

# Code-Switching English and Thai Used by Intensive English Program Primary School Students

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## Abstract

This research study examines the types and functions of code-switching observed in English as a Foreign Language (EFL) classes among Thai students enrolled in an Intensive English Program Primary school. Through the use of video-recording and semi-structured interviews, a purposively selected group of seven fifth-grade students were analyzed. The findings reveal four types of code-switching: extra-sentential switching, tag switching, inter-sentential switching, and intra-sentential switching. Furthermore, six functions of code switching emerged: referential, expressive, directive, phatic, metalinguistic, and poetic (The latter not being present in this particular study). The study concludes that code-switching plays a pivotal role in fostering diverse and meaningful interactions within the classroom, serving various essential purposes.

**Keywords:** code-switching, English-Thai, EFL, quantitative and qualitative analysis techniques

## 1. Introduction

Exploring the cognitive benefits of studying languages beyond English reveals significant improvements in cerebral and analytical abilities. However, this endeavor is not without its complexities, demanding substantial mental effort. Mårtensson et al. (2012) highlights that language acquisition leads to structural modifications in the brain, specifically in regions governing memory and conscious thinking, potentially fostering enhanced creativity in children. The growing importance of multilingualism arises from English's status as the dominant language for international communication, enabling individuals proficient in different dialects to connect and engage with one another (Roni, 2008; Majedah, 2022).

Code-switching in school is unavoidable but this can be solved by learning proper English. According to the aims of IEP (Intensive English Program) teachers encourage students to speak English as much as possible, as it is known that to promote communicative exchanges in the classroom (Hancock 1997).

Principally, the recent research in code-switching has examined peers, teachers-teachers, students-students, and teachers-students in different languages all over the world. Hence, the researcher conducts on Thai children in English program, aims to observe the presence of code-switching among Thai student in Intensive English program (IEP) to determine the frequency, patterns, and social motivations of code-switching including it applies to linguistic. Syntactic and sociolinguistic approaches were achieved. With the main exception being Poplack's (1980) classification of code-switching was exerted to recognize code-switching pattern. The quantitative analysis and target of code-switching language pair was blended to measure the frequency that employed in storytelling activity. The finding of this study will be useful for the other who is interested in conducting this research in code-switching. They can use the finding of this study to support or back up their work in the future and raise awareness to the people about using code-switching in Thai context.

## Research Objectives

1. To identify the types of code-switching used by IEP primary students.
2. To investigate the code-switching functions of IEP primary students.

## Research Questions

This study was specifically designed to answer the following questions:

1. What type of code-switching is used by IEP primary students?
2. What functions of code-switching are used by IEP primary students?

## 2. Literature Review

### 2.1 Meanings of Code-Switching

There are many different definitions of code switching by many polyglots. Myers-Scotton (2006) describes code-switching as a common

term in linguistic to an alternate usage of language by a multilingual person, employing more than one language when the speakers communicated. In other words, Bloom and Gumperz (1972) the experts of code-switching view “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system or subsystems”. Poplack (1980) stated that, “Code-switching refers to the mixing by bilinguals (or multilingual) of two or more languages in discourse, often with no change of interlocutor or topic, such mixing may take place at any level of linguistic structure, but its occurrence within the confines of a single sentence, constituent or even word, has attracted most linguistic attention.”

## 2.2 Type of Code-Switching

The variations in code-switching methods among language specialists. Due to these differences, the types of code switching discussed in the study were employed to address this variability.

### 2.2.1 The Types of Code-Switching Explored by Bloom and Gumperz (1972) and Wardhaugh (2006)

The notion of code-switching as setting, situation and events were exposed by Bloom and Gumperz (1972). For example, situational switching and metaphorical switching that were gained by the law of personal strategies. Bloom and Gumperz (1972) specify complicated as participants, setting, and topic, “restrict the selection of linguistic variables” in this technique cover in analogous to syntactic or semantic restrictions.

#### **Situational Code-Switching**

Situational code-switching refers to the phenomenon where speakers adjust their language choices based on external factors such as social groups, specific situations, and types of interaction (Bloom & Gumperz, 1972). It occurs when individuals switch between languages based on the social context, they find themselves in, using one language in one setting and another language in a different setting. This language switching does not involve a change in topic or subject matter (Wardhaugh, 2006). Additionally, situational code-switching can be employed to modify the course of the ongoing interaction (Bloom & Gumperz, 1972).

#### **Metaphorical Code Switching**

Bloom and Gumperz (1972) define figurative code-switching as a language transition associated with certain types of points or topics rather than changing what is happening. Essentially, Wardhaugh (2006) asserts that figurative code-switching happens when a difference in point in the conversation necessitates a change in the languages used. A few issues may be studied in one or both codes, but the choice of code gives a unique flavor to why the point is made.

### 2.2.2 Differentiating Types of Code-Switching as Identified by Poplack

Classification of code-switching by Poplack (2000): Extra-sentential, Inter-sentential, and Intra-sentential Types

#### **Extra-sentential switching**

Extra-sentential code-switching is the practice of adding linguistic components from one language into a monolingual discourse in another, generally towards the conclusion of a phrase or utterance. When languages are exchanged at the sentence or utterance level during a discussion, this is known as inter-sentential code-switching. The change of languages inside a single sentence is referred to as intra-sentential code-switching. These numerous forms of code-switching show how languages may be employed interchangeably in a variety of linguistic circumstances.

#### **Inter-Sentential Code-Switching**

Inter-sentential switching refers to the practice of switching between languages at the ends of sentences, where a specific point is expressed in the opposite language. This type of code flipping serves the purpose of indicating the intended recipient of the discourse and provides an immediate shift from one conversation to another (Myers-Scotton, 1993). According to Myers-Scotton (1993), inter-sentential switching occurs at the clausal or sentential level, where each clause or sentence is in one of the two languages.

#### **Intra-sentential Code-switching**

Intra-sentential code-switching refers to the usage of lexical and syntactic elements from different languages within the boundaries of a single sentence. It allows for the blending and interchange of linguistic components, occurring at the word, phrase, or clause level. This type of code-switching demonstrates the dynamic nature of multilingual communication, enabling speakers to seamlessly combine languages to express their thoughts and ideas within a single sentence (Muysken, 2000; Redouane, 2005).

## 2.3 Functions of Code-Switching

For fundamental queries, for example, 'why do individuals code-switch in the first place?' and 'What are the ingredients of this code-exchanging peculiarity?' There are several types of capacities to which I have answered. Gumperz (1982) offers fundamental information on code-switching and its capabilities. Also covered will be Auer's (1995) aspects of discussion- and member-related codes, as well as their relevance to homeroom testing.

### 2.3.1 Function of Code-Switching Based on Gumperz (1982) and Auer (1995)

The studies conducted by Merritt et al. (1992) and Canagarajah (1995) are integral to our exploration of code-switching in ESL classrooms and language classrooms. Through their research, we gain insights into the functions and forms of code-switching within

educational contexts, further enhancing our understanding of its role as a communication tool in these environments.

### 1) Conversational functions of code-switching

Gumperz (1982) presents the idea of conversational code exchanging, which includes the juxtaposition of sections from various dialects or language assortments inside a solitary discourse trade. This type of code exchanging happens during discussions and serves different capabilities, including citations, recipient particular, interpositions, emphasis, message capability, and personalization versus objectivization. Gumperz 's point of view features the unique idea of code exchanging as a phonetic peculiarity that impacts and shapes discussions.

### 2) Discourse-related and participant-related code-switching

Auer (1998) are generally perceived as spearheading figure in the examination of code exchange as an interactional peculiarity (Bailey, 2000). Auer's methodology, as exhibited in his 1995 work, depends on a discussion examination. A critical part of Auer's exploration is his accentuation of the successive ideas of code exchange. As per him, "any hypothesis of conversational code-rotation will undoubtedly fizzle on the off chance that it doesn't consider that the significance of code-variation depends in fundamental ways on its 'consecutive climate'" (Auer, 1995). As such, the understanding of code exchange is attached to the first and following expressions in the discussion. Auer (1995) offers a differentiating viewpoint to past researchers, such as Gumperz, by dismissing the straight-out postings of conversational elements of code exchange. He contends that such classifications require lucidity and neglect to add to the far-reaching hypothesis of code exchange. Furthermore, Auer challenged the idea that code exchange has equivalent importance in the two headings of language exchange. In essence, he proposed a hypothesis of the sequentially of code exchange, underlining the significance of examining the particular consecutive climate where code exchange occurs.

Bader (2003) looks at the causes behind the utilization of code turning based on elements of Jakobson (1960) and Halliday et al. (1964) outline work; they expected the accompanying elements of code exchange relying upon the use as follows: 1) Referential capability: Code-switching occurs when a speaker needs information or skill in one language on a particular subject, and something from another dialect is more proper in conveying the planned idea; 2) Mandate capability: Code-switching is utilized to address the listener in a straightforward manner. It can include barring somebody from a discussion or including them by utilizing their own language, 3) expressive capability: Code-switching underlines a speaker's blended character and is absent in all code exchanging networks, 4) Phatic capability: otherwise called figurative exchanging, this capability includes an adjustment of tone or accentuation inside a discussion to flag significance, 5) Metalinguistic capability: Code-switching is utilized to remark on another dialect, exhibiting semantic expertise, or dazzling different members, and 6) Beautiful capability: Code exchanging includes utilizing words, quips, and jokes in a single language and changing to one more language to make entertainment or diversion. These capabilities feature various purposes and impacts of code exchanges in correspondence.

#### 2.4 Previous Studies

The study of code-switching functions in classrooms, primarily in bilingual settings where students encounter a second language (L2) in most or all of their classes. Merritt et al. (1992) conducted research in primary schools in Kenya, observing how teachers utilized multiple languages during instruction and employed code-switching in the classroom. While the study focused on a bilingual context, the findings can be relevant to foreign language classrooms, as they provide insights into the use of code-switching in educational settings. Two studies on the functions of code-switching in different ESL classrooms.

Canagarajah (1995) led research in an ESL homeroom in Jaffna, Sri Lanka, while Merritt et al. led a comparative report in an alternate setting. In spite of zeroing in on various kinds of code exchanging, there are similitudes between the two examinations. The correlation proposes that the sorts of code exchange recognized in one review can be viewed as useful classifications in the other review. Generally, the two examinations feature the connection between code exchanging types and their particular capabilities in the study hall setting.

Merritt et al. (1992) analyzed language use and code exchanging in three Kenyan elementary schools where English, Swahili, and the primary language were spoken. Through ethnographic perception of homeroom associations, they distinguished four sorts of code exchanging. To start with, code exchanging happened in the reformulation across codes, where a similar data was communicated in an alternate language. Second, code exchanging involved presenting new data by utilizing one more language inside the setting of the action. Third, code exchanging happened through interpretation or word replacement inside a solitary sentence. Finally, code exchanging was seen with the utilization of interactional particles. Merritt et al 's research shed light on the different ways code exchanging was used in the homerooms they considered.

It categorizes code-switching into different types and discusses its functions, both pedagogical and social. Teachers use code-switching to facilitate understanding, ask questions, provide explanations, translate, emphasize ideas, and create a positive classroom environment. The majority of teachers perceive code-switching as beneficial, as it helps students comprehend the subject matter and increases their confidence in the learning process. Overall, code-switching enhances the effectiveness of ESP classes and improves the students' overall learning experience.

## 3. Method

### 3.1 Population

All understudies concentrated on in Intensive English Program elementary school grade five from Nipasiri School the tuition-based

school age ranges between 10-12 years of age. Accordingly, the number of inhabitants in this study comprised the understudies who concentrated on the Intensive English Program, which is a full-time instructive project that provides non-local English-speaking worldwide understudies with guidance in syntax, perusing, composing, and talking. Center around English for significant level day-to-day correspondence and scholarly review and serve understudies with shifting degrees of English capability.

### 3.2 Participants

The participants in this study were 42 interlocutors from full-time educational programs in intensive English Programs who switched codes while chatting in the classroom. In classroom engagement, 21 patterns of code transfer were observed. Every code-switching circumstance includes all students communicating in each situation. Furthermore, each interlocutor gathered two instances of code-switching discussions.

### 3.3 Data Collection

Information assortment approaches for code-exchange studies have been a source of debate and limitation in the field of interlanguage pragmatics (ILP). Golato (2003) cited Prachanant's work. 2006) gave an outline of five information gathering techniques: talk culmination tasks (DCT), pretending, field perception, recording of naturally occurring talk-in-association, and review norms. 'Field perception' and the recording of naturally occurring talk-in-cooperation are believed to be the finest among these tactics (Prachanant. 2006).

The data were collected process in Intensive English Program primary school grade 5 from Nipasiri school the private school-age ranges between 10-12 years old during the time period of November 2021. The data of code-switching situations were obtained in the classroom interaction by video recording. The data were recorded during the conversations and the recorder was placed at the corner of the classroom. The recording of the study was done by the researcher and the teacher helped to collect the data. The recording continued until the class ended. After the recording was completed, the audiotapes were transcribed and coded by the researcher.

### 3.4 Data Analysis Procedure

The information gathered through the normal circumstances was broken down. The investigation was based on a free assessment of each answer. The information was then coded. Likewise, it excerpted the factual techniques used to dissect information. The subtleties of the information investigation of code exchange types and works are as follows:

#### 3.4.1 Coding

The information in this study was dissected using hub coding, a cycle that includes relating classes and properties to one another. The scientist made associations among classifications and subcategories, joining the information in new ways. Primary talk parts were coded in light of code exchange types and works, utilizing models from Poplack's (2000) typology and Jakobson (1960) and Halliday et al. (1964) utilitarian systems. Intercoder dependability was surveyed by having two English specialists autonomously code the information. The coded information was then classified, evaluated, and examined, with recurrence as the essential measure.

#### 3.4.2 Categorization

Pivotal coding was used to sort the expressions acquired by examination. When a particular code trading type and work were utilized in the visit, each case was counted independently. Notwithstanding, the sorts and elements of code-flipping that acted in this examination were perceived. Based on types of code-switching developed on Poplack (2000), The type of code-switching which has subdivided code-switching into three categories as follows.

1. Tag-switching entails adding a tag, such as a well-known exclamation or interjection, in a language different from the body of the utterance or text. The example of this type are followings:

- ว้าว! Amazing.
- หา! What're you saying?

2. A switch at the boundary of a clause or sentence in which each clause or sentence is written in one language or another is known as inter-sentential switching. The following are some examples of this kind:

- Where are you going? กำลังจะไปตลาดจ้า
- Is that yummy? อืม! อร่อยมาก

3. All instances in which lexical items and grammatical features from two languages appear in the same sentence are referred to as intra-sentential switching. The following are some examples of this kind:

- I จะไป jogging
- ทรงอย่าง bad sad อย่างบอย

Based on functions of code switching developed on Jakobson (1960) and Halliday et al. (1964), the functions of code switching which has subdivided code-switching into six categories as follows:

1) The lack of proficiency in a particular subject or knowledge of a particular language has a referential function. The following are examples of this function:

- **นี่!** What's this?
- **นั่น** pass it to me.

2) The directive function of code switching involves directly addressing the hearer and can take various forms. One form is excluding a specific person from a conversation, such as when parents speak a foreign language to prevent their children from understanding. Another form is including someone by using their own language. Examples of this function include: additional examples can be provided:

This medicine for you, baby. **อร่อยกินชนะ**  
 I will take the kid to get vaccinated **เด็ก ๆ ไปไป เขียวกัน**

3) Poplack (1980) suggested that one expressive function is to emphasize a speaker's mixed identity by using both languages in the same discourse. This sort of code-switching may not be available in all code-switching networks. The following are examples of this function:

**โอโห้!** You are so beautiful.  
 Help me! I can't open the door. **โห้ย้นอ**

4) Grumperz and Hernandez-Chavez (1975) called a phatic function metaphorical switching. The conversation's tone shifts as a result of this function. The following are examples of this function:

Good morning **จ้า**  
**ว้าย!** It's very late, I have to go now bye.

5) The metalinguistic capability of code exchange, as proposed by Myer-Scotton, includes utilizing code to remark on another dialect. One illustration of this capability is when speakers change between various codes to intrigue others and gain their phonetic capacities. Instances of this capability include the following:

You see! What I mean? **หืม รู้ไหม**  
 I want to do like this. Do you agree? **อืม เห็นด้วย**

6) A poetic function which involves words, puns and jokes in one language switching to another language for the purpose of amusement.

"Loving you too much so much Very much right now **ไม่รู้ว่าเจอเธอทำไมถึงยาว ชิลชิลได้ไหม รู้ไหมดวงใจฉันปลิว"**

**4. Results**

*4.1 The Results of Types of Code-switching*

This part presented the frequency and percentage of each strategy found in the classroom interaction proposed by Poplack (2000) code-switching strategies. Just to recap the questions are follows:

Table 1. Frequency and Percentage of Type of Code-Switching Found in Classroom Interaction

Code-Switching Types	Frequency	Percentage
1. Extra-sentential	700	76.50
2. Intra-sentential code-switching	60	6.56
3. Inter-sentential code-switching	155	16.94
Total	915	100.00

There were 3 types of code-switching employed by the researcher. Further, the most frequency of type used was code-switching by Extra-sentential (76.50 %). It was followed by inter-sentential code-switching (16.94 %) and intra-sentential code-switching (6.56 %), respectively.

*4.2 The Results of Functions of Code-switching*

This part presented the frequency and percentage of each function found in classroom interaction proposed by Appel and Muysken (2006) code-switching function. Corresponding to the following questions:

Table 2. Functions of Code-Switching in Classroom Interaction

No	Code-Switching Functions	Frequency (f)	Percentage (%)
1.	A referential function	73	35.78
2.	A directive function	37	18.24
3.	An expressive function	58	28.43
4.	A phatic function	21	10.29
5.	A metalinguistic function	15	7.35
6.	A poetic function	0	0.00
Total		204	100.00

The six functions of code-switching as proposed by Bader (2003). Hoffman (1991) and Holme (1992) were found in the data based on the functional framework of Jakobson (1960) and Halliday et al. (1964), which are specific feature of Thai terms. It reveals that there were six functions of conversation in codes witching that occurred in this class the result also reports that the most frequently function of conversation occurred is referential function (f=73, 35.78%) followed by expressive function (f=58, 28.43%) and the next was directive

function ( $f=37$ , 18.14%) and phatic function ( $f=21$ , 10.29%) on the other hand the least function occurred was metalinguistic function ( $f=15$ , 7.35%)

## 5. Discussion

The research results showed that three types of code-switching based on Poplack (2000), Extra sentential or tag switching was mostly used at the highest frequency (76.50%) and Intra sentential switching was least used at the lowest frequency (6.56%). And all six code-switching functions based on Jakobson (1960) and Halliday et al. (1964) were employed by the expert to identify functions for sentences in the dialogue. However, referential function was mostly used at the highest frequency (35.78%) and metalinguistic function was the lowest frequency (7.35%). Although there were percentage differences in each type and function, this result could show the type of code-switching used the lowest frequency of code-switching type is intra sentential and the most frequency of code-switching type is the Extra sentential or tag switching because it's the simple word so it's very uncomplicated to utter in conversation. And the function of code-switching uses the lowest frequency of code-switching function is metalinguistic function and the most frequency of code-switching function is referential function because it's the sentence to make more understand and explanations. Furthermore, students in these language learning programs may deliberately avoid utilizing code-switching, either because they want to construct a pure dialogue in the target language or because their instructor requires it. This is demonstrated by the reality that participants in these language programs frequently use low-voice code-switching to assist the complete dialogue. Despite code-switching is prevalent in language learning programs, some instructors argue that using code-switching can lead to reliance. For the fact, participants could not quickly easily speak solely in the native language when code-switching is used often. So, code-switching can cause misunderstandings regarding grammatical as well as complex sentences.

## 6. Conclusion

It may appear determined that all participants engaged in code-switching, with one of the speakers engaging in the greatest amount of code-switching. It can be claimed that code switching frequently occurred because of their ability to speak multiple languages and accuracy in communicating with their interlocutors. As a result of this, tag switching is also injunction, answering and refusal in classroom interaction and followed by inter-sentential code-switching which it usually appears before or after the beginning of a serious conversation and may appear to solve problems or explain what the audience cannot interpret as the sender intends Therefore, it is necessary to change the language in the conversation to understand the same before changing the language again to enter the intended conversation and the lowest frequency of type of code-switching is intra-sentential code-switching. The intra sentential code-switching is more often found in Thai sentences than in English for the reason that Thai language is borrowed the words as a transliteration which can be found in the present. And the most frequency occurred of functions of code-switching showed that a referential function is the most frequency. As a result of this, it is also used in declarative sentences to gain more understanding. The following is the expressive function, which they employed to convey a condition and emotion and the next is the same slightly frequency is directive and phatic functions. This occurs on the addressee it means that the speaker needs the reaction from the hearer or to make someone perform a particular action and the other used to establish a social connection without really communication and meaningful information. And the lowest frequency of code-switching functions is metalinguistic function which aimed at verifying that the sender and receiver understand one another. The last function is poetic that's not found in classroom interaction because it's alliteration or poem. It might be too difficult for grade 5 students.

## 7. Recommendation for Future Research

The following suggestions were made as below:

### 7.1 Implications

1. The finding of the study identifies both the type and function of code-switching for academic and teacher teaching bilingual.
2. A person who needs to learn about code-switching can use the information gleaned from this study as a guide.

### 7.2 Further studies

1. The techniques for the study of code-switching are based on Poplack's theoretical. Or the other expert should be directed.
2. The Function used of code-switching or the theoretical framework of the scholars in code-switching.
3. The other strategies or function of code-switching used in the office or in the company.

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