CODE-SWITCHING USE OF ENGLISH MAJOR STUDENTS AT ENGLISH SPEAKING CLASSES AT UNIVERSITY OF FOREIGN LANGUAGES, HUE UNIVERSITY

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Abstract. Learning English is pursued by a large number of people in non-native English speaking countries in the world, especially in Vietnam due to its increasing communication demands. Relating to learning English communication skills, code-switching (CS) use is regarded as one of the foreign language classroom phenomena in Vietnam, which has some controversial issues due to its both positive and negative influences on students' learning quality. This article presents the study on the code-switching use by first-year and second-year Engish-major students at English speaking classes at University of Foreign Languages and International Studies, Hue University (HUFLIS). This study was conducted with the participation of 174 English major freshmen and sophomores at HUFLIS during the first semester of 2020-2021 school-year. Qualitative and quantitative approaches are applied in this study with research instruments including questionnaire, classroom observation and face-to-face interviews. The research reveals the current realities of students' CS use and their attitudes towards the benefits and challenges of using CS at English speaking classes.

Keywords: Code-switching, first language, English language, Vietnamese English-major students

1.   Introduction

Learning English has been an issue of great interest in Vietnam's education system for many recent years, in particular with English communication skill being significantly taken into account at universities. A glance at previous studies on the first language (L1) use in the second language (L2) classroom ⌈5, pp.11-13] [6, pp.402-403][18, pp.4-29] reveals both advantages and disadvantages in language learning. Some researchers state that the first language remains unnecessary to acquisition and there is no evidence of L1 use's benefits in the classroom[14]; nevertheless, according to Nguyen [18, pp.4-29], in the majority of English classrooms in

Vietnam, both teachers and learners are Vietnamese and share the same L1, which is undeniable that they use Vietnamese, or code switching (CS) in English classrooms.

Despite some previous studies indicating code switching to be a tool to achieve personal motivations and communicative efficiency defined as "the fastest, easiest, most effective way of saying something", this mode of communication is seen as a "less than ideal language behavior" indicative of deteriorating language skills and low levels of bilingual language proficiencies. The CS use at English speaking classes is still a controversy issue which requires a great deal of research, and our study is not an exception. In fact, the use of code-switching in non-native English speaking classes is a common phenonmenon due to the following major reasons: (1) easier self-expression; (2) loss of words (e.g. translation problems); (3) influences of people around; (4) non-native speaker's habitual code-switching; (5) exposure to two languages; (6) fluency in speaking both languages; and (7) making the speakers feel more comfortable [15, pp.94-99]. Thus, besides some language drawbacks, the CS use has undoubtedly brought certain considerable benefits in the communication skill development.

Furthermore, there has been little research on code-switching in Vietnam's higher education settings such as Vietnamese universities and colleges. Through our observation, it can be seen that in the Vietnamese EFL learning, CS is used much or little by students depending on their language competence levels. Apparently, students use both their first language (L1) and second language (L2), in numerous phases in their EFL classroom, especially in speaking activities. This study focuses on EFL students' perceptions of CS, how often they use CS in speaking activities, as well as their attitudes towards its advantages and disadvantages in order to answer the following research questions:

1. What are students' perceptions of code-switching in English speaking classes?
2. How often do students use code-switching in speaking classes?
3. What are the benefits and drawbacks of code-switching use?

2.   Code-switching

2.1.   Definition

Code-switching is defined as a phenomenon in which two or more languages are used in every day interaction between people, one of the sociolinguistics topics drawing many experts' remarkable interests over the last decades [8]. CS is described as a process of switching from one language to another in the same discourse. In Cook's opinion [6, p.402-403], CS is the process of "moving mid-speech from one language to the other when both speakers share the same languages". Meanwhile, Lightbown [11, p.598-599] refers to it as "the systematic

alternating use of two languages or language varieties within a single conversation or utterance". It means that this phenomenon often occurs in the bilingual or multilingual context in which the speakers could make their speech using two or more languages at the same time. In fact, CS is understood as a phenomenon occurring within bilinguals and communities when the speakers change their utterances from one language to another within a conversation. In the context of foreign language classrooms, it is regarded as the alternate use of the two languages, the mother tongue and the target language, a means of communication by language learners when they need it for specific purposes such as word or grammar explanation, grammar translation, and so on.

2.2   Classification and functions of code-switching

Poplack [19, pp.581-681] categorises code-switching into three main types, based on the linguistic factors, extra-sentential code-switching (or tag-switching), intra-sentential switching, and inter-sentential switching. In this study, we follow Poplack's theory and select some examples of these CS types in the Vietnamese context in EFL classrooms, specifically in English speaking activities. The first type is *extra-sentential* code-switching (or *tag-switching)* which refers to the insertion of a tag from one language into an utterance which is entirely in another language. Take some examples of English tags inserted like: "you know", "I mean", "umm" (fillers), "oh my God" (interjection), "no way" (idiomatic expression), "understand?", "right?", and so on. And some examples of Vietnamese tags inserted include: "Ôi trời", "trời ơi", "rõ chưa?", "đúng không?", "ý tôi là", "như bạn biết đấy", and so on. Here is an example extracted from students' conversation in our English speaking class: *Ý mình là you have to talk about the special thing you find necessary to bring with you in case of natural disaster* (**I mean** *you have to talk about the special thing you find necessary to bring with you in case of natural disaster*). The second one is *intra-sentential* switching which refers to switches occurring **within the clause or sentence boundary**. For instance, "*give me some examples of **nỗi sợ, à phobia** when you were a child"*. The third type of CS is **inter-sentential** switching which involves a switch **at a clause or sentence boundary** (i.e., one independent clause/sentence in one language, the other in another language). For example, *Mình hỏi trước nhé*! *What are people often scared at when they go out at night?* (**I'll ask you some questions first!** What are people often scared at when they go out at night?)

Code-switching fulfills a variety of social and academic roles in the classroom including content clarification, instructions explanation, and assistance confirmation. Sert [20] argues that teachers and students use interactional functions to express themselves, alter the language for personal purposes and intimate personal relationships between members of a bilingual group.

For the predominant purposes mentioned of keeping the flow of talk among students, CS possesses its following functions : first, there is a lack of one word in either language, the CS use is evidently effective; second, some ideas are easily expressed in the native language, in this case CS use has brought the speaker the quick and clear way in their utterance; third, the CS use can help the speakers to clarify their misinterpretation of a term or a conception in L2 [2, pp.29-34]. According to Baker [4], CS can be used to emphasize an important notion, substitute the unfamiliar word in L2, explain the notion having no cultural identity with other languages, release tension and create humour, and introduce new topics. What is more, some people say CS use can damage the proficiency of learners since their competence of the foreign language is not good or proficient enough to communicate in the language classroom. Nevertheless, others take CS as a useful tool to communicate naturally in a bilingual classroom.

2.3   Advantages and drawbacks of code-switching use in a bilingual classroom

It is still debatable whether switching language should be used or not. Some people admit that CS has some disadvantages, while others claim that CS has numerous advantages, thence it is very common to use CS in ESL/ EFL classrooms all over the world, and learners have both positive and negatives towards their code-switching in the classroom [1, pp.3-18][7, pp.16-26].

Relating to the language obtaining benefits, Sert [20] states that CS can be used for self-expression, and it is also a way of alternating languages for personal purposes. CS can have a positive effect as when we code-switch, we can create a link between the known, our first language and the unknown, the target language. This may have an important and beneficial effect on foreign language acquisition. According to Metila [16, pp.44-61], CS helps to boost class participation by creating a comfortable learning environment that encourages students to perform much better. Moreover, CS can turn the classroom atmosphere from being too formal to informal, improving students' cooperation in group-works as well as assisting in the interactions and discussions in the classroom [16, pp.44-61]. Hence, CS is the simpler technique used by students with low English language proficiency. In other words, the CS use in a classroom seems to be helpful for students since it allows them to clarify complex concepts and define difficult terms. Moreover, CS allows students to easily interact with each other in the classroom and helps them understand the lesson's contents, allowing students to obtain clarification of certain subjects. It also helps students overcome in-class communication differences. Finally, CS use in a bilingual classroom tends to improve the learning environment of the classroom.

On the other hand, many students believe that it is not better to use CS in EFL classes

because CS is really not an effective way to achieve their success in language learning [12, pp.226-233]. Some studies indicate that the effectiveness of CS as a learning strategy is also dependent on the students' levels of language competence. For example, it is very effective for beginners or low-proficiency learners to use CS as a strategy to learn because it helps them quickly understand and easily acquire the target language, but it requires more target language input for students with intermediate level; therefore, CS is not accepted or appreciated by the lecturers and students as well [10, pp.31-45][12, pp.226-233]. In addition, Kaschula and Anthonissen [13] reveal that "CS is considered as a poor use of language, a corruption of their first language and an indication of the language is a type of skilled performance which usually happens systematically in all multilingual societies". Metila [16, pp.44-61] also claims that regarding the role of CS in classroom, many students are not allowed to use CS. Therefore, these researchers claim that using CS in bilingual classrooms may include many negative impacts which could have an influence on a learner's self-achievement in schools.

2.4   Previous studies

Most of previous studies on CS have been conducted in a bilingual context where English is considered as a second language. In Azlan and Narasumanb's research [3, pp.458-467], they wanted to investigate CS functions as a communicative tool in an ESL class in a tertiary institution in Malaysia. The results show that English was the dominant language of communication while CS was used for expressing ideas in specific situations and enhancing solidarity in the mother tongue. Fitriyani's study [9], a descriptive qualitative research, was carried out to investigate the types and functions of CS as well as the factors affecting students' CS use. The findings specifically show the most used type of CS - intra-sentential (53.42%) and inter-sentential switching (46.58%). The repetition for clarification was used to avoid misunderstanding and add emphasis as the most significant factor causing the CS occurrence.

There are also some studies on classroom code-switching that have been done in the Vietnamese context. Nguyen [18, pp.4-29] has a study of Vietnamese university EFL teachers' code-switching in classroom instruction to investigate CS behaviour of 12 teachers in the EFL classroom, who practised code-switching very commonly in their English instruction, for both pedagogical and affective reasons. Another research conducted by Nguyen, Grainger and Carey [17] reports that English-Vietnamese CS is not a restriction on the acquisition of English; rather, it can facilitate the teaching and learning of general English in Vietnam. CS use is not just due to a lack of sufficient proficiency to maintain a conversation in English; moreover, it serves a number of pedagogic functions such as explaining new words and grammatical rules, giving feedback, checking comprehension, making comparisons between English and Vietnamese,

establishing good rapport between teachers and students, creating a friendly classroom atmosphere and supporting group dynamics.

With a wide variety of studies concentrated on CS use in language classrooms, it can be seen that they could mention some issues related to CS in classrooms but did not take into account student's CS in speaking activities in a university. Therefore, this paper attempts to comprehensively exploit new information about student's CS in speaking activities in terms of their CS perceptions in speaking activities, the ways they use CS in speaking activities (what types of CS they usually use and the frequency they use them), and advantages and disadvantages when using it.

3.   Research Methodology

3.1   Participants

The participants in this study are 174 English major students including 78 freshmen, 96 sophomores at Faculty of English, University of Foreign Languages, Hue University. The group of students consisted of 160 females and 14 males who are chosen with regard to convenience and they volunteered to participate in the study.

3.2   Research design

This study combined both qualitative and quantitative research approaches to achieve exact outcomes and sufficient information from the respondents. Concerning the questionnaire design, the first four questions in the questionnaire have been designed to ask for students' background information in terms of genders, and their duration of learning English and the places where students come from and the remaining ten questions with 52 options relate to their perception and attitudes towards CS use (see **Appendix A).** The final data were analyzed using percentage to measure the differences in the students' understanding of CS in English speaking class, their reasons of CS use and their CS use frequency, as well as their attitudes towards the benefits and challenges of using CS in English speaking classes. Besides, the classroom observation form and interview were designed in order to obtain more information of students' attitudes toward their CS understanding and use in English speaking classes.

3.3   Research instruments for data collection and analysis

The data were collected by means of the following procedures: 1. Questionnaires were designed and administered to EFL students to measure their perceptions of CS use and their attitudes towards the CS use in speaking activities; 2. Classroom observations were conducted

to examine how students use CS in English speaking activities; 3. Follow-up interviews (see **Appendix B**) were used to ask for more details in order to clarify findings obtained through questionnaires and classroom observations. Multiple choice questions were analyzed by the percentage. Those findings were further demonstrated on charts and tables. For the 5- Likert scale (1-Strongly disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly agree), a descriptive statistics using the percentage was employed.

4.   Results and discussion

4.1   English major students' understanding of code-switching

To find out the students' perceptions towards the research question **"***What are EFL students' perceptions of code-switching in speaking activities?***"** Question 1 was designed to check their comprehension of the CS use phenomenon in English class. The results revealed a high number of students chose definition of CS as the alternation in the use of two languages (or even more) in the same discourse within words, clauses, or sentences (51.7%) and CS - a common term for alternative use of two or more languages, varieties of a language or even speech styles (51.1%). The data collected from the questionnaires were demonstrated in Table 4.1 showing that many students understand well the CS's perception.

Table 4.1 *Students' understanding of code-switching (CS) in English speaking class*

Q1. Students' understanding of code-switching (CS) in English speaking class	1	2	3	4	5
Definitions	Percentage				
1a. CS is the alternation in the use of two languages (or more) in the same discourse within words, clauses, or sentences	0.6	11.5	31.6	51.7	4.6
1b. CS is a set of conventions for converting one signalling system into another	3.4	12.6	43.1	36.8	4.0
1c. CS are defined as forms of spoken language in the process of their learning initiate, generalize and reinforce special types of relationship with the environment and thus create for the individual particular forms of significance	2.9	8.0	29.9	48.3	10.9
1d. CS is a common term for alternative use of two or more languages, varieties of a language or even speech styles	4.6	10.9	22.4	51.1	10.9

Besides, during the class observation, we find out the majority of students were aware of the CS phenomenon as the use of both English and Vietnamese in English speaking classes to explain or clarify some words, phrases in their statements, for example, *"Now we have to talk*

about some organizations in the world, tổ chức gì nhỉ?", "Hầu hết tất cả mọi người là most of people, đi du lịch, go to travel or study."

4.2 EFL students' use of code-switching in English speaking activities

4.2.1 The frequency of students' CS use

Concerning the issue of students' CS use frequency, it can be seen from figure 4.1 that no participant strongly agreed to "never use CS" (0%), but the highest rate of them agreed to "sometimes use CS" (approximately 40%). That is to say, L1 is still used in class but not completely. Moreover, most of the students disagreed that they seldom used CS in English speaking classes, which means they sometimes used CS in English speaking activities.
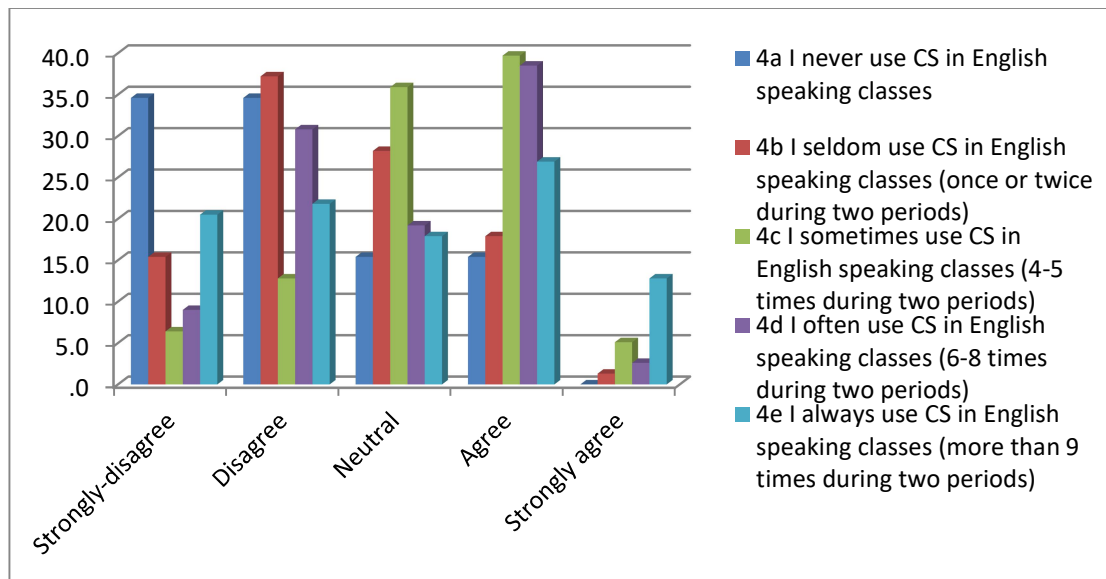

Figure 4.1 The EFL students' frequency of CS use in English speaking classes

What is more, from the data collected in the class observation during 20 periods per class and interviews with 10 first-year and 10 second-year students, we find out that more freshmen used CS than the sophomores (approximately 128 times/20 periods by freshmen compared to 25 times/20 periods by sophomores). Three first-year interviewed students stated that they often used L1 in English speaking activities since they could not find the equivalent words in English or they had some problems with their vocabulary and pronunciation. However, the second year students claimed that they seldom used CS as they thought using the first language would hinder their English speaking skill improvement. According to a sophomore, "*I only use CS in limited time when it is really necessary, since I think this is an English-speaking class, I always want to*

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improve my English communication skill." Thus, there was a significant difference between the freshmen and sophomores in their frequency of CS use in English speaking classes.

4.2.2 Reasons for students' CS use in English speaking classes

There are many reasons for using CS in English speaking classes. In Table 4.2 the highest number of EFL students (51.1% and 10.6%) agreed and strongly agreed that they often repeated some words in L1 to clarify their meanings. Furthermore, the majority of students (41.5% and 18.1%) agreed and strongly agreed that CS use derived from their lack of vocabulary in the L2. In addition, a large number of students agreed and strongly agreed with the fact that they felt free and more comfortable to use CS to express their emotions. Besides, to make the speech more fluently and faster and quote a famous expression, most of students use the first language in a natural way.

Table 4.2 Reasons of students' CS use in English speaking classes

Q	Reasons of students' CS use in English speaking class	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
a	A lack of vocabulary in the second language requires the students to use CS (L1) (e.g. I have just *xỏ lỗ tai* …)	5.3	11.7	23.4	41.5	18.1
b	Being free and more comfortable to express Ss' emotional feelings in their everyday language (L1) (e.g. What a boring day! Uhm, *chán như con gián* (I was bored to death)	6.4	13.8	26.6	39.4	13.8
c	Quoting or saying a famous expression in the first language (e.g. -I don't know how to deal all these problems. -Don't worry! *Cái khó ló cái khôn* (Adversity is the mother of wisdom)	7.4	16.0	36.2	33.0	7.4
d	Interjection (inserting some empty words, or sentences: e.g. *Dạ*, I understand what you (the teacher) say)	8.5	28.7	30.9	25.5	6.4
e	Repetition of some words for clarification (e.g. Could you tell me what *cơm hến* means in English, *cơm hến nghĩa là gì*?)	3.2	8.5	26.6	51.1	10.6
f	Making the speech more fluently and fast (e.g. The speaking topic today is Love. When you love two persons at the same time, what will happen? - *Lắm môĩ tôĩ nằm không*, it means you won't be loved by anyone.	5.3	12.8	38.3	34.0	9.6

4.2.3 Types of CS used by students

Concerning the types of CS used by the first-year and second-year students in English speaking activities, the highest number of participants expressed their neutral opinions of mostly using "*inter-sentential switching*", which accounts for about 40 percent. Almost 34% of participants claimed their selection of using "*intra-sentential switching*" in their speaking activities; meanwhile, 34% and 5% reported using use "*extra-sentential switching* or tag switching". A very small number of students strongly disagreed with the use "*extra-sentential switching*" and they seemed not to think that it was useful for their speaking activities. This issue was also demonstrated in the interview when they gave examples of using "inter-sentential switching". Here are some examples that they provided when being asked about the CS type use in their interviews: "In my opinion people are afraid of dogs, people, public speaking, *sợ chi nữa hè?"(What else am I afraid of);* What is the name of the organization "Sao Bắc Đẩu"? *nói tên tiếng Anh hay tiếng Việt rứa?(Do we say the name in English or Vietnamese?)"*

4.2.4   Comparison of the freshmen and sophomores' CS use in speaking activities

To compare how the first year and second year students used the three types of CS in speaking activities, we conducted the class observation during 20 periods with the first-year students and 20 periods with the second-year ones. The data collected from 20-period recorded observations show that freshmen used CS totally 128 times while the sophomores used CS 25 times in their speaking classes. Inter-sentential type was used 58 times by freshmen, but it was used only 11 times by sophomores. Similarly, the use of two other CS types by the freshmen and sophomores was completely different. The first-year students used intra-sentential switching 36 times when the second-year used 10 times, and the extra-sentential switching was used 34 times by the freshmen but only 4 times by the sophomores (see **Appendix C**).

4.3   English major students' attitudes toward the benefits and challenges of CS use

It cannot deny that CD use for the English learners in a non-native English-speaking context like Vietnam yield some benefits. Through our survey, it was found out that the majority of participants (57.5 % and 19.5%) agreed and strongly agreed that CS use could help them explain new words easily. Almost the same high rate of participants stated that the CS use helped them understand lessons better (55.2% and 12.1%) and the third highest proportion of students agreed and strongly agreed that CS use could support them in introducing instructions or giving their comments to other students in speaking activities (see Table 4.3).

Table 4.3 Advantages of code-switching in English speaking activities

Q7. Advantages of code-switching	1	2	3	4	5
7a. CS helps us explain new words in some cases	1.1	5.7	16.1	57.5	19.5
7b. CS helps us explain grammatical points	4.0	10.9	17.2	48.9	19.0
7c. CS helps us give instructions about activities	2.3	6.9	23.6	51.7	15.5
7d. CS helps us check for understanding lessons	1.7	8.6	22.4	55.2	12.1
7e. CS helps us give comments to other students	1.7	9.8	24.7	52.9	10.9
7f. CS helps us make a joke with other students	4.0	13.8	25.3	46.0	10.9
7g. CS helps us make a discussion with other students more easily.	1.7	12.1	27.0	47.1	12.1
7h. CS helps us do translation tests more easily.	3.4	12.1	25.9	41.4	17.2

From our observation in the English speaking classes, we also explored that students code-switched in some situations as follows: In case of explaining a new word, "*I have some phobia, **nghĩa là nỗi sợ,** I scare something I don't know why*". This result is relatively similar to the interview with the first-year and second-year students stating that they used CS to clarify the meanings or the new words. This can help them save a lot of time and be able to speak more fluently in English speaking activities. One participant claimed that **"***I become more confident in using English in EFL class in general and in speaking activities in particular since I sometimes use L1 to explain the new vocabulary and understand the lessons more easily*". Finally, there is a high rate of students who agreed and strongly agreed that *"CS use helps them make a joke and discussion with other students in some speaking activities in class"*. This could be considered as the consequence of the previous advantages when students feel relaxed and pleasant in an informal classroom, since it might enhance their participation as well as their motivation of a language learning.

In addition to the benefits, there are also some drawbacks of CS in speaking activities. The data of the students' attitudes towards question 8"*What drawbacks of CS use do you have in speaking activities?*" are described in the following Table 4.5.

Table 4.4 Disadvantages of code-switching in English speaking activities

Q8. Disadvantages of code-switching	1	2	3	4	5
8a. We are not allowed to use CS (the first language) in English speaking class	11.5	32.8	33.3	19.0	3.4
8b. We are not supported by teachers when they use CS in English speaking class	9.8	32.8	22.4	31.0	4.0
8c. We are often given comments or feedback to avoid using CS in English speaking class	1.1	8.6	32.2	44.8	13.2

8d. We usually get low marks because of CS use CS in English speaking class	9.2	31.6	28.2	26.4	4.6
8e. Using CS in English class cannot improve students' speaking skills	8.6	18.4	27.6	38.5	6.9
8f. CS use makes us too depend on L1 in the foreign language learning	4.0	13.8	29.9	39.7	12.6

Of all six CS drawbacks mentioned in the questionnaire, a high number of students (39.7% & 12.6% and 38.5% & 6.9%) agreed and strongly agreed that the use of CS made them too depend on the L1 in a foreign language and not improve their speaking skills. To sum up, as being analyzed above, students' attitudes towards the disadvantages of CS completely diverged though there were not so many drawbacks of CS in their speaking activities.

5.   Conclusion and implications

This study presents the issues relating to EFL students' understanding and their actual use of CS in English speaking activities. The findings from questionnaires, classroom observations and interviews reveal that the majority of the students were aware of the correct definition of CS and showed their attitudes towards the benefits and challenges of CS use, their reasons for CS use with different frequencies and various CS types in English speaking activities. Besides the advantages offered by CS use such as explaining the new words, terms, understanding the lessons, creating relaxing and joking atmosphere in classroom, engaging students' participation in some speaking activities and saving time, there remained some obstacles. Receiving lower marks, more comments and feedback from teachers and a lack of language skill improvement becomes the main problems for those students who often use or use too much CS in English speaking classes. Therefore, making use of the pros and limiting the cons of CS in English speaking activities are indeed necessary to enhance English learning process.

Based on the findings, discussion and conclusions of this study regarding the students' use of CS in English speaking classes, it can be seen that CS might create a chance for learners to develop their language as CS makes it possible to clearly transfer messages from the speakers to the hearers. In addition, it helps learners feel more comfortable in language classroom, which helps them become more active in English speaking activities and make their learning process become more effective. Nevertheless, students should consider the integration of CS into their language learning process. How much could they use CS in English speaking class? In what way can they combine the first language and the foreign language to make full use of it? Those questions should have been answered by those who know how to use CS properly.

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APPENDIX A:

QUESTIONNAIRE FOR STUDENTS TO INVESTIGATE THEIR PERCEPTION AND ATTITUDES TOWARDS THE CODE-SWITCHING USE IN ENGLISH SPEAKING CLASSES AT UNIVERSITY OF FOREIGN LANGUAGES, HUE UNIVERSITY

Respondent's code:….

This questionnaire is designed to collect data for the research "INVESTIGATION ON CODE-SWITCHING AT ENGLISH SPEAKING SKILL CLASSES AT UNIVERSITY OF FOREIGN LANGUAGE, HUE UNIVERSITY". It would be of great help if you could provide your information and fully answer all the following questions by putting a tick (✓) for your choices. All the information given by you will be kept confidentially and used for this research purposes only. Your cooperation plays an important part in the research's success. Thank you very much!

A. **Personal information: please give some personal information for the following questions:**

1. Gender: ☐   Male   ☐ Female

2. Which year are you in:

☐ The 1st year   ☐ The 2nd year   ☐ The 3rd year   ☐ The 4th year

3. How many years have you learned English before attending this course ?

☐ 1-2 years   ☐3-5 years   ☐ 6-9 years   ☐ over 9 years

4. Where are you from?

☐ Hue City   ☐ Outskirt of Hue   ☐ other provinces

    B. Answer the questions:

Please answer the following questions by putting a tick for your choices:

1. Students' understanding of code-switching (CS) in English speaking class?

(1-Strongly disagree   2- Disagree 3- Neutral   4- Agree   5- Strongly agree)

	Definitions	1	2	3	4	5
a	CS is the alternation in the use of two languages (or even more) in the same discourse within words, clauses, or sentences (Grosjean, 1982)	☐	☐	☐	☐	☐
b	CS is a set of conventions for converting one signalling system into another (Crystal, 2003 cited in Azam, 2013)	☐	☐	☐	☐	☐
c	CS are defined as forms of spoken language in the process of their learning initiate, generalize and reinforce special types of relationship with the environment and thus create for the individual particular forms of significance (Bernstein, 1971)	☐	☐	☐	☐	☐
d	CS is a common term for alternative use of two or more languages, varieties of a language or even speech styles (Hymes, 1974)	☐	☐	☐	☐	☐

2. Distinguishing Code-switching from loan words

	The following examples show the use of Code-switching.	1	2	3	4	5
a	Could you open the book, *các em!*	☐	☐	☐	☐	☐
b	I'm going to Hanoi tomorrow, *ái dà* (showing the tiredness)	☐	☐	☐	☐	☐
c	- Could you please show me the way to the railway station? - Are you Vietnamese? - Yes. *Đúng rồi.* Thật vui khi gặp được một người Việt ở đây	☐	☐	☐	☐	☐
d	- Hi, *mọi người.* I am a new student here (in an English club)	☐	☐	☐	☐	☐
e	- Why were you absent from school yesterday, Mai? - I have been to a beauty's salon. I have just *xỏ lỗ tai* (ear piercing)…	☐	☐	☐	☐	☐
e	- What are some specialities in your hometown, Hong? - There is a variety of foods like *bún bò* (beef noodle), *chè* (sweet soup), *bánh bèo, bánh lọc,* and so on.	☐	☐	☐	☐	☐

3. Reasons for student's code-switching use in English speaking class

(1-Strongly disagree   2- Disagree 3- Neutral   4- Agree   5- Strongly agree)

		1	2	3	4	5
a	A lack of vocabulary in the second language requires the students to use CS (the first language) (e.g. I have just *xỏ lỗ*	☐	☐	☐	☐	☐

	tai …)					
b	Being free and more comfortable to express Ss' emotional feelings in their everyday language (the first language) (e.g. What a boring day! Uhm, *chán như con gián* (I was bored to death)	☐	☐	☐	☐	☐
c	Quoting or saying a famous expression in the first language (e.g. -I don't know how to deal all these problems. -Don't worry! *Cái khó ló cái khôn* (Adversity is the mother of wisdom)	☐	☐	☐	☐	☐
d	Interjection (inserting some empty words, or sentences: e.g. *Dạ*, I understand what you (the teacher) say)	☐	☐	☐	☐	☐
e	Repetition of some words for clarification (e.g. Could you tell me what *cơm hến* means in English, *cơm hến nghĩa là gì*?)	☐	☐	☐	☐	☐
f	Making the speech more fluently and fast (e.g. The speaking topic today is Love. When you love two persons at the same time, what will happen? - *Lắm mồi tôi nằm không*, it means you won't be loved by anyone.	☐	☐	☐	☐	☐

4. Frequency of students' code-switching use in English speaking classes
    (1-Strongly disagree   2- Disagree 3- Neutral 4- Agree   5- Strongly agree)

		1	2	3	4	5
a	I never use CS in English speaking classes	☐	☐	☐	☐	☐
b	I seldom use CS in English speaking classes (once or twice during two periods)	☐	☐	☐	☐	☐
c	I sometimes use CS in English speaking classes (4-5 times during two periods)	☐	☐	☐	☐	☐
d	I often use CS in English speaking classes (6-8 times during two periods)	☐	☐	☐	☐	☐
e	I always use CS in English speaking classes (more than 9 times during two periods)	☐	☐	☐	☐	☐

5. In which stage of the speaking lesson do you use CS?

		1	2	3	4	5
a	Pre – speaking lesson (when participating in some brainstorm activities)	☐	☐	☐	☐	☐
b	While-speaking lesson (when discussing or talking or presenting	☐	☐	☐	☐	☐
c	Post –speaking lesson	☐	☐	☐	☐	☐

6. Types of code-switching are used by students' in English speaking classes

(1-Strongly disagree   2- Disagree 3- Neutral 4- Agree   5- Strongly agree)

		1	2	3	4	5
	Inter-sentential switching- occurs outside the sentence or the clause level in English classes. E.g. - Please install this software, I think it goes smoothly. -What do you mean? *Nó chạy mướt lắm!*	☐	☐	☐	☐	☐
	Intra-sentential switching- occurs within a sentence or a clause in English classes. E.g. I feel tired today, *mệt muốn chết đi được!*	☐	☐	☐	☐	☐
	Tag switching- occurs either a tag phrase or a word, or both in English classes. E.g. If you finish your homework, please give me a hand, *ai dà!*	☐	☐	☐	☐	☐

7. Benefits of code-switching use in English speaking classes
   (1-Strongly disagree   2- Disagree 3- Neutral 4- Agree   5- Strongly agree)

		1	2	3	4	5
a	CS helps us explain new words in some cases	☐	☐	☐	☐	☐
b	CS helps us explain grammatical points	☐	☐	☐	☐	☐
c	CS helps us give instructions about activities	☐	☐	☐	☐	☐
d	CS helps us check for understanding lessons	☐	☐	☐	☐	☐
e	CS helps us give comments to other students	☐	☐	☐	☐	☐
f	CS helps us make a joke with other students	☐	☐	☐	☐	☐
g	CS helps us make a discussion with other students more easily.	☐	☐	☐	☐	☐
h	CS helps us do translation tests more easily.	☐	☐	☐	☐	☐

8. Challenges of students' code-switching use in English speaking classes
   (1-Strongly disagree   2- Disagree 3- Neutral 4- Agree   5- Strongly agree)
   Teachers' evaluation:

		1	2	3	4	5
a	We are not allowed to use CS (the first language) in English speaking class	☐	☐	☐	☐	☐
b	We are not supported by teachers when they use CS in English speaking class	☐	☐	☐	☐	☐
c	We are often given comments or feedback to avoid using CS in English speaking class	☐	☐	☐	☐	☐
d	We always get low marks because of CS use in English speaking class.	☐	☐	☐	☐	☐
e	Using CS in English class cannot improve our speaking skills	☐	☐	☐	☐	☐

f	The use of CS makes us too depend on L1 in the foreign language learning.	☐	☐	☐	☐	☐

9. What are students' consequences of the CS use in English speaking class

		1	2	3	4	5
a	Foreign language abilities of students are limited because they often use CS in English speaking class	☐	☐	☐	☐	☐
b	A lack of confidence in English speaking	☐	☐	☐	☐	☐
c	A lack of fluency in speaking English to other students or teachers in English speaking class	☐	☐	☐	☐	☐
d	Students often obtain low scores in testing or exams if they use CS too many times.	☐	☐	☐	☐	☐
e	Students feel nervous or anxious if they use CS in English speaking class.	☐	☐	☐	☐	☐
f	Students could improve speaking skills by using CS in case they have some difficulties in spelling new terms or new words	☐	☐	☐	☐	☐

10. Students' suggestions on code-switching in English speaking classes
(1-Strongly disagree   2- Disagree 3- Neutral 4- Agree   5- Strongly agree)

		1	2	3	4	5
a	To avoid misunderstanding in a conversation, code-switching shouldn't be used when you communicate with foreigners who have different culture	☐	☐	☐	☐	☐
b	Code-switching should be used as an integral part of English lessons	☐	☐	☐	☐	☐
c	Use Code-switching in a certain case when you have a difficulty continuing a conversation in the target language.	☐	☐	☐	☐	☐
d	Before using CS you should consider the linguistic competence, background and social situations carefully.	☐	☐	☐	☐	☐
e	Code-switching shouldn't be used in English classes because of the decline in the standards of English	☐	☐	☐	☐	☐
f	Code-switching can help students improve the communication skills in presenting in front of public	☐	☐	☐	☐	☐

APPENDIX B: INTERVIEW QUESTIONS

Interviewee: ………………………Intended duration: …………..mins
University: ………………………. Interview began: …………………. Date: ……………………
Interview finished: ………………..Location: …………………. Actual duration: …………..mins
1. Do you usually use code-switching in your English speaking class? Why or why not?

2. If not, why should not students use Vietnamese in English speaking class?

3. If yes, in what situations students should use Vietnamese in English speaking class?

(Prompts: explaining new words/explaining grammatical points/giving instructions…)

(Prompts: in what situations it is especially advisable for students to use Vietnamese?)

4. Why should students use Vietnamese in these situations? (Prompts: help students understand better/save time…)

 5. How often should students use Vietnamese in English speaking class? (Prompts: rarely/sometimes/frequently…)

6. What advantages do you get when using code-switching in English speaking class?

7. What difficulties do you often have when using code-switching in English speaking class?

8. What are your suggestions on the code-switching in English speaking class?

APPENDIX C(1)– CODE-SWITCHING USED BY THE FIRST-YEAR STUDENTS IN THE CLASS OBSERVATION

No.	Code-switching	Types of CS
1.	Today I, I tell you about my best friend, *bạn thân hả*?	Intra-sentential
2.	*Nơi ở, là* accommodation, *đúng không*?	Intra-sentential
3.	*Hầu hết tất cả mọi người là* most of people, *đi du lịch*, go to travel or study	Intra-sentential
4.	I feel happier. Can you tell me more, *được không…*?	Intra sentential
5.	Then you can give your opinion. *Đừng nói dài quá.*	Inter-sentential
6.	Who will talk? *Đại diện một người nói*	Inter-sentential
7.	Being dependent makes everyone nervous. *Còn chi nữa không?*	Inter-sentential
8.	*Trước tiên nói về* study *ở đâu*, school *nào*, future job *là cái gì*	Intra-sentential
9.	Making friends plays an important role in people's life. *Bây giờ mình cho ví dụ.*	Inter-sentential
10.	I would like to tell you about my friends. *Hỏi cái chi trước hè?*	Inter-sentential
11.	My best friend comes from Thanh Hoa, *địa chỉ mô hè?*	Inter-sentential
12.	*À*, where is she from?	Extra-sentential
13.	Let make a converstion. *Làm hội thoại 4 người à?*	Inter-sentential
14.	Today we will talk about the friendship. *Bạn hỏi hay mình hỏi trước?*	Inter-sentential
15.	I think friendship is very necessary in our life. Xong rồi. Making friends is good way.	Extra-sentential
16.	What do you think about friendship? *Nói giống như cô nói…*	Inter-sentential

17.	*Bạn thân là người* play and understand *được.*	Intra-sentential
18.	We know each other, *biết nhau, hoặc quen nhau*…about 10 years	Intra-sentential
19.	We have known each other, *dùng thì Hiện tại hoàn thành chơ.*	Inter-sentential
20.	*Rứa thì* We have known each other for 10 years.	Extra-sentential
21.	*Hôm qua cô ấy có chuyến bay vào SG, là* yesterday she flew or travelled to SG by plane?	Intra-sentential
22.	Today I will introduce my best friend, *ý mình nói*, her name is Lan.	Extra-sentential
23.	*Mình sẽ hỏi tên chơ?* No, you will ask me first.	Inter-sentential
24.	*Sau đó bạn hỏi, tên gì, quen được bao lâu,* what's her name? How long have you known each other?	Inter-sentential
25.	What's your best friend's name? How long have you known each other?*nói rứa đượcchưa?*	Inter-sentential
26.	My best friend is Nhi. We've known for 5 year. *Nói đại nói khan rứa.*	Inter-sentential
27.	She is the first year student, *năm thứ nhất*, at the university.	Intra-sentential
28.	*Xong rồi hỏi,* which university is she studying at?	Extra-sentential
29.	*Sau đó hỏi,* how long have you known each other?	Extra-sentential
30.	Open the book, *hôm ni học* Unit 3 *rồi*	Extra-sentential
31.	Decribe a special thing in your life. *Mình mới mở đầu, chưa mô tả…*	Intra-sentential
32.	Special thing *là cái chi hè?*	Intra-sentential
33.	A special gift, *như là*, a book, a smartphone, a watch?	Extra-sentential
34.	Initial *nghĩa là ban đầu đúng không?*	Intra-sentential
35.	"Some international organizations" *phải nói gì hè?*	Intra-sentential
36.	We have to say about some clubs, *gồm thành viên, hoạt động*	Intra-sentential
37.	*Thì nói* there are 15 members in our club, they are students	Extra-sentential
38.	They often do some voluntary work at weekend, such as clean the streets and rivers, *xong rồi thì…*	Extra-sentential
39.	They support our school's activities, *làm gì hè*?	Intra-sentential
40.	What is the name of the organization "Sao Bắc Đẩu"? *nói tên tiếng Anh hay tiếng Việt rứa?*	Inter-sentential
41.	How many people are there in this organization? *300 người, hay 8-9 trăm*	Inter-sentential
42.	This organization is located in Hue, *à của Đại học Huế*	Inter-sentential

43.	Which skills? *Kỹ năng chi mi?*	Inter-sentential
44.	They organize some activities, for example, games, *các hoạt động ngoại khóa,…*	Intra-sentential
45.	They organize *các buổi thiện nguyện*	Intra-sentential
46.	They organize outdoor activities, *hoạt động ngoài trời*	Intra-sentential
47.	They can dance, sing, *các kiểu loại đó…*	Intra-sentential
48.	When was this organization founded? In October, *năm mấy hè?*	Inter-sentential
49.	*Kỹ năng gì nhỉ?* Leadership skills	Inter-sentential
50.	Could you tell me some tips to make friends with other people? *Mẹo ấy!*	Extra-sentential
51.	If I am a, *kiểu người khép kín*, quiet person	Intra-sentential
52.	If I am a shy people, *câu ni nói trước*	Inter-sentential
53.	Describe a personality *và* Hobbies	Extra-sentential
54.	If I receive a lot of information, *mình không biết nói gì.*	Inter-sentential
55.	*Hội là* society, *đúng không?*	Intra-sentential
56.	It's easy to interact, *nghĩa là?*	Intra-sentential
57.	Get more opportunities to *kiếm việc làm.*	Intra-sentential
58.	Have more opportunities, to get a job, *ko nhớ ghi sao nữa.*	Inter-sentential
59.	*Còn bắt kịp sự phát triển cũng được,* to keep up with the development	Inter-sentential
60.	*Tôi chưa có cơ hội, nhưng* in the future I will have	Inter-sentential
61.	In your country, do students have art class, *học vẽ ở trường?*	Inter-sentential
62.	Yes, they learn it in primary school *và* secondary school students *được…*	Extra-sentential
63.	They are taught drawing, *mỹ thuật.*	Intra-sentential
64.	*Hỏi đi!* I think Yes, in my opinion, art class in school helps student relax, improves drawing skill and makes students happy.	Extra-sentential
65.	*Tiểu học là* elementary *hoặc* primary school?	Intra-sentential
66.	Do students learn much art at *trường tiểu học*?	Intra-sentential
67.	Yes, primary school and junior high school students are taught how to draw, *đúng không cô?*	Intra-sentential
68.	Does your country have a traditional type of art? *Kiểu nghệ thuật đó*	Inter-sentential
69.	Tell what material do people use to make it?	Inter-sentential

	I think it's made of oil material, *tranh sơn dầu là sao?*	
70.	Oil painting , *chắc rứa.*	Extra-sentential
71.	*Hỏi tiếp,* so is it important to have art class at school?	Extra-sentential
72.	I will take glasses. Why? Because I can't see anything without glasses. *Kính là vật đặc biệt của tôi.*	Extra-sentential
73.	You have bring one thing with you, *Của đi thay người*	Inter-sentential
74.	*Còn mình,* I will take smartphone maybe because I can't contact someone	Extra-sentential
75.	You have to answer question. *Mỗi đứa ghi 1 câu*	Intra-sentential
76.	*Hỏi giống như cô nói*: What will you bring with you when the storm?	Inter-sentential
77.	What do you like to draw? *Tôi chưa có cơ hội*, but in the future I will draw a portrait	Intra-sentential
78.	You can draw whaever you like, *ngoại trừ*, landscape	Extra-sentential
79.	Hi Thu, do children in your country have art class at school? *Học vẽ ở trường?*	Inter-sentential
80.	Do they join the art class at school? *Có không nhỉ?*	Inter-sentential
81.	*Có mà.* Yes, in my primary school and secondary school, students are taught how to draw.	Extra-sentential
82.	*Ừ,* I remember students are taught about famous artists and how to draw. How about your school?	Extra-sentential
83.	*Mình chọn 1 trong 3 chủ đề ni thôi.* In my opinion, art class in school helps student relax, improve drawing skills	Inter-sentential
84.	And art makes students happy. *Hỏi lại đi!*	Inter-sentential
85.	I know they don't like drawing, but they want to see other drawing. *Sao nữa?*	Inter-sentential
86.	*Câu ni nè*, in primary school students study art.	Extra-sentential
87.	It's established in *ở đây à?*	Intra-sentential
88.	It's established in 2010. *Nói năm thôi.*	Inter-sentential
89.	Have you finished? Yes? *bạn xong chưa?*	Inter-sentential
90.	I will tell you about phobia, *nỗi ám ảnh*	Inter-sentential
91.	Which problems does the only child, *con một,* have?	Extra-sentential
92.	Any thing else? *Còn gì không hè?*	Intra-sentential
93.	Why do people scare something? *Vì sao sợ?*	Inter-sentential
94.	I think it's a genetic problem. *Di truyền.* Many people in my	Intra-sentential

	family are afraid of blood.	
95.	Right. Some people are afraid of dogs, *vì vậy*, they cannot go out at night. Others scare snakes.	Extra-sentential
96.	*Chịu*, I don't know.	Extra-sentential
97.	This video talks about phobia, *trong video nó nói về sợ mấy con*	Inter-sentential
98.	Many people are afraid of ghost. *Sợ chi?*	Inter-sentential
99.	The best way to deal with phobia *là* …	Extra-sentential
100.	It makes them nervous, *ý mình là* phobia	Extra-sentential
101.	What are you afraid of ? *Sợ ma? Ko mình sợ lớn lên*	Inter-sentential
102.	When I grow up, I am afraid of…*bữa nay lớn rồi, thì sợ cô, sợ lớn, sợ trưởng thành*	Inter-sentential
103.	*Suy nghĩ* measure *nào*! Which one do you think is more common?	Extra-sentential
104.	In my opinion people are afraid of dogs, people, public speaking, *sợ chi nữa hè?*	Inter-sentential
105.	The best way to deal with is that people can find their family's support, *hỗ trợ*	Intra-sentential
106.	It makes them confident, *ý mình sự hỗ trợ*	Inter-sentential
107.	A lot of people have phobia with public speaking, *nói trước đám đông*	Inter-sentential
108.	I am afraid of listening story about ghosts, *mình sợ nghe chuyện ma*	Inter-sentential
109.	Play the role as a doctor and a patient dealing with the phobia disease. *Đóng vai à?*	Inter-sentential
110.	I have some phobia, I scare something, I don't know How did you feel? *cái này không trả lời hiện tại mà quá khứ chơ?*	Inter-sentential
111.	I felt nervous. *Đúng không?*	Inter-sentential
112.	*Trả lời xong thì nói* Why should I do now?	Intra-sentential
113.	I should prepare something, *trình bày lý do hả?*	Inter-sentential
114.	*Rồi hỏi bác sĩ:* " What are you worried about your phobia?"	Intra-sentential
115.	I have a phobia, I scare of public speaking, I feel so nervous when I stand in front of many people. My heart beast quickly, I am so nervous, I fail, *hay* fell *hè?*	Extra-sentential
116.	Fail *Thất bại ấy*	Inter-sentential
117.	So could you give some advice? *Khuyên đi!*	Inter-sentential

118.	*Nhưng* what do I do to solve that problem?	Extra-sentential
119.	In front of mirrors, *gương*, you should repeat something many times.	Extra-sentential
120.	Describe, *mô tả*, something that's very important and contribute to improve your life.	Extra-sentential
121.	It's very important to me, *cái chi hè?*	Inter-sentential
122.	I have a habit of collecting things. *Hỏi đi.*	Inter-sentential
123.	What do you collect? *À* what kind of things do you often collect?	Extra-sentential
124.	If storm occurs in your city, what will you collect? *Trả lời đi!*	Inter-sentential
125.	I will collect smart phone, because it *là phương tiện duy nhất*, to contact other people	Intra-sentential
126.	And they can know my problems and where I am, *mình muốn nói*	Extra-sentential
127.	and they know my situation, *nói thêm chi nữa?*	Inter-sentential
128.	I think so, *mình nghĩ giống bạn.*	Inter-sentential

APPENDIX C (2): CODE-SWITCHING USED BY SECOND-YEAR STUDENTS

IN THE CLASS OBSERVATION

1.	Do you know any aphorism, *là gì nhỉ*?	Inter-sentential
2.	We use aphorism, *cách ngôn hay ngạn ngữ*, to express wisely our opinion.	Extra-sentential
3.	Today I will talk about some extreme sports such as cliff diving, rappelling, sky diving, parasailing, it means "*dù lượn*"	Extra-sentential
4.	Can you describe this kind of sport, *dù lượn*, I can't imagine.	Extra-sentential
5.	What about "rappelling"? Mountain climbing? Nghĩa là leo dốc?	Inter-sentential
6.	What do you think about criminal identity theft nowadays? *à ha*, a common problem.	Extra-sentential
7.	Is there any technology that can be used to help people avoid , *gì nhỉ*, phishing?	Intra-sentential
8.	What are the effects of space exploration? *Đề tài này hơi khó đó!*	Inter-sentential
9.	We are divided into four groups: Groups 1-Finance and Economy; Groups 2- Envornment, Group 3 Innovation and	Inter-sentential

	Development; Group 4: Human Relations. *Bốc xăm đi!*	
10.	IRIS, LADEE, *khó hiểu*, Interface Region Imaging Spectograph	Intra-sentential
11.	Asteroid mining, means stars exploration, *khám phá thiên thạch chứ*, that's right?	Intra-sentential
12.	Space problem, *về ô nhiễm không gian* space pollution	Intra-sentential
13.	Minimize Giảm thiểu, *giống như hạn chế*	Inter-sentential
14.	Mission of solving background pollution like debris, satellites, *còn gì nữa không?*	Inter-sentential
15.	Eupheumism *nghĩa là gì?*	Inter-sentential
16.	Use some word to reduce the feeling, *nói giảm là một cách nói để giảm nhẹ…*	Inter-sentential
17.	For example, die, pass away, *qua đời*	Intra-sentential
18.	*băng hà* is used for emperor	Intra-sentential
19.	to meet his ancestor, *về với tổ tiên*	Inter-sentential
20.	rest in peace, stay in peace, *yên giấc ngàn thu*	Inter-sentential
21.	go to the paradise, means *lên thiên đường*	Intra-sentential
22.	We use Eupheumism *lời hay ý đẹp*	Inter-sentential
23.	*Tiếp theo*, to PR or persuade customers buy products	Intra-sentential
24.	Some examples of slang in Vietnamese; *sương sương, FA, trẻ trâu, OK?*	Intra-sentential
25.	Here are some examples of jargon, Slang, *tiếng lóng*, exaggeration: *nói phóng đại, nổ*	Intra-sentential