: I think in Malaysia itself, English has become one of the prominent language other than er::: er::: Malay. And I think it's good because as we know English is an international language. So we should, you know, at least erm: even we are not fluent in it, maybe we have to actually know the language in order to survive at least.

((Both laughing))

A: Orait. Thank you so much.

B: Ok, see you.

A: Please do not hesitate to contact me if you have anything to add or clarify. Ok, er::: any questions, you can just come and ask me.

B: Ok.

A: Thank you.

B: Welcome. (05:05)

iv) Poly B Lecturer A Transcriptions

Transcription of Classroom Observations

Recording No.: 10
Date: 17/9/2014 (Tuesday)
Time: 8.00-9.00am
Class: DPB 5C
No. of Ss: 24
Level: Mixed ability
Age range: 20-22 years old
Topic: Graphs and Charts (Adjective/Adverb)

**Notes:*

T: Lecturer
Ss: Students
(.) short pause
(0.2) 2sec pause
[overlapping speech occurs
↑ rise in intonation
↓ drop in intonation
-- change of the topic/rephrase/repeat
:: elongated speech/ stretched sound
= latched speech, a continuation of talk
() words spoken here were too unclear to transcribe
(()) transcriber's description
Ø no talk, ambient noise
U N capital & space for acronyms
red Malay words
' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

Transcription of Classroom Observations

((T took down Ss attendance - 00:00 to 01:45))

Ø

T: Ok, we will continue today er: discussion on the words or vocabularies that we used in trends, movements in graphs and charts. Try to do come practice on adverbs, please share the handouts.

((T distributing the handouts))

T: Ok, I will give you about three minutes to fill out the handouts in front of us, then we'll discuss about it, adjectives and adverbs.

(05:00) ((Ss completed the handouts while T went around to check - 03:18 to 07:59))

Ø

T: Ok, we are going to see how adjectives and adverbs are used in graphs and charts. Alright? (.) So basically we want to see what is adjective and what is adverb. (0.2) What is--what is adjective and what is adverb. So, you have to understand first, adjective qualifies: the noun. For example, 'There is a two copy', as for example in the handouts, right? 'Copy' ↑ is a noun, a name, right. And 'two' ↑ is:=

Ss: =adjective

T: Adjective. Describing the:?=

Ss: Noun

T: Ok, anything that describe ↑the: noun, we:

Ss: Adjective

T: Called them as adjective, right? What about adverb? Adverb qualifies adjective, noun or other adverbs, ok? We are looking at this example. Like for the example, 'Please speak slowly', right. 'Slowly' is modifying the verb, right? Verb *dia* is 'speak' and ((Ss coughing)) adverb is saying how the speed is being done, ok? It's being done slowly, right? And another formula that we can identify adverbs normally, we can see the: ending of 'ly', *ye*. 'ly' is adverb, ↑right? Ok, in graphs and charts, you can see your module, ok page ((Ss coughing)) 107 (0.2) is a very good example (0.2) ok.

Ss: 1 2?

(10:00) T: 1 0 7 (0.2). Ok, if you look at the page there (0.2) add the adverbs to be used. You can see two examples there. Alright, for example, 'unemployment rose dramatically', right. 'Rose' here is ↑the=

Ss: =Adverb

T: Verb, right? It shows an ↑action--an action that is going on in the graph, ok. So, it grows. Something grows. What grows? Unemployment, ok? And what is this 'unemployment' ((T clearing throat)) how does it grow, yeah. ((Ss coughing)) It grows 'dramatically.' So ↑here: is adverbs modify the=

Ss: =Verb

T: Verb, ok and here is the verb is 'rose', ok. (0.2) Alright, let us see:: adjective. Ok, 'there was a dramatic rise.' Here, 'rise' is a=

Ss: =Noun

T: Noun, ok. And adjective here ↑is ↓'dramatic'. Alright? And why it is an adjective? Because 'dramatic' is something that (.) explains about the 'rise', about the noun, ok? So adjectives qualify:: noun, right? So, describe the noun. How was the rise? It was dramatic. Ok, so 'dramatic rise.' Ok? So we: have looked into examples of the adverbs and adjectives. Look at your:: module. Let us see how sometimes adjectives can be adverbs, ok? Look at the words the--the--the words that are listed there. Alright, look at: 'dramatic'. (0.2) 'Dramatic' is (0.2) adjective, right? There's no 'ly', (.) ok? And here adverb (.) becomes an adverb, when we put the 'ly', so 'dramatically', ok? ↑'Sharp': ↓'sharply': ok? 'Terrible': 'terribly': 'steady': 'steadily': (.) 'slight': 'slightly': 'marginal': 'marginally': ((Ss coughing)) (), ok? The meaning are all the: same, but how you write in: graphs and charts: it matters. As I said earlier, in graphs and charts, you have to--you can use adjective, you can use adverb, ok? Variety of use in: writing, in the--in the describing graphs and charts, it will makes--it will make your explanation better: and sound interesting: for ↑the reader, ok? (0.2) Any questions?

((Ss coughing))

(0.8)

T: Let us do come simple exercise: before we go further in the graphs. (0.6). Now try to do exercise:: I mean quietly, verb:, adjective:, noun and adverb, ok? (0.3) I think you need to share

Ss: We need to share

((Ss coughing))

(15:00-35:00) ((Ss completing the handout with partner and T walking around to check on their work - 14:17 to 36:00))

∅ ((Construction work & Ss' discussion at the background))

T: How many of you have no dictionary yet? As I already said to you earlier, in the first class::: last week. (0.3)

((Ss coughing))

T: So because of that, some of you are having some troubles to find the answers. (0.6)
You don't just pick the answers from the sky *ye!*

Ss: Yeah

T: Ok, so for--for those who don't understand, at least if you refer to the dictionary, you'll understand, where's the noun, where's the verb, adjective and adverb. These are very basic. These what you have learnt in your secondary school (0.2) ok?

(40:00) ((Ss continued completing the handout with partner and T walking around to check on their work - 36:50 to 41:35))

T: Ok class, if you all ready (0.3) er:: with the: answering the: words, adjectives and adverbs. (0.2) Alright, can we just quickly, look at the answers? (0.6) Ok, no.1?

Ss: New material

T: Alright, no.1?

Ss: New material.

T: Alright. Ok, no.2?

Ss: Identify=

T: =Identifying in=

Ss: ()

T: (). Alright, no.3?

Ss: Let it

T: Let ↑it=

Ss: Rise

T: Rise, ok. No. 4?

Ss: Eco--Economic

T: Economic. No. 5?

Ss: Individually

T: No. 6?

Ss: () accurate

T: No.

Ss: Accu--

T: Accusation. Accu--=

Ss: =sition

T: No. 7?

Ss: Resourceful

T: [Resourceful

Ss: [Resourceful

T: Ok, no.8?

Ss: Traditionally--traditionally. Resourceful

T: No. 8 traditional=

Ss: =ly.

T: Traditionally. No.9?

Ss: Participate!

T: Participate, no.10?

Ss: Concept

T: Concept, 11?

Ss: ()

T: Hard to decide, alright? 12?

Ss: Equally

T: Equally, no. 13: vaccination
 Ss: Vaccination
 T: 14: [sustain
 Ss: [sustain
 T: 15:?
 Ss: Emergency
 T: Emergency
 Ss: *Belakang belum lagi!*
 T: Sorry: 16? [Specify
 Ss: [Specify
 T: 17: Removal
 Ss: Removal
 T: 18: [Ethical
 Ss: [Ethical
 T: 19:?
 Ss: Invitation
 T: Invite
 Ss: Invite:
 T: 20?
 Ss: Evolve
 T: Evolve. 21? Flexible: (.) 21 flexible. 22? Relation=
 Ss: =ship
 T: 23: marginal and 24:
 Ss: Persuade
 T: Pursue
 Ss: Pursue...yeah...s u e
 T: Ok, right. Er: if you don't have any question, we are going to have the replacement class on Monday and next Tuesday, right?
 Ss: Yes
 T: At 9 to 10? Er: both days. Alright, Hartini will let you know where is the venue.
 Ss: Tomorrow?
 T: No no no. Next week. Ok? So, we'll continue the discussion on these: vocabularies, right, since of you are still: confused. Ok, alright. If you have any question, you can also come and: (0.2) Alright, I will meet you later. Thank you. (45:01)

Transcription of Interviews

Recording No.: 11

**Notes:*

A: Interviewer

B: Interviewee

A: Ok, Assalamualaikum & good morning. Thank you for agreeing to talk to me. So, the purpose for my research are--is to investigate the use of code-switching among English Language Lecturers in the Malaysian Polytechnics. Therefore, I would to have some of your views regarding the code-switching in the classroom and our talk will be very confidential and only be used for this research purposes then. Ok, let's start.

B: Alright

A: Is that alright?

B: Yeah.

A: Have you heard of code-switching? I'm sure you know what is code-switching, right?

B: Yeah, little bit.

((Both laughing))

A: So what can you understand about code-switching?

B: Er:: I think the way that we try to translate from our mother-tongue

A: Ehm:

B: To another language

A: Ehm:

B: All--all happens in the brains so how do you manage to try to change the language.

A: I see

B: That is not used to us to another language as a medium of instruction.

A: Alright.

B: Yeah

A: Ok, so did you do any code-switching in your lesson?

B: Er: not really.

A: Not really yeah

B: Because er: I'm already used to: talk to the students in English. So I feel like I didn't do any cod--

A: [Code-switching

B: [Code-switching. Maybe 2, 3 per cent.

A: Yeah.

B: Perhaps.

A: I think when you talked to them personally in discussion

B: Yeah

A: That was the only time, right.

B: Yes

A: But general teaching I also did not see any--any code-switching in the lesson, right?

B: Yes

A: Was it a planned one was an unplanned one?

B: Er: I think we can say it is unplanned

A: Ehm:

B: Right, cause I never plan that er: I wanted to do some code-switching. It--it came naturally.

A: Ehm:

B: Yes

A: Ok, some lecturers said that er: they do code-switching in order--is part of the teaching strategies. Other than code-switching, what other strategies that you can use?

B: Er: strategies in terms of?

A: Er: [in order for students to understand what you have [taught.

B: [Delivery? [Ok. Er: normally what I do is that I try the very best to explain to them in English itself.

A: Ehm:

B: Unless the student is very very weak.

A: Ehm:

B: Then I need to mention the words or certain er: vocabularies in their mother-tongue.

A: Ok

B: In order to translate

A: Ehm:

B: Into English

A: I see.
 B: But then that would be the last resort.
 A: Alright. Ok. Alright, so what is your first and second language?
 B: My first language is er: Malay, second language is English
 A: English. So what subjects are you teaching here?
 B: Here I'm teaching English
 A: Ehm:
 B: for the Semester 5 students, Semester 1 students and also I'm teaching Degree students.
 A: I ↑see.
 B: Yeah.
 A: Ok, how long have you been teaching here?
 B: About 10 years.
 A: About 10 years, that's long ((laughing))
 B: So, do you feel sometimes when you use your first language, do you feel guilty of using it in the class or:: ok?
 B: Frankly speaking, I: used the first language maybe less than 5 per cent.
 A: I see.
 B: See if--if can I will try to avoid using the first language.
 A: Ehm:
 B: As I said earlier, as the students' level is very very low, then if I cannot help it, I'll try to use the first language.
 A: I see.
 B: But then I will avoid using it.
 A: Ok. Usually you use it for the weaker students, right?
 B: Yes
 A: I see. So, as a lecturer, what do you think are your strengths? In general.
 B: My strength, ok. Erm: I tried to make the lessons er: not too rigid following the module
 A: I see
 B: Or syllabus. Sometimes I slot in some jokes.
 A: Ehm:
 B: To get the attention from the students.
 A: Ehm:
 B: Because the topic is not very interesting
 A: I see ((laughing))
 B: So, as a lecturer, my--the challenge that I'm facing I need to think of er: a way to attract the students as my audience
 A: Ehm:
 B: So that they have fun learning language but at the same time they improve on their language.
 A: What about weaknesses? Do you notice any weaknesses that you have?
 B: Er: perhaps if I'm carried away with the explanation
 A: ((laughing))
 B: Maybe I--I--I can some of students: quite lost
 A: I see
 B: If I teach them er: in a fast pace.
 A: Ok
 B: So, I can see some students lost. So I need to repeat again, by using another er: way of explanation.

A: I see. Er: do you think that you would like to improve your teaching? Any ways that you would like to improve your teaching.

B: Yeah, I think day-to-day we have to improve our teaching There's--from my understanding, there's no is perfect. Even the lecturer also is learning. As me, as a language lecturer, English Language, is not my first language. So, for me, I am also learning. Perhaps in some period of time, I'm learning new words also from my students. So I think er: is two-way communication and is a two-way process of learning. The lecturer learns from the students, the students also learn from the lecturer.

A: Ok, that's good to hear ((laughing)). Ok, the last question. What do you think of English in general? Do you think it has increased students' proficiency? Do you think it is better now compared to the previous time when you started teaching because it seems that you have 10 years?

B: Yeah

A: Of experience. So do you see any differences or just the same?

B: I think er: it got a huge differences from the first year that I was teaching here. The students er: was er: mixed of--major of weak students rather than good students. But as er: as I can see now, even the intake for this--the polytechnic, the students are quite good. They are selecting students er: who are very good in certain subjects in their SPM. So I can see, if I'm comparing first semester students er: ↑then ten years back and now, I can see the Semester 1 students are quite fluent

A: Better

B: Or better in English compared to ten years back.

A: So do you think that you do more code-switching back then compared to now?

B: Ah yeah. Ten years [back I need to

A: [Because of the students

B: Yeah because there's a lot of weak students compared to now.

A: Ok. Alright, thank you very much for talking to me. So if you have anything else to add. You can just inform me or tell me later.

B: Alright.

A: Ok, erm: anything--any questions also you can ask me: afterwards, later.

B: Ok.

A: Thank you so much. (07:28)

v) Poly B Lecturer B Transcriptions

Transcription of Classroom Observations

Recording No.: 12
Date: 18/9/2014 (Wednesday)
Time: 10.00-11.00am
Class: DPB 5B
No. of Ss: 31
Level: Mixed ability
Age range: 20-22 years old
Topic: Mini Project (Progress Report)

*Notes:

T: Lecturer
Ss: Students
(.) short pause
(0.2) 2sec pause
[overlapping speech occurs
↑ rise in intonation
↓ drop in intonation
-- change of the topic/rephrase/repeat
:: elongated speech/ stretched sound
= latched speech, a continuation of talk
() words spoken here were too unclear to transcribe
(()) transcriber's description
Ø no talk, ambient noise
U N capital & space for acronyms
red Malay words
' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

Transcription of Classroom Observations

((T was having small talk with the students and introduces the observer))

T: I just thought that I look first. Then you need some more time, then you take your time. Ok, I'll come back to you later. And we have with us my good friend, Puan Mazlin, alright.

Ss: Hi!

T: She's gonna be in the class today. We were very good when we were together at PUO, Politeknik Ungku Omar, English lecturer and now she's doing her PhD in New Zealand, right.

Ss: Wow:

T: So she's going to be here to see how ↑ behave today ah: and the she's going to report to her Professor in New Zealand.

((Ss laughing))

T: Ok, Welcome Puan Mazlin.

M: Thank you so much. Ok, so, I'll be here just to watch how: ok, you behave, right.

((All laughing))

M: Tuan Syed as well in front here. So if you don't mind me, I'll be voice recording the whole session for about one hour. So there's no video recording, so no worry about touching up. You know I'm a bit sweaty because I walked from J P A just now

T: JPAM

M: I used to walk in New Zealand, not driving so I thought oh: ok let's walk. Oh my God!

T: Ok, it's good

M: It's so hot!

((Laughing))

M: Alright, so I hope you can our full cooperation for this. ↑Just act as you are, normally at in the class. Alright?

Ss: Ok

M: Thank you so much. Continue.

((Lesson starts))

T: Alright, er: we call upon the first groups just now to er: er:: don't anything else look right.

Ss: No no no

T: ((Laughing)) Anita. You take the owner ah: to be the first group just to brief. Ok, the purpose today for our gathering here is to brief us on your project development or progress. So remember the Group Projects? Buy one. So you tell us how much progress you've made before our real presentation next week, remember?

Ss: Yes

T: Ok, you just refer--are just show the ground whatever, short report you have and let's look. Ah:: how much did you completed the programme. By now, I'm hoping that you almost complete your task, right? At least you give 75-90% of around that figure. Ok, so that by next week, then your chart: ok? So, nothing much. (.) Ok, so let invite: the first group er: because the first group is supposed to be that group but you guys are not ready so we need some peopler to come, right? So I go back to you later, alright? Er: I'm sure I'll go back. (.) Ok, so er: ok now, Atikah, Zaitun, Yang Puteri and another new member, Nur Fatimah. Alright? Can you please come forward? And--and let us know. Er: This is like the pre-presentation. (0.2) Nothing much, ok. Ah: it's not like the per--fect report. Of course a perfect report is exceed in number. It's just simple. Very simple ah:: presentation. Ok? So all of you members will just participate, ok. Just rehearse. Ok, if there's anything--anything I need to correct to--to improve, then I'll give, ok. We'll see. So that we can improve on your actual report next week. Ok? Ah: that is the purpose. That is the full idea. Ok? So, that is the first group, the second group: Nur Hanisah, right?

Ss: Yes!

T: Ah:: you'll be the second. Just get ready. Next ah.

((Laughing))

T: Get ready with your friends. Ok, first this group, next yours. Ok? Just bring along your whatever: A4 paper sketch, graph whatever, chart and the outline. And the rest of the group members, they can also comment, er: they can also anything about it. Alright? Overall report and strategy.

Ss: How: ()

T: Yeap. What is it?

Ss: How long is the presentation?

T: Oh: only two minutes--two minutes only ah:: (0.2) Two minutes yeah. Ok, the third group is I supposed is Abdul Rahman. (0.2) Yes or not? Abdul Rahman is one. Er: Edri,

right? If you are ready, maybe you can go first and maybe they come. Er: ok, let them go first. Clap!

((Ss clapping))

T: Yeah: good clap--good clap to them. After this, I'll get back to you guys. Er: yeah.

↑Eh! Eh! *Apa ni? Semua--semua--semua!* All the guys up.

Ss: Oh:

T: You cannot leave your big boss alone. If he's going to die, that's it. We won't allow that, yeah. Ok? So in the actual presentation: next week, ↑all of you have to come out speak. Remember, it's not just one responsibility to do. All of you. Ok? That's your--part of your (05:00) planning. So next all of you, participate and speak individually. Otherwise, how am I going to give marks. It is not fair, ok? Alright? This one er: just--just go first.

((Ss get ready to present))

Group 1: Assalamualaikum. Good morning.

T: Attention at the back, please. Ok, continue.

G1: Er: our title for this er: presentation would be the Internet and cyber-crime--cyber-crime in Malaysia. From 24--from January until er: Disem-- until:

T: Next week?

G1: September. First of all, I wanna talk about the pie chart on our progress. The first is er: from one September--one September er: until three weeks to identify the report--identify the report. The (0.2) the second week er: er: go for analysis of data. 1 week and above. And middle of this process, we will be analysing the data. (0.3) Now we are in collecting: network. We are in the report progress, doing report. And for next week, we'll be doing a presentation. And the *apa* handover--handover date will be that progression for this presentation. (0.2) The date about the last (0.6). The type of cyber-crime in Malaysia, we have find out about 9 types of cyber-crime. Our analysis on intro--intrusion bank, intrusion your () cyber, express pump, contaminated pc pop (0.3). I will talk about (0.2) of the definition and examples types related for each type--for each type.

T: What about the other gang members that want to add in a bit er: maybe. Maybe er: in actual I think you have to speak up also. Alright? Ok, I think it is a good practice for you. (0.2) You are just scared huh with ther members? (0.10) Comment to Izuan we have talked about it already. You've finished everything? Is there anything else left to-- ok, Just simply brief us just give a very brief er:: you don't have to explain now because after if you are gonna explain now, then there'll be no fun until next week. You know, Just simply think about it. Just way that we have to make the graphs, probably the pie. Ok? But don't tell us about the data let's look at it next week, remember? So, you've done qualify. Then you can revise when you completed ↑the ↓chart. If you are using bar chart whatever just 'Bar Chart 1' eh, then you--that's all--that's all. And then, done. Ok, that's it. It's not a complete: er: detail ↓presentation, ↑ok?

G1: If you can see here, er: this is the: bar chart of--of our reported incident based on general signal specifying state 2014. So, as you can see:

T: No no no no: not reveal--don't reveal it yet. I don't give permission. That is really nice. ↑Remember, if you have given out such details there will be no more fun for you, no excitement whatsoever. So you leave it there for next week. Ok, just leave it there until you have completed, ok? I think that's all. Ok, alright thank you guys as he has already done with the language one & only. ((Ss clapping)) Ah:: very simple. Not need just say it all *ye*. Ok, (10:00) alright, thank you Izuan. So ladies, are you guys ready now? Ok, er:: (0.2) Fatihah, Atiqah, Zaitun, Yang Puteri. Yes? The ladies, please come. Thank you.

((Clapping))

T: We have er:: 2/3 ladies and 1 group guy in this class, right?

Ss: Yeah

T: Still the ladies are the majority, as you can see. Ah::it's er: overwhelming. The rates are overwhelming than the guys. A big force, ok show your strength, ladies show your strength that you are even strong. Alright, can we start now?

Group 2: Assalamualaikum & a very good morning.

T: Waalakumusslam

G2: Firstly, I want to say sorry that I'm not the print out the hard copy for the schedule

T: No need to be sorry. We are not here to say sorry. ((Laughing)) Just get on, just get on.

G2: Er: actually we would like to er: make a report about 'fotal disease'

T: What? Say that again.

G2: 'Fotal' disease

T: Fatal diseases in Malaysia.

G2: Fatal disease in Malaysia.

T: '--seases'

G2: '--seases'

T: In Malaysia

G2: In Malaysia 2010 to 2013

T: 2010

G2: 2009

T: 2009, 2013. That's about five years.

G2: Yeah

T: Alright

G2: And we make a pie chart of this--this diseases. Er: it's about (0.3) ten diseases that we have conduct. Most of the diseases are like this (0.4)

T: *Nanti* they remember, they can: get--they can have a leader, but don't reveal all *ye!* Ok, there'll be a lot of diseases just about 'A': alright, kind of diseases

G2: First, that we found: like (), pneumonia. Second, list of preventive system. Third, er: the need of the list to prevent.

T: Yeah, good. Ehm: (0.3) Then the types of er: statistics of what is it going to be. (0.2)

Ha:: and then I think you tell the class why you are interested with this topic, you know.

Why you choose this topic, disease. Because this is not your--your--your area *kan*. Your area is on: building. But why choose this topic and you want to explain that in the class.

(0.2) Alright, that is an objective, one of the objectives in your report. Ok? Maybe that's how you wanna start to get there.

G2: Er: Just to [see

T [yes, good

G2: That because these people erm: many type of diseases shows that Malaysian have er:: (0.2)

((Phone rang))

T: Continue

((Ss paused while T answered his phone call))

(0.12)

T: Yeah, have you given--have you told how you design the survey?

G2: Because the erm: usually people are er:: how you live in er: further diseases. 22 per cent. We might think that there are two type [of diseases when er: *pastu kita kata* because of that.

T: [Ah::

((Somebody came to class and T went to see her for a while - 13:46 to 14:26))

∅

T: Ok, alright. So I think that's quite clear already. So what type of statistics that you are going to use, bar, pie chart. Alright, I think that's ok. Any question? Q&A? Q&A? Any questions? Alright. Ok, I think that's all ah?

G2: That's all.

T: Ok, thank you very much. You can go now. Thank you. You can leave. Give a clap. ((Clapping))

(15:00) T: Ok, moving on: to: the next group. Er: Abdul Rahman, right? We go back to the guys. Sorry Sorry. At the back there, erm:: (0.5). ↑Akma! Akma, right? Ok, Akma, Izuan, Chu Li. ↑Ah: ok ye.

((Group 3 got ready to present in front))

T: The three groups already present. Ok, Akma, Izuan, Chu Li, Hafizi And Izzudin. Only three of you? (0.5) They'll come tomorrow. They come the day after the class. Ok *ye*, act--act naturally as possible. They should be involved with this project as well. They cannot simply: tumpang you know. () Only the three of you doing. It's not fair isn't it? Some them will push their marks. That's all. *Biarkan*. Ok, continue please. I mean you can continue the project along. (0.2) So, all along, only the three of you are working on it? Pergh:: 99 per cent it's you. Just have to ride the bus, pack the bag and: you get off the bus, you know. Ok ok *lah*. So we are moving out of time. We have *dua otai* you know from Sem 6 or whatever. So they are not around. But whatever they have we shall see now. Er: ok.

Group 3: Our study is Accidental Factor of the Road Accident in Malaysia. We: have--we have the main point of types of accident in Malaysia, with a vehicle list the accident in Selangor.

T: In Selangor or Malaysia?

G3: Malaysia. Ok, we also have a cause of accident in Malaysia. Means the accidental factor.

T: Causes for that

G3: The causes for the accident.

T: That is what you are going to explain later on, right?

G3: Yeah

T: Causes of: why accident happened. Why? I mean why: the causes of accident *ah*. You don't have to reveal it now.

G3: We also have the--how to prevent from accident.

T: Oh yes. I like that. Ok? So that is going to be also explained next week?

G3: Yes, it is.

T: Aha: that's the way--how to avoid accident, right? That's the way to avoid accident, right?

G3: Yes

T: Alright

G3: Now we confirm that...next week--next week

((Laughing))

T: Ok, why did you choose this topic perhaps you can--you can tell ((laughing)) you can tell first why you decide to choose this topic? How is it important to you, be fast. You have to tell the class.

G3: Tell the class?

T: Yeah

G3: There is the precaution: for er: please be precaution for: prevent the accident.

T: Because we are stupid. Eh! Ah: *lebih berhati-hati* yeah

((Laughing))

T: *Saman* if you say *ye!* But then again yeah we have to be careful yeah while we are on the road, right? Er: *lebih berhati-hati* on the road, because of New Zealand *punya* voice *ye*. Ok, anything else?

G3: We have er: line graph

T: Ok, you have the line graph ok, You have five. Whose line?

G3: Physical er: facilities in Malaysia. We also have pie chart

T: Yes.

G3: For the accidental factor

T: Alright

G3: We also have the--this gantt chart for us.

T: Alright? Anything else? I think you already have enough. Ok, alright good luck. Thank you so much.

((Clapping))

T: And now *lebih berhati-hati ye!*

((Laughing))

T: Alright, who's next? Er: Ashikin, Alfian, Damatri, () (0.3.) Anisah. Alright. (0.5) Anisah is going to lead is it? So you decide all these *ye*, in your actual participation next week, you have to decide who is going to say why and how long. You have to divide this task among your group members. So that, the person will have to go time to speak probably. So (20:00) that you can get a fair: er: marking *ye*. Of course, one persons who speak most of the time can--will going to get most of the marks. It's fair, right? If they speak less, it's their business, right? That is your internal: preparation lah. That's how you plan. Ok? Alright? That's fine.

Group 4: Asslammualaikum

Ss : Waalaikumussalam

T: Waalaikummusalam warahmatullah

G4: First of all, we want to er: make a correction for our title.

T: Oh, really. What is the title now?

G4: We went: a research for flooded areas in Ampang Jaya area.

T: Oh:: only specific in Ampang Jaya area. Oh:: why--why is why the changes?

G4: The : resource from...the data

T: Oh: difficult to get data.

G4: Ah: we compare only

T: Ok, you only managed to get er: statistics only in Ampang Jaya area?

G4: Yes

T: Ok, can you tell us where you get that information from?

G4: Website

T: Website or

G4: () The father ()

T: Oh:: it happens to be your father?

G4: Yes

((Laughing))

T: Make sure it's reliable, you know. Make sure you have the statistics

G4: Yes

T: Or the data. Not only hearsay. You don't hear from what you dad says to you, right? You need to back-up data with statistics. So you get the statistics from the fire department Ampang there? Alright, thanks. Alright, good.

G4: Er: the total for:: oil and business

T: Ladies, guys: excuse me

G4: For the January until July is

T: January July this year?

G4: Yeap

T: Ah:

G4:300 and

T: Eh! You don't reveal that yet. You do it afterwards. Put it back in the thing. Just tell us briefly *la* ok you did a research in Ampang Jaya area and why. Just now you explain because your father is attached to the fire department, right. People will get it from the ministry perhaps, right. You don't need to reveal that information. Just give us er: tell us why you are interested in this topic, ok? Alright? Tell the class.

G4: We interested for this topic because our subject we have learnt about fire

T: It's related to your subject la. Ah:: This is a fire--fire study. Is it fire study? Fire=

G4: [=Protectant Resistance

T: [=Protectant Resistance ha:: Yes. It is relevant to your project. Are going to be a pilot?

((Laughing))

T: Is it relevant to you? ((laughing)). Maybe not: Ok. What else? What are the statistics? (0.2) Is it pie chart--pie chart, bar graph, whatever.

G4: I will show you: the pie chart

T: Ok, it's going to be a pie chart, ok.

G4: Pie chart ((Clearing throat)). In the pie chart--pie chart, we have in--we have found about

T:Ah ah ah: (0.2) Don't reveal yet. That's going to be in the next, ok? So, just tell us that you are going to use pie: chart ek: for your: presentation, right? Only pie chart? What else? You have anything else?

G4: Pie chart

T: Pie chart

G4: Erm: bar graph

T: Bar graph and:

G4: Line graph

T: That's a lot of ↑graphs! Ah: I think you are the lord of the graph!

((Laughing))

T: Ok. Details: next week, ok? Er:: anything else? (0.2) Do you find anything unusual from your research company *lain* any particular: location maybe something unusual place: Ampang Jaya, Petaling Street, Bukit Aman, you know. Maybe there it--it is. You want to tell us now or later.

G4: Later

T: Ah:: is it for later. Ok, alright Thank you very much. You can leave. Thank you.

((Clapping))

T: We have fire (). Thank you. Ok, how many more groups left here guy? 1, 2, 3, 4: what about Magfirah? (0.2) Maghfirah, Diana, Nabila. Bella and the gang ah: Today Bella (25:00) come with *baju kurung--kebaya ye* wah: Fantastic. Give them a clap.

((Clapping))

T: Yellow some more. Fantastic! Applause applause. Ok Bella.

G5: Can we begin Sir?

T: You can make er: ()

G5: *Cakap lah dulu*

T: ↑Aitt!:

((Laughing))

T: *Sapa boleh cakap ah: bincang*. So this is a good practice actually for you ye. To be able to be fun and to do a practice. You know it's a good practice. Don't be afraid. Eh?

G5: Er: assalamualaikum and good morning

T: Waalaikummusalam warahmatullah

G5: Er: the er: we did a research about the: crime rate--crime rate in Selangor in (.) 2013

T: Crime rate in Selangor in ↓2013

G5: In our report, we'll be present about the percentage of crime, er: the type of crime and the reason the crime happens.

T: Why it happen eh:

G5: The type that we have made a research are murder, rape, robbery and ((Laughing))

G5: The type of crime has different meaning and it will be present it next week. We use:pie chart: in our report. Next, we make a table--we make a table like a type of crime and total of crimes in one year.

T: Ok. So that's one, right. Ok, and the purpose right, if you want to talk about purpose you choose this topic to the class.

G5: We choose this topic because the activity of criminal is getting more serious and active. Now, it's getting worse. (0.2)

T: So perhaps we can make precautions la ye. That is the purpose for this report ye. We take precaution, avoid mankind, right? Ah:: Most problem--the problem is sometimes describe and did by er::: what did you call it? PASTU was it? ↑PATI --PATI.

G5: *Pendatang asing*

T: Ah:: this illegal--illegal worker. Some of the workers Some--some of the people ()

G5: Foreigners

T: Foreigners ya. Illegal workers *juga banyak sangat*. That's the problem. Ok, is that what you gonna write in the report as well?

G5: No

Ss: Oh::: too bad.

T: Ah: too bad. It's ok. Actually you don't have to identify these: people. You can find out. Then you can refer to the er: population you know. But, you can still talk about it and the analysis. Ok, anything else? That's all right? Ok, thank you very much. Bella and company. Yes:

((Clapping))

(0.4)

T: What's the time now?

Ss: 10.54

T: 10.54. Er:: Zulfakar. Ok, Zulfakar, Umar, Irwan, Mohd Rizal. Any:: *otai?*

Goup 6: No.

T: All original members are from this class, right?

G6: Yeah

T: So blame on Fadilah yeah. All are *otais*

Ss: *Otais*

T: DPB 5B. Yes, I know you *otai*. Ok.

G6: Assalamualaikum and good morning

T: Waalaikummussalam warahmatullah

G6: er: Our group will present about type of vehicles accident in Malaysia from 2005 until 2009.

T: Ehm:

G6: From our research, er: type of vehicle accident in Malaysia is motorcar and

((Laughing))

G6: Oh!

T: You keep forgetting: this guy. I keep telling you: but I guess you are too excited to share, right. So save it for next one, Ok. Just simply roughly tell us the picture--the big picture.

G6: Our bar graph will be our secret.

((Laughing))

T: Is it? Or *tidak*: this graph is going to be the secret ha:

((Laughing))

T: Maybe--maybe when they come out: it is blank page la. It's ok. You have--we guess you create it out. If you have it now, I cannot get. Hopefully you have enough. Now, perhaps then why you decide: to choose this topic? Perhaps you tell the class.(0.4) There must be a reason.

G6: Ok, we choose this topic because the fast type of vehicle is the main transportation for we use daily

T: [Yes, alright. Aha:

G6: [Also for holiday. So this research, may use--may even ask a person about the accident that is going to face later.

T: ↑Pergh:!

Ss: ↑Pergh:!

T: ↑Pergh:! Otai otai otai.

((Laughing))

(30:00) T: Ok, good. Alright, anything else yeah? (0.2) So hopefully, this report will give us some advice ye on how to prevent accident. Ok. Alright, thank you very ↑much.

((Clapping))

T: Er: () Next? Ok that group--last group er: Majid. Er: you still have the remaining people out? Ok, three or four?

Group 7: Four

T: Four. Okh: (.) cun cun. Come. Eh the--the one from that class? (0.3) Er: Anis and Natrah, they are here. Er: Arif er: Arnizan, ok Syazwan, so Khairul Ridzuan here? Ah: Without them, you'll be one person. This is very simple, ok, please.

G7: Good morning er: our group er: will present er: the statistics of road accident in Selangor er: we did time er: in year 2013

T: 2 thousand? =

G7: =thirteen. One year

T: 12 months.

G7: Er: by just er:

T: Ok Nabil, I think it's good if you have er: better icon at the back, not your body ye. Alright. You always pick your nose all the time. Maybe you know, more eye contact with the audience as well. (0.3) Yes? Yeah? Any problems? Questions after this. Ha:

G7: It is because the number of accident er: in Selangor is maybe increasing and er: that means er: out of range

((Laughing))

T: Tell me, might was er: anybody here involve in road accident from members of this class? Lady or the previous few months?

Ss: Adam

T: Adam? Really?

Ss: Yeah

T: Motorbike is it? Wah: how was it? Not so bad lah otherwise you are not going to be around, isn't it? How long was that--how long ago? How long ago?

Adam: Hah?
T: How long ago?
Adam: A month
T: A month:
Adam: A month
T: A month ago? Oh: you survived. Alhamdullillah
((Laughing))
T: So, this is why you want to educate more of us ha: how to er:=
Ss: =Get awareness
T: Get awareness from the road and prevent accident again. The same topic by just now also ye. Alright, so: alright? Ok, I think that's all. Ah!: Question? I thought you want to ask question, no? Ok, can I have your phone no.? ((Laughing)) Ok guys, thank you. Give a big clap. I think that's all er: I think that's all ye. I think all presented already. I think that's all for today. Er: Ok, so I think you are on the right course to--to do er: your presentation next week. I think you are better off now eh. I think you are: even ready, right? I think today's presentation is good, right? So what happened to my previous classes, students just simply go straight ahead with the presentation. So, this is good because it helps you marks (). Alright so, it boasts your confidence--build up your confidence, er: you know polish up and you can foresee what is going to happen in the actual presentation next week. Alright? So if there's any error or need improvement, and you can practice more on that to improve, ok? And one of the--advice my students all the time, if you need to practice, you can practice among your group members, sometimes you can practice in front of the mirror. You know, you talk to the mirror. You know. Look in the mirror, lean over and you can see. And that's how you can ↓improve. ↑Ok, so prac--remember practice makes=
Ss: =perfect.
T: Ok. Alright, any question?
Ss: No.
T: So, er: I postpone the test Next week ah:
Ss: Presentation
T: Oh: next week presentation. Ah: next week Thursday's single period, perhaps. So the two periods on Tuesday, we present. So, Tuesday is going to be your presentation. I don't think you can finish all the presentations in 2 hours and depends *la*. Er: 101, 101 they have the LCD? 101? This one is only for during ((laughing)). It's not working. That's why Puan--Cik (35:00) Zaliyah asked for change of class. Is this what for? Is to keep in the museum already. Premier premier! ((laughing)). Ok ye. So I think 101--001 we have LCD. So we can use it--use the LCD and present there. Make sure you bring your own laptop. Maybe one person bring the laptop and the rest of you use the same laptop. No need to bring all your laptop ye. Ok, to make it even better , you can do this before presentation: so all your L--er:: power points in one: laptop, alright? So all groups from: your programme is there, before we start the class, right? So during the presentation, it's already there. All you have to do is just click that file or folder, *kan* and nothing else. So you save a lot of time. If you just want er: going to: transfer the data: or file, it's a waste of time. Alright? So you do that before class. Is that clear guys?
Ss: Yes:
T: so, group--leader of this group, make sure that: you make arrangement with Izuan. Izuan, did you have--did you bring your laptop? Alright, so make sure laptop has all the anti-virus and all. Otherwise, it'll get infected. Alright? Ok, erm: (0.4) Alright, I think. (36:35)

Transcription of Interviews

Recording No.: 13

*Notes:

A: Interviewer

B: Interviewee

A: Ok, assalamualaikum and good afternoon

B: Waalaikummusalam warahmatullah

A: Ok, thank you for agreeing to talk to me. The purpose of my research as you know is to investigate the use of code-switching among the English Language lecturers in Malaysian Polytechnics. Therefore, I would like to know some of your practices and your view on code-switching. So, it would be very confidential and to be used for my research only. Ok?

B: Yeah

A: So, what can you understand about code-switching?

B: Ok, code-switching is like for--we are native--Bahasa is our native and English is our non-native language, right? So we are speaker--second speaker--second language speaker of English.

A: Ok

B: So what--what I understand is that we switch from our native to English from time to time. Meaning we speak er: Bahasa and we change to English. That is code-switching *lah*.

A: Ok, did you notice that you code-switch in the class just now?

B: Er:: sometimes yes but today I think is very--I keep it to mini--minimum, right.

A: Minimum, ok.

B: So, I--because I since you know that this is going on

A: Ehm:

B: so but sometimes yes and sometimes it gets up ye you can still find a few words that I do code-switching but er: today I think is very minimal.

A: Why--why do you think you do it?

B: Ok sometimes is er: is--is natural in you, right.

A: Ehm:

B: Because you--you're sometimes er: er: confident in your Bahasa you know, sometimes er: you think that sometimes you need to stress something and you--of the understanding that students will know what you are saying to them er: so some--that--that is what happened. You know, ah:

A: Ehm:

B: So that when you say something, students really understand what you are talking about. You know, explain further, then you see--the you see students face--the look er: you know, er: they don't understand. That is where I think I need to do further explaining in Bahasa. That's where the code-switching comes in.

A: I see. So, is it a planned or an unplanned one?

B: It's a--usually it's not planned, you know and sometimes it pops out like, you know. So you know the situations--depends on the situations.

A: Apart from code-switching, is there any other strategy that you can use: in teaching?

B: Er: ok. The issue here is to make things clearer

A: Yeah

B: How to make it--how to--how to make students understand=

A: Understand, yeah true.

B: =what you are talking about, what you are trying to tell them. Er: Usually that is the only thing lah, code-switching ah: when--when you really need to do it. Apart from that I don't think there is no other way to

A: ((Laughing))

B: you know, to code-switching

A: So, that is the easiest one.

B: Yes yes

A: So what would be your first and second languages?

B: Er: English

A: Ok

B: English

A: Is your second language?

B: Ehm:

A: Ok. So how long have you been teaching?

B: Ehm:

A: in English?

B: 25 years

A: Wow!

((Laughing))

B: It's quarter of a century already, you know.

A: Ok.

B: That's the only thing in my life to do ((Laughing))

A: Do you have any guilt if you don't use English all the time: in the class?

B: Er: I think not the matter of guilt or whatever, is like er: you trying to educate your students, right?

A: Ehm:

B: You do anything to--to make sure that they--they get what you are telling them. So it's more like er: er: making your lesson effective, alright. So, that's why sometimes you need to--to do that.

A: I see.

B: Out of the conscience that er: you need to explain further so that they really understand. And I remember back in Kelantan, many years back when I was teaching there, when use English like most of the time, is like you are talking to the wall. You talk to the wall, the wall comes back to you.

A: I see.

B: So then I--I come thinking what's the point if I use English er: 100 per cent in the class and you know that your students didn't get at all what you are saying about. So, I think you need to blend that situation, I think I need to blend, you know code-switching, when to switch and when not to switch, alright? Because otherwise if you stick to English=

A: They wouldn't

B: =They--they get zero.

A: I see.

B: That is what I think. That's my experience.

A: Do you think that you are proficient in English?

B: I think I am ((Laughing))

A: Ok. What are your strength as a lecturer in general?

B: I think er: I'm able to create enthusiasm among my students so that they become positive in English Language learning er: so I can push them so that they become eager to learn about the language. I tried to avoid constraint like English is difficult, English

is a foreign language, you know, it's very difficult to learn. So I--that's what I'm trying to do. I create the enthusiasm first so that when next--all of them then, they become eager to learn the language. Ok, so that is what I do most of the time. And I think I'm very good at that area. ((Laughing))

A: What do you think about weaknesses? Do you have any weaknesses then?

B: Er: sometimes is not about class organisation, class control . Sometimes to let my students speak their mind.

A: Ok

B: So I allow them to interact in the class, participate because I love to do that all the time.

A: Ok

B: And then sometimes the class get a little bit noisy,

A: I see

B: a bit rowdy but that's ok to me. That is class to me.

A: In general, English in general do you see any improvement from the day that you start teaching until now. Do you do code-switching: days before than compared to now. The level--I mean the proficiency level of the students have increased or:?

B: Is--is hard to measure, you know

A: Ehm:

B: But if we keep getting the same level of students at polytechnic level, you know. They are--I must say that their competency is--is somewhere low

A: Ok

B: So year after year, you get to see same level of competency of low level of the competency level of the students .

A: Ehm:

B: You know, I don't see any [not much er:: improvement

A: [what about the latest--the latest batch

B: But I get this latest batch, I can see some improvement.

A: Ok.

B: Because I believe English level of err is higher, right? So, that's why I can sense that this lately of these few semesters back. But the earlier one er: is all the same, you know.

A: Yeah

B: So that's why we have to push them hard. To--to love the learning English. That's what we are doing.

A: Ok, thank you so much. That's all for now

B: Ok. Thank you for inviting me. It's my pleasure.

A: If you have any questions or anything to add, you can contact me later.

B: Oh yeah, I will. Thank you.

A: Thank you. (06:49)

vi) Poly C Lecturer A Transcriptions

Transcription of Classroom Observations

Recording No.: 16
Date: 21/9/2014 (Sunday)
Time: 9.00-10.00.am
Class: DJK 5C
No. of Ss: 15
Level: Mixed ability
Age range: 20-22 years old
Topic: Job Hunting Mechanics (Cover Letter)

*Notes:

T: Lecturer
Ss: Students
(.) short pause
(0.2) 2sec pause
[overlapping speech occurs
↑ rise in intonation
↓ drop in intonation
-- change of the topic/rephrase/repeat
:: elongated speech/ stretched sound
= latched speech, a continuation of talk
() words spoken here were too unclear to transcribe
(()) transcriber's description
Ø no talk, ambient noise
U N capital & space for acronyms
red Malay words
' ' Sentences read from the board/book/reading materials

*Based on Jefferson, G. (2004)

Transcription of Classroom Observations

((T was setting up the LCD and getting ready for the lesson and take down Ss' attendance - 00:00 to 02:00))

T: Where is Sakinah?

Ss: *Belum sampai lagi*

(0.6)

T: Ok, while Amir help me to set up the socket ok, let's what we are going to do today.

(0.2) Last week, I probably--I asked you guys to write me a cover letter, right?

Ss: Yeah

T: And some of you didn't give me on Friday.

Ss: Yes

T: Yes. Why not?

Ss: Friday? Today is Thursday.

T: Oh sorry, Thursday.

Ss: Holiday

T: So have you done your work?

Ss: Yes, of course
T: Do you have it: with you now?
Ss: Yes
T: Ok. Submit your letters after we've finished the lesson. First that er: you guys going to look at (0.2) job ↑interviews: skills on how to handling the answers. It's locked. (0.7)
Ss: Go to Engineering Visual
T: Imaginary Visual?
Ss: Engineering Visual. (0.5)
T: Any socket at the back?
Ss: *Ada ada*
T: Ye ah:
((Switching on the LCD and adjusting the power point display))
∅
T: Sorry, I excuse people.
Ss: Yes mam
(05:00) ((T went out to find a socket for the LCD - 3:50 to 5:10))
T: Bring me the socket just now. (0.6) Not there the Engineering Visual
Ss: Engineering Visual students
((T tried to set up the LCD again - 05:26 to 07:52))
T: Ok ok
Ss: *Kena amik view side ni*
((Laughing softly))
T: Sorry for all the trouble. Ok, we'll start the presentation. (0.6)
T: Ok, boys and girls. So we are looking at: prepare for job interviews. You can also use your coursework: from page: hundred and seventeen. (0.2) We already make our resume and cover letter, right?
Ss: Yeah
T: So next up is how you are facing the interviews. (0.20)
T: This is going to be a very long to go. ().
((T adjusting the screen view))
T: How to make it straight? (0.8) Yes! Still late Sakinah.
Sakinah: I'm sorry Miss. Not feeling very well.
(10:00) ((T continued adjusting the screen view))
T: Ok, while waiting for the computer: restarting on its own at the moment. All the technical difficulties: today. Ok, never mind. So, let's focus on the lecture. Yesterday we are looking on how to face the job interview. Ok, so the first thing that you have to be aware of is the documents that you should bring for the job in the description. So, last two weeks we have been visited with friends. Can you just tell me what are the documents that we should bring for the job interview?
Ss: Cover letter
T: So the cover letter is also enclosed together with your resume. Send in your resume, right? So, it's not just get two things. Previously I also reminded you to bring something else for your mock job interview.
Ss: Certificate
T: Yes, your certificate. And that certificate includes your activities ↑from:?=
Ss: = School

T: Yeah, school years and ↑also: polytechnic
 Ss: Polytechnic.
 T: Your certificate *dan segala ni*
 Ss: Er:
 Ss: Oh! The transcript
 T: Yeah the. transcript, your exam results.
 Ss: Oh:
 T: Not just in polytechnic but ↑also:?=
 Ss: In school
 T: Ah yeah, the one that I need it, is called SPM Certificate, right? And ↑then:: what are you telling--reminds us of tell me this *LI--LI* one.
 Ss: *LI*
 T: Industrial Training, if you have ↑any:=
 Ss: =Experience
 T: Letter, right? So, you need that as well. So, not just yourself, all the documents should be prepared, ok? That is no. 1, the documents. So now, we are looking ↑at: the other things, other than the documents, ok? Er: we also have to prepare: yourself. From top to the bottom. Ok? Prepare yourself on how you actually dress. For example, today most of you are wearing a training shoes. Yeah, how are you supposed to use--what kind of shoes are you supposed to ↓use to attend an interview?
 Ss: Flat, leather--leather black shoes.
 T: Leather black shoes. What about the girls?
 Ss: Clean shoes, Prada. ((laughing))
 T: But then you guys are under engineering, right?
 Ss: Yeah
 T: So?
 Ss: Safety boots
 T: Safety boots?
 Ss: Manly ((laughing)). Safety first.
 T: What makes a different? Wearing a training shoes, leather shoes or a safety: boots?
 Ss: The safety
 T: Can the girls wear high heels?
 Ss: No no!
 T: Why not?
 Ss: Because they might even fall...it's not strong
 T: Because it's not suitable ↑in: the work Technician, right? Because you guys are under: engineering field and you work in the factory. So you need something that ↑is:=
 Ss: =Flat
 T: Flat. So that you guys can run around, ok? Other than that, not just shoes. The shoes come together ↑with?=
 Ss: =Socks
 T: Socks. How many of you wearing socks?
 ((Ss raised their hands))
 T: You have not wearing socks because it's ↑a: casual shoes, right?
 Ss: Yes
 T: But when you wear safety boots, do you wear socks as well?
 Ss: No: no
 T: So for your interview, I would like to see=
 Ss: *Tiru McDonald*

T: Not just leather shoes, er: it comes together ↑with: socks and please: try to wear: one coloured shoes because one coloured shoes shows ↑your=

Ss: =Formal

T: Yes, you are in the formal condition, ok? Sometimes your: shoes come with variety colours of erm:

Ss: *Tali*

T: What is it called?

Ss: *Macam*: rope--rope

T: Rope? *Tali kasut tu*?

Ss: Shoes--shoes lace

T: Ah: Shoes lace. Perhaps it comes: with lots of colours, right?

Ss: Shoes lace *tali kasut*

(15:00) T: So try to make it one-coloured shoes together with the shoes lace. (0.3) If you wear something white, it should ↑be:=

Ss: =Green

((Laughing))

T: Yes (.) Ok, so we are looking from the bottom, the shoes. Before moving up. So the girls? (0.2) Are they supposed to wear pants or *baju kurung*?

Ss: Pants, *baju kurung*--depends on situation

T: Depends on the situation, ok good point. What are the situations?

Ss: For the design--if the interview: may also have constructions

T: Ehm: than, they better wear?=
Ss: =better wear: safety

((Laughing))

T: They better wear--are they going to wear--they better wear: pants

Ss: Pants

T: Right? Because showing that you are prepared to do ↑the=

Ss: =Job

T: Yeah, the on-site job. If you wear *baju kurung*, then you are supposed to attend what kind of interview?

Ss: Interview of: secretary

T: Maybe, if you are er: ok, if you attend an interview for OSHA Officer--Security Officer, *baju kurung* or:?

Ss: *Baju kurung*

T: *Baju kurung*?

S: Interview for the bank. Bank--bank--bank. Safety

T: Are you going on-site or just in front of the computer doing report?

Ss: On-site--on-site.

T: So you better wear?=
Ss: =Pants

T: Any ek--working area or field around engineering that you think you should just wear: *baju kurung*? What was yours last time: er: during your industrial training?

Ss: A teacher

((Laughing))

T: Shakirah? What as yours last time?

Shakirah: What was mine last time. I wore pants because I go around the factory.

T: The two of you?

((Ss laughing))

T: Actually boys, there's no issues, right?

Ss: Yeah

T: Yeah, the issues only comes when it--when they are because--they are-- No. 1 you want impress the interviewers for wearing something nice. But then, in engineering field, the nice term is totally different, right?

Ss: Yeah

T: What important is?

Ss: ()

T: Er: what I want to see is wearing pants, but the ↑girls: for the mock job interview I think, *baju kurung* is suitable enough, ok? ↑Then: let's move up a little bit. Short sleeve or long sleeve?

Ss: Long--long

T: What makes the difference?

Ss: Short is for casual

T: Yes, so formally you should ↑wear?=
Ss: =Long sleeve

T: Then, it should come together ↑with?=
Ss: =Tie--tie

T: Ok. Can it be colourful?
Ss: No

T: Can you see what colour Hisham's is?
Ss: Green--blue

T: There you tell me ha:. Are you wearing it to come and: wearing your shirt? Yeah, it's long sleeve but what did he do?
Ss: He fold it

T: He folded it up, right?
Ss: Yeah

T: Yeah. Ok, you should wear your shirts together with tie, ok. And then, the girls they have another thing also which is?
Ss: *Baju tradisional*

T: No. Their (0.2) Hijab. Yeah, their scarfs. So, how you should you actually wear your scarfs?
Male students: Please answer

T: Sometimes people have it downwards yeah
Ss: Yeah

T: Some people have it=
Ss: *Lilit lilit*((laughing)) Spin spin

T: So the most important in your is safety. So what is the safe way to wear it ↓around your scarfs?
Ss: *Semua ada*

T: Doesn't have a lot ↑of: accessories. That is point no.1. Talking about accessories, let's look at your hand Azura. Do you have anything accessories in your hand?
Ss: Blink blink ((laughing))

T: Do you think it is suitable to wear any?
Ss: No no. What if she engaged?
T: That is another usage. Ok, you can wear it but to be sure of who using them that you are particular about security, try to wear less: accessories, ok? Especially=
Ss: =Bangle

(20:00) T: Yeah, bangle, bracelet, watches so which we are the fortunate one, so dozen are not having so fortunate. But, not very straight of: (0.2) Ok. Moving on to the last slide is ↑your=
Ss: Hair

Ss: Hair

T: Hair. ((Laughing)). Ok, as an engineer or a technician, you shouldn't have a very
↑long=
Ss: ==Hair
T: So here where, need and tidy hair, ok? So we have to look at it from the bottom to
the top. Is there any questions regarding this?
Ss: No
T: Let me check (0.8) Any of you have any experience attending interview before?
Ss: Nordin Nordin.
T: What was it for, Nordin?
Nordin: Aeon
T: Aeon? Cashier?
Nordin: Yeah
T: Did you get it then?
Nordin: () Kantoi
(0.3)
T: No one else? You don't have to attend any: short interview for your Industrial
Training before?
Ss: Yes
T: What are the questions about?
Ss: Ask about Math, he asks about the time, he asks about everything.
T: ↓Why does he
Ss: Usually he asks about time and extra time
T: Whether you can work extra hours or not?
Ss: Yes. And did you can come early or not, emergency call, or ()
Another Ss: What did you respond?
Ss: I () Hafizuddin here is:
T: Hafizuddin?
Ss: Attend--attend interview once
T: For?
Ss: Mobile Pacific
((T checking on the laptop since it was off suddenly - 22:02 to 23:17))
T: You know what's the problem just now? Because it's on output.
((Laughing))
T: Who access this thing for me just now?
((Laughing))
Ss: Hafizuddin:
T: Ok::
Ss: Yes
T: Now we have the video. Ok, yes. So, just now we have finished on dresses for
interview, right?
Ss: Yeah
T: Ok, we discussed on how you should use: which dresses to use.
(0.5)
T: What about skirts? Can you girls wear skirts, Ezra?
Ss: No, I think no. Your mom is going:
T: I know you don't want to look at them wearing skirts, but some of them would like
to wear skirts (.) to impress: their bosses.
Ss: [Yes
T: [So, what about wearing skirts? (0.3) It might not be s--suing to your image. You
rather be wearing pants? Ok ((Laughing)). Ok, so let's move on. Next step is regarding

grooming, ok? And: ok the first word--the first impression starts with proper grooming. So, I would like to ask again, what is impression?

Ss: Impression

T: Yes, impression.

Ss: Opinion

T: First opinion? Someone's opinion towards you when you'll be there at the first time, ok? So, what is your impression looking at me at the first time?

(25:00) Ss: You're very good

((Laughing))

T: Ok, thank you Mahegndran. Ok, let's move on to the step which is grooming. What is grooming?

Ss: *Cantik*

T: *Cantik? Lagi* louder. Yes, grooming.

Ss: Grooming *tu yang*:

T: You groom yourself

Ss: Oh: *bangga diri*

T: Ha: *bangga? Bangga* will be boast. Yes, what is the word just now?

Ss: *Hias*

T: Ha: *hias*. So, you prove yourself. Ok, so: the grooming aspect comes under is a--no.1 there is written there for you. Hairstyles. I've mentioned about this before--just now. And then avoid wearing colours or design. What does it means by wearing colours or design? Can you wear red when you enter or come for a job interview?

Ss: Red what?

T: Red--red shirt. Red shoes. Red scarf.

Ss: Fuh:

T: So what are your favourite colours?

Ss: White--white

T: White. Other than white?

Ss: Black

T: Can you wear black? What does black mean?

Ss: Bold

T: Bold, ok. Other than that?

Ss: Smart

T: Smart. What if you have a dandruff problem?

Ss: Don't wear that shirt

T: Then you shouldn't wear that shirt, right? Ok, why--other than that?

Ss: Yellow--duck!

((Laughing))

T: Or we should call it as: pastel colour, right? Pastel colour. Pastel

Ss: What is that?

T: They are creamy in colour. Er: blue, light blue colour.

Ss: Sky blue

T: Yeah, sky blue. What else?

Ss: ()

T: () is a song. Ok, and then green--light green. And then peach are also pastel colour.

Ss: Maroon--maroon

T: Maroon? Erm: are they red? Maroon colours would be: fluorescent colours. One of fluorescent colours.

Ss: Highlight--highlight range

T: Yeah, you are right then.
Ss: ()
T: Ok, why do we have to choose pastel colour? Why not wearing glaring or red?
Ss: Is to attract
T: If you wear red, is it means you want to attract? It causes attention, right?
Ss: Yeah
T: So itsn't it good?
Ss: No.
T: Why not?
Ss: Maybe is: silap colour
((Laughing))
T: Oh: it means that the interviewer forgets to ask you regarding that cause there are no
()
Ss: If you: wearing red, it makes baby easier.
T: So next one is less jewellery. Ok. Like I said just now, not jewellery, it's accessory as well. Ok, a pair of polish--polished shoes (0.2) and female--female in you? Quite yummy? Er:: are they unique? Ok, sometimes people has this problem (0.2) which is they are: sweating or: so it makes you
Ss: body odour
T: Have what?
Ss: body odour, adrenalin
T: Lots of sweating has? So you have some smells, right?
Ss: Oh::
T: So, how can you overcome that? You may ↑wear:=
Ss: =Eyebrow ((Laughing))
T: Perfume. But, the problem is sometimes people wear too ↑much:=
Ss: =Perfume
T: In the field of engineering--technician, how you should smell?
Ss: Stinky ((laughing)) but *wangi*. Smell the carpet *la*
T: Should wear like er: a very: ok. Sometimes perfume have come with lots of er:
Ss: Alcohol
T: Fragrant like. Er: fruity
Ss: Lime
T: And then, potpourri, yeah
Ss: 99, lemon, ()
T: As long as it's not ↑too:=
Ss: =Much
T: Strong.
Ss: Durian? ((laughing))
T: Durian? Is there any perfume? Durian flavours? Ok, can you read somewhere here?
Ss: Yes
T: ↑Use:=
Ss: =A little perfume.
(30:00) T: Er: and (.) you must also come: with a bright face--with a happy face
Ss: Oh:
T: And when are talking about face
Ss: About face?
T: The girls, they usually have ↑to: put some of:=
Ss: =Lipstick
T: Yeah, what do we call this is?

Ss: Make-up
T: Yeah, make-up.
Ss: Like blusher, make-up
T: So when: should you wear any make-up then?
Ss: No wear
T: Yes
Ss: No, usually no make-up
T: So, can you just say, engineering. So engineering don't use any make-up.
Ss: Yes
T: But then, wearing make-up is a key for a good first=
Ss: =Impression
T: Impression, isn't it? When you go out with your boyfriend, I'm sure you put on some lipsticks, right?
Ss: Not enough ((laughing))
T: So, a very light make-up maybe needed for some of you. Especially the girls, but not to the boys. I mean you can put some: yeah, powder and such. But-but not a very strong one because still, it's regarding your field, right?
Ss: Yeah
T: It is engineering. Ok, what about students who study erm: Hotel and Management?
Ss: Make-up
T: Do you have friends in--under Hotel and Management Diploma, right?
Ss: Yes
T: You have friends under Fashion Design, right?
Ss: No--Yes
T: How do you--how do they should go for their interview?
Ss: Well-dress
T: Yeah, well-dress, right. You cannot just be wearing *baju kurung*, right?
Ss: Dia kena glamor sikit--not fashion
T: Yeah, not fashionable enough. In fact, they have to wear er: very bright colours to show what?
Ss: Bright--to attract people.
T: Yeah, to show them--reflect their fashion statement. What is your fashion statement (.) as a Technician? Wearing workshop, wearing overall.
Ss: Simple. Safety boots.
T: Safety boots. So your life is not fully comfort. How do you make it comfort?
() ((laughing))
T: That's all falls under grooming, ok. Now, we are moving on to frequently asked questions. Ok. (0.5) So, if you are still remember last time I asked you to write me a short composition about yourself.
Ss: Yeah
T: Composition about yourself. How you increase strength and few weaknesses, right?
Ss: Yes
T: And that come under question no.1 which is=
Ss: =Talking about yourself.
T: I have mentioned this a few times, any er: interviews conducted are very--the first questions will always be talking about=
Ss: =Yourself
T: Yourself. So, you guys have already know how to answer it, right? Which is by talking about your strength and your=
Ss: =Weaknesses

T: Weaknesses. And talking about strengths, eh sorry, weaknesses, you even make it into ↑something: positive. Ok, so are you--here are another nine questions which is no.1 'why should we hire you?' Ok, why do you need to work for us. So here again, I need you to answer it by telling them what you have gained so far or what are the skills that you have: to give. You find out the skills further. One job (0.5) Programming Technician, right? So what are the important skills come under this?

Ss: Software

T: Software. What software?

Ss: Software Tools, C++

T: C++, ok. Other than that?

Ss: AutoCAD

T: AutoCAD

Ss: Adobe flash, Mathlab

T: Mathlab

Ss: Cotier

T: Cotier

Ss: Velfire

T: Velfire

Ss: Beta

T: P C P I?

Ss: P C V, P C V Wizard

T: Louder again

Ss: P C V Wizard

T: P C V

Ss: Wizard--W I Z A R D

T: W I ((T writes on the board))

Ss: Z A R D

T: Z E R

Ss: Wizard--wizard

(35:00) T: Oh: Wizard

Ss: Yeah

T: Ok, P C V Wizard. So all these skills or what you learnt will become a good Programming=

Ss: [=Technician

T: [=Technician. So that is what you should answer. Under why we should hire you. Erm: if you are: (0.2) applying for OSHA Officer, so what is important under that: job requirement?

Ss: Green card

T: What you mean by--other than that?

Ss: Er: Security Certificate

T: Security or OSHA Certificate, ok. Erm:: (02.) Tell me what is the job advertisement that you are applying for?

Ss: ()

T: Louder

Ss: Electronic Engineering

T: Elctronic

Ss: Engineering

T: Engineering. So, still needs all these skills, right? Other than that? (0.3) Other than that? (0.3) Amalina? Do you remember the job advertisement? The one--the one that you are applying.

Ss: Er:
T: Zaini, what's yours?
Ss: Electrical Technician
T: Electrical Technician. So more on maintenance, right? So you have to repair machine.
Ss: ↑Machine, wiring
T: Wiring. So, it's more on (). Any other skills? Wiring.
Ss: () Willing to work long hours.
T: Position of?
Ss: Technician
T: Technician Engineering position. So wiring. (0.4) So you have to mention about that as well. Ok, clear?
Ss: Yes
T: The first one you talk about your strengths, second one you talk about what you have learnt so far, including the skills. Ok, now moving on to the next point. "Why do you want to work in this industry?" Yeah, why do you want to be:
Ss: () because there's no option ((laughing)), experience
T: You want to get a new experience?
Ss: Gain experience, gain money
T: Ah:
((Laughing))
T: Very straight forward answer. What do you need money? Can you answer it that way?
Ss: No--no--yes
T: Yes?
Ss: You wanna show that you're a straight forward guy.
((Laughing))
T: Give just a few words, answer it that way or answer it--this way
Ss: Because people obviously work for money
T: Ok, can be honest. Actually when you are coming for an interview, no.1 you want to be: honest. Ok? So if you cannot promise them things that you're not: going to do for example, 'I promise I would come to work on Sunday'. If you ask me. Ha: in real life, will you come on Sunday?
Ss: No--no unless
T: So you have to ↑be: honest about that. No.1 just now, being honest saying that you want to make money. Any problem with that?
Ss: No
T: No, right? But, to make people like you, enough to have you: work there? Yeh, answer it professionally by saying that you would like to=
Ss: =Gain money, earn money
T: Yeah, earn money as well as learn a few new things and have=
Ss: new experience
T: Yeah, new experience. Ok? (0.20) And how do you think you can contribute to the company's productivity? This is more of talking about your skills as well, ok? And if you have er: join any innovation competition before. You did, right? In the Semester One?
Ss: Yeah
T: Maybe you can mention about that, ok? Er: Strengths again is regarding the three things, ok, whether you are patient, honest, responsible enough, ok. 'Do you work under pressure?' What does that mean?
Ss: ()

(40:00) T: For example just now, when I wanna to start the class, I have some problems with=

Ss: =Technical

T: Yeah, technical problems. So, is it under pressure or no pressure?

Ss: Under pressure

T: Because I want to get it start working, right?

Ss: Yes

T: Ok, ↑so: ha?

Ss: But with patient

T: Ha: but with patient. So I waited until its working, right?

((Laughing))

T: Alright, so: will you be able to work under the pressure or not?

Ss: Yeap, Yes

T: For example maybe (0.3) you are: late to work yourself, traffic jam

Ss: Accident

T: Yeah, accident and then your boss keep on calling you ‘are you coming?’ ‘Are you coming?’ ‘Are you coming?’ Is it under pressure or no pressure?

Ss: Under pressure

T: So will still be able to come to work and start working like a normal person?

Ss: No

T: Or you may start throwing things?

((Laughing))

Ss: No, not really.

T: Any experience before: during your practical training? Aaron, when you are operating the tramp, right, any pressure?

Ss: Er: yeah, sometimes they asked us to stop the modification but then: it is--the engineers will be as I always see in that area. So, we have to like refresh the wrong application. So the tramp has gone malfunction.

T: So?

Ss: They have to reset it back because they have to close all, and this one have to come back

T: Any misunderstanding happened during that time?

Ss: Ah yeah, some misunderstanding, at first. But however, they informed me in meeting to accept it as responsibility.

T: What about your () found only by ()? Ha: Syukri, any questions?

Shukri: Yes, erm: the pressure is when er: the model is finished and packed. But there are some things that are already worn, so we must troubleshoot back.

T: So, () So, what’s the pressure: to make it work?

Ss: If --if there are 100, so 100 must be:=

Another Ss: =perfect

Ss: Ah:

Another Ss: *Wah, dahsyat la.*

T: So meaning that you cannot have any reject item?

Ss: That is, er: it can be work but some mistakes cannot be function. ()

T: So, when it’s perfect, it can work but after that it cannot work. So you have to be alert. So don’t have to counted as reject item. Oh: So you have to start again?

Ss: Start again

T: How many in one day. How many that you have to troubleshoot?

Ss: One thousand, one hundred

T: One thousand five hundred. It must be troubleshoot on that day itself? You cannot go back because it's not done?

()

T: Seriously? I need a small speaker. So, are they patient enough?

((Laughing))

T: Syukri is asking for some favours there. Are you doing it alone there? Any Supervisor together? So Supervisor has to standby witness ye. Ok, so that is one kind of pressure. Sometimes it takes your time, right? Five hundred and you have to finish it on that day, when you are actually supposed to be at home.

Ss: Overtime

(44:07) T: Yeah. Ok, so next two questions. Er: 'where do you see yourself in five years time?'--'where do you see yourself in five years time?'

Ss: Project Engineer

T: Yes! how do you answer it again, Nurudin?

((Laughing))

T: Edy, at first you are here just as a Technician. In five years time, you are making yourself to be=

Ss: Project Engineer

T: Project Engineer or Senior=

Ss: Engineer.

T: Why--why do we have to have: an ambition to achieve in five years time? Why you cannot be a Technician for five years?

Ss: Because--look forward--look forward

T: Someone wants--everyone wants to move=

Ss: =Forward

(45:00) T: Forward. Not just stick at one place, right? You still remember why usually hear job and career? Aha: what you should look for? A job or a career? A career can make you=

Ss: =Stronger

T: Stronger. And moving forward and become something that you know what you are. Can you answer it this way, ok. 'I have money. In five years time, I would like to open my own company.' Should I answer it that way?

Ss: No

T: Why not

Ss: Yes

T: Because the company will feel so: *tergugat*

((Laughing))

T: The company will feel: *tergugat*. What is *tergugat*?

Ss: Challenging

T: Threaten by you

Ss: Ah:

T: So they don't want to have you working for them because you may take all their secrets.

Ss: Information

T: And later build your own company. See!

Ss: No because ()

T: So you cannot be honest about that?

Ss: Cannot

T: Cannot. (0.5) Ok, I know that sometimes, company: the company will like to have you for ten years at the same er: job position, right? But, the best way to answer this

question is by showing that you have some motivation to move forward. Ok? So, answer it: with whatever ambition that you have: if you would like to work temporary in the company, then you ask er you already give signal that you are here for experience, right? So it's not a problem at all. Ok, understand?

Ss: Yes

T: Last question is 'how do you think your qualification is relevant to the job?' How do you think that your qualification, which is Diploma of Electronic, ok, confirming, supposed to be relevant with the job. For example, you get Programming Technician, how does it relevant? Because you have learnt all the=

Ss:=Software

T: Yeah, software and programme engineering. Wiring programming, right? So, that's why you think that you are suitable for the job. Other than that? Suhaimi?

Suhaimi: Certificate

T: Certificate, ok because we have the certificate. So if we ask you again, what makes you think that you qualified enough for the job? Ok, you showed them your: results. Your transcript results and then your achievements for that certain subject. Ok? Is it clear enough?

Ss: Yes

(0.6)

T: I think that's all for today. I have covered on: what you should wear, ok. That's no. 1. And then, you should groom yourself and the last one is: the questions and=

Ss: =Answers.

T: Ok, don't worry, later for your job interview, you check some other questions as well. It will be to prepare and interview later on. Any questions regarding the lesson for today? No?

Ss: I think we are fine.

T: I'm so sorry we have that little problem just now. Ok. So I think that's all for today, the lectures. So I think yes. (48:57)

Transcription of Interviews

Recording No.: 17

*Notes:

A: Interviewer

B: Interviewee

A: Ok, good morning.

B: Yes.

A: Cik Hanna ye, Cik or Puan?

B: Cik

A: Cik Hana, ok. Thank you for agreeing to talk to me. Since you already my--the purpose of my research is to investigate how code-switching is used in the classroom and to get some views from you what you think about code-switching .

B: Ok.

A: And it will be very confidential and it's only for my research purposes only this recording.

B: Ok, I understand.

A: Ok, what can you understand about code-switching?

B: Er: using: native language in class

A: Ehm:
 B: To explain certain things
 A: Ok
 B: But not all the time.
 A: Did you use--did you code-switching in the class just now?
 B: Yes, I did ((laughing))
 A: I realised that they are some. Was it
 B: Some words like 'shoe lace' because they
 A: They said rope rope ((laughing))
 B: Yeah and '*mengancam*'
 A: Ok
 B: So, threaten.
 A: Ok, alright alright, yeah yeah. Was it a planned or an unplanned: teaching?
 B: Depends on how the students answer my questions. So I think it's unplanned.
 A: It's more of unplanned one, right?
 B: Ehm:
 A: So do you think, what other strategies dia you actually can use apart from code-switching in order for your students to understand?
 B: Erm:
 A: Is it only code-switching most of the time? Or there are other strategies that you used?
 B: In class?
 A: Aha: (0.2) to make sure that they understand.
 B: Showing them video is another way .
 A: Yeah, ok. Good visual.
 B: Yes
 A: Yeah, what would be your first and second languages then?
 B: First is Malay and second is English.
 A: Ok, so how long have you been teaching English?
 B: Four years
 A: About four years? Ok.
 B: Yeah, still in the process of learning ((laughing))
 A: ok, don't worry. You'll get there soon. So do you like to teach English subjects?
 B: I choose English. I'm actually a Science students
 A: Ok
 B: But I choose English because I don't like to learn Mathematics
 ((Laughing))
 B: Anymore at tertiary education
 A: I see
 B: So I think yeah: other than Science all, Science subjects have Mathematics. Some sort yeah. I choose English.
 A: So you choose English. Ok, just now you were doing code-switching in the class, right? Did you somehow feel guilty of using your
 B: No!
 A: Mother tongue. No, right?
 B: No, because if you look at the students' faces, you would feel whether they understand you or not. So, I think I felt more guilty looking at their sad faces not able to understand the: teaching at all.
 A: I see. So, do you think you consider yourself as a proficient in English?
 B: User?

A: Yeah
 B: Erm: I still need practice and some improvements.
 A: What do you think would be your strength as a lecturer?
 B: I think to stay calm
 A: Ehm:
 B: Other than that, I would like erm: observe students' faces most of the time.
 ((Laughing))
 A: What about your weaknesses? Do you have any weaknesses?
 B: Erm:: I think weakness would be my language ability.
 A: Ehm:

((Laughing))
 B: I don't really able to make jokes in English.
 A: So you are learning on how to make jokes in English
 B: Yes yes
 A: That's a good thing to start off, right?
 B: Aha:
 A: To improve your teaching.
 B: I'm not really good with that.
 A: Yeah. Ok, so you think that if you use code-switching, you might help the students to understand better?
 B: Yes, some.
 A: Is it different from this--other classes? Do you use code-switching in certain classes?
 B: Not just different classes, in fact in the class, there are students who are very proficient in English, right. I know that they might feel: (0.2) uncom--uncomfortable if I use Malay in the class. But then, their classmates are not able to understand it.
 A:Ehm:
 B: So, it might not look nice to that one proficient boy, but er:
 A: Actually
 B: I have to make it balance.
 A: Yeah
 B: And I have to make that students understand that I'm using Malay to cater to their friends.
 A: Who are weaker
 B: Yeah: than that person
 A: I see. Ok, what do you see our standard of English so far in general. Is it getting better or?
 B: Most of the students here when they took MUET, it's band 2 or 3.
 A: I see.
 B: So, er: it's proficient, right? It's just moderate English user. So I would like to state that yeah, they are moderate English user. They can understand you but to reply back in English would be a little bit of problem for some.
 A: Ehm:
 B: That's why just now I said that I code-switch depends on how they answer my questions.
 A: I see. Do you see that--you have been teaching for how many years just now you said?
 B: Four
 A: About four years. Did you think that you code-switch: before when you first teaching or now you code-switching more? Or is it just the same?

B: I think it's just the same from the first year--I think the first semester I have er: very less code-switching compared to now.

A: Why?

B: The first semester, because I haven't understand the students yet. I don't know their level yet.

A: I see

B: But now, of course you have been very sure of their level, right.

A: Yeah

B: In fact, you start asking previous lecturers what did you give to these classes, what are the average marks for their English exam.

A:Ok. Thank you very much. I think that's all for today.

B: I hope it helps ((laughing))

A: Thank you so much. If there's anything else you would like to add, you can contact me later. (06:05)

vii) Poly C Lecturer B Transcriptions

Transcription of Classroom Observations

Recording No.: 18

Date: 21/9/2014 (Sunday)

Time: 10.15-11.15am

Class: DFP 5C

No. of Ss: 9

Level: Mixed ability

Age range: 20-22 years old

Topic: Graphs and Charts (Describing Graphs & Charts)

*Notes:

T: Lecturer

Ss: Students

(.) short pause

(0.2) 2sec pause

[overlapping speech occurs

↑ rise in intonation

↓ drop in intonation

-- change of the topic/rephrase/repeat

:: elongated speech/ stretched sound

= latched speech, a continuation of talk

() words spoken here were too unclear to transcribe

(()) transcriber's description

Ø no talk, ambient noise

U N capital & space for acronyms

red Malay words

' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

T: Ok, er: we'll wait for your friends. As they come in, they can join our class.

((Waiting for the students to come - 00:10 to 00:30))

T: Ok. Right, we'll start off--good morning class.

Ss: Good morning

T: Ok, what we're going to do today is erm: description of graph, ok? Now, before that,

((Ss coughing))

T: We have done a few exercises--some exercises on graph--for graph on how to er: identify once a while, x-axis, y-axis, bar graph, production, body, conclusion, right?

What we're going to do today is we're going to: got through it again but today we'll focus on vocabulary. The words that you need to know, the terms that you need to know in order for you to describe the graphs, you need that, ok? Now, what I want you to do is er: you can work in pairs: or be in a group, no problem. We have--we have about 4 groups, ok? 3 groups. So, get into pairs or be in a group. Ok, do it.

((Ss sat in pairs/groups))

T: Ok. Here we have erm: about 37 words here. So, each of you will get about--each group will get about 9.

((Ss laughing))

T: It's ok. Take your word. You'll get extra if you're lucky.

((T distributed words to each group))

T: Ok, now what I want you to do is: Ok, now. What I want you to do is you need to group them into five groups. Ok? Now let's see what are the groups that we need to look into. Ok, now first, some of the words (0.5) they share the same meaning. Ok. The second ().

((T wrote the word groups on the board - 2:55 to 3:20))

T: Ok, now, you need to put them into: six--six groups. Going up, going down. No change, going up and down, small changes, big changes and low points. Ok, what I want you--I give you about five minutes, what you need to do is you need to put those words accordingly. Ok? The words that you have, you have to put them accordingly. Ok? Now, if you do not know the meaning, it's ok. Guess. Yes, guess. And then we will look into the meaning. To find how do they--to find out the meaning. Alright, start. (0.8) Do you have any questions? Any questions? So, ok?

(05:00) ((Ss doing their work in pairs/groups - 4:20 to 5:30))

T: Try not to look at the dictionary first. Guess--guess. Try to guess it. What do you think it's used. ()

((Ss continued to do their work in pairs/groups - 5:55 to 6:15))

T: Ok, feel free to write on that piece of paper. You can write on that piece of paper. Ok, don't worry about it. It's yours. You can send it later when you've done.

((Ss continued to do their work in pairs/groups - 6:27 to 6:40))

T: Can we start? Ready?

Ø

T: Ok, we have--you're done?

Ss: Yes. Just guess.

T: Don't worry about it. I guess all the time. (0.10) Ok. (0.3). Thirty seconds more. (0.4) Ten seconds more according to my clock. Eight, six, four, two, zero. Ok. Now, (0.2) what I want you to do now is, ok, when--as I go from one group to another group or pairs, you need to tell me where the word: each word do you think belongs to that group. Ok? So we have three, right? Ok, any volunteers to write down the--who ones to volunteer? Who would like to volunteer? (0.4)

((A student came to the front to write the answers))

T: Maybe all of you will take turn. Let's just--ok, we go on: one group at one time. You just stand here.

Ss: Ok.

T: Right. What's your words?

Group 1: Open up, 'increase'

T: Only 'increase'? And?

G1: 'Increase'

T: 'Increase', that's all?

G1: And 'grew'

T1: And 'grew'. Ok, anybody else? From--the rest of the group? Done? No words to indicate: the verb going up? No? None? Ok, going down. You have one? Sure? Ok, what's that word?

G1: 'Went up'

T: 'Went up'. Ok, please write down. Ok now, what we are going to do is I'm gonna stop ((T clapped her hand)) talking. You are going to nominate your friend over here and you are going to inform her whether your--the words that you have fits in there. Can you do that?

Ss: Yes

T: Ok, right. Er: girls. You can er: join in with group that one. There's--there're two of them over there, another one over there. So:

Ss: You can break one one.

T: Ok? Three groups only. Ok, I'll stop talking, it's your turn.

Ss: Ok

(0.4)

T: You have to facilitate--you have to ask your friend, ok?

Ss at the Board1: Anything for going up?

(10:00) Ss: Next--any more

T: Speak a little louder

SsB1: So another group?

G2: 'Decline'

SsB1: Hah?

G2: 'Decline' (0.8) 'Decrease'

SsB1: 'Decrease'

SsB1: Anything else?

G2: No

SsB1: Anything else?

G2: No

SsB1: Let's go to the next

Ss: 'Changing'

T: Ok, before we go to the next, next group, why don't you nominate another friend? To replace your place.

SsB1: Ok () I would like to request my

T: First thing about this, don't ask question

SsB1: Ok. Norasmah

((Ss clapping))

T: Ok

Ss at the Board2: Any word for no change?

Ss: Stay the same--stay the same

SsB2: [Stay the same

Ss: [Stay the same

(0.8)

Ss: That is in B M, 'stabilise' is *stabil*. Stabilise is *stabil*. E I, *betullah, betullah*. L I

SsB2: L I

Ss: S E D. 'Stabilised'

SsB2: Thank you for helping me. Up and down. Any words up and down?

Ss: For no change we have: er: 'remain constant'.

SsB2: 'Remain constant'. (0.6) Next?

Ss: 'Undulated'

SsB2: Un? 'Undulated'

SsB2: Er: Anything else for no change?

Ss: No--no

SsB2: Ok next, up and down

Ss: 'Zig-zag' (0.7) ok, (gradually)

SsB2: Under no change, right?

T: Ok darling. Pick another friend.

SsB2: Ok er:

((Ss laughing))

T: Ok, this time around, I do not want to point at your friend. I you to mention this 'I would like to choose'

SsB2: I would like to choose: Afna
 ((Ss laughing))

T: Ok Afna. To do what?

SsB2: To: take my place ()
 ((Ss laughing))

T: Ok

Ss at the Board3: Ok, can we go to small change?

Ss: No.
 ((Ss discussing))

Ss: () Suddenly

SsB3: Hah?

Ss: 'Suddenly'. S U--S U D--D E N

SsB3: Hah?

Ss: D E N L Y.

SsB3: Alright

Ss: 'Steeply'. S T E--E P L Y
 ((SsB3 writing the answers on the board))

SsB3: Er: small change?

(15:00) Ss: 'Gently'. G E N: T L Y--T L Y--T L Y. Steadily--steadily. S T E--A S D, S D? eh, E A D I L Y. 'Slightly': S L I G H T L No--No--No. H T: T L Y.

T: Pick another to replace you.

SsB3: I would choose: Syafiqah
 ((Ss laughing))
 ((Syafiqah (SsB4) getting ready to go to the front - 16:05 to 16:25))

SsB4: Er: (0.4) right, 'reached a low' (.) small change or big change?

Ss: Small change--small change. R E--R E A C--R E--

SsB4: R E

Ss: A C

SsB4: C

Ss: H

SsB4: H

Ss: E D a low

SsB4: A low--A L O W eh, bukan?

Ss: *Haiyo! So lembabs*
 ((Ss laughing))

SsB4: A L O

Ss: L O W

SsB4: Oh ok.

Ss: Er: grew

SsB4: Next, small change or big change?

Ss: 'Gradual'--'gradually'

SsB4: 'Gradually'?

Ss: G R A

SsB4: Spell it, right.
 ((Ss laughing))

Ss: G R A er:: double L (0.2) *pandai!* Sharply

SsB4: Sharply
 ((SsB4 writing the answers on the board))

SsB4: Next?
 Ss: 'Feel'--'fell'. F E L L
 SsB4: F E L L?
 ((SsB4 writing the answers on the board))
 Ss: Dramatic
 SsB4: 'Dramatic'
 Ss: Drama:
 ((SsB4 writing the answers on the board))
 T: Ok, Syafiqah. Why don't you choose another friend to replace your place.
 SsB4: I will choose er: Nadirah to replace my place.
 T: Nadirah, ok.
 ((Nadirah (SsB5) getting ready to go to the front))
 SsB5: For er: big change? (0.2) Anymore? For low ones?
 Ss: 'Bottomed out'
 SsB5: Bottom up?
 Ss: 'Bottomed':
 ((SsB5 writing the answers on the board))
 Ss: E D. (0.3) 'Bottomed out'
 SsB5: Ok ok. Other than that?
 Ss: 'Flacted'--'fluttered' (0.5) F L U
 T: Say louder louder
 Ss: E R D--double T--E R D
 SsB5: Double T
 (20:00) Ss: E R D: after T ()
 T: Ok
 Ss: ()
 T: Ok, anymore words: that we have left out? All ok? Orait, thank you darling.
 ((Clapping))
 T: Thank you for your cooperation. Now, let's look at these words. What I would do now is that I'll not mention to you whether--I will tell whether it's wrong or right, ok. I will let you know whether it's wrong or right. But I won't give you the answer for the wrong er:: words. So, then we have to discuss where it might belong to if it's not there. Ok, any question? Right, ok now let's look here. Going up, increase, ↑going up? Ok fine. (0.2) Yes, ok. Went up?
 Ss: Yes:
 T: Ok fine. Going down, drop. This one? Decrease?
 Ss: Yes
 T: Ok fine. How about no change? Stay the same?
 Ss: Yes
 T: Ok good. 'Stabilise'?
 Ss: Yes
 T: *Stabil* -- *stabil*. So: *stabil* so anyone what does *stabil* in BM? What is it mean? Stabilise--stable, what does it mean? (0.2) Same meaning?
 Ss: Still the same
 T: Nothing change?
 Ss: Nothing change
 T: Ok good. Very good. Stable. Remain?
 Ss: 'Remain Constant', *stabil*
 T: Ok, remain constant fine. Undulated. Do you know what's the meaning? No?
 Ss: No

T: You know what, I'll--I'll--I was er: a big blur when I saw that word as well.
 ((Laughing))
 T: Then I was like oh yeah so: that's not belong to this group, ok? It belongs somewhere else. 'Zigzag'?
 Ss: Yes. Up and down
 T: Why do you say 'zigzag'?
 Ss: It's up and down
 T: Goes up and down, up and down, correct.
 Ss: Yeah
 T: Ok, 'dramatically'?
 Ss: ↑Yes!
 T: Because it's your answer!
 ((Laughing))
 T: Are you sure? Ok. How about the rest? You aren't in their group. What do you think?
 Ss: It belongs to big change
 T: It belongs to big change. Yes, very good. 'dramatically rise' or 'dramatically fall'. Oh my God! I'm not supposed to give you the answer.
 Ss: Ouh: ala:
 T: It's ok, it's ok, fine. I'm good.
 ((Ss laughing))
 Ss: But it can be up and down also
 T: It can be?=
 Ss: =Up and down
 T: Yes, but up and down one thing if you look into 'dramatically' is that unique. 'Dramatically'. Ok it can be dramatically ah: er:: increase dramatically or decrease dramatically, right? You are right. But you look into the context, what does it mean. Ok? Ok? Good. Right, suddenly?
 Ss: Yes, because it's our answer.
 T: Because it's your answer.
 ((Ss laughing))
 T: What about the rest? 'Suddenly'? ↑'Suddenly'! Is it stable? Compare it to the other--sorry, is it--is it go up and down?
 Ss: No
 T: Compare with the answer here. ↑No. what does 'suddenly' mean?
 Ss: ()
 T: Yes, so what's () mean?
 Ss: Sorry, we don't know. They are many idea here take up or down.
 T: Ok, when do you think it fits later then working to death. Don't dream.
 ((Ss laughing))
 T: How about this, 'steeply'? (0.3) Still don't believe me?
 ((Ss laughing))
 T: Anybody else? 'Steeply'--'steeply' ok. What does it mean?
 Ss: Step
 T: Step or steps. (0.3) No idea? Anybody else? (0.3) Don't worry, it doesn't belong here. Ok, 'gently', small changes? 'Gently'?
 Ss: Yes
 T: Yes ok. 'Steadily', small changes?
 Ss: No
 T: No? You're right. 'Slightly'? Small change? Agree? Ok. 'Reached to a low', small (25:00) changes? 'Reached a low'. Do you think something to--by small changes?

Ss: Yes
T: Something to do with?=
(0.3)
Ss: =Of going down
T: Being down, something: low, right? So: right, 'grew'? (0.5) 'Grew' means growing up.
Ss: Oh:
T: Right? Ok? Next, alright. Small changes can be up or down, it doesn't matter. It's just a change, we're talking about the chain. Ok, big changes gradually?
Ss: Yes
T: Big change? (0.5) gradually, big change. They asked me gradually. (0.4)
Ss: No.
T: How about the less? (0.2)
Ss: I don't know
T: I don't know. It's ok. No worries. I don't know it as well. Alright, 'sharply'?
Ss: Yes
T: Big change?
Ss: Yes
T: Ok, fell, big change? (0.2) Fell? Big change? Not big change?
Ss: No
T: No?
Ss: It's supposed to be going down
T: Supposed to be going down?
Ss: Yeah
T: Like your pants supposed to be going down. Maybe. Right, 'dramatically'?
Ss: Yes
T: Yes
Ss: Finally ((laughing))
T: 'Levelled off'? (0.4) 'levelled: off', ok. (0.2)
Ss: Yes
T: 'Levelled: off'. Low point. Levelled off is low point. Why? It doesn't matter. We'll know that later but it indicates big changes, 'levelled off'?
Ss: No
T: No? You don't think so? why you think ask me. 'Bottomed out'? Low points?
Ss: Yes
T: Yes, very good. Why? Why do you say so?
Ss: Low point, 'bottomed out'. ((Laughing))
T: Low point, 'bottomed out'. Yes, Erni. Such as?
Ss: Because it's our answer ((laughing))
T: Because it's you answer. 'Fluttered'? How about 'fluttered'? Do you know what it means? (0.4)
Ss: Don't know
T: What does 'fluttered' mean? Hm: what does it mean? No--no idea? No worries. We'll look into that later. Ok, now, look at all those words that I've marked with that--with the blue mark. 'Undulated, dramatically, suddenly, steeply'. Ok, since 'dramatically' is over there, so we understand there's a big change, right?
Ss: Yeah
T: Forget--forget about that. 'Suddenly, steeply, steadily, reached a low, dramatically, fell, levelled off'. Now, what am I going to do is, I'm gonna explain first what's going up means, going down means., no, change, up and down, big change, low point ↑ again.

From there, try to guess again these words. Ok? Going up means it goes up. Ok? It goes up. Going down, it goes down. Right, now no change it means it does not go up or down. It's just stays the same. At one point it doesn't change. In Malay, can anyone tell me, a word that you--not same as the word--word that means does not change. It starts with the word 'M'. 'M' *jugak pun ah*:

Ss: *Mendatar*

T: *Mendatar*. Yes, *mendatar*. That means no change, right? Ok, good. Right, up and down, 'zig zag' it means it's not stable. Ok, it's not stable. And suddenly you gonna have a heart attack. Is your pulse stable? No, right? Goes up and down, up and down, up and down. So what if very loose? What happens to your pulse?

Ss: *Mendatar*.

T: Ok, *mendatar*. What do you call it in English? No: change, right? You know that beep? It goes up and down, up and down, up and down, you're still alive but not stable, right? But not stable. So, if it stops?

Ss: Teettt ((sounds of beep))

T: Teettt ((sounds of beep)). Are you still alive?

Ss: No.

T: No, but the line is? The same position, stays the same unless somebody revises you. Then it goes up and down, up and down. Ok? Same concept. Remember that. Ok? Now, small change that is increases or decreases, increase or decrease in a small number--amount. Ok, it (30:00) can increase slowly, little by little by little by little, it doesn't matter. It can increase a little or go down a little. No problem. Ok? Big changes. All of a sudden. Increases and there are also decreases. Ok? Now, er: low point. Low point is that it's a bottom ((T slammed hand on the table)). Ok, like I guess to explain to you about erm: the melting point of ice. We learnt about that, right? Ok, melting point of ice is? Water--ice my--water--water. Boiling point of water is? 100. Freezing point of water is? 0. Room temperature water is?

Ss: 30

T: 35, 37. Right? Ok, what does that indicate? Once the water reaches: 100 per cent, is it go higher--100 degree, is it go higher? After 100, is it go higher?

Ss: No

T: No, right? Once it reaches 0, does it it go any lower? So, what is this? This is \uparrow a: peak. So, if this is a peak, this will be the? (0.4) If this is the peak, this should be the?

Ss: Water

T: Yes, water. Very good. (0.3) Ok, it doesn't change anymore. That's like the maximum, right? Ok, fine/ Low point is the lowest point. It doesn't go any lower than that. Ok? 'Fluttered'. What does that mean? (0.2) No idea? It's ok, fine. Now, I will allow you to look in your dictionary. Your famous dictionary. Your iPhone's, your Samsung's, ok? Right. Check it, and then explain to me, tell me er: explain to me what it means and why it fits that group. Very quickly we've got 2 minutes only because we have something to help you all this. Not 2 minutes, 1 minute. Can you quick. 1 minute, 1 minute, 1 minute! Ok, if that the case, I will divide it. Erm: (0.2) Shafiqah (0.2) Shafiqah, 'undulated, suddenly'. Ok, er: Afna's group, Afna where are you? Afna's group sorry. Afna's group, 'steeply, steadily'. Right? And

Ss: Bella

T: Bella's group, 'reached a low, gradually', ok? And then Shafiqah's group again, 'fell'. Afna, 'levelled off' and 'fluttered'. Bella, 'fluttered'. (0.4) Ok, you have to--each of you try to get the meaning.

((Ss looked for answers in the dictionary - 33:20 to 34:20))

T: Ok, done? (0.3) Done? No? Not yet? Ok.

(35:00) ((Ss continued looking for answers in the dictionary - 34:30 to 35:24))

T: Ok, right. 'Undulated'. Shafiqah's group. What do you think it means?

∅ ((Some students will continued discussing in their groups))

T: No--none? It's ok. Don't worry. I'll help you with that.

Ss: Ok.

T: Ok, 'suddenly'?

Ss: 'Suddenly'

T: 'Suddenly' is?

Ss: Big changes

T: Suddenly is under big changes. Why do you say so? 'Suddenly' under big changes, why?

Ss: Tiba-tiba

T: Tiba-tiba? 'Suddenly'?

Ss: Ah: 'suddenly', yeah.

T: So usually when--when there's a sudden movement, it should be a big movement? It's will change.

Ss: Yes, sudden movement.

T: Sudden movement.

Ss: Yeah

T: Right, ()

Ss: Yeah

T: Yeah (*Romset?*)

Ss: Oh: ((Laughing)) Yeah, (*Romset?*)

T: (*Romset*) (). Ok?

Ss: Ok

T: Ok, fine, very good. Big changes, 'suddenly'. Because it happens so suddenly, it's a change, big change. If it happens little by little, we don't notice, right. Small changes er: small changes. Suddenly tomorrow I come to class wearing a blue wig--a blue wig, right? Is it a small change or a sudden change?

Ss: Sudden change

T: Yes, because I hardly colour my hair. Suddenly, I come to class in blue wig. 'Suddenly', right? Ok, very good. So, big change. Then, how about er: 'steeply'? No, you are not supposed to doing it, you are supposed to 'fell', right?

Ss: Yeah.

T: How about 'fell'?

Ss: *Terjatuh*

T: *Jatuh*.

Ss: So, er: it's supposed to be er: back to a point or going down.

T: Going down?

Ss: Yeah

T: Ok, what do you think? Ok, good. 'Fell' means? This, right?

((T dropped her pen on the floor))

T: Right? So, in those=

Ss: =Big jump

T: Sure?

Ss: Not sure--sure

T: (*Romset*). Ok, good, next group. 'Steeply' erm: we've done with a 'undulated', 'suddenly'. 'Steeply'--'steeply'.

Ss: Er:

T: Yes

Ss: 'Steadily'
T: You wanna go 'steadily' first? It's ok. No problem. 'Steadily'.
Ss: Er: no change
T: No change. Why do you say no change?
Ss: It's steady:
T: Why? Why--why--why? Because it's steady? Steady?
Ss: Because it maintain
T: Maintain, very good. What do you say 'steady' in *B M*? 'Steady'? *Steady*: (0.5)
Alright, ok. Similarly with word we learnt just now, *mendatar*. Alright. 'Steady', ok.
Right, erm: (0.6) How about erm: you have 'steeply', 'steadily' and 'levelled off', right?
What about 'levelled off'?
Ss: Er: ()
T: Sorry?
Ss: Low point
T: Low point? (0.3) Sure? Lowest point? 'Levelled off'.
Ss: Going down
T: 'Levelled off'. What do you mean by that. 'Levelled off'? (0.4) What's levelled?
What is level? Same level, different level, what is level?
Ss: [*Taraf*
T: [No change, right? *Taraf*? *Taraf*? Level? Ok, status--*taraf*. Level?
Ss: *Tahap*
T: *Tahap*. Ok, so you reach a level, 'levelled off'.
Ss: No changes
T: Very good. Ok, so 'levelled off', right? ((T wrote the word on the board in the right column)). Ok, good. (0.3) 'Fluttered'?
Ss: Desperate
(40:00) T: I give the easy one--easy one, 'reached a low'. What's 'reached a low'?
Ss: Supposed to be going down
T: Supposed to be going down? 'Reached a low'. What is the word 'reached' means?
Reach me. Reach.
Ss: *Sampai*.
T: *Sampai*. 'Reached a low'. *Sampai* a low.
Ss: Low point
T: Yes, why? Because it reached: a: low: level. 'Reached a low'. It's not that much, is there. Guess the meaning first. Ok very good. So, it 'reached a low', it cannot go any lower, right? That's the meaning. 'Reached a low'. It reached a level that it cannot go any lower. Lowest, so it goes under: low: points. (0.5). Ok, 'reached a low'. 'Fluttered'.
Ss: 'Gradually'
T: Oh, 'gradually', sorry. 'Gradually'. (0.3) 'Gradually' yeah?
Ss: Going up
T: Going up, 'gradually': sure? I say no.
Ss: *Secara beransur-ansur*
T: Ah: what is gradually in Malay?
Ss: *Secara beransur-ansur*
T: Ok
Ss: Small change--small change
T: Why do you say so? Goes up by little by little. *Beransur-ansur*, that's very good.
Where to--where?
((Ss laughing))

T: Erm: small change. (0.5) How did you grow up? Today 100cm tomorrow 400cm. No, right? Grow up gradually. Small changes. Right, 'fluttered'. (0.7) 'Fluttered'. Yes?

Ss: Up and down

T: Up and down. Why do you say so?

Ss: *Berdebar-debar*

T: *Ber--?*

Ss: *Berdebar-debar*. Fluttered hearts

T: *Berdebar-debar?*

((Ss laughing))

T: 'Fluttered' is *berdebar-debar*, your heart? You heart flutters. What else flutters?

Ss: Up and down

T: Goes up and down. Ok, find your heart let's try and see and compare to butterfly. Butterfly has been seen fluttered. So you?

Ss: Up and down

T: Very good. Ok, compare it with your heart, find 'de de de' ((T making sound of heart beating)).

((Ss laughing))

T: Right, 'fluttered' is up and down. (0.4) Ok, how about 'undulated'?

Ss: 'Undulated' I think is as small changes.

T: Aha:

Ss: Maybe it's a smooth, a smooth wave

T: Smooth: wave?

Ss: Ha:

T: Ok, fine. Smooth--you say what is that again?

Ss: Wave

T: No, the answer.

Ss: A smooth

T: 'Undulated'?

Ss: Small changes

T: Small changes. Ok, smooth, smooth wave. How does wave move? What is the wave like?

Ss: Up and down. Sorry, Oh ok, sorry:

((Laughing))

T: It's ok you all. You are almost there. Fine

((Laughing))

T: Ok, so 'undulated' sailing, small wave, goes up and down. It can be smooth. Ok, compare--compare here 'zig zag' sharp. 'Undulated' is more smoother. Sorry, more smoother--a little smoother. Ok, right it's smooth. Ok. Anymore--any questions? Ok, what other words we haven't solved? Er: one more. All done. Sure? (0.4) 'Steeply'? Who's supposed to do? Anybody? Yeah, 'steeply'.

Ss: We almost forgot

((Laughing))

T: 'Steeply, steeply'. Yes?

Ss: Er: big change?

T: 'Steeply' big change? Why do you say so?

Ss: 'Steeply' means *curam*.

T: Ok, so *curam*. How does *curam* look like? I don't know.

Ss: Like that

T: Like that? ((While showing hand signal)). Slanted. Sharp. Ok. Steep, right. We can also say 'sharply'. Say steep. Ok, fine. Very good. Big change. See, how easy it is.

Ok? You're (45:00) right. Let's do the answers. (0.12). Yeah, yeah, yeah, ok. Ok? I'm so sorry. Ok. Going up, 'increase', 'grew', 'line up'. Ok, another word 'rose'. 'Rose' is the past tense of 'rise': R I S E. 'Rose' is the past tense ↑of: 'rise'. Not rice that we eat and flour that we see. Ok? 'Rise', S E not C E. They grow, almost same spelling different meaning. Going down. 'Decrease', 'fell', 'drop', 'decline'. Ok, we're good. Good to go! Stay the same. Stay the same or staying the same?

Ss: Stay the same

T: Stay the same, ok. 'Stabilise', right? 'Remain constant', ok. 'Steadily' and 'levelled off'. Why 'levelled off' is not--Why 'steadily' is not under no change?

((T bangs the table to get Ss' attention))

Ss: Ouh: *mak*:

T: Why 'steadily' is not under no change?

Ss: Small change.

T: It's under small change. Why?

Ss: Just feel like--maybe going up and down.

T: Maybe going up and down.

Ss: Maybe it's just: calmly.

T: Calmly?

Ss: Yes

T: Slowly?

Ss: Slowly sometimes

T: So small change? So we write here. Are we? Are we right? Ok, 'steadily', small change. Because 'steadily' you still increase, you still decrease. Right? It does not just stop, no more. Still decrease--decrease, but in a small level--small amount. Ok? Can? Right, good. Now, let's look at no change--up and down. 'Fluctuated', 'zig zag', 'fluttered', 'undulated'. 1, 2, 3. (0.3) 'Undulated', 'fluttered', 'zig zag', one more? 'Fluctuated'! Ok, 'fluctuated' another way, ok. Small change, 'gently', 'gradually', 'slightly', 'steadily'. Ok, good to go. Big changes, 'suddenly', 'sharply', 'steeply', 'variety', and other word not here, 'a lot'. Ok? Low point, 'bottomed out' and 'reached a low'. Any question?

Ss: No

T: Ok now, I've given you an exercise here. Ok. In this exercise, what I want you to do is you go home, practice on this, answer the questions and we come to next class, we going to use these, whatever that you have done here, you're gonna practice and if they are mistakes. And then, we gonna use the same concept to do a few more exercises, ok? I'll give you a few graphs which has all these lines and movements. So you'll have to describe them. So you try out this worksheet first. See whether you can do it. Right? And then we'll look into it. Any questions? So, we're ok with the lesson today? Good to go? Alright, I'll see you next week. Have a nice day. Goodbye.

Ss: Goodbye.

T: If you wanna--you can take a photo what I've written here. Snap a photograph you keep or can ask me the list later, if you want to. Ok? Fine, thank you. Bye bye. (49:00)

Transcription of Interviews

Recording No.: 19

*Notes:

A: Interviewer

B: Interviewee

A: Ok, good: afternoon

B: Yes

A: Thank you for agreeing to talk to me.

B: You're welcome.

A: I'm sure you already know that my research is to investigate the use code-switching in the classroom.

B: Ah:

A: I just want to get some views from you regarding code-switching

B: Ok

A: In teaching English in the classroom. So therefore our talk will be confidential and only be used for my research purposes, right?

B: Ok

A: Ok, so er: I'm sure you know what is code-switching?

B: Yes

A: Do you have any idea what code-switching is?

B: Code-switching is when you switch languages when you teach. So it can be a word, it can phrases.

A: Alright, so did you do any code-switching just now in the lesson?

B: Yeah, I did.

A: Ehm: was it a planned or was it an unplanned one?

B: Er: it is an unplanned.

A: Why did you think you do that?

B: Ok, erm: when we code-switch--when I code-switch--code-switch usually I will speak in English but I'll my best to--to er: in order for me to transfer the meaning,

A: Ehm:

B: I need to get them--I need to find out whether they could identify the words or not, or if they would like to er: say out the word--the meaning of the word or--of that particular word that they do not know how to say it out but they know in their language--their native language. So, I'm able to the message out and the I'll tell them. This is actually the meaning of it in English and then it facilitate their learning.

A: I see. So apart from code-switching, is there any other strategy that you can use in order for them to understand?

B: Yes, more er::Other than code-switching, we have er:: I encourage them to: ask their friends for help like a while ago. What we did was, they try to guess first

A: Yeap

B: And then from guessing, they are trying to identify the meaning. And then to explanation. Last, look--only then they will look into dictionary. They look up the word in the dictionary.

A: Ok. So what would be your first and second languages then?

B: Sorry?

A: Your first language?

B: Er:

A: Your mother tongue?

B: My mother tongue is Tamil.

A: Alright, so your language--second language will be B M or English?
 B: English
 A: English ((laughing)). Alright, so the subjects that you are teaching here?
 B: Er: three subjects. I'm teaching M U E T--MUET, and I'm teaching AE101 Communicative English
 A: I see.
 B: And Semester 5 (AE 501): Communicative English Skills.
 A: How long have you been teaching here.
 B: Here, four years
 A: About four years, so alright. Do like teaching English?
 S: Yes, I do. I'm enjoying teaching English.
 A: Ok, sometimes people said they feel a bit guilty when they used B M in the class, do you feel bad:
 B: No. If I use *B M* continuously through out the lesson, of course. If I encourage my students to answer in *B M*, yes of course. But if I encourage them to thin in B M, but tried their best to speak in English, I don't think so.
 A: Alright, do you consider yourself to be proficient in English?
 B: Err: as proficient as a native speaker, no. but proficient yes. Teach yes!
 ((Laughing))
 A: So what are your strengths as a lecturer?
 B: As a lecturer, I think I have classroom control
 A: Ehm:
 B: And I tried my best to er: when I teach my students, I do not want other factor to influence like er: students' er: what do you call them, whether they comfortable in class with me, whether they feel like too fierce or I speak too fast, so I try to elevate that type of problems, so my class I focus on understanding whether they make mistakes or not, it's not a problem, then we can fix it.
 A: Do you have any weaknesses?
 B: Weaknesses? Yes. At times when I'm too excited, I speak too fast and I have problem with time control. Yeap, and I can't manage my time now--at times.
 ((Laughing))
 A: Is there any part of your teaching that you would like to improve?
 B: Well, erm:: the use of technology and also the variety.
 A: Ehm:
 B: Like we have three main topics that we need to teach and then we have three hours--three contact hours per week. The problem is even though we have gone through the topic, after you repeat the topic, about the or 4 even a month time, the students' tend to forget what they have learnt.
 A: I see.
 B: So the reinforcement is not there. The continuous needs for them to know and learn that particular language is not there. So they just study for that particular course and then they--they don't study anymore. So, I--I encourage my students to learn how to learn the language.
 A: I see.
 B: So if it's like in the future, you'll still know how to learn the language on your own.
 A: Ehm:
 B: So I teach explicit grammar in the class which is not in the syllabus but I tried to encourage them that if you do not know the sentence structure, what do you do to try--or what can you do to improve on your own not with me around.
 A: Yeah, they don't depend on us so much, right. They should know.

B: Yes. I tried to be the facilitator not only in the class, but in their learning to help--to understand that they need to know and how to actually--by right most of them, actually most of them, they are good. The thing is that if even though they want to improve, their second language acquisition, they have problem because they are--they do not know how to. Like us we have through B.Ed TESL and know how to.

A: Yeah

B: They do not know--they do not know the basic. So we encourage them--I encourage them to let them learn the language on their own. So code-switching, is in a way important for us.

A: Yes, it helps

B: It does help somehow.

A: Ok, so the last question, what do you think of English language in general, perhaps the students' proficiency is it better compares to the first year you are teaching until now or is it?

B: Er: it's improvement in time, but it also depends on the students' syllabus when they went they went--during their O-level, like some of them they did Science and Math in English.

A: Ok.

B: Their exposure to language is more.

A: Yeah

B: So when they come or--when they graduate and they enter polytechnic, their proficiency is a bit better.

A: I see

B: Compared to those are--who have less exposure

A: Experience. Actually see the difference [right, between this intake

B: [Yes, I can see whether they have improved or whether the proficiency have decreased. Like this semester, these students Semester 5, Semester 3, 2 yes, but the latest Semester 1 are not so good.

A: Oh:

B: Not so, not all of them.

A: I see.

B: They still have problem in speaking.

A: I see

B: And the language acquisition. You can see a slight bit but not--not that

A: Because is it of the change of P P S M T I thing?

B: Yes, it does effect. It does.

A: Ok, thank you so much for talking to me. So, if you have anything else to add, you can contact me later.

B: No problem.

A: Alright. [Thank you.

B [Thank you very much. (07:27)

viii) Poly C Lecturer C Transcriptions

Transcription of Classroom Observations

Recording No.: 20
Date: 22/9/2014 (Monday)
Time: 11.15am-12.15pm
Class: DEP 5B
No. of Ss: 19
Level: Mixed ability
Age range: 20-22 years old
Topic: Job Interview

**Notes:*

T: Lecturer
Ss: Students
(.) short pause
(0.2) 2sec pause
[overlapping speech occurs
↑ rise in intonation
↓ drop in intonation
-- change of the topic/rephrase/repeat
:: elongated speech/ stretched sound
= latched speech, a continuation of talk
() words spoken here were too unclear to transcribe
(()) transcriber's description
Ø no talk, ambient noise
U N capital & space for acronyms
red Malay words
' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

T: Assalamualaikum and good morning everyone.

Ss: Waalaikumussalam

T: And please say hi to Puan Mazlin

Ss: Hi

T: So, he also asked me, don't worry. Alright, so before we proceed with our lesson, let's recap what we have learnt in previous class. Ok? So, er: first we have learnt about the resume, right?

Ss: Yes

T: Ok, good. Then, we'll--we learnt about

Ss: Cover letter--cover letter

T: Cover letter. So have you done with the draft?

Ss: Yes.

T: Ok, so later we'll look at your draft. Ok, so today we're going to look at the job interview. The preparation of the job interview. Ok?

Ss: Yes

(0.6)

T: Alright, so have you applied or attended a job interview before?

Ss: Yes

T: How many of you have attended any job interview?
 ((Ss raised their hands))
 T: Ok, you. (0.4) Ok, Hafizul. Ok, do you have any personal preparation?
 Hafizul: No.
 T: What do you mean by no?
 ((Ss laughing))
 T: I mean personal preparation like it's about grooming, if you find a beautiful--nice er: shirt, ok. So have that preparation.
 ()
 T: Ok, how about you Ashari?. How about you?
 Ashari: Yes
 T: What do you wear for your job interview
 Ashari: Er:
 T: Ha: personal preparation, what did you wear?
 Ashari: T-shirt with a shirt
 T: Shirt, ok
 Ashari: Like this, like this.
 T: Oh ok. Just t-shirt?
 Ashari: Ha:
 T: Ok, what kind of job that you apply?
 Ashari: Er: Sales Assistant
 T: Where?
 Ashari: Giant Hypermarket
 T: For how long?
 Ashari: 7 months
 T: 7 months. That's quite some time. How about girls?
 Ss: No
 ()
 T: How about scholarship interview?
 Ss: Just apply
 T: () Scholarship no? Ok, alright, never mind. So personal preparation like you'll go cut your hair: and you have something nice. Ok, er: nice clothes, nice *baju kurung*, ok? Personal preparation. Yeah. Are you, ok? Ok, so: what other preparation that you make for the interview based on your understanding of the company? Alright, so: Ashari, You applied Sales Assistant at Giant, right? So what do you know about Giant?
 Ah: Giant Hypermarket. So, what do you about Giant Hypermarket?
 Ashari: Giant is:: an international company
 T: An international company, ok.
 Ashari: Erm:
 T: What do they do?
 Ashari: They sells--sold--sale
 ((Ss laughing))
 T: They sell, ok. What kind of item that they sell?
 Ashari: (0.3) Er: grocery
 T: Do you know what is grocery?
 Ss: Yes--yes
 T: Beside groceries?
 Ashari: Er: frozen
 T: Frozen food, ok.
 Ashari: Erm:

(03:50) T: Frozen food, canned food, as well as toys.
 Ss: Don't buy anything cheap today. *Suka makan yang ini?* Ok?
 T: I'll set the date for them to come, maybe you can get your friend also.
 ((Ss laughing))
 T: So, what is the purpose of having job interview? This we are--till we are exchange for information. What kind of information?
 Ss: Excellent
 T: Personal information about whatever. Ok, what else?
 Ss: Company background.
 T: Company background maybe you want to ask location about the company background. Besides that?
 Ss: Salary? Ay yes, besides salary. Mission and missions for holiday.
 T: What did you do for? Ok, the job responsibilities.
 Ss: Yes
 T: Ok, job responsibilities. If you are applying for a Technician then you should know is just (05:00) opportunity of the technicians. For example--for example of responsibilities of a Technician. Ss: () or program.
 T: Did he say why is he like that? Besides that? Trace the (). Ok ye. Never mind. Alright, in an exchange of information . Exchange means er: to exchange information, to er: a person attending and interview, a person attending an interview, which is interviewee and the person asking questions in an interview, the interviewer.so, let's you apply for the job then you are ↑the?=
 Ss: =Interviewee, the candidate
 T: The candidate, beside candidate you can call it as?
 Ss: Interviewee.
 T: Interviewee. Ok? *Orang yang sedang* interview. Ok? *Dan* interviewer is the person who ask you ↑the?=
 Ss: =Questions
 T: Ok. Now can differentiate between interviewee and interviewer, right? Let's say I come for the job interview and you are the?
 Ss: Interviewees
 T: I come for the job interview then you are the? Interviewer, right? So, first we answer the questions post by the interviewer, so we need to answer the questions by the interviewer in order to impress the interviewer. Impress means?
 Ss: *Menarik*--wow, impress
 T: Yeah impress
 Ss: To make it wow
 T: This interviewee is really er:
 Ss: Wow wow
 T: What do you call that, er: have potential to be a staff, ok? And as the interviewee, ask question to obtain relevant and sufficient information. So, as your part, you can ask also ask some questions that are related to the job that you applied and to get sufficient information such as what kind of questions you can ask?
 Ss: Salary
 T: Why do want to ask the salary?
 Ss: But
 T: Because normally I think in the job advertisement, right, they have the job scope. Er: salary range is based on your qualification and also experience. Ok?
 Ss: Benefit?
 T: Yeah, benefits. Ok.

Ss: Join the company
T: Benefits of joining the company. Alright. Next one. Let's look at the appearance when you want to attend for a job interview.
((Ss making noise))
T: Ok, so do you think that interviewee is the proper way in the job interview?
Ss: No
T: Why?
Ss: Because not wearing a proper clothes
T: Not wearing a proper clothes. Ok, in your definition, what is a proper clothes?
Ss: Formal--formal
T: Formal such as?
Ss: With a tie, long sleeve ((Too many speakers at one time answering the questions))
T: Wearing tie. Is this appropriate ((While showing a few pictures to the students)). Is this appropriate?
Ss: No, too many, rock *kapak*, too much.
T: This is for what kind of job?
Ss: Modelling
T: Yeah, but if you are applying for a model then it would be appropriate, right?
Ss: Yeah
T: because you want to show how to dress
Ss: *Stylo*
T: being *sai-tylo*
Ss: *Sai-tylo*?
(0.6)
T: So, how about these two people?
Ss: Yes
T: Is it appropriate?
Ss: Yes. The lady is not appropriate.
T: Why do you say it's not appropriate? Can you give me some reasons?
Ss: Erm: ((Laughing)). Wearing short skirts.
Another Ss: Short skirts?
T: Ok, let's see the description. Ok, first hair. Comb and style neatly. Ok? So, boys, ok. You need to make sure er: your hair short, and you style and comb the hair neatly.
Ss: *Botak*?
(10:00) T: *Bohlelah*, ok. How about makeup or accessories? You can still wear makeup for girls. Boys=
Ss: You don't have to wear makeup.
T: Hm: ok. Ok, cheekbone minimal ok, which is not too much ok, not too much of: blusher, not too much of --what else do you wear?
Ss: Makeup, eyeshadow
T: Makeup, yeah. Eye shadow *kiri kanan*, blusher too red, too pink ok?. Ok, men. Clear moustache and sideburn. Maintain a clean shaver or trim through. Ok, let's say this fellow, make sure you clean a bit to make it more =
Ss: = safety, *kemas*, smooth--smooth
T: Smooth? Or () between your message. Clear succulent, ok? Ok, men could wear a two--a formal clothing, with and jacket while woman who dress formal and wear a dress. Ok, so men can wear like this, like this ((while showing pictures)). Men, ok. Can wear tie, if you have jacket then you can wear, ok? And leather shoes. Will go to this shoes--leather shoes later. And girls, ok, er: dress formal and wear a dress but ok, for Muslim, you can--you can still wear your hijab, your hijab of course you are wearing.

You wear hijab, right so you wear nicely and then er: but the way you do your hijab, nowadays we have a lot hijab styles

Ss: Hijabster

T: So make it er: minimal ok? Not too much of flower, ok? And how about the colour of the shirt? Or the *Baju Kurung*?

Ss: Not too bright

T: Not too bright, yes, not too bright, ok? Hah: not too what?

Ss: Many flowers

T: Not too many flowers? Not wearing contrast or too striking colour maybe. Just wear a very soft tone, blue maybe, purple, light blue, peach. Not hot pink, too striking, orange. Normal is to you but last time when I attend my interview, I wear blue, () which is not so bright and not so dark, just nice. Just nice. Ok, woman who look presentable wear a knee-length or acceptable length. So man, of course *baju kurung* is very long, right? Ok, so man who look presentable in a pair of palette pants or trousers, ok? Pants or slacks. You can buy these slacks at Padini, Factory Outlet, buy one free one. Ok? RM69 you can get free er: extra one pants. And shoes. Wear proper--sorry, wear a proper formal shoes not too casual, such as sneakers or sandals. Alright, so you should wear something like this!

((Ss laughing))

T: Do you have one?

Ss: Selvi

T: Just like Selvi, ok. How about the girls? Do you have any ladies' shoes? A very formal. Which er: it should have at least 1 inch heels, at least. So, 6 inches of high heels then, you will *jatuh*. Ok?

(0.8)

T: No sneakers yeah. Ok? So, during our assessment later, I hope you have leather shoes. Nice one. Polish.

Ss: Selvi, selvi

(15:00) T: Ok, no sandals right girls, no sandals. Keep the ladies from the straps from shoes like this one. Next one, how to ace the job interview? How to ace the job interview? Successful in your job interview. Ok, first thing is gather as much information for the job you are applying. Ok make sure you study about the job position, position of the company's offer. Ok? What do they do? What is the er: responsibility of the job. It needs--gather as much information about the job that you are applying, ok? Maybe you can start from the website. That's why I asked to come up with a er: company's profile, right? Ok, make some research of the particular company. Ok, next one, look into the company. look towards their visions, missions, their products, ok. For example like Panasonic there are here in Pasir Gudang it provide some digital model, right? Revise your resume and be acquaint yourself with job experiences. Ok, you need to revise your resume, right? Ok, if you are applying for that particular job, so make sure the job position that you apply is: is there. Ok? Objective. Ok? Everything except your experience. I believe you have your Industrial Training, *LI, Latihan Industri*, right? Ok, so make sure you remember what you have done in your er: *L I*. Ok, so you can share your experience towards the interviewer. Ok, so they may know that this particular person can do this, can do that. Ok, so if they find the perfect post, er: shop can just use for their new staff. Ok, rehearse being interview. Rehearse, rehearse, rehearse. Ok, I know some of you when you are doing job interview, you are nervous, right?

Ss: Yes

T: Do you consult, rehearse already.

Ss: Yes--yes

T: Ok, where? In front of the mirror?

Ss: Yes

T: What kind of rehearsal that you do?

Ss: In front of friends.

T: Hah?

Ss: In front of friends.

T: Say louder, I cannot hear you.

Ss: In front of friends.

T: Inform your friends?

Ss: Yes

T: Oh: In front of your friends: ok, I thought inform your friend. In front of your friends. Ok, they will do some here also, ok? Use strong word and declare in your interview. So, provide text so that you are ready to come. Of course the gardener enjoy the Deepavali, right? What if you come late to the job interview?

Ss: Prepare yourself

((Ss laughing))

T: How's the impression?

Ss: ((Not clear of students' responses)) Not punctual.

T: Not punctual. He said that about audition is that, this—is not be punctual ok, what else? Come early, punctual . What else that can you do?

Ss: Proper etiquette?

T: Yeah I greet them, ok, besides that? Wear nice shirts, make sure you change your nails, stocking, about your short makeup, ok? Ok, next one. Build a rapport with your interviewer in the beginning. Build rapport. Rapport means? Like er: rapport, what is rapport? Not report card

Ss: ((Ss laughing)) Rapper

T: Rapport is like you just you build relationship. You build a relationship a brief, no need er: details. Besides, the introduction is to the interviewer. You *kenalkan diri* you. So, to make your interview session like er: oh: you have dispense our connection with a surfer, ok? Born, relationship. So you can shake the hand ok, do some handshake. Er: man if you can shake (20:00) with a man then, you are er:: if women is the panel, it's up to you. It's sufficient choice, ok. Thanks Wan! Ask patient to interviewing work if you've got an opportunity. Ok, you stay here and ask questions. So what kind of questions do you think suitable we ask in an interview? Do you think asking salary is: appropriate?

Ss: No--no--no

T: So what kind of questions?

Ss: Working hours.

T: It's already stated in the job advertisement. Try to avoid something that is already stated in company's website and in a job advertisement. Maybe can ask, is it possible if you being to re-locate to some other venue or some other () you need to do in the company, do you need to do that? Because I also don't know when I was actually my interview, they were asking what if I send you to Sabah and Sarawak? Well, I replied, Oh it's ok, I'm still er: er: single. I can be there: cheh: at that time.

((Laughing))

T: Now, here I'm in Pasir Gudang, Johor nearby my hometown then. Subordinate. I need to be there. Ok? Alright. (0.5) Next one is who is going back to Malaysia can sake for the venue, ok. Always bring back questions to ask. Be prepared. How many should you think?

Ss: 5--2!

T: At least 2 ok. Ok, we have samples here to make judgement about grouping--about you ask this or the questions you asked. Ok, new judgement.

Ss: *Takde* pun?

T: Always be there. I usually leave there sometimes. But sometimes, you just keep it in your heart, right? Ok. How many questions to ask? Only two. And make sure you have done your homework. If you ask me to much questions, then they might think that, does this person do any research before they come for the interview? Ok? You should have done your homework; I mean the research of the company with the job that you apply. Ok, (0.5) know the nature of organisation and computer technology. Ok? The nature--the culture of the company. How do they work? For example like a Japanese company, right? You have early morning assembly, right?

Ss: Yes

TL Yes, you still remember in your life? In the interview. And then you will do your exercise. Ok. Do you like it?

Ss: No

T: But it's healthy what. Hah? Sometimes. And then 10 o'clock you are still you morning break, right? Yes, and *then susah sikit*? (0.5) So, that's an example of how they work in the company. (0.6) Ok, that's why some of the page actually answer in the company's website. So, I have asked you to get the company's profile. Ok, so er: we will asking for the division and mission, so we all already have in your mind. Mission and vision of the company, their products they have obtained, the service they offer to the clients, because we have default that company. So all the information should be in your hand. Ok? So, this one is landscaping, preparation and preparing small certs. Ok, so, anticipate, what is anticipate, anticipating. Hm:? Anticipate is before you parting, anticipate is?

Ss: Antiparticipate

((Ss laughing))

T: Not antiparticipate. Anticipate is like you are facing oh, this particular question is going to be asked in the interview. It means that you *agak, teka, guess, predict*. The conversation that you have. Ok, so always ask about the personal background, right? For example, question? The famous question.

(25:00) Ss: 'What's your name?', work experience

T: 'Tell me about yourself'. Your personal background. 'Tell me about yourself.'

Ss: () new sign for patient.

T: Ok. Next one, qualification and experience. Ok. Er: 'we are in average wide field'

Ss: Hah?

T: 'Electrical Engineering in Communication, right?' and then your experience. Especially when we go *LI*, Industrial Training. Ok, then you'll get--so got ideas from the responses earlier, so I know what to reply when they asked questions or answering er: post questions. Ok? Next one the company and the job: applied. 'What the company is like, what do you know about our company?'" Er: 'What is our future action of our company?' you already know because you have already make some research. Ok, othe questions, such as?

Ss: Hm:

T: Other questions, that you can ask?

(0.9)

T: Your strengths and weaknesses, er: your future

Ss: Future talk?

T: Yeah , future talk about five years from now, ten years from now. Er: or question like 'do you intend to pursue your study?' Pursue--continues your study. The interviewer

might ask question, 'do you intend to further your study'. Pursue--continue your study. For example like now you have a Diploma then you want to do your degree or Master. (0.5) Yeah, that's all. So, what I showed you today is something that you need to prepare for our assessment later. Ok please ye during the assessment, mock interview, you wear nice shirt, slack. Ok? Since you are going for interview, you *tak pakai baju tu masa inerview!* Alright? *Bukan macam sekarang.* You have your purple shirt and all that, ok? So you need to wear purple shirt. I think the shirt is ok but only the shoes. Make sure that you come with proper belt. Shoes. Lots of shoes. *Penat Limah.* ((Laughing)). ().

Ss: Yes

T: The first time you do research in Form 3?

Ss: Er: a school kat Bangsar. Shoes shop.

Other Ss: The shoes tip-top.

((Ss laughing))

T: Oh, maybe you can go home from your class, er: I'll pass this to your friends, ok? Do you have any problem?

Ss: No--no

T: No right. I think girls have lots of stocks of shoes, right, at your house. Ok, I think one or two are not enough for girls' shoes. Ok.

Ss: Can we wear safety boots?

T: What?

Ss: Safety boots.

((Ss laughing))

T: Ok, see you guys later. (29:05)

Transcription of Interviews

Recording No.: 21

*Notes:

A: Interviewer

B: Interviewee

A: Alright, Assalamualaikum and good afternoon.

B: Waalaikummussalam, good afternoon.

A: Thank you for agreeing to talk to me. As you know my research is on code-switching, so I just want to get some views from you about code-switching to be used in the English Language classroom. So, this talk will be confidential and only be used for my research purpose, alright?

B: Alright.

A: So, what do you know about code-switching?

B: Erm: in my opinion, code-switching is very--code here means the language. So, for example during the lesson, so we switch the code to change for example now Malay language and English. So, sometimes we do code-switching to help the students to understand on certain terms, or instructions. Ok, it depends on circumstances. Ok, that's how I used code-switching in my lesson.

A: Alright, so did you do any code-switching just now in the lesson?

B: Yeah.

A: Quite a number, I noticed. Was it a planned or unplanned code-switching?

B: Erm: no it's not a planned.

A: It's not a planned

B: Because sometimes it's just

A: It's just come out

B: It's just come out.

A: Ok, is there any other strategies that you may use in order for your students to understand your teaching?

B: Ok, besides using code-switching, I may use--I like to give them a visual about something. So I will describe in a simple language.

A: I see.

B: In a simple language and something that voab--vocabulary something that they are familiarised with. So they would not have problem in understand still. Term or the instructions, ok?

A: Ok. What would be your first and second languages?

B: My first language is Malay language ad second is English, ok.

A: So how long have you been teaching English?

B: Erm: I think about 2 years

A: 2 years. So, you're still new, right?

B: Yeah, still new. A novice teacher.

((Laughing))

A: So how do you feel teaching during your first year here compared to the second year? Second year, any difference?

B: Er: during the first year a little bit nervous because I don't know about the--how's polytechnic--environment in the polytechnic, the syllabus for example because sometimes er: the syllabus is, I may not be familiar with the syllabus in polytechnic. And--and before that er: I did my practical in school so the syllabus is different. So when I came to polytechnic, I have, oh my God, I have to know about this kind of field, hospitality, engineering terms and all that. So I need to familiarise myself

A: Yeah. True.

B: with that. Ok

((Laughing))

A: Do you feel guilty or not of not using English all the time?

B: Yes.

A: Ok.

B: Because if I'm not using English all the times because in the classroom I always feel guilty because I'm teaching English, why should I speak in Malay?

A: I see.

B: But sometimes in certain circumstances, I will use Malay to help my students.

A: I see. So that is to use code-switching in order for them to understand, right?

B: Yes

A: Ok. Do you consider yourself to be proficient in English?

B: I don't think so because I need to learn some more because when I'm here in Polytechnic, I used a lot of Malay, I think, compared to in my university year because all my classmates are using English and here sometimes--we speak more with the students. And then the students cannot 'hah' cannot understand what I say then I have to *macam*, like tolerate with them in term of the language.

A: Yeah.

B: Because of the language barrier.

A: First thing that you always think that the students know English

B: Yeah

A: But later on you go down a bit, right?

B: Yeah

A: So what are your strength as a lecturer?

B: A strength as a lecturer, I think, I like to crack some jokes in class. ((Laughing))

A: Ok.

B: Ok, I think that's er: will make the classroom lively.

A: Yeah, true. I can see that just now.

B: Because er: because if you don't make jokes and then you always, for example like I heard some of the students said, this particular lecturer always er: focus on the lesson and didn't want to crack some joke. And it makes us boring because I feel bored in class. Ok? So I think that maybe I should do something, especially crack some jokes, create some stories and y experience with them, that is how I make the classroom interesting.

A: I see, that's good. What about weakness? Do you notice any weaknesses in you, as a lecturer?

B: Yeah, as a lecturer, sometimes I started in class. And then I try to--sometimes I cannot get the right word to say.

((Laughing))

B: Especially in English sometimes because--or even Malay, itself. Because maybe it's the lack of usage the particular language. Ok.

A: So, the last question would be what do you think of English language in general especially in polytechnic? How do find the level of English? Is it getting better? Is it at what it is expected for them to achieve when they graduated. What do you think?

B: Ok, at first when I first arrive here, I'll my first class would be like--the students my semester 3, ok. I notice that they are very week, ok. They are very week. Ok, and then after next semester, we received a very good students, freshie, SPM, ok. And these students are being fitted by the UPU and all that. So we received a very good one.

A: I see

B: And then, I noticed that they are good in English. However, when it comes to written, they are very ok with that. Written English ok, but in spoken, in oral, they are not so what I expected.

A: I see

B: Ok, when it comes--because in Communicative English, we do a lot of presentations, erm: role-paly and all that. I can see that their lacking off. Ok? I think maybe

A: Work on speaking skills more

B: Yeah--yeah. Speaking skills.

A: Alright, thank you so much for talking to me. So if you have anything else to add, you can contact me later. Alright.

B: Alright.

A: Thank you.

B: Assalamualaikum. (06:19)

ix) Poly C Lecturer D Transcriptions

Transcription of Classroom Observations

Recording No.: 22

Date: 23/9/2014 (Tuesday)

Time: 8.00-9.00am

Class: DRI 5B

No. of Ss: 18

Level: Mixed ability

Age range: 20-22 years old

Topic: Job Hunting Mechanics (Job Advertisement)

*Notes:

T: Lecturer

Ss: Students

(.) short pause

(0.2) 2sec pause

[overlapping speech occurs

↑ rise in intonation

↓ drop in intonation

-- change of the topic/rephrase/repeat

:: elongated speech/ stretched sound

= latched speech, a continuation of talk

() words spoken here were too unclear to transcribe

(()) transcriber's description

Ø no talk, ambient noise

U N capital & space for acronyms

red Malay words

' ' Sentences read from the board/book/reading materials

**Based on Jefferson, G. (2004)*

T: Er: we start with a little bit of recap, a little bit of reflection on what we have done er: on Sunday as well as previous week. When we started talking about Job Hunting Skills or Job Hunting Mechanics, so we were talking about cover letter. We discussed at length *macam ada buat juga kan?* Ok, we were talking about the format: official letters. We were alking about the compulsory items (.) on the other hand, we were also discussing optional items like reference number optional and so on. And we ↑did discuss about preparing the C V, Curriculum Vitae or Resume. Ok. What is another (.) sound for this spelling? *Kalau kita kata* re(.)sume. Continue, ok. But this one is Resume: and I told you Resume is not fully-dependent on one particular format. And he compared, if I prepare Resume after working 30+ years, my resume will be rather difficult, *kan* than what you are preparing. And we identified the important items that you all as a new applicants for jobs (.) soon (.) we will have. Ok, we ended up setting you simple task.(.) Putting you in groups and asking you to collect three advertisements (.) for each group. Remember that?

Ss: Yes

T: Alright. So, we are moving on to discuss the advertisements that you have collected in groups. We will try and see if those advertisements fall under technical field or

business field or community field, language and communication field, tourism and hospitality or others that we can crunch later. So, you would have to tell me, the advertisements that you would have collected so far. (0.2) Shall we start from--you all one group, right? We start with you. What are the advertisements that you have collected? If you don't know how to put it into a headings, just try and explain what is there in the advertisements, and how have you collected that.

Ss: Hm:

T: The source--*sumber*. The source that you have collected the advertisement. *Dari mana, sumber mana*.

Ss: Internet

((T wrote on the board))

T: Ok, internet is one source.

Ss: Newspaper

T: Newspaper is another source.

Ss: Magazine

T: Magazine is another source.

Ss: WhatsApp

T: WhatsApp, ok.

((Laughing))

T: Oh you don't have anything to WhatsApp you apply for a job *ah*: Ok, alright. If that happens, we accept that. Some more?

Ss: The advertisement pasted on flyers

T: Flyers *ya* flyers. Six? You are walking around shopping parade, shopping complex

Ss: Billboard

T: Billboard, ok, billboard. (0.3) Billboard. Ok, when you see billboard it can be billboard outside the premise of an agency or it can be at the door of an agency and so on. Ok, we have eight sources which is good. Ok, enough for that. Er: we come back to your own group. *Dari mana* and *apa dia iklan itu yang anda telah cari*. Ok, so we start from you group. The first advertisement is?

Group 1: Hospitality

T: What is it about? What's the job?

G1: ()

T: Come again, the job title.

G1: Kitchen Manager

T: Kitchen Manager, ok, Kitchen Manager. Hospitality we have one. (0.3) No.2?

G1: Graphic Designer

T: Graphic Design. What's the post? What's the job?

G1: Er: Excutive Designer

T: Executive Designer. So where do you think is that? (.) What company is that?

(05:00) G1: Business

T: Ok, business, alright. Ok, next group. Your group?

G2: Business

T: Business, ok, what's the title?

G2: Applying job at Burger King

T: Applying Job ↑at?=
G2: =Burger King,

G2: =Burger King,

T: Ok, Burger King, business. Your group?

G3: Business

T:Business. Job title?

G3: (0.5) Graphic Designer

T: Graphic Designer, Business, Company name?
G3: (0.4) Urban
T: Urban, ok. Business. Right, next group? Same. The other group?
G4: Graphic Artist
T: Graphic Artist, which company?
G4: Artist Station
T: Where do you want to put that in? Business?
G4: Hospitality
T: Hospitality. Alright, second round. The next advertisement. Three advertisements, right? Ok, next one? Yours? (0.3) Yours? Second?
((Coughing))
G1: Management
T: Management, ok Management. Er: which field? *Bidang mana? Pengurusan bidang mana?* Which field? So where do you think you wanna put that? Or you want another one under this, management?
G1: Hm:
T: Ok. (0.2) Alright?
G2: Magazine Editor
T: Editor--Magazine Editor, probably communication. Probably communication. Just throw like this, you don't have to go group by group.
Ss: Flight Attendant
T: Flight Attendant. So, shall we put that under tourism?
Ss: Hospital--Service
T: Service, service sector, ok service. Service sector, ok. Good. Some more?
Ss: Photographer
T: Photographer, ok. Company name?
Ss: Photolicious ((Giggle))
T: So that would be probably?
Ss: Business
T: Business, ok. Business. Give me one or two more.
Ss: Public Service
T: Public Service, ok. Communication or public service. Two more.
Ss: Graphis Designer Assistant
T: Graphic Designer Assistant where?
((Ss discussion))
Ss: Service
T: KPJ, Nurse? We want to put there under service?
Ss: Under service?
T: Ok, Nurse where would you put? Or you wanna put at something else?
((Ss discussion))
T: Health (.) Health Service. Health: Service. Ok, enough. I believe there are because I said three per group, but automatically there will be some overlap. So, when we discuss or when we: try to find out what you have, what kind of placement, where is you source, what company, what's the job title, or name of the job, then you'll some overlaps hopefully. So no problem with that. Ok, we move on with our input. Whenever you look at or whenever you come across job advertisement, you will have some requirements (.) from you who is the future of the potential applicant. *Pemohon--bakal pemohon*, ok. You have certain requirements by that particular company in the advertisement. *Keperluan-keperluan dari diri yang akan memohon nanti. Jelas? Senyum sikit kalau* clear.

((Ss grinning))

T: Ok, *lagi ramai senyum*. Ok clear. So, I give you 10 minutes, not more than 10 minute ah: in (10:00) groups. Select one of the job advertisement. Select one, because after that you are going to tell me what advertisement, what's the job title, which company, and what are the requirements. So do that. I will go around. I'll go around and you can ask me question, if you want to. (0.5) One advertisement, then you will tell us--this class, the source, company name, job title, and the departments. You are considered Diploma holders ah:, dah--dah habis belajar. So you're applying, you're searching for a job.

((Ss' discussion with group members))

T: Discuss in English. Discuss in English. That has never happened. *Kalau* discuss *je, meletup Bahasa Melayu*.

((Ss laughing))

((Ss' discussion with group members while T went around to check Ss work))

T: If you come across these words, for example, er: Supervisor cum--delivery boy C U M. So in this phase or this contact, 'cum' here means dah 2 in 1. You are--when you--when you're taken--given the job, you'll be the Supervisor as well as the Delivery Boy. That's the meaning of 'cum'.

((Ss' discussion with group members while T went around to check Ss work))

Ss: Sir, our advertisement is that there are filthy.

T: Filthy, no problem. Ok, but definitely there'll be some requirements, right? Ok, in your case if you don't have any requirements written there, you invent, *agak-agaknya keperluan nya macam mana*. You try to be creative and think about, because you are going to apply, right? So you should know yourself. For this job, although the requirements are not stated, but what do you think should be your requirement, or should be your speciality as I told we look forward to by the title. So, *kreatif sikitlah*.

((Ss' discussion with group members while T went around to check Ss work - 13:10 to 13:20))

T: Make some notes so that you can tell each other

((Ss' discussion with group members while T went around to check Ss work - 13:23 to 14:50))

T: Start making notes. Five minutes more. Just start scribbling whatever you came across. (15:00) Expected requirements by the firm or agency (.) or the company. (0.5) Because you gonna put everything together, right. So that's better. (0.15)

T: Passed around a piece of paper for attendance. *Ramai takde ni*.

((Ss' discussion with group members while T went around to check Ss work - 15:48 to 17:05))

T: Ok, 2 minutes

Ss: ↑Hah

((Ss' discussion with group members while T went around to check Ss work - 17:07 to 18:15))

T: Ok, give a few from each group. Then we will pull everything together. A few from (.) each group. (0.4) Ok, first requirement?

Ss: SPM or Diploma

T: So what do you called that? What would be written in the advertisement? You said SPM and? Diploma. SPM or Diploma, isn't it? So, what do you call that? In the advertisement, it will be written as?

Ss: Education--education

T: *Ya, semua* mention. Qualification. Qualifi(.)cation, ok. Alright. So qualification is supposed to be requirement. Almost every advertisement that prefer, every company will state the required qualification or the expected qualification. Some company will

put S P M / S T P M / Diploma / Degree so that means the salary will match with the qualifications. Alright, next. Not from you. Next group. We'll come back to you.

Ss: Nationality

T: Speciality

Ss: Nationality

T: Nationality, ok. Certain--in certain cases yes. (0.4) Nationality. (0.2) *Bahasa Melayu apa ni?*

Ss: *Kewarganegaraan*

T: *Kewarganegaraan*. Ok. Because certain post, want to make sure that (.) you are either (20:00) citizen, otherwise they will put extra (.) requirements for foreigners. So they want to know. Ok. Speciality, what--what is written there?

Ss: Knowledgeable

T: Extra knowledge or speciality. ((T wrote on the board)) Extra knowledge or speciality because they have that in their advertisement. Ok, next.

Ss: Able to speak English and *B M*.

T: Able to speak, ok extra knowledge and skills. ((T wrote on the board)) We add skills here. Extra knowledge and skills. Able to speak Mandarin and English. Ok, your group.

Ss: Experience

T: Experience ((T wrote on the board)). Ok, experience. Another one from you. (0.6) Ok, tell you.

Ss: Personality

T: Personality. Ok, yes. Certain post do have (.) personality. Ok, what is required under special er: personality? What is written?

Ss: Self-motivated

T: Self-motivated:

Ss: Hardworking

T: Hardworking

Ss: Creative

T: Creative. Ok, fine, very good. (0.4)

Ss: Punctual

T: Punctuality under personality, yes. Alright, your group another one.

Ss: Fresh graduate

T: Fresh graduate. Er: how is it written? Fresh graduates are encouraged to apply. Alright. So ((T wrote on the board)) open for fresh grads, ok. Give me two more.

Ss: Height and weight

T: Height and weight? *Ada?* (0.5) Oh, because yours is the Flight Steward *ye*. Alright. ((T wrote on the board)) Height: weight. *Dia nk yang berat-berat ke? Itulah kapal terbang banyak jatuh ye.* ((Laughing)). *Berat-berat dia pilih.* Yeah, you see *ah* certain cases *ah*, because we're talking about Flight Attendent. Ok, good. Some more. (0.2) *Ada lagi yang satu dua perkara yang penting.* (0.6) Salary. In fact, many will ask for expected salary. (0.5) Give me one more.

Ss: Age

T: ↑Age. Ok, 9.Age. Last one. (0.2) Personal details, ok, of course.

Ss: Gender

T: Gender, alright. Age and gender I will put it here. We still have one more. *Takde yang minta gambar ye? Ada tak advertisement yang mintak gambar?*

S: Ada

T: So that's another (.) ok. ((T wrote on the board)) Of course, different firms could have mould what we have written. Could have. Just for discussion sake, ok. We have identified advertisement requiring the applicant to state the qualification, nationality,

extra knowledge, skills, experience, personality, stated as open for fresh graduate, encouragement, height and weight for certain cases, certain jobs, expected salary, age, gender, all those. (.) Ok, although some of these are found in the Resume, some of these are found in the Resume, but before that *ah*, not every job will require everything that we have written. Among the requirements, *di antara keperluan*, so all the requirements. Ok, we come back to--when these requirements or among the--these requirements are stated, some of these will be stated in your CV,

(25:00) Resume. Some of them may not (0.2) be there in the Resume. But most have *lah*. So, 2 days ago we spoke about writing a cover letter. It is strongly advised that write out in sentence (0.3) responses to the requirements. *Tulis dalam surat. Surat iringan atau surat kita memohon kerja. Respon kita, tindakbalas kita dari sudut ayat (.) dalam surat.* Write it in the cover letter. Ok, make a quick and see what we can write of. Qualification is quite easy to state. 'I am S P M holder, S T P M holder, Diploma holder'. Or 'I have Diploma in Graphic Design'. Ok, it stated that way. Nationality is 'I'm Malaysian'. Ok, 'I'm a Somalian', for example. Ok, extra knowledge. What are ((Ss coughing)) () that you will probably write for extra knowledge?

(0.3) You *ada sebut satu tadi*. Somebody. Ok, language. 'I can speak Malay, English and Chinese'. (0.4) I maybe have, for example. ((Laughing)) Ok, or you can say 'I am good in command of 3 languages; English, BM and Bahasa Melayu and Mandarin or Tamil or Punja whatever'. Ok? (0.2) That's for language. What are the sentences could you or would you write for extra knowledge? What other things are considered as extra knowledge? (0.5) Knowledge in?=
Ss: =computer
T: Computer field?
Ss: Designer
T: Designer, ok. Whatever that is not stated as the requirement, bukan keperluan, but you feel that it will help you, it will give you more strength in application, extra knowledge *la*. Extra skills *la tu. Kan?* (.) *Betul? Macam tak faham je.*
Ss: *Faham*
T: *Kalau faham kena senyum, kalau tak faham kena kerutkan kening.*
((Laughing))
T: So, *kita kena fahamlah sebab senyum ye. Kan.* Ok, what sentence can it be for experience?
Ss: The experience in
T: 'I have'=
Ss: = experience
T: '2 years of experience working with--' Ok. 'I have experience in the er: washing and cleaning aeroplane'. *Mestlah, nak jadi Stewardess.*
((Laughing))
T: Ok, so we state the experience yeah. Ok, still on experience. In certain cases, although advertisement require you to state experience, but you don't have experience. What can you write or what should you write?
Ss: 'I am fast learner'.
T: 'I am fast learner'. 'I don't have experience but I am a fast learner'. Ok, 'I don't have experience but I am willing to learn and pick up the job requirements fast'. I always tell you *ayat bebas*. But, in here, the point is that *ayat* is up to you as long as it is correct. Alright, we (29:20) move on to personality. *Ada satu* word--one word we use for personality. It's start with P L E A
Ss: S A N T
T: Yang lain tunggulah

((Laughing))

T: P L E A S

Ss: A N T

T: Pleasant personality (0.4). I have a pleasant personality. Esok 10 sen, minggu depan 10 sen. Tak bawa syiling

((Laughing))

(30:00) T: Ok. A pleasant personality and then you said *tu yang* pleasant *tu maksudnya apa?* What do you mean by that pleasant personality? Pleasant personality *lah*. Ok, offer for fresh graduate. 'I'm a fresh graduate (.) but I come with extra knowledge it seems', for example. Height and weight of course nothing much to discuss. Expected salary. (0.5) See what firm you are applying for the job at. Firm *macam mana?* There are two opinions in the expected salary. Some people say just put minimum salary because easy to get the job but the other group says put a little bit of more expected salary because you are showing them that you have some extra knowledge to use and you can work for that normal job money. *Ayat kedua tak faham ke? Ok, ada orang kata letak yang less punya sebab mudah dapat (.) tapi* not always *ye*. You *letak minimum salary* certain firm will say 'why is she asking for so little? She has no confidence in her'. *Tak ada keyakinan dalam diri kita. Gaji katakanlah gaji biasa* nine hundred. *Dia kata tak apalah kasi empat ratus tiga puluh cukuplah*. Little confidence. Put a little bit higher. Ok? There are cases where these are experience focus *lah*. Er: moving from one job to another, applying for new job. So there are cases where the panel asked what is the expected salary, 'I'm expecting sixty thousand', for example. So the next question they asked you is 'what can you give the company for sixty thousand?' To justify the sixty thousand. You justify, you get it. You got the job, you got the salary. So you *kena* weigh things up. Balance up. *Jangan terlalu rendah atau tinggi*. Ok, you have to state your expected salary. If you are already working, the current salary are drawing, *tengok ye* drawing. Let's say three thousand five hundred. I'm expecting a salary of four thousand two hundred. Minimum. So *kita* state *macam itulah*. Ok, gender, nothing much. Photo. (0.3) Photo. What would be written in the advertisement if they want you to send your photo? Any advertisement having the sentence for photo requirement? What is it stated? Ss: Two latest passport size

T: Latest passport size (0.2) Two latest passport size photo. Any advertisement having the word 'n.r.'? 'n.r.' ada tak? Under photo. Three passport size photo, dia tulis 'n.r.'. No, ok. Anybody heard of that word? 'n.r.' (0.2) non-returnable. (0.2) *Photo itu tidak dikembalikan. Jangan hantar yang paling sayangnya. Susah nak ambil*. Update the latest *sikit-sikit, hantar*. If it's written non-returnable, normally even though it is not written, even it is on return but normally the photos are not returnable. Ok, any question? (0.3) Any question? Anything that you didn't understand so far. Simple lesson, checking your collection of advertisement, and then try to distribute the requirement by advertisements, pull them together. At least they found ten, could be more, ok? And we have briefly looked at a few sentences in respond to the requirements. So that's what we've done. Question? No question? They don't pass around the paper for attendance. Maybe one for here, one for there. *Baru ambil* attendance, well, 2, 4, 6, 8, 10, 12, 14, 16, 18. All documentary seller. Silaturrahim. (0.5) All--if someone can write down another 11 names, which is easier. Ok, start passing around the paper. One group (35:00) *satu paper senang, cepat*. Ok, let me set the next task for you. Now I want each group to select one advertisement, among the three that you have collected, by only select one advertisement. Try and select the one that has more requirement, easy for you. Easy for you, more requirement. *Sebab banyak benda yang* you *kena* written. Try to produce

sentences in response ↑to the requirements. So we come back, *salin tak bersalin kita terus ye.* () So, Tuesday. Next Tuesday *kalau macam ni I taknak pergi kelas.*

Ss: Next Tuesday is public holiday. Because the trip is until 30th

T: Ok, Until?

Ss: 30th night only come back. Ok, when I see you on the 9th, I want to hear from you, your requirements with the advertisement that you have selected plus your responses. And nearly after that, we will set the assignment task, cover letter, resume, and then the following week, we will do the mock interview. So that will bring you 10 + 10 + 10, 30 marks. 50 per cent. You want to in-charge? Ok ok. When I see you the next week you said will be the following Sunday, next week *takde. Boleh balik.* So, replcement I will discuss later. When I see you on Sunday, you will come back with selecting one advertisement per group (0.6) *tapi hari Raya Haji!*

Ss: Yes.

T: *Tutuplah semester ni tak ada dah.*

((Laughing))

T: Ok, whenever that I see you guys, ok. *Kalau perlu* replacement, *kita akan* replace. So I will see you having selected one advertisement, write out the requirements, provide responses for the requirements then we will discuss it. Immediately after that, you will work out your cover letter, resume and then mock interview. Ok. So, the next thing I want you to do is prepare the resume, prepare the cover letter, X Block which we will check, so that immediately after that I give you today, *dah siap dah.* Draft. Ok? Any last question? No. Thank you very much. That's all for today. (38:06)

Transcription of Interviews

Recording No.: 23

*Notes:

A: Interviewer

B: Interviewee

A: Assalamualaikum [and good morning

B: [walaikumussalam

A: Thank you for agreeing to talk to me. As you know my research is on code-switching

B: Yeah

A: And to see what is the perception about code-switching in your own practices in English classroom. Therefore, the content of the talk will be confidential and also only be used for my research purposes.

B: Ok

A: Ok, what can you understand about code-switching?

B: Code-switching is er: switching between two languages

A: Ehm:

B: Usually between first language or mother tongue and the second language.

A: Ehm:

B: In whatever area whatever place. So in the Malaysian case would be usually between Malay and English.

A: Ok, did you notice that you do any code-switching in the class just now?

B: I did.

A: Yeah. Quite a number of it.

B: Yes.

A: Was it a planned or an unplanned one?

B: No--no.

A: It wasn't a planned one.

B: It wasn't plan. Depending on how good-how students responded to certain things, deliver in English.

A: Ok.

B: So if I found that they were a bit blur about understanding that English part, then I: switched to Malay.

A: So the reason is to make sure that the students' understand, right?

B: Yes--yes

A: Apart from code-switching, is there any other strategies that you use in order for the students to understand?

B: Sometimes I do explain words and phrases and sentences in English itself.

A: Yeah

B: And then test them whether they understand or not. If they do then I just leave it without any code-switching. If they don't, then I still go back to code-switching.

A: Alright. So what would be your first and second languages then?

B: First language will be in English class will definitely be English. Second will be Malay.

A: Alright, good. Ok, so I'm sure you are experience in teaching English. How long would that be? How many years?

B: 34 years

A: 34 years, ok. So did you feel guilty or not of not using English all the time in the classroom?

B: No.

A: No. so it's ok for you--for you to use.

B: I feel sometimes, we have to use.

A: Yeah

B: Because I handle, throughout my career, I handle secondary school, and then *Maktab* and certain universities and so on. I fell that the foundation in English is not strong.

A: I see

B: So when they come up to us, no use completely speaking English throughout the lesson, and finally when you asked them did you understand, they'll say no, we don't understand. So defeat the purpose.

A: Sometimes they said they understand but they keep quiet, right?

B: They keep quiet.

((Laughing))

B: They dare not.

A: They dare not say they don't understand. So as a lecturer do you think you are proficient in English?

B: I am.

A: You are. So what would be your: er: sorry your strength as a lecturer?

B: As an English lecturer?

A: Yes, as English lecturer.

B: My strength is firstly my proficiency in English, Secondly, will be I do a lot of readings on self-development. So keep up with er: research and so on.

A: Ok.

B: So, that's the strength.

A: Do you have any weaknesses?

B: My weakness is, I dare not comply with certain principles and policies that government makes like English Class you must use English. So, I can't!

A: Ok.

B: I'm against it. Because as I said some students definitely need er: code-switching into Malay.

A: Ok, so how do you see the level of English language throughout the years, I mean you have been teaching quite years you see that it is become better the students' proficiency or is it just as normal as before?

B: I think worse I suppose.

A: Worse? Ok, why would you say that?

B: Because er: when they suddenly come up to university level *ah*., some universities, most of universities, they say they must be proficient in English and so on. Minus the TESL and English subjects, we see that intake for universities and even polytechnic, English is not given a:=

A: =Priority.

B; Priority. It's not a firm stamp on. You must pass English or score credit so on. So er: they are not bothered about you know, patching up all those problems in English. Students are not bothered about improving your English because they feel that even without English, they can move into many subjects. Many areas of study in Malaysia. So, I don't feel guilty because they come with little stock off English. So we can't deliver using everything in English. So, I still believe that something is--something is strongly wrong with our policies, we are talking about English.

A: Alright, I think that's all.

B: Ok

A: Thank you for now. If you have anything else to add, you can contact me later.

B: Ok

A: Alright, thank you.

B: Thank you very much. (04:44)