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English to Malay and back again: An analysis of lecturers' code switching in English classrooms

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Declaration

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

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Abstract

Bilingual speakers often engage in code mixing, that is the use of lexical items and grammatical features from two languages in one sentence (Muysken, 2000, p. 1). Malaysia is no stranger to the phenomenon of code switching[1] as it is a multilingual country. The study offers a new perspective on code switching focusing on Muysken's (2015) code mixing typology and filled an important gap in our knowledge about code switching in education settings, as this study is the first to apply this typology to classroom settings in Malaysia.

The second focus of this study was the functions of code mixing used by the participants. The functions identified were based on available works of literature, however, there are two new functions identified in the current study namely the 'technical vocabulary' function and the 'verbal cue' function. The third aim of this study was to investigate the lecturers' perceptions regarding the use of code switching.

This is a mixed methods study and the data was obtained from the recordings of two English lecturers, Azma and Ali, in Malaysia who were observed for seven weeks. The classroom recordings were transcribed and the types of code mixing were calculated using the Computerized Language Analysis (CLAN) programme (MacWhinney, 2000). The functions of code mixing were analysed and calculated using Microsoft Excel. The interview recordings were transcribed and analysed by thematic analysis using NVivo.

The overall results for the types of code mixing showed that the most frequent type of code mixing was insertion (32.9%) followed with congruent lexicalization (30.7%), alternation (24.8%) and back-flagging (11.6%). The results of Azma's and Ali's data revealed nine and eight functions of code mixing respectively. 'Explanation and clarifying subject matter' was the most prevalent function of code mixing with 58.5% (Azma) and 39.9% (Ali) and

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[1] Code switching is used as a generic term for the usage of two languages interchangeably.

'imperative function', the least function applied with 0.5% (Azma) and 0.3% (Ali). The interviews provided insight on the lecturers' awareness on the functions of code mixing in which their statements did not reflect their practice in the classroom. The interviews also revealed that Azma had mixed feelings on the use of code switching while Ali fully supported the use of code switching in the classroom.

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Chapter 1

Introduction

One of the most fascinating aspects of the ways in which bilinguals communicate is the fact that they can seamlessly switch from one language to another, even in the middle of a sentence. What is more interesting to me is that two languages that could have their own rules can be integrated and successfully understood by people. This behaviour, which is generally referred to as code switching [2](henceforth CS) or code mixing [3](henceforth CM) is widely practised in Malaysia where most citizens are multilingual (H. M. Low, Nicholas, & Wales, 2010). Apart from social contexts, CS is also practised in English as a second language (ESL) classrooms and this is generally a contentious issue as there are some educators that believe CS should not be used in the classroom and there are educators who believe that it helps to ease the teaching and learning process in the classroom.

I personally experienced the disagreement based on my experience as a student as well as a teacher of English in Malaysia, which then influenced my personal interest in CS. Drawing on experience, as a student in a primary and secondary school in Malaysia, I had four English teachers, two in primary school and two in secondary school, who would use only English in the classroom. The teachers' stance may have been influenced by the direct method which was popularised by Maximilian Berlitz from the end of the 1880s onwards in which only the target language is used in the classroom (Stieglitz, 1955). With that, we, the students were also not allowed to use the first language in class and there would usually be monetary punishment if we spoke Malay in the classroom. Meanwhile, the teachers who used CS in the classroom

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[2] Code switching is used as a generic term for the usage of two languages interchangeably.

[3] Code mixing refers to switching between languages within o sentence.

would allow students to use CS as well but within reason as when it comes to English practice and formal assessments, students were required to speak solely in English.

As an English teacher, I had the belief that teaching English should be conducted only in English as it was also instilled in me during my diploma and undergraduate studies. My lecturers would repeat that an English teacher should use only English in the classroom. However, once I started my internship in primary school and taught only in English, the students would always request for explanations in Malay as they could not understand the content. Therefore, I would then code switch in the classroom and I could see the difference in my students in terms of participation in the classroom. This made me realise that CS has some benefits and made me wonder why CS is stigmatised by policymakers, some academicians and some teachers. Therefore, this piqued my interest to conduct research in CS and especially on CM as switching within sentences has not been explored in great detail in educational contexts. This then brought me to the study of Muysken's CM typology.

Muysken's typology is a study of CM patterns. There is a lack of studies in the aspect of oral discourse, especially in educational contexts in Malaysia. Consequently, this grasped my interest to study lecturers' patterns of CM as it could shed new light on exactly how teachers switch languages in the classroom, and what functions this behaviour fulfils. The functions of CS have been analysed by a few researchers in Malaysia, but findings differ considerably between studies as explained in section 2.7.2. Therefore, it would be interesting to see the findings of data obtained from the university level in a skill-specific classroom (listening, speaking, reading and writing). It would also be intriguing to see if there are specific connections between the types of CM and the functions of CM. I was also interested to delve into lecturers' perceptions and to link their perceptions to their teaching practices, which is why I decided to conduct observations in the classroom. Furthermore, it was also to find out

lecturers' views on and familiarity regarding the medium of instruction (MOI) policies implemented by the government.

The following chapter reviews the literature on CS. The discussion in this chapter includes Muysken's CM typology which is the basis of the linguistic analysis of the study. In order to have an understanding of the Malay language and how it differs from English, a grammatical comparison between Malay language and English is presented. The chapter also presents a discussion on attitudes towards CS. A review on CS in classrooms is presented to provide a view regarding the issue on the positive and negative views of researchers and academicians on the use of CS in the classroom. The functions of CS are also discussed, which is also an important section of this study.

Chapter three presents the Malaysian context in which the demographics and languages of Malaysia are discussed. The status and role of the English language are also discussed along with the discussion on Malaysian Standard English vs Manglish, a colloquial variety of English in Malaysia. The discussion then moves on to primary and secondary education and their policies, especially on the medium of instruction and English education. Tertiary education is also discussed in terms of the medium of instruction (MOI) and policies proposed by the Ministry of Education which aim at helping students to increase their English proficiency at university level. Malaysian citizens' positive and negative views on English medium education in Malaysia are also discussed as it is an important issue in Malaysia.

Chapter four provides the rationale for the current study and highlights how it aims to fill a gap in our knowledge in this field of research. Furthermore, the significance of this study will also be highlighted along with the research questions which have guided the current study.

Chapter five presents the methods applied in this study. This includes the research design adopted and the description of participants and the instruments. The data collection procedure and the data analysis will also be explained.

The results are summarised in chapter six. Firstly, the focus is on the types of CM that were found in the data, the functions of CM and the information obtained from interviews with the lecturers involved in the study. In the discussion chapter (chapter seven) the findings are discussed in the light of the literature presented in chapters two and three.

Chapter eight provides a summary of the findings and a discussion of the limitations of the study. Furthermore, this chapter contains recommendations for future research and finally, the concluding remarks will be presented.

Chapter 2

Code switching

2.1 Introduction

In this chapter, a discussion of the existing literature in the field of CS is presented. The literature review commences with definition of terms and in order to have a clearer view, a comparison between Malay and English grammar is discussed which leads to the review of common patterns that ensue in Malay-English CS. The review of Muysken's typology of CM is presented as the current study adheres to this framework. The discussion then moves on to the attitudes and views on CS from various contexts. A discussion of CS in the classroom context is discussed which leads to the discussion on the functions of CS, which is also an important part of the current study. Following the review of the existing studies, research gaps were identified.

2.2 Definition of terms

The usage of the terms CS and CM have always been complicated as some academicians use CS as a generic term while some academicians would use only CM to indicate the switching of languages. Furthermore, some academicians would differentiate between the two terms, indicating that they have different meanings and uses.

Code switching is a natural linguistic phenomenon when two or more languages alternate interchangeably in one conversation (Myers-Scotton, 2005). Poplack (2000) stated that CS is the alternation of two languages within a single discourse, sentence or constituent. Poplack (2000) then differentiated CS into three types, inter-sentential CS, intra-sentential CS and tag-switching. Intra-sentential CS refers to switching within a sentence. An example of intra-sentential CS between English and Malay language is as presented in (1). The gloss for the example is presented below the example and the translation is presented below the gloss.

(1) It is not a *derma* anymore**.**

It is not a donation anymore.

"It is not a donation anymore."

Inter-sentential CS occurs when the switch transpires between sentences. An example of inter-sentential CS is:

(2) Beli ini satu. *Otherwise, there is nothing wrong.*

Buy this one. Otherwise, there is nothing wrong.

"Buy one of this. Otherwise, there is nothing wrong."

Tag-switching is the usage of interjections or markers like 'you know' or 'I mean' (Cantone, 2007; Nguyen, 2014). An example of this is:

(3) Saya rasa tidak sedap hati*, you know*, macam   benda   buruk akan berlaku.

I   feel   not good   heart, you know, like something   bad   will   happen.

"I have a bad feeling, you know, like something bad is going to happen."

However, Wardhaugh (2006, p. 108) considers intra-sentential CS and CM as the same concept because more than one language is used together in the same conversation. The current study differentiates between CS and CM. CS is used in the current study as a generic term. However, the usage of more than one language between two utterances/sentences is termed in the current study as inter-sentential CS and CM is used for the usage of more than one language within one utterance/sentence.

2.3 Comparison between the Malay language and English language

Prior to discussing Muysken's CM typology, the similarities and differences between both languages should be explained in order to further understand the linguistic characteristics

of Malay-English CS. This will also help to shed light on the data and findings presented in the current study. The discussion focuses on the similarities and differences between both languages with respect to a number of key grammatical features.

2.3.1 Comparison of grammar

Generally, the Malay language follows a subject-verb-object (SVO) structure similar to English, as shown in (4).

(4) I   eat   fish.

   "Saya makan ikan."

However, there are particular differences in terms of word order such as the combination of noun and adjective and the combination of noun and demonstrative pronoun. In the Malay language, adjectives are placed after nouns, as shown in (5), as opposed to English where adjectives are positioned before nouns.

(5) Rumah besar.

   House big.

   "Big house."

The Malay language also places demonstrative pronouns such as *itu* "that" and *ini* "this" after a noun. This is different from English as the demonstrative pronouns are placed before the noun. The word *itu* can also act as a definite article (Salehuddin, Hua, & Maros, 2006). This will be further highlighted in the next section. An example of Malay demonstrative pronoun word order is shown in (6).

(6) Rumah itu.

   House that

   "That house"

Verb *to be*

The grammar of Malay and English mostly has differences in terms of tenses, plural or singular nouns, countability, pronouns and articles, among others. Malay language grammar permits the deletion of the verb to be (is/are) (F. S. Abdullah, Abdullah, & Hoon, 2009). In Malay, the word *adalah* or *ialah* is equivalent to "is". Furthermore, Malay grammar does not have a plural form such as *are* in English. *Adalah* and *ialah* have the same meaning apart from their application in a sentence (S. Karim et al., 2016). *Ialah* is used with a noun phrase as shown in (7) while *adalah* is used with an adjectival phrase or prepositional phrase as presented in (8) and (9) respectively.

(7) Ini *ialah* berlian.
    This is diamond.
    "This is a diamond."

(8) Berlian ini *adalah* besar.
    Diamond this is big.
    "This diamond is big."

(9) Kunci ini *adalah* untuk pintu itu.
    Key this is for door that.
    "This key is for that door."

For comparison, examples (10), (11) and (12) show the same sentence without *ialah/adalah*. The sentences without *ialah/adalah* are still considered grammatically correct and the meaning is unaffected.

(10) Ini berlian.
    This diamond.
    "This is a diamond."

(11) Berlian ini besar.
    Diamond this big.
    "This diamond is big."

(12) Kunci ini untuk pintu itu.
     Key   this for door that.
     "This key is for that door."

Subject-verb-agreement

Malay grammar does not have subject-verb-agreement. Examples (13) and (14) show two translations in English where the third person singular –s is attached to *live* and *go* in the third person singular only. In comparison, the examples in Malay show that there are no inflections attached to the verbs *tinggal* and *pergi* regardless of the subject of the sentence, as can be seen in (15) and (16).

(13) Dia   tinggal di England.
     "He/she lives   in England."

(14) Dia   pergi ke perpustakaan.
     "He/she goes to the library."

(15) Mereka tinggal di England.
     "They   live   in England."

(16) Mereka pergi ke perpustakaan setiap hari.
     "They   go to the library   every day."

Time Markers

Malay and English also differ from each other with respect to expressing the time when something occurs (Azmi et al., 2016). The English language has present and past tenses where the verb is marked with an inflection (Collins & Hollo, 2016). However, the Malay language does not have verb inflections when referring to the present, past and future and uses specific time markers such as *setiap hari* "every day", *semalam* "yesterday" and *besok/esok* "tomorrow" to indicate the occurrence of a particular event, as shown in examples (16), (17) and (18) respectively.

(17) Apakah perkara yang berlaku semalam?

What   thing   that   happen   yesterday?

"What happened yesterday?"

(18) Saya mahu keluar esok.

I   want   out   tomorrow.

"I want to go out tomorrow."

Malay grammar also uses aspectual markers such as *telah* "already" and *sedang* which is to show an on-going action or occurrences (Suppiramaniam, 2012) as shown in (19) and (20). Additionally, similar to English, the Malay language inserts *akan* "will/shall" before the verb (Azmi et al., 2016; Suppiramaniam, 2012) as in example (21).

(19) Dia telah mengecat pintu itu.
   He already paint door that.
   "He painted the door."

(20) Dia sedang mengecat pintu itu.
   He is   painting door that.
   "He is painting the door."

(21) Dia akan mengecat pintu itu.
   He will   paint   door that.
   "He will paint the door."

Articles

In English, articles *a, an* or *the* are placed before a noun. In Malay, by contrast, there is no definite or indefinite article. Demonstrative pronouns *ini* "this" and *itu* "that" can assume the function of a definite article (Yong, 2001), as observed in example (21) in which *itu* is

placed after *pintu*. If *itu* were to be removed, one would ask, "Which door?" or "What door?" Therefore, *itu* can be parallel to a definite article as it denotes specificity of the noun in a sentence. However, articles are non-existent in Malay grammar, which causes some confusion when Malaysians apply it in the English language. For that reason, Malaysians tend to drop articles in English sentences (Yong, 2001).

Plurality and reduplication

In Malay, plural words can be expressed by reduplication. For example, the word computers is conveyed as *komputer-komputer* in Malay. However, this rule does not apply when used after a number such as *two computers* would be translated as *dua komputer*. Apart from reduplicating nouns to express plurality, adjectives can also be reduplicated to signify plurality of a noun (Nor, Hamzah, Husain, & Su, 2015), as presented in example (22). This rule applies only when adjectives are used in a sentence.

(22) Bunga di taman itu cantik-cantik.

    Flower at garden that beautiful.

    "The flowers in the garden are beautiful."

In English, personal pronouns of the first person consist of *I* and *we* and the personal pronoun for the second person is you. Furthermore, personal pronouns in the third person are *he, she, it* and *they*. Personal pronouns in Malay are various in comparison to English as presented in Table 2. 1.

Table 2. 1 *Comparison of Malay and English personal pronouns*

You	Awak
	Kamu
	Anda
	Kau
I/me	Saya
	Aku
We/us	Kami (Exclusive)
We/us	Kita (Inclusive)
He/she	Dia
They/them	Mereka

Based on Table 2.1 above, the pronoun equivalent to *you* in Malay includes several terms and usage is based on the relationship and rank of the receiver. The inappropriate use of pronouns can depict the speaker as impolite, such as with the use of k*au,* which is often used with friends or with someone very familiar. *Kamu* and *awak* are the safest options when speaking to a stranger or to an acquaintance. *Anda* on the other hand, is more formal and would only be used in formal situations. The pronouns that have one counterpart in Malay are we, *he/she* and *they/them*, which can be used for speaking to anyone. Table 2. 2 shows examples of the application of Malay pronouns in various contexts.

Table 2. 2 *The application of second person pronoun in various context*

English pronoun	English	Malay	Context
You	**You** look beautiful	**Awak** kelihatan cantik	Seller à customer
		Kamu kelihatan cantik	Between neighbours
		Kau kelihatan cantik	Between friends
		Anda kelihatan cantik	Tv host à guest

The application the first person pronoun, *I* is similar to the application of you as there are two terms in Malay, *aku* and *saya*. *Aku* is only used with a close friend or someone very familiar. *Saya* will then be used in any other situations. Furthermore, the first person objective case, *me*, is non-existent in Malay as *saya* or *aku* will still be use to denote its function. The pronoun, *we* "*kami*" or "*kita*" in Malay functions correspondingly to *they* in which it is used with listener/reader of any rank or relationship. *Kami* and *kita* are distinct in terms of usage as *kami* excludes the addressee of the conversation while *kita* includes the addressee of the conversation. Table 2. 3 shows the comparison between me and *saya/aku* and *kami* in subjective case and objective case for better understanding.

Table 2. 3 *The application of first person pronouns in subjective and objective cases*

Pronoun	English	Malay	Context
I	**I** want chocolate	**Saya** mahu coklat	Customerà Seller
		Aku mahu coklat	Between close friends
We	**We** want chocolate	**Kami** mahu coklat	Any context of relationship. *Kami* does not include the addressee of the conversation.
We	**We** wanted the chocolate, didn't we?	**Kita** mahu coklat itu, kan?	Any context of relationship. *Kita*

			includes the addressee of the conversation.
Me	Give **me** the chocolate	Bagi **saya** coklat itu.	Between acquaintances
		Bagi **aku** coklat itu.	Between close friends
Us	Give **us** the chocolate	Bagi **kami** coklat itu	Any context. *Kami* does not include the addressee of the conversation.
Us	The chocolate belongs to **us**.	Coklat itu **kita** punya	Any context. *Kita* includes the addressee of the conversation.

Third person personal pronouns are less complicated as *he* and *she* have the same equivalent in Malay, *dia*. However, the personal pronoun *they* is translated to *mereka* in the Malay language. Gender is non-existent in Malay personal pronouns. The way to know the gender of the person is to firstly indicate it. Table 2. 4 presents examples on the use of third person pronouns.

Table 2. 4 *English and Malay comparison of the application of third person pronouns*

English	Malay
Tarzan is sick. **He** wants medication.	Tarzan sakit. **Dia** mahu ubat.
Jane is sick. **She** wants medication.	Jane sakit. **Dia** mahu ubat.
Jane and Tarzan are sick. **They** want medication.	Jane dan Tarzan sakit. **Mereka** mahu ubat.

To indicate possession

Possessive pronouns in Malay contrast from English in that Malay uses the word *punya* to express belonging. This is equivalent to the usage of the possessive apostrophe and possessive pronouns in English. The word *punya* is placed after a personal pronoun or after a person's name. Examples (23) until (27) show the comparison of the usage of the possessive apostrophe and *his/hers* with Malay.

(23) Pen itu **dia punya.**

   "The pen is **hers.**"

(24) Pen itu **dia punya.**

   "The pen is **his.**"

(25) Pen-pen ini **mereka punya**.

   "These are **their**   pens."

(26) Pen ini **John punya**.

   "This is **John's pen**."

(27) Pen ini **John dan Jane punya**.

   "This is **John and Jane's pen.**"

Malay discourse markers

The Malay language has various discourse markers which serve a specific function, such as *-lah, -kan* and *-kah*. The discourse marker *-lah* is a *kata penegas predikat* translated to "assertive predicate word". It is inserted after a predicate or word that goes through a "fronting"

process to depict emphasis of the preceding word (S. Karim et al., 2016). Notice that the word fronting is placed within quotation marks. Essentially, fronting in English grammar means placing words, clause or phrase that is important at the beginning of the sentence (Mahmoud & Ali, 2018). It is used to focus on words that are in the front position (Mahmoud & Ali, 2018). In relation to these explanations, *-lah* turns the preceding word or sentence into something prominent. On the contrary, if *-lah* were not to be added, the importance would not be conveyed. Additionally, a sentence would still be grammatically correct if *-lah* were to be omitted (Goddard, 1994). The findings from Kuang (2017) further support that *-lah* is used for emphasis as it was found that the word before *-lah* would be spoken with a rising tone with a gradual fall in *-lah.*

However, this type of discourse marker is stated by researchers to have other pragmatic functions to convey emotions and attitude of a statement. This is also depicted in a study by Tay, Chan, Yap, and Wong (2016) who analysed the Facebook comments of Chinese Malaysians. They found the use of *-lah* to express unhappiness and sarcasm as presented in example (28).

(28) … wait you "next time". Come first then I tell you *la* …

   "…wait for you "next time". Come here first then I'll let you know (when to go out) …"

The context of the sentence is that person A refused an invitation to eat out from person B as person A was tired. Therefore, A says that they can go out next time but B expresses unhappiness. However, as their study explored written data, it is difficult to discern the tone of the speaker as it is a more ambiguous mode of communication than verbal communication due to lack of paralinguistic (gesture, inflection, pronunciation, vocal expression, fluency and tone) and non-verbal cues (Epley & Kruger, 2005). Therefore, the sentence in (28) could be to express sadness, sarcasm, unhappiness or a simply neutral statement. If *-lah* were omitted in

the example and the speaker expressed it in an unhappy and sarcastic tone, the emotive meaning of unhappiness and disappointment would still come across. Therefore, in relation to the "fronting" process previously discussed, I would say that with the use of *-lah,* the speaker's emotive meaning also goes through a "fronting" process in which the speaker's emotions are asserted or emphasised or highlighted. This shows how complicated *–lah* is and that it cannot be simply characterised as a discourse marker for "solidarity, rapport, informality and familiarity" (Goddard, 1994). I agree with Goddard (1994) that the rules for using *-lah* should be made more explicit.

Apart from the use of *-lah* for emphasis, it also established as a function to soften a request. It is less formal than 'please' and has the function of 'do' instead (Z. Othman, 2012). Without the use of *-lah* the utterance may be interpreted as a directive (Tay et al., 2016). For better understanding, the examples in Table 2. 5 provide sentences with and without the use of *-lah* according to different situations.

Table 2. 5 *Examples of the use of -lah according to purpose*

Purpose	Translation	Without *-lah*	With *-lah*	Explanation
Expressing a condition	I have not had breakfast. I need to eat now.	Saya belum sarapan. Saya nak makan sekarang.	Saya belum sarapan. Saya nak makan sekarang*lah*.	*-lah* is stressed on the word *sekarang* "now", in which the urgency to eat is further stressed.
Giving compliment	This shirt is lovely. You have good taste.	Baju ini cantik. Bagus citarasa awak.	Baju ini cantik*lah*. Bagus citarasa awak.	*-lah* is to justify that the shirt is very beautiful which indicates the wearer has a sense of style.

To ask, request or invite	(Do) come to my office later in the afternoon.	Datang ke pejabat saya tengahari nanti	Datang*lah* ke pejabat saya tengahari nanti.	In this context, *-lah* is a softening effect to give invitation politely, whereas without *-lah* it gives the impression that the person is giving a direct order.

Another discourse marker is *-kan*, which is a shortening of the word *bukan*, "not" (Z. Othman, 2012). When *-kan* is used at the end of a sentence, it functions as a tag question to seek confirmation of certain information (Z. Othman, 2012). Its counterpart in English is akin to *isn't it, doesn't it, didn't he* and many more. If it is used in the middle of the sentence it is similar to the word *yeah* which could also function as a discourse marker. Examples (29) and (30) show the usage of *–kan* in both aspects.

(29) Dia pergi sekolah, kan?

   He went school, didn't he?

   "He went to school, didn't he?"

(30) Selepas tu, kan, dia meninggal dunia.

   After that, yeah, he   leave   world.

   "After that, yeah, he passed away."

Finally, another discourse marker used for questions is *–kah*. Just like *-lah*, it is also known as "*kata penegas predikat*" (S. Karim et al., 2016). There are two ways to apply *–kah* in a sentence. Firstly, it can be placed after an interrogative pronoun to further assert the word (Hassan, 2008; S. Karim et al., 2016). Secondly, it can be used at the end of a statement in order to convert it into a question (Hassan, 2008). Example (31) shows the use of *-kah* with the interrogative pronoun *mengapa* "why".

(31) Mengapa*kah* dia suka?

    Why   he like?

  "Why does he like it?"

     Example (32) presents the use of *–kah* at the end of a sentence. If *–kah* were to be excluded, the sentence would simply turn into a statement, *dia mahu datang* "he wants to come."

(32) Dia mahu datang*kah*?

   He want come?

  "He wants to come?" or "Does he want to come?"

2.3.2 Code switching patterns in Malaysia

     The explanation in the previous section has highlighted a number of key differences between Malay and English grammar which may help to understand the code switching usage in Malaysia explained in this section. This section discusses how the English and Malay languages generally 'integrate' as CS in Malaysia. The study by Ozog (1987) may be one of the earliest to study the syntax of Malay-English CS. The data from this study was collected within informal settings in a university from 21 participants.

     The findings showed that the omission of articles was common within a code switched clause. This is due to the influence of non-existent articles in Malay grammar. In sentence (33), the indefinite article *a* should be placed before the word 'pattern' if the structure of the phrase were to follow standard English grammar.

(33) As you *ambil* pattern.

   As you take   pattern.

  "As you take **a** pattern."

While in example (34), the article *an* should be placed before the word *Indian*. However, this phrase generally follows Malay sentence structure which would indicate that the speaker may intend to follow Malay grammatical rules instead of English grammatical rules hence, the omission of *an*.

(34) I ada neighbour Indian.

     I have neighbour Indian.

     "I have **an** Indian neighbour."

Another pattern of CS in Malaysia is the use of personal pronouns. The findings in Ozog's (1987) study showed that the first and second personal pronouns are generally expressed in English. He found that English personal pronouns are usually accompanied with Malay verbal groups, as shown in (35), (36) and (37).

(35) *I* pergi.

     "I go."

(36) *You* ambil pattern.

     You take pattern.

     "You take the pattern."

(37) *We* cari.

     "We find."

The data further shows the use of *I* in objective forms and as an object role, as presented in (38) and (39). Example (39) can also be translated as "Tom asked for my help."

(38) Dia tanya *I.*

     He ask   I.

     "He/she asked me."

(39) Tom minta tolong *I.*

    Tom   ask   help   I.

   "Tom asked me for help."

Possessives also occur frequently in Malaysian CS. As previously stated, the Malay grammar uses the word *punya* to indicate belonging. There are instances when *punya* is not used. This occurs in cases when the English first and second person pronouns are used to function as possessive adjectives. Examples (40) and (41) show the use of English phrases but adopting Malay grammar rules.

(40) Ruler *I.*

   "My ruler."

(41) Sister I.

   "My sister."

The use of *punya* is common in Malay-English CS as shown in (42).

(42) Dia *punya* dart.

   "Her dart."

The usage of *punya* is also common in English-Malay CS. In example (43), the apostrophe plus the letter s in *last month's* to show possession is omitted and replaced with *punya*.

(43) Last month *punya* (edition).

   Last month's (edition).

   "Last month's edition."

The demonstrative pronoun *itu* is also common in Malay-English CS. However, it sometimes functions as the definite article *the*. *Itu* can also be shortened to *tu* when used colloquially. The findings by Ozog (1987) are presented in (44).

(44) Kunci saya ada pada cupboard *tu***.**

   Key   I   is   at   cupboard that.

   "My key is inside the cupboard."

Apart from its function similar to a definite pronoun, *tu* is used for demonstrative purposes, as shown in (45).

(45) Hubby dia tu.

   Hubby her that.

   "That hubby of hers."

Another study by N. A. Abdullah (1975), who recorded four participants in various contexts (in the post office; speaking to a taxi driver, airport receptionist and a policeman; politics talk with a lecturer; discussion with a colleague) also found the use of *I* and *you* in Malay utterances, as shown in (46), (47) and (48) The example largely shows the pairing of personal pronouns with *punya*.

(46) *You* ambil dua setengah gula.

   You take two half sugar.

   "You take two and a half sugar"

(47) Inikan *I* punya?

   This I+POSS?

   "This is mine?"

(48) *You* punya, *you* punya!

    You+POSS, you+POSS!

  "Yours, yours!"

     Another common type of CS that occurs is the switch of conjunctions found by N. A. Abdullah (1975) as presented in (49) to (52).

(49) *Tapi* for shopping, *tak sejuk.*

  But for shopping, not cold.

  "But for shopping she does not feel cold."

(50) Tapi kena bubuh minyak *and* then you heat the table.

   But must   put   oil   and then you heat the table.

  " But must put in oil and then you heat the table."

(51) Tapi M.Y buat sedap *because* it's not oily you know.

   But M.Y does delicious because it's not oily you know

  "But M.Y does it deliciously because it's not oily you know."

(52) I know it by heart *tapi* buat   tak   tahu.

   I know it by heart but make don't know.

  "I know it by heart but I pretended not to know."

A study by Suan (1990) also found the use of conjunctions. The researcher recorded discourse in formal and informal settings. The findings show the usage of *tapi* "but", as presented in (53).

(53) …Quite okay *tapi susah* first year *sampaikan nak ikut balik.*

   … Quite okay but difficult first year until   want follow back.

  "Study over there was quite okay but the first year was difficult that it made me feel like I wanted to come back."

Apart from that, the CS of Malay modal verbs has been observed in practice since 1987, as Ozog (1987) found the CS of *boleh* "can" and *mesti* "must", as presented in examples (54) and (55).

(54) Anny *boleh* censor.

   "Anny can censor."

(55) Borang itu mesti sign.

    Form that must sign.

   "The form must be signed"

The CS of function words has been discussed so far. In addition to this, the mixing of content words is also common in Malaysia. This is observed in Ong (1990) in examples (56) and (57) in which English content words are switched into Malay utterances.

(56) Aku main *baseball*.

    "I play baseball"

(57) *Terrible,* kecil-kecil dah dapat migraine.

    Terrible, little+PL already get migraine.

    "It's terrible getting migraine at a young age"

The findings in Ong's study also show Malay content words inserted into an English utterance as in (58).

(58) Maybe I'll be a *penulis buku*.

    Maybe I'll be a writer book.

    "Maybe I'll be a book writer."

To conclude, the patterns of CS in Malaysia are:

1. CS of English or Malay content words.

2. CS of Malay demonstrative pronouns.

3. Malay possessives.

4. Personal pronouns.

5. Omission of English articles.

6. CS of Modal verbs.

7. CS of Conjunctions.

2.4 Muysken's code mixing typology

According to Muysken (2000), CM is when words and grammatical features of two languages appear in one sentence. This study follows the framework of CM by Muysken (2000) in order to examine the CM types that emerge in the data. This section provides an explanation of the different types of CM and discusses studies that have applied this framework to analyse their data.

Muysken (2000) proposed a new typology of CM namely insertion, alternation and congruent lexicalization. In 2013, Muysken suggested a fourth type, 'back-flagging'

(Muysken, 2013, 2015). There are various studies have applied Muysken's CM typology, which will be discussed in this literature review. I will firstly explain the basics in order to clarify the differences between the four types of CM.

2.4.1 Code mixing types

As pointed out by Myers-Scotton (1993), CS patterns can be asymmetrical in that one language provides the matrix or base language and the other language is the guest or embedded language. The matrix language determines the overall structure in which elements from the other language (embedded language) are inserted. The elements could be either words or entire constituents that are inserted into the sentence.

Figure 2. 1 portrays a b a insertion pattern where 'a' is the matrix language and 'b' the embedded language. A or B are language labels for non-terminal nodes[4] and a,b,a are language labels for terminal nodes[5] (Muysken, 2000). Switches of this type are often unidirectional with elements from language b being inserted into stretches of speech of language a, but not vice versa.

Figure 2. 1 Structural interpretation for insertion (Muysken, 2000)
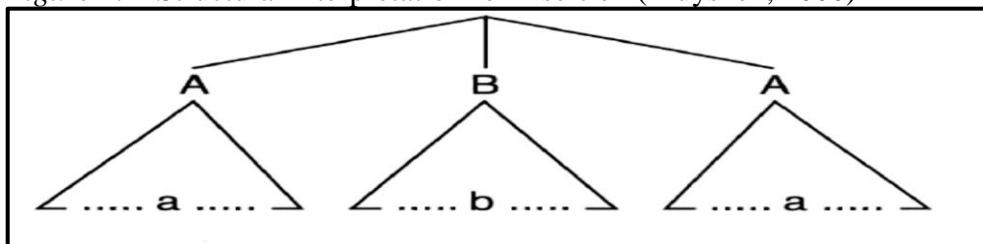
Example (59) provides an example of this type of CM where a word is inserted. In Muysken's typology, this type of CM is called insertion.

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[4] Non-terminal nodes are fictitious markers identifying entire constituents as belonging to one language.
[5] Terminal nodes indicate words are chosen from a particular language.

(59) I want to *makan* burger.

    I want to eat   burger.

    "I want to eat a burger"

        Alternation exhibits a b pattern as presented in

        Figure 2. 2. This type of CM occurs when longer stretches of speech in language a are

followed by longer stretches of speech in language b, and the two parts are loosely attached to

each other, as in (60). In (60) there is no clear matrix language for the sentence as a whole,

instead the speaker alternates between matrix languages. Switches of this kind take place in

both directions, from language a to language b and vice versa.

(60) Unless you want to say *kenapa makanan tu sedap sangat.*

    Unless you want to say why food that delicious very.

     Unless you want to say why that food is very delicious.

Figure 2. 2 Structural interpretation for alternation (Muysken, 2000)
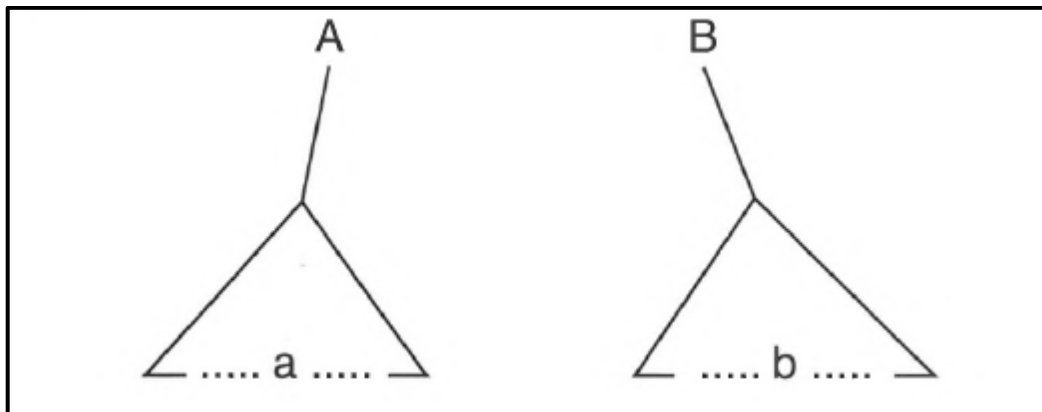
Congruent lexicalization occurs when vocabulary from both languages are incorporated into a shared grammar structure, as in (61).

(61) And relevance here, you *sendiri pun tahu* relevant *ke tak* the justification yang the writer

And relevance here, you alone also know relevant or not the justification that the writer

bagi.

give.

" And relevance here, you yourself know whether the justification that the writer give is

relevant or not."

Figure 2. 3 shows the structure of this type of CM. Furthermore, a,b,a,b in Figure 2. 3 reflect bi-directionality of the switch. According to Muysken (2000), congruent lexicalization is common between languages with many homophonous diamorphs, such as Dutch *boek* "book", that trigger CM or a general structural equivalence between the two languages.

Figure 2. 3 Structural interpretation for congruent lexicalization(Muysken, 2000)
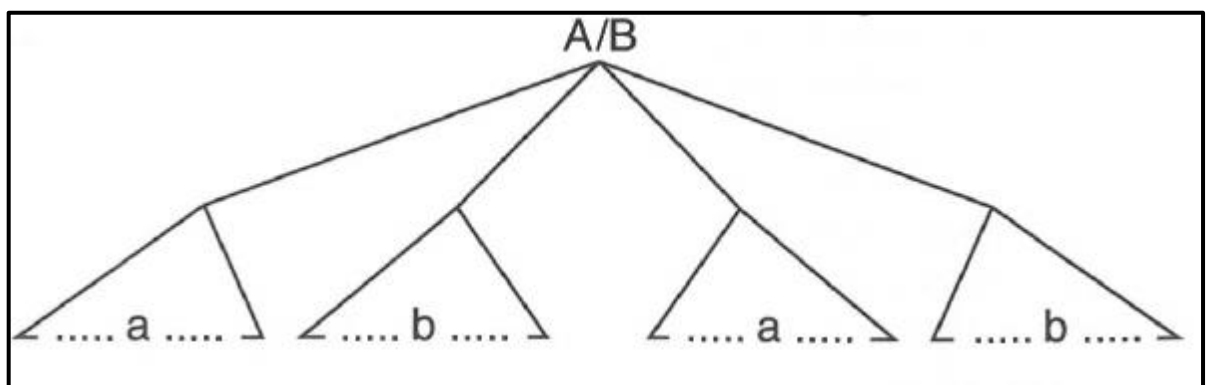
Back-flagging is a kind of switching whereby a discourse marker from the first language (L1) is attached to a stretch of speech in the second language (L2), as in (62).

(62) I want to go to the café *lah*.

   I want to go to the café +DM

   "I want to go to the café."

Back-flagging is similar to Poplack's (1980) tag-switching, but it only refers to switches of L1 tags into L2 discourse. The L1 discourse marker should also have a clear ethnic connotation and generally would occur at the periphery of the clause although this is not a requirement. Muysken has yet to publish a structural interpretation similar to Figure 2. 1, Figure 2. 2 and Figure 2. 3 for this type of CM.

2.4.2 Typology features

There is a specified list of features that identify each CM type, as presented in Table 2. 6. The features for each type are not straightforward to analyse as sometimes the features may overlap when applied to a sentence. However, a sentence or an utterance could have a dominant pattern and an additional minor pattern (Muysken, 2015). This means that at the level of bilingual corpora as a whole one can argue that there are general tendencies for a particular corpus to be more alternational or insertional, but classifying each individual sentence according to the criteria can be challenging (Muysken, 2015, p. 247).

Table 2. 6 *Typology features*

Insertion	Congruent Lexicalization	
‹ single constituent	‹ non-constituent	‹ morphological adaptation and integration
‹ nested a b a	‹ non-nested a b a	
‹ content word	‹ diverse switches	‹ homophonous diamorphs
‹ selected element	‹ function word switches	
‹ dummy word insertion	‹ selected element	‹ triggering
‹ telegraphic mixing	‹ bidirectionality	‹ mixed collocations
‹ morphological integration	‹ linear equivalence	
Alternation	**Back flagging**	
‹ several constituents	‹ Single constituent	
‹ non-nested a b a	‹ Non-nested a b a	
‹ long constituents	‹ Adverb, conjunction	
‹ complex constituents	‹ Emblematic or tag	
‹ adverb, conjunction	‹ Major clause boundary	
‹ emblematic/tag	‹ Peripheral	
‹ major clause boundary	‹ Embedding in discourse	
‹ peripheral	‹ Bidirectional code switching	
‹ embedding in discourse	‹ Linear equivalence	
‹ flagging		
‹ linear equivalence		
‹ doubling		
‹ self-corrections		

The meaning of each feature is presented in Table 5. 4 and the features are used as a point of reference in various studies to identify types of CM. Deuchar, Muysken, and Wang (2007) organised the features in a table (Table 5. 3) and created a scoring method in order to identify the most dominant type of CM in a data set. Lipski (2014) adapted the scoring table in his study and added a value column in which he indicated 'yes' or 'no' for each feature instead of 0, - and +. This eases the scoring for each feature as there are only two options. In contrast, there are researchers who did not adapt this scoring table. Cárdenas-Claros and Isharyanti

(2009) did not specifically mention how each type of CM was identified as they stated, "Similarly, the occurrences of CM were counted and classified into three categories…" (Cárdenas-Claros & Isharyanti, 2009, p. 74). Correspondingly, the types were classified in Yuliana, Luziana, and Sarwendah (2015) by arranging them in a table and categorising each type of CM with reference to the features.

In my opinion, the scoring table is a more structured method to identify the CM types in comparison to the other methods used by researchers. The reason for this is that determining a classification for each type is more systematic and the dominance of each CM type can be compared. However, providing a score for each feature is complex. The complexity of scoring was also discussed by Stam (2017), who stated that it is unclear whether to give a score of zero to a feature for non-applicability or a -1 for its absence in an utterance. This issue is further addressed in the methodology chapter in which the scoring for the current study is discussed.

Apart from scoring issues, an important point discussed by Deuchar et al. (2007) is that the features should not be weighted equally as some features should be treated as more important than others. Therefore, there is always a dominant pattern and an added minor pattern (Muysken, 2015). Another point is that not all features apply to the sentences/utterances. For example, if doubling, which is a feature of alternation, were non-existent in an utterance, hence, this feature should not be applied in the scoring table.

2.4.3 Studies that applied Muysken's code mixing typology

In 2017, Deuchar, Muysken and Lang applied the scoring table of Muysken's CM features on three data sets, which are Welsh-English, Tsou-Mandarin and Taiwanese-Mandarin. In terms of the results, the most prevalent CM pattern to occur in Welsh-English, Tsou-Mandarin and Taiwanese-Mandarin data sets are insertion, alternation and congruent

lexicalization respectively. For example, the researchers considered *ply them with alcohol gynta* in utterance (63) as an example of insertion because most of the criteria for insertion are met (e.g. it is a single constituent and a content word), even though the switch also has some characteristics typical of alternation in that the switch is peripheral and emblematic.

(63) Ply them with alcohol *gynta.*

　　Ply them with alcohol first.

　" Ply them with alcohol first.**"**

　　In the case of Indonesia, Marfuaty (2017) examined CM in Islamic preaching in Java. She investigated Arabic-Javanese and Arabic-Indonesian CM taken from YouTube videos, each with a duration of one hour and a half. Interestingly, the transcriptions showed no congruent lexicalization in either Arabic-Javanese or Arabic-Indonesian CM. In Arabic-Indonesian CM, the highest frequency was alternation with 58.6% while in Arabic-Javanese CM insertion and alternation were equally frequent at 50% each.

　　In contrast with Marfuaty, Si's (2011) study only found insertions and alternations as congruent lexicalization did not occur in the data. Si focused on English-Hindi CM in Bollywood movies. The data showed that there were Hindi to English and English to Hindi insertions. In terms of alternation, the switch comprised of long constituents and discourse markers. This is shown in example (64) as the switch takes place at the boundary between two sentences and within a sentence in which the researcher considers the switch from *tha* and *you must have a son* as alternation. The researcher also considered *you must have a son* to *yar*, as another switch as *yar* is a discourse marker which indicates alternation.

(64) …Yar, DK, jo maza apne bete ko javan hote dekhkar ata hai, vo apnī javanī mě bhī nahĭ ata tha. You must have a son*, yar…*

"DK, buddy, it's such a joy seeing one's son grow up – I don't think I've ever been this happy, not even in my youth. You must have a son, buddy."

(Si, 2011, p. 393)

Alternations of long constituents can also take place at the periphery, as in (65) in which *is none of your business* is switched.

(65) Ham kya kar rahe haĭ is none of your business.
  we what do stay.PL COP.1PL
  "What we are doing is none of your business"

(Si, 2011, p. 397)

The studies reviewed so far focused on discourse produced by one person. However, The study by G. J. Fernandez (2011) who examined a Spanish-English play entitled *Mi Vida Gitana* focused on utterances within turns and in between turns as the switches between characters in the play were also examined, instead of examining the utterances of each character separately. This is specifically for the case of alternation. The results showed that the most frequent type of CM in the data was alternation with 687 occurrences. There were 71 insertions and five occurrences of congruent lexicalization.

The study by Stam (2017) on the other hand, analysed a commentary of a play entitled *Félire Óengusso.* The researchers explored CM of Irish and Latin in the commentary. Furthermore, similar to Si (2010), the researcher considered alternations to cover switches within a sentence and in between sentences. In total, the researcher found 125 insertions and 146 alternation. Congruent lexicalization was very rare although no further information about the frequency of congruent lexicalization was provided.

In Malaysia, studies that have applied Muysken's CM typology in education context are very limited. Kadir, Maros and Abdul Hamid (2012) studied CM between English and Malay in E-distance learning forums. They used Muysken's typology to analyse CM between sentences and within sentences. It was found that alternation was the most frequent type used by the students as shown in (66). Insertion was ranked second in terms of frequency and congruent lexicalization occurred the least in the forums. Examples for insertion and congruent lexicalization are presented in (67) and (68) respectively.

(66) Salam buat semua, di kesempatan ini saya mengucapkan selamat hari raya   dan maaf

    Greetings for all,   in   chance   this   I   say   Happy   Eid   and forgive

    zahir batin.   *See you all in next meeting*.

    physical spiritual. See you all in next meeting.

    "Greetings all, at this moment I would like to say Happy Eid and all my mistakes. See you

     all in the next meeting"

(Kadir, Maros, & Hamid, 2012)

(67) Thanks *puan*, see you all tomorrow.

   "Thanks madam, see you all tomorrow."

(Kadir et al., 2012)

(68) Salam *all friend* ..selamat berpuasa *from me*.

  Greetings all friend …happy fasting from me.

   "Greeting friends, happy fasting from me."

(Kadir et al., 2012)

Another study that focused on the Malaysian context is by Wong (2012), who investigated CM in blogs of older and younger Malaysian Chinese. She examined blogs from group A (younger generation) and group B (older generation). Group A consisted of female bloggers, 20-35 years old, and group B consisted of bloggers 51 years old and above. The languages used by the bloggers included English, Malay, Mandarin (Chinese dialect), Japanese, Spanish, Cantonese (Chinese dialect), Hokkien (Chinese dialect) and Foochow (Chinese dialect) depending on each participant. The results show that alternation was the most prevalent type for group A and the least frequent type was congruent lexicalization. The most frequent type for group B was congruent lexicalization and the least frequent type was insertion.

Rasdi (2016) also studied texts in the context of social media in her analysis of 246 Facebook status updates and comments of 13 individuals. The findings only showed insertions and alternations as the researcher decided not to analyse the texts in terms of congruent lexicalization. The reason for this was not made clear in the study. The findings show that insertion (n = 486) was significantly more frequent than alternation (n = 45). In terms of insertions, Malay ML code mixing was calculated to be 427, which is more prevalent than English ML code mixing. The researchers elaborated that the prevalence of insertion may be attributable to the nature of Facebook conversations, which are fast paced, interactive and similar to a conversation.

As shown in this section, most studies focused on the analysis of inter-sentential CS as well as switching within a sentence (Si, 2011; Stam, 2017). Analyses do vary because researchers interpret the features in slightly different ways. The literature review also shows that studies have been conducted in various contexts (education, Facebook comments, movies and plays), and involved oral as well as written data. Specifically, it is interesting to note that studies in Malaysia have mainly focused on social media. These findings indicate that there

may be interesting differences in the kinds of switching found in different contexts, different modalities or generations of speakers, which are worth exploring further.

2.5 General attitudes and views on code switching

Culture and communication are very much connected as culture is acquired, acted out, transmitted and preserved through communication (Wang., Lin, & Chu, 2011). Communication is the way we convey meaning to each other via language (verbally, in writing or sign language), sounds, facial expressions and gestures. Therefore, the use of language should be examined socially based on its social context. Studies on socio-cultural norms with respect to CS in various domains (education, social, family, market) have been conducted by numerous researchers and will be discussed in the following section.

Ho (2007) conducted a study on Cantonese-English CS of tertiary students in Hong Kong. Fifty-two participants were asked to write an essay and they were also interviewed by the researcher to explore the socio-cultural meaning of CS in their essay. The data revealed that there were two different reasons for the participants' choice to use Cantonese-English CS. Firstly, the participants were scared of alienating people, as they did not want to be viewed as 'showing off' when using English-only. Furthermore, they did not want to risk their close relationship, especially with people who were not of the same English proficiency level, as some people who are of lower proficiency would feel insecure hence would alienate themselves from people who are of high proficiency. Secondly, CS between people of the same proficiency level signified a strong binding force and a unique group solidarity as it facilitates communication with no fear of misunderstandings among group members. The code choice held societal values and delineated social stratification.

The negative view on English usage and being perceived as showing off is not only limited to participants in Hong Kong. In Malaysia, a similar situation has been found in a study

by Su Kim (2003). The researcher studied the connection between language and socio-cultural identities of English as a second language (ESL) learners in which she interviewed 14 respondents. The responses revealed that one of the participant, a proficient English speaker, faced resentment by the Malay society as they viewed her communicating in English as showing off, westernised and trying to be 'like the whites.' The ridicule from surrounding individuals influenced her feelings that she needed to switch identities to conform to the expectations of different ethnic communities where cultural norms, traditions and identity were strong. Therefore, she would speak solely in Malay to a person who had a negative attitude to English usage and then used English or CS with a person who had a positive outlook on English usage. Her situation was similar to another participant, who would avoid English usage and switched to Malay when she spoke to her Malay friends so as to avoid being alienated or distanced by her Malay friends.

An investigation on Spanish-English CS among US Latinos by Toribio (2002) showed that the participants had differing attitudes on CS and its role in establishing their socio-cultural identity. Four participants, Yanira, Federico, Rosalba and Guadalupe, participated in this study. Surveys were distributed to find out their CS use and CS attitudes. The survey revealed that one of the participants, Guadalupe, had conflicting feelings about CS as CS was seen as a stigmatised form of language behaviour. She related CS to linguistic weakness and loss. However, her affective values linked CS with two different languages and cultures. She could understand Latino and American cultures better and to Guadalupe, understanding both cultures was a positive attribute to possess.

Within the same study, another participant named Yanira had mixed feelings on CS as she stated that CS did not enrich her interactions nor gain respect from her peers. However, she appreciated CS as it promoted maintenance of Spanish, a minority language in the US. The reason for Yanira's negative feelings about CS was similar to the situation depicted in Su Kim's

(2003) study. The negative judgments from surrounding individuals affect a person's value system, which in turn will affect language use. In contrast to Guadalupe and Yanira, Federico had largely negative views on CS from Spanish to English. His negative attitude to English can be seen when he requested the researcher to send questionnaires solely in Spanish. He had strong feelings about preserving his native language. He also stated in the survey that he did not practise CS and this was due to people thinking that CS indicates imperfect language acquisition or language interference. This negative attitude towards CS was also shared by many individuals.

The discussion shows how attitudes influence language practice. There are negative language attitudes as depicted above but there are also positive attitudes depending on the situation, like in the case of Yanira, who perceived CS as a link to bridge cultures and as a way to promote language maintenance. However, the negative views on CS by surrounding people affect language choice and lead to individuals feeling the need to constantly switch identities similar to the case of individuals from Malaysia.

2.6 Code switching in the classroom

The use of CS in classrooms consist of various functions, especially in English language classrooms. In the following sections, I discuss the ongoing debate on CS in the classroom and move on to teacher CS. I will then review teacher's attitudes and reasons for CS in order to identify the gap in research which necessitates the study presented in this thesis.

2.6.1 Arguments for code switching in the classroom

The use of CS in the classroom has been an on-going debate and a contentious issue in the field of second language learning. Scholars who support the use of CS recognise that there is a facilitative side to CS. Teachers and students share the same L1, which is why some teachers and students support CS as it helps both groups to facilitate comprehension of the

subject matter, especially in terms of content of the topic, difficult concepts, and grammar rules (Tang, 2002).

Specifically, CS plays an important role in helping students understand the meanings of unknown vocabulary. Therefore, disallowing the usage of CS may even impede students' progress in learning the target language (Bruhlmann, 2012). As Sert (2005, p. 1) stated, CS functions as a bridge from the "known (native language) to the unknown (target language)." CS helps the teaching of the target language as it is able to reduce students' anxiety thus improving the classroom environment (Bilgin & Rahimi, 2013).

The connection between students' anxiety and classroom learning was depicted in Bilgin and Rahimi's study. One of the aims of this study was to find out the reasons for teacher CS in the classroom. Interviews were conducted with twenty teachers from two Turkish universities. One of the participants, stated that he applied CS to make jokes to create a lively environment hence, removing negative factors such as anxiety and lack of confidence. Two other participants corresponded with this statement and specified that the practice of CS was conducted to reduce students' anxiety and create a relaxing environment.

The use of L1 in the classroom rendered students in contact with a familiar language which comforted the students and, therefore, anxiety was minimised. Anxiety affects the learning process as it hinders students' communication and interaction in the classroom. Bilgin and Rahimi (2013) explained that the elimination of anxiety will also make them less 'guarded' and as a result, students' interaction in the classroom would be encouraged.

Some teachers prefer to code switch due to its time-saving quality during explanations of the subject content. Bensen and Çavusoglu's (2013), for example, found that the majority of their participants who were teachers agreed that CS saves time. CS particularly helps to adhere to the syllabus schedule and the scheme of work (Corcoran, 2010). In addition,

teachers would not have to repeatedly reiterate the meaning of words in order to ensure students' comprehension (Bensen & Çavusoglu, 2013).

On the other hand, some scholars have opinions that in a second language class, language should be taught monolingually i.e. in the target language. The support for only target language use is based on the assumptions made by advocates of the direct method as discussed by Cummins (2005, p. 588):

1. Instruction should be carried out exclusively in the target language without recourse to the students' L1. Bilingual dictionary use is also discouraged.

2. Translation between L1 and L2 has no place in the teaching of language or literacy. Encouragement of translation in L2 teaching is viewed as a reversion to the discredited grammar/translation method; or in bilingual/immersion programs, use of translation is equated with the discredited concurrent translation method.[6]

3. Within L2 immersion and bilingual/dual language programmes, the two languages should be kept rigidly separate; they constitute "two solitudes."

CS usage has been viewed as the result of an individual's lack of competence either in the native language or in the target language (Nguyen, 2014). Generally, it is regarded that the use of CS is caused by lack of vocabulary especially in the target language (Cheng, 2003) when speakers are not able to find suitable words to be used in a conversation, thus resorting to CS to translate or to find a 'synonymous' word in another language. Therefore, teachers who code switch in the classroom are seen as linguistically weak (Palmer, 2009).

Furthermore, CS is perceived as a confusing element in target language learning, as reflected by Macaro (2006) in his discussion about CS. The use of CS is sometimes seen as compromising the quantity and quality of target language input (Crawford, 2004). This

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[6] The translation method or grammar translation method is a method that promotes using the first language. This method started from the 1840s.

occurs when speakers transfer forms, vocabulary, meaning and culture to the second/foreign language (Derakhshan & Karimi, 2015). For example, in Malaysia, various relative pronouns in English (who, whom, whose, which, that) do not exist in the Malay language. Relative clauses in the Malay language employ the word *yang*, which is more similar to the English word 'that' (Eng & Heng, 2005; Kesumawati, Nor Zakiah, Norsimah, & Nor Hashimah, 2007). Consequently, it may be that a person who is communicating in English and unsure which relative pronoun to use would code switch to Malay and use the word *yang* instead, similar to a person omitting articles due to confusion when CS caused by the non-existence of articles in Malay grammar. However, this is not the case for everyone who code switches to *yang* as it may just be a stylistic choice for some people. In my opinion, teachers' use of CS would not lower the quality of target language learning if more focus is on the explanation of confusing grammatical items like relative pronouns or articles in order for the students to understand their usage. Apart from that, more practice needs to be done on the students' part regarding these problematic grammatical items (Eng & Heng, 2005).

As discussed, there are two conflicting views on CS in the classroom as some scholars are against it and some scholars support its use. The negative views are due to the outlook that CS highlights teachers' lack of proficiency in the target language. However, there are various pedagogical benefits of CS to the teaching and learning of the target language. Furthermore, there are very few detailed linguistic analyses of CS in the classroom, and little is known about the ways in which CS in the classroom differs from CS in other contexts.

2.6.2 Code switching in the classroom: teachers' attitudes and reasons

There are many studies on teachers' attitudes and their reasons to code switch in classrooms. Various studies have shown that there are conflicting views among teachers in different contexts. One might think that teachers who use CS in the classroom would fully support its usage. However, there are teachers who employ CS in the classroom but do not necessarily encourage its use among their students. Mehl (2014) investigated six teachers' CS from English to Norwegian in secondary school classrooms. The aim of this study was to find out teachers and students' attitudes towards CS. Observations and interviews were employed to collect data. From the interviews, one of the teachers, who sometimes code switched in the classroom, felt that it was important to at least try to use English as much as possible to create an "…English world inside the classroom." (Mehl, 2014, p. 68). Another participant was also supportive of the use of CS as he deemed it necessary in some classrooms but cautioned that teachers should not use it too often. He stated that CS is not always positive but was necessary in his case to make all students understand the lesson simultaneously, hence not wasting time.

In Malaysia, some teachers use CS and see it as a necessity although they also see it as a negative teaching practice. Participants in the study by Ibrahim, Shah, and Armia (2013) shared this view of CS. Their research focused on lecturers' attitudes to CS and the functions of lecturers' CS in class. The results from the interviews revealed that the lecturers had optimistic views on the use of CS but still stated that there should be a limit on its use. Participants stated that they rarely code switched and that CS should be the last option to be used in class. They would only use it to explain difficult grammatical items and to explain new terms. However, some participants did not dismiss CS completely and used it to aid explanations in the classroom especially when there were no equivalent English phrases to explain a certain concept. Nevertheless, in general participants felt that CS should only be used for social and cultural reasons. The negative sentiments regarding CS use are most likely

influenced by the government's English-only language policy and the influence of scholars who have described the use of the first language in the classroom as detrimental to language learning (Cheng, 2003; Moeller & Roberts, 2013; Nguyen, 2014). However, in practice, CS can be helpful in imparting knowledge to students.

Both studies above highlight teachers' conflicting views of using CS in the classroom. However, there are teachers who have positive views on CS usage in the classroom as highlighted in Liu (2010) who investigated lecturers' CS and focused on lecturers' attitudes on CS from English to Chinese. Sixty English lecturers were asked to participate and questionnaires were distributed for data collection. Data analysis revealed that 70% of teachers agreed and 6% strongly agreed with its use in the classroom. The reasons for their positive attitudes were unclear as the study was purely quantitative.

An investigation of teachers' attitudes towards CS has also been conducted by B. R. Gill and Ahmed (2014). The participants were 12 English lecturers in Pakistan and a questionnaire was distributed consisting of closed and open-ended questions. The open-ended questions probed teacher's attitudes towards CS. The results revealed that some participants had a generally positive view on the use of CS as they stated it was necessary and beneficial for the students. One of the participants stated that CS helped to provide better understanding of abstract ideas to the student. A participant also acknowledged that CS helped to allow a better understanding of concepts by their students.

Similar to the views stated above, the participants in Chowdhury (2013) study also had generally positive attitudes towards teacher CS in the classroom. The study was conducted to investigate attitudes to and reasons for teacher CS in the classroom. The researcher distributed questionnaires to 20 English lecturers in Bangladesh. The results revealed six reasons for teachers' code switching in the classroom including: to maintain discipline, to adjust according

to students' linguistic background, ease of communication to students, for solidarity purposes in order to build teacher-student relationship, teachers' habitual use and to explain the content of grammar or vocabulary.

In addition, Johansson's (2014) study on CS in the English classroom revealed distinctive reasons for teacher CS. Five secondary school English teachers in Sweden were interviewed and one participant explained that she code switched from English to Swedish as an expression of identity. She taught two foreign languages (English and German), which made her feel disconnected from her identity, hence she would code switch to Swedish, her native language (Johansson, 2014). Erica's situation brings forth how language plays an important role in the expression of identity (Warschauer, 2000). Apart from identity expression, other participants stated that they used CS to ensure that students comprehended the content conveyed, especially when teaching grammar. Dana explained further that she used CS to explain the purpose of the syllabus and to provide instructions during the national test as it was the best way to ensure that the students understood what was being said (Johansson, 2014).

The discussion in this section provides insight into teachers' CS use in the classroom. The CS reasons highlighted in the studies above are dependent to some extent on teachers' stance and learners' needs in the classroom and differences between languages that may hinder accurate translation or expression of terms. Therefore, the next section will focus on the functions of CS in the classroom.

2.7 Functions of code switching

2.7.1 In the classroom: non-Malaysian context

It has been established based on teachers' views in the previous discussion that CS can be beneficial as a teaching tool in the classroom. The discussion of CS functions will shed light on CS usage in a pedagogical context as there may be differences in application

depending on the lesson and the situation in the classroom.

Flyman-Mattsson and Burenhult (1999) conducted a study on the functions of teacher CS. The researchers observed and recorded interactions between teachers and students in a French as a second language class. The focus of the observations were on three teachers, two Swedish male teachers and one French female teacher. The teachers used Swedish-French CS as a medium of instruction in the classroom. Three classes of fourth year students' French classes were recorded and transcribed. The researchers based their observations and analysis on the five functions for CS from Merritt, Cleghorn, Abagi, and Bunyi (1992) and Flyman-Mattsson (forthc) which are: linguistic insecurity, topic switch, affective functions, socialising functions and repetitive functions. The descriptions for each function are presented in Figure 2.4. The functions are adopted as guidelines in Flyman-Mattsson and Burenhult's research. Furthermore, they reiterated that there might be other functions than the ones depicted in Figure 2.4, which could be discovered in their study.

Figure 2. 4 CS Functions constructed by Flyman-Mattsson and Burenhult (1999, p. 3)

(a) Linguistic insecurity, e.g. the difficulty teachers experience in relating new concepts, discussed by Merritt et al. 1992:112-13.

(b) Topic switch, i.e. when the teacher switches code according to which topic is under discussion; it might be suggested, for instance, that certain aspects of foreign language teaching such as grammar instruction, is preferrably expressed in the mother tongue of the students (Flyman-Mattsson, forthc.).

(c) Affective functions, e.g. spontaneous expression of emotions and emotional understanding in discourse with students.

(d) Socialising functions, i.e. when teachers turn to the students' first language to signal friendship and solidarity (this is briefly touched upon in Merritt et al. 1992:108-9).

(e) Repetitive functions, i.e. when teachers convey the same message in both languages for clarity.

After analysis, the five CS functions mentioned were revealed in the teachers' discourse. The data also revealed a new function which is the preventive function. Preventive function occurred when the teacher expected the students not to understand a concept that was about to be explained by the teacher. Hence, the teacher would code switch to provide details of the concept. Extract 2.1 presents how the preventive function was used by the teacher. From the extract, it can be inferred that the teacher may have thought that the students would not understand the concept of wine as a disinfectant if explained in French. Therefore, the teacher code switched to Swedish in order to ensure students' comprehension.

Extract 2.1 The use of preventive function (Flyman-Mattsson & Burenhult, 1999)

Extract	Translation
*LP1: … le vin est aussi un médicament # quel horreur qu'est-ce qu'elle dit là vad säger hon nu ah # oui mais on si vous lisez **om ni läser i bibeln så sköljer man sår med vin # desinfektionsmedel #** bon ça va # et maintenant c'est une grande ville touristique …	*LP1: … wine is also a medicine # how terrible what is it that she is saying what is it that she is saying now ah # yes but we if you read ***if you read in the Bible you will see that they rinse wounds with wine # disinfectant*** # well OK# and now it's a great tourist town …

Genç (2007); Moghadam, Samad, and Shahraki (2012); Sert (2005); Wang (2007) then based their study on Flyman-Mattsson and Burenhult (1999). Particularly, Sert (2005) reviewed the functions of CS and he discussed teacher CS based on Flyman-Mattsson and

Burenhult's findings. However, he only identified three out of the five functions from Flyman-Mattsson's research as the basic CS functions teachers would use in a classroom, which are topic switch, affective functions and repetitive functions.

Cahyani, de Courcy, and Barnett (2016) explored the functions of teacher CS in the classroom in Indonesia using a different classification of the functions of CS. Classroom observations and interviews were conducted on three English teachers. Prior to conducting the observations, the researchers adapted three CS function categories, knowledge construction, classroom management and interpersonal relations highlighted by Ferguson (2009) as guidelines for CS function identification. The discourse derived from classroom observations were transcribed and from the transcriptions, CS functions were discerned. The findings affirmed Ferguson's (2009) CS functions. Furthermore, a new CS function category emerged from the transcription analysis, which is personal/affective meanings. The elaborations for these four categories are presented in Table 2. 7.

Table 2. 7 *Teacher code switching functions* (Cahyani et al., 2016, p. 6)

Knowledge construction	Pedagogical scaffolding of content lessons, conceptual reinforcement, annotation of key second language (L2) technical terms, and review of a topic
Classroom management	Ranging from topic shift/footing in lesson content to management of pupil behaviour such as developing self-awareness, gaining attention and reprimanding.
Interpersonal relations	Includes indexing and negotiating different sociocultural identities, and humanising the classroom climate, such as by giving praise and establishing rapport.
Personal/affective meanings	Includes teachers' personal experiences, feelings and sociocultural functions, such as saving face.

The review in literature so far depicts findings of the functions of CS based on previous studies and also researchers identifying new findings which were not by previous studies. Uys (2010) also based his study on previous literatures. The study focused on the functions of teachers' CS in multilingual high school classrooms in South Africa. The participants of this study were eight teachers who were teaching either economic management science, business studies or accounting. The data were collected via observations and audio recordings. Uys adapted CS functions from various studies, namely Adendorff (1993); Arthur (2001); Ferguson (2003); Kieswetter (1995); Ncoko, Osman, and Cockcroft (2000); Rose (2006); Rose and Van Dulm (2006); Setati and Adler (2000); Setati, Adler, Reed, and Bapoo (2002) as guidelines to identify CS functions. The findings of the study are presented in Table 2. 8. In the findings, five functions (supporting exploratory talk, showing defiance, increasing social distance, demonstrating knowledge of a language and marking identity) were not found in teachers' discourse. Moreover, the findings of CS functions were more elaborate and extensive than the functions presented by Flyman-Mattsson and Burenhult (1999) and Cahyani et al. (2016). This could be due to the differences in classroom situations, teaching styles and language use between the participants in the respective studies; in other words, the differences in teachers' use of CS could be closely related to their attitudes to CS as discussed above. It is also noteworthy to mention that the first three functions presented in Table 2. 8 are mostly related to explanation of content, as can be seen in explaining and clarifying subject matter, assisting learners in interpreting subject matter and building up learners' understanding of subject matter. Furthermore, functions such as classroom discipline and dealing with latecomers and disruptions could also be put into the classification of classroom management.

Table 2. 8 *CS functions from Uys (2010, p. 44)*

Function	Number of switches fulfilling this function
1.1 Explaining and clarifying subject matter	30
1.2 Building up learners' understanding of subject matter	8
1.3 Assisting learners in interpreting subject matter	3
1.4 Confirming that learners have understood what was explained	5
1.5 Encouraging learners' participation	8
1.6 Supporting classroom management	2
1.7 Supporting exploratory talk	0
2.1 Maintaining social relationship in the classroom	4
2.2 Humour	3
2.3 Reasons of solidarity	4
2.4 Showing defiance	0
2.5 Increasing social distance	0
3.1 Classroom discipline, e.g. reprimanding learners	8
3.2 Dealing with late comers and disruptions	2
3.3 Gaining and keeping learners' attention	2
3.4 Giving general instructions to learners	3
4.1 Demonstrating possession of knowledge of a language	0
4.2 Marking identity	0

Furthermore, Fachriyah (2017) explored the functions of CS in an English language classroom in an Islamic institute. She observed, recorded and transcribed the classroom discourse and found 14 functions applied by the teacher which are clarification, reiteration or repetition, explanation, asking questions, checking for understanding, emphasising a language element, making inferences, developing vocabulary, class discussions of student' tasks, giving feedback, aiding memorisation, class management, and entertainment and general communications. As the study was qualitative, thus, the frequency of each function is unknown. Similar to the previous study discussed, there are a few functions such as clarification, checking for understanding, making inferences and explanation that could fall under one group as they were all applied to aid explanation of the subject matter.

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2.7.2 Code switching in the classroom: Malaysian context

Azlan, Ismail, and Narasuman (2013) conducted a study on the role of CS as a communicative tool in an ESL teacher education classroom. The data was obtained from 28 Bachelor of Education students from a university in Malaysia. In order to analyse the functions of CS used by the participants, the researchers followed Malik's (1994) framework. The researchers distributed questionnaires to the participants and observed the classroom for three months. The questionnaire results show that 'to emphasize a point' was the most prevalent and the least was 'to attract attention'. However, the results from the questionnaire contradict the researchers' observations as their observations showed that the most used function of CS was 'to show identity with the group', which is related to showing solidarity and building a friendly relationship as the class shares the same mother tongue. On the contrary, the observation shows that the function which was used least frequently in the classroom was 'for pragmatic reasons' and 'addressing different audiences.'

The functions of CS in the classroom were also analysed by Ibrahim et al. (2013). They adopted Gumperz's (1982) framework as a method to analyse their data. The participants of this study were two English language lecturers. The results showed that subject A utilised six functions of CS while subject B used seven functions of CS. The most common function found in the data was the use of 'transfer of subconscious marker' as the CS of discourse markers like –*lah* were prevalent in the data. Other common discourse markers like –*kan* and –*kah* did not occur in the data from Ibrahim et al. (2013). The researchers explained that the use of this function can serve various functions such as to emphasize and used as communication strategies which has also been stated by various scholars. However, the

researcher's analysis is that the use of ólah by the participants were mostly habitual with only one occurrence used to emphasise the speaker's emotions. Ibrahim et al.'s (2013) view of habitual was taken from Suan (1990) who suggest that the usage of discourse markers becomes

habitual when a person could not avoid using it in their speech. Therefore, it becomes natural or spontaneous practice for a person to integrate discourse markers in their utterance (Ibrahim et al., 2013; Suan, 1990). If the usage of *-lah* is a habitual practice as stated by Ibrahim et al. (2013), it may not be relevant to the functions of CS as it does not serve any educational benefits in terms of teaching in the classroom. However, I do not follow this interpretation in the current study but follow their other analysis that -lah can be interpreted for emphasis.

Additionally, in a science classroom, S. M. Low (2016) observed a Form one students. During the period when this study was conducted, some schools in Malaysia were still going through the transition period from English to Malay as a medium of instruction in science classes. Six teachers were observed in order to find out the functions of CS. The results showed an abundance of functions of CS which included: to facilitate students' understanding, to check understanding, to emphasise, to elicit responses (questioning technique) and to seek confirmation (questioning technique). To facilitate understanding was a function used by all the teachers. A questioning technique, to seek confirmation with the use of the tag, *kan?* "isn't it?" was only applied by three teachers. Another questioning technique, to elicit responses with the use of interrogative sentences, was observed being used by two teachers. Another function that was found is the CS of *punya* (equivalent to possessive pronouns) and the researcher indicated this as a function named as 'possessive word *punya'*. The researcher did not discuss the use of this function in the study and it is unclear how this function helps the teaching and and learning in the classroom. However, it should be noted *that* the use of *punya* was frequent in the data of Low's study which further shows that this is a common pattern of CS in Malaysia.

2.7.3 Out of the classroom: Malaysian context

Studies were also conducted out of the classroom context, such as Ariffin and Rafik-Galea (2009) research on organisational training sessions. The researchers did not indicate the type of training session and how many training sessions were recorded. Their findings showed that CS was used to 'signal social relationships' between participants. This is with regard to the use of English pronouns (*You* and *I*) in Malay utterances. The second function reported was to signal language preference with the use of technical jargon like *market value* and *property*. To 'frame discourse' is another function that emerged, which denoted the use of English conjunctions (*so* or *then*). The researchers interpreted this as a technique applied to attract the listener's attention. The researchers also found that dramatising keywords, as shown in example (69), was an expression to emphasise something, with the use of *boring*, which in Malaysia can also mean dislike.

(69) Saya *boring* betul kalau benda-benda jadi macam ni.

   I   boring really if   thing+PL   happen like this.

  "I really dislike it when these things happen."

Example (70) shows the use of 's' at the end of *cawangan* to show plurality. According to the researchers, it had a dramatic humorous effect, as the listeners laughed immediately after *cawangans* was uttered. The students laughed because it seems the addition of –s to a Malay word is not a common practice. This is also a form of language play employed to enliven the environment (Ariffin & Rafik-Galea, 2009).

(70) There are five *cawangans* here, *cawangans*, ya.

    There are five branches here, branches, yeah.

    "There are five branches here, branches."

A study by M. David (2003), which observed the use of CS in a courtroom setting, found that CS was habitual as the researchers explained that Malaysians tended to switch languages, changing the matrix language from one language to another language. The researchers also found CS for technical items, as the speaker would switch to terms *breath analyser test*, *hands free set* and *scaffolding*. It was stated that the insertions of these English technical items was due to the lack of equivalent vocabulary in the Malay language.

Apart from that, the discourse in the courtroom exhibited CS for emphasis in which the lawyer switched inter-sententially from Malay to English in order to emphasise a point, as presented in (71). The switch to English draws attention to the point that the accused had not committed any crime for 10 years. In example (71), the gloss is presented below each line of the code switched utterances and the translation is presented in quotation marks after the last line of gloss.

(71) *Sebelum ini OKT pernah ditangkap pada tahun 1975 dan 1986.* There has been a 10 year
    Before this OKT   ever   catch   in   year 1975 and 1986. There has been a 10 year
  gap since the last offence. *Semenjak itu Okt telah berumah tangga mempunyai kerja tetap*
  gap since the last offence.   Since that Okt already married   *have   work permanent*
  and repent.
  dan insaf.
  "Before this OKT was caught in 1975 and 1986. There has been a 10 year gap since the last
  offence. He has been married since October and has held a steady job and has repented."

Nil and Paramasivam (2012) found the use of pronouns in the film *Gol dan Gincu* and considered this to be an example of borrowed words that are nativised and are used almost every day in Malaysian discourse. The researchers further stated that the switched could be a common practice as it is in practice since young. The function 'emphasise' was also found, in that one or two words were switched for emphasis in order to attract the listener's attention. Example (72) shows the character switching to English to highlight or emphasise the dress

colour she wanted to wear for her wedding. The example also shows the use of the pronoun *I*. However, the researchers did not further explain the 'emphasise' function.

(72) Bila *I* kawin nanti *I*   nak pakai baju *colour silver.*
　When I marry later I   want wear attire colour silver.
　"When I get married I want to wear a silver attire."

Similarly, Hadei, Kumar, and Jie (2016) conducted a study of CS via the media, specifically in five Malaysian YouTube videos. It was found that the results were different from Nil and Paramasivam (2012) who stated that the function of 'emphasise' is to attract the listener's attention. In contrast, the function 'to amplify and emphasise a point' was interpreted by Hadei et al. (2016) as the speakers emphasising their affection to the listener. 'Habitual expression' is another function found in their study in which a fixed phrase is frequently code switched in an utterance as shown in example (73) with the code switching of the phrasal unit *excuse me* in a Malay utterance (Hadei et al., 2016). The researchers did not further explain what 'habitual expression' entails.

(73) *Excuse me*, Wan Faizul, mak bapa engkau tak ajarkah macam mana nak eja betul-betul?
　 Excuse me, Wan faizal mom dad   you   not teach+Q   how   want spell correctly?
　 "Excuse me, Wan Faizul, your parents didn't teach you to spell properly?"

Within the home context, Stapa and Khan (2016) based their analysis on the functions of CS according to the topics discussed by the participants. They suggested that the speakers code switched to English as they were discussing health issues, adopting a baby and talking about news from a relative. The speakers would code switch again to Malay language when discussing current issues in the country. The participants also applied CS to quote somebody else as this is to express the tone and style of the original speaker of the quote. Another function found is when there is no equal translation in English and this is mostly in colloquial language as there is no equivalent in English for words like *poyo* and *pandai-pandai. Poyo* is usually

used to describe a person's behaviour, usually when someone is showing off or acting in an obnoxious manner, while *pandai-pandai* is often used to tell someone that they should know (how to do something).

The review of literatures in out of classroom contexts shows that there are similarities and differences of the functions identified in classroom context. A similarity can be seen with the use of English pronouns for relationship purposes and one difference between the two contexts is that questioning techniques are more used in classroom settings. Furthermore, the review also indicates that, regardless of the context, the function related to 'emphasis' was perceived differently by different researchers as it was identified in one or two word switches (Nil & Paramasivam, 2012) and in a sentence (M. David, 2003).

2.8 Chapter summary

This chapter discusses CS in the Malaysian context and highlights the typology of CM, the functions of CS and teachers' attitudes to CS. The review of the literature also provides insight into the research gaps that are explored in the current study as there is not as yet a study of CM types in lecturers' classroom discourse. The discussion of functions also provides an overall view that a study of the classroom context in and out of Malaysia can reveal similarities and differences between practices in both contexts, which may help to clarify whether any CS practices are unique to the classroom context.

Chapter 3

Malaysian context

3.0 Introduction

In this chapter, the Malaysian context relevant to this research is presented. The languages spoken in Malaysia are considered with special reference to the educational context in schooling at all levels. Importantly, given the focus of this thesis is on instruction in English language classroom, the history and current policies of the use of English in education are discussed.

3.1 Demographics and languages

Malaysia is located in Southeast Asia between Thailand and Singapore. It consists of 13 states and three federal territories. The capital city is Kuala Lumpur. Recent statistics show the ethnicity percentage in Malaysia consists of Bumiputera (69.1%), Chinese (23%), Indians (6.9%) and others (1.0%) (Department of Statistics Malaysia, 2018). 'Bumiputera' is a term loosely translated to "sons of the earth/soil" and this term relates to the natives of Malaysia, which includes Malays and other ethnic groups consisting of more than 20 ethnic subgroups (Yap, Razak, Haman, Łuniewska, & Treffers-Daller, 2017). For clarification, in Malaysia, the term Malay is generally related to ethnicity/race and the language named as Malay, which is also known as the Malay language. As Malaysia is a country of various ethnicities, the Chinese and Indians who are also Malaysian nationalities are commonly known as Chinese and Indians and not Malaysian Chinese or Malaysian Indians, as it is known in Malaysian society that they are local citizens. Similarly, people who are of Malay ethnicity are just known as Malays and not Malaysian Malays.

Prior to British colonisation in the mid-1820s, Malaysia was a strategic meeting place between the east and the west as it was en-route for sea travellers from India and China.

However, during British rule, the Chinese and Indians were imported to Malaysia as labourers in the 19th century (Muhamat et al., 2012) as it was British policy to encourage migration (Santhiram, 1999). Table 3.1 presents the current distribution of ethnicities and languages spoken in order to have an insight of the various languages in Malaysia. However, only 10 ethnicities are listed as there is an abundance of ethnicities of native ethnicities and languages in Malaysia. The numbers of speakers listed are an estimate as Eberhard, Simons, and Fennig (2019) may not have updated the numbers of speakers in Malaysia.

Table 3. 1 *Languages spoken in Malaysia according to ethnicity (Eberhard et al., 2019)*

Language	Ethnic group that speaks the language	Number of speakers	General location
Malay	Various ethnic groups	19,092180	Widespread
English	Various ethnic groups	738,0000	Widespread
Mandarin	Chinese and other ethnic groups (L2 or L3 users)	1,230,000	Widespread
Tamil	Indian	1,300,000	Widespread
Hakka (Chinese dialect)	Chinese	1,090,000	Widespread
Kadazan Dusun	Kadazan Dusun	264,000	Sabah
Bajau (west coast)	Bajau	210,000	Sabah
Iban	Iban (Indigenous)	1,452,000	Sarawak
Bisaya	Bisaya (Indigenous)	70,000	Sabah
Bidayuh	Bidayuh (Indigenous)	63,900	Sarawak
Total		32,132,080	

3.2 Status and role of English in Malaysia

The status and role of English in Malaysia has been through various changes since British colonialism in Malaysia. English was used during the British administration, in private sectors, in legal matters and in various areas of justice (Platt, Weber, & Ho, 1983). Apart from that, the English language made way for the Chinese and Indians to communicate with each other at times when they lacked sufficient competence in Malay. Chinese citizens of differing languages/dialects could also communicate with each other in English (Platt et al., 1983). At the time of British colonialisation, English was becoming the unifying language for English speaking citizens (Platt et al., 1983).

After independence from the British in 1957, the government changed the official[7] and national[8] language from English to Malay. English, on the other hand, was given the status of second language (Kepol, 2017; Thirusanku & Yunus, 2014). With this change, both English and Malay languages were and still are compulsory subjects to be learned in schools which shows that both languages have prominence in the country for reasons of national identity and pride (Malay language) and globalisation (English language) (Albury & Aye, 2016; "Official language," 2019; Thirusanku & Yunus, 2014).

It is important to note that the status of English as a second language in the country does not reflect the language status of individuals from some ethnic groups. Some ethnic groups may have their mother tongue as their first language, Malay as their second language and English as a third language or vice versa. Furthermore, English may be their third or fourth language as there may be individuals who acquire Mandarin/Tamil from attending Chinese or

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[7] Official language means that it is used in government and education matters (S. K. Gill, 2005; "Official language," 2019).
[8] National language means that it is the standard language of the country that unifies the citizens through mutually intelligible communication (Hoy-Kee, 1971; Kärchner-Ober, 2011).

Indian schools. Generally, most Malays specifically would have Malay as their first language and English as their second language.

As time has passed since the change to Malay as the national language, the government has acknowledged the importance of English due to the increase of English usage for worldwide marketing, trade and tourism in relation to the development of the country to the point that most companies' pre-requisites for hiring new employees is that they are proficient English speakers (Ting, Marzuki, Chuah, Misieng, & Jerome, 2017). Reports in 2015 stated that 48 percent of employers rejected potential employees due to poor English proficiency (Sani, 2015). Additionally, there were consistent failure rates of the English subject in the *Sijil Pelajaran Malaysia (SPM)* or Malaysian Certificate of Examination (MCE)[9] (Sani, 2015). Due to this, the government was concerned and implemented several primary and secondary education policies such as the teaching of mathematics and science in English (PPSMI) and *Memartabatkan Bahasa Malaysia dan Memperkukuhkan Bahasa Inggeris* (MBMMBI) in hopes of increasing citizens' English proficiency.

3.3 Malaysian Standard English and colloquial English

Malaysian Standard English (MySE) follows the British Standard English (BrSE) of speaking and writing conventions (Ahmad Mahir, Jarjis, & Kibtiyah, 2007). It is used in English education, newspapers and any official events that employ the English language. Although it follows British Standard English, American English (AmE) has gained influence through American media as both *lift* (BrSE) and *elevator* (AmE), *lorry* (BrSE) and *truck* (AmE) are used and understood interchangeably within the society (Ismail, Ismail, & Ramakrishnan,

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[9] SPM or MCE is a national exam conducted at the end of Form 5. Form 5 is the fifth and final year of secondary school.

2007). This can also be seen in writing as F. Hashim, Soopar, and Abdul Hamid (2017) found American spelling used in Malaysian users' Facebook comments.

Consequently, this would cause confusion in the teaching and learning of English. A study by Botley, Hakim, and Dillah (2007) found that American spelling was used by tertiary level students when British spelling is the norm by the Malaysian education standard. There are some disagreements between Malaysians on American spelling usage as it is thought to be confusing for students. A reader of *The Star* stated that a teacher should take a stance on BrSE or AmE usage so that it is consistently used in the classroom (Lai, 2010). However, it is not that simple, as a former teacher wrote that although she used BrSE in the classroom, she did not mind if her students used AmE provided that it is used clearly and grammatically correct and the students were able to distinguish between the two varieties (Amin, 2012). However, the question is whether students are able to distinguish between the two varieties and are therefore aware of which English they use to write or speak in.

The sub-variety of MySE, Manglish or *bahasa rojak*[10] is a colloquial variety with Malay, Chinese and Indian influences (Abu Bakar, 2009). Manglish is different than MySE in which the usage of MySE is English-only and *Manglish* includes a mixture of words and expressions from different languages of either English, Malay, Tamil or Chinese (Mandarin, Hokkien and/or Cantonese). The English words used are also semantically different with words like *action* "show off" and *chop* "stamp". Examples (74)-(82) show the differences between Manglish and MySE. The Manglish example (74) contains words that are neither English nor Malay, namely *terror*, *"*someone or something being extremely good at something".

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[10] Literal translation: mixed salad language

(74) Terrer(terror)! Mano gave a superb performance.

     Very good!   Mano gave a superb performance.

    "Very good! Mano gave a superb performance."

<div align="right">(Kim & Hall, 2019)</div>

The meaning of words in Manglish is different from English, as shown with the word *action* in example (75), which means show off rather than 'the process of doing something' as in standard English.

(75)   This guy is very *action*.   He purposely drove out his BMW just to go to the *pasar*

    This guy is very show off. He purposely drove out his BMW just to go to the market

   malam.

   night.

  "This guy is a show off. He purposely drove out his BMW just to go to the night

  market."

<div align="right">(Worldofbuzz, 2017)</div>

The pronunciation also changes in Manglish with the word relax pronounced as *relek* in (76).

(76) *Relek* lah, brudder!"

   Relax+DM, brother!

   "Relax please, brother!"

<div align="right">(Kim & Hall 2019)</div>

Some Malaysians like to include the word *one* in sentences as presented in (77). It is not easy to explain the usage of *one* in Manglish.

(77) That guy, everytime we meet, late one.

   That guy, everytime we meet, late one.

  "Everytime we meet that guy, he is always late."

<div align="right">(Kim & Hall 2019)</div>

The sentence in example (78) could also mean "I'll see how it goes and I'll let you know".

(78) See how lah.

    See how lah.

   "I'll think about it and let you know."

<div align="right">(Mark, 2019)</div>

Example (79) shows the usage of the discourse marker *ah* which is derived from Cantonese, a Chinese dialect.

(79) Can do favour ah?

   Can do favour ah+DM?

   "Can you do me a favour?"

<div align="right">(Kim & Hall 2019)</div>

Example (80) shows the CS of Malay to English with the switch to the word 'best'.

(80) Pilihan yang   *best*.

   Choice which(is) best.

   "The best choice."

<div align="right">(Abu Bakar, 2009)</div>

The word *cincai*, originally from the Chinese dialect Hokkien, is commonly mixed into English or Malay sentences. Example (81) shows the word mixed into an English sentence.

(81) Look at the workmanship cincai   only. Next time won't call him to do anymore!

   Look at the workmanship slipshod only. Next time won't call him to do anymore!

   "Look at the workmanship, it is a slipshod job. Next time I won't call him to do it

   anymore!"

<div align="right">(Kim & Hall, 2019)</div>

The sentence in example (82) is commonly used in Muslim Indian restaurants where a mixture of Malay (*teh ais*), Tamil (*Anney*), Hokkien (*kaw*) are used.

(82) Anney, teh ais kaw satu.
    Brother, tea ice strong one.
    "Brother, one strong iced tea."

<div align="right">(Nurul, 2015)</div>

Manglish is used habitually everyday within the Malaysian community, even in schools and classrooms as Nair (2009), a reader of *The Star* newspaper, expressed:

> "…We observe that most children in school these days speak a mixture of English and Malay or other languages. Over 95% of our school going children speak Manglish and code switching is very common. Even teachers do this, without realising it."

The use of Manglish in the classroom receives contradictory views from teachers. In a study by Abd Karim (2014) on English teachers' perception of students' use of Manglish found that two out of seven respondents agreed that Manglish can be used in the classroom. One of the teachers reason for this is that the practice of English is encouraged through the use of Manglish. Both respondents also stated that the use of Manglish can build students' confidence in using English. Respondents that disagreed with its usage stated that Manglish should not be encouraged because it is grammatically incorrect and 'broken'.

However, some Malaysians have a positive view towards Manglish usage. An individual stated that Manglish is something to be proud of and it makes Malaysians unique (Tan, 2009). Furthermore, some Malaysians have stated that there is nothing to worry about when practising Manglish as a person should be able to speak in Standard English when there is a need (Chua, 2009; Tan, 2009). In terms of the ability to change from Manglish to MySE, it is dependent on a person's proficiency. An individual with high proficiency would be able to

switch easily from Manglish to MySe compared to a person who is weak in English, as found by Lee (2015).

3.4 Language choice in different domains in the Malaysian context

In multilingual countries like India, Malaysia and Canada, different speech communities speak different languages and are faced with making various language choices in their day-to-day activities. The choice to use a particular language depends on the setting, the person we intend to communicate with, the purpose of the conversation and the topic of the matter. Generally, the domain in which interactions occur affects a person's language choice. Domain is the context in which communication occurs (Baker & Wright, 2017). As Boxer (2002, p. 4) states, domain is "the sphere of life in which verbal and non-verbal interactions occur."

Domains frequently distinguished in research on language choice are family, religion, employment, friendship and education (Greenfield & Fishman, 1970; Romaine, 2000). This categorisation of domains, even though established years ago, is still used today as a point of reference in Ansah (2014); Ting (2010); Rahman, Rashed, Chan, and Abdullah (2007); Lee Mei, Ain Nadzimah, Swee Heng, and Zalina (2016); M. F. A. Othman (2006); Fereidoni (2003) and Burhanudeen (2003).

In the case of Malaysia, a study was conducted on the language choice of Malays in the family, friendship and market domains by Burhanudeen (2003). The participants were 219 Malays between the ages of 16 and 35. The quantitative analysis showed that within the family domain, Malay was generally practised more than English. The researcher focused on interactions between the participants and his/her grandparents, mother, father and siblings.

The results show that Malay was spoken most frequently by the participants with their grandparents (93.15%), mother (75.34%), father (72.14%) and, lastly, siblings (58.44%). The

researcher explained that Malay was mostly spoken with grandparents considering that the grandparents were less proficient communicating in the English language. The grandparents understood very minimal of English vocabulary. Therefore, the participants communicated with their grandparents in English (1.83%) and code switched from Malay to English (5.00%).

Furthermore, CS and English-only were also used among family members and CS was frequent between siblings (33.33%). The language choice was due to informal and casual interaction between siblings. In addition, the topic of the interaction played a role in the language choice. Their informal discussions about love, relationships and music rendered the language choice to be less restricted hence they could either apply CS, use English only, or use Malay only, according to their liking.

In the market domain, language preference was dependent on the ethnicity of the sellers. Malay only was used more with Malays (97.26%), Indians (61.64%) and Chinese sellers (64.38%). It is likely that the Malay language was highly used with Malay sellers due to solidarity. The use of the Malay language between Malay ethnic individuals indicates a bond that is perceived between the seller and the customer. Therefore, the use of the Malay language could result in lower prices of items when the price negotiating process occurs. It was interesting to see that English-only communication did not transpire when interacting with Malay and Chinese hawkers and occurred only once with an Indian hawker. This suggests that English-only communication between Malaysians is infrequent unless certain situations command them to do so, such as in the education or work domains.

However, Malay-English CS was significantly exercised with the Indian and Chinese sellers compared to Malay hawkers, as Malay customers have limited knowledge of Tamil or Mandarin as these are not their first or second languages. If the Malay customers were to know the sellers' native language, native language-English-Malay CS could occur. The results in the

market domain were similar to the friendship domain. In the friendship domain, Malay-English CS was used more by the Malay participants with the Chinese and Indians than solely communicating in Malay or English. Furthermore, the participants mostly spoke in Malay when interacting with friends of Malay ethnicity. The results from the market and friendship domains show how ethnicity plays a role in the language choice of Malaysians, especially Malay individuals, as highlighted in this study.

Research in language choice has also been conducted in the context of secondary school by Muthusamy (2010), who studied students' language use. Twenty participants of different ethnicities (12 Indians, four Malays and four Chinese) were involved in this study. One of the aims was to look at their language choice based on their ethnic background. Therefore, the participants were divided into two groups consisting of a multiracial group and a same-race group of Indians. Within the groups, the participants were asked to discuss two topics, 'problems of social interaction among teenagers' and 'disciplinary problems in schools'. The analysis showed that CS was used in the conversation of both groups. The case of multi-ethnic interaction revealed that the Malay language was the matrix language and English was the embedded language. This observation was expected because Malay and English are the common languages for all ethnic groups in Malaysia. When observing interactions between the same ethnic groups, their native language was more dominant with English and/or Malay language embedded in their conversations.

The review of the studies show that language choice depends on the domain and the ethnicity of the participants in the interaction. This provides an overview of Malaysians' language choice where CS is inevitably part of the language choice made on the account of the various languages within their linguistic repertoire.

3.5 Primary and secondary education in Malaysia

This section discusses the history of education in Malaysia and illustrates the major influence of the British on the development of education in Malaysia. In order to give an overall view of the Malaysian education system, the discussion commences with the development of Malay, Chinese and Indian schools in Malaysia, which are still prominent today. The discussion also shows the development and integration of the English curriculum into the Malay, Chinese and Indian schools. The changes in curriculum and policies in English education are also discussed. The discussion is important as the changes in policy and curriculum affect students who will eventually step into higher education.

3.5.1 The development of primary and secondary education

Before Malaysia established its current name, the country was known as British Malaya or Malaya, which consisted of 12 states inclusive of Singapore and excluding present Sabah and Sarawak (east Malaysia). The impact of education in Malaya dates back to 1816 during the British colonisation when the first English medium school was founded. Apart from English medium schools, there were also three types of vernacular schools developed by the British; Malay medium schools, Tamil medium schools and Chinese medium schools. Each type of school had its own syllabus and the medium of instruction would follow according to the type of school, whether it was Malay, Chinese or Tamil. Furthermore, there was no English curriculum in any vernacular school.

The first Malay school was built in Penang in the year 1855 (Faridah, 2008). Tamil education commenced when the Penang Free School, an English school, was created in 1816. A Tamil language class was established in the school (Hussin, 1993; Krishnan, 2008). Later in 1850, the Anglo-Tamil school was set up in Malacca (Hussin, 1993). The first Chinese school was built by English missionaries in Malacca in 1816 (Faridah, 2008).

English education first started when the first English medium school, the Penang Free School was developed in 1816 and was commenced by Reverend R.S Hutchings. The school was administered by missionaries and followed the British curriculum. English medium schools expanded and schools like Malacca High School (1826), Singapore Free School (1834) and Victoria Institution (1893) opened. Potential students of various races were welcomed to enrol in the English medium schools and the schools' acceptance of various ethnic groups bridged the gap between Malays, Chinese and Indians. Students who graduated from these schools had a higher chance of getting high ranking jobs, which were better in comparison to mere manual labour (Gaudart, 1987).

When the British colony returned to Malaya in 1945 after the Japanese occupation, the Malays became more aware of the importance of education. Hence, they urged the British to enhance education in schools. The Barnes report (1950) was established to renew the education system according to the Malays' demands. However, the Chinese opposed it because one of the statements in the report was to disperse Malay, Chinese and Tamil vernacular schools and replace them with national schools. Therefore, the Fenn-Wu report was made to adhere to the Chinese people's requests. A committee was formed to review the Barnes and Fenn Wu reports. From this, the Education Ordinance 1952 was developed to initiate national schools, with Malay as the medium of instruction, and to abolish Tamil and Chinese national-type schools. However, the Tamil and Chinese languages were to be offered as subjects in national schools if requested by a minimum of 15 students. This received many negative responses from the Chinese and Indians and this ordinance was not implemented (Hussin, 1993). Due to this, the Chinese and Indian schools were not abolished and were able to stay in operation until today.

Malaya gained independence from Britain in 1957 but English was still the medium of instruction in national schools. Secondary Chinese schools were then required to change into national schools, with English as the medium of instruction (MOI), or remain as Chinese

private medium schools, with no government funding in which they would have to charge a fee to students (Lim, 2017). Even though English was the medium of instruction, the Mandarin language subject was still compulsory for students. This change was not applied to primary schools.

With the establishment of numerous Indian primary schools, Indian secondary schools were never established in Malaysia. The reasons for this were never specifically addressed by the government. It may be that the Indian community did not fight for Indian secondary schools as much as the Chinese did and that during British colonisation, most Indians would work in the rubber estates after completing primary school (Ramish, 2017). Nevertheless, in recent years there has been a movement from the Indian community for a Tamil medium secondary school. According to *The Star* newspaper, a piece of land in Selangor, Malaysia has been allocated to build a Tamil secondary school (A Akashah, O.I Yeen, & Aravinathan, 2018).

In 1968, English medium schools slowly progressed to Malay MOI in national schools for subjects like physical education, arts and craft, local studies and music (Darus, 2010). By 1985, English medium schools fully progressed into Malay medium schools. Even though Malay became the medium of instruction, English would still be taught as a compulsory subject in order to keep up with the development of the world and to participate in trade and commerce (Darus, 2010).

The Chinese and Indian schools were kept running with their native languages as the medium of instruction for all subjects except for the Malay language and English language subjects, which were taught in English and Malay language respectively. The Malay and English language subjects were compulsory to be taken by students. The different languages imparted to students in vernacular schools were not without their impediments. Most students who were from national-type schools who were to enrol in national secondary school and had

received grade C and lower in Malay language subject in UPSR[11] were required to enrol in remove class. Remove class is a platform for enhancing language and communication skills, especially in the Malay language, prior to enrolling in Form 1[12] in secondary school. Remove class has its own curriculum, which includes the subjects of Malay language, Malay language practice, English language, visual arts, physical education, and the Chinese and Tamil languages. Chinese and Tamil language classes would be conducted dependent on parents and students' demands. The English language was not the focus of remove class. If students were to get a C or D in English for UPSR and an A for Malay language, students would straightaway enrol in Form 1. It is apparent that there is less effort in this aspect to strengthen the English language when the policy (MBMMBI) is to strive for a balanced command in both Malay and English language. It may be difficult to implement extra classes for English language proficiency. However, this shows that there is less effort made to improve students' English proficiency from a young age in order to achieve balanced proficiency in both English and Malay.

A more universal curriculum implemented in Malaysia comprised the New Primary School Curriculum (KBSR) that was implemented in 1983 and the New Secondary School Curriculum (KBSM) that was introduced in 1989. The curricula were implemented for all national and vernacular schools. The basis of the curricula was to develop the three Rs (reading, writing and arithmetic) in compulsory and elective subjects. Even though reading and writing were stated as the focus of the three Rs, listening and speaking were also the focus of the English language subject. The curricula were introduced to help students develop overall

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[11] UPSR is the the Primary School Evaluation Test taken at the end of primary 6 which is the final year of education in primary level.

[12] The first year of secondary school.

intellectual, spiritual, emotional and Malaysian moral values (Woan, 2013). These values were included in textbooks and workbooks as the main aspects to impart to students.

KBSR and KBSM were implemented for 28 years with amendments from time to time until the Primary School Standard-based Curriculum (KSSR) was introduced in 2011 to replace KBSR. KSSR was developed based on KBSR principals with the addition of the global challenges of the 21st century and updated learning theories (Sulaiman, Ayub, & Sulaiman, 2015). KSSR was implemented in stages and initially commenced in primary schools. The Secondary School Standard-based Curriculum (KSSM) started its implementation in 2017. The differences between KBSR and KSSR (Samuel, Tee, & Symaco, 2017) are presented in Figure 3. 1. Similar to KBSR and KBSM, the curricula included themes on communication, spiritual attitude and values, humanitarian aspects, physical and aesthetical development, and science and technology. These would be reflected in textbooks and teachers would convey these aspects to the students.

Figure 3. 1 Differences between KBSR and KSSR

KSSR	KBSR
Curriculum design is based on six areas:	Curriculum design is based on three areas:
Communication	Communication
Spiritual, attitude and values	Man and his environment
Humanitarian	Self-development of the individual
Physical and aesthetical development	
Science and technology	
Curriculum materials	Curriculum materials
Curriculum standard documents	Study syllabus
Design of the curriculum:	Design of the curriculum:
Modular	Linear
Organization of the curriculum:	Organization of the curriculum:
Level I (Year 1, 2 & 3)	Level I (Year 1, 2 & 3)
Basic core modules, thematic core modules and elective modules	Core, compulsory and additional subjects
Level II (Year 4, 5 & 6)	Level II (Year 4, 5 & 6)
Core and elective subjects	Core, compulsory and additional subjects
The elements of creativity and Innovation, entrepreneurial, information technology and communication	Elements of analytical and creative thinking skills
Focus:	Focus:
4 M (Reading, writing, counting and reasoning)	3 M (Reading, writing and counting)
Curriculum materials	Curriculum design is based on three areas:
Curriculum standard documents	Communication
	Man and his environment
	Self-development of the individual

3.5.2 Policies on English education

In the past few years, the government has introduced several policies significant to the practice of the English language in Malaysia. This includes the teaching of mathematics and science in English (PPSMI), implemented in 2003 (Ali, Hamid, & Moni, 2013; Yunus & Sukri, 2017). PPSMI meant that English was the MOI in various science and mathematics subjects encompassing mathematics, additional mathematics, science, biology, physics and chemistry. PPSMI was implemented to improve students' English proficiency (Yunus & Sukri, 2017). Furthermore, it was envisioned that it would improve the vocabulary of students in two

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important fields, mathematics and science, which would help Malaysia to be a developed country in accordance with vision 2020 (Raji, 2012).

The negative impacts of PPSMI on teachers and students instigated the Ministry of Education to re-deliberate on the implementation of PPSMI. According to Mayan (2017), one of the two main factors on the failure of PPSMI perceived by teachers was , firstly, the lack of students' English proficiency. This is true especially for students in rural areas. The second factor was teachers' lack of English proficiency. English teachers' lack of proficiency is a worldwide issue as 83.6% out of 55 countries stated that there is a lack of qualified teachers that can teach using English (Dearden, 2014). However, pro-English lobby group Parent Action Group for Education (PAGE) chairman Datin Noor Azimah Abdul Rahim stated that the policy was not the problem but the problem was in the implementation of the policy (Ramachandran, 2013). There was insufficient research prior to implementation as the policy was introduced without properly consulting the stakeholders (Yunus & Sukri, 2017).

In 2009, the Ministry of Education announced the reversal of PPSMI to the Malay language as the medium of instruction in science and mathematics (Ali et al., 2013). The reversal was then implemented in 2012. The reversal meant that the English language subject would again be the only class in which English was used as the medium of instruction. In 2011, *Memartabatkan Bahasa Malaysia dan Memperkukuhkan Bahasa Inggeris* (MBMMBI) policy was implemented as part of the PPSMI reversal. MBMMBI translates to 'to uphold the Malay language and to strengthen the English Language'. The main objectives of MBMMBI were to reinforce the status of Bahasa Malaysia as the national language and to master the English language for the purpose of global use (*Malaysia education blueprint 2013-2025 preschool to post secondary education*, 2013).

The implementation of the MBMMBI policy increased the time of English lessons in national primary schools from 240 minutes to 330 minutes per week (primary one until three) and from 210 minutes per week to 300 minutes per week (primary four until five) (Muhyiddin, 2009). Meanwhile, the English subject in national secondary schools was increased to 280 minutes per week from 200 minutes per week (Muhyiddin, 2009). The total number of minutes for English language lessons in Chinese and Indian schools was increased from 60 minutes to 120 minutes per week (Muhyiddin, 2009).

In recent years, there have been talks by the Ministry of Education to have English language a compulsory subject to pass in the Malaysian Certificate of Examination (MCE) as part of the implementation of MBMMBI. This would mean that if students do not pass this subject along with the Malay language, the certificate would not be given to the students ("Kenyataan media penangguhan pelaksanaan mata pelajaran bahasa inggeris sebagai syarat wajib lulus dan peperiksaan pusat amali sains bagi Sijil Pelajaran Malaysia (SPM) tahun 2016," 2015). This would impede students' progression to university. This policy was to be implemented in 2016 but due to preparatory issues, the government decided to postpone implementation until further notice ("Kenyataan media penangguhan pelaksanaan mata pelajaran bahasa inggeris sebagai syarat wajib lulus dan peperiksaan pusat amali sains bagi Sijil Pelajaran Malaysia (SPM) tahun 2016," 2015). A concern from stakeholders is the effect this would have on students in urban areas and more so in rural areas as they generally perform worse compared to students in urban areas (Shuib, Ganapathy, Kaur, & Kabilan, 2017). The 2017 MCE results show that 77,928 (20.9%) candidates in Malaysia failed the English subject which means that if the policy were implemented, those students would need to repeat the examination in order to have a chance of furthering their studies at tertiary level.

3.6 Tertiary education in Malaysia

3.6.1 Changes in MOI in universities

During British colonisation, tertiary education was very limited as students would travel overseas, usually to England, to pursue their studies. The only university that was founded in Malaya was the King Edward VII College of Medicine in 1905. The university then changed its name to University of Malaya (UM) when King Edward VII College of Medicine merged with Raffles College in 1949. After independence, the university was divided into two autonomous campuses in Kuala Lumpur and Singapore in 1959. In 1962, both governments agreed to make the university a national university. The University of Malaya (UM) remained in Kuala Lumpur while the university in Singapore changed its name to the National University of Singapore. By 1980, four more universities had been established in Malaysia. This included the National University Malaysia (UKM), established in 1970, University of Science Malaysia (USM), built in 1969, and Putra University Malaysia (UPM), established in 1931 as the School of Agriculture before changing its name to UPM in 1973 (Kassim, 2013; "The story behind UPM," 2019). The University of Technology Malaysia (UTM) was established in 1975 (Kassim, 2013).

The medium of instruction of the first university, UM, was English until 1970, when the national medium of instruction policy changed to the Malay language (Ali et al., 2013). By 1980, universities in Malaysia used the Malay language as the medium of instruction in first year arts courses (Puteh, 2012) with the exception of UKM, which applied Malay as the medium of instruction in all courses since its establishment in 1970. By 1983, all courses in the first year (arts, science, engineering, medicine, etc.) applied Malay as the medium of instruction (Puteh, 2012). However, in 1993 the government changed the medium of instruction to English for science, technology, engineering and medical (STEM) courses (Tollefson & Tsui, 2003; Zaaba, Anthony Aning, Gunggut, Ramadan, & Ramadan, 2010).

The change was prior to PPSMI which shows that the government has always been concerned about strengthening Malaysians' English proficiency, as Datuk Seri Dr. Mahathir Mohamad, who was the prime minister, justified the change as part of an effort to be competitive at an international level, to prevent the efficiency and capability of the citizens from being lower than those of other countries and also because translators could not sustain translating science and technology books from English to Malay as there were new terms coming up all the time (Tollefson & Tsui, 2003). The change was not without concerns from Malay language enthusiasts. However, the Deputy Prime Minister at the time, Anwar Ibrahim, reassured them that the status of the Malay language would not be compromised and was still the most important language of Malaysia (Tollefson & Tsui, 2003).

Even though English as a medium of instruction (EMI) was mostly used for science, engineering and medical courses, as time passed the ministry gave administrative autonomy to universities ("All 20 public universities granted autonomous status," 2018). Therefore, the medium of instruction for some universities in almost all fields was English. The universities known to fully implement EMI are UiTM, UM, USM, IIUM (Boon Yih Mah et al., 2017; IIUM, 2019; Zaaba et al., 2010). A few courses, usually Islamic studies and national language, are taught in Malay. However, this was not the case for UKM as they adhered to Malay as the main medium of instruction to support the use of Malay as the language of knowledge except for English related studies, for example, teaching English as a second language (TESL), Bachelor of Arts in English language studies and programmes that are offered to international students. Other universities may still conduct non-STEM courses in Malay. This is unclear as there is a lack of information on the specific MOI of each course for each university. In terms of private universities, the government gave independence in terms of selecting the MOI and this is reiterated in the Malaysia Education Blueprint for Higher Education (*Malaysia*

Education Blueprint 2015 - 2025 Higher Education, 2015). Furthermore, most private universities choose to apply EMI (StudyMalaysia.com, 2015).

With the changes of MOI policy from English to Malay and to English again, there was no clear document in writing from the government regarding MOI at university level. Therefore, there are cases where educators are unaware of the policy and may only be aware of the MOI policy of the institution where they are currently employed. The medium of instruction at university level was not given a clear indication in the Education Blueprint of Higher Education. This may be due to the different medium of instruction according to each university. However, information should be provided for the public regarding the MOI of each university. The lack of notice from the government was also reported by Dearden (2014), that 27 countries out of 55 reported that statements and information regarding EMI in universities had not been made publicly available.

Furthermore, with the efforts to implement EMI in universities, the issue remains that the usage of CS is still used in classrooms as its usage can be beneficial teaching and learning. The current practice of CS may be due to the lack of guidelines by the government that English-only should be the only language practised in the classroom. This was also explored by Dearden (2014), which reported that 76 percent respondents stated their country did not have a clear statement that English should be the only language in the classroom. Therefore, teachers are not fully informed about restricting CS usage in the classroom.

3.6.2 Initiatives to heighten English language proficiency

As previously discussed, the current medium of instruction in national primary and secondary schools is Malay and in contrast, the medium of instruction in most universities in Malaysia is English. In this regard, how would students cope with English medium of instruction at university level? Each university in Malaysia has designated English courses in

foundation/diploma or undergraduate levels and English courses are assigned to students according to the programmes taken by the students. The general English courses that are assigned to students are courses that are driven by the four skills (listening, speaking, reading and writing). The language skills taught are in separate courses or in one course according to the university. Universiti Institut Teknologi MARA(UiTM), for instance, divides the four skills into separate subjects such as English for oral presentations, English for academic reading, English for academic writing or English for report writing (UiTM, 2019). However, Universiti Malaysia Pahang assigns undergraduates to one subject mixed with four language skills and grammar, named Fundamentals of English Language (UMP, 2019). The English courses may help students cope with the transition from the Malay medium to English and to increase their proficiency. However, it may not be enough as there are still unemployed graduates due to lack of proficiency in English (Ting et al., 2017). It was reported that in 2015, 15.3% of graduates were unemployed and one of the reasons was lack of English proficiency (Fmtreporters, 2017).

In addition to universities' efforts to help students with the English language, the government has also initiated a few ways to help increase students' proficiency and this is an extension of the MBMMBI for students to have a balanced proficiency in both the Malay language and the English language (*Malaysia Education Blueprint 2015 - 2025 Higher Education*, 2015). In order to achieve this, the Ministry of Education increased the minimum English proficiency requirement for public university entry through the Malaysian University English Test (MUET). MUET is an English proficiency test similar to IELTS or TOEFL that consists four components of listening (45 marks), speaking (45 marks), reading (120 marks) and writing (90 marks). Each test is calculated to an aggregate of 300 and the scores are then categorised according to six bands, band 1 being the lowest and band 6 the highest. A detailed description of each band is presented in Table 3.2.

Table 3. 2 *Descriptors for MUET*

Aggregated score	Band	User
260-300	6	Excellent user
220-259	5	Very good user
180-219	4	Good user
140-179	3	Modest user
100-139	2	Limited user
Below 100	1	Extremely limited user

The increase in the minimum MUET public university entry requirement was implemented in 2015 according to the field of study. The minimum requirement increased from band two to three for arts and social sciences and from band three to four for STEM courses. The new requirement for law and medicine courses is band five (E. Fernandez & Aziz, 2014). The increase of MUET entry requirements may impede the country's aim to develop in science and technology (Chin, 2016). This is reflected in the November 2017 MUET test result as it shows that out of 46,035 candidates, the highest proportion (40%) achieved band 3, which is described as a modest user of the language, and only 0.01% attained band 6, excellent user ("Laporan peperiksaan MUET 2017," 2019). This means that 27,621 candidates who achieved band 3 would not be eligible to get into undergraduate STEM courses even if they obtained excellent MCE results in science and mathematics subjects. One benefit of this change is that students would have to work hard from school level and ensure that they are proficient enough in order to get into their course of choice and if the students achieve this, it fulfils the Ministry's reasoning about raising the MUET entry requirement. On the negative side, this increases stress for students, especially for lower proficiency students, which may lessen their motivation to strive to become a proficient user.

Apart from this, the government will also implement the Malaysia English Assessment (MEA). MEA is a way to evaluate students' English proficiency and also to engage students with the English language towards meaningful and experiential learning in the hope that students can apply what is learned in the classroom in and out of classroom situations ("The story behind UPM," 2019). The focus of MEA is on the practice of English for communicative purposes. MEA is coherent with the Common European Framework Reference (CEFR), which is graded from a score range of A1 to C2 ("Malaysia English assessment benchmarked," 2018; Mustafa, 2017). The Ministry has started to train English lecturers to develop assessments. This is done with collaboration between the Cambridge Assessment English and Universiti Pendidikan Sultan Idris (UPSI). UPSI started the first phase in September 2017 on the construction of the Higher Education English Language Test Repository (HELTR) system, which is a question bank that will be used to construct exam questions for the English Empowerment programme in public universities (Mustafa, 2017). The second phase is the production of formal and informal assessments test specifications as the MEA also includes co-curricular and extra-curricular activities, inter-disciplinary collaborations, community engagement, industry-academia collaboration and global engagement ("The story behind UPM," 2019). Figure 3. 2 presents further details on MEA. The learning ecosystem presented in Figure 3.2 is the overview for MEA. As the MEA has not been fully implemented, the effectiveness of this assessment is yet to be seen.

Figure 3. 2 Details for MEA ("The story behind UPM," 2019)
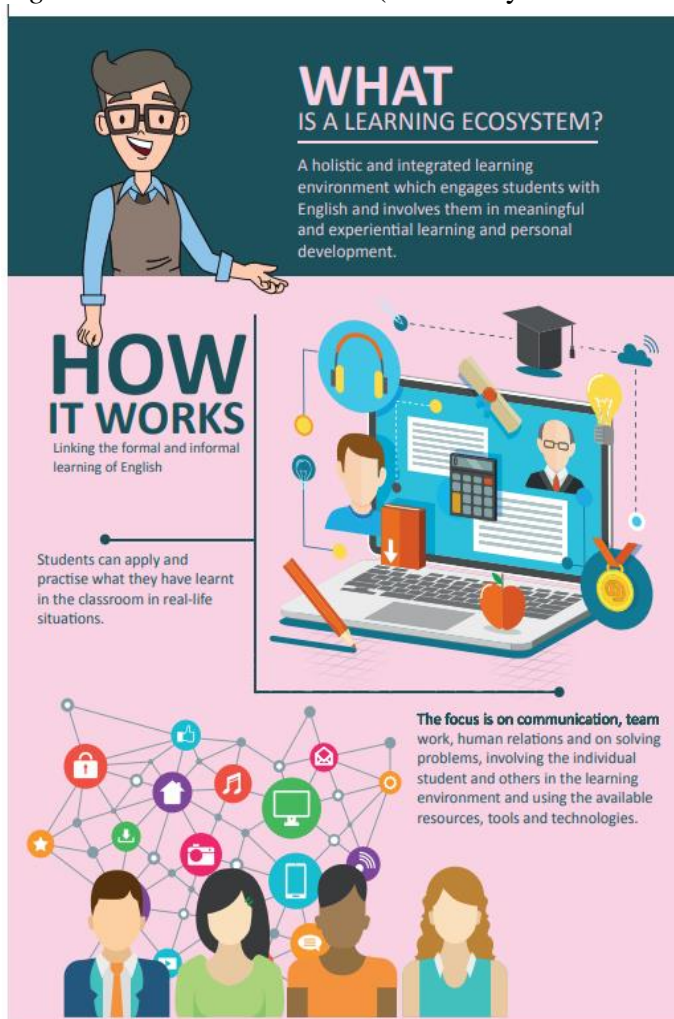
3.7 An on-going debate

The issue of English as a medium of education has been debated by Malaysian citizens as there are some Malaysians who support the use of English as the medium of instruction up to the extent that English medium schools were requested to be built by its supporters ("English schools will make Malaysia competitive: Sin Chew Daily," 2017). For international students there are English medium schools in Malaysia in the form of international schools. However, the curriculum is based on the respective countries of either the United States, the United Kingdom, Canada or Australia. The supporters want English medium schools that follow the Malaysian education curriculum. The recent changes to the medium of instruction and the

request from some Malaysians for English medium schools were due to three reasons. Firstly, English has become the lingua franca of knowledge (A. Hashim & Leitner, 2014). Secondly, it is seen as a way to strengthen students' English language proficiency (Alanshory, 2014; Dearden, 2014). Thirdly, it would increase employment opportunities for graduates as one of the most important qualities employers look for is proficiency in English (Ting et al., 2017). Therefore, it is important for the language to be in the forefront to easily gain knowledge from other English speaking countries. As the current prime minister, Mahathir Mohamad once stated:

> If we want to wait until that knowledge is translated into our own languages, there's a possibility that not everything will be translated. There is also a possibility of things getting lost in translation. (Bakar, 2018)

The disagreement for the implementation of EMI in schools was based on the notion that it is against the national education policy (M. K. David & Govindasamy, 2005). Furthermore, there was lack of support from some Malaysian citizens due to the fear of a decline in academic performance for students in rural areas. (Annuar, 2015). Another reason for the lack of support from Malay nationalists and Chinese educationists was that they felt that the use of English affects their identity since identity and culture are seen as importantly inter-related with language (Ishak, 2012). Furthermore, Muhyiddin, who was the education minister at the time, viewed the positive side of using the national language as he observed Japan, Korea, France and Germany attained the status of advanced countries by solely applying their mother tongue in the classroom (Ishak, 2012).

3.8 Chapter summary

This chapter provides insight into Malaysia's context which consists of the history of education in Malaysia in primary and secondary education. The discussion provides insight into the present situation in education and MOI. The status and role of the English language in Malaysia have also been explained in that it is the second language of the country and holds a place as the second, third or fourth language for individuals.

The changes in MOI policies have also been described and the reasons for the support for and disagreement with implementing English as a medium of instruction have been discussed in order to gain insight into the situation in Malaysia. The changes in MOI in schools and in universities are dependent especially on STEM courses and the low proficiency of individuals. Even though the MOI is English, the usage of CS is still apparent, as discussed by Dearden (2014) and Haji-Othman et al. (2013).

Furthermore, it is apparent that the agreement to implement one language as a medium of instruction in universities may not be achieved as Malaysia is a country with various ethnic groups with different opinions. At one end of the spectrum are Malay language enthusiasts and at the other end are individuals who want to be on a par with the rest of the world through English. It is hoped that Malaysian citizens can establish an agreement on the issue of English as a medium of instruction.

Chapter 4
Rationale for the current study

In this chapter, the rationale for the current study is presented. The rationale for the current study is explained with a specific focus on the ways in which it aims to fill the gap in our current knowledge about the types of CM and functions of CM found in ESL classrooms in general and in Malaysia in particular. Furthermore, this chapter also explains the significance of this study. Finally, the objectives and research questions are outlined.

Studies on the types of code mixing following Muysken's typology are scarce. Currently, there are only a few studies conducted outside the Malaysian context which are Lipski (2014), Stam (2017), Deuchar et al. (2007), Si (2011) and Marfuaty (2017) that highlight Muysken's code mixing typology. In the Malaysian context, the typology has only been used by Kadir et al. (2012), Wong (2012) and Rasdi (2016). Therefore, this study aims to attain further insights into the occurrence of the four different types of CM as distinguished by Muysken (2013) in English-Malay CS.

Studies on Muysken's code mixing typology has been conducted in various settings (preaching, plays, blogs and social media). There is a lack of study on Muysken's typology in classroom contexts, especially at university level. This study aims to conduct an in-depth study of lecturers' code mixing at university level to reveal further insights into the types of code mixing used within education contexts specifically in English language/literature classrooms.

The studies that have been conducted by previous researchers focused on three types of code mixing namely insertion, alternation and congruent lexicalization. Studies on back-flagging have not yet been conducted as it was recently introduced by Muysken (2013). Therefore, this study aims to fill this gap making reference to the updated typology.

Furthermore, studies of CS in Malaysia are lacking, especially studies with detailed linguistic analyses of CS, except for Ozog (1987). It has been some time since a comprehensive analysis has been done on the patterns of code switching in Malaysia. Therefore, this study aims to contribute by conducting an in-depth analysis of Malaysians' code switching patterns.

CS is used in Malaysian ESL classrooms despite the fact that various scholars and the government have advised educators to teach solely in the target language (Ahmad & Jusoff, 2009) with the belief that target language usage would be beneficial for students' learning. However, as pointed out by V. Cook (2006), students' first language usage can be beneficial for learners. This then leaves the question, of how students' first languages can be used in the classroom to the benefit of teachers and students. The functions of the first language usage, as discussed by Cook (2006), are that it is used to convey meaning, to check comprehension of words, to explain grammar, to organise tasks and to maintain discipline. Generally, studies on the functions of CS are common and have been conducted in various contexts, especially in relation to educational contexts. However, the findings about the functions of CS used by teachers and lecturers differ from one context to another as different people use CS differently according to the situation. For example, a study by Cahyani et al. (2016) found functions in their study that were non-existent in the adapted framework as the participants applied other functions that were not included in the framework that they used. This is similar to studies in the Malaysian context, as Shahroom and Azian (2018) did not find that the function of teaching grammar in L1 was used but in contrast, Selamat (2014) found the use of this function by the teacher. Therefore, the exploration of the functions of CS in the classroom is still necessary as there may be functions yet to be found by other researchers.

This study could also help academicians, the Ministry of Education and stakeholders to understand the reasons for Malaysian English lecturers' CS in the classroom. Analysis of the functions of CS used by lecturers are indeed beneficial for students' understanding of the subject matter. Therefore, the findings of this study may lead policymakers to be more lenient with the CS policy in the English classroom. Similarly, it could also promote understanding among stakeholders who have negative views on educators' usage of CS.

This study has been conducted in the context of higher education. However, the findings from this study could also relate to English education in primary and secondary schools. Therefore, this study is important for achieving an overall view on the usage of CS in Malaysia, which may instigate the Ministry of Education and policymakers to change the curriculum to include a systematic use of first language in the classroom.

Furthermore, there is a lack of research on comparing CS in educational context to other contexts. Due to this, it is still unknown whether specific forms of CS are typical for the ESL classroom. Therefore, a comparison between educational and social contexts could provide insight if there are specific types and functions of CS used in educational context. This aspect is discussed in the current study to provide a clearer view.

The purpose of this study is to explore lecturers' CS usage in the ESL classroom. Specifically, the objectives are:

1. To investigate the types of code mixing used in lecturers' discourse according to Muysken (2000) in the ESL classroom.
2. To investigate the functions of code mixing used by lecturers in an ESL classroom.
3. To discover lecturers' perceptions of the use of code switching in the ESL classroom.

The research questions are:

1. What types of code mixing, as distinguished by Muysken (2013) are used in lecturers'
   discourse in the ESL classroom?

2. What are the functions of code mixing in the ESL classroom?

3. What are lecturers' perceptions of the use of code switching in the ESL classroom and
   how do these compare with their actual practice in the classroom?

Chapter 5

Methods

5.1 Introduction

This study explores lecturers' use of CM in an English as a second language (ESL) classroom in Malaysia. The research methodology will be applied in order to answer the research questions. This chapter describes the methods employed in this study. It outlines the research design, participants, instruments, procedure, and data analysis. Before the methods of the current study is explained, an overview is presented (Figure 5. 1) of this study which will then be further explained in subsequent sections.

Figure 5. 1 An overview of the methods applied in this study

- RQ 1: Code mixing types (identifying and frequency)

-RQ 2: Code mixing functions (identifying and frequency)

- RQ 3: Perceptions on code mixing

Mixed methods

Concurrent transformative design

Two ESL lecturers

14 observations and video recordings

Four Interviews

Transcribed using CLAN software using min-CHAT format

Transcribed using NVIVO

Linguistic analysis: Identified typology and functions of code mixing

Quantitizing: Typology frequency calculation using CLAN & Microsoft Excel

Quantitizing: Functions frequency calculation using Microsoft Excel

Thematic analysis: Organise interview information according to themes

5.2 Rationale for a mixed method research

This research followed a mixed methods approach to the analysis of CM in an ESL classroom in Malaysia. Mixed methods research is a combination of qualitative and quantitative approaches in a study (Tashakkori & Teddlie, 2010, p. x). According to Hall (2008) mixed methods research can help answer research questions that other methodologies cannot. This means that mixed methods can help answer research questions that include both qualitative and quantitative research. For example, if a study has two research questions, where one question aims to investigate quantitative data and the other qualitative, the usage of mixed methods would help to answer these questions. In relation to the current study, the first and second research questions aimed to discover the frequencies of CM types and functions of CM, which are quantitative measures. The third research question relates to qualitative data as it aimed to answer the lecturers' perceptions of CS. The fact that the aims of this study entail both methods renders quantitative and qualitative approaches as complementary and therefore, mixed methods research can provide stronger inferences (Tashakkori & Teddlie, 2010).

Another rationale for conducting mixed methods research is that it can provide different kinds of evidence to investigate a problem in research as opposed to using only one method (J. W. Creswell & Clark, 2011). For example, conducting an interview with participants would provide insight to the quantitative data found and it would answer questions such as, "Why are the figures low?" or "Why are the figures high?" Thus, quantitative data corroborated with qualitative data provides a better understanding of the research (J. W. Creswell, 2014) as one of the limitations of quantitative research is that it does not illustrate the whole context of the participants or environment studied (J. W. Creswell & Clark, 2011) and the limitation of qualitative research is that the researcher's personal bias and interpretations may predominantly influence the analysis and interpretation of the results (Belk, 2007; J. W. Creswell & Clark,

2011). Therefore, applying a mixed methods approach could overcome the limitations in both approaches.

This is not to say that quantitative or qualitative method on its own is weak or unreliable. Each method has its strengths and weaknesses. However, the choice to use each method is dependent on the researcher's stance and the type of study conducted. Furthermore, mixed methods research is not without its limitations and one of the limitations is its complexity due to integrating two methods in a study. Applying mixed methods can be complicated. The researcher is required to learn various methods and innovative thinking skills to integrate them perceptively as it may be difficult for a researcher to make meaningful links between different types of data (Tariq & Woodman, 2013). The researcher would need knowledge and skill to manage cases when a connection between the quantitative and the qualitative data does not conform.

5.3 Research design

Mixed methods have various designs such as sequential exploratory design, sequential explanatory design, concurrent triangulation design, concurrent transformative design and concurrent nested design (J. Creswell, Clark, Gutmann, & Hanson, 2003). Table 5. 1 provides further comparison of the different designs.

Table 5. 1 *Comparison of mixed method research design (J. Creswell et al., 2003)*

Design Type	Implementation	Priority	Stage of Integration	Theoretical Perspective
Sequential explanatory	Quantitative followed by qualitative	Usually quantitative; can be qualitative or equal	Interpretation phase	May be present
Sequential exploratory	Qualitative followed by quantitative	Usually qualitative; can be quantitative or equal	Interpretation phase	May be present
Sequential transformative	Either quantitative followed by qualitative or qualitative followed by quantitative	Quantitative, qualitative or equal	Interpretation phase	Definitely present (i.e., conceptual framework, advocacy, empowerment)
Concurrent triangulation	Concurrent collection of quantitative and qualitative data	Preferably equal; can be quantitative or qualitative	Interpretation phase or analysis phase	May be present
Concurrent nested	Concurrent collection of quantitative and qualitative data	Quantitative or qualitative	Analysis phase	May be present
Concurrent transformative	Concurrent collection of quantitative and qualitative data	Quantitative, qualitative, or equal	Usually analysis phase; can be during interpretation phase	Definitely present (i.e., conceptual framework advocacy, empowerment)

The sequential exploratory design gives priority to collecting and analysing qualitative data followed by collecting and analysing quantitative data and vice versa on sequential explanatory design. The current study applied the concurrent transformative design as qualitative and quantitative data were collected simultaneously in one phase of the data collection stage. Furthermore, the current study was driven by a framework following Muysken's CM typology. Simultaneous or concurrent data collection means that both quantitative and qualitative data are aimed to be compared or linked (J. Creswell et al., 2003) and this was conducted during the interpretation (post-analysis) stage in the current study. In addition, both quantitative and qualitative methods are given equal preference or importance in this design, which further affirms that the current study adheres to the concurrent transformative design.

The qualitative part of this study involved the interviews and thematic analysis (Braun & Clarke, 2006) that was conducted to analyse the interviews. The qualitative aspect of this study is related to the quantitative analysis implemented to determine the frequency of CM types and the functions of CM derived from recordings of the observations. Quantitative analysis in the current study was conducted by quantifying the qualitative data (lecturers' discourse) with a method called quantitizing which is converting qualitative data into numbers that can be statistically analysed (Onwuegbuzie & Teddlie, 2003). As Abeyasekera (2005) stated, quantitative analysis can be of great value to draw meaningful results from a body of qualitative data.

5.4 Participants

The main participants of this study consisted of two ESL lecturers from a university in Malaysia, since the focus of this study is on lecturers' discourse. Furthermore, the students of the lecturers in the classes were also considered to be participants of this study as they were also observed. However, the students' discourse was not analysed in terms of CM types and CM functions and they were not interviewed since the objective of the study was only to discover lecturers' CM types and functions. The students were observed in terms of their verbal and non-verbal interaction with the lecturer and their actions in the classroom. Their discourse and actions were observed in terms of how they affected lecturers' language use, most importantly on CM choices in the classroom.

This study employed convenience sampling methods (Gay, Mills, & Airasian, 2012; Hyun, Fraenkel, & Wallen, 2014) to recruit the main participants. I selected Malaysian lecturers according to the following criteria. First of all, I knew they were practising CS in the classroom. The second reason is that they were teaching an English course. This was imperative because the CM explored is English-Malay language. Additionally, the lecturers and students were of Malay ethnicity, thus, the CM that would occur in the classroom is English-Malay rather than English-Malay-Tamil or English-Malay-Mandarin. The third reason was accessibility as I was acquainted with the lecturers thus access was granted without difficulties in order to observe the lecturers and students.

The lecturers are referred to by the pseudonyms Azma and Ali. Azma and Ali are female and male respectively and both are 31 years old. They are bilingual speakers of Malay and English language; Malay is their first language and English their second. Azma grew up in Alor Setar, Kedah, about five hours north of Kuala Lumpur. She went to secondary school at SMK Sultanah Asma in Alor Setar, Kedah. She studied foundation TESL at UiTM, Shah Alam. Subsequently, she furthered her studies with a bachelor's degree in Teaching English as a

Second Language (TESL) at UiTM, Selangor, and then a master's in TESL at the same university. Ali is from Kampar, Perak, about two hours north of Kuala Lumpur, Malaysia. His secondary school education was at Maktab Rendah Science MARA PDRM in Kulim, Kedah. He then studied foundation TESL at UiTM, Shah Alam. He continued his studies with a bachelor's degree and a master's degree in at UiTM, Selangor.

Azma and Ali had obtained teaching experience prior to being employed at the current learning institution. Ali had three years of teaching experience at primary and secondary schools and colleges while Azma had four years of experience teaching both primary and secondary schools and colleges before teaching at the present institution. Both have been teaching for four years at the current university. Azma and Ali are presently teaching undergraduate level students. They are required to teach English language subjects, focusing on language learning skills: listening, speaking, reading and writing.

The students observed were from Azma's and Ali's classes. Azma's students were from the Faculty of Administrative Science and Policy Studies enrolled in Bachelor of Administrative Science. The class consisted of 21 students in which 15 were females and six were males. Their age ranged from 19 to 20 years old and they were in the second year of their studies. The students were observed to be confident and fluent in terms of speaking. They would use English-only when asking questions or answering the lecturer's questions. The students would still use CS, although it was not as prevalent in comparison with English-only. Furthermore, during the assignment consultation sessions with the lecturer, most of the students would initiate the consultations in English-only. As the conversations went on they used a bit of CS; however, it was not very prevalent, which was similar to the students' interactions in the classroom. In addition, during the students' presentations they were able to speak fluently in English-only without using CS.

Ali's students were more mature as they were already in their third year of study. Their age ranged from 21 to 22 years old. They were students from the Faculty of Sports Science and recreation in which the students were enrolled in Bachelor of Sports Science. The students in Ali's classroom were different from Azma's classroom as they were quieter and less confident. It seemed that they were shy about speaking, whether it was in Malay or English. The lecturer would need to prompt and encourage the students to answer his questions as the students would not immediately answer the lecturer's questions. After prompting the students to answer questions, they would answer using CS or sometimes Malay-only. It was rare to see the students speak in English-only except during the students' presentations in which the students spoke English-only as it was formally evaluated by the lecturer. If the students were to use CS and had grammar mistakes their marks would be deducted, as stated by the lecturer prior to the start of the presentations. However, when the students spoke in English, their discourse were less fluent, with flagging (*umm, uhh*) and there were also grammatical mistakes. Regardless, the students were able to speak comprehensibly in English during the presentations.

5.5 Instruments

To achieve the objectives of this study, the following instruments (Table 5. 2) were employed: observations, video and audio recordings, field notes and interviews.

Table 5. 2 *Instruments applied in this study*

Instruments for data collection	Data source	Tools and software to aid data analysis	Data analysis
Video recorder	Seven sessions and 328 minutes of classroom observation	CLAN	Linguistic analysis
Video and audio recordings	Classroom discourse	Typology scoring table CLAN (code mixing typology) Microsoft Excel (code mixing functions) SPSS	Linguistic analysis
Audio recordings of interviews	Lecturers	NVivo	Thematic analysis
Field notes	Lecturers and students	Self-analysis (no tools or software needed)	Linguistic and interview analysis

5.5.1 Observation and recordings

The data were collected through observations and interviews. The rationale for conducting observations as opposed to just placing an audio recorder to obtain the lecturers' speech was to be able to understand the lecturers' language choices in relation to the

occurrences in the classroom as lecturer-student interactions and students' reactions or non-reactions could affect the lecturers' CS usage and choices. Furthermore, observations are important to corroborate lecturers' perceptions of their CS usage. The lecturers' perceptions may be different from their actual actions (Tashakkori & Teddlie, 2010).

Observations were captured with audio and video recorders. Video recorders are essential tools to capture the interactions, movements and discourse in the classroom. The discourse and interactions in the classroom were abundant. If video recorder or audio recorder had not been used in the classroom, the discourse and interactions would not have been captured as the observer would not have been able to memorise the discourse, the movements and the interactions in the classroom.

Video recordings were also essential to record the teaching materials (pictures and graphics) used in relation to the lesson. Furthermore, video recordings would also capture the students' reactions and facial expressions in the classroom. The recorded reactions and facial expressions can be used to support analyses of the ways in which CS affects the students' learning and understanding of a subject matter. The audio recordings were utilised as a reserve in case they were needed for transcription purposes.

Apart from the recordings, I also used field notes to record my observations. Field notes are helpful observation tools to provide rich context for analysis (Phillippi & Lauderdale, 2018). My writings were both reflective and descriptive by which I could write my thoughts, questions and ideas as well as the lecturers' and students' actions, behaviours and conversations in the classroom. Furthermore, field notes help to support explanation of lecturers' and students' actions and interactions in the classroom.

Observer's paradox

The main concern of observation is that the observer, video and audio recorders may affect the participants' natural behaviour in the classroom. Labov (1972) refers to this as the observer's paradox. The observer's paradox highlights that the observer aims to capture participants' behaviour and communication as if the participants are not being observed but the only way to do it is to be observed and recorded and the participants must be informed of the observations. The use of video recorders may further affect participants' behaviour as they are visible foreign objects placed in front of the classroom, which highlights to the participants that they were being observed.

There are different ways to manage this paradox and several ways were applied in the study. Firstly, it is better to inform the participants about the details of the study. However, if informing the entirety of the study would be detrimental to the study, then participants can be informed as much as possible without informing them about the aspect that would affect their behaviour in order to fit the study. The researcher may then ensure the participants that the main purpose of the study will be disclosed as soon as it is possible to do so (Allwright, Allwright, & Bailey, 1991).

Secondly, the observer should be patient and familiarise the participants with the foreign objects brought into the classroom and this includes the observer as well. The video recorders may only affect the participants' behaviour multiple times at the start of the observations (Allwright et al., 1991). As time passes, the participants get accustomed to the video cameras in the classroom and they act naturally within the classroom environment (Allwright et al., 1991). A way to familiarise the participants with the observer is to communicate with the participants before or after the lesson to let the participants become accustomed to and comfortable with the observer.

The guidelines previously mentioned in order to manage observer's paradox were adhered to in the current study. Prior to data collection, the participants were firstly assured that they were not being evaluated in any way and that marks or grades would not be given. They were also assured that the observation would not affect their position in the institution. Secondly, the main purpose of the study, specifically CS or CM, was not disclosed to the participants in order not to affect the study as the participants may have deliberately applied CS for the purpose of this study. The participants were tactfully informed that their language use generally would be observed. The participants were explicitly assured that their grammar usage was not the focus of the observation as the observer was aware that participants were sensitive and conscious about their grammar. The students were also personally informed that the lecturer was the focus of the observations in order to relieve their possible anxieties.

5.5.2 Interview

Interview is a very resourceful instrument in order to understand the subject's point of view and unfold the meaning of their experiences (Kvale & Brinkmann, 2009). It is a method of collecting data of content that cannot be directly observed. Interviews allow the participant to describe detailed personal information with consent from the participant (J. W. Creswell, 2014) of specific occurrences. The aim of these interviews was to further understand lecturer's CS usage and the lecturers' perceptions of CS use in the classroom.

Interview was selected to be employed in this study as compared to open-ended questionnaires because interviews have the capability to collect more data. The interviewer can always ask follow-up questions in order to gain more insight to the issue at hand. Conducting an interview is not without limitations. One of the main concerns when conducting an interview is that participants may not be truthful during the interview. However, this may also be true if questionnaires were applied (Randall & Phoenix, 2009).

There are seven stages of interviewing, which include thematising an interview, designing, interviewing, transcribing, analysing, verifying and reporting (Kvale & Brinkmann, 2009). The interview questions were constructed based on the topic or themes related to CS, the lecturers' practices and their opinions. The initial construction of the interviews was about eight questions, which are presented in Figure 5.2. The questions progressed from general to specific issues; questions about students' proficiency were asked initially, leading up to CS usage in the classroom, then the functions of CS and finally questions regarding language policy were asked.

Figure 5.2 Examples of interview questions

1. What is the proficiency of the students in your class?
2. Do you always use code switching in your classes?
3. Do you think code switching is the best method to address students' difficulties in learning English?
4. Do you code switch spontaneously or do you prepare a plan?
5. Some researchers state that code switching is detrimental to the English language classroom. What is your opinion regarding this?
6. What do you use code switching for?
7. Do you find that it is helpful to use code switching?
8. Do you think the ministry of education should recognise and acknowledge the use of code switching in the classroom?

The interviews conducted were semi-structured in nature. The rationale for conducting a semi-structured interview was to enable me to change the order of questions, omit questions or add questions depending on the situation and response from the participant (Lodico, Spaulding, & Voegtle, 2010). This allowed me to probe unexpected issues that emerged during the interview.

Stimulated recall technique was employed during the interviews and some questions were asked based on the classroom recordings shown to the lecturers. This was done in the interview with Ali as there were certain occurrences in the classroom that needed clarification. On the other hand, questions were mostly intended to probe the lecturer's perceptions on CS. This would help clarify the occurrences in the classroom and obtain the lecturers' perspectives and explanations of classroom actions and interactions, especially in connection to CS.

5.6 Data collection procedure

Prior to data collection, ethical approval was granted from the University of Reading's Instutute of Education research committee. After that, permission was obtained (Appendix A) from the Malaysian government under the Economic Planning Unit (EPU). Furthermore, permission was obtained from the Head of the English Language Department of the university where the data were collected. Once approval was granted, the lecturers were approached and data collection procedures were explained.

The first phase of data collection involved observations of two ESL classes. The observations commenced from 18th September 2017 until 13th December 2017, from the second week until the final week of the term. Each lesson was supposed to be two hours. However, the duration of each lesson varied according to the lecturer's lesson content. The classes in the first week were not observed following requests from the lecturers as they stated that the classes would only be 15 to 20 minutes long as they only introduced the course to the students and informed them of the assessments. Furthermore, the lecturers wanted to inform the students that an observer would be coming into class in order to prepare them mentally for an outsider coming into their classroom.

On the first day of observation, I explained the reasons for my presence and the plan for the duration of data collection. However, the fact that the focus of the investigation was CS was not revealed to participants so as not to influence the outcome of the research. CS is a stigmatised behaviour therefore participants might switch less often in class if they knew this was the focus of the investigation. Alternatively, participants might purposely code switch to suit the aim of the study, which would make the data obtained inauthentic.

Their anonymity was promised in order to reassure them of their confidentiality. Furthermore, the participants were verbally informed that they were not forced to be involved in the study and they were allowed to withdraw from the study at any time of data collection. The specific aims in which CS was the focus of the study were disclosed on the final day of observation. The participants were given the information sheet and the consent form (Appendices B, C and D) for their signature after all the observations had concluded as the information sheet provided details and information regarding the study this includes the details on CS. The consent form entailed the agreement of participation to the study.

Two video recorders were employed to record the classroom activities. A video recorder was placed in front of the classroom to record the students and another video recorder was placed at the back of the classroom to record the lecturer as well as the students. An audio recorder was also placed on the lecturer's table in front of the classroom as a reserve in case the video recordings did not come out well. Field notes were employed to record the lecturer's actions and behaviour in relation to CS and record students' expressions and reactions in the classroom.

The second phase of data collection was the interviews conducted with the lecturers. The interviews were conducted after the final classes had ended during the final week, according to the lecturer's availability. By the time the interviews were conducted, the lecturers

had been informed that the focus of the study is CS. The interview with Azma was conducted the same day as the final class while the interview with Ali was conducted the day after. The second interview sessions were conducted the following week. Prior to conducting the interview, the participants' concerns were addressed by assuring them that there are no wrong or right answers and that their identity would be kept anonymous. Furthermore, the participants' enquiries regarding the interview were also answered. The interviews were audio recorded to ensure that the information obtained from the lecturers was recorded for analysis. The term CS was used in the interview rather than CM as the participants were familiar with the term CS as a general term that indicates the use of two or more languages verbally or in writing.

5.7 Data Analysis

The data analysis process of this study was conducted in two phases. The first phase consisted of the analysis of the frequency of CM types and their functions in the classroom. The second phase consisted of interview analysis. CLAN software and Excel were used for CM analysis while the functions analysis employed Excel. In addition, the interview analysis used NVivo.

5.7.1 Analyses of the types of code mixing

The identification of the CM typology commenced with transcribing the video recordings using Computerised Language Analysis (CLAN). CLAN is a programme or software that provides "…powerful methods for speeding transcription, linking transcripts to media, sending data to automatic acoustic analysis, and automatic computation of a wide range of morpho-syntactic features" (MacWhinney, 2000, p. 14).

One of the ways CLAN was applied in this study was for transcribing. CLAN is suitable for transcribing due to its media capabilities. Audio or video files are easily opened to be

employed using sound walker mode, which has the capability to move forwards and backwards through an audio or video file using F7 to rewind and F9 to forward. Most importantly, CLAN is a software tool used to explore and analyse "…different language types" (MacWhinney, 2000, p. 14), which makes it suitable for analysing CM. Another feature of CLAN that was valuable for this study is that it is able to calculate the frequency of CM by just running the command feature to generate the amount of times an instance of CM transpired in lecturers' discourse.

In the current study, Azma's video recordings were transcribed first followed by Ali's recordings. The video recordings were transcribed using the minCHAT system or format using CLAN. The minCHAT transcription system was specifically applied as this is the basic format to be used within the CLAN software and this format is to be adhered in order for the CLAN software to run properly. The commands are illustrated in Figure 5. 3 .

Figure 5. 3 The beginning essentials of minCHAT format

```
@Begin
@Languages:    eng, mly
@Participants: STD Student, LEC Teacher
@ID:    eng, mly|change_corpus_later|STD|||||Student|||
@ID:    eng, mly|change_corpus_later|LEC||female|||Teacher|||

*LEC:  Alright so you've read about supporting details so what do you
       understand about supporting details?
*LEC:  What is it?
*LEC:  Support the main idea and there are two types of supporting details
       which are?
*STD:  Major and minor
```

MacWhinney (2017, p. 22) stated that the command in the first and second line in the file must be @Begin and @Languages respectively. The @Languages input must be a three-letter code, such as *eng* for English, and in the case of this study *mly* for Malay. The third line is the @participants line consisting of three letter codes for each participant's name and role.

The next line would then be @ID headers, which provide further details of the participants. The details of the participants do not need to be typed in as they are automatically generated after CHECK (Esc-L) is done.

The transcript of the conversation was given on the main line which is marked by an asterisk (*).The asterisk was accompanied by a three letter code that indicates each participant, as presented in Figure 5. 4 with *LEC (lecturer) and *STD (student). Each utterance was transcribed on a separate line. Lines with the percent symbol (%) can contain codes or commentary on the discourse. These lines are called dependent tier lines. The % is followed by a three code lower case letter. In the case of this study, the code %eng was used to indicate the English translation of the discourse as shown in Figure 5. 4. There were cases when %comment was used to indicate comments on the discourse. During transcription, the utterances with CM were marked using brackets in order to ease identification of each CM. For example, <Main idea *kan*?> as in Figure 5. 4.

Figure 5. 4 The overview of each line in CLAN

```
*LEC: <Main idea kan?> [@bfl]
%eng:   Main idea, right?
*LEC: <Specific information kan?> [@bfl]
%eng:  Specific information, isn't it?
```

The last line comprised @End and was inserted after the transcriptions were complete in the file, as shown in Figure 5. 5

Figure 5. 5 Final line command @End

```
*LEC:   Happy holidays.
*LEC:   Please come back in one piece.
@End
```

After transcribing, each code mixed utterance was extracted from the CLAN software to the scoring table in Excel. The typology scoring table was adapted from Deuchar et al. (2007). The scoring table initially consisted of three types of CM: insertion, alternation and congruent lexicalization. The scoring table was amended to add back-flagging. The amendment was based on Muysken (2013) revised patterns of CM to include back-flagging, as shown in Table 5.3. In Table 5.3, the first column (i.e A) contains Muysken's features that can be used to distinguish different types of code mixing. The second to fourth column (i.e. B) explain to what extent these features apply to the different kinds of codemixing (+, - and 0). The +,- and 0 were pre-determined by Muysken as per appendix E. In the fifth column (i.e. C), a code mixed utterance is evaluated using the different features and will be allocated with either +, - or 0 accordingly. The symbol '+' is indicative of a specific feature and '-' is counter-indicative of a specific feature; 0 is given if the feature does not apply to the utterance. The last four columns (i.e D) indicate how the features apply in the case of a specific example of CS and would be where the scores of either -1, 1, 0 will be inserted. In order to understand the meaning of each CM feature, the definitions are presented in Table 5. 4

Table 5. 3 *Typology scoring table*

	A	B				C	D			
MUYSKEN'S FEATURES		INS	ALT	CLX	BFL		INS	ALT	CLX	BFL
CONSTITUENCY										
Single constituent		+	0	0	+					
Several constituents		−	+	0	−					
Non-constituent		−	−	+	−					
Nested aba		+	−	0	−					
Non-nested aba		−	+	+	+					
ELEMENT SWITCHED										
Diverse switches		−	0	+	−					
Long constituent		−	+	−	−					
Complex constituent		−	+	−	−					
Content word		+	−	−	−					
Function word		−	−	+	−					
Adverb, conjunction		−	+	−	+					
Selected element		+	−	+	−					
Emblematic or Tag		−	+	0	+					
SWITCH SITE										
Major clause boundary		0	+	0	+					
Peripheral		0	+	0	+					
Embedding in discourse		0	+	0	+					
Flagging		−	+	−	0					
Dummy word insertion		+	0	−	−					
Bidirectional switching		−	+	+	+					
PROPERTIES										
Linear equivalence		0	+	+	+					
Telegraphic mixing		+	−	−	−					
Morphological integration		+	−	+	−					
Doubling		−	+	−	−					
Triggering		0	0	+	−					
Mixed collocations		0	−	+	−					
Self-corrections		−	+	−	0					
							Score			

Note: INS: Insertion, ALT: Alternation, CLX: Congruent Lexicalization, BFL: Backflagging

Table 5. 4 *Definition of each code mixing features*

Single constituent	Single constituent is a string of one or more words that can be plausibly parsed as forming a single exclusive word group together, like 'noun phrase', or 'prepositional phrase' (Deuchar et al., 2007, p. 312)
Several constituents	Multi constituents are switched in one utterance.
Non-constituent	A switch occurs in part of a constituent (Stam, 2017)
Nested a-b-a	The utterance placed before and after the switched clause within the same utterance.
Non-nested a-b-a	Switches the preceding and following elements belonging to different clauses (Lipski, 2014, p. 26)
Diverse switches	Variety of types of switches (noun, verb, adverb and noun phrase) in one utterance.
Long constituents	A switched utterance that consist more than three words.
Complex constituent	Constituents with a hierarchical internal structure involving various lexical heads (Deuchar et al., 2007)
Content word	Words that have meanings, such as nouns, main verbs, adjectives and adverbs.
Function word	Words that are used to show the relationship between other words in a sentence or phrase.
Adverb, conjunction	Words that are adverbs or conjunctions.
Selected element	The switched item serves as an object or complement.
Emblematic or tag	The switched utterance is a discourse marker.
Major clause boundary	A switch that occurs at a major clause boundary.

Peripheral	A switch that occurs at the peripheral of the utterance.
Embedding in discourse	A mixed clause starting in language A and ends in language B.
Flagging	Flagging can be the pause before a switched word or it could be a filler like 'euh' (Stam, 2017)
Dummy word insertion	The insertion of semantically empty elements such as "like", "thing" or "do" (Muysken, 2000)
Bidirectional code-switching	Directionality of the language switched. Language a -> language b-> language a
Linear equivalence	An equivalent grammatical structure between two languages.
Telegraphic mixing	Elements have been omitted that should have been present in one or both of the languages involved.
Morphological integration	Occurs where one of the languages determines the overall grammatical framework, and where items switched from the other language are morphologically integrated into the main or matrix language (Deuchar et al., 2007)
Doubling	The use of the same word in one language and another language.
Homophonous diamorphs	Homophonous words that serve as a bridge that triggers code mixing.
Triggering	A multiword switch where the choice of one of the words in the switch may have led to other words being switched as part of a longer string. (Deuchar et al., 2007)
Mixed collocations	Two elements of an idiomatic collocation from one of the languages are from different languages (Deuchar et al., 2007)
Self-corrections	A mistake made in language A corrected in language B.

An example of the calculations is presented in Table 5. 6 for the utterance *Dapat tak feedback tu?* "Did you get that feedback?" The utterance was evaluated according to Muysken's features. For example, as the word *feedback* is a single constituent, it was given a + in C and in contrast, a – was given for the feature several constituents. A – was given to non-constituent as the code switching did not occur in between constituents. Apart from that, the code switching occurred in between two words (*tak* and *tu*) of the other language. Therefore, it was given a + for nested aba and a – in non-nested aba. The – symbol was indicated for the feature diverse switches as only one word, a noun was switched. The guest word, *feedback* is not a long and complex constituent which rendered a – for the features long constituent and complex constituent. As *feedback* is a noun, the feature content word was given a + and in contrast, the features function words and adverb, conjunction was identified with –. Selected element was given a + as the guest word is the object of the clause. The code switched word is also not a tag word or a discourse marker, hence, was identified with a –.

The code switching did not occur at the boundary of a clause and was given a – the feature major clause boundary. The code switching also occurred mid-clause which explains the symbol – for peripheral. Furthermore, a – was given for the feature embedding in discourse as embedding in discourse is when the clause starts with one language and ends with another language. In this case, the clause started and ended with the Malay language. Fillers (umm, uhh) or pauses did not occur before the word *feedback*, this explains – for flagging. Moreover, the feature of dummy word was indicated with a – as *feedback* is a word that has a meaning. The languages in the clause started with Malay then switched to English and switched again to Malay which indicated that the clause is bidirectional rendering a + for this feature in column C. The Malay language has the same overall sentence structure as English (SVO), therefore, the feature linear equivalence was given a +. A + was also given for telegraphic mixing as words from both languages that should be in the clause were non-existent. In terms of the Malay

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language, the clause should be included with the word *kamu* "you" at the beginning of the clause and with regards to the English language, a few words, *do* and *you* should be in the clause as shown in the translation (Table 5.6).

Morphological integration was not evident in this clause. Even though the clause has a ML, the code switched word did not occur any changes or inflections to integrate with the ML, therefore, this feature was indicated with –. Doubling of words, homophonous diamorphs, triggering, mixed collocations and self corrections were not evident in the clause and a – was allocated for these features.

After each row in C (Table 5.6) was filled, the next step would then to fill the scores in D. The method to indicate the scores in D were by cross-checking the symbols in B with each of the symbols inserted in C. Table 5. 5 shows the system to allocate the scores.

Table 5. 5 *Scoring system for typology table*

Symbols(to cross-check columns B and C)	Score (to be filled in D)
– and –	1
+ and +	1
+ and –	-1
+ and 0	0
– and 0	0

In Table 5. 6, looking at the row for single constituent in column A, the cross check between column B (INS) and C which is a + and a + as highlighted in Table 5.5, would come up with a score of 1 in column D (INS). Similar steps were taken to allocate the scores in column D for each type of code mixing. After inserting the scores, the total for each type of code mixing were calculated in Excel by highlighting the numbers in column D and clicking CTRL and = (sum function shortcut) simultaneously. The scores were then generated

automatically. The highest score among the types of CM would indicate the dominant type. For example, in Table 5. 6 INS is the highest with a score of 14 which means that INS is the type of CM for the utterance.

Table 5. 6 *Example of calculations using the scoring table*

A	B				C	D			
MUYSKEN'S FEATURES	INS	ALT	CLX	BFL		INS	ALT	CLX	BFL
CONSTITUENCY					Dapat tak **feedback** tu? Get not **feedback** that? "Did you get that feedback?"				
Single constituent	+	0	0	+	+	1	0	0	1
Several constituents	−	+	0	−	−	1	-1	0	1
Non-constituent	−	−	+	−	−	1	1	-1	1
Nested aba	+	−	0	−	+	1	-1	0	-1
Non-nested aba	−	+	+	+	−	1	-1	-1	-1
ELEMENT SWITCHED									
Diverse switches	−	0	+	−	−	1	0	-1	1
Long constituent	−	+	−	−	−	1	-1	1	1
Complex constituent	−	+	−	−	−	1	-1	1	1
Content word	+	−	−	−	+	1	-1	-1	-1
Function word	−	−	+	−	−	1	1	-1	1
Adverb, conjunction	−	+	−	+	−	1	-1	1	-1
Selected element	+	−	+	−	−	-1	1	-1	1
Emblematic or Tag	−	+	0	+	−	1	-1	0	-1
SWITCH SITE									
Major clause boundary	0	+	0	+	−	0	-1	0	-1
Peripheral	0	+	0	+	−	0	-1	0	-1
Embedding in discourse	0	+	0	+	−	0	-1	0	-1
Flagging	−	+	−	0	−	1	-1	1	0
Dummy word insertion	+	0	−	−	−	-1	0	1	1
Bidirectional switching	−	+	+	+	+	-1	1	1	1
PROPERTIES									
Linear equivalence	0	+	+	+	+	0	1	1	1
Telegraphic mixing	+	−	−	−	−	-1	1	1	1
Morphological integration	+	−	+	−	−	-1	1	-1	1
Doubling	−	+	−	−	−	1	-1	1	1
Triggering	0	0	+	−	−	0	0	-1	1
Mixed collocations	0	−	+	−	−	0	1	-1	1
Self-corrections	−	+	−	0	−	1	-1	1	0
					Score	10	-6	1	8

Note: INS: Insertion, ALT: Alternation, CLX: Congruent Lexicalization, BFL: Backflagging

Other than that, the allocation of scores was not clearly discussed in Deuchar et al. (2007), which created confusion especially when to allocate 0 and when to allocate – in column C. In the current study, 0 was allocated to five features depending on the utterance. The features are nested aba, non-nested aba, content word, function word and dummy word insertion.

Zero was allocated to nested a b a or non-nested a b a when the utterance is not nested. For example, if the switch is at the peripheral of the utterance, 0 would be allocated as it has an 'a b' pattern instead of an 'a b a' pattern. Zero was also allocated for content word and function word features if the switch was more than a single word. Therefore, if a switch is a string of words or multiple switches of words in one utterance then content word or function word features are non-applicable to the utterance. This was the same for dummy word insertion in which, if the switch was a string of words or multiple switches in one utterance, then zero was allocated. Apart from these features, the utterance was scored with either + or – as the features would either apply or not apply to the utterance.

The evaluation of some features in the current study was slightly different than that of Deuchar et al. (2007). The differences were on diverse switches and bidirectional CS as these two features were applied to the whole corpus rather than to each utterance in Deuchar et al. (2007). In the current study, each utterance was analysed instead of looking at the whole corpus as one utterance may have more than one switches. Furthermore, the direction of the switches can vary as Malay-English switches and English-Malay switches were found in the data.

The dominant types of CM were then keyed into CLAN using the following codes, @ins for insertion, @alt for alternation, @clx for congruent lexicalization and @bfl for back-flagging. These codes were created specifically for this analysis. The use of these codes eased the CM type frequency calculation using CLAN as the frequency was automatically generated by running a specific command. The commands to generate the frequency of the CM types were freq +s[@ins] for insertion, freq +s[@alt] for alternation, freq +s[@clx], for congruent lexicalization and freq +s[@bfl] for back-flagging.

Furthermore, in order to ensure that each CM type was correctly identified, each code mixed utterance was copied to Microsoft Excel (hereafter Excel). Excel is a spreadsheet programme with grids of cells to organise, format and calculate numerical data and it is also able to store and organise texts. The texts can be colour coded and font can be manipulated accordingly. The data is organised in a way that is visually 'accessible' as the data are organised on the spreadsheet. This is one of the reasons Excel was employed in the current study to analyse the types and functions of CM.

After each utterance was copied into Excel, the type of CM for each utterance was keyed in accordingly. The rationale for doing this was that each code mixed utterance was individually laid out in the spreadsheet and could be clearly distinguished. Therefore, any discrepancies could be seen. Apart from the types of CM, the directionality of the utterances and the syntax were also identified and included in Excel. This was to further examine components within the types of CM. The utterances were also colour coded according to participant to distinguish between Azma's and Ali's data. Pink was used for Azma and blue for Ali. In addition, the 'group' function was then applied to the rows so that the grand count of the utterances could be seen in the last row. This then allowed for the total of the types of CM to be easily calculated when the filter function was applied. Table 5. 7 shows an example of

the calculations for both Azma and Ali of Malay-English directionality, syntax and the type of

CM that emerged.

Table 5. 7 Example of Ali and Azma's calculations for the types of CM

Code mixing data and Gloss	Directional	Typolog	Syntax
You tak ada masalah.	Malay-English	CLX	Personal pronoun
You dah tahu.	Malay-English	CLX	Personal pronoun
Kalau **you** tak tahu.	Malay-English	CLX	Personal pronoun
Macam banyaknya kerja yang **you** buat.	Malay-English	CLX	Personal pronoun
Macam **you** selalu bagi alasan datang kelas lambat.	Malay-English	CLX	Personal pronoun
Macam **I** cakap tadi.	Malay-English	CLX	Personal pronoun
Macam **I** cakap tadi.	Malay-English	CLX	Personal pronoun
Tapi **you** tak tengok lagi kan?	Malay-English	CLX	Personal pronoun
You pernah tengok Forum Perdana?	Malay-English	CLX	Personal pronoun
Janganlah pula **you** marah dia.	Malay-English	CLX	Personal pronoun
Tak kesahlah **you** tulis tangan atau taip.	Malay-English	CLX	Personal pronoun
Takkan **you** nak...	Malay-English	CLX	Personal pronoun
Ke **you** dah bagi markah untuk diri sendiri ni?	Malay-English	CLX	Personal pronoun
You kena tahu.	Malay-English	CLX	Personal pronoun
You tak boleh tanya...	Malay-English	CLX	Personal pronoun
Kalau **you** beli rumah besar pun ada tiga puluh duk dalam tu?	Malay-English	CLX	Personal pronoun
Ayat **you** macam mana?	Malay-English	CLX	Personal pronoun
You bagi dulu.	Malay-English	CLX	Personal pronoun
You dapat kan?	Malay-English	CLX	Personal pronoun
Tiba-tiba **you** ambil sepuluh FSR.	Malay-English	CLX	Personal pronoun
Cuma nanti bila **you** buat FYP.	Malay-English	CLX	Personal pronoun
You janganlah cakap.	Malay-English	CLX	Personal pronoun
Pilih-pilih mana-mana **you** nak.	Malay-English	CLX	Personal pronoun
You cakap kat saya.	Malay-English	CLX	Personal pronoun
Percayalah **you** akan siap sebelum kelas ni habis.	Malay-English	CLX	Personal pronoun
You janganlah pergi tanya	Malay-English	CLX	Personal pronoun
You faham tak?	Malay-English	CLX	Personal pronoun
Saya tahu **you** dah jumpa saya.	Malay-English	CLX	Personal pronoun
Kalau **you** tak nak terima saya tak ada masalah.	Malay-English	CLX	Personal pronoun
Kalau **you** nak bagi.	Malay-English	CLX	Personal pronoun
You nak buat kan?	Malay-English	CLX	Personal pronoun
Senang je **you** nak tengok.	Malay-English	CLX	Personal pronoun
You nak cakap kita tak boleh paksa.	Malay-English	CLX	Personal pronoun
You nak tanya je kan?	Malay-English	CLX	Personal pronoun
Tapi kenapa **you** tanya pada awalnya?	Malay-English	CLX	Personal pronoun
You boleh punya.	Malay-English	CLX	Personal pronoun
Melainkan **you** nak banyakkan muka suratlah.	Malay-English	CLX	Personal pronoun
Tajuk **you** pasal apa?	Malay-English	CLX	Personal pronoun
You bagi tahu enam puluh peratus.	Malay-English	CLX	Personal pronoun
Macam mana **you guys** lain-lain?	Malay-English	CLX	Np
Atas ni saya tak rasa **you** perlu pun bagi tahu ni.	Malay-English	CLX	Personal pronoun
You fikir balik.	Malay-English	CLX	Personal pronoun
Grand Count		42	

Inter-rater reliability

Reliability refers to the degree to which measurement can be replicated (Tashakkori & Teddlie, 2010). In order to address the reliability of the scoring table, a second rater was asked to allocate the scoring in the calculation table in order to ensure that it was consistent with the results obtained. This was done after data collection and calculation of each utterance. The reason it was not done prior to data collection was to allow time for familiarisation with the scoring pattern. If there were discrepancies between the scores obtained by the researcher and the scores obtained by the second rater, they were discussed in order to achieve insight as to why the scores were different. Sixteen utterances were given to the rater to calculate, which consisted of four utterances for each type of CM. The main purpose 16 utterances were given to the rater was to check the scores according to features and to corroborate the result according to the types of CM. Furthermore, I did not want to burden the rater as the data was abundant.

After calculation, it was found that there were differences between the rater's scores and those calculated by the main researcher although both results came up to CLX as the dominant type of CM. The scores differed due to two reasons; firstly, the interpretation of some of the features differed between the researcher and the rater as the application of scoring was not clearly presented by previous studies. Secondly, the rater calculated each switch of an utterance that had multiple switches. Thirdly, the rater was not a Malay language speaker which caused some confusion even though gloss was provided with the data.

A discussion took place between the rater and the researcher to discuss the discrepancies, explain Malay grammar and discuss what needed to be rectified. An example of the differences between the two calculations is presented in Table 5. 8 and Table 5. 9. Table 5. 8 presents calculations by the researcher and Table 5. 9 presents calculations by the rater. The major difference between the two is that the rater viewed each switch of CM as separate.

Therefore, each switch was individually calculated. The calculations in Table 5. 9 by the rater are for the CM of *tak faham*. However, in Table 5. 8, I considered all the switches in the utterance together as one example of CM. There are, of course, exceptions to this, such as when an English utterance contains a switch of Malay discourse marker along with other switches. The calculations in Table 5. 8 were shown to the second rater in order to obtain her opinion. For some criteria (for example "diverse switches") different switches within utterances needed to be considered together, whereas for other criteria (.e.g. "content word") individual switches needed to be considered separately. We also discussed the issue of when to apply + and – in the Table to a agree a uniform approach. It was agreed that the definition of 'not applicable' should be made clear and justified because the allocation of scores would affect the dominant CM type. After further discussion and conclusion derived from my readings, it was agreed that Zero (not applicable) should be allocated to nested aba, non-nested aba, content word, function word and dummy word insertion. After the discussion, the rater understood and agreed to my method of calculations for the types of code mixing. The whole data set of the current study was then reviewed again to ensure consistency in the interpretation of the features.

Table 5. 8 Calculations by researcher

MUYSKEN'S FEATURES	INS	ALT	CLX	BFL	C	INS	ALT	CLX	BFL
CONSTITUENCY					Even I **dah** explain **pun** maybe reader **tak faham** so why not if I give example. Even I already explain also maybe reader not understand so why not if I give example. "Even I've already explained maybe the reader could not understand so why not if I give example."				
Single constituent	+	O	O	+	−	-1	0	0	-1
Several constituents	−	+	O	−	+	-1	1	0	-1
Non-constituent	−	−	+	−	+	-1	-1	1	-1
Nested aba	+	−	O	−	O	0	0	0	0
Non-nested aba	−	+	+	+	O	0	0	0	0
ELEMENT SWITCHED									
Diverse switches	−	O	+	−	+	-1	0	1	-1
Long constituent	−	+	−	−	−	1	-1	1	1
Complex constituent	−	+	−	−	−	1	-1	1	1
Content word	+	−	−	−	O	0	0	0	0
Function word	−	−	+	−	O	0	0	0	0
Adverb, conjunction	−	+	−	+	−	1	-1	1	-1
Selected element	+	−	+	−	−	-1	1	-1	1
Emblematic or Tag	−	+	O	+	−	1	-1	0	-1
SWITCH SITE									
Major clause boundary	O	+	O	+	−	0	-1	0	-1
Peripheral	O	+	O	+	−	0	-1	0	-1
Embedding in discourse	O	+	O	+	−	0	-1	0	-1
Flagging	−	+	−	O	−	1	-1	1	0
Dummy word insertion	+	O	−	−	O	0	0	0	0
Bidirectional switching	−	+	+	+	+	-1	1	1	1
PROPERTIES									
Linear equivalence	O	+	+	+	+	0	1	1	1
Telegraphic mixing	+	−	−	−	−	-1	1	1	1
Morphological integration	+	−	+	−	−	-1	1	-1	1
Doubling	−	+	−	−	−	1	-1	1	1
Triggering	O	O	+	−	−	0	0	-1	1
Mixed collocations	O	−	+	−	−	0	1	-1	1
Self-corrections	−	+	−	O	−	1	-1	1	0
					Score	-1	-4	7	1

Note: INS: Insertion, ALT: Alternation, CLX: Congruent Lexicalization, BFL: Backflagging

Table 5. 9 Calculations by rater

A MUYSKEN'S FEATURES	B INS	ALT	CLX	BFL	C	D INS	ALT	CLX	BFL
CONSTITUENCY					Even I *dah* explain *pun* maybe reader **tak faham** so why not if I give example. Even I already explain also maybe reader not understand so why not if I give example. "Even I've already explained maybe the reader could not understand so why not if I give example."				
Single constituent	+	O	O	+	+	1	0	0	1
Several constituents	−	+	O	−	−	1	-1	0	1
Non-constituent	−	−	+	−	−	1	1	1	1
Nested aba	+	−	O	−	+	1	-1	0	-1
Non-nested aba	−	+	+	+	−	1	-1	-1	-1
ELEMENT SWITCHED									
Diverse switches	−	O	+	−	+	-1	0	1	-1
Long constituent	−	+	−	−	−	1	-1	1	1
Complex constituent	−	+	−	−	−	1	-1	1	1
Content word	+	−	−	−	+	1	-1	-1	-1
Function word	−	−	+	−	+	-1	-1	1	-1
Adverb, conjunction	−	+	−	+	−	1	-1	1	-1
Selected element	+	−	+	−	+	1	-1	1	-1
Emblematic or Tag	−	+	O	+	−	1	-1	0	-1
SWITCH SITE									
Major clause boundary	O	+	O	+	−	0	-1	0	-1
Peripheral	O	+	O	+	−	0	-1	0	-1
Embedding in discourse	O	+	O	+	−	0	-1	0	-1
Flagging	−	+	−	O	−	1	-1	1	0
Dummy word insertion	+	O	−	−	−	-1	0	1	1
Bidirectional switching	−	+	+	+	+	-1	1	1	1
PROPERTIES									
Linear equivalence	O	+	+	+	−	0	-1	-1	-1
Telegraphic mixing	+	−	−	−	−	-1	1	1	1
Morphological integration	+	−	+	−	−	-1	1	-1	1
Doubling	−	+	−	−	−	1	-1	1	1
Triggering	O	O	+	−	+	0	0	1	-1
Mixed collocations	O	−	+	−	−	0	1	-1	1
Self-corrections	−	+	−	O	−	1	-1	1	0
Score						8	-12	9	-2

Note: INS: Insertion, ALT: Alternation, CLX: Congruent Lexicalization, BFL: Backflagging

Once the discrepancies of the types of CM were corrected and corroborated in both CLAN and Excel, the percentage of the types of CM was calculated by Excel using the percentage formula (=part/total). Part would be the frequency of each type of CM and the total would be the overall total of the frequency of CM.

SPSS

Statistical Package for the Social Sciences (SPSS) is a software for statistical analysis. SPSS was used in this study for descriptive statistics analysis, and for computing, Pearson's Chi Square test and an odds ratio calculation on the directionality of code mixing used by the lecturers.

5.7.2 Analyses of the functions of code mixing

The analysis of the CM function was conducted in order to answer the second research question, "What are the functions of CM employed by the lecturers?" Each utterance that was already transferred to Excel was analysed to identify the functions of CM. Apart from simple looking at the utterance on its own, the transcriptions in CLAN and the video recordings were also examined in order to understand the context of each utterance in the conversation.

During the process of data analysis, the aim was to analyse the utterances until saturation. Saturation is defined as "the point in coding when you find that no new codes occur in the data. There are mounting instances of the same codes, but no new ones" (Urquhart, 2013, p. 194). Therefore, when the analysis revealed the same functions were used each time, the point of saturation had been reached. However, I then decided to analyse the remaining data to obtain a complete view, especially in terms of frequency.

After each function was identified, the filter function was used in order to calculate the frequency of each function. The filter process is presented in Table 5. 10, in which the total automatically shows that there are 15 occurrences for verbal cue function. The pink colour indicates that Azma's data emerged. After the total of each function was calculated, the percentage for each function according to each participant was calculated using the percentage function.

In terms of reliability, various consultations with the supervisory team facilitated the analysis for the functions of CS. The functions of CS could have various interpretations as discussed in the literature review. Therefore, the discussions with the supervisory team were valuable as different interpretations of the functions of particular examples of CS were highlighted, after which the analyses as agreed among the team were adopted.

Table 5. 10 An example of calculation of verbal cue function

Code mixing data and Gloss	Functions
Maksudnya you try to apply.	Verbal cue
Katakanlah the author stopped there,so you will be wondering.	Verbal cue
Kata, ada three things that America uses as natural resources.	Verbal cue
Dia maksudnya you are able to relate whatever that you...	Verbal cue
Maksudnya it does not move.	verbal cue
Still **maksud** negative, **betul tak?**	verbal cue/ Facilitating question
Contohnya, there are several types of pollution which is a,b,c.	verbal cue
Contohnya if you look at the table **tadikan,** table 4.2	verbal cue/ explanation
Macam contoh uncertainty because it concerns words that shows uncertainty which is maybe.	verbal cue
Chronology **maksudnya** you follow the sequence.	verbal cue
Katakanlah someone...okay your classmate enters the class holding a helmet, you straightaway will infer that he comes to class by riding a bike.	verbal cue
Itu maksudnya that is inference.	verbal cue
Maksudnya just because I agree with this everything else for example, why parents should not be blamed because if we blame parents then all the negative reasons.	verbal cue
Objective **disini bermaksud** whether or not the writer provides facts and evidence to justify his argument because an argument is	verbal cue
Katakanlah you present on week 12 so you submit your portfolio on week 13 together with your written article analysis.	verbal cue
Total	15

5.7.3 Analyses of the interviews

The next steps were to code and analyse the interview data using thematic analysis (Braun & Clarke, 2006). The interview analysis was conducted in order to address the third research question: "What are lecturers' perceptions of the use of code switching in the classroom and how do these compare with their actual practice in the classroom?" Thematic analysis is a method to analyse and report patterns or themes in data and it furthermore organises data in rich detail (Braun & Clarke, 2006).

Prior to conducting the thematic analysis, the interview recordings were firstly, transcribed using NVivo. NVivo is a qualitative data analysis software programme that has various features which include transcription capabilities. Video or audio can be imported and directly transcribed. Furthermore, NVivo incorporates hotkeys functions for transcription as a video can be skipped forward and skipped backwards by clicking F10 and F9 respectively. F4 is designated for play/pause and F8 in order to stop the audio or video completely. This eased the transcribing process and it can be done quickly compared to having the audio/video on Windows Media Player and transcribing on Microsoft Word.

Another important feature of NVivo is that the user is able to organise data into themes. The themes are called nodes and the nodes can be freely named according to the user. The nodes can also have sub-nodes, which are known as child nodes. The nodes and child nodes can be colour coded for ease of identification and organisation. With this, I could then organise the data into themes. Furthermore, NVivo is able to import Microsoft Word files and pdf files for the purpose of organising data to aid analysis, write a literature review or simply to just store and organise data/files in order to re-visit them at a later date. This is another advantage of this software in which the user is able to re-visit data easily and build it up over a certain period of time.

The current study applied NVivo to transcribe and conduct thematic analysis of the interviews. It was employed instead of CLAN as a tool for transcribing. This was to ease the analysis process because if the interviews were to be transcribed using CLAN, it would not be possible to import the transcriptions to NVivo as it does not support CLAN's file format. After the interviews were transcribed, the transcriptions were sent to the participants for participant validation (Birt, Scott, Cavers, Campbell, & Walter, 2016). Participant validation, or member checking, is a quality control process in which the researcher seeks the validity, accuracy and credibility of the recorded interviews (Harper & Cole, 2012). The participants, Azma and Ali, confirmed that the transcriptions reflected their recorded interviews and this then affirmed the credibility of the interviews (Harper & Cole, 2012) .

According to Braun and Clarke (2006) there are six phases to conducting thematic analysis, which are familiarising yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. After transcribing, the analysis for the current study started with Azma's interviews. The transcriptions were read a number of times for familiarisation with the content of the interviews. Subsequently, important words or content that was related to the study were noted, which also helped in generating the nodes according to themes on NVivo. The themes were generated according to the questions asked and lecturers' answers. For example, if the question asked and answers were regarding the functions of CM, a node would be generated called functions of CM and child nodes would be generated for this theme and this is the only theme with child nodes. The initial themes generated (Figure 5. 6) were relatively general and were narrowed down to be more specific. The final themes generated are presented in Figure 5. 7. The interview data were then compared to classroom observations and functions findings in order to establish to what extent the lecturers' perceptions of their code missing behaviour corresponded to their practice in the classroom.

Figure 5. 6 Initial themes generated using NVivo

Figure 5. 7 Final themes generated using NVivo

5.8 Chapter summary

This chapter has provided an overview of the research design employed in this study. A mixed methods approach was applied to observe the participants and record substantial data to analyse CM typology and the functions of CM. Interviews were also analysed to provide insight into whether or not lecturers' perceptions of their CS behaviour corresponded to their actual behaviour in the classroom. The next chapter will provide the findings of the data analysed.

Chapter 6

Findings

6.0 Introduction

This chapter presents the findings of the observations and interview data collected at a university in Malaysia. The findings of the CM types will then be presented, followed by the findings of the functions of CM. Lastly, the interview findings and discussion will be presented.

6.1 Determining which elements are switched

Deuchar et al. (2007) state that it is not easy to determine which elements are switched in a sentence with CM, particularly if speakers switch back and forth many times between languages within a sentence, such as in (83), where the speaker switches eight times between Malay and English. It then becomes very difficult to say whether the speaker uses English words in Malay or vice versa.

(83) **Macam mana** moderator **nak** re-cap **kalau** moderator **tak faham** what the article is about?

How   moderator want re-cap if moderator not understand what the article is about?

"How can the moderator wants to recap if the moderator does not understand what the article is about?"

(Azma)

However, it is clear that in Insertion type of CM, the two languages play very different roles in that one is the matrix language (ML) or host language, which sets the grammatical frame, and the other is the embedded language (EL) or guest language, which provides elements that are inserted into this frame in the case of insertion. In other forms of switching,

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called alternation, the matrix language changes in the middle of the sentences, and for congruent lexicalization, there is no matrix language at all.

A key issue here is determining what constitutes the matrix language in mixed utterances and what the unit is for which a matrix language needs to be determined. One approach would be to consider the main and the subordinate clause together as one unit with one matrix language. Alternatively, one can determine the matrix language separately for main and subordinate clauses. The approach taken in this study is to consider the main and subordinate clause together as one unit. There are various ways to identify the matrix language, including the discourse-oriented approach, the left to right parsing approach/sequential approach, the morpheme counting approach, the main verb approach and the word order approach (Deuchar et al., 2007; Muysken, 2000).

Determining the base language using the discourse-oriented approach would be looking at the language that provides most words. With this technique, fragments of switches are considered as separate insertions. In example (84), which is an English-Malay utterance, it is clear that the language of conversation is English as most words come from this language.

(84)   *Isi* and give it to me.
        Fill and give it to me.
        "Fill it and give it to me."

                                                                                    (Azma)

The sequential or left to right parsing approach is analysing a clause or a sentence from left to right meaning that the language used at the beginning of the clause is the matrix language. For example, in (85), the items in Malay are the ML and English is the EL.

(85) Saya tak *request.*

I not request.

"I did not request."

The morpheme counting approach is applied by counting the morphemes and the language which provides most morphemes is deemed the matrix language. This is different from the discourse-approach as in the morpheme counting approach, the language with the most morphemes, which includes the base word, suffixes and affixes, is considered to be the ML. Example (86) shows Malay-English CM. Most of the morphemes in this sentence (including all function words) are from Malay (*apa, yang, saya selalu, -nya, me-, mengandungi)* and therefore the ML in this sentence is Malay.

(86) Apa yang saya *reject* selalunya ada mengandungi *solution*.

What that I reject usually have include solution.

" What I have rejected usually would have a solution to it."

The word order approach is where the matrix language determines the word order of the sentence. For example, in (87) the matrix language is Tagalog as it follows Tagalog word order, which is verb-subject-object. English is not the matrix language because it has subject-verb-object word order.

(87) Isasagad   siya dito sa *second half.*

Push the limit   he here in second half.

"Push him to the limit in the second half."

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(Thompson, 2003)

Another way to identify the matrix language is to identify the main verb. The language of the main verb would be the base language because the verb is the semantic kernel of a sentence (Muysken, 2000). In (88), *nak* "want*"* is the verb therefore Malay is the ML of the sentence and English is the EL.

(88)   Nak *introduce* sahaja.
    Want introduce only.
     "Only want to introduce."

(Azma)

The approach taken in this study to identify the matrix language was mainly by identifying the main verb in an utterance. However, this is not the case for every utterance as there are cases when the main language is not used to determine the ML. Example (89) presents an utterance that was analysed by firstly identifying the main verb. The main verb of the first clause is *say,* which means the matrix language of the clause is English, and there is a switch to Malay, *kenapa* "why", so Malay is the embedded language.

(89) You will say '*kenapa?*'
    "You will say   'why?'"

(Azma)

Similarly, in example (90), the main verb is *try*, which means the matrix language is English, and the embedded language for this utterance is Malay.

(90) *Maksudnya*   you try to apply.
   Meaning+POSS you try to apply.
    "It means   you try to apply."

(Azma)

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However, example (91) shows that the embedded language is English and the matrix language is the Malay language. In example (91), *ubah* "change" is the main verb of the sentence, and the speaker switches to English for a noun word, phrase.

(91) Cuma ubah *phrase.*

   Just change phrase

  "Just change the phrase"

                                                                      (Ali)

In (92), *lowest* and *highest price* are embedded into a Malay structure, as *cakap* "say" is the main verb which determines the matrix language.

(92) Jangan cakap pasal *lowest* atau *highest price* lagi.

   Don't   talk about lowest   or   highest price further.

  "Don't further talk about lowest or highest price."

                                                                       (Ali)

In some cases, the matrix language is determined by looking at the word order, especially for questions. In Malay grammar, interrogative pronouns can either be placed at the beginning of the sentence or at the end of the sentence. Examples (93) and (94) show some questions with interrogative pronouns at the right periphery, which is not common in English. Therefore, Malay is more likely to be the ML and the NP *stray dogs* is inserted into the Malay frame.

(93) *Stray dogs* itu dimana?

   Stray dogs that where?

  "Where are the stray dogs?"

                                                                       (Ali)

The same analysis can be applied to (94) although the fact that the switch consists of two consecutive elements, an English conjunction, namely *so*, and a NP (*demographic data*), makes it unlikely that this is a case of insertion. An alternative analysis of (94) would be to consider it as an example of alternation or congruent lexicalization.

(94) *So demographic data* letak mana?

   So demographic data put where?

  "So where do you put demographic data?"

<div align="right">(Ali)</div>

The discourse-oriented approach was applied when the main verb is solely inserted within the utterance as with the case of (95). I initially used the main verb approach, however, having one word in an utterance as the ML seemed unappealing. The discourse-oriented approach was then applied to analyse the utterance which renders the verb *nampak* "see" as the switched language in the utterance.

(95) Nampak difference between inductive deductive?

   See   difference between inductive deductive?

  "See the difference between inductive and deductive?"

In the case of alternation, the matrix language alternates; there is no dominating language and the grammatical frame of each language is used in alternation in the sentence (Stam, 2017). Put differently, the speaker changes from one language system to another language system. Therefore, it is easier to determine the switch point in alternation compared to other CM types as there is a clear separation between the two languages. The switch point can generally be determined according to sequence as the switch is usually at the end periphery. In (96), the sentence starts with Malay but switches to English after *ni* "this".

(96) Macam contoh dia cakap ni,*'was used in combat.'*

    Like   example he says this, 'was used in combat.'

    "Like for example he says this, was used in combat."

<div align="right">(Azma)</div>

In (97), the switch occurs between the main clause and the subordinate clause. In this example, the main clause is entirely in English and the subordinate clause in Malay. The fact that the subordinate clause is very long is interesting because according to Stam (2017), the longer the switched clause, the less it is dependent on the frame of the initial ML.

(97) I know all of these pages *sebab saya dah mengulanginya lima kelas yang sebelum ini.*
    I know all of these pages because I already repeat+POSS   five class that before this.
    "I know all of these pages because I have already looked at it repeatedly since five classes prior to this."

<div align="right">(Ali)</div>

In (98), the switch to Malay is accompanied by repetitions of the word *apa* "what" which flags up that the speaker is unsure how to express the rest of the sentence. According to Muysken, flagging is the interruption of speech flow at the transition point between the two languages (Muysken, 2000). The interruption would occur with a pause, with the use of fillers (*umm*, *well*) or repetition, as shown in (98). Flagging is commonly found in alternation.

(98) If you look at the sample, the way you write it you straight away mention in the article
    If you look at the sample, the way you write it you straight away mention in the article
    apa   apa   apa apa dari siapa siapa.
    what what what what from who who.
    "If you look at the sample, the way you should write it is, you should immediately mention in the article what it is about and from whom."

<div align="right">(Azma)</div>

<div align="center">135</div>

Upon first scrutiny, it is not clear whether an utterance has a ML. Therefore, I would firstly try to determine the element switched by looking at the main verb. In (99), English would appear to be the matrix language because the main verb *check* is in English. In that case, Malay would be the embedded language. However, this analysis is not very attractive because it is not very common to see insertions of function words (*kena* "must" and *lagi tak* "more not"). Alternatively, it would be possible to consider the function words *kena* and *lagi tak* as defining the grammatical frame of the sentence with some insertions of English content words. However, the fact that the sentence starts with two English function words (*so you*) also makes this analysis unattractive. Therefore, it is probably better to assume there is no matrix language here and elements from both languages are inserted freely into a shared grammatical frame.

The identification of the matrix language and the guest language is particularly difficult in an utterance with many back and forth switches. Therefore, I decided to determine which language was the guest language by calculating which language contributed the fewest number of words in an utterance. For example, in (98) there are three Malay words (*kena* and *lagi tak)* and four words of English. Therefore, Malay was identified as the guest language in the utterance.

(99) So you *kena* check *lagi tak* dictionary*?*

So you must check more not dictionary?

"So you must check the dictionary some more?"

(Azma)

Example (100) contains two switches of function words, namely *tapi* "but" and *sebab* "because", which occur in an English sentence. In this sentence, the guest language is clear because only two Malay conjunctions are positioned in the sentence. One would think that this

is a case of insertion rather than congruent lexicalization but *tapi* and *sebab* are function words and switching of functions words is typical for congruent lexicalization.

(100) *Tapi* in this context we cannot use handy *sebab* it refers to people**.**

   "But in this context we cannot use handy because it refers to people."

<div align="right">(Azma)</div>

The same approach was taken for (101) as there is no ML. The CM in this sentence comprised both content words and function words.

(101) Kalau *you* tanya *question* A, dia akan cakap *smoking is* naikkan harga rokok.

   If   you   ask   question A, he will say smoking is increase price cigarettes.

  "If you ask question A, he will say for smoking is to increase the price of cigarettes."

<div align="right">(Ali)</div>

Finally, the data contain clear examples of back-flagging, that is, the use of Malay discourse markers in stretches of speech that are mainly English. In (102), the discourse marker –*lah* is attached to the NP *base word*.

(102) Base word-*lah.*

  Base word+PTCL.

  "Base word."

<div align="right">(Azma)</div>

Example (103) shows clearly that the whole sentence is in English except for the tag *betul tak* "lit. right not?"

(103) So you've never come across these words before, *betul tak?*

   So you've never come across these words before, right not?

  "So you've never come across these words before, have you?"

<div align="right">(Azma)</div>

In example (104), only two Malay words, the conjunction *tapi* "but" and the discourse particle *–lah*, are attached to the English sentence. The usage and function of *–lah* will be explained in the next chapter, section 7.2.4.

(104) *Tapi* you have to contact me**-***lah*.

But you have to contact me+PTCL.

"But you have to contact me."

<div align="right">(Ali)</div>

Another Malay tag that was used in the data is the question tag *–kan*, which is located at the right periphery of the sentence (105).

(105) Four groups-*kan?*

Four groups+Q?

"Four groups, isn't it?"

<div align="right">(Ali)</div>

In (106-108) there are only two words in the clause and no main verb. In all cases, English provides the content words and function words generally come from Malay.

(106) Bukan *school.*
   "Not school."

<div align="right">(Azma)</div>

(107) Satu *group?*
   "One group?"

<div align="right">(Ali)</div>

(108) Persoalan *people.*
   "Question people."

<div align="right">(Ali)</div>

6.2 Discarded utterances with loanwords from English to Malay

During the identification of each CM, ten utterances with loanwords from English were not considered as code mixing. Distinguishing between code mixing and borrowing is notoriously difficult (Poplack, 2018). There are many English words such as *telescope*, *factual*

and computer which are widely used by speakers of Malay who have little or no knowledge of English. These words have become part of Malay and can be considered as "established borrowings" from English in Malay. However, there are also many words in bilingual datasets for which it is difficult to establish whether they are loanwords or code-switches. According to Poplack (2018) single (content) words should generally be seen as borrowings whereas phrases are to be considered as code-switches. However, this is at odds with Muysken's (2013) analysis, where insertional code-switching often involves switching of single content words. In the current thesis we have adopted Muysken's definition of code-switching, where the insertion of single words is considered to be a form of code switching "akin to borrowing" (p.3).

It was often difficult to decide on the basis of the pronunciation whether a word should be seen as a borrowing into Malay or a code switch to English due to similarity in pronunciation. Example (109) shows the use of the word *telescope*. When listening to Ali's recording, it was not easy to differentiate whether he used the English pronunciation tel.ɪ.skəʊp (UK) / ˈtel.ə.skoʊp (US) ("Cambride dictionary," 2019) or the Malay pronunciation téléskop ("Kamus Bahasa Melayu," 2017) as his pronunciation was in between English and Malay té.lé.skoʊp .

(109) Ingat   tak   saya cakap pasal **telescope/teleskop** tu?
       Remember not   I   talk about telescope that?
        "Do you remember when I talked about the telescope?"

                                                                      (Ali)

Example (110) was not considered as CM as the word *graf* in Malay is a borrowing from English as it is established in the Malay language dictionary ("Kamus Bahasa Melayu,"

2017) and the Malay pronunciation is the same as UK English making it more difficult to differentiate whether it is English or Malay.

(110) Semua ni dia punya **graph/graf** lah?

    All   this it   POSS   graph+DM

    "All of this is its graph?"

<div align="right">(Ali)</div>

In example (111), it was difficult to discern the /f/ and /v/ sound in *objective*, borrowed in Malay as *objekti*f and this word is also established in the Malay dictionary ("Kamus Bahasa Melayu," 2017). In cases such as (111) it was assumed that the items were not code switches but borrowings.

(111) Dan **objective**

    "And objective"

<div align="right">(Ali)</div>

6.3 Determining the type of code mixing

In order to determine the type of CM used by the teachers, the scoring table derived from Deuchar et al. (2007) was used. The features of each clause were identified by indicating '+', '-', or '0' in Column C as previously discussed in section 5.7.1. If a feature was present in the utterance, a '+' was given and if a feature was not present in the utterance a '-' was given. If a feature did not apply, a '0' was indicated (see page 107). As presented in Table 5.3 (section 5.7.1), the scoring table is divided into four columns A, B, C, D.

Table 6.1 and Table 6.3 are extractions of Column C from Azma and Ali respectively which shows CM utterances and allocated symbols. After cross-checking the symbols in Column B to Column C, scores were inserted in Column D and the total score was calculated.

Table 6.2 and Table 6.4 list the sum for each code mixing type and the bolded numbers are the

highest score which indicates the dominant type of code mixing for each utterance.

Table 6. 1 *Extractions of column C from typology scoring table (Azma)*

MUYSKEN'S FEATURES	C	C	C	C
CONSTITUENCY	Ada **justification** tak dalam tu?	Macam contoh dia cakap ni, **'was used in combat.'**	And then you will see **yang** the third example	Because you don't want to keep in flipping the dictionary every time you encounter unfamiliar words, **betul tak?**
Single constituent	+	−	−	−
Several constituents	−	+	−	+
Non-constituent	−	−	+	−
Nested aba	+	0	−	0
Non-nested aba	−	0	+	0
ELEMENT SWITCHED				
Diverse switches	−	−	−	−
Long constituent	−	+	−	−
Complex constituent	−	+	−	−
Content word	+	0	−	0
Function word	−	0	+	0
Adverb, conjunction	−	−	−	−
Selected element	−	−	−	−
Emblematic or Tag	−	−	−	+
SWITCH SITE				
Major clause boundary	−	−	−	−
Peripheral	−	+	−	+
Embedding in discourse	−	+	−	+
Flagging	−	−	−	−
Dummy word insertion	−	0	−	0
Bidirectional switching	+	−	+	−
PROPERTIES				
Linear equivalence	+	+	+	+
Telegraphic mixing	−	−	−	−
Morphological integration	−	−	−	−
Doubling	−	−	−	−
Triggering	−	−	−	−
Mixed collocations	−	−	−	−
Self-corrections	−	−	−	−

Table 6. 2 *Dominant pattern of code mixing for each example (Azma)*

	1	2	3	4
Scores on mixing patterns	Ada **justification** tak dalam tu?	Macam contoh dia cakap ni**, 'was used in combat.'**	And then you will see **yang** the third example...	Because you don't want to keep in flipping the dictionary every time you encounter unfamiliar words, **betul tak?**
Insertion	**10**	1	2	5
Alternation	-6	**4**	-4	0
Congruent Lexicalisation	1	-3	**9**	1
Back-flagging	8	3	8	**9**
Dominant pattern	Insertion	Alternation	Congruent Lexicalization	Back-flagging

Table 6. 3 *Extractions of column C from typology scoring table (Ali)*

MUYSKEN'S FEATURES	C	C	C	C
CONSTITUENCY	So as all you guys know umm when it comes to report writing, it is no longer **laporan lawatan ke zoo negara.**	Sir I'm already **lemau** already, kan?	Sir I'm already lemau already, **kan?**	And discussion data **ni kitaorang** plan **nak** compare **dengan** this one.
Single constituent	+	+	+	+
Several constituents	–	–	–	–
Non-constituent	+	–	–	+
Nested aba	o	+	o	o
Non-nested aba	o	–	o	o
ELEMENT SWITCHED				
Diverse switches	–	–	–	+
Long constituent	+	–	–	–
Complex constituent	+	–	–	–
Content word	o	+	–	o
Function word	o	–	–	o
Adverb, conjunction	–	–	–	–
Selected element	+	–	–	–
Emblematic or Tag	–	–	+	–
SWITCH SITE				
Major clause boundary	–	–	–	–
Peripheral	+	–	+	–
Embedding in discourse	+	–	+	–
Flagging	–	–	–	–
Dummy word insertion	o	–	–	o
Bidirectional switching	+	+	+	+
PROPERTIES				
Linear equivalence	+	+	+	+
Telegraphic mixing	–	–	–	–
Morphological integration	–	–	–	–
Doubling	–	–	–	–
Triggering	–	–	–	–
Mixed collocations	–	–	–	–
Self-corrections	–	–	–	–

Table 6. 4 *Dominant pattern of code mixing for each example (Ali)*

	1	2	3	4
Scores on mixing patterns	So as all you guys know umm when it comes to report writing, it is no longer **laporan lawatan ke zoo negara.**	Sir I'm already **lemau** already, kan?	Sir I'm already lemau already, **kan?**	And discussion data ni kitaorang plan nak compare dengan this one..
Insertion	1	**10**	4	3
Alternation	**4**	-6	4	-6
Congruent Lexicalisation	-3	1	4	**7**
Back-flagging	3	8	**18**	5
Dominant pattern	Alternation	Insertion	Back-flagging	Congruent Lexicalization

6.4 Frequency of code mixing types

After calculating the scores and determining the CM type for each clause, the overall percentages of each CM type were calculated in order to answer the first research question, "What types of code mixing, as distinguished by Muysken (2013) are used in lecturers' discourse in the ESL classroom?"

The percentages for each CM type are presented in Table 6. 5 of Azma and Ali's speech. The complete data from each participant comprises a total of 406 switches (Azma) and 637 switches (Ali). The acronyms used in the tables are types of CM namely insertion (INS), alternation (ALT), congruent lexicalization (CLX) and back-flagging (BFL).

Table 6. 5 *Code mixing typology frequency and percentage*

Participants	INS		CLX		ALT		BFL		Total	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Azma	70	17.2	144	35.5	133	32.8	59	14.5	406	100
Ali	273	42.9	176	27.6	126	19.8	62	9.7	637	100
Total	343	32.9	320	30.7	259	24.8	121	11.6	1043	100

Note: *f* = frequency, *%* = percentage

The total percentage for both participants shows that insertion was the most frequent CM to occur with 32.9%. Congruent lexicalization emerged 30.7% with a minor difference of 2.2% lower than insertion. Alternation calculated to 24.8% as this type came up 133 times in Azma's discourse and 126 times in Ali's discourse. Back-flagging was the least frequent to emerge in the data, with 11.6% of the total percentage.

6.5 Directionality of code mixing

The calculation of CM direction according to typology is presented in Table 6.6. The data show that there were 523 switches in Malay-English CM and 520 in English-Malay CM. Table 6. 6 clearly shows that insertion is an asymmetrical process in this data set in that there

are far more insertions of English elements in Malay (272) than vice versa (71). For CLX and ALT the switches in either direction are roughly balanced and for BFL only switches of English to Malay were found as this corresponds to the definition of BFL, which refers to discourse markers of the first language.

Table 6. 6 *Frequency and percentage in different directions for both participants*

Direction	INS		CLX		ALT		BFL		TOTAL	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Malay-English	272	52	135	25.8	116	22.2	0	0	523	100
English-Malay	71	13.7	185	35.6	143	27.5	121	23.3	520	100
Total	343	32.9	320	30.7	259	24.8	121	11.6	1043	100

Note: *f* = frequency, *%* = percentage

In order to obtain clarity on the lecturers' usage of code mixing, a chi-square test was conducted for each type of code mixing to determine whether the two observed lecturers were more likely to code switch from Malay to English or from English to Malay. The results for INS indicated that the two lecturers were 6.85 times more likely to code switch from Malay to English than from English to Malay ($X^2(1) = 173.79$, $p < .001$, odds ratio = 6.85, 95% CI [5.06, 9.28]).

The results for CLX show that this type of CS went in the opposite direction: The two lecturers were slightly less likely to code switch from Malay to English than from English to Malay ($X^2(1) = 11.69$, $p = .001$, odds ratio = 0.63, 95% CI [0.48, 0.82]).

For ALT it appeared to be the case that the two lecturers were less likely to code switch from Malay to English than from English to Malay, but these differences were not significant ($X^2(1) = 3.95$, $p = .053$, odds ratio = 0.75, 95% CI [0.57, 1.00]). For ALT the conclusion can therefore be drawn that the participants switched equally often in both directions.

A Chi Square test was not conducted for BFL as there are no examples of BFL from Malay to English. Only switches of Malay discourse markers in English utterances count as BFL. Switches of English discourse markers in Malay are considered to be ALT.

6.6 Code mixing syntactic categories

The overall data were categorised according to syntactic categories presented in Table 6. 7. An utterance that had more than one switches could have more than one syntactic categories. For example, the utterance "*Now* kena ajar *grammar* dulu" shows two syntactic categories which are adverb (now) and noun (grammar). The data showed that nouns were the most prevalent with 19.3%, followed by noun phrases (11.5%) and personal pronouns (10.5%). However, the least frequent categories were main clause, conditional clause and relative pronouns, each with 0.2%.

Table 6. 7 *Syntactic category of code-mixes (all participants)*

Syntax	N	%
Noun	232	19.3%
NP (noun phrase)	138	11.5%
Personal Pronoun	126	10.5%
Discourse Marker	126	10.5%
Lexical Verb	99	8.2%
Conjunction	99	8.2%
VP	86	7.2%
Adv & AdvP	85	7.1%
Adj & AdjP	48	4.0%
Wh-Word (Interrogative Pronoun)	40	3.3%
Prep and PP	25	2.1%
Demonstrative	19	1.6%
Modal Verb	17	1.4%
Various Constituents	11	0.9%
Relative Clause	11	0.9%
Negation	9	0.7%
Possessive Pronoun	9	0.7%
Auxiliary verb	6	0.5%
Complement Clause	4	0.3%
Interjection	4	0.3%

Main Clause	3	0.2%
Conditional Clause	2	0.2%
Relative Pronoun	2	0.2%
Total	**1201**	**100**

Note: *f* = frequency, *%* = percentage

6.7 Linguistic findings

This section presents the Malay function word switches found in the data which includes modal verbs, conjunctions and the switch of *yang*. This section also presents utterances which are not congruent as it breaks the grammar rules of the matrix language which are called as compromise strategies (Sebba,1998).

6.7.1 Function word switches

There were various function word switches in the data encompassing one-word switches or multi-word switches. Example (112) and example (113) are clauses with one-word switches. However, the type of switch in (112) is congruent lexicalization and in (113) it is insertion. The feature that differentiates the two is that *yang* "that" in (112) is a function word and *kata nama* "noun" in (113) is a content word.

(112) Even better you provide what word *yang* actually show judgment…

Even better you provide what word that actually show judgement…

"Even better (if) you provide which word that actually shows judgement…"

(Azma)

(113) Don't simply think that *kata nama* has to be something that is physical.

Don't simply think that   noun   has to be something that is physical.

"Don't simply think that a noun has to be something that is physical."

(Azma)

Another example of function words CM is depicted in (114), which shows multi-word switches. The words *yang* *"*that*"* and *kena* "must" are function words which link content words. Switching of diverse lexical items is typical for congruent lexicalization. In this type of CM, any categories can be switched because there is no matrix language determining the language of function words (Muysken, 2000, p. 130).

(114) Stated main idea *yang* you *kena* create sendiri.

    Stated main idea that you   must create alone.

    "Stated main idea that you must create on your own."

<div align="right">(Azma)</div>

Switch of Malay modal verbs

    Boleh "can" is an auxiliary verb which is found to be switched in both Azma's and Ali's data. In Malay grammar, *boleh* is a modal of ability and possibility. It is used to show the ability to do something and it is also used in relation to permission and consent. As Abdullah (1993) stated, it is related to the notion of "it is not possible because we do not have the ability…' or 'it is not possible because we are not permitted to…" (I. H. Abdullah, 1993, p. 37). Example (115) presents the use of *boleh* to show ability and (116) shows the use of *boleh* for permission.

(115) Dia boleh mengangkat kotak berat itu.

   He   can   carry   heavy box that.

    "He can carry that heavy box"

<div align="right">(I. H. Abdullah, 1993)</div>

(116) Awak boleh hadir di mesyuarat itu.

   You can/may   attend meeting that

   "You can/may attend that meeting."

<div align="right">(I. H. Abdullah, 1993)</div>

Azma and Ali switch to *boleh* four and five times respectively. Examples (117) and (118) present CM of *boleh* by both participants. Examining the data in this study revealed that both participants generally insert *boleh* into an English clause to show ability. Ali, however, uses *boleh* once for permission, as presented in (119).

(117)   Students straight away   *boleh*   guess.

   Students straight away   can   guess.

   "Students can straight away guess."

<div align="right">(Azma)</div>

(118) These are the kind of things that you *boleh buat* research-lah.

   These are the kind of things that you can do research+DM.

   "These are the kind of things that you can do research on."

<div align="right">(Ali)</div>

(119) I said *tak boleh* because   *ada*   group *yang dah buat* so be quick.

   I said no can   because there was group that already do so be quick.

   "I said no because there was another group that has already done it, so be quick."

<div align="right">(Ali)</div>

There are cases where *boleh* is switched in combination with a lexical verb, as in (120), where Azma uses *boleh* in combination with *nampak* "see", but the most common pattern is that where *boleh* is combined with an English lexical verb, as in (121).

(120) So *daripada situ* you *boleh nampak* that I understand.

So from there you can see that I understand.

"So from there you can see that I understand"

(Azma)

(121) One of the advantage of dividing male female *tu saya rasa* you *boleh* analyse based on

One of the advantage of dividing male female *that I feel* you *can* analyse based on

male and female.

male and female.

"One of the advantages of dividing male and female is that I feel you will be able to analyse based on each gender (male and female)"

(Ali)

Another Malay auxiliary to show ability is *dapat.* According to Abdullah (1993), the use of *dapat* implies the speaker trusts the action will be completed, as shown in example (122).

(122) Dia dapat mengangkat kotak berat itu.

He can carry box heavy that.

"He can carry that heavy box." (and in fact he did)

(I. H. Abdullah, 1993)

Because of the subtle differences in meaning, *boleh* and *dapat* are not always interchangeable, although each refers to the speaker's ability. On another note, *dapat* can also mean "to get" or "to receive" in English. In the current data set the participants particularly used *dapat* to present the notion "to receive", as shown in example (123).

(123) You will see *ada   yang dapat.   Ada   yang tak dapat.*

    You will see there are that   get. There are   that   not   get.

    "You will see there are some that will get. There are some that will not get."

(Azma)

Other than *boleh* and *dapat*, *kena* "must" was also found in the data, as shown in (124). *Kena* is often used colloquially to express the meaning of *must* or *have to (Z. Othman, 2012)* as the word *mesti* "must" would be used formally.

(124) So one thing about this question is that your example you *kena* write the whole thing.

    So one thing about this question is that your example you must write the whole thing.

    "So one thing about this question is that in your example you must write the whole thing."

(Azma)

Malay conjunctions

Malay conjunctions like *tapi* "but" and *sebab "*because" were also mixed into an English clause. Examples (125) and (126) show one-word switches of both conjunctions.

(125)   *Tapi* you have to contact me-*lah***.**

    But you have to contact me+PART.

    "But you have to contact me."

(Ali)

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(126) *Sebab* the food is delicious.

Because the food is delicious.

"Because the food is delicious."

(Ali)

In some cases, both Malay conjunctions were used together in a complex sentence, as shown in example (127).

(127) *Tapi* in this context we cannot use handy *sebab* it refers to people.

But in this context we cannot use handy because it refers to people.
"But in this context we cannot use handy because it refers to people."

(Azma)

Example (128) presents another use of Malay conjunctions in a complex sentence. In this sentence the participant used the conjunction *yang* "that" along with *tapi* "but" and *sebab* "because". All of these switches are potentially facilitated by the fact that Malay and English word order is mostly equivalent in these constructions.

(128) So you know that 'at least was cheap' *maksudnya dia* not tasty *tapi* in contrast, it is cheap

So you know that 'at least was cheap'   means   it not tasty but in contrast, it is cheap

and then you know *yang* the second example eh the first example Robert loves to sing *tapi*
and then you know that the second example eh the first example Robert loves to sing but

tiada guna sebab nobody wants to listen to him.
none use because nobody wants to listen to him.
"So you know that 'at least was cheap' means that it is not tasty but in contrast, it is cheap
and then you know that the second example eh, the first example, Robert loves to sing but
it's no use because nobody wants to listen to him"

(Azma)

Switch of 'yang'

Analysis of the data also found the switch of the word *yang* which is equivalent to the English word "that" which functions either as relative pronoun or conjunction. Example (129) shows the use of the relative pronoun. The utterance has multi-word switches (CLX) along with the word *pun* "also".

(129) So the article *yang* you submit *pun* cannot print a new one and submit.

So the article that you submit also cannot print a new one and submit.

"So the article that you (already) submit, you cannot print a new one and submit."

(Azma)

Example (130) shows the use of *yang* as a relative pronoun to connect the clauses *stated main idea* and *you kena create sendiri*. The switches in this utterance are also typical for CLX.

(130) Stated main idea *yang* you *kena* create sendiri.

Stated main idea that you must create alone.

"Stated main idea that you must create on your own."

(Azma)

There was also one word switch of *yang* identified as alternation as it is a one word switch of conjunction as presented in example (131).

(131) And then you will see *yang* the third example.

And then you will see that the third example.

"And then you will see the third example."

(Azma)

6.7.2 Compromise strategy (Sebba,1998) in code switching

Compromise strategy is a way that allows switching to occur even though the utterance has grammatical mistakes from the viewpoint of a monolingual speaker (Sebba, 1998). It was found that there are two utterances by Ali that did not follow English grammatical rules as he implemented Malay grammar rules to English words. Examples (132) and (133) present switched clauses which follow Malay grammar rules as *colour-colour* and *fancy-fancy* are instances of reduplication, which expresses plurality. This clearly breaks English grammatical rules to show plurality.

(132) Tak   payah   *colour-colour.*

No   need   coloured+ADJ.PL

"No need (for the printouts to be) coloured."

(Ali)

The grammar rule applied in (133) is not as straightforward as (132). The word *fancy*, which is an adjective, is made to be plural to signify that the noun is plural. In Malay grammar, reduplication of adjectives can be used to mark plurality of nouns (Nor et al., 2015), which means that it is not necessary to reduplicate the noun. For instance, the sentence *the houses there are big* can be translated into Malay as "rumah disana besar-besar belaka". Reduplicating *rumah* as in "rumah-rumah disana besar-besar belaka" would be grammatically incorrect.

(133) Tak   payah   *fancy-fancy***.**

No   need   fancy+ADJ.PL.

"No   need (for the printouts) to be fancy."

(Ali)

Apart from reduplication, the data shows that Ali used an English plural form to a Malay word as presented in (134). Ali wanted to explain the meaning of variables to help students' understanding of the concept. However, as the word *pemboleh ubah* is inserted in an

English utterance Ali adhered to English grammar and added 's' to the NP *pemboleh ubah*. Even though the addition of 's' follows English grammar it breaks the grammar of the Malay language.

(134) Now you guys know that variables are *pemboleh ubah-s.*

    Now you guys know that variables are variables.

    "Now you guys know that variables are variables."

<div align="right">(Ali)</div>

6.8 Functions of code mixing

The functions of CM were analysed to answer the second research question of this study. Therefore, this section presents the findings of the functions of CM revealed in the data. The frequency of functions will be firstly presented and each finding will be further discussed. Each CM within an utterance was analysed to find out the functions of CM of Azma's and Ali's discourse in the classroom. The classification of the functions was developed based on the available literature and drew on the 'explanation and clarifying subject matter' function, which was based on Uys (2010), and the 'solidarity function' which was derived from Adnan (2011). All of the questioning functions, except for facilitating questions (Tottie & Hoffmann, 2006), were taken from Lincoln (2018). On the other hand, functions like 'verbal cue' and 'technical vocabulary' were added to the list of functions as the data revealed some switches fulfilled functions that could not be classified under the other categories. The designations for 'verbal cue' and 'technical vocabulary' were inspired by Low (2016) and Then and Ting (2009).

Table 6. 8 presents a list of functions identified and the definition of each function. The functions are divided into two categories, facilitative technique and questioning technique.

Table 6. 8 *The definition of each function of code mixing*

Facilitative technique	
Emphasis	To highlight and draw attention to important details of a conversation (Zentella, 1997cited in Halim & Maros, 2014).
Explanation and clarifying subject matter	Explanation of the topic content (Uys, 2010).
Solidarity function	To show the degree of intimacy/closeness between the teacher and the students. (Adnan, 2011).
Verbal cue function	Verbal cues used to facilitate understanding (S. M. Low, 2016).
Imperative function	Giving a command or instruction to students (Begum, Bali, Choudhury, Rudra, & Ganguly, 2016).
Technical vocabulary function	Technical vocabulary (jargon) used that is specifically related to the subject content (Then & Ting, 2009).
Questioning technique	
Facilitating question	Tag question used when the speaker is sure of the truth but wants to involve the listener (Tottie & Hoffmann, 2006).
Rhetorical question	Questions used to emphasise a point or to reinforce an idea statement. This also applies to question tags (Lincoln, 2018).
Clarifying question	Wants clarification from the students (Lincoln, 2018).
Increasing critical awareness question	Questions that require students to go beyond the first response (Lincoln, 2018).

During analysis, it was found that CM in one utterance may have two functions. Therefore, the utterance was identified and calculated as two functions. In example (135) *contohnya* "for example" fulfils the function of introducing what will be said in the sentence and *-kan* is a question tag which is often used to check comprehension with the listener.

(135) *Contohnya*   if you look at the table, *kan?*

     Example+POSS, if you look at the table, isn't it?

     "For example, if you look at the table, isn't it?

<div align="right">(Azma)</div>

The transcriptions in CLAN and the video recordings were also examined in order to understand the context of each utterance in the conversation. For example, (136) presents Ali's utterances in the classroom as he was advising students about their draft questionnaire questions and structure. The lecturer suggested that one of the research questions and some of the questions in the questionnaire were irrelevant to their research topic "The issue of stray dogs among students in residential area." I interpreted the utterance "doesn't make sense **kan**?" as a rhetorical question because the transcript shows that there was no response from any of the students after the question was asked. Further scrutiny of the video recording also revealed that after this utterance Ali promptly asked another rhetorical question, namely "Ha..so why ask this?" which further shows that the question was not meant to be answered. Furthermore, the previous utterances also had some rhetorical questions which show that Ali was primarily trying to get his points across to the students rather asking questions to check students' understanding.

(136)

*LEC: Kalau ada pun apa kena mengena the presence of stray dogs affects

students' health?

%eng: Even if there is what does it have to do with the presence of stray

dogs and the affect to students' health?

*STD: Tak relate sangat.

%eng: It does not really relate.

*LEC: Lepas tu, macam ni 'Do you know rabies…'

%eng: And then like this, 'Do you know rabies…'

*LEC: Apa kena mengenanya?

%eng: How does it relate?

*LEC: Can rabies be treated?

*LEC: Of course, yes.

*LEC: But then apa kena mengena dengan health diorang?

%eng: But then what does it have to do with their health?

*LEC: Doesn't make sense, *kan?*

*LEC: Ha..so why ask this?

*LEC: I want you guys to have actual section numbers.

*STD: Actual section number?

*LEC: Yes. Actual numbers.

*LEC: For example, section A there's number one,

Section B there's another number one.

(Ali)

6.8.1 Frequency of functions

Table 6. 9 presents the percentage of functions of CM found in Azma's data, ranked from the most to the least frequent. The findings show that explanation and clarifying subject matter is the most prevalent function (58.5%), followed by emphasis (16.1%). Furthermore, facilitating questions and verbal cue were applied almost equally with 4.0% (16 times) and 3.8% (15 times) respectively. The remaining functions were found very infrequently.

Table 6. 9 *Functions of code mixing (Azma)*

Functions	*f*	*%*
Explanation and clarifying subject matter	233	58.5%
Emphasis	64	16.1%
Solidarity	39	9.8%
Clarifying question	19	4.8%
Facilitating question	16	4.0%
Verbal cue	15	3.8%
Rhetorical question	7	1.8%
Increasing critical awareness	3	0.8%
Imperative	2	0.5%
Total	398	100%

Note: *f* = frequency, *%* = percentage

Table 6. 10 gives an overview of the functions of CM in Ali's lesson. The most prevalent function to emerge in Ali's data is the explanation and clarifying subject matter with 39.9%. Technical vocabulary is the second most frequent function with 19.1%, as it occurred 121 times and was not revealed in Azma's data. Emphasis was calculated to be 18.9%.

Table 6. 10 *Functions of code mixing (Ali)*

Functions	*f*	*%*
Explanation and clarifying subject matter	253	39.9%
Technical vocabulary	121	19.1%
Emphasis	120	18.9%
Solidarity	69	10.9%
Clarifying question	38	6.0%
Facilitating question	18	2.8%
Rhetorical question	13	2.1%
Imperative	2	0.3%
Total	634	100%

Note: *f* = frequency, *%* = percentage

6.8.2 Emphasis function

For better understanding, I will elaborate on each function and provide examples for each. In (137), for example, *bukan* 'not' is used for emphasis; using a Malay negation instead of an English negation in this sentence draws particular attention to the point made by the teacher. Furthermore, *bukan* can be emphatic if there is a contradictory statement following it (Sneddon, Adelaar, Djenar, & Ewing, 2012) or if it negates a verb or adjective (Kroeger, 2014), as in (137).

(137) So conclusion here *bukan* conclusion of a paragraph. It is a statement which is

So conclusion here not conclusion of the paragraph. It is a statement which is

supported by a premise.

supported by a premise.

"So the conclusion here is not the conclusion of the paragraph. It is a statement which is supported by a premise."

(Azma)

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Even though the subsequent statement is not a straightforward contradictory statement, the lecturer is trying to explain that the conclusion of the particular paragraph they were studying was not the conclusion of the entire essay. The lecturer is referring to a highlighted point in a short passage in which there is a premise and a conclusion. Furthermore, listening to the participant's recording there was an increase in tone on *bukan* and then a decline in tone on conclusion. This further indicates that *bukan* is operating as emphasis function. This would of course need to be corroborated by detailed analysis of intonation patterns of mixed and non-mixed utterances. However, further investigation of the intonation patterns in the data is beyond the scope of the current thesis.

Another example of *bukan* as emphasis is highlighted in (138), in which the following statement explains the meaning of *glad* with a synonym, *happy.* In this example, *bukan* negates an adjective, which is common in Malay (Kroeger, 2014) and which further supports the notion that it is an emphatic function.

(138) Glad *bukan* excited. *Macam* happy.

    Glad not excited. Like happy.

   "Glad is not excited. It is like happy."

<div align="right">(Azma)</div>

Sekarang ini in (139) denotes an emphatic function as the lecturer wanted to highlight that at that moment the students just needed to know the meaning of different contextual clues. The use of Malay at the start of the utterance highlights the important content to focus on at that point in time.

(139) *Sekarang   ni*   I think just know the functions and the clues first.

    Now   this   I think just know the functions and the clues first.

    "Now I think you just (need to) know the functions and the clues first."

<div align="right">(Azma)</div>

Example (140) highlights the words from a passage the students were reading. The lecturer wanted to explain to the students the meaning of *wasteful* by relating it to the root word *waste*.

(140) Kalau   dia   *wasteful* maksudnya dia   tak   *waste*?

    If   he/she wasteful   means   he/she not waste?

    "If he/she is wasteful does it mean that he/she does not waste?"

<p align="right">(Azma)</p>

6.8.3 Explanation and clarifying subject matter

The use of the explanation and clarifying subject matter function was discovered to be a technique to impart information on the subject content to the students. In example (141), the lecturer was discussing the exercise that the students were doing. She gave an explanation to the students regarding a character named John from a passage in the textbook.

(141) Walaupun   John ni   ada masalah disiplin   tapi *he was a great sportsman.*

    Even though John this has problem discipline but he was a great sportsman.

    "Even though John has a discipline problem, he was a great sportsman."

In (142), the topic the students were learning was strategies to determine the meaning of unfamiliar words. Azma was explaining that to determine unfamiliar words, the students needed to recognise contrast words such as *however*, *but* and *nevertheless*. The switches to Malay in this sentence, such as *kalau* "if", *tak kenal* "do not know" and *susah* "difficult", are keywords used to explain the importance for the students to know contrast words.

(142) Please make sure you recognise these words *sebab kalau* you *tak kenal the* signal used

    Please make sure you recognise these words because if you don't know the signal used

    by the writer then *susah juga untuk* you *nak* guess.

by the writer then difficult also for you want guess.

"Please make sure that you recognise these words because if you don't know the signal used by the writer then it is difficult for you to guess (the meaning of unfamiliar words)."

<div align="right">(Azma)</div>

Another example of the ways in which CM can be used for explanations can be found in (143), where Ali explained to the students that they needed to elaborate the problem statement to discover the appropriate research questions.

(143) Elaborate then only you *akhirnya akan dapat tiga soalan ini.*

    Elaborate then only you finally will get three questions this.

    "Elaborate, then only you will understand the three questions."

<div align="right">(Ali)</div>

In (144) Ali explained that the problem statement should relate to the background of the study and that he wants to see the link between both in the students' writing. Furthermore, he informed the students that it was important for the background to be explained in detail and that he would be focusing on the background when he would read their writing, as stated in Malay *inilah yang saya nak cari* "that (is what) I want to look for". He switches to Malay to explain what is most important.

(144) While reading your problem statement, I'll know based on its background *membawa*

    While reading your problem statement I'll know based on its background   leads

    kepada problem *ini dan* problem *inilah*   *yang saya nak cari contohnya*, right?

      to   problem this and problem this+PART that   I   want find for example, right?

    "While reading your problem statement I'll know based on its background that it leads to this problem and this problem that (is what) I want to look for, for example, right?"

<div align="right">(Ali)</div>

6.8.4 Solidarity function

The solidarity function focuses on the relationship between the lecturer and the students. In (145) Azma uses the pronouns *you* and *I*. Example (146) illustrates the use of *you* by Ali. The use of *you* and *I* is to maintain a neutral relationship with the students with an equal status as pronouns in English do not denote status rankings (Adnan, 2011).

(145*) I* tunjuk *you* jawapan eh.

    I show you answer+INT.

    "I show you the answer."

<div align="right">(Azma)</div>

(146) Kalau *you* tak nak terima saya tak ada masalah.

    If you don't want accept, I don't have problem.

    "I don't have a problem if you don't want to accept."

<div align="right">(Ali)</div>

Examples (147) and (148) present the use of Malay pronouns. In Malay, different pronouns like *awak, kau* and *kamu* 'you' reflect differences in the status of the addressee. For example, if a person is talking to a very close friend, he/she would use *kau* but if a person is talking to a stranger, to someone not very close, or in formal situations, *awak* or *kamu* would be used. *Saya* or *aku* is equivalent to the English pronoun *I*. *Saya* is used in a formal situation, with someone unfamiliar, or with an acquaintance, while *aku* is used with friends (Z. Othman, 2012). In (147) and (148) the usage of *saya* by Ali could be to imply rank or formality. In (147), Ali is trying to emphasise by using his rank as a lecturer that they should contact him first before meeting him in the office and not to come unannounced.

(147) Contact *sayalah.*

    Contact me+PART.

    "Contact me."

<div align="right">(Ali)</div>

In (148), Ali is firmly saying that the lesson will just be a discussion and then they will quickly move on to the next section of the lesson.

(148) *Saya* just discuss then we can go straight to the next chapter.

    I   just discuss then we can go straight to the next chapter.

    "I will just discuss then we can go on to the next chapter."

<div align="right">(Ali)</div>

6.8.5 Verbal cue

Verbal cue is a function specifically identified in this study. This function highlights to students that an explanation is coming up. Interestingly, the explanation will be in English and the only words used in Malay are words like *maksudnya* "it means", *contohnya* "for example" and *katakanlah* "let's say". Examples (149), (150), (151) and (152) depict the use of this function. *Contohnya* is used to introduce examples to the students while *katakanlah* is applied as a way to introduce a hypothetical situation.

(149) *Contohnya,*   there are several types of pollution which is a,b,c.

    Example+POSS, there are several types of pollution which is a,b,c.

    "For example, there are several types of pollution which is a,b,c."

<div align="right">(Azma)</div>

(150)   *Katakanlah* you present on week 12 so you submit your portfolio on week 13…

Say+PART you present on week 12 so you submit your portfolio on week 13…

"Let's say you present on week 12 so you submit your portfolio on week 13…"

(Azma)

Moreover, *maksudnya* is a cue prior to imparting the meaning of what is being conveyed by the lecturer. In (151), Azma is explaining strategies to identify contextual clues. In order to flag up that an explanation is about to be given, she uses *maksudnya* "it means". Azma is trying to say, "What I mean is you try to apply the strategies." In (152) Azma also used *maksudnya* to signal that an explanation is impending.

(151) *Maksudnya*   you try to apply.

Means+POSS   you try to apply.

"It means you try to apply (the strategies)."

(Azma)

(152) Chronology *maksudnya*   you follow the sequence.

Chronology means+POSS you follow the sequence.

"Chronology means   you follow the sequence."

(Azma)

6.8.6 Imperative function

The lecturers use the imperative function to give instructions or orders. Examples (153) and (154) show instructions given to the students. In example (153) the lecturer is giving an instruction saying that when a group is presenting in front of the class, the other students should pay attention to the presentation.

(153) All of the other groups *janganlah   buat benda-benda lain.*

All of the other groups don't+PART   do   things   other.

"All of the other groups don't do other things."

<div align="right">(Ali)</div>

In example (154), the students had a presentation for their report. Ali instructs the students who were not presenting at the time to discuss a question to ask the group that was presenting.

(154) So in other words while they are presenting you guys *kena   bincanglah   siap-siap.*

So in other words while they are presenting you guys have to discuss+PART   ready.

"So in other words while they are presenting you guys have to readily discuss (the question)".

<div align="right">(Ali)</div>

6.8.7 Technical vocabulary function

The technical vocabulary function was used for subject specific vocabulary. In this case, academic research jargon like *problem statement, proposal, limitation* and many more were employed in similar ways. Examples (155) to (158) provide examples of Ali's use of technical vocabulary function.

(155) Hantarlah   *proposal.*

Send+PART   proposal

"Send the proposal."

<div align="center">169</div>

(156) Apa benda *significance of study* ni?

What thing significance of study this?

"What is the significance of study?"

(157)   Namanya   *problem statement.*

Name+POSS problem statement.

"It's called problem statement."

(158) Apa maksud *limitation?*

What means limitation?

"What is the meaning of limitation?"

6.8.8 Questioning functions

As mentioned in Table 6. 8, rhetorical questions are used to emphasise a point or to reinforce an idea or statement. This function is applied for questions with or without a question tag. As shown in example (159), Azma points out that a statement mentioned in the text is the main idea. The question tag *-kan* was then used for confirming whether or not Azma's statement was correct.

(159) Main idea, *kan*?

Main idea, isn't it?

(Azma)

In example (160), Ali was giving a suggestion to the students to choose research participants from the science, computer and mathematics faculty (FSKM).

170

(160) Then *kenapa tak* choose FSKM *sahaja*?

    Then why not choose FSKM only?

   "Then why not choose only FSKM?"

<div align="right">(Ali)</div>

In the data analysed, the clarifying question function was used when the lecturer wanted clarification from the students with regard to their previous knowledge or their actions. Example (161) shows Azma asking whether they know the Malay language equivalent of the word suffix. If the students did not know, Azma would then explain the meaning.

(161) You *tahu tak* in *BM* what is it called?

   You know not in BM what is it called?

   "Do you know what it is called in BM (Bahasa Melayu)?"

<div align="right">(Azma)</div>

In example (162) Azma wanted to know if the students had printed out the answers as she wanted to plan how to discuss the answers with the students and in example (163), Azma intended to explain the meaning of the words in the textbook but she first asked whether the students were familiar with the words.

(162) You print out *sekali jawapan tak*?

   You print out together answer not?

   "Did you print out (the questions) together with the answers?"

<div align="right">(Azma)</div>

(163) So you've never come across these words before, *betul tak***?**

So you've never come across these words before, right not?

"So you've never come across these words before, have you?"

<div align="right">(Azma)</div>

The function of facilitating question is exclusive to tag questions and used when the lecturer knows the answer but wants to check students' understanding, as shown in (164) and (165). This generally occurs when students were reserved and are not active in class. It is also a strategy to make the classroom more interactive.

(164) Social media *lah,   kan*?

Social media+PART, isn't it?

"Social media, isn't it?"

<div align="right">(Ali)</div>

(165) Alright you have three research questions, *betul tak***?**

"Alright you have three research questions, haven't you?"

<div align="right">(Ali)</div>

6.9 Interview findings

Interviews were conducted to investigate participants' perceptions, opinions and experience of using CS in the classroom. The interviews commenced a week after the final observation. Due to lecturers' time constraints, it was not possible to conduct the interview in one session therefore the interviews were divided into two sessions. Each lecturer was interviewed for a total of approximately 25 minutes. The findings are presented to answer the third research question, "what are lecturers' perceptions of the use of code switching in the English classroom and how do these compare with their actual practice in the classroom?" The

findings will be presented according to the themes found in the data. These themes emerged after an iterative process of thematic analysis (Braun and Clarke, 2006) and they are presented in Table 6. 11. The themes applied to the data analysis were the functions of CM and other themes related to training, policy, students' proficiency, and preferences stated by the participants. In this way the researcher was able to directly compare the lecturers' perceptions of their discourse to their practice.

Table 6. 11 *Themes derived from the interviews*

	Theme title	Type of comment represented by this theme
Main node	Functions of code mixing	
Sub-node	Explanation and clarifying subject matter	Both lecturers discussed the use of this function.
Sub-node	To reprimand students	Azma talks about the use of this function.
Sub-node	To provide examples	Azma talks about the use of this function.
Sub-node	To reiterate content	Azma talks about the use of this function.
Sub-node	To build relationship	Ali talks about the use of this function.
Sub-node	Uncertainty of usage	Ali states that he uses almost every function of code mixing.

Main node	Influence of training	Both participants talk about the practice during their undergraduate training.
Main node	Influence of policy	Both lecturers talk about the university's MOI policy.
Main node	Students' proficiency	Lecturers talk about the proficiency of students according to programme and talks about their students' proficiency
Main node	Lecturer's preference on code mixing	Lecturers discusses on their preference regarding code mixing
Main node	Lecturer's preference on students' language use	Lecturers discusses their preference of students' code mixing usage in the classroom

6.9.1 Functions of code mixing

This section explains the participants' usage of the functions of CM. The participants had different responses regarding the functions. Therefore, different sub-themes under the functions of CM were generated for Azma and for Ali. I will firstly elaborate on the only function that both participants thought to apply in the classroom and then Azma's statements on her usage of the functions of CM will be explained and subsequently Ali's views will be presented.

Explanation and clarifying subject matter

Participants were asked in what circumstances they were likely to use CS and they stated that they applied CS to explain and clarify subject matter to the students. This was to ensure students' understanding of the subject content. Ali further stated that he used CS for further explanation or elaboration, which was different from Azma's general view of her usage of CS. As seen in Table 6. 9 and Table 6. 10 in the findings section, this was one of the most commonly used functions.

"…I mainly use it to explain just to make sure students understand…"(Azma)

…I mean when it comes to explaining. When it comes to briefing them but
for further elaboration…" (Ali)

The view that their usage of CS is to explain and clarify subject matter is in line with Ibrahim et al. (2013) and Chowdhury (2013), whose participants stated that they used CS to explain subject content to students. The awareness of the use of CS for explanation was expected as the nature of teaching is to explain concepts in order to impart knowledge. The use of this function was also reflected by other educators who use CS in the classroom as mentioned in the literature.

To reprimand students

Another function that was expressed only by Azma was the use of CS to advise or discipline students. Interestingly, this function was not found to be used by Azma in the findings of the current study. This function was found in S. M. Low (2016) and this function was designated as 'to admonish'.

"I think I do use it (reprimanding)… it gives more impact when you stress it in the first
language than the second language.   (Azma)

Azma implied in the interview that the message given in the Malay language would influence the students more as the students would understand the sentences better. This mirrors findings that teachers, in general, prefer to use the first language to discipline students (V. Cook, 2001).

To give examples

Azma also stated that she applied CS to give examples in Malay to students (Naveed and Bashir, 2015). However, this function was non-existent in Azma's data as she provided examples in English.

"I love to give examples in Malay as well.   (Azma)

In relation to giving examples, she used the verbal cue function instead to indicate or introduce that an example would be given, usually with the words *contohnya* "for example", which shows that Azma's perception of her use of giving examples is not reflected in her practice in the classroom.

To reiterate content

Azma also stated that she applied CS to reiterate contents in Malay that were first explained in English (Bensen & Çavusoglu, 2013).

I think the reason or the purpose to use CS is to re-explain your instruction…" (Azma)

"Say whatever you want to say in English first and then re-explain (in Malay)
…" (Azma)

This function was also not evident in the data of the current study as Azma did not reiterate English utterances to the students in Malay. She would just explain in English and then use CS to explain other matters.

To build relationships

Ali considered that CS could be used as a way to bond with the students since solely using the first language can be intimidating to the students, especially since Ali's students had a low level of proficiency in English. The use of CS for relationship building relates to the study by Chowdhury (2013).

"For building relationship with students…" (Ali)

Correspondingly, Ali also expressed that he used CS "for humour" to build relationship with students. He believed that this function can be used as a way to bond with the students and make them feel relaxed. Ali's view on his usage of humour was reflected in classroom practice. However, humour was articulated in Malay-only utterances. Ali switched to Malay to deliver jokes, to enliven his lessons and make the students comfortable.

Usage of almost all functions

When initially asked about the functions of CS Ali used in the classroom, he believed that he used CS for many different reasons.

"I think I code switch in most areas that you can think of…" (Ali)

However, Ali specified a few functions that he perceived to be used in the classroom, namely, explanation and to build relationships. From the interview, Ali seemed to be unsure of the specific functions that he applied in the classroom. However, he was sure that he used a variety of CS functions and this was also revealed in the findings as he used CS for emphasis, technical vocabulary and various questioning functions, among others.

6.9.2 Influence of training

Apart from the functions of CS, the participants were also questioned on about the influence of their training, especially with regard to MOI, during their studies and their current practice. When asked regarding their training in relation to MOI, it was found that both participants were trained to use English-only during their undergraduate study. Therefore, they were expected by their current institution to practice English-only in the classroom.

"(I was taught to use) 100 percent English" (Azma)

"Previously my supervisor taught me that I need to use full English" (Ali)

However, this institutional expectation was not reflected in the classroom practice observed in the current study. From Azma's perspective, they were trained to use solely English to appear more professional and in order to look more proficient.

"…they believe that you look improficient if you code switch…" (Azma)

The view that CS is linked to lack of proficiency is quite common. However, Gwee (2006) stated that there are many different reasons for CS as it is not just the lack of ability to produce the language.

One of Ali's reasons was specifically to connect to his students as Ali found that during his training, teaching solely in English would build a gap between him and the students, so he would use English-only during lessons and then code switch outside of the classroom. Ali chose to code switch outside of the classroom instead of inside the classroom as he was formally assessed by his examiners, which included one of the English teachers in the school acting as an internal examiner. Therefore, Ali code switched outside of the classroom to bond with the students. It was important for Ali to feel close to his students. By doing this, Ali would appear more approachable to the students.

I found that when I use full English I am building a gap so what I do is after my class time, I try to code switch with them after the class.   (Ali)

However, since the lecturers have graduated and achieved permanent positions in the university, they use CS even when they are still expected by their superiors to use English, as Azma commented:

"...even when we are working now they expect us to use 100 percent English...." (Azma)

From Azma's statement, the lecturers are expected and encouraged to use English in the classroom. This is most probably due to the fact that English is the MOI at the institution. However, they do not adhere to this expectation and the lecturers have made a choice to use CS for teaching in the classroom as it has various benefits for students' learning.

6.9.3 Influence of policy

In terms of MOI policy, the participants were not aware of the institution's MOI policy or if there was strict implementation of English as a medium of instruction. In Azma's view they were not forced, but encouraged to use English. Ali, on the other hand, explained that the MOI of the institution is English but was also unsure of the policy.

"I cannot say (that there is a) policy but the medium of teaching in this institution is English…" (Azma)

"...all lecturers are encouraged to use English." (Azma)

"As far as I know, the medium in this university is English except maybe one or two subjects. I think this is the policy." (Ali)

In the participants' view, policies must be stated in an official document and both participants were unsure whether there was an official document stating that English is the MOI. However, they knew that English is widely used as a MOI in the university. Their confusion is understandable as there are no clear documents or statements that provide information regarding each university's MOI. Furthermore, each institution was given the autonomy to establish the MOI in their university.

Additionally, when asked whether the Ministry of Higher Education should recognise the use of CS in the classroom, both participants were uncertain. Azma worried that, especially in an English language classroom, lecturers' constant use of Malay would encourage the students to speak mainly in Malay.

"…if the ministry encourages it the lecturers may use more Malay than English…lecturers may use more Malay and this will influence students to communicate in Malay rather than English."

(Azma)

"…when it is being put in syllabus meaning that, it is okay to code switch, there will be some mis-interpretation by lecturers especially those near rural areas" (Ali)

Ali, on the other hand, was more concerned that lecturers from rural areas would be confused and would teach solely in Malay rather than in English since their students are mostly of low proficiency. He prefers the use of CS not to be publicly acknowledged but he also does not want lecturers to be prevented from using the Malay language.

6.9.4 Students' proficiency

In terms of students' proficiency, Ali's and Azma's perception was that the students from one course were more proficient than the other. Both of the participants felt that students from the science policy department were more proficient than students from other faculties.

"...I would say that sports faculty has the least proficient students followed by maths and then the best would be from science policy..." (Azma)

"Average to low proficiency if you were to compare with other faculty such as policy studies. Most of them are law students. They are better."(Ali)

When asked specifically about her students' proficiency, Azma stated that her science policy students were of mixed proficiency (intermediate to upper intermediate). Ali, on the other hand, indicated that his students from the mathematics faculty were of average to low English proficiency.

"Average to low proficiency." (Ali)

"I think mixed. There are some who are very good. Some who are average" (Azma)

The participants' answers regarding their students' proficiency were not based on proficiency tests. Their view of the students was mostly from their observations of the students' language use and confidence to speak in the classroom, especially due to the notion that a person who is confident communicating in the second/foreign language shows higher proficiency.

6.9.5 Lecturers' preference on code switching usage

Correspondingly, Azma's preference to apply CS in the classroom depends on her students' proficiency. When asked whether she preferred the use of CS or English-only, Azma did not have a definite answer as her usage in the classroom would depend on her students' proficiency.

"I can't say. It depends on the students. It depends on the class." (Azma)

Furthermore, Azma preferred to use CS with less proficient students. She believed that if she were to use CS in every class, it would seem as if she encouraged or permitted the use

of Malay in the classroom, since the teacher is viewed as a role model. When compared to her practice, it appeared that Azma does not act according to her perceptions/beliefs; her teaching practice showed that she used CS with her students who were of intermediate to upper-intermediate proficiency. This shows that her preference/beliefs about using English-only with proficient students is not reflected in her practice.

"If you think that the students' are good (proficient) then what's the point of you using Malay?"

(Azma)

"If I have a class which I think are excellent students where students have no problems communicating and comprehending English yes I will use solely English." (Azma)

Ali, on the other hand, was more open to the use of CS. He preferred to use CS in the classroom as he felt that CS was very useful to help impart knowledge to the students.

"I'm dependent because it eases the teaching process…"   (Ali)

Ali's view on CS was very positive as he found that he became dependent on its usage in the classroom as it eased the teaching process. He specified that CS also saved time in the classroom since when students easily understand the subject content there is no need to repeat and to further elaborate content. This view is similar to the perception of participants from Bensen and Çavusoglu's (2013) study.

6.9.6 Lecturer's preference on students' language use

When both lecturers were asked about their preference regarding students' language use in the classroom, they indicated that they preferred the students to apply CS than to try speaking English-only.

"I would rather have students code switch…" (Azma)

"…I think it's better for them to code switch …" (Ali)

Azma's preference for the students to code switch is due to her belief that it is better than the students making grammatical mistakes when speaking English-only.

"...at least they know the function of the sentence, the functions of the English language..." (Azma)

Azma's view is that students speaking English with grammatical mistakes is somewhat of an "ear sore". It is more important for Azma that the students know how to use English words according to their function even though they intermingle English with Malay words. To elucidate what Azma meant, the grammatical mistakes that are usually found in Malaysians' English discourse are grammatical items that do not exist in Malay language, such as tenses, singular and plural words and the verb 'to be', among others. Therefore, the students would switch to Malay for a safe grammatical choice.

Ali correspondingly indicated that when the students switch languages they apply grammatical features of the second language correctly in comparison to using English-only. He stated:

"...using grammatically incorrect English is somewhat...it defeats the purpose of using the language because they would not be able to learn exactly what are the features of the language that is wrong..." (Ali)

Ali and Azma may perceive that the students were using correct grammatical features of English when using CS. However, there were not enough data from students' discourse to discern whether students used correct grammar when using CS. In addition, Ali perceived that the use of CS would make learning better as the students would be less inhibited about asking Ali for help when using CS rather than asking for help in English-only.

6.10 Chapter summary

The discussion in this chapter highlights the types and functions of CM and participants' perceptions of their CS practices as revealed during the interviews. The findings section shows that the CS practices of the two participants differ in that INS is the most prevalent category for Ali and the second lowest for Azma. Alternation was the least applied for Azma and back-flagging was the least for Ali. On the other hand, the findings on the functions of CM indicate two novel functions specific to the participants which are verbal cues and technical vocabulary. Technical vocabulary is specific to the insertion type within Malay-English clauses. The interviews show that Ali supports the use of CS. However, Azma has more of a mixed feeling regarding the use of CS in the classroom as she feels that it should only be used for less proficient students. The findings also reveal that the lecturers are not sure of the policy (official statement/document) in the university although they are generally aware that the MOI is English. Nevertheless, the participants disregard it and use CS in the classroom.

Chapter 7

Discussion

7.1 Introduction

This chapter presents a discussion of the results reported in Chapter 6. After a discussion of the different types of CM found in the data, the discussion will move on to the directionality of the switches and its connection to the types and functions. The discussion of the functions of CM is presented according to each function. The connection between the types and the functions is then discussed. The practice of types and functions are then compared to studies of other contexts. The discussion then moves on to lecturers' and institutions' awareness of the CS practice in the classroom and the differences between their beliefs and practices for CS.

7.2 Discussion of types of code mixing

This section discusses the findings in relation to each type of CM as distinguished by Muysken (2013). The discussion will commence with insertion, followed by congruent lexicalization, alternation and finally back-flagging.

7.2.1 Insertion

Results show that the most frequent type of CM in the data set is insertion. This confirms the findings of Rasdi's (2016) study of Malay-English CM as her results showed that insertion was the most common type to transpire in her data. To a large extent, the insertions consist of 272 English content words inserted in Malay utterances, which is more than three times the number of Malay words (71 words) inserted into English utterances. Although in the data set as a whole INS is the most frequent type of CM, there are interesting differences between the two teachers in their ways of CM. Ali largely uses the technical vocabulary function, which relates to content words and therefore, contributes to the prevalence of English

insertions in Malay utterances. Azma, on the other hand, uses the verbal cue function which also relates to content words. In addition, insertion patterns are predominant in data sets from languages which are typologically different, as in Welsh-English CM, as explained in Deuchar et al. (2007). Welsh and English have different basic word orders, namely V-S-O and S-V-O respectively. However, the basic word order in both Malay and English is S-V-O, which means that the insertion type of CM is not necessarily limited to languages that have different basic word orders.

7.2.2 Congruent lexicalization

Congruent lexicalization (CLX) was found to be the second most dominant type of CM in the data set. This is different from the results of Kadir et al. (2012) who studied Malay-English CM and found CLX to be the least frequent in their study. This could be related to the fact that Malay and English have the same word order. Although Malay and English belong to different word families, and the languages are not typologically related, the word order is similar in many cases which may have facilitated the occurrence of CLX. Furthermore, as Muysken pointed out, constituents that are interchangeable may suggest categorical equivalence (Muysken, 2011).

Furthermore, the data show multiple constituent CM and one-word CM. Multiple constituents consist of various grammatical elements which include not only function words but also a mixture of function words and content words. The CM of function words in these data takes place in both directions, from English to Malay, as in (166) and from Malay to English, as in (167). In example (166) the Malay function words *kena ada* "must have" occur in the same sentence as English function words (e.g. infinitival *to* and the conjuction *or*). *Ada,* depending on the context, can be translated to "have", "is/are" or "available".

(166) You *kena ada*   factual support to actually justify or to strengthen your testimony.

You must have factual support to actually justify or to strengthen your testimony.

"You must have factual support to actually justify or to strengthen your testimony."

Similarly, with example (167) the function words *so* and *you* are embedded in the utterance, while other function words, such as *boleh* "can" and *kat* "at", are from Malay. Therefore, this shows that CM of English-Malay function words may not be restricted compared to Moluccan Malay-Dutch CM and Turkish-Dutch CM, in which content words can come from either language while function words are limited to the matrix language, as discussed in Muysken (2000).

(167) *So* kalau *you* boleh nampak kat sini.

So if   you   can   see   at here.

"So if you can see here."

In terms of one-word CM of CLX, I mainly found switches of Malay wh-words, modal verbs, negation words, personal pronouns and possessive pronouns in English utterances. Code mixes of this type are also common in other social contexts (outside education) as highlighted in the studies by Ozog (1987) and N. A. Abdullah (1975). This shows that the CM of Malay function words is a common practice among Malaysians for quite some time.

In most cases, the use of some Malay function words in English utterances does not serve a pedagogical function, as the speakers could also have used the English equivalent to convey the same message. An example of this is the use of *punya* to show possession, as shown in (168) in which *punya* is used in Malay to show belonging.

(168) You smell Famous Amos *punya* cookies.

You smell Famous   Amos'   cookies.

"You smell Famous Amos' cookies."

However, some one-word CLX in the classroom can have a pedagogical function and this is apparent in the use of the auxiliary verb *jangan "do not"* for imperative purposes and *wh-words* for questioning, which was reflected in the findings (section 6.8.6 and section 6.8.8).

The data show that some function words of either language can be used interchangeably as the participants' choice is to use English words when Malay words could be used instead and vice versa. The usage of function words in either language does not change the meaning of the sentence. Example (169) shows Malay-English CM with the use of *why* when the Malay word *kenapa* could have been used instead. This is comparable with English-Malay CM.

(169) Tapi *you* dah cakap *why*.

But you already say why.

"But you have said why."

(Ali)

It is interesting to discern that Malay wh-words are sometimes placed on the right-hand side of the verb instead of moved to the initial position of the sentence, as shown in (170), instead of adhering to the English structure such as, "What is aloe vera also known as?" The word order displayed in (170) is typical for Malay where wh-words are often placed at the end of the sentence (S. Karim et al., 2016).

(170) Aloe vera is also known as *apa*?

Aloe vera is also known as what?

"What is aloe vera also known as?"

(Azma)

7.2.3 Alternation

The relatively low frequency of alternation in the current study contrasts with the findings of Kadir et al. (2012) as alternation was the most frequent type of CM to emerge in their data. Kadir et al. (2012) is the only study which focuses on the Malaysian education context as they looked at students' discourse patterns in e-distance learning forums. The difference in results between this study and theirs may be due to their inclusion of both inter-sentential and intra-sentential switches under the label of alternation.

Furthermore, the focus of their study was on written data, which is different from oral CM. In speaking, as opposed to writing, there is no time to pause and think about the content of speech (G. Cook, 1989) hence, the CM in speaking could be more spontaneous than that seen in writing. Alternations in this study mostly consisted of switches on the periphery; they were long constituents, non-nested, embedded and linear equivalent, adverbs and conjunctions (Muysken, 2000, p. 231). Features consisting of emblematic, doubling and self-corrections were not identified in the data of the current study.

In the current study, alternations mainly consisted of long constituents (70 in total) and the direction of switches were almost equivalent, with 36 English-Malay switches and 34 Malay-English switches. Alternations consisted of noun phrases, verb phrases, adjectival phrases, adverbial phrases and subordinate clauses. The use of subordinate clauses was also reflected in Rasdi (2016) as she analysed CM in Facebook statuses and comments in the Malaysian context. The results of Rasdi (2016) were similar to the current study as alternation was lower in frequency compared to insertion.

On the other hand, the data shows 67 one-word alternations with the use of 15 English conjunctions in Malay utterances. In addition, Malay conjunctions in English utterances were comparable in frequency, with 19 switches. The use of Malay conjunctions in English

utterances is in line with Adnan (2011), who looked at teacher CM and found the use of *tapi* *"*but", *ataupun* "or" although the data only showed three examples. Furthermore, Adnan (2011) stated that the reason for the use of Malay conjunctions in English clauses is unknown. However, Muysken stated that function word switches are common in many data sets (Muysken, 2000). The use of switched conjunctions in an utterance in either language may be a common practice in the Malaysian context as it has also been observed in use outside the classroom, as discovered in N. A. Abdullah (1975).

Furthermore, the current study also found code switching involving the function word y*ang* "that". It was interesting to find only one occurrence of *yang* in a one word switched utterance and nine cases of *yang* used either as a relative pronoun. The lecturers' choice to switch to this word may have been a case of confusion of its use in the English language as stated by Kesumawati et al. (2007) and Eng and Heng (2005). It is confusing for Malaysians as the English language has various forms of relative pronouns (*which, who, that, where*), therefore it is sometimes difficult to decide which word should be used in an English utterance. Furthermore, the CS of *yang* was found to be a new CS pattern that had not been highlighted in Ozog (1987) and N. A. Abdullah (1975). Therefore, the CS of *yang* is an addition to the seven common patterns of CS in Malay as discussed in the literature (section 2.3.2).

The use of Malay adverbs in English was more prevalent than switches in the opposite direction as there were nine Malay-English switches and 30 English-Malay switches of this type. The English-Malay switches were mostly the use of *juga* "also" and *sahaja, saja or je*, which all mean "only". Although *juga* and *sahaja* are used in English utterances in (171) and (172), the word order of the sentences is linearly equivalent to that of Malay.

(171) I give you like five minutes *sahaja*.

   I give you like five minutes only.

  "I give you only five minutes."

(Ali)

(172) You need to look at the context *juga*.

    You need to look at the context also.

   "You also need to look at the context."

(Azma)

7.2.4 Back-flagging

     Back-flagging was found in lecturers' speech in the form of Malay discourse markers mostly at the end of English utterances. The discourse markers found in this study were question tags like *–kan* "isn't it" and *–kah*, a question tag shown in example (173) and (174). The lecturers may use question markers to ascertain students' level of understanding and to prompt confirmation regarding the subject content. In (173), the lecturer wants to know whether the students recognise and understand that the clause in the text contains the main idea of a particular paragraph.

(173) Main idea, *kan*?

  Main idea, isn't it?

(Azma)

     Furthermore, question tags may be used to encourage students to participate in the lesson (Dirk.K, 2010). This is shown in example (174) where the lecturer uses the question tag in order to have the students think and participate in the lesson.

191

(174) Make sense-*kah*?

    Make sense+Q

   "Does it make sense?"

<div align="right">(Azma)</div>

Another discourse marker found in this study is -*lah*. In Malay grammar, -*lah* is called *kata penegas* "assertive/emphatic word". There are two types of *kata penegas*; *kata penegas subjek dan predikat* "subject and predicate assertive word", and *kata penegas predikat* "predicate assertive word" (Hassan, 2006). The particle -*lah* is classified as *kata penegas predikat.* In this type, -*lah* is inserted when the predicate or emphasised word goes through a "fronting" process to provide contrasting emphasis to the preceding word (S. Karim et al., 2016). If a sentence were to discard -*lah,* the sentence would still be grammatically correct (Goddard, 1994). However, if the discourse marker is omitted, in some cases, the communicative intent (politeness or emphasis) would not be conveyed to the listener.

In (175), the discourse marker -*lah* highlights the word *statement* as if to say, "it depends on the statement, not the word or the paragraph." Furthermore, in the recordings of the observations, Ali's tone increases on the word statement and drops on the word –*lah*. This is in accordance with Kuang's (2017) findings, which suggested that the word before –*lah* is uttered in a rising intonation followed by a gradual drop in –*lah.*

 (175) It depends on the statement-*lah*.

    It depends on the statement+PART

   "It depends on the statement."

<div align="right">(Ali)</div>

In (176) Azma emphasises the word 'storyline'. She explains to the students that narratives are writings which have storylines in them. Similar to the previous example, Azma's tone also rises on the word storyline, especially on *line* before gradually falling on the word -*lah*. This confirms the analysis of Kuang (2017).

(176) Narratives are basically storyline-*lah*.

   Narratives are basically storyline+PART

   "Narratives are basically storyline."

<div align="right">(Azma)</div>

Furthermore, –*lah* was used by Ali to emphasise encouragement when students failed to participate, as shown in (177). Ali asked a question but the students kept quiet and did not attempt to answer his question. After trying to encourage students saying "come on people", "come" and "help me". Finally, he uses the discourse marker –*lah*, saying "come on-*lah*", which is likely to indicate that students should answer the question before he gets annoyed. If Ali were to only use "come on" it would still be encouraging but less assertive. Therefore, -*lah* was used to emphasise the importance of answering the question, which then urges one of the students to respond.

(177) Ali: What are the functions of these variables?

   Ali: Come on people.

   Ali: You have to help me here.

   Ali: This is depressing.

   …

   Ali: Cepat.

   %eng: Faster.

   Ali: Come.

   Ali: Help me.

Ali: Come on *lah*!

Student: Soalan sir apa tadi?

%eng: What was your question, sir?

Analyses of discourse markers in other studies indicate that L1 discourse markers can be used in L2 discourse (G. J. Fernandez, 2011; Si, 2011). In their study of Hindi-English code-switching, Si (2010) found markers like *yar* "buddy" and *nahi "no"*, which are Hindi discourse markers inserted in English clauses. Fernandez (2011) identified Spanish discourse markers inserted in English with *bueno "*well*"* and *a ver "*let's see*"*. However, the discourse markers found were classified as alternation prior to the introduction of back-flagging by Muysken (2013).

7.3 Discussion of functions of code mixing

The discussion of the functions of CM will first highlight the function of explanation and clarifying subject matter. The discussion moves on to the functions of emphasis, questioning, verbal cue and, lastly, technical vocabulary.

7.3.1 Explanation and clarifying subject matter

Explanation and clarifying subject matter was the most prevalent function found in the data and this is not surprising as the lecturers used CM predominantly to explain and clarify. This was also found in Uys (2010), whose data showed teachers' CM to English was used to explain a subject matter by further explaining what had been said in Afrikaans. The use of this function can help low proficiency students to understand better with the use of first language (Grosjean, 2010).

Nevertheless, the data in the current study shows that this function was not limited to switching from English to Malay but was also found for switches in the opposite direction. A general assumption may be that the participants would use more English-Malay for explanation as Malay would help students' understanding. However, as it is an English classroom, the lecturer also applies English for explanation as the students have basic knowledge in English and would understand the explanation.

7.3.2 Emphasis function

The findings show that emphasis was also one of the most prevalent functions used by the lecturers. The data in this study showed one-word switches in INS and CLX and the discourse marker *–lah* for emphasis. This function also appeared in the work of Choy (2011) and this function was explained as "Bilinguals may code-switch on selected parts of a speech to make sure that listeners know what to highlight and focus on in situations…" (p.25), following Malik's (1994) communicative function of CS. Similarly, the application of one-word switches for emphasis in the current study was used to draw students' attention to important content or to assert a command.

On the other hand, the use of *–lah* for emphasis is in line with Jaafar (1999), who reported the use of *–lah* for emphasis or to intensify a statement. He further stated that the use of *–lah* is used "as an expression to further strengthen" (Jaafar, 1999, p. 50) the confirmation expressed by using the word *okay* as presented in example (178).

(178) Okay, okay *lah*!
  Okay, okay+DM

                    (Jaafar, 1999)

Other than *–lah*, this function also relates to one to two word mixing as the lecturers intended to highlight the words in order to gain attention of the students towards particular word/words. This is a strategy to ensure students remember certain details within the lecture

and was sometimes said in a strong tone. This function was also found in Ariffin and Rafik-Galea (2009) and Nil and Paramasivam (2012). Further discussion of this function is also presented in section 7.4.

7.3.3 Questioning functions

HU[ˈei Ygh]cbgˈgj W\ˈUgˈÍ *kan*3ˈk YfYˈ[YbYfUˈmˈi gYXˈhcˈgYY_ˈWc̄bZ]fa Uh]cbˈZ̄caˈ h\Yˈ students. This was also found in S. M. Low (2016) as she analysed the use of teacher CS in Malaysian science classrooms. The lecturers in the current study also asked wh-questions hcˈWXˈYW̲ˈgh̄ XYbhḡD̄i bXYfgh̄UbX]b[ˈž̆kˈ\]WXˈ]gˈ]bˈˈ]bY̆ˈkˈ]h\ˈh\Yˈgh̄ XmˈVm̈ˈUWX̄f]mU\ˈf&$%+Ł̄Uḡ the participant in his study switched to Indonesian language to ask a question to the students.

From my observation, questioning techniques like rhetorical questions, facilitating question and questions aiming to increase critical awareness were asked in order to encoi fU[ˈgh̄ XYbhḡD̄ dUfh]WdUh]cb"ˈH\YfYˈkˈYfYˈ]gh̄UbW̄ḡ k\Ybˈh\Yˈ`Ẁūi fYfˈgkˈ]h\XYX̄ˈ languages to ask a question and the students kept quiet and the lecturer would ask the same question two or three times to elicit a response Z̄caˈ h\Ȳgh̄i XYbhḡˈH\Ȳgh̄i XYbhḡD̄ḡ]`ence was probably due to their lack of confidence generally about speaking in the classroom. However, Ali was persistent in trying to encourage them to speak.

7.3.4 Verbal cue function

The analysis demonstrates that, depending on the situation, Azma and Ali used CM for different purposes. Azma used CM as a verbal cue function and Ali specifically used CM for technical vocabulary. Azma specifically employed the verbal cue function and the reason for

this can be found in the course Azma is teaching. As the skill taught is reading, the teaching

and learning process includes reading and understanding passages, contextual analysis, and

deductive and inductive reasoning, among others. Thus, there were various examples which

highlighted how meaning was created in a text that needed to be conveyed to the students.

Azma used *contohnya* *or* *maksudnya* *as a signal to a class* before using English

to explain or clarify subject matter. This appears to suggest Azma uses these as a verbal cue

to signal to the students that she is going to give an example or that she is going to explain

the meaning of a topic. As far as I am aware, this type of function has not been highlighted

in any literature. It could be that this pattern of CM is only specific to Azma, since each

person's speech style is unique and comprises a combination of conversational devices

(Tannen & Tannen, 2005). Ali also used words such as *maksudnya* or *contohnya* but it was

used within the matrix language in which the switched items were English, as shown in

(179). *Maksudnya* and *contohnya* *did not both appear in a single sentence, instead they were used so*

that a person can understand. (180) shows an excerpt of Azma using the word *maksudnya*.

(179) Kalau *assume***,** maksudnya kena ambil *research* yang luarlah untuk buktikan.

 If   assume, it means   must take research   that outside to   prove.

 "If you assume, it means that you must find other research/literature to prove your

  assumption."

(Ali)

(180) Chronology *maksudnya*   you follow the sequence.

 Chronology means+**POSS** you follow the sequence.

 "Chronology means that you follow the sequence."

(Azma)

7.3.5 Technical vocabulary function

Ali, on the other hand, did not use CM as a verbal cue but switched to English for technical vocabulary. This function is unique to Ali due to the subject content as Ali is teaching thesis writing, the information conveyed to the students was factual, rather than interpretive. Ali highlighted a lot of terms in Malay-English clauses using English terms which he explained in Malay. The terms were important for the students to learn, remember and apply during thesis writing but most importantly it was important for the students to understand their meaning. Hence, Ali's explanation in Malay.

Ali's use of technical terms related to thesis writing is similar to a study by Then and Ting (2009) as the participant in their study had to use scientific terms in English and switched to the first language for explanation. The CM of these lexical items is anticipated and warranted to familiarise the students with specific technical terms according to the lesson content. Furthermore, if these terms were used in Malay language it would be misunderstood or confusing for the students as they would need to use it to write the research proposal using the target language (Al Hayek, 2016).

7.3.6 Solidarity function

The use of English pronouns for the solidarity function was very apparent, especially in Azma's data compared to Ali, since Ali used *saya* along with *you* and *I*. The CM of pronouns is not necessarily common in the classroom; it was not reported by Selamat (2014) but it has been found in other social contexts, as presented by Nil and Paramasivam (2012). This shows that the use of these pronouns depends on the speaker and the relationship between the addressee and the addresser.

As previously stated, *you* and *I* were used by the participants to maintain a neutral relationship with the students. By using English pronouns the lecturers would not appear as

authoritarian, which in turn would portray the lecturers as more approachable and friendly. Using Malay pronouns would indicate two extremes. If Ali were to use *kau* or *aku*, it would give the impression that their relationship was friendlier than that of lecturer and student. This is supported in the study by Wan, Mohamed, Mashor, Zainuddin, and Razak (2012) who suggested that the use of *kau* and *aku* signifies closeness. Therefore, using these pronouns could be seen by the participants as inappropriate or they could feel that they would be less respected. On the other hand, the use of *saya* and *awak* would be more formal, hence would denote a gap between the lecturer and the students. The participants' use of English pronouns could be a strategy of neutrality between friendliness and formality as English pronouns are entirely neutral.

It is also important to note that Ali switched to *saya* in two instances as he wanted to express formality and firmness in his discourse. The use of pronouns, especially in Malaysia, is variable as their usage depends on the speaker, the addressee, the location and the situation. Therefore, a change from English pronouns to Malay pronouns could occur in the same speech situation as can be seen in Ali's discourse and also in studies by Adnan (2011) when the teacher would use *awak* along with other English pronouns.

7.4 Connection between types and functions

The analysis showed that there was a pattern that linked the functions and types of CM and this relates to both English-Malay CM and Malay-English CM. Further exploration shows that emphasis is related to one to two-word mixing of CLX , INS and ALT. Example (181) is a one-word switch which has been classified as congruent lexicalization. The example shows that the word *bukan* 'not' is emphasised. Example (182) shows insertions and emphasises the words *wasteful* and *waste*, emphasising on the words the students needed to focus on as the lecturer was explaining the meaning of the word *wasteful* and relating it to the noun *waste*. The

emphasis of these two words was intended for the students to access their metacognitive skills and link the meaning of these two words together.

(181) So conclusion here *bukan* conclusion of the paragraph.

So conclusion here not conclusion of the paragraph.

"So conclusion here is not the conclusion of the paragraph."

(Azma)

(182) Kalau dia *wasteful* maksudnya dia tak *waste*?

If   he wasteful means+POSS he not waste?

"If he is wasteful, does it mean that he does not waste?"

(Azma)

In (183), which is an example of insertion, the lecturer wants to emphasise and direct her message to the moderator of each group of students that will be presenting. The lecturer is implying that the moderator has work to do in the forum presentation that will be conducted in the next week of the class. The moderator is the mediator of the forum.

(183) Jangan ingat *moderator* tak payah buat apa-apa.

Don't think moderator   not need   do something.

"Don't think a moderator does not need to do anything."

(Azma)

Examples (184) and (185) shows the use of adverbs (ALT) for emphasis with the use of *sahaja* or *saja* "only" and *juga* "also". In example (184), the lecturer uses *saja* to emphasise

and draw the students' attention to the fact that the first and second questions do not need to be completed and they would only need to concentrate on the third question.

(184) The third one *saja*.

    The third one only.

  "Only the third one"

<div align="right">(Ali)</div>

Example (185) shows how Azma uses *juga* to highlight that the student should not just believe a testimonial as they should look at the context to know whether it is true or not.

(185) You need to look at the context *juga*.

  You need to look at the context also.

  You also need to look at the context.

<div align="right">(Azma)</div>

Congruent lexicalization with diverse switches (switches with more than one word) was not observed to have a link with the emphasis or solidarity functions. All types of CM, except for back-flagging, have the role of explanation and clarifying subject matter. Due to the fact that explanation and clarification links with various types of code-mixing, I did not consider CLX to have a unique link with explanation and clarifying subject matter.

Moreover, the analysis demonstrates that one/two word CLX is also common to the solidarity function if it involves switches of pronouns *you, I,* and *saya* "I". This is clearly shown in examples (186) and (187).

(186) Kalau *you* tak   nak   terima, saya tak   ada masalah.

    If   you don't want accept, I   don't have problem.

  "If you don't want to accept, I don't have a problem."

<div align="right">(Ali)</div>

(187) Contact *sayalah.*

<div align="center">201</div>

Contact   me+PART.

"Contact me."

The solidarity function is also related to back-flagging, as previously discussed. Other than acquiring information from the students, the use of questions is to encourage participation. When students are participating in the classroom, there is a sense of support for each other as when a student answers a question it also helps other students to understand the subject matter. Furthermore, it would provide an indication to the lecturer that the students are paying attention in the classroom.

I further identified that the technical vocabulary function was exclusively related to insertion as the words inserted regarding thesis writing, which were generally nouns like *limitation*, *research questions*, *objective* and many more, were used to highlight the elements in a thesis, as shown in examples (188) and (189).

(188)   Namanya   *problem statement.*

   Name+POSS problem statement.

    "It's called   problem statement."

(189) Apa maksud *limitation?*

   What means limitation?

    "What is the meaning of limitation?"

To conclude, there are three functions that especially relate to CM types. In order to have a clearer picture, the functions and types with frequency are presented in Table 7. 1.

Table 7. 1 Connection of functions to types of CM

Functions	Types	Frequency
Emphasis	One word congruent lexicalization	12
	Insertion	102
	Alternation	17
Solidarity	One/two word congruent lexicalization	97
Technical vocabulary	Insertion	121

7.5 Comparison with other contexts

In order to establish the extent to which the CM patterns and functions found in the data serve specific educational purposes or reflect patterns found in other contexts I now turn to a comparison between my data and data recorded in different contexts, specifically home situations, a court room, a post office and in a taxi, as presented in section 2.3.2, where seven different types of code-mixing were presented as found in the literature.

In terms of the types, the comparison between the education context and other settings, the current data set is comparable to data from Hadei et al. (2016) and M. David and McLellan (2009), who noted that there were three types of CM (insertion, alternation and congruent lexicalization). Although back-flagging was not part of Muysken's (2000) typology, it is clear that this type of CM was also present in M. David and McLellan (2009) as *-lah* was frequently used in English utterances. However, back-flagging in the form of question tags *kan* and *kah* was not found in M. David and McLellan (2009). Their data showed that questions were asked by simply adding a question mark at the end as intonation would rise to indicate a question. On

the contrary, Azma and Ali consistently used Malay question tags with English utterances. It is possible that the education setting encourages the lecturers to use more question tags. The use of question tags by the lecturers was necessary since questioning is an important part of teaching. Furthermore, the use of question tags serves various functions, not to only evaluate students' knowledge but most importantly to help elicit students' participation.

Comparison between education and social contexts shows that the use of conjunctions in CM is common in a variety of contexts. The study by Abdullah (1975), who explored CM in various social contexts (e.g. in a post office and in a taxi) showed the use of *tapi* "but" in the front periphery of the sentence, which was also found in the current study. Abdullah (1975) also found Malay or English conjunctions used in mid-utterance to connect a Malay clause to an English clause and vice versa. Ariffin and Rafik-Galea (2009) found the use of *so* at the start of a Malay clause and this was also apparent in the current study.

English pronouns in Malay sentences are also used outside of the education context. *I* and *you* were used in out of the classroom context at a university in conversations with strangers, friends and older people. English pronouns were found in N. A. Abdullah (1975), which shows that the insertions of English pronouns in Malay utterances is not a recent phenomenon but has been in practice for a least forty years. The fact that English pronouns are used in Malay is widely known and mimicked in movies, as studied by Nil and Paramasivam (2012) who specifically analysed discourse in *Gol dan Gincu* "*Goal and Lipstick*". The film is about Putri, a typical feminine girl trying to win her ex-boyfriend's affections by participating in futsal. It portrays the lifestyle of youths living life in a college in Kuala Lumpur.

A comparison of the functions of CM confirms that there are important differences between the two contexts. In a study of CM in the home domain, Stapa and Khan (2016) the functions of CM contrast with the findings of the current study. The functions reported in their

study were 'referential function', 'topic shift', 'aggravating requests' and 'attention attraction'. Topic shift may be a common function in various studies in non-education contexts. However, it is not a common function in the classroom as the lecturer would be speaking the majority of the time, as opposed to conversations (two-way communication), which would influence changes in topic. The only comparable function in the home context is 'to emphasise', as noted in the study by Reyes (2004) where the seven-year-old participants applied it in social talk with friends. However, the emphasis function in Reyes (2004) is focused on students using exclamatory words or phrases as the high intonation would imply emphasis. Furthermore, the dissimilarities of findings between their study and the current study is probably due to differences between the domains and the participants in which their style of discourse may differ. The home domain does not require the participants to do a lot of explanation or to refer to specific terms as in the classroom. In addition, there is no requirement to speak English in most out of classroom contexts as compared to the English language classroom which likely led to differences in the CM functions used.

Furthermore, the verbal cue function did not occur in the courtroom setting, as reported in M. David (2003). However, the data in his study showed *maksud* was used in all Malay utterances. This is contrary to Azma's data, in which she inserted *maksudnya* into an English clause. A possible reason for the differences between the two is that Malay is the dominant language in the courtroom setting in M. David (2003), compared to Azma's situation in which English is the dominant language. This, therefore, could explain the different insertions of *maksudnya* in English clauses. Another reason could be that the use of Malay verbal cues in an English clause is a stylistic choice by Azma. The use of *contohnya* did not appear in David (2003). This could be due to the situation, which did not require the speaker to give examples to the audience; this function is more common in educational contexts. On the other hand, studies in education contexts in Paramesvaran and Lim (2018) and Selamat (2014) also did not

show the use of *maksud/maksudnya* within a code mixed clause as it was used in Malay-only utterances. This further indicates that the use of verbal cue is a stylistic choice by Azma who used it to indicate to students that an explanation of meaning was upcoming.

Use of technical vocabulary is evident in the education setting, as found in Ariffin and Husin (2011) as the teachers stated they applied mathematics and biology technical words in English and used Malay for explanation. This reflects Ali's practice as he inserted English research terms within Malay utterance and explained these in Malay. In comparison to the courtroom context, the use of technical terms was also found in David's (2003) study. The use of technical vocabulary in English was due to the lack of Malay equivalent terms or that they were not easily translated to the first language. However, the terms David (2003) found were not specific to a certain subject or theme, since terms like *breath analyser test, hands free set* and *social drinker* are investigation, technological, and medical or social terms. In comparison to this study, the research terms used by Ali have equivalents in Malay. However, Ali chose to use these terms in English as the students were expected to recognise them as they were required to apply these terms in their report. This in turn encouraged Ali to use and repeat these terms in English instead of Malay.

In conclusion, the typological comparison between education and social contexts shows that there are definite similarities for insertion, alternation and congruent lexicalization. The only difference is back-flagging and, more specifically, the use of question tags as there is a lack of question tag usage in the home domain and in the courtroom. On the other hand, the comparison of functions of CM within the education context confirms that the verbal cue function, especially *maksud/maksudnya*, is used in education contexts. This type of codemixing is not found in contexts outside the classroom.

7.6 Interview discussion

The next section discusses the interview findings and connects them to the classroom observations conducted, relating them to the literature in order to gain further insights into lecturers' perceptions of CM.

7.6.1 Lecturers' perceptions of their use of code switching

In terms of lecturers' awareness, it is important to note that the lecturers did not have detailed insights into their use of CS to aid teaching and learning in the classroom. It was interesting to discover that the only function mentioned in the interviews that was also observed in the classroom was explanation and clarifying subject matter. It was also one of the most prevalent functions applied in the classroom for both lecturers. Apart from explanation, other functions stated by Azma, such as to reprimand students, to provide examples and to reiterate content, did not transpire in the classroom. Furthermore, Azma's perception that she used CS to reprimand the students did not transpire in the classroom. This may be due to a lack of reasons to reprimand the students as they were generally well behaved. The only misconduct that was observed was that some students missed a few classes but Azma did not address this issue when the students attended the next class. In fact, there were additional functions of CS that Azma was unaware of, such as emphasis, verbal cue, solidarity purposes and various questioning functions.

Similarly, Ali was unaware of his usage of CS as he perceived that he applied CS for almost everything. He implied that his CS did not have a specific function because was spontaneous. However, apart from explanation and clarification, he stated that he used CS for solidarity purposes and to build rapport with the students. Both of the functions that Ali mentioned during the interview were observed in the classroom. The data and observations revealed that Ali had a close relationship with the students. The usage of CS to strengthen

relationships between educators and students was also found by Cahyani et al. (2016) and Uys (2010).

In terms of CS usage to build relationships with the students, from the observation, Ali's relationship with his students was friendly and this was especially observed in the final class where one of the students asked Ali in a friendly manner, *Sir, selalu pergi jamming tak?* "Sir always go jamming?" and then the students laughed. Ali answered in a jovial manner which showed that Ali and his students' relationship may not be solely attributable to the use of CS as it may also be due to Ali's overall friendly behaviour. However, Ali explained that he preferred to use Malay for humour and it could be that the joke could only be understood in the Malay context and that the sense would be lost once translated into English. Ali's intention to employ humour as a way to comfort students corresponds with Bilgin and Rahimi's (2013) data in which the participants used humour as a way to create a lively environment and to lower students' anxiety.

It is important to note that both participants were unaware of functions of such as emphasis, questioning and the imperative function. The reason for their lack of awareness could be due to the fact that the CS that occurred was spontaneous and unplanned. The lecturers' lack of awareness of their use of the functions of CS may be due to the fact that the practice of CS is not something that is planned; a person may switch to a linguistic repertoire that is more accessible at the moment when CS occurs (Gross & Kaushanskaya, 2015; Selamat, 2014). Furthermore, the situation in the observed classroom may not have allowed for functions such as providing examples and reprimanding students to be applied. However, it may occur in other courses with other students.

7.6.2 Lecturers' preference, previous practice and current practice

The interview revealed that both participants had different views on the use of CS. Even though both participants applied CS in the classroom, Azma saw CS as a teaching strategy to be used for less proficient students and not to be used with proficient students. This sentiment is in line with one of the participants in Mehl (2014) who believed that the usage of CS was helpful but should not be used if there is no reason to do so. However, Azma's statement is in contrast with her practice as her students' proficiency levels ranged from average to high and they were, therefore, able to understand her explanation. Furthermore, the classroom observation also showed that the students were able to give fluent presentations solely in English. The observations also suggested that Azma's students used English and participated in the classroom in terms of answering the lecturer's questions and asking questions regarding the various topics discussed. During consulting session with the lecturer, some of the students would even initiate the conversation in English showing their confidence in using the language. This means that Azma should be able to use English-only in the classroom and the students would be able to understand but she did not do so.

In comparison, Ali perceived that CS should be used in the classroom regardless of students' proficiency, especially to help the teaching process for students who are non-participative in the classroom and who have low proficiency. This was reflected in the observations as the students had difficulties giving presentations that were required to be conducted solely in English. There were instances during the presentations when some students switched to the Malay language. In those situations, Ali would interrupt the students in the middle of the presentation to remind them to speak in English as it would affect the students' marks. The students' nervousness were apparent as one student said "English? I'll try." Other than this situation, Ali would allow the students to use CS in the classroom if the students were not participative. Ali would have to probe the students multiple times by

reiterating a question three to four times or saying phrases such as "Come on *lah*" or "anyone?" This shows that Ali's use of CS in the classroom was warranted and it would explain Ali's support for the use of CS. This is similar to participants from Liu (2010) and some participants from B. R. Gill and Ahmed (2014), who also supported the use of CS.

Ali perceived the use of CS, either from him or the students, as a technique to reassure the students that would also encourage them to speak. The same notion was also reflected by participants in Chowdhury (2013), who perceived the use of CS as a way to ease communication for students. Target language-only usage can be intimidating for less proficient students (Spice, 2018). This was reflected in the current study during the group consultation sessions as the students seemed more comfortable asking questions without any encouragement ('come on *lah*') from the lecturer. This may be due to the consultation being more private (lecturer with four students) rather than speaking in front of the whole classroom. However, Ali's leniency about permitting the students to use CS (mostly Malay to English) made the consultation sessions progress smoothly and therefore, more beneficial for the students.

Ali's students' language practice in the classroom corroborated his statement that he preferred students to apply CS in the classroom rather than using ungrammatical English. His view was similar to that of Azma as both of them implied that with the use of CS, the functions of each English word would be correctly applied. However, rather than correctly applying English grammar, it may be a case of avoiding grammatical mistakes instead of learning from making these mistakes. The observations suggested that even the lecturers made various English grammatical mistakes when applying CS with doubling of English words to show plurality, the use of tenses, and subject-verb agreement. Apart from doubling of English words, these are common English grammatical mistakes that Malaysians generally make when using English-only in addition to mistakes with the use of articles and prepositions (Tse &

Yau, 2014). When it comes to proper English use in the classroom, the lecturers would allow the students to speak or write in Malaysian Standard English rather in Manglish. As previously stated, Malaysian Standard English largely follows British Standard English but recently the additions of American vocabulary such as truck (UK = lorry), elevator (UK = lift) and fries (UK = chips) and American spelling has begun to be accepted by some teachers/lecturers (Amin, 2012). However, the usage of manglish in the classroom would not be accepted by teachers/lecturers, as highlighted in the study by R. B. A. Karim, Awaludin, Rafek, and Shak

.

7.6.3 Training, policies and current practice

The participants were unaware or uncertain of the institution's policy and implementation of using English-only in the classroom. Generally, they do know that the medium of instruction in the university is English, except for on some courses. The lecturers' uncertainty regarding the policy could be due to the fact that there was no official document circulated regarding the MOI at the university. In addition, their lack of awareness or confusion about the policy could be due to the frequent change in MOI, as it was initially only for STEM courses (Zaaba et al., 2010) and when public universities were granted administrative autonomy ("All 20 public universities granted autonomous status," 2018), some universities decided to change fully to English as the MOI. However, the lecturers did not comply with the medium of instruction established by the university and used CS in the classroom. In addition, they were teaching English subjects, which would further intensify the expectation for the lecturers to use English but they continued to use CS as they felt it would be beneficial for the students' learning. Apart from that, the lecturers may have perceived that it was unnecessary to solely use the English language as there were no international students in the classroom and everyone understood the Malay language.

The participants were known to have applied English-only in the classroom during their internships, which shows that they are capable of applying English-only in the classroom. The reason for their conformity during their internships was probably due to lack of experience as they did not have a proper view of students' needs. If the participants had used their first language in the classroom, their students' grades could have been affected. It can be seen that their training does not influence their current practice even though they are aware of the university's medium of instruction. The lack of conformity by the lecturers to follow the policy was also reported by Ariffin and Husin (2011) in which the policy to use English as the medium of instruction was not observed by the participants. This also occurs out of the Malaysian context, as Canagarajah (1999) correspondingly observed in Sri Lankan English teaching communities where the institution implemented English as the medium of instruction of ESL courses but in reality, CS was practised in the classroom. The same observations were also made by Dearden (2014) in her report on English medium instruction in 55 countries.

7.7 Chapter summary

This chapter discusses various aspects of lecturers' use of CS according to the types, functions and the lecturers' views on the practice of CS. It is observed that there is a relation between CM types and the functions as they aid the teaching process in the classroom. The amount of directionality of CM was similar between Malay-English (523 utterances) and English-Malay (520 utterances), which shows that the first language was amply applied in an English classroom as it was the educator's choice regardless of the policies of the Ministry of Education and the institution.

Chapter 8

Conclusion

8.1 Summary of findings

RQ1: What types of code mixing, as distinguished by Muysken (2013) are used in lecturers' discourse in the ESL classroom?

The findings of CM types revealed that all four types were used by the lecturers. The overall results showed that insertion was the most prevalent type of CM used by the participants and the least used CM type was back-flagging. In terms of individual frequency of CM types, Azma frequently used congruent lexicalization and Ali frequently used insertion. These findings highlight that Azma's CM in one utterance is more diverse, which would signify that it is her style of speaking. Meanwhile, Ali's prevalence of CM usage is mostly due to technical vocabulary function. If this function were to be omitted from Ali's data, congruent lexicalization would be the most frequent CM type used. This shows that, apart from the CM style of the speaker, the subject content is a factor in the usage of CM types.

Another interesting finding of this study was that CS patterns showed that English and Malay function words were switched regularly, and this was also the case for Malay modal verbs. This is noteworthy as it is believed that CS of function words is rare (Muysken, 2000). However, in the Malaysian context, CS has been found to occur since 1975 in a variety of contexts, so this kind of CS is not exclusively found in educational contexts. Furthermore, it is also interesting to find CS that breaks the grammatical rules of one of the languages used in the utterance (compromise strategies). With this, apart from the common Malaysian CS pattern presented in chapter two, it is clear that switching that is seen as 'non-conforming' in an utterance is an accepted form of CS and commonly used in Malaysian CS patterns (Bukhari, Anuar, Khazin, & Abdul, 2015).

RQ 2: What are the functions of code mixing in the ESL classroom?

The findings of the CM functions showed that 'explanation and clarifying subject matter' was the most prevalent CM function used by both participants. This was expected as teaching requires lecturers to use a lot of explanation in order to impart knowledge. Another interesting point is that the four most frequently used CM function of both participants are very similar. The only difference was that Ali's second most used function was 'technical vocabulary' (exclusive to Ali), meanwhile, Azma's second most prevalent function was 'emphasis'. Ali's use of technical vocabulary related to the subject matter as he taught research writing in which he used expression such as 'problem statement' and 'limitations' within a Malay utterance. This helped students to understand the subject content better. In addition, the CM function that was exclusive to Azma was the 'verbal cue function' in which she used verbal cues such as *maksudnya* "it means" and *contohnya* "for example" before explaining the meaning and giving examples in English. This brings forth that it is Azma's style of CM as this function did not occur in Ali's data.

RQ 3: What are lecturers' perceptions of the use of code switching in the ESL classroom and how do these compare with their actual practice in the classroom?

Apart from that, the interview findings showed that Ali fully supported the use of CS as he felt that it was beneficial to impart knowledge, to establish a good relationship with students and to reassure and encourage timid students to speak in the classroom. However, Azma had mixed feelings regarding the use of CS. Even though she felt that it could be beneficial for teaching, she also believed that too much CS would not be good for the students. She perceived that it should not be constantly used, especially with proficient students as they should be able to understand English-only explanations. However, Azma's statement did not reflect her practice, which was also the case with Ali. Most of the participants' statements

during the interviews did not reflect their practice. The functions stated by both participants in the interviews did not reflect their usage in the classroom except for the function of 'explanation and clarifying subject matter', which was observed to be commonly used in the classroom. Furthermore, one of the participants, Ali, perceived that he applied each and every function of CM in the classroom, which was not the case according to the observations. Another interesting finding was that the participants also preferred the students to use CS as they did not want the students to make grammatical mistakes when speaking only in English. As I have previously stated, this may be a way to avoid making grammatical mistakes. Furthermore, with reference to the MOI policy, the participants were not sure of the MOI policy as they were not aware of a specific document regarding the MOI. Furthermore, the participants did not prefer a formal policy to be made to permit CS as it may encourage teachers/lecturers to use more Malay instead of English or even Malay-only in the classroom.

8.2 Notable contributions to the study of code switching

This study is the first to focus on back-flagging, which is one of the four types of CM distinguished by Muysken (2013), in the Malaysian context. Generally, Malaysians use various discourse markers, *-lah, -kah, -kan, -lei, -meh, -ler* and many more (Tay et al., 2016). The findings from this study show that, within education contexts, the lecturers only use three discourse markers *-lah, -kah and -kan*. It was found that the use of question tags was an important strategy for imparting information to students. This is a novel finding within the study of code switching as the analysis of back-flagging has not emerged in previous studies on types of CS conducted within Malaysian contexts.

In section 8.1, it was discussed that the code mixing of function words does not frequently occur. As function words are not often switched into an utterance on its own and often comes from the ML (Muysken, 2000). However, this study shows that the code mixing of function words was very frequent, and it also occurred at random breaking restrictions for function word CS. This is an interesting finding that has not been highlighted in studies out of Malaysian context as well as within Malaysian context.

In terms of Muysken's scoring table, this study discusses the difficulties of using the typology scoring table. Especially when to write a '0' in the table or when to put a '–'. However, from discussion with second rater and from my readings, I have explained when I applied '–'and when I applied '0'. It is hoped that this will benefit future researchers who intend to use the scoring table for their study of code switching.

Previous studies have noted a range of common patterns of code switching in Malaysia which are switches of content words of either language, CS of Malay demonstrative pronouns within English utterances, the use of Malay possessives within English utterances, the CS of English personal pronouns within Malay utterances, omission of English articles in CS, CS of modal verbs and conjunctions. The current study found switches of relative pronoun/conjunction *yang* "that" within an English utterance. This is novel as it was not highlighted in previous studies on the patterns of code switching. It would have been interesting to conduct a detailed study on the patterns of CS outside of classroom context and observe whether switches of *yang* occur frequently.

Another notable contribution within the study of code switching is the analysis of the directionality of code switching in relation to Muysken's types of code mixing. It is interesting to discern that overall, the lecturers used more English insertions in Malay than vice versa but made equal usage of alternation in both directions. The lecturers' insertion of English words

into Malay was for emphasis and for technical vocabulary. As for alternation, it was used mostly for explanation and it seems that the lecturers code switch to explain content equally in English and Malay.

8.3 Limitations of the study

The data collection process and analysis has shed light on the limitations of this study as three limitations were identified. Firstly, the initial data collection was intended to be conducted for 14 weeks. However, due to class cancellations and the newly implemented blended learning programme, which required the students to complete assignments at home, only seven weeks of data was collected. However, the data collected were still abundant and clear CM patterns emerged, which partly confirmed the findings of earlier studies, for example by Ozog (1987).

Secondly, the participants in this study involved two lecturers. If more participants had been included, different findings could have been obtained in terms of the types, functions and the interviews. Therefore, the findings cannot be generalised to all English lecturers in Malaysia.

Thirdly, the lecturers' time constraints made it challenging to conduct longer interviews. This explains why the interview sessions for each participant had to be divided into two sessions. However, the interviews conducted over two sessions provided valuable insights into the lecturers' perceptions of CS in the classroom.

Another limitation relates to inter-rater reliability as only 16 utterances were checked by the second rater. Furthermore, the rater had a different way of interpreting utterances with bidirectional CS. However, the discrepancies were resolved by discussing the differences in interpretations. Grammar rules for the Malay language were also explained to the second rater during the meeting. After the discussion, we came to an agreement that my way of interpreting

the whole utterance instead of interpreting word by word in a bidirectional utterance is an accepted way of interpreting the data. Furthermore, in the analysis of the data we strictly followed the methods for scoring the switches as explained in the scoring table provided by Deuchar et al. (2007), which is also used by Agbo and Plag (2018).

8.4 Recommendations for future research

This study hopes to point out future research that could be conducted. As the current study focused on two participants, a study could be done on more than two participants as each person has different discourse styles. Hence, more data can be obtained and compared between each participant. Furthermore, the acceptability of CS usage could be obtained through experimental approaches comparing English-only (controlled) sentences with sentences containing different types of CS. Apart from that, an in-depth study could be done on one teacher who teaches more than one course. Different findings may be identified due to the different subject content and probably different students with varying proficiency levels would provide differing results. One type of subject content would influence the lecturer to use different functions from those used in another subject, just as been found in the comparison between Azma's and Ali's usage of the technical vocabulary function.

Apart from focusing on lecturers, a study could also be done focusing on the students as the participants' discourse may be influenced by their confidence in speaking and their proficiency. Apart from CM types and functions, the researcher could also further delve into the students' proficiency to find out if it relates to their usage of CM in the classroom. Moreover, research could be conducted that focuses on both students and the lecturers as their discourses are different. A comparison between lecturer's and students' discourse should be

done in order to gain further insights into the types of CM they engage in and the functions of CM.

The current study discussed the differences in CM usage between the classroom context and other social contexts. Thus, research that compares participants' CM usage between classroom contexts and social contexts should be done in order to obtain further insights into the differences and similarities of CM types and functions between both contexts. It would also provide some understanding of CM types in speech samples from different social contexts, especially as this has yet to be studied by researchers in Malaysia.

Furthermore, a study could be conducted comparing CM types and functions of CM between English language classrooms and other EMI subjects in university. It would be interesting to discern whether there are differences in CM between the different subjects.

8.5 Implications for pedagogy and policy and concluding remarks

The findings show that the MOI policy implemented by the Ministry of Education is not adhered to by the lecturers in this study and that CS has its benefits for students' learning. Therefore, the English-only policy in courses with English as the MOI should be reviewed to allow the use of CS in the classroom as there are various studies that indicate the benefits of CS. In addition, policymakers in Malaysia should take into consideration teachers' and lecturers' positive perceptions of the usage of CS as evidenced in previous studies in Malaysia.

Apart from policymakers, the findings of this study could enlighten teachers that have an English-only stance about the benefits of the use of CS. Furthermore, this study would benefit teachers who are unsure of the use of CS as they may believe that CS should only be used in classes with less proficient students. In practice, a classroom may have mixed proficiency classes. Therefore, the use of CS may be necessary even if the majority of the

students in a classroom are highly proficient. The minority with lower proficiency may need explanations in the first language in order to understand the subject content.

Furthermore, the findings of this study may create awareness of the benefits of CS, which consequently may encourage the Ministry of Education to create a structured guideline with CS as a teaching strategy/technique similar to the Translanguaging guideline authored by Celic and Seltzer (2011), entitled *Translanguaging: A CUNY-NYSIEB Guide for Educators*. A guideline could also be produced at university level by the respective heads of programme for English subjects which could provide ideas for activities and more structured L1 use in the classroom to help with learning English.

This study has highlighted some positive aspects of CS. The English skills courses at university mostly require students to understand and recognise the subject content and not, for example, to memorise formulas. Therefore, the usage of the first language is important to explain and help them to understand the subject content. Furthermore, the use of CS would not make students feel intimidated as when teachers/lecturers use CS students would feel that the teachers are just like them. This will then help shy students to feel more confident to speak in the classroom, even if with incorrect grammar (e.g. wrong usage of tenses, the verb to be) as students are generally afraid to speak fully in English. Furthermore, with controlled use of CS, English educators could slowly have students practice more in English by encouragement (more so in the first language), as it was observed in this study that 'weak' students were able to speak in English when circumstances required them to do so during their presentations. Therefore, the use of CS should not be viewed as something that impedes students' learning but rather as an important and effective tool for furthering students' understanding of classroom content.

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Appendix A- Consent letter from EPU

UNIT PERANCANG EKONOMI
Jabatan Perdana Menteri
Blok B5 & B6
Pusat Pentadbiran Kerajaan Persekutuan
62502 PUTRAJAYA
MALAYSIA

Tel █████████
Laman web : www.epu.gov.my

Ruj. Tuan:
Your Ref.:

Ruj. Kami: UPE 40/200/19/3439
Our Ref.: (6)

Tarikh: 19 June 2017
Date:

Ms. Sheikha binti Majid
A-17-11, Bayu Puteri Apartment
Jalan Tropicana Selatan, Pju 3
47301, Petaling Jaya
Email : s.b.majid@pgr.reading.ac.uk

APPLICATION TO CONDUCT RESEARCH IN MALAYSIA

With reference to your application, I am pleased to inform 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	:	**SHEIKHA BINTI MAJID**
Passport No./ I.C No	:	████████████
Nationality	:	**MALAYSIAN**
Title of Research	:	**"A TRANSLANGUAGING PERSPECTIVE: A STUDY OF MALAYSIAN LECTURERS' MEDIUM OF INSTRUCTION IN THE ESL CLASSROOM."**
Period of Research Approved	:	**1 year and 10 months (20.6.2017 - 20.4.2019)**

2. Please take note that the study should avoid sensitive issues pertaining to local values and norms as well as political elements. At all time, please adhere to the conditions stated by the code of conduct for researchers as attached.

3.   The issuance of the research pass is also subject to your agreement on the following:

   a) to ensure submission of a brief summary of your research findings on completion of your research;

   b) to submit three (3) copies of your final dissertation/publication; and

   c) to renew your research pass annually.

4.   Thank you for your interest in conducting research in Malaysia and wish you all the best in your future research endeavor.

Yours sincerely,

███████████

(AZRAL IZWAN BIN MAZLAN)
Macroeconomics Section
for Director General
Economic Planning Unit
Prime Minister's Department

████████████████████████

ATTENTION

This letter is only to inform you the status of your application and **cannot be used as a research pass.**

c.c.:

Ketua Setiausaha
Kementerian Pendidikan Tinggi
Bahagian Perancangan Penyelidikan dan Penyelarasan Dasar
Aras 13, No. 2, Menara 2
Jalan P5/6, Presint 5
62200 Putrajaya
(u.p.: Puan Nor Salimah binti Musa)

2

Appendix B- Lecturer information sheet and consent form

<u>Lecturer information sheet</u>

Research Project: A look into Lecturer's Code Switching: An investigation on Intrasentential Code Switching in the ESL Classroom

PhD Student: **Sheikha Majid**

Supervisors: **Professor Jeanine Treffers-Daller; Dr Naomi Flynn**

I, Sheikha Majid, would like to invite you to take part in a research study about Malaysian ESL lecturer's code switching in the classroom.

What is the study?

This study aims to investigate ESL lecturer's code switching in the classroom. Code switching is alternating between two languages. For example, from English to Malay and Malay to English. The investigation will specifically focus on lecturer's code switching types usage and choice in the classroom. The significance of this study is to fill in the gap of intrasentential code switching types, functions of code switching and to bring to light on how code switching can be used to facilitate the teaching English. Furthermore, it can be a stepping stone to further research on intrasentential code switching in Malaysia.

I will be a non-participant observer in which I will just quietly observe the class in session. Although you will be observed and recorded, the focus participant is your lecturer. I will video record the sessions and the recordings will be transcribed to be analysed. I can assure your anonymity in the transcriptions.

Why have I been chosen to take part?

You have been invited to take part because you have expressed an interest in being involved. You are students in an ESL class which suits the scope of my study. Finally, this class is one of the classes in session during the time of planned data collection.

Do I have to take part?

It is entirely up to you to decide whether or not to participate. You may also withdraw your consent to participate at any time during the project. You can contact me, Sheikha Majid. Tel: ▓▓▓▓▓▓▓▓ (by WhatsApp) and E-mail: s.b.majid@pgr.reading.ac.uk

What will happen if I take part?

I will observe and video-record one of your classes. The observation will last until the end of the semester and I will observe the whole duration of your class. So let's say your class is for one hour, then I will be observing your class the whole hour as a non-participant observer, just sitting at the back of the class and taking notes.

What are the risks and benefits of taking part?

The information obtained will remain confidential and will only be seen by the research team listed at the start of this letter. You, your lecturer or the college/university will not be identifiable in any published report resulting from the study. Information about individuals will not be shared with any individual.

This study is beneficial for ESL learning as code switching can be used as an approach to teach English. This study will also bring to light to policy makers on the impact of code switching towards teaching and learning in the classroom.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, your lecturer or the college/university that will be included in any sort of report that might be published. Participants will be assigned a pseudonym and will be referred to by the assigned pseudonym in all records.

Research records will be stored securely in a locked cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written, after five years. The results of the study may be presented at national and international conferences, and in written reports and articles. I can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, I will discard your data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact my supervisor, Professor Jeanine Treffers-Daller at j.c.treffers-daller@reading.ac.uk.

Where can I get more information?

If you would like more information, please contact me, Sheikha Majid.

E-mail: s.b.majid@pgr.reading.ac.uk

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it by e-mail.

Thank you for your time.

Research Project: A look into Lecturer's Code Switching: An investigation on Intrasentential Code Switching in the ESL Classroom.

<u>Lecturer Consent Form</u>

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of student:_____

E-mail:_____

Phone number:_____

Name of college/university:_____

Please tick as appropriate:

I consent to the observation ☐

I consent to the video and audio recording of my class ☐

Signed:_____

Date: _____

Appendix C- Lecturer information sheet and consent form (Interview)

Researcher:
Name : Sheikha Majid
Email: s.b.majid@pgr.reading.ac.uk

Supervisor:
 Name: Jeanine Treffers-Daller
 Email: j.c.treffers-daller@reading.ac.uk

INFORMATION SHEET

I am a PhD student at the University of Reading. As part of my PhD study, I am writing to invite you to take part in a research study about code switching in the ESL classroom. Code switching is switching between two languages. For example, from English to Malay or Malay to English. The purpose of this study is to examine the code switching usage of ESL teachers. The results of this study will be used for research purposes, within my dissertation and as part of external research publications in the future.

If you agree to participate in this study, you will be asked to take part in an interview with the researcher, lasting approximately 20 minutes. The interview will be recorded and transcribed with your permission. The transcription will be shown to you in order for you to check its accuracy and to confirm that you are still happy for its contents to be used. The information gathered will be used by the student researcher for data analysis.

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. You will be assigned a pseudonym only to distinguish your responses from those of other participants. This pseudonym is in no way associated with your name. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published.

Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the student researcher, Sheikha Majid, and the researcher's supervisor, Prof Jeanine Treffers-Daller, will have access to the records. The student researcher can also send the results of this research to you electronically if you wish to have them. We do not anticipate that participation in the project will involve you in any expense.

Your decision to participate is entirely voluntary. Also, you are free to withdraw your consent at any time, without giving a reason, by contacting the student researcher, Sheikha Majid, on ▮▮▮▮▮▮▮ (whatsapp) or s.b.majid@pgr.reading.ac.uk if you wish to withdraw from the study.

This application has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor by emailing j.c.treffers-daller@reading.ac.uk

Signed:

Date:

Consent Form

Project title: **A look into Lecturer's Code Switching: An investigation on Intrasentential Code Switching in the ESL Classroom**

I have read and had explained to me by the Information Sheet relating to this project.

I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that I will be interviewed and that the interview will be recorded and transcribed.

I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time, without giving a reason and without repercussions.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

Please tick as appropriate:

I consent to being interviewed: _____   _____

                                                  no   yes

I consent to this interview being recorded: _____   _____

                                                  no   yes

Name:

Signed:

Appendix D- Student information sheet and consent form

University of Reading

Principal Researcher: Sheikha Majid
Phone:
Email: s.b.majid@pgr.reading.ac.uk

<u>Student information sheet</u>

Research Project: A look into Lecturer's Code Switching: An investigation on Intrasentential Code Switching in the ESL Classroom

PhD Student:	**Sheikha Majid**
Supervisors:	**Professor Jeanine Treffers-Daller**

I, Sheikha Majid, would like to invite you to take part in a research study about Malaysian ESL lecturer's code switching in the classroom.

What is the study?

This study aims to investigate ESL lecturer's code switching in the classroom. Code switching is alternating between two languages. For example, from English to Malay and Malay to English. The investigation will specifically focus on lecturer's code switching types usage and choice in the classroom. The significance of this study is to fill in the gap of intrasentential code switching types, functions of code switching and to bring to light on how code switching can be used to facilitate the teaching English. Furthermore, it can be a stepping stone to further research on intrasentential code switching in Malaysia.

 I will be a non-participant observer in which I will just quietly observe the class in session. Although you will be observed and recorded, the focus participant is your lecturer. I will video record the sessions and the recordings will be transcribed to be analysed. I can assure your anonymity in the transcriptions.

 Why have I been chosen to take part?

You have been invited to take part because you have expressed an interest in being involved. You are students in an ESL class which suits the scope of my study. Finally, this class is one of the classes in session during the time of planned data collection.

Do I have to take part?

It is entirely up to you to decide whether or not to participate. You may also withdraw your consent to participate at any time during the project. You can contact me, Sheikha Majid. E-mail: s.b.majid@pgr.reading.ac.uk

What will happen if I take part?

I will observe and video-record one of your classes. The observation will last until the end of the semester and I will observe the whole duration of your class. So let's say your class is for one hour, then I will be observing your class the whole hour as a non-participant observer, just sitting at the back of the class and taking notes.

What are the risks and benefits of taking part?

The information obtained will remain confidential and will only be seen by the research team listed at the start of this letter. You, your lecturer or the college/university will not be identifiable in any published report resulting from the study. Information about individuals will not be shared with any individual.

This study is beneficial for ESL learning as code switching can be used as an approach to teach English. This study will also bring to light to policy makers on the impact of code switching towards teaching and learning in the classroom.

 What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, your lecturer or the college/university that will be included in any sort of report that might be published. Participants will be assigned a pseudonym and will be referred to by the assigned pseudonym in all records.

Research records will be stored securely in a locked cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written, after five years. The results of the study may be presented at national and international conferences, and in written reports and articles. I can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, I will discard your data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact my supervisor, Professor Jeanine Treffers-Daller at j.c.treffers-daller@reading.ac.uk.

Where can I get more information?

If you would like more information, please contact me, Sheikha Majid. E-mail: s.b.majid@pgr.reading.ac.uk

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it by e-mail.

Thank you for your time.

Research Project: A look into Lecturer's Code Switching: An investigation on Intrasentential Code Switching in the ESL Classroom.

<u>Student Consent Form</u>

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of student:_____

E-mail:_____

Phone number:_____

Name of college/university:_____

Please tick as appropriate:

I consent to the observation

☐

I consent to the video and audio recording of my class

☐

Signed:_____

Date: _____

Appendix E- Features of the four types of code mixing

	INSERTION	ALTERNATION	CONGRUENT LEXICALIZATION	BACK-FLAGGING
CONSTITUENCY				
Single constituent	+			+
Several constituents	−	+		−
Non-constituent	−	−	+	−
Nested a-b-a	+	−		−
Non-nested a-b-a	−	+	+	+
ELEMENTS SWITCHED				
Diverse switches	−		+	−
Long constituents	−	+	−	−
Complex constituent	−	+	−	−
Content word	+	−	−	−
Function word	−	−	+	−
Adverb, conjunction	−	+	−	+
Selected element	+	−	+	−
Emblematic or tag	−	+		+
SWITCH SITE				
Major clause boundary		+		+
Peripheral		+		+
Embedding in discourse		+		+
Flagging	−	+	−	
Dummy word insertion	+		−	−
Bidirectional code-switching	−	+	+	+
PROPERTIES				
Linear equivalence		+	+	+
Telegraphic mixing	+	−	−	−
Morphological integration	+	−	+	−
Doubling	−	+	−	−
Homophonous diamorphs		−	+	−
Triggering			+	−
Mixed collocations		−	+	−
Self-corrections	−	+	−	

Note: Here no value refers to the non-applicability of a specific feature.

Appendix F- Updated typology score table

	A	B				C	D			
MUYSKEN'S FEATURES	INS	ALT	CLX	BFL			INS	ALT	CLX	BFL
CONSTITUENCY										
Single constituent	+	0	0	+						
Several constituents	−	+	0	−						
Non-constituent	−	−	+	−						
Nested aba	+	−	0	−						
Non-nested aba	−	+	+	+						
ELEMENT SWITCHED										
Diverse switches	−	0	+	−						
Long constituent	−	+	−	−						
Complex constituent	−	+	−	−						
Content word	+	−	−	−						
Function word	−	−	+	−						
Adverb, conjunction	−	+	−	+						
Selected element	+	−	+	−						
Emblematic or Tag	−	+	0	+						
SWITCH SITE										
Major clause boundary	0	+	0	+						
Peripheral	0	+	0	+						
Embedding in discourse	0	+	0	+						
Flagging	−	+	−	0						
Dummy word insertion	+	0	−	−						
Bidirectional switching	−	+	+	+						
PROPERTIES										
Linear equivalence	0	+	+	+						
Telegraphic mixing	+	−	−	−						
Morphological integration	+	−	+	−						
Doubling	−	+	−	−						
Triggering	0	0	+	−						
Mixed collocations	0	−	+	−						
Self-corrections	−	+	−	0						
						Score				

Notes: INS: Insertion, ALT: Alternation, CLX: Congruent Lexicalization, BFL: Backflagging

Appendix G-Code mixing data

Azma		
Code mixing data and Gloss	**Typology**	**Functions**
You scan **guna** scanner**?**	INS	Emphasis
You scan use scanner?	Gloss	
You tengok, contohnya, 'akibat **futsal'**.	CLX	Solidarity/ Emphasis
You see, example, 'effect futsal'.	Gloss	
Oh akibat **futsal.**	INS	Explanation
Oh effect futsal.	Gloss	
You will look at **contohnya lima terkorban**	CLX	Explanation
You will look at example five dead	Gloss	
And then first thing you will search is **dekat mana.**	CLX	Explanation
And then first thing you will search is where.	Gloss	
Lima terkorban and you will say, **'kenapa?'**	CLX	Explanation
Five dead and you will say, 'why?'	Gloss	
Cukup untuk **you** faham **the whole sentence.**	CLX	Explanation
Enough for you understand the whole sentence.	Gloss	
Because you don't want to keep in flipping the dictionary everytime you encounter unfamiliar words, **betul tak?**	BFL	Facilitating question
Because you don't want to keep in flipping the dictionary everytime you encounter unfamiliar words, right no?	Gloss	
Maksudnya you try to apply.	ALT	Verbal cue
Means you try to apply	Gloss	
You cuba ikut **logic**.	CLX	Solidarity/ Explanation
You try follow logic	Gloss	
You have definition clues **sama** example clues, contrast clues,inference clues and experience clues.	CLX	Discard
You have definition clues with example clues, contrast clues,inference clues and experience clues.	Gloss	
Definition **maksudnya**?	ALT	Increasing critical awareness question
Definition means?	Gloss	
Maksud **of the word.**	ALT	Explanation
Meaning of the word.	Gloss	
Aloe vera also known as **apa**?	CLX	Increasing critical awareness question

Aloe vera also known as what?	Gloss	
So you kena check lagi tak dictionary? So you must check more not dictionary?	CLX Gloss	Explanation
So maksud dia guna 'the term for?' So meaning he use ' the term for'?	ALT Gloss	Explanation
Definition-lah, kan? Definition-DM, isn't it?	BFL Gloss	Emphasis/ Facilitating question
So you boleh imagine. So you can imagine.	CLX Gloss	Explanation
So kalau you baca the next sentence So if you read the next sentence.	CLX Gloss	Explanation
You tak ada masalah. You not have problem.	CLX Gloss	Solidarity
Students straight away boleh guess. Students straight away can guess.	CLX Gloss	Explanation
Just macam I nak explain to you just now. Just like like I want explain to you just now.	CLX Gloss	Explanation
So I used a lot of examples sebab dengan bagi examples, you can relate to whatever it is that I'm trying to say. So I used a lot of examples because with give examples, you can relate to whatever it is that I'm trying to say.	CLX Gloss	Explanation
So imagine as a writer juga. So imagine as a writer also.	ALT Gloss	Explanation
Although you tahu yang nak explain in … Although you know that want explain in …	CLX Gloss	Explanation
Even I dah explain pun maybe reader tak faham so why not if I give example. Even I already explain also maybe reader not understand so why not if I give example.	CLX Gloss	Explanation
Maybe bagi examples. Maybe give examples.	INS Gloss	Explanation
Readers akan faham.	INS	Emphasis

Readers will understand.	Gloss	
So dia akan jadi example.	CLX	Explanation
So it will become example	Gloss	
You tak payah wondering.	CLX	Solidarity/ explanation
You not need wondering.	Gloss	
Katakanlah the author stopped there,so you will be wondering.	BFL	Verbal cue
Say the author stopped there,so you will be wondering.	Gloss	
So you boleh faham.	ALT	Solidarity
So you can understand.	Gloss	
Kata, ada three things that America uses as natural resources.	ALT	Verbal cue
Say, available three things that America uses as natural resources.	Gloss	
And then let's look at contrast tu	CLX	Emphasis
And then let's look at contrast that	Gloss	
Kalau synonym tadi same meaning.	CLX	Explanation
If synonym just now same meaning.	Gloss	
Tapi dia explain something in contrast.	CLX	Explanation
But he explain something in contrast.	Gloss	
Dia tak explain something in synonym	CLX	Explanation
He not explain something in synonym	Gloss	
Dia explain something in opposite.	CLX	Solidarity
He explain something in opposite.	Gloss	
...you recognise this word sebab kalau you tak kenal the signal used by the writer then susah juga untuk you nak guess.	CLX	Explanation
used by the writer then difficult also for you want guess.	Gloss	
So you know that 'at least was cheap' maksudnya dia not tasty tapi in contrast, it is cheap and then you know yang the second example eh the first example Robert loves to sing tapi tak ada guna sebab nobody wants to listen to him.	CLX	Explanation
So you know that 'at least was cheap' means it not tasty but in contrast, it is cheap and then you know that the the second example eh the first example Robert loves to sing but not	Gloss	
have use because nobody wants to listen to him.	Gloss	
And then you will see yang the third example.	ALT	Explanation
And then you will see that the third example.	Gloss	
Walaupun John ni ada masalah discipline tapi he was a great sportsman	INS/ALT	Explanation

Although John this have problem discipline but he was a great sportsman	Gloss	
Sekarang ni I think just know the functions and the clues first.	ALT	Explanation
Now this I think just know the functions and the clues first.	Gloss	
But if you fail to laugh maksudnya you tak faham apa I punya joke.	CLX	Explanation
But if you fail to laugh means you not understand what I punya joke.	Gloss	
You will see ada yang dapat ada yang tak dapat.	ALT	Explanation
You will see have that get have that not get	Gloss	
Yang tak dapat tu maksudnya dia tak dapat nak infer.	INS	Explanation
The not get that means he not get want infer because he not have general knowledge of whatever that you're saying	Gloss	
Sebab dia tak ada general knowledge of whatever that you're saying .	ALT	Explanation
Because he not have general knowledge of whatever that you're saying .	Gloss	
Tapi siapa yang dapat sarcasm, it means that you manage to infer the hidden meaning of that particular sarcasm-lah	INS	Explanation
But who that get sarcasm, it means that you manage to infer the hidden meaning of that particular sarcasm+DM	Gloss	
Dia maksudnya	ALT	Verbal cue
@¨	Gloss	
For example, like aloe vera juice-lah	BFL	Emphasis
For example, like aloe vera juice+DM	Gloss	
Some straight away boleh teka.	ALT	Explanation
Some straight away can guess.	Gloss	
Boleh imagine what is aloe vera.	CLX	Explanation
Can imagine what is aloe vera.	Gloss	
But for some dia tak pernah tahu what is aloe vera.	ALT	Explanation
But for some, he not know what is aloe vera.	Gloss	
Dia tak boleh nak guna dia punya general sense.	INS	Emphasis
He not can want use he own general sense.	Gloss	
For one person dia boleh apply in this question.	CLX	Explanation
For one person he can apply in this question.	Gloss	
For some tak.	CLX	Emphasis
For some not.	Gloss	

So siapa yang pernah dengar the word implausible?	ALT/INS	Explanation
So who that ever hear the word implausible?	Gloss	
Therefore, you cannot apply your general sense here sebab you've never come across...	ALT	Explanation
Therefore, you cannot apply your general sense here because you've never come across...	Gloss	
So maybe you can guess that implausible is not convincing, betul tak?	BFL	Facilitating question
So maybe you can guess that implausible is not convincing, right not?	Gloss	
So it will tell you that you will imagine the situation, betul tak?	BFL	Facilitating question
So it will tell you that you will imagine the situation, right not?	Gloss	
Experience clue is almost the same as general sense juga because for you to have general knowledge is for you to experience something.	ALT	Explanation
Exeprience clue is almost the same as general sense also because for you to have general knowledge is for you to experience something.	Gloss	
Macam contoh dia cakap ni, 'was used in combat.'	ALT	Explanation
Like example he say this, 'was used in combat.'	Gloss	
And then dia cakap, once firearms were invented, the bow and arrow gradually grew less popular until they become obsolete	ALT	Explanation
And then he say, once firearms were invented, the bow and arrow gradually grew less popular until they become obsolete	Gloss	
So maksudnya apa?	ALT	Explanation
So means what?	Gloss	
Siapa yang kat sini yang have no idea?	ALT	Clarifying question
Who that near here that have no idea?	Gloss	
Oh baru you macam 'oh now I know'	CLX/ ALT	Solidarity/explanation
Oh now you like 'oh now I know.'	Gloss	
So after this you dah ada.	CLX	Explanation
So after this you already have.	Gloss	
You kira dah ada experience about carbon footprint.	ALT	Explanation
You about already have experience about carbon footprint.	Gloss	
You dah tahu.	CLX	Solidarity
You already know.	Gloss	
Clues from another sentence ni maksudnya you have to keep on reading.	CLX	Explanation
Clues from another sentence this means you have to keep on reading.	Gloss	

Pernah tak you baca something?	CLX	Solidarity/ explanation
Ever not you read something?	Gloss	
Make sense-kah?	BFL	Facilitating question
Make sense+Q?	Gloss	
Tak make sense?	CLX	Explanation
Not make sense?	Gloss	
Don't assume because for example yang ayat tadi tu seperti implausible just now. Don't assume because for example that sentence just now that like implausible just now.	ALT	Explanation
	Gloss	
Just because you know that implausible in this context can mean not convincing does not mean that you can simply apply it to any situation or sentence yang you nak maksudkan not convincing. Just because you know that implausible in this context can mean not convincing does not mean that you can simply apply it to any situation or sentence that you want mean not convincing.	CLX	Explanation
	Gloss	
	Gloss	
Kalau you tak tahu.	CLX	Solidarity
If you not know.	Gloss	
Contohnya you tak tahu pun that however here means opposite or contrast. Example you not know also that however here means opposite or contrast.	ALT	Explanation
	Gloss	
And later you buat sendiri.	ALT	Explanation
And later you do alone.	Gloss	
Dah tak tahu pula avid tu.	INS	Emphasis
Already don't know again avid that.	Gloss	
So you rasa berkaitan tak dengan sentence ni?	CLX	Clarifying question
So you feel related not with sentence this?	Gloss	
Greedy-kah?	BFL	Facilitating question
Greedy+Q	Gloss	
Kenapa pula jadikan dia greedy?	INS	Emphasis
Why so become he greedy?	Gloss	
Kalau you rasa this is the answer,k.i.v dulu.	CLX	Solidarity/ explanation
If you feel this is the answer,k.i.v first.	Gloss	

Dah solid pula. Already solid again.	INS Gloss	Emphasis
Dia waste ke tak? He waste or not?	INS Gloss	Emphasis
Kalau dia wasteful maksudnya dia tak waste? If he wasteful means he not waste?	INS Gloss	Emphasis
Waste-lah kan? Waste+DM isn't it?	BFL Gloss	Emphasis/Facilitating question
So maksudnya dia membazirlah. So means he waste+DM	ALT Gloss	Explanation
Modest ni lebih kepada being humble. Modest this more to being humble.	INS Gloss	Explanation
Dialah yang usahakan all the finance in the family. He that work all the finance in the family.	ALT Gloss	Explanation
Sebab tak ada kaitan sebab apa nak kena renew, kan? Because not have connection because what want must renew, isn't it?	INS Gloss	Emphasis
This one actually dah masuk kepada word analysis. This one actually already in to word analysis.	CLX Gloss	Explanation
Again-lah. Again+DM	BFL Gloss	Emphasis
Repeat maksudnya? Repeat means?	ALT Gloss	Clarifying question
Maksudnya do the thing again. Means do the thing again.	ALT Gloss	Explanation
So maksudnya? So means?	ALT Gloss	Increasing critical awareness question
Apa perkataan yang menunjukkan that dispute means disagreement? What word that shows that dispute means disagreement?	ALT Gloss	Clarifying question
Stable maksudnya? Stable means?	ALT Gloss	Clarifying question

Stable ada potensi untuk naik dan turun.	ALT	Explanation
Stable have potential to up and down.	Gloss	
Maksudnya it does not move.	ALT	Verbal cue
It means it does not move.	Gloss	
Active lagilah out.	ALT	Explanation
Active more out.	Gloss	
Cannot be unhappy sebab dia tak mention pun anything about being unhappy here.	CLX	Explanation
Cannot be unhappy because he not mention also anything about being unhappy here.	Gloss	
Sebab dia maksudkan sini look at the words here it's alarm system.	ALT	Explanation
Because he means here look at the words here it's alarm system.	Gloss	
Gelisah and one cannot be glad.	INS	Explanation
Nervous and one cannot be glad.	Gloss	
Glad bukan excited.	CLX	Emphasis
Glad not excited .	Gloss	
Macam happy.	INS	Explanation
Like happy.	Gloss	
Macam not that excited.	ALT	Explanation
Like not that excited.	Gloss	
Macam I cakap dekat you the word re-.	CLX	Solidarity/ explanation
Like I say at you the word re-.	Gloss	
So banyaklah perkataan dia.	ALT	Explanation
So banyaklah perkataan dia.	Gloss	
Base word -lah.	BFL	Emphasis
Base word+DM	Gloss	
Tak pernah dengar what is suffix.	ALT	Explanation
Not ever hear what is suffix?	Gloss	
You tahu tak in BM what it is called?	CLX	Clarifying question
You know not what it is called in BM?	Gloss	
In Malay we call it as imbuhan.	INS	Explanation
In Malay we call it as affix.	Gloss	
Contohnya 'main' is a verb.	ALT	Explanation
Contohnya play is a verb.	Gloss	

But memainkan is it a verb?	INS	Emphasis
But play is it a verb?	Gloss	
A prefix is whatever imbuhan that you put in front of the word.	INS	Explanation
A prefix is whatever addition that you put in front of the word.	Gloss	
so this here change the whole meaning of the sentence, betul tak?	BFL	Rhetorical question
So this here change the whole meaning of the sentence, right not?	Gloss	
But you will have graduation dinner tu.	CLX	Explanation
But you will have graduation dinner that.	Gloss	
So you've never come across these words before,betul tak?	BFL	Clarifying question
So you've never come across these words before,have you?	Gloss	
You don't put sands in aquarium, betul tak?	BFL	Rhetorical question
You don't put sands in aquarium, do you?	Gloss	
(con)sent ni bukannya hantar.	INS	Emphasis
(Con)sent this not send	Gloss	
Still maksud negative, betul tak?	INS/ BFL	Verbal cue/ Facilitating question
Still means negative, right no?	Gloss	
Don't simply think that kata nama has to be something that is physical.	INS	Emphasis
Don't simply think that noun has to be something that is physical.	Gloss	
Kata nama can also be something a belief or an idea.	ALT	Explanation
Noun can also be something a belief or an idea.	Gloss	
Now kena ajar grammar dulu.	ALT/INS	Explanation
Now must teach grammar first.	Gloss	
So you will have, kalau graph you will have short, extremely short.	ALT	Explanation
So you will have, if graph you will have short, extremely short.	Gloss	
Dia punya degree tu maksudnya tersangatlah pendek.	INS	Emphasis
Dia punya degree tu maksudnya tersangatlah pendek.	Gloss	
Short tu tak apa lagi.	INS	Emphasis
Short that fine still.	Gloss	
So the word extremely here describe Ali-kah?	BFL	Facilitating question
So the word extremely here describe Ali-Q?	Gloss	

And then you have so many more so I think this one you can refer it on your own-lah. And then you have so many more so I think this one you can refer it on your own+lah.	BFL Gloss	Emphasis
Handy tu ringan tangan. Handy that light hand.	ALT Gloss	Explanation
Maksudnya banyak tapi in this context we cannot use handy sebab it refers to people. It's meaning many but in this context we cannot use handy because it refers to people.	ALT Gloss	Explanation
Macam banyaknya kerja yang you buat. Like many work that you do.	CLX Gloss	Solidarity
Tu dah jadi past tense. That already become past tense.	INS Gloss	Emphasis
Macam you selalu bagi alasan datang kelas lambat. Like you always give excuse come class late.	CLX Gloss	Solidarity
You cannot say appointment sebab it is something negative. You cannot say appointment because it is something negative.	ALT Gloss	Explanation
Syllable is kalau in BM what do we call? Syllable is if in BM what do we call?	ALT Gloss	Explanation
For example dis satu sukukata. For example dis one syllable.	INS Gloss	Explanation
Agree satu sukukata. Agree one syllable	INS Gloss	Explanation
Agree satu. Agree one.	ALT Gloss	Explanation
Maksudnya you tak jadikan dia one word. mmeans you not make it one word.	CLX Gloss	Solidarity/ Emphasis
Pre-fix bukannya prefix. Pre-fix not prefix	CLX Gloss	Emphasis
Main idea, kan? Main idea, isn't it?	BFL Gloss	Facilitaing question
Specific information, kan? Specific information, isn't it?	BFL Gloss	Facilitating question
Every article pun the writer will provide examples because it is easy and words that the writer use to show examples are?	ALT	Explanation

Every article also the writer will provide examples because it is easy and words that the writer use to show examples are?	Gloss	
Contohnya, there are several types of pollution which is a,b,c.	BFL	Verbal cue
For example,there are several types of pollution which is a,b,c.	Gloss	
So bagi situation dekat situ	CLX	Explanation
So give situation near there for you	Gloss	
Produk kecantikan all around Facebook,Instagram, kan?	ALT	Explanation
Product beauty all around Facebook,Instagram, kan?	Gloss	
Statistics also you need a study, kan?	BFL	Facilitating question
Statistics also you need a study, isn't it	Gloss	
Macam I cakap tadi.	CLX	Solidarity
Like I say just now.	Gloss	
Tengok page sixty seven.	ALT	Imperative
Look page sixty seven.	Gloss	
So dia guna perkataan 'the most' kat situ instead of using numbers.	ALT	Explanation
So he use word the most near there instead of using numbers.	Gloss	
So the key words that you must look at the research finding is 'study','research findings' and the writer may also give a statistic juga.	ALT	Discard
So the key words that you must look at the research finding is 'study','research findings' and the writer may also give a statistic also.	Gloss	
You smell famous amos punya cookies.	CLX	Explanation
You smell famous amos own cookies.	Gloss	
Jangan confused between observation and experiences.	CLX	Emphasis
Do not confused between observation and experiences.	Gloss	
Experiences. You experience sendiri.	CLX	Emphasis
You experience yourself.	Gloss	
You kena ada factual support to actually justify or to strengthen your testimony.	CLX	Emphasis
You must have factual support to actually justify or to strengthen your testimony.	Gloss	
An example of testimony contohnya you bagitahu kata this house is ancient.	CLX	Explanation
An example of testimony example+POSS you tell say this house is ancient.	Gloss	
Okay, you need to look at the situation here juga.	ALT	Discard

Okay, you need to look at the situation here also.	Gloss	
You need to look at the context juga.	ALT	Discard
You need to look at the context also.	Gloss	
One, you have statement from your friend saying that 'minggu depan dah keluarlah ni'	ALT	Explanation
One, you have statement from your friend saying that 'next week already out+PART this'	Gloss	
Observation memang dah totally out.	ALT	Explanation
Observation indeed already totally out	Gloss	
Oh nampak macam you share.	ALT	Explanation
Oh looks like you share.	Gloss	
Explanation to the previous sentence, betul tak?	BFL	Rhetorical question
Explanation to the previous sentence, right no?	Gloss	
Another explanation on the previous minor detail so basically the rest of the four sentences here are the explanation of minor details sahaja.	ALT	Emphasis
Another explanation on the previous minor detail so basically the rest of the four sentences here are the explanation of minor details only.	Gloss	
They are related to one another but yang berkaitan tu hanyalah between minor details not between major details.	CLX	Explanation
They are related to one another but this related that only+PART between minor details not between major details.	Gloss	
You pernahkan do experiment before-kan?	ALT/BFL	Explanation/ question
You have+PART do experiment before+PART?	Gloss	
You nampak consistently dia bagi you present.	CLX	Explanation
You see consistently he/she give you present	Gloss	
For example macam tadi the doctor simply say yang tadi tu, 'I think it takes about five weeks to cure this.	CLX	Explanation
For example like just now the doctor simply say that just now that, 'I think it takes about five weeks to cure this.	Gloss	
To explain the reason why it happens so because dia tunjuk...	INS	Explanation
To explain the reason why it happens so because he/she show...	Gloss	
So this one if you want to be more specific you tambah lagi 'can be verified' through apa.	CLX	Explanation
So this one if you want to be more specific you add more 'can be verified' through what.	Gloss	
It depends on the statement-lah.	BFL	Emphasis
It depends on the statement+PART.	Gloss	
Contohnya if you look at the table tadikan, table 4.2	BFL/ALT	Verbal cue/ explanation

Example+PART if you look at the table just now+PART table 4.2	Gloss	
Alright, being specific but until dia cakap can be proven pun dah more than enough. Alright, being specific but until he/she say can be proven even already more than enough.	CLX Gloss	Explanation
Contohnya because it consist words that express judgment sedangkan the words that exist in the sentence shows uncertainty so salahlah kat situ. Example+PART because it consist words that express judgment whereas+PART the words that exist in the sentence shows uncertainty so wrong+PART near there	ALT Gloss	Explanation
Even better you provide what word yang actually show judgment ke uncertainty ke apa. Even better you provide what word that actually show judgment or uncertainty or what.	CLX/ALT Gloss	Explanation
Macam contoh uncertainty because it concerns words that shows uncertainty which is maybe. Like example uncertainty because it concerns words that shows uncertainty which	BFL/ALT Gloss	Verbal cue
Betul-ke fastest? Right+PART fastest?	BFL Gloss	Explanation
Okay, macam you pun remember when during your SPM you were given different kind of essays for you to write. Okay, like you also remember when during your SPM you were given different kind of essays for you to write.	CLX Gloss	Explanation
Ada yang factual. There that factual	INS Gloss	Explanation
Ada yang narrative. There that narrative	INS Gloss	Explanation
Compare, contrast and apa Compare,contrast and what.	INS Gloss	Discard
Narratives are basically storyline-lah. Narratives are basically storyline+PART.	BFL Gloss	Emphasis
Anything-lah Anything+PART	BFL Gloss	Emphasis
So in the article the writer will tell story about his experience-ke?. So on the article the writer will tell story about his experience+PART?.	BFL Gloss	Clarifying question
Will tell story about another person punya experience-kah? Will tell story about another person own experience+PART?	BFL Gloss	Clarifying question
For example, macam global warming just now can also be a spatial pattern juga.	CLX	Explanation / discard

For example, like global warming just now can also be a spatial pattern also.	Gloss	
Maksudnya if the topic is about stress dalam itu lah ada cause effect. Means+POSS if the topic is about stress in there+PART there is cause effect.	ALT Gloss	Explanation
Dalam tulah ada problem solution. In that+POSS is Problem solution.	INS Gloss	Explanation
Chronology maksudnya you follow the sequence. Chronology means+POSS you follow the sequence.	ALT Gloss	Verbal cue
You will start from the day that person is born until-lah sampai now. You will start from the day that person is born until+PART sampai now.	BFL Gloss	Emphasis
Okay, the marks tu tak ada kaitan pun sebab ada soalan yang I letak marks, ada soalan yang I tak letak marks. Okay, the marks that don't have connection also because there is question that I put marks, there is question that I don't put marks.	CLX Gloss	Explanation
I just want to see your answer and based from your answers, I tengok still ada juga yang confused about the main idea. I just want to see your answer and based from your answers, I see still ada also that confused about the main idea.	CLX Gloss	Explanation
Ada juga yang bagi I the topic just a phrase. There is also that give me the topic just a phrase.	ALT Gloss	Explanation
A joke is not a joke if the writer straight away **bagitahu** you what the joke is about. A joke is not a joke if the writer straight away tell you what the joke is about.	INS Gloss	Explanation
Pernah dengar tak **read between the line?** Ever hear not read between the line?	ALT Gloss	Clarifying question
Based on what the writer say **apa sebenarnya** the intended meaning here. Based on what the writer say what actually the intended meaning here.	CLX Gloss	Explanation
It's just that the name **saja yang berbeza.** It's just that the name only that different.	ALT Gloss	Explanation
So the first thing you will ask is **dia tak ada payungkah?** So the first thing you will ask is he not have umbrella+Q?	ALT Gloss	Explanation
Katakanlah someone...okay your classmate enters the class holding a helmet, you straightaway will infer that he comes to class by riding a bike.	BFL	Verbal cue

Say+DM someone...okay your classmate enters the class holding a helmet, you straightaway will infer that he comes to class by riding a bike.	Gloss	
And then **dia sakit**.	ALT	Explanation
And then he sick.	Gloss	
You ada **test** kan**?**	CLX	Solidarity/emphasis
You have test don't you?	Gloss	
So bawa tak?	ALT	Explanation
So bring not?	Gloss	
Sepatutnya you **kena** print **benda tu** last week **kan?**	CLX/BFL	Clarifying question
Supposedly you must print thing that last week, don't you?	Gloss	
You know that **kita**...	CLX	Explanation
You know that we…	Gloss	
Itu **maksudnya** that is inference.	ALT	Verbal cue
That means that is inference.	Gloss	
So **sama juga** this statement.	ALT	Explanation
So same also this statement.	Gloss	
So the writer gives you examples eighteen companies involved-**lah apa semua tu.** So the writer gives you examples eighteen companies involved+DM what everything that.	BFL/ ALT Gloss	Emphasis/ explanation
I tahu **you** tak baca lagi.	CLX	Solidarity/explanation
I know you not read yet.	Gloss	
Tapi let's just look at sample answer.	ALT	Explanation
But let's just look at sample answer.	Gloss	
Bukan you copy directly.	CLX	Explanation
Not you copy directly.	Gloss	
I tunjuk **you** jawapan eh.	CLX	Solidarity/explanation
I show you answer eh.	Gloss	
Tengok jawapan **then you'll be clearer.**	ALT	Explanation
Look answer then you'll be clearer.	Gloss	
Contoh jawapannya adalah yes advertisement can have strong effect. Example answer is yes advertisement can have strong effect.	ALT Gloss	Explanation
And then your reason here because there has been a lot of researchers showing because in the article **kalau** you **baca** the writer provides 'this research conducted'	ALT/INS	Explanation

And then your reason here because there has been a lot of researchers showing because in the article if you read the writer provides 'this research conducted'	Gloss	
Next chapter is actually continuation of making inference **juga.**	ALT	Discard
Next chapter is actually continuation of making inference also.	Gloss	
We were suppose to have twenty one **kan?**	BFL	Clarifying question
We were suppose to have twenty one, weren't we?	Gloss	
So conclusion here **bukan** conclusion of the paragraph.	CLX	Explanation
So conclusion here not conclusion of the paragraph.	Gloss	
Nampak difference between inductive deductive?	INS	Explanation
See difference between inductive deductive?	Gloss	
Katakanlah **you** baru berkenalan dengan **a friend.**	CLX	Solidarity/explanation
Say you just get acquainted with a friend	Gloss	
You straightaway will assume that, **'You belajar mana?'**	ALT	Rhetorical question
You straightaway will assume that, 'You study where?'	Gloss	
Macam I **cakap** for inference you need to be able to use all the information given by the writer to justify. Like I said for inference you need to be able to use all the information given by the writer to justify.	CLX Gloss	Explanation
And then let's look at inductive **punya** example **pula.**	CLX	Explanation
And then let's look at inductive own example next.	Gloss	
Sebab there is still a chance or there is still a tendency that the toxic may not directly come from their factory or may come from other factory yang actually bring the toxic to that particular place. Because there is still a chance or there is still a tendency that the toxic may not directly come from their factory or may come from other factory yang actually bring the toxic to that particular place.	ALT Gloss	Explanation
Ada **ruang** for you to actually argue a bit.	ALT	Explanation
Available space for you to actually argue a bit.	Gloss	
Let's look at the exercise here **terus.**	ALT	Imperative
Let's look at the exercise here straight away.	Gloss	
The word will does show that it is a possibility and **kalau** you **perasan** the difference between question one and two is that this is another hint. The word will does show that it is a possibility and if you realize the difference between question one and two is that this is another hint.	ALT/INS Gloss	Explanation
However, for inductive, **kalau** you **tengok** each one of the sentences are basically introducing new point because premises. However, for inductive, if you see each one of the sentences are basically introducing new point because premises.	ALT/INS Gloss	Explanation
Lagi satu **reason.**	INS	Explanation

More one reason.	Gloss	
Sekarang **you** ingat macam mana **but during the exam** nanti **you** dah mula confuse yang mana **inductive** yang mana **deductive.** Now you remember how but during the exam later you already start confuse which one inductive which one deductive.	CLX Gloss	Solidarity/explanation
Eleven **kan**? Eleven, isn't it?	BFL Gloss	Clarifying question
Okay, now what you need to do is you read the whole thing and you need to find **yang mana** conclusion, **yang mana** premises then only you can decide whether it is inductive or deductive.	CLX Gloss	Explanation
You print out **sekali jawapan tak?** You print out together answer not?	ALT Gloss	Explanation
Let's go through one by one **juga.** Let's go through one by one also.	ALT Gloss	Explanation
However, for C remember just now I **cakap dekat** you **kan**? However, for C remember just now I say to you, didn't I?	CLX Gloss	Discard/Facilitating question
So yang tu je sebenarnya. So that one only actually.	ALT Gloss	Explanation
Walaupun dia sebenarnya **five marks and you are allowed to use dictionary.** Although it actually five marks and you are allowed to use dictionary.	ALT Gloss	Explanation
Tak ramai sebenarnya can score for this question **sebab** they only go for the synonym that they can find without actually applying it in the context. Not many actually can score for this question because they only go for the synonym that they can find without actually applying it in the context.	CLX Gloss	Explanation
Implied-**kah?** Implied+Q?	BFL Gloss	Facilitating question
Stated main idea **yang** you **kena** create sendiri. Stated main idea that you must create sendiri.	CLX Gloss	Explanation
Macam **I** cakap tadi. Like I said just now.	CLX Gloss	Solidarity
For question 3, everything is given in the paragraph you just **nak kena** copy paste **masuk dalam** this question **sahaja.** For question 3, everything is given in the paragraph you just want must copy paste go in this question only.	CLX Gloss	Explanation
So you determine **sendiri.** So you determine alone.	ALT Gloss	Emphasis

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Ini **type of support** apa?	CLX	Explanation
This type of support what?	Gloss	
This one is **apa.**	CLX	Explanation
This one is what.	Gloss	
Sama macam **question five** tadi.	CLX	Explanation
Same like question five just now.	Gloss	
So one thing about this question is that your example you **kena** write the whole thing.	CLX	Emphasis
So one thing about this question is that your example you must write the whole thing.	Gloss	
Basically everything is basically what we have learned throughout the semester until now-**lah.**	BFL	Emphasis
Basically everything is basically what we have learned throughout the semester until now -DM until week seven.	Gloss	
So **memang** one mark here equals to one percent-**lah.**	ALT/BFL	Explanation
So indeed one mark here equals to one percent+DM.	Gloss	
For example for the two marks question, **kalau** you **salah**, one spelling error I can only give you one and a half or one.	ALT	Explanation
For example for the two marks question, if you wrong, one spelling error I can only give you one and a half or one.	Gloss	
And **kalau** one mark then I can only give you half.	ALT	Explanation
And if one mark then I can only give you half.	Gloss	
Jangan **half half.**	INS	Explanation
Don't half half	Gloss	
Yang kat Melaka **only one day.**	ALT	Explanation
That at Melaka only one day.	Gloss	
You guys are from different classes-**kah?**	BFL	Clarifying question
You guys are from different classes+Q?	Gloss	
Then boleh pergi tukar **bigger venue.**	CLX	Explanation
Then can go change bigger venue.	Gloss	
So next week **kita** move our class to Monday.	CLX	Explanation
So next week we move our class to Monday.	Gloss	
So that when you look at the answer key, you **boleh** guess how actually to get that particular answer.	CLX	Explanation
So that when you look at the answer key, you can guess how actually to get that particular answer.	Gloss	
To entertain basically it will be just to entertain-lah.	BFL	Emphasis
To entertain basically it will be just to entertain+DM.	Gloss	
Takkanlah 'he proposed' nak tulis dengan tanda soal.	ALT	Explanation

Not 'he proposed' want write with question mark.	Gloss	
Because memanglahkan bagi every article pun sebenarnya anyone can read it. Because indeed for every article also actually anyone can read it.	CLX Gloss	Explanation
Remember tak last time I mentioned to you that your article has to be...what type of article? Remember not last time I mentioned to you that your article has to be...what type of article?	CLX Gloss	Discard
Maksudnya just because I agree with this everything else for example, why parents should not be blamed because if we blame parents then all the negative reasons. Means just because I agree with this everything else for example, why parents should not be blamed because if we blame parents then all the negative reasons.	ALT Gloss	Verbal cue
So the writer is bias whereas sebenarnya ada pros and cons dia but the writer choose not to discuss on that. So the writer is bias whereas actually have pros and cons it but the writer choose not to discuss on that.	CLX Gloss	Explanation
You dah tengokkan all the criteria. You already see all the criteria.	CLX Gloss	Solidarity/explanation
All the items that you kena buat for the assignment, betul tak? All the items that you have do for the assignment,right not?	CLX Gloss	Explanation
If there's no issue, kenapa you nak argue? If the's no issue, why you want argue?	CLX Gloss	Rhetorical question
Dia macam kalau you gaduh dengan you punya girlfriend. It like if you quarel with you own girlfriend.	CLX Gloss	Solidarity/ emphasis
If there is no issue then there's nothing to argue about, betul tak? If there is no issue then there's nothing to argue about, right not?	BFL Gloss	Rhetorical question
So daripada situ you boleh nampak that I understand. So from there you can see that I understand.	CLX Gloss	Explanation
Objective disini bermaksud whether or not the writer provides facts and evidence to justify his argument because an argument is considered not a strong argument if the writer provides his own personal opinion. Objective here means whether or not the writer provides facts and evidence to justify his argument because an argument is considered not a strong argument if the writer provides his own personal opinion.	INS Gloss Gloss	Verbal cue
So what type of support yang akan menunjukkan dia tu logical? So what type of support that will show dia tu logical?	CLX Gloss	Explanation

So kalau you boleh nampak kat sini.	ALT/CLX	Explanation
So if you can see near here.	Gloss	
So kalau it is objective there is a high chance that the argument is valid juga.	ALT	Explanation
So if it is objective there is a high chance that the argument is valid also.	Gloss	
Sebab ada facts to support the argument.	ALT	Explanation
Because available facts to support the argument.	Gloss	
benda kalau dah ada fact of course it will be logical.	ALT	Explanation
something if already have fact of course it will be logical.	Gloss	
Convincing kat sini maksudnya the writer uses a lot of studies, research findings, experts, testimonies from experts,opinions from experts to convince the reader that this argument is legit.	CLX	Explanation
Convincing at here means the writer uses a lot of studies, research findings, experts, testimonies from experts,opinions from experts to convince the reader that this argument is legit.	Gloss	
So complete argument is when the writer discusses on both sides walaupun writer dah pilih one side.	CLX	Explanation
So complete argument is when the writer discusses on both sides eventhough writer already choose one side.	Gloss	
Bukan bermaksud the writer totally change the side.	ALT	Explanation
Not meaning the the writer totally change the side.	Gloss	
It's not that you tiba-tiba ubah.	ALT	Explanation
It's not that you suddenly change.	Gloss	
But you cannot deny the fact that okay walaupun dia ni jahat tapi sebenarnya dia baik.	ALT	Explanation
But you cannot deny the fact that okay eventhough he this bad but actually he good.	Gloss	
The writer mentioned already the negative side of why you should not do this but in the end somewhere in the article the writer mentioned that cannot deny the fact that if we do this it will save a lot of money apa apa semua itu.	ALT	Explanation
The writer mentioned already the negative side of why you should not do this but in the end somewhere in the article the writer mentioned that cannot deny the fact that if we do this it will save a lot of money what what all that.	Gloss Gloss	
Maksudnya kat sini walaupun you dah bagitahu all the negative.	CLX	Solidarity/explanati on
Means near here although you already tell all the negative.	Gloss	
And relevance here you sendiri pun tahu relevant ke tak the justification yang the writer bagi.	CLX	Explanation
And relevance here you alone also know relevant or not the justification that the writer give.	Gloss	

Statistic menunjukkan semua orang setuju abortion should be legalised.	INS/ALT	Explanation
Statistic show all people agree abortion should be legalised.	Gloss	
Relevance maksudnya berkaitan or not?	ALT	Explanation
Relevance means related or not?	Gloss	
You still say that although walaupun dia 'Ni	ALT	Explanation
, u .	Gloss	
You have to mention that-lah.	BFL	Emphasis
You have to mention that+DM.	Gloss	
Bukan assignment-lah.	INS	Explanation
Not assignment+DM	Gloss	
Tak read macam mana nak analyse.	CLX	Explanation
Not read how want analyze.	Gloss	
But yang wajib the one that you must include in your analysis starts from A,B,C,D,E.	INS	Emphasis
But that compulsory the one that you must include in your analysis starts from A,B,C,D,E.	Gloss	
And then we have apa lagi?	CLX	Clarifying question
And then we have what else?	Gloss	
Inference kan?	BFL	Facilitating question
Inference+Q?	Gloss	
Which ever that is suitable depending on your article sebab tak semestinya your article ada all this five.	CLX	Explanation
Which ever that is suitable depending on your article because not necessarily your article have all this five.	Gloss	
So meaning to say how many criteria wajib ada dalam dia punya analysis.	ALT	Explanation
So meaning to say how many criteria must have in he own analysis.	Gloss	
Five yang wajib	CLX	Explanation
Five that compulsory.	Gloss	
Three yang sunat.	CLX	Explanation
Three that not compulsory.	Gloss	
If you look at the sample, the way you write it you straight away mention in the article apa apa apa apa dari siapa siapa.	ALT	Explanation
If you look at the sample, the way you write it you straight away mention in the article what what what what from who who.	Gloss	
Terus you bagitahu what is the issue.	ALT	Explanation
Straight away tell what is the issue.	Gloss	

Terus jawab what is the argument.	ALT	Explanation
Straight away answer what is the argument.	Gloss	
Sama ada you nak one short paragraph only on issue and argument and then you move on to the next paragraph focusing only on the types of support and then you move on to the next	CLX	Explanation
paragraph mentioning about the validity , credibility and so on. Same have you want one short paragraph only on issue and argument and then you move on to the next paragraph focusing only on the types of support and then you move on to the next	Gloss	
paragraph mentioning about the validity, credibility and so on.	Gloss	
And for every items that you discuss make sure that you highlight ke bold ke underline ke so that I know that you are actually covering this item. And for every items that you discuss make sure that you highlight+DM bold+DM underline+DM so that I know that you are actually covering this item.	BFL	Discard
	Gloss	
I don't have to actually cari in your article faham?	INS	Emphasis
I don't have to actually find in your article faham?	Gloss	
For example, kalau you rasa the argument is valid.	ALT/INS	Explanation
For example, if you feel the argument is valid.	Gloss	
So you kena ambillah because the writer provides enough support from research findings. So you must take because the writer provides enough support from research findings.	INS	Explanation
	Gloss	
Tapi you tak tengok lagi kan?	CLX	Solidarity
But you not see more+Q?	Gloss	
I tak larat nak bagi contoh lain dah. For example, just now I no energy want give example other already.	CLX	Explanation
	Gloss	
You pernah tengok Forum Perdana?	CLX	Solidarity
You ever see Forum Perdana?	Gloss	
So you are to just simply share whatever knowledge that you have about the benda tu. So you are to just simply share whatever knowledge that you have about the thing that.	INS	Explanation
	Gloss	
Orang nak terima ke tak that is up to them.	ALT	Explanation
People want accept or not that is up to them.	Gloss	
You jangan nak 'you are wrong'.	CLX	Explanation
You do not want 'you are wrong'.	Gloss	
So katakanlah orang ni dah mention why abortion should be legalised.	ALT	Explanation

So say people this already mention why abortion should be legalised.	Gloss	
Janganlah pula you marah dia.	CLX	Solidarity
Do not already you scold him	Gloss	
You 'alamak dia dah ambil my point.'	CLX/INS	Solidarity/explanation
You ' oh no he already take my point'	Gloss	
And then only you can imagine later on macam mana you buat.	CLX	Explanation
And then only you can imagine later on how you do.	Gloss	
Since we only have four groups I think we can cover in two weeks sahaja so week 12 and week 13.	ALT	Emphasis
Since we only have four groups I think we can cover in two weeks only so week 12 and week 13.	Gloss	
So for your portfolio what you have to do is whatever articles in a group yang you dah guna, compile and retain and then your notes yang you guna waktu forum that you prepare and then the timeline.	CLX	Explanation
So for your portfolio what you have to do is whatever articles in a group that you dah guna, compile and retain and then your notes that you use time forum that you prepare and then the timeline.	Gloss	
Meaning to say as a moderator siapa nak cakap point ni dulu.	CLX	Explanation
Meaning to say as a moderator who want say point this first.	Gloss	
Tak kesahlah you tulis tangan atau taip.	CLX	Solidarity
Not care you write hand or type.	Gloss	
Nama pun portfolio.	INS	Explanation
Name also portfolio.	Gloss	
So the article yang you submit pun cannot print a new one and submit.	CLX	Explanation
So the article that you submit also cannot print a new one and submit.	Gloss	
Jangan ingat moderator tak payah buat apa-apa.	INS	Emphasis
Do not think moderator not need do anything.	Gloss	
Moderator is the person yang kena baca all the articles.	INS	Explanation
Moderator is the person that must read all the articles.	Gloss	
Sebab moderator nak come out with questions.	CLX	Explanation
Because moderator want come out with questions.	Gloss	
Macam mana moderator nak re-cap kalau moderator tak faham what the article is about?	CLX	Explanation
How moderatoor want re-cap if moderator not understand what the article is about?	Gloss	

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So basically kat sini semua orang pun buat kerja berat.	ALT	Explanation
So basically kat sini semua orang pun buat kerja berat.	Gloss	
Jangan ingat,'I nak jadi moderator-lah.'	CLX	Solidarity/ emphasis
Do not think, 'I want be moderator+DM.'	Gloss	
'Nak introduce sahaja.'	INS	Emphasis
want introduce only.	Gloss	
So yang six tu maksudnya seorang jadi moderator	CLX	Explanation
So the six that means someone become moderator .	Gloss	
So sama ada dua,tiga tak kesahlah mana-mana pun.	ALT	Explanation
So sama ada dua, tiga not care which also	Gloss	
Pandai-pandailah you adjust.	ALT	Explanation
Smartly you adjust.	Gloss	
Maksudnya five minutes for each.	ALT	Explanation
Means five minutes for each.	Gloss	
So moderator tu you punya five minutes tu di kira how you start introduction.	CLX	Explanation
So moderator that you own five minutes that counts how you start introduction.	Gloss	
Portfolio mestilah kena ada cover page.	INS	Emphasis
Portfolio must must available cover page.	Gloss	
So that I know-lah group mana satu.	BFL/CLX	Explanation
So that I know+DM group which.	Gloss	
So I give you one week to compile sebab yes I understand that during the forum pun you nak rely on your articles.	ALT	Explanation
So I give you one week to compile because yes I understand that during the forum pun you nak rely on your articles.	Gloss	
Katakanlah you present on week 12 so you submit your portfolio on week 13 together with your written article analysis.	BFL	Verbal cue
Say you present on week 12 so you submit your portfolio on week 13 together with your written article analysis.	Gloss	
So jangan bagi alasan kata tak sempat buat written article analysis sebab ada dua submission.	ALT	Explanation
So jangan bagi alasan kata tak sempat buat written article analysis because there are two submissions.	Gloss	
Censored here maksudnya bertapis.	ALT	Explanation
Censored here means filter	Gloss	
What kind of bertapis are you focusing on?	INS	Emphasis
What kind of filter are you focusing on?	Gloss	

Ada dia cakap pasal violence? Does he say about violence?	INS Gloss	Emphasis
Ada dia cakap pasal sexual? Does he say about sexual?	INS Gloss	Emphasis
Ada dia cakap pasal political? Does he say about political?	INS Gloss	Emphasis
You ada jumpa tak argumentative article arguing about this? You have meet not argumentative article arguing about this?	CLX/ALT Gloss	Solidarity/explanation
Which one you nak cover? Which one you want (to) cover?	INS Gloss	Discard
Sebab if you want to focus only on brain then for your justification must be only on brain. Because if you want to focus only on brain then for your justification must be only on brain.	ALT Gloss	Explanation
Pecahan points you apa? Division points you what?	CLX Gloss	Explanation
What you have to do next is, based on that article you try to pecahkan all the points. What you have to do next is, based on that article you try to divide all the points.	INS Gloss	Explanation
Kalau should? If should?	CLX Gloss	Explanation
Saya buat point. I make(the) point	INS Gloss	Emplanation
You guys nak pergi mana ni? You guys want(to) go where this?	ALT Gloss	Solidarity
You guys six eh? You guys six eh+DM?	BFL Gloss	Clarifying question
Apasal you tak tunjuk this one? Why you not show this one?	CLX Gloss	Solidarity/ explanation
Takkan you V	CLX Gloss	Solidarity
You guys are role playing in general-kah? You guys are role playing in general+Q	BFL Gloss	Clarifying question
Tapi dia tak bagitahu how.	CLX	Emphasis

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But he not tell how	Gloss	
Juvenile is apa?	CLX	Facilitating question
Juvenile is what?	Gloss	
That will be like your topic dah.	ALT	Explanation
That will be like your topic already.	Gloss	
You have to look at the criteria-lah	BFL	Emphasis
You have to look at the criteria+DM	Gloss	
First group already ready-lah.	BFL	Emphasis
First group already ready+DM	Gloss	
If you want to pretend to be the expert-ke, doctor-ke, psychologist-ke. If you want to pretend to be the expert+DM, doctor+DM, psychologist+DM.	BFL Gloss	Discard
Isi and give to me.	INS	Emphatic
Fill and give to me.	Gloss	
So it depends on the moderator to choose whoever it is to ask the question-lah So it depends on the moderator to choose whoever it is to ask the question+DM	BFL Emphasis	
Suddenly you want to ask the panel 'how old is he?' kah?	BFL	Clarifying question
Suddenly you want to ask the panel 'how old is he?' +Q	Gloss	
Panjangnya nama you guys.	ALT	Solidarity
Long name you guys.	Gloss	
Ke you dah bagi markah untuk diri sendiri ni?	CLX	Solidarity
Or you already give marks for yourself this?	Gloss	
You nak consult apa lagi?	CLX	Discard/Rhetorical question
You want consult what more?	Gloss	
Are you guys ready for consultation ke tak?	BFL	Clarifying question
Are you guys ready for consultation or not?	Gloss	
Ada justification tak dalam tu?	INS	Emphasis
Have justification not in that?	Gloss	
You will say that the article dia argue…	CLX	Explanation
/	Gloss	
You kena tahu.	CLX	Solidarity
You have know.	Gloss	

When you find the article you will know that is it arguing about your point ke tak. When you find the article you will know that is it arguing about your point or not.	BFL Gloss	Explanation
So from that you can see-lah whether or not you can use your point. So from that you can see+DM whether or not you can use your point.	BFL Gloss	Emphasis
If you don't know your point, macam mana I nak tahu whether it is the right article ke tak. If you don't know your point, how I nak tahu whether it is the right article or not.	INS/BFL Gloss	Explanation
Yang ni dia punya support. That this it own support.	INS Gloss	Emphasis
If that's the case you tak boleh guna ni. If that's the case you not can use this..	ALT Gloss	Explanation
Sebab you are focusing on teaching them in school. Because you are focusing on teaching them in school.	ALT Gloss	Explanation
So you punya point is that sex education is to be taught in school not other places. So you own poiny is that sex education is to be taught in school not other places.	CLX Gloss	Explanation
So yang ni tak bolehlah. So that this not can.	ALT Gloss	Explanation
Maksudnya children sahaja. Means children only.	INS Gloss	Emphasis
Jangan masuk teenagers. Do not include teenagers.	INS Gloss	Emphasis
Yang tu point untuk should-lah. That that point for should+DM.	CLX Gloss	Explanation
Bukan school. Not school.	INS Gloss	Emphasis
Sebab tu yang I punya idea sebenarnya. Because that that I own idea actually.	CLX Gloss	Solidarity/ explanation
You punya points pun lebih kepada school. You own points also more to school	CLX Gloss	Explanation

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Ali		
Code mixing data and Gloss	**Typology**	**Functions**
Umm like you people I am scared of numbers so I would really appreciate it if before we start you guys could **padam** the **papan hitam**. Umm like you people I am scared of numbers so I would really appreciate it if before we start you guys could erase the blackboard.	INS Gloss	Emphasis
So as all you guys know when it comes to report writing, it is no longer **laporan lawatan ke Zoo Negara**. So as all you guys know when it comes to report writing, it is no longer report trip to National Zoo.	ALT Gloss	Explanation
Kita jumpa **problem** dulu baru kita jumpa **title** yang betul. We find problem first then we find title that right.	INS Gloss	Emphasis
Like that **lawatan ke zoo negara.** Like that trip to National Zoo.	ALT Gloss	Explanation
Come on I know this is **empat petang**, guys. Come on I know this is four evening, guys.	ALT Gloss	Emphasis
Sir I'm already **lemau** already, **kan**? Sir I'm already weak already, isn't it?	INS/BFL Gloss	Emphasis/Rhetorical question
Sebenarnya dalam sedar atau tidak **what we have discussed just now is already the first step of conducting your research which is identifying your problem statement.** Actually in realize or not what we have discussed just now is already the first step of conducting your research which is identifying your problem statement.	ALT Gloss	Explanation
Group nombor satu angkat tangan. Group number one raise hand.	INS Gloss	Emphasis
Satu **group?** One group?	INS Gloss	Emphasis
Group **nombor dua?** Group number two?	INS Gloss	Emphasis
Group **nombor tiga?** Group number three?	INS Gloss	Emphasis
Okay, jadi apa yang saya nak **research on**? Okay, so what that I want research on?	CLX Gloss	Explanation
Hmm...pada pendapat saya **sir** saya nak cari. Hmm…on opinion I sir I want find.	ALT Gloss	Solidarity
Saya nak **conduct research-**lah dekat dia punya makanan. I want conduct research+DM at his food.	INS Gloss	Technical vocabulary
Sebab **the food is delicious**. Because the food is delicious.	ALT Gloss	Explanation
Katakanlah it's delicious and the price is affordable. Say it's delicious and the price is affordable.	BFL Gloss	Verbal cue

You don't have a problem, **kan**?	BFL	Clarifying question
You don't have a problem, do you?	Gloss	
Unless you want to say **kenapa makanan tu sedap sangat**.	ALT	Explanation
Unless you want to say why food that delicious very.	Gloss	
Right, umm..actually you can choose whatever population you want but of course it has to make sense-**lah.**	BFL	Emphasis
Right, umm..actually you can choose whatever population you want but of course it has to make sense+DM.	Gloss	
Yeah yes **boleh** so who's your sample?	CLX	Explanation
Yeah yes can so who's your sample?	Gloss	
Rembau was not yet open **masa tu** so **tak apalah**.	CLX	Explanation
Rembau was not yet open time that so not what.	Gloss	
But there was this one group **dia** conduct a research **dekat sekolah kerana** one of the group member, the father or the mother is the principal	CLX	Solidarity/ explanation
But there was this one group he conduct a research at school because one of the group member, the father or the mother is the principal	Gloss	
Coming to me sir we want to conduct a research on the colour of **tudung.**	INS	Emphasis
Coming to me sir we want to conduct a research on the colour of scarf.	Gloss	
That is **bolehlahkan**?	CLX	Facilitating question
That is can?	Gloss	
So kenapa kalau kau suka merah yang tak merah sangat.	ALT	Explanation
So why if you like red that not red very.	Gloss	
Dia kekuningan sikit, **right?**	ALT	Explanation
It yellow bit, right?	Gloss	
Takkanlah tak ada seorang pun dari empat puluh orang tak **call** siapa-siapa untuk cakap apa-apa kan?	INS	Emphasis
Not non available one person also from forty people not call whoever to say whatever, right?	Gloss	
Dapat tak **feedback** tu?	INS	Emphasis
Get not feedback that?	Gloss	
These are the kind of things that you can **boleh buat** research-**lah.**	CLX/BFL	Explanation
These are the kind of things that you can can do research+DM.	Gloss	
Ada satu **problem.**	INS	Emphasis
There is one problem.	Gloss	
Dah ada **proposal** dah.	INS	Technical vocabulary
Already have proposal already.	Gloss	
I said **tak boleh** because **ada** group **yang dah buat** so be quick.	CLX	Explanation
I said not can because there is group yang dah buat so be quick.	Gloss	
Persoalan **people.**	INS	Emphasis
Question people.	Gloss	
Let's say **dia...**	CLX	Explanation

Let's say he...	Gloss	
Katakanlah ambil **issue stray dogs** tu.	CLX	Explanation
Say take issue stray dogs that.	Gloss	
Stray dogs **itu dimana?**	CLX	Clarifying question
Stray dogs that where?	Gloss	
Let's say there are in total in your area **yang ada** stray dogs **tu.**	CLX	Explanation
Let's say there are in total in your area that have stray dogs that.	Gloss	
Takkan **you** nak cakap oh **population** tiga puluh orang **sir.**	CLX	Solidarity/ Technical vocabulary
Not you want say oh population thirty people sir.	Gloss	
Buatlah tiga puluh **questionnaire**, kan?	INS	Technical vocabulary
Do thirty questionnaire, right?	Gloss	
Apa maksud **variable** tu?	INS	Technical vocabulary
What means variable that?	Gloss	
Apa maksud **variable** tu?	INS	Technical vocabulary
What means variable that?	Gloss	
Variable **itu apa?**	CLX	Facilitating question
Variable itu apa?	Gloss	
Now you guys know that variables are **pemboleh ubah-s.**	INS	Explanation
Now you guys know that variables are variable+PL.	Gloss	
Empat petang **sir.**	ALT	Solidarity
Four evening sir.	Gloss	
Come on-**lah.**	BFL	Emphasis
Come on +DM.	Gloss	
At least you **tanya.**	INS	Emphasis
At least you ask.	Gloss	
Apa **function** pemboleh ubah ni?	INS	Emphasis
What function variable this?	Gloss	
Betul tapi lagi **basi**c-nya?	INS	Emphasis
Right but more basic+DM?	Gloss	
Affordability **ni mahal ke tak.**	ALT	Explanation
Affordability this expensive or not.	Gloss	
Range **belum lagi.**	ALT	Explanation
Range not yet.	Gloss	
Kak Ngah punya **stall** ni	INS	Emphasis
Kak Ngah own stall this.	Gloss	
katakanlah that you would like to do research on…	BFL	Verbal cue
Say that you would like to do research on…	Gloss	
Jangan cakap pasal **lowest** atau **highest price** lagi.	INS	Explanation

Do not talk about lowest or highest price yet.	Gloss	
Perbelanjaan **still** akan ada **affordability** right?	CLX	Explanation
Spending still will have affordability right?	Gloss	
Maybe after that jangan fikir lagi.	ALT	Explanation
Maybe after that don't think yet.	Gloss	
Tu **research question** dia.	INS	Technical vocabulary
That research question it.	Gloss	
Semua dah **stress.**	INS	Emphasis
All already stress.	Gloss	
Kalau awak faham cara buat **problem statement.**	INS	Technical vocabulary
If you understand way do problem statement.	Gloss	
Kalau awak faham **problem statement** tu ada **variable**	INS	Technical vocabulary
If you understand problem statement that have variable.	Gloss	
Dan lepas tu you understand that from these variables I can build up a lot of questionsfor the questionnaire, then you'll know how important it is for you to know the flow before you start doing the actual research.	ALT Gloss	Explanation
Nanti barulah you develop your actual questions, right?	ALT	Explanation
Later then you develop your actual questions, right?	Gloss	
You tak boleh tanya...	CLX	Solidarity
You not can ask…	Gloss	
Bukan a lot of questions.	CLX	Emphasis
Not a lot of questions.	Gloss	
Four groups-**kan**?	BFL	Clarifying question
Four groups+DM?	Gloss	
Yang susah yang **last.**	ALT	Explanation
That difficult the last.	Gloss	
So last **kena dua.**	CLX	Explanation
So last must two.	Gloss	
I give you like five minutes **sahaja.**	ALT	Emphasis
I give you like five minutes only.	Gloss	
Macam mana anda nak **discuss?**	INS	Emphasis
How you want discuss.	Gloss	
Among students-**kah?**	BFL	Clarifying question
Among students-Q?	Gloss	
Bolehlah **for starters.**	INS	Explanation
Can for starters.	Gloss	
Sekarang saya dah faham yang **you guys get the idea of how to you know…**	ALT	Explanation
Now I already understand that you guys get the idea of how to you know…	Gloss	
Just **kena** polish up a bit.	CLX	Discard

Just must polish up a bit.	Gloss	
You guys number two,**kan?**	BFL	Clarifying question
You guys number two, Isn't it?	Gloss	
You **sebenarnya** serve to the others **untuk** learn.	CLX	Explanation
You actually serve the others to learn.	Gloss	
You faham tak?	CLX	Solidarity
You understand not?	Gloss	
Lebih **focus** kepada arah itu	INS	Emphasis
More focus to direction that.	Gloss	
But when you talk about something that is out of hazard **susah sikitlahkan?**	INS	Explanation
But when you talk about something that is out of hazard difficult bit, isn't it?	Gloss	
Tapi **you** dah cakap **why.**	CLX	Explanation
But you already say why.	Gloss	
Hazard **tu**	CLX	Explanation
Hazard that.	Gloss	
You guys **faham tak?**	INS	Structuring question
You guys understand not?	Gloss	
Sir saya sibuk main handphone, **sir.**	ALT	Solidarity
Sir I busy play mobile phone, sir	Gloss	
Social media-**lah,kan?**	BFL	Emphasis/ Facilitating question
Social media+DM, isn't it?	Gloss	
So it means communicating with others using social media **kan ?**	BFL	Facilitating question
So it means he communicating with others using social media , isn't it?	Gloss	
House rental **punya** price?	CLX	Explanation
House rental own price?	Gloss	
Relevant or not **sahaja?**	ALT	Emphasis
Relevant or not only?	Gloss	
Kalau **you** beli rumah besar pun ada tiga puluh duk dalam tu?	CLX	Solidarity
If you buy house big also have thirty stay in there.	Gloss	
Kita kena cakap pasal **problem.**	INS	Emphasis
We must talk about problem.	Gloss	
Because of this **ayat.**	INS	Emphasis
Because of this sentence.	Gloss	
students-students **mampukah?**	INS	Facilitating question
Students afford+Q?	Gloss	
Ayat **you** macam mana?	CLX	Solidarity
Sentence you how?	Gloss	

Habis **exercise one.** Finish exercise one.	INS Gloss	Explanation
Sekarang dah ada **idea** sikit **what your problem statement should look like.** Now already have idea litle what your problem statement should look like.	INS/ALT Gloss	Explanation
Kerana itulah korang tak duduk di **hostel** Because that you guys not stay in hostel.	INS Gloss	Explanation
Therefore, **barulah** start **cakap pasal** other problems. Therefore, then start talk about other problems.	CLX Gloss	Explanation
Tapi of course since the scope, your scope is small you don't have to write like sir **saya ada lima** page sir. But of course since the scope, your scope is small you don't have to write like sir I have five page sir.	CLX Gloss	Explanation
Problem **dia** sir **lima** page. Problem it sir five page.	CLX Gloss	Solidarity/emphasis
Bukannya 'kau buat berapa **page**?' Not ' you do how many page?"	INS Gloss	Emphasis
Aku dua **page**. I two page.	INS Gloss	Emphasis
as long as all of the information **semuanya ada kat situ.** as long as all of the information all have at there.	ALT Gloss	Explanation
While reading your problem statement I'll know based on its background **membawa kepada** problem **ini dan** problem **inilah yang saya nak cari contohnya,** right. While reading your problem statement I'll know based on its background bring to problem this and problem this that I want find example, right.	CLX Gloss	Explanation
Cukuplah **problem statement.** Enough problem statement.	INS Gloss	Technical vocabulary
whatever it is make sure that masa saya masuk semuanya dah siap. Whatever it is make sure that time I come in everythis already ready.	ALT Gloss	Explanation
So that **nanti you dah ada** prior knowledge so that nanti you dah ada prior knowledge	ALT Gloss	Explanation
Saya just discuss then we can go straight to the next chapter. I just discuss then we can go straight to the next chapter.	CLX Gloss	Explanation
If you want to use spss **saya mengalu-alukan.** If you want to use spss I welcome.	ALT Gloss	Explanation
Tapi make sure before you think about using spss, **apa** instrument you. But make sure before you think about using spss, what instrument you.	ALT Gloss	Explanation
Macam mana **questionnaire you.** How questionnaire you.	INS Gloss	Technical vocabulary

How you build up your questionnaires **itu semua kena tahu.**	ALT	Explanation
How you build up your questionnaires that all must know.	Gloss	
Kalau nak **install** sekarang boleh.	INS	Emphasis
If want install now can.	Gloss	
Kamu **install** sekarang ni tunggu nak kena guna ke tak.	INS	Emphasis
You install now this wait want to use or not.	Gloss	
Relieved knowing that **'rupa-rupanya aku tak perlu tulis banyak sangat ataupun mendalam sangat tentang apa yang aku nak buat.'** Relieved knowing that 'actually I not need write a lot very or deep very about what that I want do.	ALT Gloss	Explanation
Bagi saya sedikit contoh **of an internal report.**	ALT	Explanation
Give me bit example of an internal report.	Gloss	
And your HR boss said 'hey **boleh tak tolong buatkan analisis syarikat.'** And your HR boss said 'hey can not help do analysis company .'	ALT Gloss	Explanation
Kenapa sir fitri cakap pasal **solicited, unsolicited, external, internal?** Why sir Fitri talk about solicited, unsolicited, external,internal?	ALT Gloss	Explanation
Is it sekadar hanya **just an information?**	ALT	Explanation
Is it sekadar hanya just an information?	Gloss	
Ada yang **direct?**	ALT	Emphasis
Available that direct?	Gloss	
Ada yang **tak direct?**	ALT	Emphasis
Available that not direct?	Gloss	
Selalunya, external report **ni** are reports that solicited **ke** unsolicited? Usually, external report this are reports that solicited or unsolicited usually?	CLX Gloss	Discard
Korang tahu tak **at the end of the year.**	ALT	Explanation
You guys know not at the end of the year.	Gloss	
The next year but early of that year **korang akan dapat satu report.** The next year but early of that year you guys will get one report.	ALT Gloss	Explanation
You pernah buka tak **report** tu? You ever open not report that?	CLX Gloss	Solidarity/ emphasis
Okay, itu **solicited** ke **unsolicited**? That solicited or unsolicited?	ALT Gloss	Technical vocabulary
You **tak** request **tapi** the law of this country requires for it to be provided. You not request but the law of this country requires for it to be provided.	CLX Gloss	Explanation
Saya tak **request.**	INS	Emphasis
I not request.	Gloss	
You tak bagi saya **report** tu pun tak apa.	INS	Emphasis

You not give I report that also okay.	Gloss	
Katakanlah it is a proposal	BFL	Verbal cue
Say it is a proposal.	Gloss	
What are the ingredients **yang telah digunakan?**	CLX	Clarifying question
What are the ingredients that already used?	Gloss	
Tapi kalau the same product you are provided to report to your boss of the product **sahaja.**	ALT	Explanation
But if he same product you are provided to report to your boss of the product only.	Gloss	
You **tak perlu** put in detail.	CLX	Emphasis
You not need put in detail.	Gloss	
Nanti bila **report you** nak bagi pada saya.	INS	Explanation
Later when report you want give to me.	Gloss	
Sebab **last semester** saya terima **report** yang sangat tebal.	INS	Explanation
Because last semester I receive report very thick.	Gloss	
Dan **of course** dia dapat A tapi **group** sebelahnya **the same class report** dia nipis sahaja tapi padat pun dapat A.	CLX	Explanation
And of course he got A but group next the same class report they thin only but compressed also get A.	Gloss	
Apa benda **significance of study** ni?	ALT	Technical vocabulary
What thing significant of study this?	Gloss	
Apa maksud **significance?**	ALT	Emphasis
What mean significance?	Gloss	
And out of this **masalah** that you have identified is stated in your problem statement.	INS	Explanation
And out of this problem that you have identified is stated in your problem statement.	Gloss	
If the problem is solved **apa yang terjadi?**	ALT	Clarifying question
If the problem is solved what that happen?	Gloss	
Outcome **dia**	CLX	Explanation
Outcome it.	Gloss	
Itulah **significance.**	INS	Explanation
That significance.	Gloss	
You base it on which problem is stated first in the problem statement **ke atau macam mana?**	ALT	Clarifying question
You base it on which problem is stated first in the problem statement or how?	Gloss	
One disadvantage of telescope **tu apa?**	CLX	Clarifying question
One disadvantage of telescope that what?	Gloss	
You tengok, **when you** hala **telescope you** dekat sini.	CLX	Solidarity/ explanation
You see, when you point telescope you near here.	Gloss	
You will be able to look at things **yang ada dekat sini.**	ALT	Explanation
You will be able to look at things that have near here.	Gloss	
Tapi yang bagusnya berkenaan dengan **scope** ini adalah, apa?	INS	Technical vocabulary

But that good with scope this is what?	Gloss	
Apa **limitation** dia?	INS	Technical vocabulary
What limitation it?	Gloss	
You bagi dulu.	CLX	Solidarity
You give first.	Gloss	
Nak makan **sir**.	ALT	Solidarity
Want eat sir.	Gloss	
Ataupun ada **student** jawab	INS	Emphasis
Or have student answer.	Gloss	
Tapi **sir** daripada **week** satu sampai **week** empat sama je.	INS	Technical vocabulary
But sir from weer one until week four same only.	Gloss	
So colour **je** colour **yang sama.**	CLX	Explanation
So colour only colour that same.	Gloss	
Potong **qualification** keluar.	INS	Technical vocabulary
Cut qualification out.	Gloss	
Potong **action clause** keluar.	INS	Technical vocabulary
cur action clause out	Gloss	
Chapter 2 **tak ada** then suddenly **ada** chapter 3.	CLX	Explanation
Chapter 2 not have then suddenly have chapter 3.	Gloss	
Mula-mula saya berikrar untuk tak memberi **sample** langsung sebab saya nak tengok sedikit kelainan.	INS	Technical vocabulary
At start I vowed to not give sample because I want see bit difference.	Gloss	
Sedikit diversity **lah** on how you write the report.	INS/BFL	Emphasis / emphasis
Bit diversity +DM on how you write the report.	Gloss	
So nak tulis apa sir?	ALT	Explanation
So want write what sir?	Gloss	
You can even **tengok** demographic data, **tanya** CGPA.	INS	Explanation
You can even see demographic data, ask CGPA.	Gloss	
You dapat kan?	CLX	Solidarity
You get, right?	Gloss	
Dapat that information.	INS	Explanation
Get that information	Gloss	
You have obtained it then you **tak guna, kan?**	INS/ BFL	Emphasis/ Facilitating question
You have obtained it then you not use, right??	Gloss	
Tak ada **significance** kalau **you** punya tajuk adalah makanan di **cafe.**	CLX	Explanation
Not have significance if you own title is food in café	Gloss	

Hah **see** itu dah jadi **demographic data** dah.	CLX	Explanation/ Technical vocabulary
Hah see that aleady become demographiv data already.	Gloss	
Sebab maybe that's one of the main research objectives	ALT	Explanation
Because maybe that's one of the main research objectives	Gloss	
You jangan ingat **demographic data** je**.**	CLX	Solidarity/ Technical vocabulary
You don't think demographic data only.	Gloss	
Next, apa lagi yang nak letak bawah **methodology**?	INS	Technical vocabulary
Next, what more that want put under methodology?	Gloss	
Ada yang dalam sembilan ke sepuluh **week**,	INS	Explanation
Available that in nine or ten week.	Gloss	
Ada je student '**sir** saya rasa **questionnaire** tak cukup.'	INS	Explanation
Available student 'sir I think questionnaire not enough.'	Gloss	
So nak buat apa?	ALT	Explanation
So want do what?	Gloss	
Saya nak buat **observation.**	INS	Technical vocabulary
I want do observation	Gloss	
Ada yang 'saya nak buat **interview**, lima **questions** je **sir**.'	INS	Explanation
Available that ' I want do interview, five questions only sir.'	Gloss	
Lagipun, contohnya, katakanlah FSR **students** ada hanya seribu orang.	INS	Emphasis
Furthermore, for example, say FSR students have only one thousand people.	Gloss	
FSKM **students** ada dua ribu orang.	INS	Emphasis
FSKM students have two thousand people.	Gloss	
Tiba-tiba **you** ambil sepuluh FSR.	CLX	Solidarity
Suddenly you take ten FSR	Gloss	
It's not signifying the population **kan**?	BFL	Rhetorical question
It's not signifying the population isn't it?	Gloss	
Cuma nanti bila **you** buat FYP.	CLX	Solidarity
Just later when you do FYP.	Gloss	
You janganlah cakap.	CLX	Solidarity
You don't say.	Gloss	
Sir Fitri cakap boleh je nak buat sepuluh-sepuluh.	ALT	Solidarity
Sir Fitri say can only want do ten ten.	Gloss	
Kenapa **Miss** tak bagi kitaorang buat macam tu?	ALT	Solidarity
Why Miss not give us do like that?	Gloss	
For the sake of this report **ada bagi sedikit kelonggaran.**	ALT	Explanation
For the sake of this report have give bit loose.	Gloss	
Buat pula bukan **in group**.	ALT	Explanation

Do also not in group.	Gloss	
So for this one **itu je.**	CLX	Explanation
So for this one that only.	Gloss	
Macam mana nak **state**.	INS	Explanation
How want state.	Gloss	
The way of how you choose your sample just **bagitahu.**	INS	Explanation
The way of how you choose your sample just tell.	Gloss	
Just **bagitahu** the way you choose.	INS	Explanation
Just tell the way you choose.	Gloss	
But as for your population, you **kena betul-betul** state what is your population.	CLX	Explanation
But as for your population, you must really state what is your population.	Gloss	
Kalau **you** nak ambil FSKM **you have to serve all the courses.**	CLX/ALT	Explanation
If you want take FSKM you have to serve all the courses.	Gloss	
And kita bincang dulu lepas tu kita tengok apa akan jadi.	ALT	Explanation
And we discuss first after that we see what will happen.	Gloss	
Because it will show that you guys did your mathematics **dulu sebelum** start	CLX	Explanation
Because it will show that you guys did your mathematics first before start.	Gloss	
So apa benda **random and non random** ni?	ALT	Explanation
So what thing random non random this?	Gloss	
Adakah **random** ni....	INS	Technical vocabulary
Is reandom this….	Gloss	
You jumpa pak cik mana-mana, 'pak cik,pak cik,pak cik berhenti jap jawab **questionnaire** saya.'	CLX	Solidarity/ Technical vocabulary
You find uncle wherever, ' Uncle, uncle, uncle stop a while answer questionnaire I.'	Gloss	
Itukah r**andom**?	INS	Technical vocabulary
That random?	Gloss	
Itulah **random.**	INS	Technical vocabulary
That random.	Gloss	
Ke itukah **random?**	INS	Technical vocabulary
Or that random?	Gloss	
Non-random ni macam mana?	INS	Technical vocabulary
Non-random this how?	Gloss	
If you are searching for samples based on your accessibility **lagi senang nak jumpa.**	ALT	Explanation
If you are searching for samples based on your accessibility more easy want find.	Gloss	

That sounds like convenient, **betul tak?**	BFL	Rhetorical question
That sounds like convenient, right no?	Gloss	
And then based on that convenient as well you **kelaskan** systematically.	INS	Explanation
And then based on that convenient as well you classify systematically.	Gloss	
Berapa ramai **male female.**	INS	Technical vocabulary
How many male female.	Gloss	
Tu **non-random.**	INS	Technical vocabulary
That non-random.	Gloss	
Purposive-**lah**	BFL	Emphasis
Purposive+DM	Gloss	
Kerana first you purposely **mencari** male.	CLX	Explanation
because first you purposely find male.	Gloss	
Tak boleh tanya **female**, betul tak?	INS	Emphasis
Not can ask female, right no?	Gloss	
Tajuk male students smoking.	INS	Emphasis
Title male students smoking.	Gloss	
tanya **female?**	INS	Technical vocabulary
ask female?	Gloss	
Second, **apa dia?**	CLX	Clarifying question
Second what it?	Gloss	
Smoking **tak?**	ALT	Facilitative question
Smoking not?	Gloss	
Smoke **tak?**	ALT	Facilittaive question
Smoke not?	Gloss	
Tak **smoke?**	INS	Explanation
Not smoke?	Gloss	
Kita tiga-tiga tak **smoke.**	INS	Explanation
We three not smoke.	Gloss	
Sebab kita tak tahu macam mana orang **smoke**	INS	Explanation
Because we not know how people smoke.	Gloss	
Apa **effect** kepada dia.	INS	Emphasis
What effect to it.	Gloss	
Actually there is a lot **tapi ini kepada** basics-**lah**.	CLX	Explanation/ emphasis
Actually there is a lot but this to basics+DM	Gloss	
Pilih-pilih mana-mana **you** nak.	CLX	Solidarity
Choose which you want.	Gloss	
Of course lah kena bagitahu.	ALT	Explanation
Of course+DM must tell.	Gloss	

One of the advantage of dividing male female **tu saya rasa** you **boleh** analyze based on male and female.	CLX	Explanation
One of the advantage of dividing male female that I feel you can analyze based on male and female.	Gloss	
Kalau nak nampak **analysis** lagi banyak sebab takkanlah kau nak tengok satu **graph**, satu **graph** lepas tu satu **pie chart.**	INS	Technical vocabulary
If want see analysis more a lot because not you want see one graph, one graph after that pie chart.	Gloss	
Tapi **you** punya **report** hanya mengandungi bar, bar semuanya **bar**.	CLX	Explanation
But you own report only include bar,bar all bar.	Gloss	
Bar **semuanya** bar.	CLX	Explanation
Bar all bar.	Gloss	
Tengok **bar** je.	INS	Technical vocabulary
See bar only	Gloss	
Takkan **bar chart** je semua.	INS	Technical vocabulary
Not bar chart only all.	Gloss	
Saya dalam bab-bab **research** ni saya sedikit **flexible.**	INS	Explanation
I in topic research this I bit flexible.	Gloss	
Sebab saya tahu susah buat **research.**	INS	Technical vocabulary
Because I know difficult do research.	Gloss	
And most of the pattern of report draft that I have rejected **semalam dan kelmarin.**	ALT	Explanation
And most of the pattern of report draft that I have rejected yesterday and day before.	Gloss	
Apa yang saya **reject** selalunya ada mengandungi **solution.**	INS	Emphasis
What that I reject usually have solution.	Gloss	
For example, research question **yang** last sekali **ada** 'what are the solutions to the problem of...'	CLX	Explanation
For example, research question that last sekali have 'what are the solutions to the problem of...'	Gloss	
Saya tak against people wanting to do that particular research question but in terms of this report I don't want you to go and kill yourself.	CLX	Solidarity
I not against people wanting to do that particular research question but in terms of this report I don't want you to go and kill yourself.	Gloss	
If you are searching for solutions, number one is **macam mana** you **nak** solution **tu** based on questionnaire.	CLX	Explanation
if you are searching for solutions, number one is how you want solution tu based on questionnaire.	Gloss	
You cakap kat saya.	CLX	Solidarity
You say at I	Gloss	
Kalau **you** tanya **question A** dia akan cakap **smoking is** naikkan harga rokok.	CLX	Explanation
If you ask question A he will say smoking is increase price cigarettes	Gloss	

You **tanya** question B solution of smoking to stop people from smoking to kill everybody who smoke…	INS	Explanation
You ask question B solution of smoking to stop people from smoking to kill everybody who smoke…	Gloss	
So jauhi **solution.**	CLX	Explanation
So avoid solution.	Gloss	
Saya nak **point form**.	INS	Emphasis
I want point form.	Gloss	
Percayalah **you** akan siap sebelum kelas ni habis.	CLX	Solidarity
Trust you will ready before class this finish.	Gloss	
Lepas tu you can start your proposal and questionnaire right away..	ALT	Explanation
Then that you can start your proposal and questionnaire right away..	Gloss	
And meet me **dekat bilik perbincangan FSKM.**	ALT	Explanation
And meet me at room discussion FSKM.	Gloss	
Contact **sayalah.**	CLX	Solidarity
Contact me	Gloss	
Fill in **nama...**	INS	Explanation
Fill in name …	Gloss	
Kita tak tahu lagi kan apa **turn.**	INS	Emphasis
We not know more+DM what turn.	Gloss	
Which means that when one group is presenting, all of the other groups **janganlah buat benda-benda lain.**	ALT	Explanation
Which means that when one group is presenting, all of the other groups do not do things other.	Gloss	
Tutup you punya **presentation** semua.	INS	Explanation
Close you own presentation all.	Gloss	
Focus dekat **group** yang tengah **present.**	INS	Explanation
Focus at group that currently present.	Gloss	
I want each one group to have one question at least for the group who are presenting **nanti.**	ALT	Emphasis
I want each one group to have one question at least for the group who are presenting later.	Gloss	
And another thing is **saya nak** the question that you will be asking **hanyalah berkenaan dengan** research tu.	CLX	Explanation
And another thing is I want the question that you will be asking is just about the research.	Gloss	
Dengan **report.**	INS	Emphasis
With report.	Gloss	
You janganlah pergi tanya	CLX	Solidarity
You do not go ask	Gloss	
Especially when it comes to sampling, sample, population and especially method-**lah.**	BFL	Emphasis
Especially when it comes to sampling, sample, population and especially method+DM.	Gloss	
So in other words while they are presenting you guys **kena bincanglah siap-siap.**	ALT	Explanation

So in other words while they are presenting you guys to be ready to be ready.	Gloss	
Ada soalan before we start**?**	INS	Clarifying question
Have question before we start?	Gloss	
The allocation of mark **macam telah apa yang tulis dalam** proofread **saya bagi.**	CLX	Explanation
The allocation of mark has what it says in my proofread for.	Gloss	
Saya nak awak **present.**	INS	Emphasis
I want you to present.	Gloss	
Bukannya you pergi baca **ewc placement of bla bla bla.**	ALT	Explanation
Not you go read ewc placement of bla bla bla.	Gloss	
Saya nak **explanation** juga.	INS	Technical vocabulary
I want explanation also.	Gloss	
Actual proposal dah siap?	ALT	Clarifying question
Actual proposal is ready?	Gloss	
Saya nak **print outs.**	INS	Emphasis
I want print outs	Gloss	
Saya nak **your slides as proof of presentation.**	ALT	Explanation
I want your slides as proof of presentation.	Gloss	
Tak payah **fancy-fancy.**	INS	Emphasis
No need fancy.	Gloss	
Tak payah **colour-colour.**	INS	Emphasis
No need colour.	Gloss	
I want it as proof of your presentation **saja.**	ALT	Explanation
I just want it as proof of your presentation only.	Gloss	
And untuk saya **refer** lagi senang.	CLX	Explanation
And for I refer more easy.	Gloss	
Kosong tiga satu kat tengah-tengah **toilet.**	INS	Discard
Zero three one at middle of the toilet.	Gloss	
At least relate it to the study **tu.**	CLX	Explanation
At least relate it to the study	Gloss	
So ada tak?	ALT	Explanation
So have no?	Gloss	
You kena **structure** balik sama ada...	CLX	Solidarity/ explanation
You have structure again whether…	Gloss	
You re-do **lah** research question **dia.**	BFL/CLX	Emphasis/ explanation
You re-do research question it..	Gloss	
Cuma ubah **phrase.**	INS	Emphasis
Only change phrase.	Gloss	
Cuma ubah dia punya **sentence** sahaja.	INS	Emphasis
Only change it own sentence only.	Gloss	

The sentence structure kena ubah sikit.	ALT	Explanation
The sentence structure mush change bit	Gloss	
You faham tak?	CLX	Solidarity
You understand not?	Gloss	
Ini semua **gramma**r sahaja kan.	INS	Emphasis
This all grammar only, isn't it?	Gloss	
Kalau cakap **to know their readiness.**	ALT	Explanation
If say to know their readiness.	Gloss	
Dia expose themselves **tu macam** expose themselves **lah.**	CLX/BFL	Explanation/ emphasis
He expose themseves that like expose themselves+DM.	Gloss	
Itu saja saya punya **suggestion.**	INS	Emphasis
That all I own suggestion.	Gloss	
Kemudiannya, daripada segi **grammatical error** tu boleh.	INS	Technical vocabulary
Then, from point frammatical error that can.	Gloss	
Memanglah akan ada markah ditolak tapi tak ada semua orang boleh dapat sepuluh **over** sepuluh dalam dunia ini kan?	CLX	Explanation
Indeed will have marks deducted but no one can get ten over ten in this world right?	Gloss	
At least sentence tu membawa maksud yang betul.	ALT	Explanation
At least sentence that bring meaning that right.	Gloss	
Let's look at the next next slide **selepas ini.**	CLX	Explanation
Let's look at the next slide after this.	Gloss	
of course-**lah**	BFL	Emphasis
Of course+DM	Gloss	
Cara **you sampling** tu macam mana.	INS	Technical vocabulary
Way you sampling that how.	Gloss	
Tapi sebelum tu saya nak tahu **scope** tu.	INS	Technical vocabulary
But before that I want know scope that.	Gloss	
Boundary yang awak letak tu macam mana.	INS	Emphasis
Boundary that you put that how.	Gloss	
Sebab saya dah cakap **scope is a boundary that you set** sendiri kan?	ALT	Explanation
because I already say scope is a boundary that you set alone, isn't it?	Gloss	
Sebab nanti ada **explanation.**	INS	Emphasis
Because later have explanation.	Gloss	
You tak boleh letak **scope** dengan **limitation** sekali.	CLX	Solidarity/ Technical vocabulary
You not can put scope with limitation together.	Gloss	
Scope dahulu kemudian **limitation** ataupun sebaliknya.	INS	Technical vocabulary
Scope first then limitation or otherwise.	Gloss	

Sebab saya dah cakap ini bukan yang **research** macam betul yang awak kena **calculate** betul-betul dari **population** kena ambil **number** daripada **population** dengan **sample.** Because I already say this not that research like real that you must calculate really from population must take number from population and sample.	INS Gloss	Technical vocabulary
So dia membuatkan saya terfikir. So it makes I think.	ALT Gloss	Explanation
So you're going to tahan dia tengah naik motor 'berhenti-berhenti' gitu? So you're going to hold him while on motorcycle 'stop' like that?	ALT Gloss	Explanation
Tak apa lah saya **okay.** Never mind I okay.	ALT Gloss	Discard
Kamu ada sampai **part six** saja? Kamu have until part six only?	INS Gloss	Emphasis
Maksudnya tanpa **repeaters**, enam? Meaning without repeaters, six?	INS Gloss	Emphasis
Pada saya lah daripada awak **focus more on part one.** To me rather you focus more on part one.	ALT Gloss	Explanation
Because dalam **part** hujung-hujung inilah barulah **reality** kehidupan sebenar menghimpit kepalanya. Because in part final this then reality life actuality squeeze head.	CLX Gloss	Explanation
Tu lagi **makes sense** kan? That more makes sense right?	INS Gloss	Explanation
And close ended question **ni apa?** And close ended question this what?	CLX Gloss	Facilitative question
Yes or no **lah?** Yes or no+DM?	BFL Gloss	Emphasis
Semuanya **likert scale.** All likert scale.	INS Gloss	Technical vocabulary
Alamak **sir**, kalau macam tu **sir** dah betulkan semua ni kami dah hantar siap-siap.' Oh no sir, if like that sir already correct all this we already send readily .'	INS Gloss	Solidarity
Hantarlah **proposal.** Send proposal.	INS Gloss	Technical vocabulary
Changes that I have suggested you just **ikut untuk** your actual report **nanti.** Changes that I have suggested you just follow for your actual report nanti.	CLX Gloss	Explanation
Itu based on my experience. That based on my experience.	CLX Gloss	Explanation
Presentation **fifteen percent** sahaja. Presentation fifteen percent only.	ALT Gloss	Emphasis
List down apa yang kita nak tanya.	INS	Imperative

List down what that we want ask.	Gloss	
So memanglah kita tahu secara amnya kenalah kunci rumah kalau nak selamat kan?	ALT	Explanation
So indeed we know in general must lock house if want safe, right?	Gloss	
Yang tak ada **reference** kita tak boleh cakap kan.	INS	Technical vocabulary
But then when it comes to doing a study, anything that is not proven or anything there's no back up that not have reference we not can say, isn't it?	Gloss	
Maybe you want to have a data on how many house yang di pecah masuk kan?	ALT	Explanation
Maybe you want to have a data on how many house that break in right?	Gloss	
Itu makes sense.	INS	Explanation
That makes sense.	Gloss	
Itu ada kena mengena dengan **research** awak.	INS	Emphasis
That have connection with research you.	Gloss	
Soalan itu juga kita **pause** kan sebentar.	INS	Emphasis
Question that also we pause+DM a while	Gloss	
Mari kita lihat dekat **number of students.**	ALT	Explanation
Come we see near number of studnets.	Gloss	
Cuba **explain.**	INS	Explanation
Try explain.	Gloss	
Tengok **scope and limitation.**	ALT	Explanation
Look scope and limitation.	Gloss	
Siapa yang buatkan **sample size** tu **too small?**	INS	Technical vocabulary/Emphasis
Who that make sample size that too small?	Gloss	
You yang letak **scope** dia tiga puluh.	CLX	Explanation
You that put scope it thirty.	Gloss	
Lepas tu **complain.**	INS	Explanation
Then that complain.	Gloss	
Tak make sense **kan?**	BFL	Rhetorical question
Not make sense right?	Gloss	
Alright you have three research questions , **betul tak?**	BFL	Clarifying question
Alright you have three research questions , right no?	Gloss	
So demographic data **letak mana?**	CLX	Clarifying question
So demographic data put where?	Gloss	
Pada penglihatan saya, **when you do presentations like this** nampak **you** tak **prepare**.	CLX	Explanation
To view I, when you do presentations like this look you not prepare.	Gloss	
Saya tahu **you** dah jumpa saya.	CLX	Solidarity
I know you already meet me.	Gloss	
Tapi bukan tak **prepare as in not prepared.**	ALT	Explanation

But not no prepare as in not prepared	Gloss	
You dah buat cuma **you** tak fikir habis.	CLX	Solidarity/solidarity
You already do but you not think finish.	Gloss	
Tak make sense.	CLX	Explanation
Not make sense.	Gloss	
I tulis tiga **research questions**	INS	Technical vocabulary
I write three research questions.	Gloss	
Itu pun saya cakap **minimum.**	INS	Emphasis
That also I say minimum.	Gloss	
Saya nampak ada sedikit kesalahan bahasa **and everything**	CLX	Discard
I see have bit mistake language and everything.	Gloss	
Cumanya **you** kena **explain** kat saya.	CLX	Solidarity/ explanation
But you must explain to I.	Gloss	
Ini termasuk kepada soalan berkenaan dengan **money management** tadi.	INS	Emphasis
This include to question related with money management just now.	Gloss	
Boleh **study** ke tak dengan **off campus**.	INS	Explanation
Can study or not with off campus.	Gloss	
Because one of your objective is about money management, **kan?**	BFL	Clarifying question
Because one of your objective is about money management, isn't it?	Gloss	
So you **tanya.**	INS	Emphasis
So you ask.	Gloss	
Language **tu biasalah.**	INS	Explanation
Language that normal.	Gloss	
Jadi how much money did you spend for your house rental per month?	ALT	Explanation
So how much money did you spend for your house rental per month?	Gloss	
So you **dah dapat sembilan ratus.**	ALT	Explanation
So you already get nine hundred.	Gloss	
Apa affect**nya dengan** living off campus?	CLX/BFL	Clarifying question
What affect with living off campus?	Gloss	
Mana datang **money-**nya?	INS	Emphasis
Where come money+DM?	Gloss	
You **punya tajuk** the effect.	CLX	Explanation
You own title the effect.	Gloss	
Tajuk you the effect of living.	INS	Explanation
Title you the effect of living.	Gloss	
You have determined **yang** causes **sekian sekian sekian.**	ALT	Discard
You have determined that causes this this this.	Gloss	
Cumanya you have to think about that.	ALT	Explanation
Just you have to think about that.	Gloss	

Saya perlu **highlight s**upaya buat tak berterabur.	INS	Emphasis
I must highlight so do not scattered.	Gloss	
But kita nak tahu, **you** ada tanya tak dulu berapa banyak masa, dekat mana.	CLX	Explanation/ solidarity
But we not know, you have ask not first how much time ,at where.	Gloss	
Oh orang ni dia punya **effec**t terhadap ni kurang.	INS	Emphasis
Oh person this he own effect to this less.	Gloss	
Kerana dia kurang **spend** masa.	INS	Emphasis
Because he less spend time.	Gloss	
You have stated about **matakan?**	INS	Clarifying question
You have stated about eyes right?	Gloss	
So you punya soalan pasal mata je?	CLX	Explanation
So you own question about eyes only?	Gloss	
Uhh ni dah pasal **questionnaire** pula.	INS	Technical vocabulary
Uhh this already about questionnaire.	Gloss	
Soalan nombor tiga tu macam saya rasa **you** tak boleh tanya **what are the impact.**	CLX	Solidarity/explanati on
Question number three that like I feel you not can ask what are the impact.	Gloss	
You kena tanya apa **impac**t terhadap dia **because your study will be based on the lives of the respondents.**	INS/ALT	Explanation
You must ask what impact to him because because your study will be based on the lives of the respondents.	Gloss	
So meaning that the health part **tu** you **dah** pre-determined **apa dia.**	CLX	Explanation
So meaning that the health part that you already pre-determined what it.	Gloss	
You dah cakap pasal stress, pasal mata ataupun nak beri kebebasan kepada **respondent to be able to state what are the some of the health effect.**	CLX/ALT	Solidarity/ explanation
You already say about stress, about eyes or want give freedom to respondent respondent to be able to state what are the some of the health effect.	Gloss	
Kalau **you** tak nak terima saya tak ada masalah.	CLX	Solidarity
If you not want accept I not have problem.	Gloss	
Kalau **you** nak bagi.	CLX	Solidarity
If you want give.	Gloss	
Bagi tau dah stress,mata **last** sekali **others.**	CLX	Explanation
Tell already stress, eyes last most others.	Gloss	
Bawah tu **research questions-**lah kan?	INS	Technical vocabulary
Below that research questions+DM, isn't it?	Gloss	
Mana kamu tahu bila dia tak guna **gadget** tu dia jadi **good student**?	INS	Emphasis
How you know when he not use gadget yhat he become good student?	Gloss	
Mungkin sebab dia main **handphone.**	INS	Explanation

Maybe because he play handphone.	Gloss	
Mana **you** tahu yang sebab dia kurang guna **gadget** dia boleh **manage money well?** Where you know that because he less use gadget he can manage money well?	CLX Gloss	Solidarity/Emphasis /Rhetorical question
Mungkin sebab **phone** tu lah dia ada banyak duit. Maybe because phone that+DM he has lots money.	INS Gloss	Discard- similar to Malay
Dia buat **business-**kah? He do business+Q?	INS Gloss	Discard- similar to Malay
Atau dia jawab **servay.** Or he answer servay.	INS Gloss	Emphasis
You **tak boleh** pre-judge. You not can pre-judge	CLX Gloss	Emphasis
Study tu apa dia punya **significance.** Study that what it own significance.	INS Gloss	Explanation
Maybe significance dia adalah lebih boleh mendalami ataupun boleh mengenal pasti. Maybe significance it is more can fathom or can identify.	INS Gloss	Technical vocabulary
Dia tak boleh terus dapat satu yang sangat **concrete** macam ni. He not can directly get one that very concrete like this.	INS Gloss	Emphasis
Malas **sir** nak jalan. Lazy sir want walk.	ALT Gloss	Solidarity
Tapi kena ada **explanation-**lah. But must have explanation+DM.	INS Gloss	Emphasis
Then **kenapa tak** choose FSKM **sahaja.** Then why not choose FSKM only.	CLX Gloss	Explanation
Ataupun buat macam zuraihaha punya **group** CS56 saja. Or do like Zuraihaha own group CS56 only.	INS Gloss	Emphasis
sixty **kan?** Sixty, isn't it?	BFL Gloss	Clarifying question
Macam mana you **sample?** How you sample?	INS Gloss	Technical vocabulary
Tulis dulu **and then** baru fikir. Write first and then think	CLX Gloss	Discard
Plan **sahaja.** Plan only.	ALT Gloss	Explanation
Apa ni **convenient sampling?** What this convenient sampling?	INS Gloss	Technical vocabulary
Tak habis lagi **sir.** Not finish more sir.	ALT Gloss	Explanation

		Technical vocabulary
Nampaknya macam tak tahu lagi nak **distribute** macam mana.	INS	
See like not know more want distribute how.	Gloss	
Tapi how do you determine those people?	ALT	Explanation
But how do you determine those people?	Gloss	
Tak kira **part** apa.	INS	Explanation
Not count part what .	Gloss	
Maybe you can go through students' stress level or mood **kan?**	BFL	Facilitative question
Maybe you can go through students' stress level or mood, isn't it?	Gloss	
Boleh **change**	CLX	Explanation
Can change.	Gloss	
Kadang-kadang pasal kereta tayar botak pun **you stress** tak nak pergi belajar.	CLX	Explanation
Sometimes about car wheel bald also you stress not want go study.	Gloss	
When you look at the surface **nampak macam tak ada** connection **tap**i when you truly explain it then, the connection will surface-**lah kan?** When you look at the surface look like not have connection but when you truly explain it then, the connection will surface+DM isn't it?	CLX Gloss	Explanation Rhetorical question
Group lain boleh tengok apa yang diorang buat.	INS	Explanation
Group other can see what that they do.	Gloss	
Introduction **pun bagus.**	ALT	Explanation
Introduction also good.	Gloss	
You duduk mana**?**	CLX	Solidarity
You staying where?	Gloss	
Kalau tak ada **stray dogs** tak payah tanya lah.	INS	Explanation
If not have stray dogs not need ask.	Gloss	
Tak ada **stray dogs.**	INS	Explanation
Not have stray dogs.	Gloss	
Katakanlah rumah dia tu memang **stray dogs** tak dekat.	INS	Explanation
Say house his that indeed stray dogs not near.	Gloss	
Banyak **variables** yang tak boleh **control.**	INS	Technical vocabulary/ Emphasis
A lot variables that not can control	Gloss	
Kawasan ni ada **stray dogs.**	INS	Explanation
Area this have stray dogs.	Gloss	
You nak bagi **online.**	CLX	Solidarity/ emphasis
You want give online.	Gloss	
Google servay-**kah?**	BFL	Clarifying question
Google servay+Q	Gloss	
You **nak bagi** online servay-**kah?**	INS/BFL	Clarifying question
You want give online servay+Q?	Gloss	

		Solidarity/emphasis / emphasis
You nak bagi **students** dekat pintu **faculty-**kah?	CLX	
You want give students at door faculty+Q?	Gloss	
Ada **stray dogs?**	INS	Explanation
Have stray dogs	Gloss	
Because you have to focus on this issue **kan?**	BFL	Clarifying question
Because you have to focus on this issue, isn't it?	Gloss	
Yang **last question.**	INS	Explanation
That last question.	Gloss	
If it is unrelated suruh dia tanya balik.	ALT	Explanation
If it is unrelated ask he ask again.	Gloss	
Hashtag bro **cuba.**	INS	Explanation
Hashtag bro try.	Gloss	
Tapi isn't that considered as safety as well?	ALT	Explanation
But isn't that considered as safety as well?	Gloss	
When you report it's because of safety **kan?**	BFL	Rhetorical question
When you report it's because of safety, isn't it?	Gloss	
Safety **kan?**	BFL	Facilitative question
Safety, isn't it?	Gloss	
I nampak lain sikit tapi ada **overlapping issues.**	CLX/INS	Solidarity/ emphasis
I see different bit but have overlapping issues.	Gloss	
The third one **saja.**	ALT	Emphasis
The third one only.	Gloss	
Next, let's go to you **punya** methodology.	CLX	Explanation
Next, let's go to you own methodology.	Gloss	
Category question **tu macam mana**?	CLX	Clarifying question
Category question that how?	Gloss	
Oh yang **percent** ni	INS	Technical vocabulary
Oh that percent this.	Gloss	
Sedikit **heads up.**	INS	Explanation
Bit heads up.	Gloss	
Click **dekat** file **tu.**	CLX	Explanation
Click at file that.	Gloss	
Lepas tu dia punya **password.**	INS	Explanation
Then that he own password.	Gloss	
Cover letter **tu** individual.	CLX	Discard
Cover letter that individual.	Gloss	
So cover letter **tu.**	INS	Emphasis
So cover letter that.	Gloss	
And then **dekat dalam minggu yang sama** what you have to do is you have to send the portfolio.	ALT	Explanation

And then near in wee that same what you have to do is you have to send the portfolio.	Gloss	
Sebab tu saya kata because your topic is about the issue of stray dogs , right?	ALT	Explanation
Reason that I say because your topic is about the issue of stray dogs , right?	Gloss	
You have three research questions kan?	BFL	Clarifying question
You have three research questions+Q?	Gloss	
Kalau yes mestilah pergi jumpa doktor.	INS	Explanation
If yes must go see doctor.	Gloss	
Kalau ada pun apa kena mengena the presence of stray dogs affects students' health.	ALT	Explanation
If available also what relate the presence of stray dogs affects students' health.	Gloss	
Lepas tu, macam ni 'do you know rabies?'	ALT	Explanation
After that, like this, 'do you know rabies?'	Gloss	
But then apa kena mengena dengan health diorang?	INS	Emphasis
But then what relate with health them?	Gloss	
Doesn't make sense kan?	BFL	Facilitative question
Doesn't make sense, right?	Gloss	
So suddenly you have roman punya number,you know?	CLX	Explanation
So suddenly you have roman POSS number,you know?	Gloss	
Actually, it is not compulsory to have five each but it has to make sense-lah kan?	BFL	Rhetorical question
Actually, it is not compulsory to have five each but it has to make sense+DM right?	Gloss	
Janganlah for the sake of having five questions for each research objective you tiba-tiba tanya pasal reason.	CLX	Imperative
Don't for the sake of having five questions for each research objective you suddenly ask about reason.	Gloss	
Because I have not approved this kan?	BFL	Rhetorical question
Because I have not approved this right?	Gloss	
You guys did it on your own, kan?	BFL	Clarifying question
You guys did it on your own, right?	Gloss	
Five each, kan?	BFL	Clarifying question
Five each right?	Gloss	
Tapi when it comes to seriousness of course it will be related to effects.	ALT	Explanation
But when it comes to seriousness of course it will be related to effects.	Gloss	
So effects dia on?	CLX	Explanation
So effects it on?	Gloss	
Fikir sama ada nak expand the first two objectives or search for a new one.	ALT	Explanation
Think whether want expand the first two objectives or search for a new one.	Gloss	

Gloss	CLX/BFL	Explanation/ emphasis
Tapi you have to contact me lah	CLX/BFL	Explanation/ emphasis
But you have to contact me+DM	Gloss	
You have sent this to me kan?	BFL	Clarifying question
You have sent this to me, have you?	Gloss	
Dekat mana changes?	INS	Clarifying question
Near where changes?	Gloss	
This is your research questions kan?	BFL	Clarifying question
This is your research questions, isn't it?	Gloss	
Elaborate then only you akhirnya akan dapat tiga soalan ini.	ALT	Explanation
Elaborate then only you afinally will get three question this.	Gloss	
Problem kan?	BFL	Facilitative question
Problem, isn't it?	Gloss	
Namanya problem statement.	INS	Technical vocabulary
Its name problem statement.	Gloss	
Bagi saya satu ayat problem statement.	INS	Technical vocabulary
Give me one sentence problem statement.	Gloss	
Bagi saya problem statement.	INS	Technical vocabulary
Give me problem statement.	Gloss	
Ini research question.	INS	Technical vocabulary
This research question.	Gloss	
Apa problem statement-nya?	INS	Technical vocabulary
What problem statement+POSS?	Gloss	
You nak buat kan?	CLX	Solidarity
You want do right?	Gloss	
Nampak macam problem, right?	INS	Explanation
Look like problem, right?	Gloss	
Problem letak kat sini lah.	INS	Technical vocabulary
Problem put at here.	Gloss	
Apa problem statement?	INS	Technical vocabulary
What problem satement?	Gloss	
Saya suruh panjangkan then only wujudnya question.	ALT	Explanation
I ask elongate then only exist question.	Gloss	
Dan limitation.	INS	Technical vocabulary
And limitation.	Gloss	
Just change ayat question two ni je.	INS	Discard
Yes just change ayat question two this only.	Gloss	

I asked you guys to divide it between scope and limitation kan?	BFL	Rhetorical question
Iasked you guys to divide it between scope and limitation, right?	Gloss	
Ha apa maksud limitation?	INS	Technical vocabulary
Ha what meaning limitation?	Gloss	
So scope you boleh kawal,kan?	CLX	Facilitative question
So scope you can control,right?	Gloss	
Limitation tak boleh kawal kan?	INS	Technical vocabulary
Limitation cannot control,right?	Gloss	
Tapi this is only one limitation kan?	CLX/BFL	Discard/ Clarifying question
But this is only one limitation, right?	Gloss	
Dah tengok before ni kan?	ALT	Emphasis
Already see this before this right?	Gloss	
I think I 've approved this kan?	BFL	Rhetorical question
I think I've approved this, right?	Gloss	
Discard je.	ALT	Discard
Discard just.	Gloss	
Your questionnaire is okay so just proceed lah.	BFL	Emphasis
Your questionnaire is okay so just proceed.	Gloss	
Next week kena tunjuk saya.	INS	Emphasis
Next week must show me.	Gloss	
Bukan lepas analyse.	INS	Technical vocabulary
Not after analyse.	Gloss	
Macam mana you nak analyse.	CLX	Solidarity/ Technical vocabulary
How you want analyse.	Gloss	
Bukan sekali dengan pie chart.	INS	Technical vocabulary
Not together with pie chart.	Gloss	
Tapi jangan pergi letak satu questionnaire.	INS	Technical vocabulary
But don't go put one questionnaire.	Gloss	
Kenalah yang dah raw punya analysis.	INS	Technical vocabulary
Must that already raw own analysis.	Gloss	
And every each of these statement must be in the form of problem-lah kan?	BFL	Rhetorical question
And every each of these statement must be in the form of problem+DM right?	Gloss	
Yang lain okay.	INS	Discard
That others okay.	Gloss	
For the actual report you don't have to put Gantt chart-lah.	BFL	Emphasis

For the actual report you don't have to put Gantt chart+DM.	Gloss	
Terus collect data because for our class next week I want to see your data.	ALT	Emphasis
Directly collect data because for our class next week I want to see your data.	Gloss	
You don't have to actually construct everything la kan?	BFL	Facilitative question
Yoou don't have to actually construct everything+DM right?	Gloss	
Takkan semua you nak come up with pie chart?	CLX/ALT	Solidarity/ explanation
Not everything you want come up with pie chart?	Gloss	
Analysis kan?	BFL	Facilitative question
Analysis, right?	Gloss	
Whatever that you have received from the respondent itu adalah analysis.	CLX	Explanation
Whatever that you have received from the respondent that is analysis.	Gloss	
Bukannya betul-betul discussion yang dah siap tapi saya nak tahu macam mana.	INS	Technical vocabulary
Not real discussion yang dah siap tapi saya nak tahu macam mana.	Gloss	
Mati you nak print ni so make it smaller.	CLX	Explanation
Dead you want print this so make it smaller.	Gloss	
Let's see how you analyze nanti.	ALT	Emphasis
Let's see how you analyze later.	Gloss	
Ha, saya tak banyak comment pun.	INS	Discard-similar to Malay
Ha , I not many comment also.	Gloss	
Boleh saya tengok your research questions?	INS	Technical vocabulary
Can I look your research questions?	Gloss	
Ada tak saya cadangkan changes for your problem statement?	ALT	Clarifying question
Have not I suggest changes for your problem statement?	Gloss	
Research question mana?	CLX	Clarifying question
Research question where?	Gloss	
Dalam bentuk question.	INS	Technical vocabulary
In form question.	Gloss	
Research question letak kat under objective.	INS	Explanation
Research question put at under objective.	Gloss	
Dia dekat bawah objective.	INS	Technical vocabulary
It at under objective.	Gloss	
Lepas objective.	INS	Technical vocabulary
After objective	Gloss	

Senang je you nak tengok.	CLX	Solidarity
Easy only you want see.	Gloss	
Scope yang where, why apa semua kan?	ALT	Facilitative question
Scope that where, why and everything right?	Gloss	
Itu scope.	INS	Technical vocabulary
That scope.	Gloss	
Sempadan yang you dah set up untuk you punya report ni.	CLX	Solidarity/explanation/solidarity/ explanation
Border that you already set up for you own report this	Gloss	
Itu scope.	INS	Technical vocabulary
That scope.	Gloss	
Ingat tak saya cakap pasal telescope tu.	ins	Emphasis
Remember not I said about telescope that.	Gloss	
Ini limitation sahaja.	INS	Technical vocabulary
This limitation only.	Gloss	
Itu bukan limitation.	INS	Technical vocabulary
That not limitation.	Gloss	
You nak cakap kita tak boleh paksa.	CLX	Solidarity
You want say we not can force.	Gloss	
You nak tanya je kan?	CLX	Solidarity
You want say only right?	Gloss	
Ye lah sebab tu lah kena buat servay kan?	INS	Technical vocabulary
Yes reason that must do servay right?	Gloss	
Sebab semua orang ada perspective lain-lain.	INS	Discard- similar to Malay
Because every people have perspective other.	Gloss	
Itu bukan limitation.	INS	Technical vocabulary
That not limitation.	Gloss	
Itulah sebab kita nak buat servay.	INS	Technical vocabulary
That reason we want do servay	Gloss	
Mungkin time.	INS	Explanation
Maybe time.	Gloss	
Ala benda-benda simple macam tu sahaja.	INS	Explanation
Ala things simple like that only.	Gloss	
Ha nak kena elaborate lagi.	INS	Emphasis
Ha want must elaborate further.	Gloss	
Berapa section.	INS	Explanation

How many section.	Gloss	
Section apa.	CLX	Explanation
Section what.	Gloss	
Okaylah.	BFL	Emphasis
Okay.	Gloss	
Just buat changes saja.	CLX	Explanation
Just do changes only.	Gloss	
Appendix belakang sini dalam report.	INS	Technical vocabulary
Appendix back here in report.	Gloss	
Dah tunjuk kat saya yang dah collect dan bagi tahu.	INS	Technical vocabulary
Already show to me that already colledct and inform/	Gloss	
Bukan analyze yang betul-betul punya.	INS	Technical vocabulary
Not analyse that really POSS	Gloss	
Kitaorang nak plan buat macam ni macam ni.	INS	Emphasis
We want plan do like this like this.	Gloss	
And discussion data ni kitaorang plan nak compare dengan this one.	CLX	Explanation
And discussion data this we plan plan want compare with this one.	Gloss	
Tapi of course kena ada data dulu lah.	ALT	Explanation
But of course must have data first.	Gloss	
So bila dah conducted, next week in our class I want to see not the actual analysis of everything.	CLX	Explanation
So when already conducted, next week in our class I want to see not the actual analysis of everything.	Gloss	
Bukan tiba-tiba report terus.	INS	Emphasis
Not suddenly report directly.	Gloss	
Macam mana sekali pun you have to conduct it within this one week period.	ALT	Explanation
However it is you have to conduct it within this one week period.	Gloss	
I have briefed you on findings and discussion kan?	BFL	Clarifying question
I have briefed you on findings and discussion right?	Gloss	
So tunjuk kat saya	ALT	Explanation
So show at me	Gloss	
Sebelum kita mula saya nak ingatkan because I have checked our	ALT	Explanation
Before we start I want remind because I have checked our online	Gloss	
I don't know if the problem is with my account ke atau macam mana sebab tu saya minta awak check.	ALT	Explanation
I don't know if the problem is with my account or how why that I ask you check.	Gloss	
So kita old school sekarang ni.	CLX	Explanation
So we old school now this.	Gloss	

Normal grammatical error jangan khuatir. Normal grammatical error don't worry.	CLX Gloss	Explanation
Saya fokus kepada content. I focus on content.	INS Gloss	Technical vocabulary
I am excited to know, what will you analyze on marital status ni. I am excited to know, what will you analyze on marital status this.	CLX Gloss	Discard
Tapi kenapa you tanya pada awalnya? but why you ask in beginning?	CLX Gloss	Solidarity
Ini description dia kan? This description it, right?	INS Gloss	Technical vocabulary
Mana description dia? Where description it?	INS Gloss	Technical vocabulary
By the way you have to spell this tahu. By the way you have to spell this know .	INS Gloss	Discard
Percentage tak ada symbol. Percentage no have symbol.	INS Gloss	Technical vocabulary
Focus kepada content. Focus to content	INS Gloss	Explanation
Bagi saya dia nampak lebih macam analisislah kalau you letak percentage, kan? To me it look more like analysis if you put percentage, right?	CLX Gloss	Solidarity/ Technical vocabulary
Kalau you letak @	CLX Gloss	Solidarity/ Technical vocabulary
Ini semua percentage-lah. This everything percentage+DM.	INS Gloss	Technical vocabulary
Your question you choose it dalam bentuk statement. Your question you choose it in form statement.	CLX Gloss	Explanation
You boleh punya. You can.	CLX Gloss	Solidarity
That is just a suggestion lah. That is just a suggestion.	BFL Gloss	Emphasis
Ada yang fourty five respondents? There that fourty five respondents?	ALT Gloss	Explanation
Semua ni you dah describe lah? All this you already describe?	CLX/BFL Gloss	Emphasis/emphasis
Kenapa ini perlukan pie chart?	INS	Technical vocabulary

Why this need pie chart?	Gloss	
Melainkan you nak banyakkan muka suratlah.	CLX	Solidarity
Other than you want add pages+DM.	Gloss	
Oh ini ada pie chart sahaja?	INS	Technical vocabulary
Oh this have pie chart only?	Gloss	
Boleh tak you terangkan secara general nya.	ALT	Explanation
Can not you explain generally.	Gloss	
You tak boleh assume.	CLX	Solidarity/ explanation
You not can assume.	Gloss	
Kalau assume maksudnya kena ambil research yang luarlah untuk buktikan.	INS	Explanation
If assume it means must take research that outside to prove.	Gloss	
Just that kalau boleh saya nak tengok lebih analysis description	CLX	Explanation
K ' ' ' @ ' ' ' ' '	Gloss	
Dah ada ni okay lah.	INS	Discard-similar to Malay
Already have this okay.	Gloss	
Tapi discusslah.	INS	Explanation
But discuss+DM	Gloss	
Dah alang-alang you dah buat table yang baru.	CLX	Solidarity/ emphasis
Already together you already do table that new.	Gloss	
Saya suruh you check whatever percentage that you have found in your findings sebagai dalil.	ALT	Explanation
I ask you check whatever percentage that you have found in your findings as citation.	Gloss	
Tak boleh lah buat conclusion ' disebabkan mereka perempuan,	INS	Technical vocabulary
Not can do conclusion because they ' '	Gloss	
Slide termasuk findings and discussion.	INS	Emphasis
Slide including findings and discussion.	Gloss	
I want your table to be APA format juga.	ALT	Discard
I want your table to be APA format also.	Gloss	
Bagi nombor table.	INS	Explanation
Give number table	Gloss	
Basically question tu you tukar dalam bentuk statement saja lah.	CLX	Explanation/solidar ity/ Explanation
Basically question that you change in form statement only.	Gloss	
So tak adalah table dia kecil macam ni.	CLX	Explanation
So not table it small like this.	Gloss	
kenapa ada table lepas tu ada graph?	INS	Technical vocabulary
Why have table then have graph?	Gloss	

Kalau nak buat dua-dua saya cadangkan atas ni frequency.	INS	Technical vocabulary
If want do both I suggest above this frequency.	Gloss	
Bawah ni letak percentage.	INS	Technical vocabulary
Below this put percentage.	Gloss	
Table dengan ni bagi nama.	INS	Explanation
Table with this give name.	Gloss	
Nanti dekat you punya table of contents pun ada nama dia.	INS	Technical vocabulary
Later at you POSS table of contents also have name it.	Gloss	
Table satu apa.	CLX	Explanation
Table one what.	Gloss	
Table dua apa.	CLX	Explanation
Table two what.	Gloss	
You ada graph three-d(3d) ke?	CLX	Solidarity/emphasis / emphasis
You have graph 3d?	Gloss	
Saya tak nak graph 3d tu.	INS	Technical vocabulary
I don't want graph 3d that.	Gloss	
Ini merentas section ke sama section?	INS	Explanation
This across section or same section?	Gloss	
Tajuk you pasal apa?	CLX	Solidarity
Title you about what?	Gloss	
Cuma tadi, table make sure as well as your graph and then your discussion masukkan semua.	CLX	Explanation
Just now table make sure as well as your graph and then your discussion put all.	Gloss	
Bukan suruh masukkan table or graph.	ALT	Explanation
Not direct put in table or graph.	Gloss	
Masukkan the outcome of the findings.	ALT	Explanation
Put in the outcome of the findings.	Gloss	
Apa yang you masukkan dalam discussion tulah dan mungkin dalam kurungan percentage berapakan.	CLX	Solidarity/Technical vocabulary/Technical vocabulary
What that you put in discussion and maybe in parentheses percentage how much.	Gloss	
Bagitahulah tapi bagitahu juga percentage dia.	INS	Technical vocabulary
State it but state also percentage it.	Gloss	
You only have four groups kan?	BFL	Clarifying question
You only have four groups right?	Gloss	
Setiap table kena ada nama dia.	INS	Technical vocabulary
Every table must have name it.	Gloss	

		Technical vocabulary
Semua ni dia punya graph lah?	INS	
All this it POSS graph?	Gloss	
		Technical vocabulary
Dia dua figure yang berlainan.	INS	
It's two figure that different.	Gloss	
Neutral lah.	BFL	Emphasis
Neutral.	Gloss	
Bagitahu they are neutral.	INS	Explanation
Tell they are neutral	Gloss	
Tapi if you want to use that as one of your main source of argument and discussion, guna je lah neutral.	CLX	Explanation
But if you want to use that as one of your main source of argument and discussion, use neutral.	Gloss	
Neutral ataupun mixed feeling ataupun apa?	INS	Clarifying question
Neutral or mixed feeling or what?	Gloss	
Saya tak nak yang ada timbul-timbul keluar four-d (4d) .	INS	Explanation
I not want that have protrude out 4D.	Gloss	
		Technical vocabulary
Tengok buku macam mana dia punya pie chart.	INS	
Look book how it POSS pie chart.	Gloss	
Mana description dia?	INS	Emphasis
Where description it?	Gloss	
Description of each graph mana?	CLX	Clarifying question
Description of each graph where?	Gloss	
		Technical vocabulary
Tengok korang punya findings?	INS	
Look them+PL POSS findings?	Gloss	
Tak semestinya describe question by question.	CLX	Explanation
Not necessarily describe question by question.	Gloss	
Lepas tu lack of description for each graph that you have constructed in this particular chapter.	CLX	Explanation
After that lack of description for each graph that you have constructed in this particular chapter.	Gloss	
And then figure ni apa pasal ada 0.3?	ALT	Clarifying question
And the figure this why have 0.3?	Gloss	
		Technical vocabulary
Lepas tu introduction apa?	INS	
And then introduction what?	Gloss	
Introduction-kan?	BFL	Rhetorical question
Introduction right?	Gloss	
Method tiga.	INS	Explanation
Method three.	Gloss	
Saya tak nak ada question kat sini.	INS	Technical vocabulary
I not want have question at here.	Gloss	

Question ni tukar dalam bentuk pernyataan dekat sini.	INS	Technical vocabulary
Question this change in form statement at here.	Gloss	
And change it sebagai nama.	INS	Explanation
And change it as name.	Gloss	
Ikut group sana.	INS	Technical vocabulary
Follow group there.	Gloss	
Sebab dia nama table.	INS	Technical vocabulary
Because it name table.	Gloss	
What did you do in your discussion ni?	CLX	Discard
What did you do in your discussion this?	Gloss	
Saya summarise.	CLX	Solidarity
I summarise.	Gloss	
Bukan maksud saya tengok dekat findings tu.	INS	Technical vocabulary
Not meaning I look at findings that.	Gloss	
Ini sepatutnya findings.	INS	Technical vocabulary
This should be findings.	Gloss	
You bagi tahu enam puluh peratus.	CLX	Solidarity
You tell sixty percent.	Gloss	
Kalau buat antara sections ke dalam section ke?	INS	Technical vocabulary
If do between sections in sections?	Gloss	
Macam mana you guys lain-lain?	CLX	Solidarity
How you guys different?	Gloss	
Atas ni saya tak rasa you perlu pun bagi tahu ni.	CLX	Solidarity
Above this I don't feel you need tell this.	Gloss	
Lepas tu setiap whatever that you have put here you keluarkan dia punya percentage that you have developed in the findings.	CLX	Explanation
And then every whatever that you have put here you remove it's percentage that you have developed in the findings.	Gloss	
Put it in the bracket here kah?	BFL	Facilitative question
Put it in the bracket here?	Gloss	
Dalam parentheses so that saya tak payah nak tengok balik 'oh figure kosong point sembilan.'	CLX	Explanation
In parentheses so that I don't need want look again 'oh figure zero point nine.'	Gloss	
Aku pun carilah kosong point sembilan kat atas	INS	Discard
I also find zero point nine at above.	Gloss	
Mana result dia?	INS	Technical vocabulary
Where result it?	Gloss	

		Technical vocabulary
Apa result dia?	INS	
What result it?	Gloss	
Description dia?	CLX	Explanation
Description it?	Gloss	
You fikir balik.	CLX	Solidarity
You think again.	Gloss	
Saya cadangkan by objective lah senang.	INS	Technical vocabulary
I suggest by objective easy.	Gloss	
Jangan silap waktu present dah.	INS	Emphasis
Don't mistake time present.	Gloss	
You e-mail kat saya.	CLX	Emphatic
You e-mail to me.	Gloss	
This week you guys will be presenting kan?	BFL	Clarifying question
This week you guys will be presenting right?	Gloss	
Benda tu kita dah present awal-awal kan?	INS	Emphasis
Thing that we already present earlier right?	Gloss	
But of course you have to have a little bit of basis -lah	BFL	Emphasis
But of course you have to have a little bit of basis.	Gloss	
Takkan terus findings, kan?	INS	Technical vocabulary
Not directly findings right?	Gloss	
You akan tanya, 'Sir kena masukkan semua graph findings ke?'	CLX	Explanation
You will ask,'Sir must put all graph findings?'	Gloss	
Especially those graph that you will be using for your discussion nanti.	ALT	Emphasis
Especially those graph that you will be using for your discussion later.	Gloss	
Findings tak apa.	INS	Technical vocabulary
Findings not what	Gloss	
Saya akan tengok dalam tu and saya akan mark.	INS	Explanation
I will look in it and I will mark.	Gloss	
Tapi when you are presenting there I want you to focus on the graph that you'll be using for your discussion.	ALT	Explanation
But when you are presenting there I want you to focus on the graph that you'll be using for your discussion.	Gloss	
Most probably next week will be our last class because you only have berapa belas student je.	CLX	Explanation
Most probably next week will be our last class because you only have how many students only.	Gloss	
So make sure semua orang tahu semua.	CLX	Explanation
So make sure all people know everything.	Gloss	
Attendance mana?	INS	Clarifying question
Attendance where?	Gloss	