

UNIVERSITI TEKNOLOGI MARA

**CODE SWITCHING IN THE
MALAYSIAN ESL CLASSROOM:
LEARNERS' ATTITUDES AND
DEVELOPMENT OF LANGUAGE
PROFICIENCY**

NUR ADIBAH BINTIZAMRI

Dissertation submitted in partial fulfillment of the
requirements for the degree of
Master of Education
(TESL)

Faculty of Education

JANUARY 2016

AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student	: Nur Adibah Binti Zamri
Student I.D. No.	: 2013560903
Programme	: Master of Education (TESL)
Faculty	: Faculty of Education
Dissertation Title	: Code Switching in The Malaysian ESL Classroom: Learners' Attitudes and Development of Language Proficiency.
Signature of Student	
Date	: January 2016

ABSTRACT

Code switching has become a common phenomenon in Malaysian education context especially in the ESL classroom. It has also become the topic of debate among researchers, educators and policy makers. Some linguistic experts support the practice of code switching and some are against it. This research sought to investigate the use of code switching by teachers in ESL classroom and the learners' perceptions of teachers' code switching in the ESL classroom. In addition, it explored whether code switching practiced by teachers in the ESL classroom affected learners' attitudes and development of language proficiency. 113 students and four English teachers in a secondary school in Shah Alam were involved in this study. A survey and interviews were carried out to elicit the relevant data. Data from the study show that teachers apply code switching for certain purposes only. Mostly code switching was applied in weaker class. Moreover, teachers code switched in ESL classroom to make students understand the lesson, to develop good rapport, to develop students' confidence, to teach grammar and to control the classroom. In addition, it was also found that code switching has positive effects on learners' attitudes and it facilitates English learning among learners.

TABLE OF CONTENTS

	Page
AUTHOR'S DECLARATION	ii
ABSTRACT	III
ABSTRAK	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	v
LIST OF TABLES	ix
CHAPTER 1: INTRODUCTION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	2
1.2.1 Code Switching	2
1.2.2 Code Switching in the Classroom	3
1.3 STATEMENT OF THE PROBLEM	4
1.4 RESEARCH OBJECTIVES	6
1.5 RESEARCH QUESTIONS	7
1.6 SIGNIFICANCE OF THE STUDY	7
1.7 LIMITATION OF THE STUDY	7
1.8 DEFINITION OF TERMS	8
1.9 CHAPTER SUMMARY	9
CHAPTER 2: LITERATURE REVIEW	10
2.1 INTRODUCTION	10
2.2 DEFINITIONS OF CODE SWITCHING	10
2.3 CODE SWITCHING IN ESL CLASSROOM	11
2.3.1 Arguments against Code Switching in the Classroom	12
2.3.2 Arguments in Support of Code Switching in the Classroom	13
2.4 THE PRACTICE OF CODE SWITCHING AMONG TEACHERS	14

2.5	LEARNERS' PERCEPTIONS OF TEACHERS' CODE SWITCHING IN ESL CLASSROOM	17
2.6	LEARNERS' ATTITUDES OF TEACHERS' CODE SWITCHING IN ESL CLASSROOM	20
2.7	LEARNERS' DEVELOPMENT OF LANGUAGE PROFICIENCY	22
2.8	CHAPTER SUMMARY	23
CHAPTER THREE: METHODOLOGY		24
3.1	INTRODUCTION	24
3.2	RESEARCH DESIGN	24
3.3	POPULATION AND SAMPLING	24
3.4	INSTRUMENTS	25
3.4.1	Interviews	25
3.4.2	Questionnaires	26
3.5	DATA COLLECTION PROCEDURES	27
3.6	DATA ANALYSIS	28
3.6.1	Interviews Analysis	28
3.6.2	Questionnaires Analysis	29
3.7	VALIDITY AND RELIABILITY	29
3.7.1	Validity	29
3.7.2	Reliability	30
3.8	CHAPTER SUMMARY	30
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS		31
4.1	INTRODUCTION	31
4.2	ANALYSIS OF THE QUALITATIVE DATA	31
4.2.1	To Be Applied in Weaker Classes	32
4.2.2	To Make Students Understand The Lesson	32
4.2.3	To Develop Good Rapport	34
4.2.4	To Develop Students' Confident	34
4.2.5	To Teach Grammar	35
4.2.6	To Control the Classroom	36
4.3	ANALYSIS OF THE QUANTITATIVE DATA	36
4.3.1	Section A: Students'Demographic Details	36